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Adjusted Allocation: 0.00

Remaining: -243,507.52
Application

Paint Valley Local (049510) - Ross County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (22)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Improvement of Math Through use of Technology

Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Paint Valley Local will implement the use of computers and tablets to improve our math achievement. Paint Valley Local will purchase Chrome Books, Learn Pads, charging carts, Study Island Math Site license, Math Apps for grades K-2, and Go Math Electronic Textbook site license for grades 3-8. This program will allow us to increase our student achievement in math and allow us to share resources in our classrooms.

638 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Heather Bowles
Organizational name of lead applicant: Paint Valley Local School District
Unique Identifier (RIN/Fed Tax ID): N/A
Address of lead applicant: 7454 US RT 50 Bainbridge, Ohio 45612
Phone Number of lead applicant: 7406343512
Email Address of lead applicant: heather.bowles@pvlsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RIN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The team is led by Principal Heather Bowles. She has been a Principal in the District for 5 years and was a Math and Science Teacher prior to becoming Principal. Mrs. Bowles has also received grants in previous years from Horizon and Mead Massie Trust. She used these smaller grants to buy Kindles and I-Pads for the Middle School. The teacher leader is Lori Reed, whom is the 7th/8th grade Math Teacher. The team members are 12 teachers in grades K-3, 1 teacher in grade 4, 1 teacher in grade 5, 3 teachers in grade 6, and 1 teacher in grades 7 and 8. The total number of team members will be 18 teachers and 1 Principal. The teacher leader Lori Reed has been involved in several math programs with Rena Allen from OU and Al Cote for Stem grants. She has also traveled to other schools and math conferences to present her math ideas for use in the classroom. Four of our teachers are familiar with the usage of Study Island Math. They used the program 3 years ago in the Middle School with grades 4-8. During the years that Study Island was used, the school had an increase in student achievement. The remaining team will be new to the use of interactive programs and electronic devices. We will provide Professional Development to the teachers to help them become familiar and comfortable using the program.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

[ ] Student achievement
[ ] Spending reductions in the five-year fiscal forecast
[ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

[ ] New - never before implemented
[ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
[ ] Mixed Concept - incorporates new and existing elements
[ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Paint Valley Local will implement the use of computers and tablets to improve our math achievement. We want to provide technology devices for each student to use in math class. We also want to implement the use of electronic textbooks. Grades K-2 will use Learn Pads with their students. Students will use different Math Apps to learn their math facts and their Math Common Core Standards. Each teacher will receive 25 Learn Pads, a charging cart, PD in usage of Learn Pads, and $100 each year to download Apps for each student to use. Grades 3-8 will use Chrome Books with their students. Students will use the Chrome Books to do Math Study Island, Electronic Math Textbook, and to take our new NWEA Maps assessments. Our license for NWEA Maps is not part of this grant, but the Chrome Books will allow us to have the technology in order to administer those assessments. Each teacher will receive 30 Chrome Books, charging cart, PD, and teacher online resources. Five years ago we used Study Island Math, in the year 2011 we switched to Catch-up Math, and this year due to low funds we were unable to purchase either site license. In the years of 2008 and 2009 we used Study Island Math. We noticed an increase in student achievement. The remaining team will be new to the use of interactive programs and electronic devices. We will provide Professional Development to the teachers to help them become familiar and comfortable using the program.

Our innovative project will meet the goals of student achievement and utilization of a greater share of resources in the classroom. By using technology we will help students understand their Common Core Standards. Students will be able to connect through interactive programs and textbooks. This project will help our school and students to evolve into the age of technology and e-books. The e-textbook will always be up to date and not fall under the wayside of old copyright. We will be able to renew each year with the most up to date version of Go Math. Our storage rooms will no longer be full of old textbooks. Students will no longer have to carry a heavy textbook home or get home and realize they forgot it at home. They will just log-in and have what they need. Research is showing that technology is increasing achievement. "Educators are finding that the use of technology increases student engagement and empowers individualized instruction," said John Wilson, executive director of the National Education...
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member project.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The uploaded Impact Report will show that by receiving this grant, it will save money in the area of Purchased Services and Capital Outlay. This will result in saving the District $243,507.52 over the next 5 years. As the District has had major ongoing financial issues over the past several years including a $1,400,00 reduction in force in the spring of 2013 and massive capital outlays cuts over the last several years, these assets would help better equip our classrooms.

14. What is the total cost for implementing the innovative project?

   243,507.52 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The Total Cost to implement this program is $243,507.52. Required purchases for implementation are: 270 Chrome Books (laptops), 225 Learn Pads (tablets), 18 charging carts, 225 protective cases for Learn Pads, Learn Pad site license, Learn Pad PD, Study Island site license, Go Math Teacher resources grades 3-8, Online Textbook for grades 3-8, Apps for Learn Pads.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

   11,510.02 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The only recurring costs will be the renewal of the site license for Study Island Math and for the KNO site license for E-textbooks. These recurring costs are listed in the five year program budget. There will be no new or recurring costs to the project once these purchases have been made. All maintenance will be provided by the district and salary costs are already paid by the district as well.

16. Are there expected savings that may result from the implementation of the innovative project?

   96,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

We expect to see a savings of approximately $96,000 per year. This savings would result from not having to hire two additional intervention specialists (salaries and benefits). The Paint Valley Local school district is currently experiencing significant budget restraints and any money saved would be used to provide additional services to our students.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The grant will provide for all the equipment and 5 years' worth of site license for Study Island Math and KNO e-textbook. After 5 years the District will assume the costs of site license renewals.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

   Plan (MM/DD/YYYY): 12/01/2013

* Narrative explanation

   December 2013: Collect available data (test scores, etc) to form a baseline measurement for comparison. Report data to Committee. Committee will consist of various stakeholders, including the building principals, math teachers, one board member and one representative from the Parent/Teacher Organization.

   Implement (MM/DD/YYYY): 01/10/2014

* Narrative explanation

   January 2014: Convene Committee meeting of all stakeholders to review purchase agreements for Study Island; review all expenditures to ensure that program is aligning with goals. (Committee will meet monthly review program goals) February 2014: Review program progress and analyze data; report program progress to Committee and Board. March 2014: Conduct quarterly program review, including collection of all data. Report review findings to Committee, Board and ODE.

   Summative evaluation (MM/DD/YYYY): 04/01/2014

* Narrative explanation

   April 2014: Coordinate with LPDC to ensure all personnel working in program are meeting goals and benchmarks. May 2014: Provide appropriate professional development to program personnel; focus on PD relating to benchmark setting and data analysis. June 2014: Conduct quarterly program review (will occur every three months for the duration of the project). July 2014: Fiscal audit of program; to include any reviews by the ODE; supervised by the Treasurer’s office. *Data will be collected and analyzed on a continual basis; the Committee will meet monthly to ensure that program goals are met, and all finding and data results will be reported to the Board.

19. Describe the expected changes to the instructional and/or organizational practices.

We expect changes mainly at the classroom level. We anticipate that this expanded use of technology will not only improve scores but will improve overall student use of in class technology. Students will become more proficient in E-learning environments, providing them with more readiness and mastery of the technology facing them at the secondary level. In short, this program will make our students more masterful of the technology rich world that awaits them.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Students today are “Global Learners”. They are intuitive and creative. They learn from computer programs and group activities. Our District needs to help our students become “Global Learners.” According to a study by the University of Maryland, “Technology is becoming a visible part of children’s lives. From classroom settings to home use, computers are now a part of how children learn, play, and communicate.” Our District wants to infuse textbooks with technology. We want to change from paper texts to e-texts and infuse the use of technology in our math classrooms. We used the Study Island program in the past and had gains in student achievement. Those years we made AYP and was rated Excellent or Effective. Due to financial issues, we were unable to renew the site license. Our District has made substantial cut-backs in the last few years. This grant will allow us to have the funds to use to purchase the technology, intervention programs, and textbooks our students need in order to stay current with the State of Ohio Common Core Standards. Students can use the technology to explore math, work with interactive math activities, take virtual field trips, and make connections with our world.

21. Is this project able to be replicated in other districts in Ohio?

   Yes [ ]
   No [ ]
22. Describe the substantial value and lasting impact that the project hopes to achieve.

Our main goal is to improve our achievement in the area of Math. Our project will allow our students to interact with technology and use that technology to be engaged in the Common Core State Standards of Math. We will be able to measure our outcome of our goal through the use of the NWEA Maps Assessment and the State Achievement Tests. NWEA Maps is a norm-referenced assessment program that measures the grade-level that each student is on in Math and shows the teacher the strengths and weaknesses of each student. NWEA Maps is not part of this grant, but is a program that our District has invested in to help our teachers use data to drive their instruction. NWEA Maps will be used three times each school year. We will be able to use the reports to gauge our growth in Math. After the grant expires, we will continue to utilize technology in our classrooms. We will continue to use electronic textbooks and computer intervention programs. This grant will allow us to make an impact in our community. Our students will improve in the area of math and be able to go on to either a trade school or college. Our students are the future of our community. By implementing this project we are giving our students the tools they need to be successful in their careers and community.

23. Describe the program in three month's time.

23. If so, how?

This project would easily fit into other districts, small and large, by simply utilizing current staff and purchasing the required equipment. By following the timeline given, districts would be able to implement this program in three month's time.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

In question 9, we checked student achievement and utilization of a greater share of resources in the classroom. On our 2012-13 report card, Paint Valley received an F in the area of closing the gap. The report card also showed that no one met the indicator for math. Our District is behind in these areas. In grades K-2, we will use our NWEA Maps data to gauge whether our students are closing the gap in math. The benchmark for each student will be 1 year of growth from the fall NWEA Maps test to the Spring NWEA Maps test. Grades K-2 will see growth in the area of student achievement and students will use technology as a resource in their classroom. In grades 3-8, we will also use the NWEA Maps data to gauge growth. But, we will also use our District report card to show if we are closing the gap in math. Our benchmark for grades 3-8 will also be 1 year of growth, but it will be measured on our NWEA Maps and our State Achievement Assessments. Grades 3-8 will also show growth in the area of student achievement and increase their use of technology resources in their classrooms. They will use interactive e-textbooks and the Study Island program. The outcomes we will not be able to easily measure will be the change in student confidence and student engagement. Students are excited by technology. By using the technology they will become more independent and self-sufficient. Students who normally don’t succeed on written reports or giving verbal presentations, will now be able to use technology to assist them. They will now have the equipment and programs to help them succeed.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

To evaluate our progress and impact on math, we will be using NWEA Maps reports for short-term objectives and State Assessment for long-term objectives. The data from the NWEA Maps reports will show the norm-based grade equivalent for each student and their strengths and weaknesses. We will give the assessment 3 times each year. By the end of 1 year, the students will show 1 year or more of growth in the area of math. The data that we will collect from NWEA Maps will be in the form of RIT score. This score will compare students to other grade-level students in the United States and with other students within the District. Teachers will have release time to meet as Teacher Based Teams to go over the Data and gauge the growth in Math throughout the year. For grades 4-8, we will also use our District report card to show if we are closing the gap in math. Our District is behind in these areas.

By implementing this project in three month’s time, districts would be able to follow the timeline given, districts would be able to implement this program in three month’s time. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

Accept - Heather Bowles, Elementary Principal, Paint Valley Local School District, 10/23/13