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Adjusted Allocation 0.00
Remaining -205,485.90
This project will focus on our local culture by combining literacy, the arts, and science. With the support of tablet technology, we will successfully meet the needs of our students, whether those needs involve improving reading for language learners, expanding opportunities in the arts for our underserved students, or developing technology skills in students who have very little technology at home. Students will...
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

A Brian Szeteliz's award-winning children’s book, “Wonderstruck”, a museum setting provides a place of wonder, curiosity, and learning, which is exactly what we want each of our schools to be. In that museum are hundreds of treasure-filled boxes, each called a “cabinet of wonders.” We plan to lead each child to the realization that he or she is a very special cabinet of wonders, as each takes ownership as a learner by documenting and sharing his or her journey as a creator and curator of learning. This provides a very valuable tool for the teacher, keeping all students on task and engaged in the learning. Additionally, we will not need to pay extra for a management system, unlike the iPad. We will begin by providing 24 tablets for our training of teachers, library parapro, and administrator, at a cost of $10,558.80. One LearnPad, bundled with a bluetooth keyboard and case, costs $439.95, which is significantly less than an iPad.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should reflect specific information in the financial documents:
   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 consortium or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact. NA

14. What is the total cost for implementing the innovative project?
   208,485.90 * 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 the total amount of all sources. Also, in your narrative explain to what areas the grant funds will be allocated. Note: If this project is not 100% funded by grants, please explain why.

15. What are the new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
   27,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost 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.

16. Are there expected savings that may result from the implementation of the innovative project?
   67,000.00 * 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.).

17. The current network does not allow for proper management of technology necessary to implement new mandates and academic enhancements such as ePees (Teacher and Principal Evaluation System), math curriculum that is reliant upon SmartBoards, intervention software such as Successmaker, online PARCC testing, the Local Professional Development Committee, credit recovery and digital courseware, and a variety of online resources necessary for educational record keeping, such as ProgressBook Suite. These increased network and hardware requirements have placed a strain on current technical staff (one person managing 12 buildings), requiring the district to budget for the hiring of an additional field technician beginning with the 2014-2015 school year. Through centralized management tools, this expense can be avoided. It is estimated that a new field technician will cost the district $50,000 with salary and benefits. Until recently, East Huntington district has been able to manage the technical needs of the district through one IT Director. By making these server and network updates, we feel the
additional cost of an additional employee can be avoided, at an estimated $20,000, prorated annually at $4,000 over 5 years. Updating and centralizing our server infrastructure will allow us to collapse our existing distributed computing topology, resulting in less hardware overall. As a result, the district will be able to maintain our systems more efficiently and effectively, at an estimated savings of $4,000 annually for 5 years. The district currently expends $18,000 annually with Connecting Point to maintain equipment. The new equipment purchased will replace End of Life equipment that will no longer need to be covered by this agreement. It is estimated that the contract with Connecting Point can then be reduced to $9,000, yielding a $9,000 savings. With new delivery of instruction method using LearnPad technology, we will save significantly on copying (paper, printing, lamination, etc.) that would eventually save on textbook and teacher edition expenses, as well. This amount is difficult to calculate, so it will not be included in our total expected savings, but it will be a savings. New server and network infrastructure will be much more energy efficient. We are unable to calculate these costs, but this could at least offset the extra cost of electricity. We have not included this in our total expected savings. Having this equipment will also prevent us from district transporting students from our schools to test centers for future PARCC testing. This bussing would be 30 days, with an estimated cost of $5,000 annually. In addition, this project should make these, and any other similar test bussing, unnecessary and save additional costs. This will help to reduce the cost of transportation, causing inconvenience to other students. The total expected savings, then, would include the savings from not hiring an additional field technician ($50,000), the savings on our network server that needs to be replaced ($4,500 for 5 years), the savings on the Connecting Point services ($9,000), and the savings on not bussing students for PARCC testing ($4,500). As stated earlier, there are additional savings that are difficult to calculate which have not been included in our total expected savings.

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 will 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.

We expect expected savings now and recurring costs by $42,000 annually. This savings will allow the district to continue to refresh and maintain equipment. If unforeseen expenses should arise, these savings will allow the district to be in a position absorb these costs. One of the reasons we are choosing LearnPads over iPads is that there is no operational overhead. In contrast, iPads required a mobile IT management infrastructure which includes software for remote content management, whereas the LearnPad solves this management issue for us. This will lead to enormous savings in operational and maintenance costs. If this project achieves its expected goal, there would be an additional cost of an additional employee can be avoided, at an estimated $50,000 annual savings.

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): 09/17/2013

Narrative explanation

1/2013 - Initial brainstorming meeting (represented by principal, 24 teaching parents, grandparents, community member, professional development provider) 9/2013 - Frequent email communication (superintendent, tech coordinator, curriculum coordinator, enrichment teacher, teaching staff, parents, grandparents, community members, professional development provider) 10/2013 - Decision made to move ahead with "Cabinets of Wonder" project. 10/2013 - Technology director researches infrastructure needs and network needs in order to make this project successful. (With assistance from superintendent and A-site staff in Wooster) 10/2013 - Research into choice of iPads vs. LearnPads. 10/2013 - Writing of the proposal begins. 10/2013 - Proposal submitted into CCIP. From the beginning, this project has had a significant range of stakeholders, representing administration, teaching staff, parents, grandparents, and community. It took a lot of brainstorming, emailing, and meetings to get everyone on board. In order to make the project successful, we needed to determine the best way to do this to be a project-based program incorporating literacy, the arts, science, and our unique Amish-Mennonite culture. All supported with the integration of technology. This project to not only aid in the delivery of instruction in a new way, but also to culturally appropriate learning settings in a way that is meaningful and relevant to students. In order to make the project successful, we had to make sure that the project was meaningful to the students.

Implementation timeline (MM/DD/YYYY): 02/01/2014

* Narrative explanation

2/2013 Receive award letter 1/2014 - Receive funding 1/2014 - Begin refreshing and improving network infrastructure at all district schools 2/2014 - Purchase 24 LearnPads for teacher preparation and use 3/2014 - Professional development for teachers 8/2014 - Purchase remainder of LearnPads (159 for Winnebago, 48 for Mt. Hope) 9/2014 - Begin personalized student projects and classroom instruction with LearnPads 9/2014 - Begin Newberry program, based on books published in 2014. 10/2014 - First student project completed 1/2015 - Newbery celebration - virtual connection with a Newberry winner 1/2015 - Second student project completed 2/2/2015 - Begin 2nd year of Newberry program with new calendar of books 2/2015 - Begin Caldecott Program 2/2015 - 3rd student project completed 3/2015 - Virtual connection with a Newberry-winning author 5/2015 - Final student project completed; 1st year of ePortfolios completed for each student 6/2015 - Need the remainder of the 2013-2014 school year and summer in order to update infrastructure and train teachers. We will plan to be ready at the start of the 2014-2015 school year to begin our personalized project-based learning journeys. The initial LearnPad training will be provided by Tiemey Brothers, the vendor of the LearnPad. Additional training will later be provided by Tri-County Computer Services Association. At the initial training, teachers, library paras, and principal will learn how to plan and deliver curriculum, manage the use of LearnPads, and use ePortfolios to meet the specific goals and activities of this project. They will learn how to assist students how to plan and create products based on their particular interests and on our local culture, and how to help students curate the artifacts of their learning into ePortfolios. The Newberry Program will begin in the fall of 2014, with students reading, critiquing, and blogging about upper elementary novels published in that year. The Caldecott Program will not begin until February of 2015 and will focus on picture books published in 2015. Students will create various personal projects and products at least four times throughout the year, culminating in one "masterpiece" project which will be an extension of their reading and the curricular goals. The biggest obstacle to success is our outdated server and network infrastructure. This absolutely must be addressed in order for us to be successful. Another potential obstacle could be the reluctance to accept the use of multiple tablet devices by our some of our conservative families who traditionally are skeptical of some modern technologies. When the principal spoke with his parent advisory committee, the parents' concerns were 1) too much game playing instead of learning, 2) inappropriateness of some graphic or video content, and 3) unsupervised use of the internet. These concerns all seemed very legitimate for all of our families. Parents will likely be supportive as long as these devices are used for learning and not games, contain content appropriate for our culture, and the internet use is very controlled. After extensive research concerning tablet education in schools, we came to the conclusion that we can best address all these issues more effectively with LearnPad tablets rather than with iPads. Whereas iPads were intended for the public at large, LearnPads were designed specifically for educational environments. LearnPads allow for an impressive amount of teacher control. The teacher controls which activities, applications, and websites a student can use. The LearnPad ClassView allows the teacher to see what is happening on each of the tablets. We are confident that our families will be pleased with the amount of teacher control as well as with the effect on learning the LearnPads will demonstrate. In addition, the cost-effectiveness of the LearnPads will allow our Winnebago classrooms to be a 1:1 ratio of tablet to student. Another obstacle could be a teacher or parent who simply does not buy in to what we are doing through this project. This will be addressed with sensitivity and understanding and could potentially result in a student being allowed to not take part in certain activities at the wishes of the parent. Key participants have all been named in this planning.

Summative evaluation (MM/DD/YYYY): 05/01/2015

* Narrative explanation

Literacy goal #1 - 95% of our students in grades K-8 will show at least a full year's growth in reading. This will be assessed using the available value-added data. Literacy goal #2 - 95% of our students in grades K-3 (no value-added data available for these students) will reach their Student Learning Objective (SLO) for reading. This will be verified by examining the SLO data at the end of the school year. These students will increase their experiences through a focused integration of arts into the curriculum and through multiple virtual connections with artists and musicians. This will be assessed by documenting the virtual connections and curating the art and music projects. 2015th Century Skills goal - 95% of students will increase their technology skill level from beginner to novice or above. This will be assessed using a pre-test survey and a post-test survey. It will also be assessed by the quality of the products students create to demonstrate Science goal - Students will demonstrate the use of appropriate picture books and informational science books in their planning and delivery of instruction. This will be assessed by the principal's walk throughs and examination of lesson plans. Curator of learning goal - 100% of students in K-8 will create a literacy and arts ePortfolio collecting their artifacts of learning. Teacher goal - 95% of teachers will incorporate LearnPad technology into the curriculum, increasing usage each year. We will set this goal and to ensure that LearnPads are used to their potential. The grant-writing team will conduct regular meetings of the entire project including ordering/installing equipment through the completion of all staff training sessions. This will be done through regular face-to-face meetings and email. All teachers, library paras, and administrator will be required to complete a pre and post-assessment survey. This survey will address knowledge of 21st century literacy and technology skills, use of ePortfolios, and creation of eBooks, all integrated into the curriculum. The pre and post assessment will provide documentation to show an increase in the number of teachers that are comfortable with the implementation of these tools and the use of them. We have a comprehensive plan in place to address any barriers or challenges.

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

This project will cause significant long-term positive changes in both elementary schools. Students will take more ownership of their learning, thinking of themselves as curators, creating and collecting
The arts of their personalized learning. They will not only become more effective readers; they will become passionate readers, able to intelligently discuss the books they are reading, critique them, and argue for their merits of award. Students at both schools who have had little exposure to the arts compared to many Ohio children, will have greater opportunity to benefit from virtual connections to real artists and musicians. This project also benefits from a broader effort among arts educators to institute the regular curricular study of the arts in the classroom. Students already have experience in developing 21st century technology skills will have ample opportunity to develop and showcase what they have learned. At Winesburg, where the LearnPads will be implemented on a 1:1 basis, the planning and delivery of instruction will be changed dramatically. At Mt. Hope, the implementation will be as gradual as we continue to be sensitive to the culture and desires of the families. There will be significant change at Mt. Hope, as well. Students in the upper grades, especially in reading and science, will notice a change in delivery of instruction, and they will enjoy the opportunities to use LearnPads to enrich their learning in a variety of engaging ways. Students in lower grades will experience LearnPads mostly individually and in small group stations. As a result of highlighting our culture, students will gain a new appreciation for their families, their communities, their school, and the culture in which they live. Finally, the significant upgrade to the infrastructure will allow all of this learning to take place quickly and smoothly.

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 forecast or utilization of a greater share of resources in the classroom.

Since much of this project is based on the unique culture of eastern Holmes County, combined with literacy, the arts, science, and LearnPads technology, it is safe to say nothing quite like this has ever been done. However, extensive research supports various facets of this proposal. For example, the importance of students taking ownership of their learning, in this case, by being curators of their own artifacts of learning, is well-documented. "Students feel connected, engaged, and meaningfully involved when they are addressing relevant issues that reflect their interests, their passions, and their identities." (Adam Fetterman, "The Architecture of Ownership," Educational Leadership, November, 2008.) Incorporating the arts into reading instruction has also been shown to be successful. Seventh grade boys who were reluctant readers but were interested in visual art were given several visual arts exercises that resulted in them taking a more active role in reading and interpreting the text rather than just passively reading it. The students were asked to, "create dot or line objects that find unique characters and ideas in the story they were reading, and then use these to dramatize the story...draw a picture of strong visual impressions formed while reading a story...illustrate books...and depict visibly the key details of nonfiction texts." Being taught to "read" art through a "visual thinking curriculum" helped 9- and 10-year-old students with their reading tests based on visual evidence. This increased ability translated into better "reading" of evidence in science. (Source: Critical Links: Learning in the Arts and Student Academic and Social Development, 2002, p. 144). Concerning 21st century skills, Watson, Gemin, & Ryan (2008) argue that e-learning will transform all forms of education and learning in the 21st century. Ellis (2008) argues that a commitment to teaching 21st century skills will enable educational leaders to: improve teaching and course quality, b) move to performance and competence based modes of learning, c) ensure that every student is exposed to more creative and complex ways they can assist and engage students with learning disabilities and students who are needing a more challenging curriculum. There is considerable research supporting all of what we are proposing to do, and this gives us good reason to expect success in reaching the goals of this project.

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

[24x26]I Accept

[28x140]I No

22. If so, how?

Although our unique culture in eastern Holmes County cannot be replicated, the majority of this project could. It would take a considerable, but not unreasonable, amount of time and effort to plan for various parts of this project. Focusing on the individual child by combining literacy, science, and the arts with the support of a LearnPads technology could be successful in other settings. Newbery and Caldecott programs presently take place in a few public libraries, but in very few schools, but this could also be replicated, as long as there is an enthusiastic leadership and a minimal financial commitment to keep purchasing newly published books. Teaching students to become curators of their own learning through reflecting on, documenting, and sharing their learning, could also be replicated.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

This is about much more than improving test scores. It is more about students seeing themselves as learners and appreciating the unique culture we have in Holmes County. When students truly take ownership of their own learning, good things happen. Not only do they become more proficient readers, they become passionate lifelong readers. Not only do they learn through the arts, they start to see themselves as accomplished artists, musicians, and actors. Not only do they develop 21st century skills, they know how and when to apply those skills in varied learning situations. Will achievement in reading increase? Definitely. Will students better understand their world as a result of increased informational reading in science? Of course. Will students develop 21st century skills? Absolutely. But even more importantly, students see themselves as curators of their own learning, as special "cabinets of wonder." More specifically, our server and network infrastructure will be updated to accommodate the significant addition of LearnPads and other future technology. Mt. Hope and Winesburg Schools will be more focused on the individual child and his or her talents, interests, and aspirations.

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 measured.

Year one benchmarks: Server infrastructure is refreshed and updated. Network infrastructure is refreshed and updated. 21 teachers, 2 library paraprofessionals, and 1 principal take part in professional development in the use of LearnPads in classrooms. Data collection will be through sign-in sheets. Year two benchmarks: 95% of our students in grades 4-8 will show at least a full year’s growth in reading. This is based on reading test results. This is also supported by results of Ohio Achievement Assessments. This will be documented on the basis of Ohio’s Achievement Assessments in grades K-3 (no value-added data available for these students) will reach their Student Learning Objective (SLO) for reading. This will be verified by examining the SLO data at the end of the school year. These SLO’s are written by teachers and are a good means of evaluating whether expected student growth has occurred. It is more about students seeing themselves as learners and appreciating the unique culture we have in Holmes County. When students truly take ownership of their own learning, good things happen. Not only do they become more proficient readers, they become passionate lifelong readers. Not only do they learn through the arts, they start to see themselves as accomplished artists, musicians, and actors. Not only do they develop 21st century skills, they know how and when to apply those skills in varied learning situations. Will achievement in reading increase? Definitely. Will students better understand their world as a result of increased informational reading in science? Of course. Will students develop 21st century skills? Absolutely. But even more importantly, students see themselves as curators of their own learning, as special “cabinets of wonder.” More specifically, our server and network infrastructure will be updated to accommodate the significant addition of LearnPads and other future technology. Mt. Hope and Winesburg Schools will be more focused on the individual child and his or her talents, interests, and aspirations.

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress.)

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

We will evaluate the overall impact of the project in a number of ways. The upgrade to our infrastructure will be evaluated by our IT Director in the form of a yearly updated report. The success of our implementation of LearnPads will be evaluated through parent surveys, teacher surveys, and student surveys. We will evaluate our student growth in reading through data collection including value-added and SLO assessments. The success of our integration of the arts into the curriculum will be evaluated through documenting the virtual connections to artists and musicians, as well as examining the many virtual offerings integrated into ePortfolios. 21st century skills development will be evaluated through surveys and observed infrequence. The Newbery and Caldecott book programs will be evaluated by number of books read and blogs posted, and informally assessed by observing the enthusiasm of passionate readers. If along the way, any of this data leads us to believe any part of the program is not working sufficiently, we will make appropriate midcourse corrections.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. 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 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.

I Accept Dan McKay Principal, Winesburg and Mt. Hope Elementary Schools East Holmes Local Schools October 25, 2013