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Adjusted Allocation: 0.00
Remaining: -330000.00
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: One to One iPad Initiative

2. 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.

3. 600 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Mitchell Bean
   - Organizational name of lead applicant: School Leader - Eagle Academy
   - Unique Identifier (RN/Fed Tax ID): 143552
   - Address of lead applicant: 1430 Idaho Street, Toledo, OH 43605
   - Phone Number of lead applicant: (419) 697-2760
   - Email Address of lead applicant: mitchel.bean@leonagroup.com

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Daniel Scow
   - Organizational name of secondary applicant: State and Federal Grant Coordinator - The Leona Group
   - Unique Identifier (RN/Fed Tax ID): 143552
   - Address of secondary applicant: 2740 West Central Avenue, Toledo, OH 43606
   - Phone number of secondary applicant: (419) 474-3235
   - Email address of secondary applicant: dan.scow@leonagroup.com

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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   - Daniel Scow, State and Federal Grants Coordinator for the Leona Group will assist in the management of grant implementation.

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 resolution from the 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.

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 development and initiation team consists of two building leaders, the building school improvement team, the Consolidated School Leadership Team, two instructional coaches, the Leona Group Informational Technology Group, and a professional development specialist from Apple Computer Company. The building leaders and The Leona Group have successful experience writing competitive grants for the implementation of innovative programs and for other purposes. Grants have been used to provide Promethean Boards in classrooms, individual computer workstations in classrooms and a limited number of iPads for use in the computer lab only. A current strategy for improving student achievement is the use of internet based intervention strategies using the limited number of computer lab work stations. This project will expand the use of a proven innovative use of technology by allowing all students access to interventions simultaneously in large or small groups. Implementation of the project will be the responsibility of the school leaders, instructional coaches, the Leona Group Informational Technology Group and the State and Federal Grant Coordinator for the school. Financial management and monitoring will be provided by The Leona Group.

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 consortium partnership

11. Describe the innovative project.

   - In recent years, it’s been documented that students, because they are “digital natives”, respond favorably to equitable access to and use of technology in the classroom. According to author Marc Prensky, in his article “Digital Natives, Digital Immigrants,” today’s students, K-college, represent the first generation to grow up with nearly instantaneous and ever changing new technology. He goes on to state that students think differently, process information in fundamentally different ways from their predecessors, especially teachers who can, in many cases, be best described as “digital immigrants.” According to Dr. Bruce Perry of Baylor College of Medicine, it is possible that students’ brains have actually changed as a result of the way they have grown up. It is clear that today’s learners learn differently and to effectively reach these new learners, improved and different pedagogy and new learning tools (e.g. instructional technology) must be incorporated into daily instruction. In addition, data from the 1 to 1 use of laptops and mobile devices clearly demonstrates that student achievement increases when students use their devices as essential tools for learning, using a broad range of apps for between 50 and 75 percent of the day. To increase the access students have to limited classroom work stations and work stations accessible in the computer lab, each student at Eagle Academy will be issued an iPad for school use. Students will only be able to use the devices during school hours by checking them in and out at the beginning and end of the day. iPads will be used for instruction in math, language arts, social studies and science. Technology will support basic instruction, interventions for struggling learners and enrichment opportunities for other students. Resources such as textbooks, worksheets, computer applications, and other teaching and learning materials will be available on iPads, which will reduce expenditures and allow reallocation of precious school resources. This will eliminate or reduce the need to purchase paper, textbooks, workbooks and reproduction costs. The school will also be able to reduce the cost of other student supplies such as pencils, paper, highlighters and other tools. Students will have greater access to science instruction, especially lab experiences online. For example, many educational sites have demonstration and participation lessons on dissection, use of microscopes, chemical reactions and many other science resources. Because of limited funding and inadequate laboratory facilities these opportunities for students are minimal, if they exist at all. Individual use of computers will increase student access to social science curriculum and instruction to increase cultural awareness, access to original source materials and other historical documents and resources. Additional access to technology will allow students to take advantage of virtual field trips and other online distance learning experiences. Technology will also be used for improving reading and math instruction and remediation using online resources and applications to differentiate instruction to meet individual student needs. Additional, individual access to technology will increase the access to and
In addition to the goals described in section 9, Eagle Academy's goals for this 1:1 program are: To improve equity of access to technology; To improve the quality of learning To institute and support best practice in technology integration To improve student learning of content To increase the use of formative assessments and differentiated instruction using technology To increase performance on standardized tests - in particular the OAA and OGT To prepare students for the world of work To improve the home-school connection The above goals are aligned to the school's current improvement plan. Specifically, this program will increase student achievement by improving basic instruction in classrooms, by providing access for teachers and students to research-based interventions and by increasing the ability to differentiate instruction to address the learning needs of individual students. Expenditures will be reduced by utilizing online resources and device resources rather than traditional print resources. The need for textbooks, copies of worksheets, and other classroom materials will be reduced, if not entirely eliminated. Other teaching and learning tools will no longer have to be purchased because they will either be antigued or available electronically. Many of the teaching and learning materials currently supplied for students are funded by Title I and other grant sources. Reducing expenditures through the use of computers and technology will allow the school to reallocate valued resources to other pressing needs. In addition to reducing necessary expenditures for resources, other innovative resources will become available to students. For example, teachers will be able to access online science resources such as experiments and demonstrations not currently available due to limited access to laboratories and supplies. Students will be able to experience virtual field trips and communications with other cultures via the Internet. Original resources and real time events will be more readily available to students. Online resources are updated automatically, eliminating the need to purchase updated printed materials over time.

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 for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

   $330,000.00 * 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 details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

   The total request for this project is $330,000. The budget breakdown includes funds for the purchase of iPads, funds to purchase apps and supplies, a budget line for support services and supplies to install and upgrade network services to take full advantage of the funds, and a line item for teacher professional development. Savings are realized by reducing or eliminating the purchase of printed materials and other equipment typically used in a computer lab setting. Students will no longer need a lab to access technology. Title I funds are allocated and budgeted to improve basic instruction and provide research-based intervention for students in order to improve academic achievement. Title funds can be used to purchase additional supplies that will assist students who need additional support and interventions. Professional development can also be funded by Title funds if it is supplemental in nature. Eagle Academy uses Singapore Math as an instructional and intervention tool. Many of the interventions are technology based. The Title I budget funds can be used for on-site instruction. Most are inexpensive and can be supported with the Title I budget. It is noted that the iPads also use Renaissance Learning as a benchmarking and progress monitoring tool. iPad applications are available for students to take NWEA, AimsWeb, STAR Reading and STAR Math assessments as well as to take Accelerated Reader tests. Again, Title funds are used to fund this program and additional funds from this grant will allow greater access to students. The district also intends to expend general fund revenue to support existing programs.

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.

   $18,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

   Eagle Academy anticipates there will be a number of reasons equipment will need to be replaced and has a contingency for replacing equipment. This will result in recurring costs and the budget projection includes a provision to replace up to 5% of the equipment each year. This is budgeted in Capital Outlay - Replacement, a previously non-budgeted item. The projection for replacement is $14,000 per year for the first two years of the project. This will increase to $20,000 per year in subsequent years to make sure technology stays current. The budget projection also includes an increase in purchased services for maintenance of the network and other technology related service needs. Each of these budget lines will increase by 3% annually. Implementation of this program will not result in any recurring costs other than replacement of equipment.

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

   $62,000.00 * 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.)

   Eagle Academy projects first year savings of $62,000. This is a result of a 20% reduction in supplies and materials. Textbook and other supply purchases will either be eliminated or reduced by $35,000. Capital Outlay for new equipment, which typically is technology related, will be reduced by 80%. Because all of the technology will be new, there will be no need for purchasing new equipment as in the past ($27,000). As time progresses the annual savings increases by 10% annually. With no additional expenditures or unforeseen circumstances, Eagle could conservatively realize a savings of up to $70,000 in the fourth year of the grant.

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 allow the project to continue at no cost or at an 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.

   This project is self-sustaining due to the lack of need or reduction of need to purchase print materials, computer lab equipment and other supplies. It's anticipated that the use of technology will continue to offset these costs as the budget allows for replacement of damaged or lost equipment and additional replacements as time goes on. The new costs for replacement and maintenance are offset by the projected 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.

   Summative evaluation (MM/DD/YYYY): 06/30/14
The success of the program will be evaluated by comparing benchmarking data analyzed in the implementation phase to summative evaluation at the end of the year. All students will be assessed using NWEA, AimsWeb, STAR Reading, STAR Math, and STAR Early Literacy to establish benchmark data. Planned interventions using the technology will be implemented and students will be assessed every 6 weeks to monitor progress. Each semester, benchmark data will be reestablished and interventions will be adjusted. At the end of the year, students will be assessed and the comparison between initial benchmarking and final assessment will indicate the effectiveness of the program. Ohio Achievement Assessment data from the current and previous academic years will be studied and compared to future OAA scores to determine the effectiveness of the new program. Based on research the district has conducted and reviews of existing programs using one-one technology it is reasonable to expect significant gains in student achievement. Formative and summative teacher made assessments will also be tracked and reported as part of the program evaluation.

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.

From an article in the Journal of Technology, Learning and Assessment, "Summary of the Quantitative Results from the Berkshire Wireless Learning" the conclusion was reached that a 1:1 computing project similar to this proposal "had many far reaching and positive educational impacts." and stated that, "the potential of 1:1 student and teacher computing holds major promises for transforming teaching and learning." In several other studies, researchers' findings indicated that the use of that 1:1 computing provided greater access to resources, information, and up-to-date instructional content for more students and families as well as increases in student motivation, engagement, interest, organization, and self-directed learning. In comparison, Michigan's statewide 1:1 program was shown to improve student attendance and student test scores. For example, in Bendle Middle School proficiency on reading MEAP scores increased from 29% to 41% in 7th grade and from 31% to 63% in 8th grade.

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

[ ] Yes [ ] No

If yes, how?

Given adequate funding there is no reason this program could not be duplicated and benefit many more students in Ohio. In fact, similar programs have been implemented in schools in Ohio and across the nation.

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

Equitable access to computers and related educational programs and applications will be available to students at Eagle Academy well into the future. This will improve the quality of learning of content (Common Core) and will allow the school to institute and support best practice in technology integration. Teachers at the school will be able to better implement formative assessments and will be able to differentiate instruction using technology to better meet the needs of all students, especially those not meeting benchmark goals. There will be ongoing benefits to students as they will be better prepared for the world of work. An improvement in the home-school connection is also anticipated as an ongoing benefit to the school.

23. 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.

All students will be assessed, as they currently are, using NWEA, AimsWeb, STAR Reading, STAR Math and STAR Early Literacy to establish benchmark data. Planned interventions using the technology will be implemented and students will be assessed every 6 weeks to monitor progress. Each semester benchmark data will be reestablished and interventions will be adjusted. At the end of the year students will be assessed and the comparison between initial benchmarking and final assessment will indicate the effectiveness of the program. Ohio Achievement Assessment data from the current and previous academic years will be studied and compared to future OAA scores to determine the effectiveness of the new program. Based on research the district has conducted and reviews of existing programs using one-one technology it is reasonable to expect significant gains in student achievement. Formative and summative teacher made assessments will also be tracked and reported as part of the program evaluation.

24. 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).

The data collected in Section 24 will be analyzed by the schools Consolidated School Leadership Team (CSLT). This group will be responsible for evaluating the effectiveness of the program in terms of how it benefited students. The CSLT will look at such outcomes as teachers' instructional techniques, students' learning activities and degree of engagement, professional development needs, and impact on student achievement. The team will use classroom observations of instruction, perception surveys of students and staff, and analyses of test scores to examine the extent to which the program goals are being attained. Short term progress will be available using data from the benchmark assessments and progress monitoring that will be conducted on a 3 week and semester long time schedule. Longer term progress will be measured using standardized test (OAA and OGT). The CSLT, with feedback from staff and input from the administrators will recommend and make adjustments to the program if the goals are not being met.

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 applicants 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.

Mitchel Bean, School Leader Eagle Academy - Toledo, OH 10.24.13