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**Adjusted Allocation**: 0.00

**Remaining**: -647,900.00
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: Increasing Student Achievement with 1:1 Computing

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.

The Independence Local School District seeks to improve achievement for all students by implementing a 1:1 iPad initiative at its three school buildings. The iPad initiative will not only provide engaging, 21st Century Learning for our students, it will significantly lower district expenditures for textbooks, workbooks, and consumable paper.

1100 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant: Roger Howard
Organizational name of lead applicant: Independence Local Schools
Unique Identifier (RNF/Fed Tax ID): 046565
Address of lead applicant: 7733 Stone Road, Independence, OH, 44131
Phone Number of lead applicant: 216-642-5852
Email Address of lead applicant: howard@independence.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: Carrie Ciofani
Organizational name of secondary applicant: Independence Local Schools
Unique Identifier (RNF/Fed Tax ID): 046565
Address of secondary applicant: 7733 Stone Road, Independence, OH, 44131
Phone number of secondary applicant: 216-642-5850, ext. 1104
Email address of secondary applicant: ciofani@independence.k12.oh.us

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

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

7. Partnership and consortia agreements and letters of support: 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.

Our project seeks to provide all students in the district with a computing device in lieu of textbooks. All administrators, teachers and support staff will ultimately be involved with implementation of the project. The district technology staff, including the Director of Technology, building technology teachers, media specialists, and support technicians will configure and distribute the equipment. The district kicked-off a 1:1 pilot initiative last year with the leadership of a 1:1 Committee comprised of key stakeholders in the district and community. iPad carts were purchased for each building and tablets were also purchased for each teacher and administrator. The district has invested significant time for professional development relative to the initiative. Grant funds will make the project feasible for every student, and eliminate most textbook costs. The technology staff has successfully implemented other technology initiatives such as implementation for SMART Boards in each classroom and distance learning equipment.

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.

We have already begun planning for a 1:1 initiative in our district that would be rolled out by grade level over the course of four years. Grant funds would enable us to sustain our project and reach our goals in a more expedient manner. Last year, we provided all of our teachers K-12 with an iPad and initial training. Over the 2013 summer, we had four teachers from the middle and high schools come in for training and assistance on creating a digital textbook, an “eBook,” for their classes. We began the 2013-14 school year with the implementation of two carts of iPads per school building. One of the carts in each building is dedicated to teachers who created eBooks and the other strictly for sign out. We also provided for more time in our building technology teachers’ schedules so that they will be available to work with teachers to effectively integrate the iPads into their instruction. We will continue professional development for teachers through the “just in time” model of going into the classroom with the teacher when needed or being available for questions while they are creating a textbook and through hands on workshops given after school and on our newly instituted waiver days.

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.

Our proposal is to provide all students with a computing device. The resources from this project will go directly to students and the classroom therefore meeting the goal of a utilization of a greater share of resources in the classroom. We expect that student achievement in both the regular and special needs populations will be raised by our project. First, students will have access. A 1:1 computing environment will give students virtually unlimited access to information and 21st Century tools for making meaning from that information. With access, the potential for movement away from a passive mode of learning to an active project based mode is truly possible. Teachers and students will no longer have to visit technology in the computer lab or by signing out a cart, but will have access 24/7. Rich and researched-based online intervention/enrichment programs will be available for students as a means of differentiating and personalizing instruction. The ability to offer blended-learning classes for all students will be a possibility. The tools available for reading digital content will raise engagement with content, understanding of content, and therefore achievement. Finally, we will see cost savings and sustainability through going paperless.

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 forecast 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?
   647,900.00 * Total project cost
   * Specific amount of new/recurring cost (annual cost after project is implemented)
   * Specific amount of expected savings (annual)
   * Total project cost

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.
   110,000.00 * 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, explain why.

16. Are there expected savings that may result from the implementation of the innovative project?
   160,000.00 * 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. 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.

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 implementation and communication and contingency planning.

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

* Proposal Timeline Dates
   Plan (MM/DD/YYYY): 06/05/2011 - 06/05/2013
   * Narrative explanation

   Getting to this point in our movement forward with a 1:1 has taken significant groundwork. Our technology staff has been working to upgrade the wireless network over the past four years. We began by replacing the existing equipment that required power injectors or AC plugs at the access point to gigabit POE switches. During the summer of 2011 we upgraded the wireless access points at the high school, then gave high school students access to our public wireless network from personal devices, which has been a valuable test. During the summer of 2012 we upgraded the middle school wireless access points. During the summer of 2013 we finish the upgrade of all of our buildings with the completion of the primary school wireless network. We established a district wide iPad pilot group with 33 participants during the fall of 2011. The group met after school to discuss educational uses and apps, and the iPad pilot group shared valued apps with middle and high school staff during a district professional development event. During the winter 2012 we began a 2nd grade pilot with the purchase of an I-Pad cart at our primary school. The group met weekly. At the conclusion of the 2011-2012 school year parents were asked to complete a survey regarding the 1:1 pilot. While about 50% responded, they were in favor of a 1:1 approach, and saw digital content delivery as the future of education. During the 2012-13 school year, the Tablet Learning Community (TLC) was established at the middle school that included a full 1/3 of the faculty. They met after school for training/discussions. A district 1:1 Committee comprised of all stakeholders was formed in 2012-13. They drafted a district 1:1 policy and technology family feature structure.

   Implementation (MM/DD/YYYY): 05/22/13 - 06/06/16
   * Narrative explanation

   After five years implementing a 1:1 we will have a fair amount of data detailing the effects on reading, project based learning, 21st century skills, and going paperless. This data will be useful in determining the effectiveness of 1:1 computing environment for learning. This project will analyze cumulative data in reading, project based learning and 21st Century skills for patterns of growth. We want to discover which aspects of the project were most effective in bringing about gain and which aspects were not. A five year reflective survey will be developed and administered to all teachers and students who have been part of the project since inception. This will give valuable feedback on perception of success in implementing 1:1. We will use this data to move forward in our implementation with increasing ability to improve instruction by keeping what works and discarding what doesn't.

   Summative evaluation (MM/DD/YYYY): 06/05/2020
   * Narrative explanation
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.

Research has been done showing gains in academic achievement through 1:1 initiatives. Research has also been done on specific areas of gain. Reading traditional text in comparison to reading digital text has been studied with gains in comprehension because of the tools built into digital texts. Reading informational text is a focus of the new common core standards and we believe, based on the research, that reading on an electronic device will improve student understanding. Further, digital textbooks are a critical part of our project. Our transition to digital textbooks is more to engage students and increase comprehension than to reduce costs although we do intend to reduce costs. We want to prove that the features of an electronic book will make a difference in the level of student engagement and that this will improve student’s understanding of a text. We also want to know if there is a significant change in the way students process content when reading an electronic book. There is current concern that students are lacking the 21st Century skills needed for college and the workplace. We believe the 1:1 learning environment will directly improve technology skills and perhaps a little more indirectly impact critical thinking, problem solving, and collaboration skills. These skills we think will be improved through participation in project based learning activities that will be made much more practical through the 1:1.

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

Yes

22. If so, how?

Our project can be replicated by following a process similar to ours, which has been charted by districts and educational groups before us. Upgrading wireless access, ensuring staffing levels for training and support, providing teaching staff with a device and training, giving opportunity and training in apps and creating textbooks, rolling out carts, and finally grade level rollouts of devices 1:1.

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

Lasting impact will be made on student learning. The implementation of our 1:1 will build student readiness for college and the workplace through the emphasis on building 21st century skills. Giving students anytime/anywhere access to digital content will expand the classroom beyond the school walls to the world of information available through connectivity. Students will participate in project based learning activities actively constructing understanding in collaboration with their peers. Collaborative, critical thinking, active engagement is the impact inherent in a 1:1. Access to digital content will provide possibilities for differentiation not possible reading from a textbook in a standard classroom. And our planet will become a little greener with the move toward a paperless district.

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.

Benchmarks include: Student acquisition of 21st Century skills will rise consistently as evidenced on the yearly 21st Century skills assessment. Teacher knowledge and use of 21st Century skills will rise consistently as evidenced on the yearly 21st skills assessment. Project based learning will increase in all classrooms as evidenced in survey results. Engagement in reading and understanding of content will increase consistently as we move to digital texts as evidenced in the study of groups reading traditional text and groups reading digital texts. Increase in reading comprehension and use of 21st Century Skills will fuel increase in overall student achievement as evidenced in grades and achievement test results. Paper consumption will decrease by 20% for each successive year of the initiative. Copy expense will decrease by 20% for each successive year of the initiative. Textbook expense will decrease by 20% for each successive year of the initiative. We will be 80% paperless in the fifth year of implementation.

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).

Utilization of a greater share of resources in the classroom will happen immediately with the distribution of tablets to students and accordingly needs no measure. Benchmarks in student achievement include gains in engagement in reading and reading comprehension which will be measured for at least one grade level in each building by comparing groups of students reading traditional texts to those reading electronic texts. We will use general questions on attitudes toward and engagement in reading as well as questions measuring comprehension. We will measure the frequency of project based learning and the 21st Century skills of teachers and students using surveys and an online assessment developed by Atomic Learning. The Technology Director will compile results of the surveys and disseminate to district staff. Our goal of being 80% paper less 5 years after the roll out with 20% increments yearly progress will be measured by the Treasurer’s office in yearly expenditures. Student gains in reading could be dependent on the application used to read with. If we do not see gains, we will experiment with different digital reading tools. We will include preferences in applications in our questions on student engagement and adjust accordingly. The measurement of 21st Century skills will be adjusted for in professional development. When teachers have more knowledge, it will transfer to their classroom practice. If skills are lacking in a particular area, we will address them through teacher training.

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/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.

I Accept

Treasurer Independence Local School District Independence Local Schools 10/25/13