

Budget

Washington Court House City (045013) - Fayette County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (261)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		16,000.00	6,000.00	400,000.00	50,000.00	1,729,120.00	0.00	2,201,120.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	100,000.00	0.00	0.00	0.00	100,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	175,000.00	0.00	0.00	0.00	175,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		16,000.00	6,000.00	675,000.00	50,000.00	1,729,120.00	0.00	2,476,120.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-2,476,120.00

Application

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**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: Washington Court House City Schools- Using Technology to Implement a 1:1 Learning Environment

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.

Washington Court House City Schools (WCHCS) will utilize the awarded funds to create and support learning environments that are supported by a one-to-one technology initiative. The project is designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards and graduation requirements. We are not simply purchasing devices. We are building philosophy, training our teachers, and helping parents understand our approach. Our goals are focused on accelerating student achievement and deepening student learning by meeting the academic needs of EACH student and increasing the effectiveness of educators. Most one-to-one technology implementation strategies are based on the new tool (the new technology) as the focus of the program. Our project focuses on breaking away from the limited vision that one-to-one computing is about the device. If that is our only focus, we are doomed to waste our resources and are simply implementing a program that uses a \$500 (or more) pencil. We focus on the instruction and learning supported by various tools. Technology will play a key role in meeting student need and improved instruction. While one-to-one computing might work as a marketing slogan designed to convince schools to buy as many computers as possible, it is a simplistic and short-sighted phrase that suggests if every student had a device and if every teacher were trained to use these devices, then student learning would rise automatically. Adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement. This is the emphasis of our proposed project. We ensure that technology is seen not as just another initiative, but as integral to curriculum, instruction, and student learning!

2200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Keith Brown, Superintendent

Organizational name of lead applicant: Washington Court House City Schools

Unique Identifier (IRN/Fed Tax ID): 045013

Address of lead applicant: 306 Highland Ave. Washington Court House, Ohio 43160

Phone Number of lead applicant: 740-335-6620

Email Address of lead applicant: keith.brown@wchcs.org

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

First Name, last Name of contact for secondary applicant: Mark Thomas, Director of Technology

Organizational name of secondary applicant: Washington Court House City Schools

Unique Identifier (IRN/Fed Tax ID): 045013

Address of secondary applicant: 306 Highland Ave. Washington Court House, Ohio 43160

Phone number of secondary applicant: 740-335-6620

Email address of secondary applicant: mark.thomas@wchcs.org

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

No other participating entities.

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.

[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.

Qualifications: WCHCS has a team of professionals who have experience and success when implementing large-scale initiatives. For example, we have participated in the Race to the Top state initiative. The project was coordinated by a team of professionals employed for the purpose of successful implementation at the local level. Individuals bring the following qualifications to the team. -Curriculum specialist works to ensure that the course offerings are aligned with the state college and career ready standards. -Technology director has worked to establish the beginning phase of implementation of the 1:1 initiative in WCHCS; particularly adding the technology infrastructure needed to ensure the success of the project (expansion of the number of devices, access points, other technology requirements) -A seasoned administrative staff (central office and building administrators) continues to work and support program implementation -District and building leadership teams continue to work and support program implementation -Our work is supported by the state system of support personnel In addition, the success of the project is reliant on the expertise of the instructional staff. Our teachers have piloted the state teacher evaluation system. Through this pilot, WCHCS is confident that our teachers are able to deliver the very best instruction and know what good instructional practices are (as defined through the Ohio Teacher Evaluation System). Our education professionals know how to achieve success. Local district report card performance has indicated a grade of "A" for student progress/ value-added. Our efforts are focused on a culture of learning and improvement. We have the right attitude for implementing a successful project.

**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.

Statement of problem Technology is not teaching. Imagine two scenarios of mathematics instruction. One is without digital technology; the second is with 1:1 MacBook Air. Unfortunately, the MacBook class can be the epitome of traditional instruction if not used in a collaborative and dynamic instructional process. The MacBooks in this case could serve as electronic textbooks from which students copy and complete problems individually. This does not meet our goals of the project. There are other classrooms in which no electronic devices are available, yet it is possible that the instruction in the non-digital tech class is collaborative, reflective, and dynamic. The point here is that 1:1 is not, by itself, reform, nor innovative. True reform only happens if the underlying beliefs that guide instruction are changed. Innovation only happens when the actions of teachers and students are modified. Simply adding technology does nothing to change philosophy or the roles of teachers and students. If the roles of teachers and students remain the same, how can we possibly claim reform? In summary, at best, 1:1 technology initiatives are simply not reform. That is, they just maintain the status quo with a new medium. At worst, the initiatives serve to undermine reform by treating all kids as the same and placing them in inauthentic learning environments while convincing us that we have achieved reform. We aim to move to true reform and innovation through this project. Technology is one of the vehicles used to attain this goal. Major activities: WCHCS will offer a blended model of learning to EACH student, using 1:1

technology to support student learning. Through the 1:1 learning options, we'll offer -Blended learning: using traditional and online courses to meet student needs -Support to homebound students: on days when attending school is not viable for the student -Replacement of traditional text books -Extended learning (outside the normal school day) opportunities -Differentiated instruction to meet student needs and interests Bold and innovative solution: Through this approach, learning resources will be more readily available to the student. Teachers will find greater accessibility to instructional tools to meet student needs. A tremendous cost savings will occur. The traditional textbook replacement cycle and associated expenditures of texts, consumables, and selection costs of materials are eliminated. Professional development for teachers will be more focused and efficient. From November Learning- "1:1 technology makes it possible to quickly assess students' strengths and weaknesses and then differentiate or even individualize instruction based on each student's specific needs. In the best 1:1 classrooms, skills no longer need to be taught in isolation. The distinctions between subjects get blurred as students are able to pick a topic in which they're interested, read about that subject in depth, write collaboratively about it on a wiki or in Google Docs, Skype with an expert in that field, and so on. Rather than using computers as virtual worksheets, when done well, 1:1 technology can be used to give students access to nothing less than the entire base of knowledge acquired throughout human history." Our proposed solution is to offer a more individualized approach to instruction. This will be achieved by offering choices and options to our students through not only the traditional classroom instruction, but also online learning opportunities that can occur anytime and anywhere as part of blended system of learning.

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.

What project will look like: WCHCS will work with Apple and provide supports to instructors and students in order to make learning truly innovative and individualized through the use of iBooks. For example, students can tap the name of the book in the assignment list to start reading it right away, and notes they take will appear along with the other course notes. iBooks textbooks on MacBook Air devices offer a full-screen experience full of interactive diagrams, photos, and videos. No longer limited to static pictures to illustrate the text, now students can dive into an image with interactive captions, rotate a 3D object, or have the answer spring to life in a chapter review. They can flip through a book with a simple click of the mouse or keyboard arrows. Highlighting text, taking notes, searching for content, and finding definitions in the glossary are just as easy. And with all their books on a single device, students will have no problem carrying them wherever they go. Teachers create customized learning materials for portable student personal learning devices such as the MacBook Air to support a wide range of learning needs. Interactive features like 3D images (readers can manipulate 3D objects with a touch - so instead of seeing a cross section of a brain, they can see all sections. Video, audio, and photo galleries are available so that instead of seeing just one image on the page, readers can swipe through an entire collection of interactive photos and captions using the arrows on the keyboard. They can navigate the gallery using photo thumbnails or step through images one at a time. The iBook provides multimodal learning opportunities that make textbooks more engaging to learners than a traditional textbook. Features like multicolor highlighting and notes make learning truly interactive. Study cards, and the glossary help students be better organized and better prepared. Built-in review questions give students an immediate assessment of their knowledge so they understand where to focus more study time. And iBooks supports VoiceOver, Speak Selection, and closed-captioned videos to help all types of learners. Teachers and therapists can personalize the device in order to support learning by students identified with special needs. When it comes to studying, two minds are better than one. Students can share directly from the page onto Facebook walls or Twitter feeds, texts messages or emails. Instead of battling with students to keep them from using these interactive options at school, we will harness the possibilities for educating the student. School improvement plan and impressive, but reasonable expected outcomes: The goals of the District Improvement Plan are aligned with the goals of this project: Grade levels who have progress measured by state or district identified assessments make a minimum of one year's growth in one year in all measured academic areas. The activities of the project directly connect with the goals and intended outcomes of the project. Student achievement will be improved as students have greater access to resources and the learning is individualized to meet student interest and need. Various personnel to manage and achieve the outcomes: Key WCHCS central office administration will oversee the implementation and monitor the success of the initiative. Building level administration will guide the instructional staff in this process. Teachers will implement the program and monitor student achievement. On-going support and professional development are offered through the contract with Apple.

### 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.

Budget The financial impact table is attached. Cost savings will occur. Savings will be from -No increase in costs in personnel (no additional personnel to instruct additional courses); -Textbook and instructional materials cost reductions -Professional development costs will not increase. These professional development costs were paid through Race to the Top funds. As these funds will no longer be available, no increase in professional development funds at the local level will occur. Object 100- Salaries: \$16,000 Object 200- Benefits: \$6,000 Object 400-Purchased Services: \$675,000 Object 500- Supplies: \$50,000 Object 600- Capital Outlay: \$1,729,120 Total: \$2,476,120 Sustainable: The investment potential from this grant award is a solid return. Many of the expenses are one-time expenditures and the project will be self-sustaining. The purchases of the technology are pre-paid for a one-time expense for a period of 5 years. During that 5-year period, the purchase of textbooks will be greatly reduced. There is a required purchase on technology devices at the time of initial implementation. It is believed that future technology device purchase costs will be greatly reduced as the cost of technology continues to decline. Our financial impact table details the amount we have expended on technology in the past. We know that we will reduce these expenditures as we already have the infrastructure in place to support the online learning. Extended learning opportunities will be offered to students at no additional cost to the district. This is accomplished as we adjust personnel schedules to allow personnel to offer direct support to students and families within the school building during non-school hours. Some personnel will simply work earlier or later shift in order to allow the building and our technology resources to remain available to the students. Professional development and philosophy building will allow the schools to move forward even after the funds are no longer available. The shift in learning culture will focus educator efforts on support each individual student's success. The professional learning that occurs will be sustainable with the implementation of demonstration classrooms. These classrooms will allow on-site, job-embedded professional development to occur and continue to be offered. Impact: WCHCS will offer choice to students in order to help them engage in the learning process. By individualizing instruction, achievement gaps and value added scores will increase. This program also provides long term cost savings to the district.

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

2,476,120.00 \* 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, RttT 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).

To support sustainability Apple is offering Washington Court House City Schools multi-year pricing options. Purchase of online instructional programs in core content areas for grades 5 through 12- \$100,000 per core area for a total of \$400,000 Professional Development, Implementation, and Training and support of the project - \$20,000/ year for a total of \$100,000 -On-site consulting overview -On-site deployment discussion -On-site teacher training sessions -Virtual teacher training seats with year-long professional development and support -Instructional review teams to review online instructional programs: stipend of \$100 per team member; two per grade level or department (15) per content area (4) for a total of \$6000 (of that total 16% for benefits) Establishment of demonstration classrooms: one-time payment stipend of \$1000 to teacher; 4 per core content area for a total of \$16,000 (of that total 16% for benefits) Technology Devices for Grade 5-12 Students: 5 Year Contract/ Lease - \$1,729,120 All years paid up-front for student devices Storage Devices for MacBooks: \$50,000 Wireless access cost (one-time): \$175,000 Total \$2,476,120 Rationale -Implementing 1:1 access to technology addresses the key goal of equity in education. Outside of school there is a widening digital divide of those who have access to knowledge, data, and skills and those who do not. Access to digital tools is vital in providing all students with resources for success both in and after school. -There are jobs today requiring technology skills that did not exist five years ago. Who would have guessed that nearly every Fortune 500 Company and nonprofit organization would have departments for managing social networking on sites such as Facebook and Twitter? Today's students who are being told to get offline and get to work will be tomorrow's workers getting online to do their jobs. -Students already use personal 1:1 technology outside of school to engage in the key 21st century skills of communicating, collaborating, and creating. They should not have to "power down" when they pass through the schoolhouse doors. -Early experiences with the challenges and opportunities of 1:1 learning with technology in school will prepare students for bigger challenges and opportunities when they enter college and work. In a sense, early guided exposure can "inoculate" students against the pitfalls of technology while they still have support and close supervision. -Greater access to digital tools, resources, and information results in more choices, more active student engagement, and stronger ownership of student learning. Rather than being students along for the ride on the school bus, learners are driving their own education. -Technology has been shown to be a powerful tool for differentiating and personalizing learning. Students needing more support for basic skills can access help at any time. Likewise, students needing greater challenge can have their needs addressed. 1:1 access makes personalization -Administrators report that 1:1 has dramatically changed how teaching and learning happens in the classroom. This is supported by teacher and student surveys. Real educational change is best measured by what happens or does not happen in the classroom among teachers and students. (from Maine International Center for Digital Learning) Through our continued commitment, we personalize learning for each student and expand the traditional "walls" of the classroom. This is done by building on our past efforts, putting in place the supports needed for student success. As students have choice and set goals for learning, they become responsible for learning, and the adults support that responsibility. Technology will play a key role in meeting student choice. The funds requested through this initiative are to be used for expansion upon our past efforts, placing the tools needed for success into the hands of the learner.

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.

0.00 \* 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, please explain why.

No new costs will be incurred. Recurring costs will be covered by redirecting current revenues and expenditures to cover those costs. Maintain/ sustain: There will be expected personnel costs to maintain and sustain the project. These costs are absorbed into our existing budget by redirecting the work expectations for those employed to support our current technology needs (technology director and others). The maintenance and upkeep of the purchased technology devices will be ongoing and are expected to be absorbed by re-directing our funds. After school support for students is offered by adjusting the schedules of some of our employees. Textbook purchases will be minimized. The textbook will be the iBook. Student devices are used instead of traditional textbooks. This cost is eliminated. The need for computers will be lessened as more of the instruction is delivered on the MacBook Air, not a tower machine. With the agreement with Apple, technology repair costs are included and are not additional. Ongoing yearly training: Instead of budgeting to allow individuals to participate in isolated professional development events, we have re-thought how professional development will occur in our district. We believe in supporting those individuals we employ who have extensive expertise in using technology for instruction. We see the importance of demonstration classrooms and teacher leaders and train-the-trainer models to provide job-embedded professional development. The funds for release time and collaboration will occur through remaining race to the Top funds, as well as yearly Title IIA and Title I entitlements to further student achievement. Equipment update: The agreement with Apple allows for multi-year pricing options (prepaid for a period of five years) in order to avoid new costs to the project. However, we realize that equipment and software will need updating. Workbook and consumable costs and expenses will decrease (almost eliminated) and the revenues will then in turn be directed to support equipment and software updates.

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

372,000.00 \* 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.)

Upfront costs: The total cost for the project is \$2,476,120. This cost allows for full implementation of the 1:1 Learning Initiative for a full period of 5 years, including all technology and professional development costs. The technology infrastructure has already been secured by the district as it has already prepared for the implementation. New, less expensive approach: Typically, WCHCS can and has expended in excess of \$250,000 annually on the cost of textbook adoptions. In addition, the district planned expenses of \$122,000 in technology costs this past year alone as it planned for the implementation of this project at the high school level. The financial impact table (attached) shows a cost neutral project, with no increase in spending. In reality, this is a savings to the district which would have shown an increase in expenditures. Evidence for amounts: The price quote is on file and available at the local level from Apple. The financial impact table details the cost 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 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.

How is self sustaining The investment potential from this grant award is a solid return. Many of the expenses are one-time expenditures and will be self-sustaining. One-time expenditures include the cost of software, support, professional development, and technology equipment. Professional development and philosophy building will allow the schools to move forward even after the funds are no longer available. The shift in learning culture will focus educator efforts on supporting each individual student's success through a blended learning culture. The professional learning that occurs will be sustainable with the implementation of demonstration classrooms, onsite campus experts, and onsite trainers. These professional development supports will allow on-site, job-embedded professional development to occur and continue to be offered. Ongoing costs As previously stated, ongoing costs will be absorbed by redirecting current funding to be used more efficiently to support the initiative. WCHCS will stop expending funds on projects that do not truly make a difference to our students. No longer will we need to spend the great amount funds on curriculum development, selection of texts and instructional materials, and the purchase of traditional textbooks. This expenditure will be greatly reduced. Cost reductions There will be significant cost reductions in professional development attendance (at isolated conferences and events) previously funded through Federal funds; this funding will continue and is not reflected on the Financial Impact Table. However, the funds will be redirected to support the current initiative rather than isolated sessions. Funds for curriculum writing, textbook selection and purchase, release days for this (sub costs) will be reduced as the need for textbook adoption will not follow the past traditional approach. Actual savings is not discernable, but WCHCS will not see an increase in expenditures in this area. Permanent Reductions: These reductions are permanent and the financial impact table reflects no additional expenditures as a result of the project.

#### 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): currently and 01/30/2014; ongoing

##### \* Narrative explanation

Communication: We have already begun implementation of the project. Through work during the 2012-2013 school year, planning, engagement, and communication occurred. This prepared our high school community of teachers, students, and families to begin the implementation in January 2014. Our planning had determined further use of the 1:1 Learning initiative for other grade levels beginning the following school year. The award of these funds will allow for full and complete roll out and a scaled up project. Our communication plan entails many varied tools to communicate the initiative and engage our stakeholders not yet involved in this initiative. The use of publications, electronic tools, telecommunications, and other tools support this communications process. The plan will be revised and continually improved as part of the continuous improvement planning process. Planning for the project has already begun and will be implemented at the high school level beginning second semester. This is a result of ongoing planning which has already occurred within the LEA. The district leadership team will plan and determine an exact implementation schedule. Teachers will review online courses and materials in order to provide instructional materials for teachers and students. An implementation schedule will be devised and disseminated. Possible barriers: The successful implementation of the initiative is dependent upon the work of quality individuals to manage and implement the project. The various 1:1 learning must be carefully aligned with College and Career Ready Standards. Students will need to be guided in making appropriate learning choices, while at the same time being held accountable. Staff will truly need time to acclimate to this style of teaching and offer students varied learning options. Considerations and planning must determine - Have the district's teachers been adequately trained to utilize technology effectively? Without training, many teachers will simply use computers as a sort of virtual worksheet instead of using them as a powerful research and collaboration tool. - Have the students' parents been taught the value of a 1:1 school environment? Without parental support, even the most well-intentioned 1:1 program can quickly fall apart. - Has the safety of the students' devices been ensured? With each student carrying a valuable computer around the school each day, a comprehensive theft and damage prevention plan must be in place. Insurance to protect students' computers is an extremely wise investment as well. - Are student use agreements in place to ensure Internet safety? Time to implement with fidelity: All of this will require willing adult personnel that are trained in the process. Providing adequate training in a short time span is an obstacle that will need to be addressed.

Implement (MM/DD/YYYY): 02/28/2014 and forward

##### \* Narrative explanation

Context of implementation: Upon award, the WCHCS will initiate contract with Apple order to purchase services and technology through a multi-year pricing plan. The district leadership team will plan and determine an exact implementation schedule. Teachers will review online courses and materials in order to provide instructional materials for teachers and students. A communication plan will be developed. An implementation schedule will be devised and disseminated. Possible barriers: The successful implementation of the initiative is dependent upon the work of quality individuals to manage and implement the project. The various 1:1 learning must be carefully aligned with College and Career Ready Standards. Students will need to be guided in making appropriate learning choices, while at the same time being held accountable. Staff will truly need time to acclimate to this style of teaching and offer students varied learning options. Considerations and planning must determine - Have the district's teachers been adequately trained to utilize technology effectively? Without training, many teachers will simply use computers as a sort of virtual worksheet instead of using them as a powerful research and collaboration tool. - Have the students' parents been taught the value of a 1:1 school environment? Without parental support, even the most well-intentioned 1:1 program can quickly fall apart. - Has the safety of the students' devices been ensured? With each student carrying a valuable computer around the school each day, a comprehensive theft and damage prevention plan must be in place. Insurance to protect students' computers is an extremely wise investment as well. - Are student use agreements in place to ensure Internet safety? Time to implement with fidelity: All of this will require willing adult personnel that are trained in the process. Providing adequate training in a short timespan is an obstacle that will need to be addressed. Our plan is to begin the training and implementation upon award. The implementation will require intensive work to prepare for the implementation. Because of cost, the training will be provided during contracted, nonstudent days for staff. Communication and coordination plan: Communication planning is three-fold. All parents must be able to understand and take advantage of the 1:1 learning options so that student needs are met and learning can occur anytime, anywhere. Newsletters, phone messaging, text messages, emails, public forums will be held to carry the message and engage parents in these conversations. After-school/ family investigation nights must occur. These sessions will provide the families and the student time to investigate and understand the 1:1 Learning and eBooks. These sessions will be offered jointly by school and Apple personnel. Major implementation steps to achieve goals: Purchase of technology occurs upon award of grant. Training for teachers will occur in the spring of 2014 and in the summer of 2014. Teacher use of eBooks will begin with the start of the 2014-2015 school year. Parent/ family information and investigation sessions begin in Spring 2014 and throughout summer 2014. Important milestones: As our high school implements in second semester of the current school year, the middle school and elementary begin implementation during the 2014-2015 school year. Mid-course correction contingency plan: WCHCS administrators will evaluate the success of the plan each semester by reviewing student performance as indicated by grades, performance on state assessments, discipline referrals, and the attainment of high school credits for graduation. After analyzing the data, the administrative team will make decisions regarding the initiative and determine if corrections to the plan are needed.

Summative evaluation (MM/DD/YYYY): 09/30/2014 and periodically thereafter

##### \* Narrative explanation

A summative evaluation will occur by September 30, 2014 including the following: - Number of successful lessons conducted by teachers (successful as determined by completion of lesson topic by students) using eBooks - Participation of teachers in required professional development on the initiative - Budget expenditures of purchases related to the initiative - Cost analysis of projected savings to the district as a result of the initiative The Final Expenditure report will be submitted per Ohio Department of Education guidelines. Though not part of the immediately funded project, ongoing implementation and evaluations will occur. The initiative will continue to evaluate the results of student performance as indicated by value added scores and scores on the state assessments. Graduation rates will be monitored. Costs for the initiative will be evaluated. These ongoing formative and summative evaluations will be posted on the district website, be included in periodic newsletters, and findings will be presented to the local board of education.

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

Changes in instructional practice and learning are expected. - Differentiating Student Instruction: With the help of 1:1, both content delivery and students' assignments can be varied based on students' interests and readiness levels. This can all be done discreetly as well; no student needs to know that others are working on easier or more difficult tasks. - Extending Learning Beyond the School Day: Students who are allowed to bring their 1:1 devices home can effectively extend their school day and continue their learning in a motivating, fun way. This is especially crucial for students whose home life might otherwise not consist of any form of intellectual stimulation. - Building Tech Expertise: Although the main goal of a 1:1 program is not typically using technology for technology's sake (but rather as a tool for an academic goal), elementary students in 1:1 schools will certainly be ahead of their peers in their expertise and comfort with technology. - Increased Student Motivation: Students in 1:1 environments are frequently more motivated to learn than students in traditional classroom environments. There are a few concerns that tend to arise, and these will be addressed. Care must be taken, however, to ensure that the benefits of 1:1 are maximized for young students without taking away physical books, manipulatives, and opportunities for physical movement. 1:1 is all about students having access to technology when it is beneficial; it certainly does not mean that students will use technology for every single minute of their classroom experience. Policies Existing policies are in place for using the Internet, computers and social media in our school, and we expect to build upon them for the 1:1 Learning Initiative. Components of the policy will include appropriate use of technology in the classroom and outside it, protecting against cyber security issues and what to do in cases of device downtime inside the classroom. These policies also include how the increased data flowing through your school with a 1:1 program will be handled. This includes both data stored and shared between devices and data printed on school printers. Security parameters and privacy controls must be in place so data are not compromised or accessed by the wrong individuals. Changes to classroom practice: An immediate impact will occur when it comes to classroom practices. The teacher's analysis of student data

(student development, student learning and preferred learning styles, and student backgrounds/prior experiences) must accurately connect the data to specific instructional strategies and plans. The teacher will have to plan for and articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students. The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom, using independent, collaborative and whole-class instruction to support individual learning goals and providing varied options for how students will demonstrate mastery. Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

**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.

Case study research: Many case study reports support the innovative project and impact on student achievement and the utilization of a greater share of resources in the classroom. Computers in the classroom are only tools, but they are transformational tools when judiciously applied. Hundreds of studies indicate that when students have access to technology that is integrated into the curriculum, test scores improve, students are more engaged, teachers become true mentors, and discipline problems decrease. One particular analysis looked at various studies. "The Advantages of Properly Implemented One-to-One Technology" Project RED (Revolutionizing Education), an alliance of technology education leaders from across the nation, released its findings on Oct. 20 after studying how technology is implemented in nearly 1,000 schools. By: Marion Herbert, District Administration, Nov 2010. These findings are summarized. Information from the report "The Technology Factor: Nine Keys to Student Achievement and Cost Effectiveness" is that without proper implementation, a one-to-one computing roll out is no more likely to improve student achievement than traditional tactics with computer labs. Proper implementation is crucial to success. A proper roll out involves knowing what works and what doesn't. Some of the key implementation factors included integrating technology in intervention classes, monthly professional development, and having students use technology daily for student collaboration. According to the study, 100 percent of properly implemented one-to-one schools reported improvement on paperwork reduction, 92 percent said disciplinary action decreased, 90 percent had an improvement on high-stakes test scores, and 89 percent reported a reduction in dropout rates. Anticipated results: Caution is given that the 1:1 Learning must be properly implemented for the attainment of improved student results. Therefore, WCHCS are contracting with experts in the field of educational technology- Apple. WCHCS expect similar results as reported in the case studies. We anticipate improved achievement, increased student performance, engagement, and student satisfaction with learning, all the while reducing costs.

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

Yes  No

22. If so, how?

Districts may choose to purchase services and technology devices from others such as Apple and then tailor the course through eBooks offerings to meet student needs. Schools will find that there is an initial outlay of revenue to start the program, but the cost savings can occur as this replaces the traditional textbook and instructional materials purchases. Costs are also recovered as students demonstrate success and are more likely to remain in school and student funding remains constant. It is important to note that 1:1 Learning occurs when well-qualified professional educators support the concept and are important components of the concept. Part of a model others can use: The 1:1 Learning Initiative can be implemented district wide or in pockets (such as grade levels or departments, or buildings) of the school setting depending on available revenues. . Plan to increase scale and scope of project: As more schools take advantage of this approach, even more resources will be available to educators and students in the future.

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

Quantifiable measures of grant outcomes: Adult implementation indicators: Teachers will offer lessons to students by Sept. 30, 2014 using the eBook.. Student achievement indicators: K-3 Reading on-track rate will increase annually by 2.5%; Grades 4-8 Reading and Math proficient rates will increase 2% annually (3% for those students identified as economically disadvantaged); Graduation rate will improve 2% annually; Middle school disciplinary incidents will decrease by 20% annually. Cost for instructional materials will be reduced by \$250,000 annually. Lasting impact, continuation: The long-term impact of the awarded funds will demonstrate improved student achievement as evidenced by student performance on state assessments and value added scores. Student graduation rates improve, thus enabling students to pursue college and career paths. Reduction in disciplinary incidents will occur. Reduction in expenditures for instructional materials will occur. Problem and how it is solved; scope of work over life of grant: The problem for WCHCS is that more engaging instruction, aligned with college and career-ready standards, must occur. Students need to be engaged and instruction needs to be meaningful in order to improve achievement. The life of the grant is short-lived, but the impact of the grant funds is far-reaching. The funds will be used to secure the necessary resources to implement a 1:1 Learning Environment.

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 Short-term benchmarks Our high quality plan will allow improvement in all student academic. However, these student academic improvement data are not available within the funding period of the grant. We expect annual increases beginning the 2014-2015 school year. However, short-term benchmarks are set. All teachers in WCHCS will offer learning opportunities to students using eBooks. Instruction will be more interactive and engaging for students. All necessary technology will be in place no later than August 2014. Professional development for all instructional staff will begin in the spring of 2014 and then will continue. Long term benchmarks achieved over time (over the next 5 years): K-3 students will be assessed using state assessments in order to gauge "on-track" reading performance. We expect the measure of "on-track" rates to increase over time. By meeting the student's individual needs and designing the appropriate instruction, students will be reading on grade level or above. Current data show that 81.6% of students in K-3 are "on track" in reading. We have set a target of an annual increase of 2.5% for our K-3 students on this measure. The leading indicator of successful implementation of our 1:1 Learning Initiative is that EACH student shows academic growth. This is measured by performance on the statewide OAs in Reading and Math as calculated through the value-added methodology. Value added score improvement benchmarks are set in reading and math per established state standards to depict a minimum of one year's growth for students in grades 4-8. The percentage of grade 4-8 students scoring proficient and above on the state assessment in reading and math will increase by 2% yearly. Our beginning passage rate for this established benchmark is a passage rate of 56.3% in math and 89.4% in reading. Student graduation rate is our leading indicator of successful implementation of our initiative for students in grades 9-12. Though this is an indirect academic measure, it does demonstrate the student success in academics. Our beginning graduation rate for this established benchmark is 91.5% and we have set the indicator as an annual increase of 2%. Another indirect measure is the rate of disciplinary occurrences per 100 students. This rate is low in our elementaries and the high school. However, 35.6 disciplinary incidents occur in our middle school per 100 students. We have set a benchmark of a reduction of 20% annually in this area and believe the engagement of students in the learning process will allow this to occur. Reduction in expenditures for instructional materials will occur. Typically, when a textbook adoption process has occurred, the adoption has focused on a single subject area for grades K-12. The adoption consisted of selection and purchase of all materials for a 5-year (or longer) period. This process will be eliminated. Measurement period: Adult implementation indicators will be measured prior to September 30, 2014. Student indicators will be measured annually as data are available.

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.

Methodology for measuring outcomes: K-3 students will be assessed using state assessments in order to gauge "on-track" reading performance. The measure is selected due to the fact we believe this is an important measure upon which we base some decisions regarding early intervention and enrichment. By examining the student measure, we are able to further provide personalized instruction in order to meet student learning needs in the area of literacy, particularly reading. We expect the measure of "on-track" rates to increase by 2.5% annually. By meeting the student's individual needs and designing the appropriate instruction, students will be reading on grade level or above. The indicators used to track student college- and career-readiness and success for all students and student subgroups will be an annual increase of 2% passage rate on the statewide Ohio Achievement Assessments for Grade 8 Reading and Math. There will be two indicators (one Reading, one Math) used to determine successful implementation of the anytime/anywhere learning initiative. The leading indicator of successful implementation of our 1:1 Learning Initiative is that EACH student shows academic growth. This is measured by performance on the statewide Ohio Achievement Assessments in Reading and Math as calculated through the value-added methodology. Though all students do not enter school or progress at the same rates, we believe that all students should demonstrate one year of academic growth minimum and that we should be able to help students. This indicator will use the district value added composite score as the measure. We expect disciplinary incidents to be reduced at the middle school level by 20% annually as reported to the Ohio Department of Education. Student graduation rate is another leading indicator of successful implementation of our initiative. Though this is an indirect academic measure, it does demonstrate the student success in academics. We expect an annual increase of 2% in this area. Process, timeline, and data requirements: Upon award, the District Leadership Team will focus on implementation. Technology and services will be purchased. By mid-spring, professional development will begin to support the initiative. Intensive summer training sessions will be scheduled. Investigation sessions for families and students will occur beginning in the spring and continuing throughout the summer. Lessons learned and shared: These results of ongoing formative and summative evaluations will be posted on the district website, be included in periodic newsletters, and findings will be presented to the local board of education. Results will be made available to the public. In addition, the leadership committee will request to present at state conferences to share the results of the initiative. We welcome other educators to our district to view our demonstration classrooms.

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.

Accept. Keith Brown, Superintendent