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Adjusted Allocation: 0.00
Remaining: -2,476,120.00
1. Project Title: Washington Court House City Schools- Using Technology to Implement a 1:1 Learning Environment

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 substantial improvement. This is the emphasis of our proposed project. We want to ensure that technology is seen not as just another initiative, but as integral to curriculum, instruction, and student learning.

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 substantial improvement. This is the emphasis of our proposed project. We want to ensure that technology is seen not as just another initiative, but as integral to curriculum, instruction, and student learning.

3. 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 MacBook class 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 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 the personalized learning.

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

To other participating entities:

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

* 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 readiness 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) -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.

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 research-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 MacBook class 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 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 the personalized learning.
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 -Differenciation to meet student needs and interest -Flexible Learning: Technology will play a key role in meeting student needs. A tremendous cost savings will occur. The traditional textbook replacement cycle and associated expenses of textbooks, 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 turn around and do something different based on each student's specific needs. In fact, 1:1–Salaries, skills no longer need to be learned in isolation. The distinctions between subject 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 workbenches, 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 interactive and individualized through the use of iBooks. For example, students will be able to make the name of the book in the assignment list to start reading. Once they have finished with the content, they take a screenshot of the page and the homework course note. iBooks textbooks include full-screen experience of live, 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 referring to definitions is all part of the digital experience. Students can carry their work on a portable device (MacBook Air). Teachers create interactive, multimedia 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 pull-down menus let them review their notes. Instead of battling with students to keep them from using these interactive options at school, we will harness the possibilities for educating the student.

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 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. Costs 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, professional development costs are reduced. -Technology for schools is currently at a per level cost of $100. We have seen a significant drop in price of technology. We have found that future technology expansion costs will greatly reduce 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 for streaming live, online learning. Extended learning options 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 during the school building without school personnel. Some personnel will simply work earlier or later in order to allow for the building and technology resources to remain available to the students.

Professional development and technology building will allow the schools to move forward even after the funds are no longer available. We will focus efforts on professional learning after the implementation of the project. The teachers will also focus on professional learning after the implementation of the project. The teachers will also focus on professional learning after the implementation of the project. The teachers will also focus on professional learning after the implementation of the project.

14. What is the total cost for implementing the innovative project? $2,478,120.00  = Total project cost

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

   0.00  = 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.

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

   Yes

   $50,000

   * Expected savings

   ** 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.
### 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 school district.)

- **Proposal Timeline Dates**
  - Project (M/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 teachers, students, and district staff. May of 2013, the implementation project began. The first students were trained in the fall, 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 reviewed and the plan for ongoing planning for this project has already been completed. Professional development and planning for the high school will be ongoing, 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 to enhance instruction and collaboration. - 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.

### Summative Evaluation (M/DD/YYYY): 09/30/2014 and periodically thereafter

- **Narrative explanation**

  **Context of implementation:** Upon award, the WCHCS will initiate contract with Apple in 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 to enhance instruction and collaboration. - 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.

### Implementation (M/DD/YYYY): 02/28/2014 and forward

- **Narrative explanation**

  **Context of implementation:** Upon award, the WCHCS will initiate contract with Apple in 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 to enhance instruction and collaboration. - 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.

### Summative Evaluation (M/DD/YYYY): 09/30/2014 and periodically thereafter

- **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.

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

22. If so, how?

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

24. What are the specific benchmarks related to the fund goals identified in question 9 of the application 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.

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

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 impact factor 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 measuring 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 K-3 students 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 OASAs 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 66.3% in math and 89.4% in reading. Student graduation rate is our leading indicator of successful implementation of our initiative for grades 9-12. This is measured by the rate of "on-track" students in grades 9-12. We expect the measure of "on-track" rates to increase over time. The measure is selected due to the fact we believe this is an important impact factor 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 measuring 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 rate, 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 score for the measure. We expect incidentally 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 anticipate improved achievement, increased student performance, engagement, and student satisfaction with learning, all the while reducing costs.