

BEGGS HIGH SCHOOL

In May 2015, senior students will become the 100th class to graduate from our high school. Through this Phase II OETT Grant, Project 100, students are going to celebrate the past and reimagine their future through cross-curricular projects. Learning will be transformed through relevant professional development. Technology in the hands of students will reinvent the way in which they learn. As a result of this project, the high school's 100th graduating class will be a new generation of collaborators and innovators who are college, career, and citizen ready! Action plans of three practices of high achieving schools have been created by the Learning Team so that 325 students and 21 teachers can accomplish the following goals: 1) Student academic achievement will improve through collaboration and learning in Project 100; 2) All students will be instructed by highly trained teachers embedding technology for authentic teaching, learning, and assessment; and 3) Student use of mobile technology in a paperless learning environment will increase through Project 100.

Project 100 technology will create a cart of 30 Surface 2 tablets for English, a cart of 30 Surface 2 tablets for science, and cart of 10 Surface 2 tablets for social studies. Push2TV adapters will beam media from the tablet to the Smart Board, and app purchases will support authentic learning and cross-curricular projects. Students will use tablet features (camera/video), Office applications, and Internet access to radically change their learning experience on a daily basis. Students will function in a paperless learning environment using Office 365 and Moodle. To honor and celebrate 100 years of our high school's graduating classes, students will collaborate and create videos from each decade. ISTE NETS-S standards have been embedded through this cross-curricular project to allow students to collaborate and innovate in creating original works. Skype collaboration through AP English, penpals, and #MysterySkype projects incorporate information and cultural exchanges. Through BYOD, students will use mobile phones for real-time assessment and peer collaboration.

The district will target \$4,000 in Title II, Part A federal dollars for staff release time to support program goals and performance targets. Every effort has been made to ensure all stakeholders are involved in educational decisions. With recommendations from the Technology Committee and the approval of the superintendent and Board of Education, the district is investing \$87,200 for a new Internet filter, firewall, and UniFi wireless (and cabling), and it is upgrading to a 150Mbps Internet connection. Upon completion in July 2014, the high school wireless access coverage has been calculated to support a minimum of two mobile devices per student (e.g. concurrent use of a tablet and a smart phone). The community provides systemic support through the high school after school program (in its 6th year) and by passing bond issues (\$3.7 million) to construct modern facilities for 21st Century learners. All stakeholders will continue efforts to modernize technology and facilities to support authentic teaching, learning, and assessment.

BEGGS HIGH SCHOOL	
Quantity	Description
159	Acer-C720 11.6" Chromebook-Intel Celeron-2GB
10	Samsung Chromebooks

BELLE ISLE ENTERPRISE MIDDLE SCHOOL/OKC

Technology affords our students a world of opportunities at their fingertips. It gives our students tools to research, analyze, and create in ways that have never been possible before. Our school is ready to make the major changes necessary for real change not only in the lives of our students, but in the lives of all the students in our school district. We are ready to embrace a vision that includes a device in the hand of every child. This grant will serve as a spring board to change the culture of how technology is used in our schools. A full integration of devices into a rigorous curriculum is vital to meet the needs of our students in a global economy and a digitally progressive society. A group of master teachers will fully implement the use of Chromebooks for the daily lesson of every class allowing students continuous exposure to using digital devices for learning and obtaining flow during student work. Students will use the devices to increase the relevance and opportunities in science class. Our school will then be eligible to serve as a model for the entire district.

Two classroom sets of Chromebooks will be purchased including a storing station, and as a classroom set of compatible LabQuest sensors to be shared with the science teachers . Chromebooks will be used as a personal computing device for every child in science class. The device will be used by every student to carry out the everyday activities of the science class. The classes will become paperless and Chromebooks will be used for class start up activities, taking notes during a lab, lab write ups, online research, analysis of data, personal reflection on concepts learned in class, and both formative and summative assessment. In addition to the daily activities Chromebooks will be used by students to do special projects such as making slide presentations, and blogs to process scientific concepts. Google applications will be utilized. LabQuest tools will be used to collect and analyze data during inquiry. Teachers in other subject areas will observe the use of the devices and develop similar plans for an eventual school-wide implementation of technology integration.

Our vision of increasing student learning through a full integration of technology has the full support of the students, the teachers, the school administration, district administration, district technology department, and local community members. Through a clear articulation of the vision the leadership team as well as the entire staff fully supports the movement of technology into the rigorous curriculum. Although not every teacher envisions the use of technology the same for their classroom, all believe that this is a prudent beginning and a move in the right direction. The school is committing funds for professional development and additional technology including procuring devices to fully integrate personal computing into language arts. The school has already purchased devices for all math classes as a part of the overall vision for technology in the school. The district has plans to use our design as a model for the district. Local businesses have committed to working with the school to help with the operationalization of the vision through volunteer technical support.

BELLE ISLE ENTERPRISE SCHOOL	
Quantity	Description
90	Dell Chromebook—4GB with Google Management
3	Mobile Cart with Charging Station for Chromebooks
4	LabQuest 2
4	Go Wireless Temp – LabQuest

BRISTOW MIDDLE SCHOOL

Our middle school serves 380 students in a rural, economically-depressed community. Seventy-three percent of middle school students qualify for free or reduced lunches. We have 27 teachers who contribute within professional learning communities to meet students' needs. Through the practices of shared vision; authentic teaching, learning, and assessment; and teachers collaborate and learn together, our middle school will: GOAL 1: Implement a Virtual Learning Environment to build local capacity to support blended learning; GOAL 2: Provide professional development for teachers to collaboratively create digital curricula and technology-rich authentic lessons aligned to the Oklahoma Academic Standards (Common Core State Standards) and ISTE NETS-S Standards; and GOAL 3: Increase student access to 21st Century technologies and tools to increase authentic learning. The L3 Project is aligned to our long-term goal to establish a 1:1 learning environment through school-provided mobile devices and students' personal devices through a Bring-Your-Own-Device Model.

Grant funding will purchase 25 station laptop labs for both 8th grade science and English and a 15 station laptop lab for 8th grade social studies. There will be a huge instructional shift with student laptop access. Students will take on meaningful leadership roles as they collaborate with teachers to create technology-rich, authentic lessons. Moodle supports a Social Constructionist view (all of us are potential teachers as well as learners), which is what we are trying to establish in middle school classrooms. The Moodle virtual learning environment will change the classroom culture by providing spaces for discussions and sharing of media and documents (media plugins, attachments, or links), wikis, blogs, assignment submissions, and quiz attempts. Through interdisciplinary learning, including writing across the curriculum projects, students will be able to create innovative student products such as digital stories, cartoon avatars for characters, and presentations including media (video/audio/pictures) to demonstrate higher-order thinking skills.

Structures are developed to ensure the expertise and opinions of all stakeholders are considered. There is a Learning Community Advisory Team, Facility Advisory Team, District Technology Team, and other committees that include students, parents, teachers, administrators, board members, business owners, and other community members. The community has supported bond issues providing significant investments in technology and learning. The 2011 bond issue helped update the middle school's wireless network (valued at \$28,120). This provided security levels and the ability to expand BYOD network capabilities. The District Technology Team visited the K20 Center to talk with K20 Staff about implementing 1:1 learning and BYOD. It also visited a 1:1 school to interview staff and students. The Site Leadership Team has members on each committee and surveyed parents and students for buy-in. The district will provide a 10% match (\$4,000) from Title II Part A for professional development and will also purchase 10 laptops as in-kind to Phase II (increase 8th grade social studies laptops to 25).

BRISTOW MIDDLE SCHOOL	
Quantity	Description
90	Dell Latitude E6410
1	Bretford Basics Intelligent Laptop Cart
1	Sony HDRCX380
17	Power Strips
5	Kodak Flip Cameras

ELK CITY HIGH SCHOOL

Seventy-five percent of our staff was taught in a digitally-barren classroom while all of our students are growing up in a digital world. The Migrating to a Digital World project will provide teachers with the training and equipment they need to assimilate to the digital culture and thrive in a digital environment that today's students so effortlessly inhabit. Teachers will develop a support system through PLCs and on-line forums while receiving needed training in technical literacy, instructional design and digital pedagogy. These skills will allow teachers to incorporate project-based learning and create a blended learning environment that allows for student creativity, collaboration, communication, and critical thinking thus improving student achievement.

In order to accommodate our goals, funds from this grant will be used to purchase two iPad carts with 25 devices each, cases and keyboards, two color printers, and four Mac Book Pro computers. Having this equipment will allow teachers to use web 2.0 resources along with software and apps to design and incorporate project-based and blended learning into current curriculum. Students will create digital presentations for classroom assignments and community functions. Teachers and students will collaborate and communicate more effectively and efficiently through the use of technology.

Last year, at the request of the technology director and superintendent, a district-wide technology committee was formed. From the committee's recommendations and research, an instructional technology coach was hired, mounted projectors were put in each classroom in our building and each teacher received an iPad to help start the migration to a digital classroom. Knowing much more needed to be accomplished the building principal developed a building learning team to guide the grant goals, and the superintendent committed \$4,000.00 in match funds. The learning team consists of all volunteers who include parents, students, teachers, principal and technology personnel. The learning team, building faculty, and district personnel all have a common goal of moving our students' education into the digital environment of today.

ELK CITY HIGH SCHOOL	
Quantity	Description
6	iPad Air 10 packs
60	iPad Air Protective Case
25	Wireless Keyboards
4	Mac Book Pro 13" computer
2	Sandusky White Mobile Charging Cart

ELMORE CITY-PERNELL ELEMENTARY SCHOOL

"STEAM-Powering our Classrooms with iPads" is our school-wide vision of transforming classrooms into high achieving STEM-ready learning environments within two years. Our Learning Team believes that the vision is most quickly attainable through clearly established goals, innovative teaching strategies, authentic learning practices, and an infusion of technology directly into the hands of our students. This project was initiated in the summer of 2013, when our school secured matching funds for professional development and increased collaboration time to design and implement authentic STEM-based lessons. Our vision is enhanced by several local partnerships, as well as a new partnership in education with a STEM-based university outreach program. Guided by the Ten Practices of High Achieving Schools, our Learning Team strives to create classrooms where all students are fully engaged in the use of research-based technology to complete authentic projects and solve real-world problems. We have expanded the STEM concept to include the arts and adjusted our title accordingly.

The requested technology is critical in the completion of action plans that will serve our students and stakeholders. Our teachers have developed new strategies and innovative lessons based on the Five Standards of Authentic Instruction. The purchase of 65 iPads, protective covers for each, two storage cabinets, and a new software program will allow teachers to fully integrate technology into daily lessons. Significant usage will occur in grades 3 through 6, where students are already engaging in a number of computer apps (identified in our action plans). Those applications are currently being accessed via one Ipad per classroom. We also plan to integrate Ipad usage in the lower grade levels - under the careful guidance of older students serving as mentors. Inclusion of new Dreamweaver software for the devices will allow each grade-level class to operate and maintain a page on our district's internet website. With appropriate adult supervision, students will be able to publish their work and share Ipad projects for an audience that extends far beyond the traditional classroom.

Systemic Support of our plan to "STEAM-power Our Classrooms with iPads" will happen both horizontally and vertically within our district. Horizontally, our school administrator, elementary staff, and Learning team will make decisions regarding storage, check-out procedure and maintenance of the iPads. Team meetings, faculty meetings, and professional days will be used to shape curriculum. Our network and server are overseen by an area company contracted specifically for those services. In addition, our district is fortunate to have a retired technology teacher who provides assistance and guidance to the district regarding both hardware and software decisions, including maintenance and replacement. Vertically, our building administrator will work with the superintendent and school board to make decisions about appropriate use policies and on-line safety instruction for students. Additional funding for this program will be allocated through the superintendent's office and will include available REAP funding and local general funding.

ELMORE CITY-PERNELL ELEMENTARY SCHOOL	
Quantity	Description
62	iPad Air, 16GB, WiFi, with Retina Display
62	iPad Protective Cover
1	MacBook Air 11" 1.3 GHz Core i5/4GB/128GB Flash
4	iPad Safe-Storage Carts
1	Stipends (\$4,000)

FAIRLAND ELEMENTARY SCHOOL

We will be creating 1:1 classrooms in the third, fourth, and fifth grades. iPad minis will be purchased for each student in these grades. These classrooms will create an environment which will allow for self monitoring, multiple resources, and an increase in student achievement. We will use the principles of authentic teaching, shared vision, and concern for equity to accomplish our goals. A model classroom has been established that will assist in the implementation. Professional development and PLCs will focus on transitioning to an 1:1 classroom. Students will chart progress made toward their individual S.M.A.R.T. goals each quarter. Projects such as "Nutritional Awareness" and "Tech Buddy" have been developed. We will use pre/post assessments, surveys and state achievement testing to evaluate the success. Our school is committed to finding the funds to implement a 1:1 initiative. This grant will affect our entire school from the way teachers teach and assign work to the way students interact on a daily basis.

The iPad minis provided through this grant will create an 1:1 environment for students in the third, fourth and fifth grades. The use of the iPads will be multifaceted. The iPads will become as important as pencil and paper have been to the traditional classroom. All academic subjects will be integrated using the iPads daily. Students will facilitate their own learning through the use of applications that enrich and remediate skills. Independent research will be conducted. New school wide project based learning activities will be implemented. One project, "Tech Buddy", will involve the 1:1 classrooms partnering with traditional classrooms. These sessions will focus on using the iPads for reading, writing and arithmetic. These 1:1 classrooms will assist in expanding the physical borders to create endless virtual opportunities decreasing the equity gap.

The community, staff and students are inspired by this opportunity to expand our resources. This technology will continue to close the equity gap and further unite our school. Based on the surveys given, we have supporting evidence showing we need to teach our patrons and students how to use technology for educational gains. Results from the surveys showed teachers are dedicated to create a change that will affect the way their classrooms operate. Our superintendent and school board have pledged to expand this initiative upon receiving this grant. Our stakeholders are united to make the changes necessary so that we may provide the best education possible for our students by creating 1:1 classrooms.

FAIRLAND ELEMENTARY SCHOOL	
Quantity	Description
13	iPad Mini 16GB with WiFi (10 pack)
130	iPad Cases

FREDERICK MIDDLE SCHOOL

The Learning Team collaborated on the HI-STEAM Project (Highlighting Innovation via Student Technology-Empowered Authentic mLearning) that meets the needs of stakeholders, is aligned to our Model School initiatives and goals, and supports the STEM Robotics Program. Phase II Goals include: GOAL I: Acquire technology resources for hands-on, mobile learning by students to increase academic achievement; GOAL II: Provide professional development on research-based strategies to increase student academic achievement through technology-integrated authentic instruction and further develop professional learning communities; and GOAL III: Use technology and Web 2.0 tools and resources in authentic ways incorporated into the curricula of the school. The Learning Team will complete 25 hours of training to establish coaches and mentors. Measurable objectives and evaluation tools have been created for each goal to accomplish action plans aligned to practices of high achieving schools.

Phase II technology includes: 70 – Samsung Galaxy Tablet 3 devices and keyboards with charging carts dispersed among core classrooms, a STEM Robotics course, and special education classes; 8 – eInstruction Mobi View for core classrooms; and 2 – 79” eInstruction DualBoards for math classrooms. Core Classroom Technology Usage: With the tablets, every student will be able to video experiments or learning activities; produce podcasts and videos; write, illustrate and narrate books/stories; capture news in the making and learn to report, edit and produce a news segment; collaborate through Google tools; or write apps using free or low cost tools. STEM Robotics Course Technology Usage: Students will use tablets to: 1) research; 2) blog; 3) take pictures and create digital stories/videos and journals; 4) incorporate media into STEM projects; 5) Skype with mentors; and 6) more techy projects than we could ever imagine by placing technology into students’ hands.

We have a District Advisory Council, with representation from all stakeholders, that is working at the district and school level to implement Model Schools research and best practices. The superintendent and Board of Education have committed \$4,000 in matching funding from Title IIA to create staff release time for teachers to work in professional learning communities, visit other classrooms and schools, and train with K20 Center trainers. We will continue to provide a half day of professional development once a month to work on the school’s identified goals. An educational foundation has been created by the community to support the school and invest in the community’s future. Community members and alumni are excited to serve as mentors, both onsite and via Skype, to create a sustainable STEM course. We continue to create systems that support our vision “to empower, inspire, and encourage each student to reach his/her full academic, extracurricular, and social potential.”

FREDERICK MIDDLE SCHOOL	
Quantity	Description
86	Samsung Galaxy Tab 4 Educational Tablet
86	Google Play for Education License
86	Fintie Blade X1 Keyboard Case
8	Mobi View

JEFFERSON EARLY CHILDHOOD CENTER/McALESTER

Our school serves Pre-K students, the majority of whom come from a low socioeconomic background. Our mission is to provide a strong foundation for students to develop a lifetime love of learning through engaging, meaningful, and developmentally appropriate activities. We selected the practices of shared vision, authentic teaching, and community connections to improve student achievement and give our students the best educational foundation. We identified the following obstacles to their future success: transient families, lack of computer skills, limited access to technology, and communication gaps between home and school. We then created both student and teacher tasks to thwart these obstacles and empower our students to become digital citizens in a global community. Our action plans provide access to technology and the necessary skills to utilize it not only for our students, but for their parents and community members as well. Through technology and best practices, teachers, students, and parents will bridge communication gaps and connect with each other in a more authentic way.

Mini iPads are the perfect shape and size for our small learners. Many of the day-to-day tasks we ask our students to do can be accomplished more efficiently using technology. For example, instead of using chalkboard slates and chalk to practice writing skills, students can use the app iTrace. Through digital storytelling, creating a story becomes an exciting experience for students who may have otherwise encountered writer's block. Classic children's stories can be coupled with reading, writing, and math apps that integrate literacy throughout the curriculum. Through Skype or FaceTime, students can see and talk to their pen pals in real time. Technology opens the door to the entire world. Places we read about in books can now be experienced through the digital lens. With that in mind, our teachers are prepared to teach students digital citizenship skills and cyber safety. We will equip students with the critical thinking skills necessary to learn in an ever-changing global society. We believe it is a moral imperative to make instructional technology a priority.

Our teachers, students, parents, district administration, and community are committed to this project. Support of the grant proposal began nearly a year ago when our principal returned from the K20 Center's Phase I Leadership Seminar. We immediately began brainstorming ideas for the best possible ways to use technology with young learners. Since then, all stakeholders have been involved at some level in the grant writing process through surveys, meetings, research, and attendance at professional development workshops. Our leadership team is a cohesive group who shares ideas and creates hands-on lessons that produce active engagement from our students. Time is set aside at each leadership meeting to share the latest app or website. Most importantly, our students are eager to demonstrate their creativity and knowledge of letters, numbers, and colors using mini iPads. Currently, we have only one iPad per classroom, and the students anxiously await their turn to "play". They do not yet realize all they are learning or the potential their young minds and hands hold.

JEFFERSON EARLY CHILDHOOD CENTER	
Quantity	Description
10	iPad Mini 16G WiFi only—10 pack with 2 year Apple Care+
5	Luxor 30 unit Mobile Charging Cart
6	Airsquirrels.com Reflector App
95	HDE Kids Light Weight Foam Shock Proof Handle Case

MANNFORD ELEMENTARY SCHOOL

We are a rural elementary school of 323 students and 27 certified staff in an economically depressed community. Seventy-three percent of our students qualify for the free and reduced meals program. Through the practices of Shared Vision, Common Purpose & Shared Goals; Authentic Teaching, Learning & Assessment; and Teachers Collaborate and Work Together, our school will: Goal 1: Create a technology rich mobile learning environment that will enable students to have collaborative, cross-curricular, authentic, and well designed learning experiences that will improve student achievement. Goal 2: Provide sustainable professional development aligned to Common Core State Standards, Oklahoma Academic Standards, as ISTE NETS-S Standards where teachers will collaborate in professional learning communities to design authentic technology driven lessons. Goal 3: Extend Phase II technology to attain a 1:1 learning environment for our students by seeking additional funding sources and collaborating on other grant opportunities.

Grant funding will provide 120 iPad mini tablets; 4 MacBook Pro laptops with Apple Care protection; 17 Apple TV's; and 1 Seagate external hard drive, which will be utilized to produce authentic learning opportunities for students. This will create a 2.56 to 1 student to mobile device ratio compared to 12.92 to 1 currently. The iPad mini's built-in microphone, camera, and video recorder provide students with unique ways to engage in learning experiences. Students will collaborate with teachers and each other to create presentations. Critical thinking skills, information analysis, problem solving, and interpersonal skills will be integrated into lessons. One example of technology use would be to have first grade students familiarize themselves with online research and capabilities and function of the iPad mini by collaborating with peers to create a presentation about themselves and their interests. They would then use online research to explore facts about their interests. Students would then use Whiteboard or Explain Everything to compile and communicate their presentations.

Stakeholders' support of technology and learning has been significant. District upgrades to network wiring and fiber as well as security filters were completed in 2013 (valued at \$34,271). District general fund expenditures on hardware and software for FY 12 and FY 13 were \$120,836 (\$17,300 at the elementary school). Local businesses and community members have supported our goals for increasing technology by donating over \$5,000 to the elementary school during the same period. The Site Leadership Team visited the K20 Center last fall to discuss the use of tablets in creating mobile learning environments. The district will provide a 10% match (\$4,000) and will also provide Bretford Mobility Carts, covers for iPads, and HDMI capable projectors for all classrooms as well as funding for additional professional development.

MANNFORD ELEMENTARY SCHOOL	
Quantity	Description
13	iPad Mini WiFi 16GB—Space Gray (10 pack)
1	MacBook Pro 13" 2.5 GHz Dual-Core Intel Core
1	AppleCare Protection Plan for MacBook
17	Apple TV
1	Apple Volume Purchas Program Credit

MINCO PUBLIC SCHOOLS

We are ready to begin our journey with the OETT/K20 through a deliberate implementation of the 10 Practices of High Achieving Schools including our resolve to use technology as a catalyst for student engagement and authentic instruction. Our district, like many others has been following a pattern of traditional instruction and we realize that as comfortable as we are with these routines, a shift must occur to enable our students to achieve their potential in this digital age. This is the launching point for a disruption that must occur as we discard practices that belong to another era far-removed from the reality of today. Our vision is simple and clear. We are invested in building a learning environment through the framework of the 10 Practices utilizing iPads with students in authentic and engaging ways. We will also utilize cloud-based technologies to provide students with expedited feedback on lessons and projects with the ability to see instructional gaps as well as identify learning standards deficits and thereby provide differentiated interventions for student success.

As a matter of process we envision our students using iPads daily in their classrooms as part of a blended- learning environment. Lessons will be structured in a way that give students access to content-related resources via the internet which help them learn theoretical concepts and access digital resources yet, we will structure class time around authentic learning experiences which build practical application of what students are learning through projects which demonstrate higher-order thinking skills. In addition, we will use the iPads and social learning tools to provide a platform for student-reflection, discourse, and launching points for deeper understanding of the curriculum. Digital citizenship will also be a major focus as the technology is implemented. The ISTE NETS will serve as our guiding framework for establishing digital usage standards throughout our district at the admin, teacher and student level. We realize that digital interactions cannot be overlooked and the importance of digital citizenship cannot be under-emphasized.

If we expect this grant to be successful and we do, it's imperative that we nurture and build upon an atmosphere of shared leadership, trust and ownership from the boardroom to the individual student. We will be under stress because of our high expectations for this grant as well as the elements of fear that will emerge as we transition away from a "comfort zone" rooted in traditional teaching practices to the K20 model. At this point in our journey at least we know where we are and where we want to move our district. We are building the capacity and structures to steer us toward our grant goals. We will collectively embrace the stress and we will collectively divert opportunities to panic, knowing that we will experience failures as well as "little victories" to be used as fuel for growth. Phase I training enabled us to implement structures for success. A Learning Team emerged, ready to collaborate and use creative processes to reach our grant goals. Our team benefits from the voices of students, new teachers, veteran teachers, community connections, and leadership.

MINCO HIGH SCHOOL	
Quantity	Description
8	10 Pack iPad Mini, 16GB Space Grey
80	iBlason ArmorBox with Kickstand Blue
80	Logitech Lightning Connector Keyboards
1	Apple VPP Vouchers
1	Lightspeed Bottle Rocket Network Appliance
1	Mobile Learning Essentials 175 Licenses
4	iPad Storage & Charging Cart (36 slot)
10	VGA Adapters & Cables
5	Apple TV
3	Ziggy Doc Cams & Wireless Stations

PEAVINE PUBLIC SCHOOL

Our Paths to Success project will use OETT funds and local and area entities to meet academic, behavioral, and career-based goals for all 148 PreK-8 students. The OETT funds will enable teachers to utilize technology as a method of enhancing authentic instruction. The grant will incorporate mobile iPad laboratories and standalone iPads for whole classroom use. These iPads will foster individual learning, collaboration, and connection to online resources. Grant funds will also be used to create a Tech Tracks Center that will serve as a central area for individual iPad use and remediation tutoring. All grade levels will use this center daily. The center will be used for both Response to Intervention remediation and age-appropriate enrichment activities. Participation in OK-ACTS Phase II will allow teachers to complete high quality professional development in technology utilization and best instructional practices.

The main technologies used for the three Practices will be the iPad learning labs, iPads, apps, and handheld response systems. The Learning Team has met regularly for more than a year to create a shared vision of four goals that will be achieved with the help of technology-based education -- student improvement in core curriculum, at-risk student improvement on standardized tests, and improved teacher and student use of technology. For the classroom instruction, iPads will be used with existing curriculum and new iTunes applications to create an interactive method of teaching core curriculum. These will range from video projects using video cameras and iMovie to service learning activities that use iPads to record progress on the projects. Individual tutoring will be enhanced by high-quality iPad applications such as Smarty Ears Response to Intervention programs and the district's current online learning systems. Funds from this grant program will be combined with a separate grant program and district funds to make the 1:1 personalized computer environment a reality.

The superintendent has served as a leader for the technology immersion initiative. He has attended the K20 Phase 1 training and other technology-based professional development in the past two years. The principal will serve as a technology facilitator and provide technical support. All in-service activities include methods in which teachers can incorporate technology into the classroom. All 15 classroom teachers have agreed to participate in OETT/K20 professional development related to the OETT grant. External expertise provided by OK-ACTS will help strengthen professional learning communities and implement research-based strategies to further develop the three selected practices. The Learning Team will actively participate and implement the grant. Teachers will meet monthly in Vertical Learning Communities to develop short- and long-term lesson plans. Teachers will receive additional training to become coaches and assist classroom teachers with authentic technology integration. A Technology Director will oversee the implementation of the grant.

PEAVINE HIGH SCHOOL	
Quantity	Description
63	iPad Air 32GB Space Grey with Covers
2	Bretford Mobility Cart (42 iPads)
1	Apple Volume Voucher
1	Reflector Multi 5 Pack

PIEDMONT INTERMEDIATE SCHOOL

To create a SHARED VISION for this grant, our Leadership Team and Technology Team analyzed OCCT data, Acuity benchmarks, parent and student perception surveys, and the TIPS survey. We discovered a 12- point decrease in the percentage of students proficient in writing. Taking findings from all of this data to the full staff, the faculty agreed that writing ability affects all content areas, and that should be the focus for our project. CCSS requires technology to achieve many anchor standards. The current number of devices in our building only allows each teacher to have access to student technology two days per month. We will place a classroom set of Google Chromebooks in every writing teacher's class, providing daily access for CCSS-aligned writing instruction. The focus will be AUTHENTIC LEARNING through Chromebook use and a concerted professional development effort. Our newly created eLearning Student Team will assist in training teachers and provide classroom support. TEACHER COLLABORATION is key and will be achieved through common plans and Tech Thursday sharing sessions.

Google Chromebooks will be placed in every language arts teacher’s classroom for daily use. This includes Google Docs for collaborative writing and peer editing and Google Slides for multimedia presentations. Students will utilize free Chrome apps to create multimedia elements of presentations and blog entries, such as: image editing (Pixlr), infographics(mural.ly), and diagrams(Lucidchart). Chrome extensions will allow social bookmarking and organization of online research (Diigo), clearing clutter from websites to focus on relevant text (Readability), and taking screenshots of pertinent content (Awesome Screenshot). Other types of Chrome web apps will be employed for students to create many types of presentations. These include narrated slideshows (VoiceThread), comic strips (Pixton), animated videos (GoAnimate!), podcasting (Audioboo), and more. Kidblog will offer students a chance to write for an authentic audience of peers. While all of these tools will be embedded into classroom instruction, our focus will be on authentic projects through the use of the Chromebooks.

Our vision is supported by our superintendent. He has invested a large amount of district funds on technology and hired a full-time staff member dedicated to technology training and classroom coaching. Our school board supported the purchase of 1:1 computers for two secondary grades and collaborated with school staff on a five year plan for the purchase of new devices. Teachers are involved in developing the vision for our school through our Leadership Team, Technology Team, faculty meetings, and asynchronous online discussions. They are solidly behind this proposal. Our student perception survey clearly shows that students want more technology in their classes. Students identified to serve on our eLearning Student Team are very excited about their new role. Our PTO is committed to purchasing charging carts for the Chromebooks in this grant. The business community in our town is also dedicated to our schools, as exemplified by one local restaurant franchise donating \$5,000 for student computers this year. Our school’s stakeholders are overwhelmingly in favor of this grant proposal.

PIEDMONT INTERMEDIATE SCHOOL	
Quantity	Description
137	Lenovo Chromebooks N20 16GB/2GB
137	Google Chrome OS Management Console License, Education
5	Logitech MK270 Wireless Keyboard/Mouse Combo

SALLIE GILLENLINE ELEMENTARY SCHOOL/HOLLIS

In our school, we strive to help students learn in a way that is personally meaningful to them. We have 322 elementary students, Pre-K – 5th grade, with 80 students classified as bilingual. All students need access to modern technologies to bridge the digital divide so that teachers can create technology-rich, real-world instructional units to increase student achievement. Within the past six years, 85% of the faculty (24 of 27 teachers) at the elementary school has changed due to a large cohort of retirees. The overall REAL Tech Project Goal is: Students will engage 21st Century skills through authentic, technology-rich learning experiences by using mobile technology to powerfully impact learning. This OETT grant will provide students access to Surface 2 devices, provide teachers with monthly training, create onsite coaches/mentors, strengthen PLCs and improve staff inquiry, discourse, and collaboration, and equip staff with strategies to increase communication with stakeholders.

The elementary school will increase technology access for students in PreK – 5th grades to facilitate authentic instruction by purchasing 85 Microsoft Surface 2 devices (5 per class grades PK-4th; 8 per class in Grade 5; 2 Special Education; 1 Speech; 1 Music) and providing grade level teams and classes with funds to purchase apps from the Microsoft Store. Students will take ownership of the class web page and contribute to blogs, picture galleries, podcasts, and more. Students will create time-lapse photo-to-video projects; generate QR codes and create scavenger hunts; interview students to create video-based book talks and trailers; engage literacy development through apps, video, and sound tools; read and listen to eBooks for fluency; create, perform, record, and edit Readers’ Theatre and student-created plays; conduct interviews of the community through service learning projects; collaborate with peers; graph data; and create presentations (podcasts, videos, PowerPoints, Prezis, etc.). Extended use through the Book Bag Buddy program will support at-home learning.

The superintendent and elementary principal both participated in Phase I OK-ACTS Leadership and collaborated on an action plan for shared leadership. The superintendent recognized the need for a full-time technology director, and the school board affirmed the decision and created this position to support students and teachers. The district invested thousands of dollars to update the network infrastructure to embrace mobile digital learning. The district also purchased Cyberschool to improve communication among stakeholders and support multiple languages. District-wide, every teacher participated in five days of research-based Great Expectations training to help facilitate a shared vision among stakeholders. The elementary continues to meet in professional learning communities to refine that vision. Finally, the district is matching this grant with 10% (\$4,000) from Title IIA to provide training for the Learning Team in June/July and support monthly staff release time to participate in K20 Center training to accomplish grant obj

SALLIE GILLENLINE ELEMENTARY SCHOOL	
Quantity	Description
95	Microsoft Surface 2RT
85	Moko Keyboard Case for Surface 2
11	HP Laserjet Pro 1102W Printer
1	Windows Store App Allowance

SOUTHMOORE HIGH SCHOOL

Our school is home to a dedicated group of teachers, administrators, parents, and most importantly 2000 students. Each day the doors open up to a wide array of interests and goals all working towards creating an avenue in which students can achieve their dreams. Within our building is a single computer lab that is dedicated to learning experiences across all curricula. This lab is the only lab in our school that is dedicated to whoever needs it at the time. Obviously, this lab is constantly booked in advance. Teachers who would otherwise use real world learning experiences using computers need to book far in advance to get this lab and may still not get as much time as they need. Our project proposes purchasing three mobile computer labs that teachers could use as needed. These labs would effectively quadruple our opportunities for using computers to facilitate collaborative learning experiences that allow students to communicate their ideas and efforts in a creative manner. Our goal is to expand access to creative and collaborative learning experiences through use of technology.

Our school is requesting funding for 89 laptop computers and 3 mobile charging stations. These mobile labs will facilitate technology use in classes otherwise unable to schedule time in the computer lab. We currently have one computer lab available for all classes to schedule. This lab sees heavy use throughout the year with a ratio of 57 students per computer. As the state mandates more and more testing, this lab is pulled for testing and classes have no access for authentic technology learning. Currently this lab is scheduled for 11 weeks of the school year for testing. This is a huge block of time that could otherwise be used for learning. Teachers are excited and willing to use technology with their classes. This grant could provide 3 more labs for teacher use and would have a dramatic effect on the availability of technology for our students to use. Our students and teachers are hungry for experiences that technology can provide. Authentic instruction through technology is a great part of a positive learning environment and we would like to be leaders in this area.

Our district administration works diligently to provide access to the newest and greatest research driven resources for our students and teachers. They are constantly offering training for teachers in the use of technology or ways to incorporate technology into the curriculum. Administration, teachers and parent groups embrace social media to share information about our school with students and the community. Currently, the new Director of Technology is looking at ways to make use of technology in our schools more student and teacher friendly including expanded Wi-Fi access and "bring your own device" policies. Teachers in our school are very much ready and willing to learn new skills and add authentic learning experiences into their curriculum. Principals here allow time for teachers to attend training and conferences to assist them in this endeavor. The professional development team offers training that runs the gamut from basic skills to technology driven instruction. The school also brings in outside expertise to assist teachers in their learning.

SOUTHMOORE HIGH SCHOOL	
Quantity	Description
64	Lenovo Laptop: E440 500GB W8PD
64	3 Year Lenovo Laptop Warranty
64	Lenovo Laptop Adapter, Slim Tip
2	32 Unit Mobile Charging Station
24	Tripp Lite Isobar 8 Outlet Surge Protector
4	Kensington Presenter Expert Green Laser

SPRINGER PUBLIC SCHOOLS

One of the most valuable assets in any learning environment is a good relationship. Our vision of fully implementing a one to one program requires that all parties have input and communication, knowledge of process, and a procedure for remediation. In essence, there must be an environment of mutual respect to accomplish the shared objective. This proposal is written to address several needs in our school and community in the areas of “Shared Vision”, “Authentic Learning”, and “Community Connections”. Our population is high poverty with limited local resources. As such, the school is in a unique position to create a symbiotic relationship between the school and the community while addressing the learning needs of the students. The students will benefit from authentic learning experiences inside and outside of the classroom. The community will benefit from the educational and technological connections the school provides through the computer resource area and family night. Relationships will be strengthened by the combined efforts and completion of shared goals.

More than 50% of students and 80% of teachers expressed dissatisfaction with current technology resources. Teachers surveyed feel that technology can have a significant impact on student learning. Research shows that digital technology has led to a greater separation between affluent and disadvantaged students. State curriculum standards have raised the bar in requirements of technological expertise and use by subject area. These factors contribute to the need for improvement in our school's technology services. We learned how important it is for technology to focus on learning goals instead of devices with a rollout of iPads. Lack of support, procedures, and training created frustration and lost instructional time are barriers. Our plan in this proposal is to purchase and implement use of technology as dictated by surveys, research and combined vision. The need for keyboards and Microsoft office led to the consideration of personal computers for students. Research led to Chromebooks as the most beneficial for our needs. Training and support processes will sustain use.

The Board of Education, Administration, and Teaching Faculty are all in support of this project. The community, parents, business owners, and local technology center are all in support of this project. However, the greatest factor in the success of this will ultimately be the students. When deciding on the direction and plan for our school, the students were the purpose behind every decision. We took into consideration their feedback on informal surveys as well as using teacher surveys and knowledge of their habits and likes. There was some concern about the safety of implementing a true 1:1 program, as well as concern over care of equipment with the lower grade levels, but we determined that the benefit outweighed the risk. These students need exposure to technology even more than students from affluent districts in order to be competitive in the workforce. The Board and Superintendent are willing to support financially in excess of the required match due to their belief in the need for advanced technology in our schools

SPRINGER HIGH SCHOOL	
Quantity	Description
92	Targus Essential Bag for Chromebook
92	ACAD Google Chrome OS Management
92	Acer Chromebook 4GB 16GB SSD
16	Lenovo Laptop 13 500GB 4GB Windows
16	Targus Citylite Bag for Laptop

WALLER MIDDLE SCHOOL/ENID

Our school currently serves 612 students grade 6,7, and 8. It has 57% students qualify for free and reduced lunches. After evaluation of current educational evidenced based methods, staff surveys, student feedback, current research, and student achievement the Project Team believes the Project PadCast will incorporate the integration of technology into curriculum to provide a hands on, authentic learning experience. Goal 1: Demonstrate knowledge of current changes in information technologies and be able to effectively and fluently utilize the technologies. Goal 2: Apply multimedia tools and peripherals to support personal productivity, group, family and community collaboration, and learning throughout the curriculum. Goal 3: Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom while collaborating with peers, experts, and others. These products will provide the authentic learner with tools to investigate real world problems, issues, and information.

The Learning Team has identified three specific goals which will be met by using a separate media room. This will create an authentic learning, hands on multi-media experience for the learner. The Project PadCast room will utilize PadCasting video equipment to document school experiences and current events which will then be reported back to students, parents, faculty, other schools, and community. Middle school students will take turns working as members of a production team which will help plan, film, and edit weekly broadcasts highlighting students and events in the school. They will also have the opportunity to be on camera as interviewers, reporters, and news anchors. The students involved in the Multimedia class will learn to use multimedia tools, such as audio/visual equipment and video editing software. They will learn how to plan, organize, and produce a broadcast, practicing organizational and communication skills as well as performance and speaking skills.

Our school district is a very viable and financially responsible district. Two years ago the community passed a 99 million dollar bond issue for building and technology improvements. The administrative team believes in professional development to strengthen teachers and administrators. Our district has provided two very strong professional development days this year. The first was a technology training day with a focus on improving teacher use of technology in the classroom. A second day is being held in February that will focus on educational practices. These days use district lead teachers and administrators to present high quality professional development. Our teachers have participated in love and logic, PLC training, and additional subject area training in addition to the district PD that was provided. The PTSA has provided financial support and man power for the school. Our district has secured thousands of dollars in private donations for various projects. The community is very supportive of the school and the students.

WALLER MIDDLE SCHOOL	
Quantity	Description
26	Apple iPad Air
10	Multimedia iRig Microphone
1	Chromakey Green Screen Kit
20	Apple MacBook Pro 13" with Retina
1	Vivitar 4372W .43x 72mm Wide-Angle Lens
1	Vivitar High Definition 2.2 Telephoto 58mm Lens
9	SwissGear 15.6" Granite Backpack for Notebook
10	Tripod
5	Caddie Buddy (Padcaster Kit)
6	Anker 5 port USB Charger (Power Strips)
5	Microphone Stands
1	Apple TV
26	i-Blason Armor Box 2 Protective Case
1	Western Digital 4 Tb External Hard Drive
2	Padcaster for iPad Air

WILLIAM GAY EARLY CHILDHOOD CENTER/McALESTER

With our site being a early childhood center we determined that mini iPads would be the most practical and user friendly device. Our site team has determined through surveys and research that a minimum ratio of a 1:3 is the most beneficial for our students. These iPads will provide opportunity for students to participate in authentic learning opportunities and connect globally which is our site and district's shared vision. This technology will assist us in meeting accountability demands, meet Common Core State Standards (CCSS) and the International Society for Technology in Education Standards (ISTE). Our district has an ambitious professional development plan to provide in-depth and applicable technology training for our staff. Therefore, any professional development that encourages authentic teaching practices would be beneficial to our staff. As a site we are prepared to reform our teaching to accommodate this additional technology.

Upon receiving this grant, the added technology will provide a minimum of a 1:3 ratio of mini iPads to each of our classrooms for students to use on a daily basis. This technology will not only extend our curriculum but provide creative learning opportunities for students. The devices will allow students better media to create and present projects to parents as well as the global community. This communication avenue will be done through: Skype, Twitter, Evernote and various screen casting applications. In addition to the communication avenues listed, educational applications that are purchased will provide students with an alternative means to create and share in an authentic manner. Our vision is to improve student achievement through this additional technology. As we have observed with our current technology, student engagement is higher when given the opportunity to use our devices.

Our vision is to increase the practical use of technology in the classroom. In order to do this we are in need of additional devices and professional development. If the necessary technology and professional development is provided, we will have the ability to empower students in becoming responsible digital citizens in a safe environment. The teacher will take on the role of facilitator, while students collaborate. Our Board of Education, Superintendent, curriculum instructors, technology department and parents support student centered instruction through the use of technology. With this support we will transition from the traditional classroom to a technology driven learning environment.

WILLIAM GAY EARLY CHILDHOOD CENTER	
Quantity	Description
9	iPad Mini 16G WiFi only with 2 year Apple Care+ (10 pack)
5	iPad Mini 16G WiFi only with 2 year Apple Care+
1	Airsquirrels.com Reflector App (5 pack)
3	Airsquirrels.com Reflector App
95	iPad Cases from Amazon
8	Storage/Charging Cart from Wayfair.com
	Various Student Apps

WILSON ARTS INTEGRATION ELEMENTARY SCHOOL/OKC

The identity of our school is rooted in Arts Integration and our technology vision is to increase Technology Integration to foster student use of technology in creative & innovative ways to collaborate, research, & engage in critical thinking, problem-solving, & decision-making. In order to achieve this vision, it is vital that we gain access to funding for technology and training for that technology. Although our school is "high performing," it will be difficult to maintain that status without widespread access to technology. With this grant, we will purchase SMARTBoards for 13 classrooms in addition to 8 document cameras. We have a healthy school with a hard working staff, who are committed to our number one priority of student achievement. Additionally, we are committed to authentic teaching & learning using technology to create an environment of equality for our students. The biggest obstacle to expanding opportunities for authenticity & equality is the lack of technology in our school. As such, this grant will allow every teacher to fulfill our technology vision.

Currently SMART technologies allow us to introduce, augment, & achieve authentic teaching/learning through Arts Integration in all but 13 classrooms. This grant will allow us to incorporate SMART technology's highly visual & engaging presence in all classrooms. This will allow all students to travel the world on virtual field trips where they will hear world-class symphony orchestras, visit renowned museums, & see award-winning theatre productions. All students will then have the opportunity to create art, music, math, & writing through creative & collaborative projects that demonstrate their understanding of content on a shared screen that allows for equal participation amongst all learners (Liu & Kao, 2007). This equal access to technology will also allow for increased professional development in Arts Integration where conversations center on our shared values, authentic teaching, and student achievement across all boundaries. Finally, this grant will serve as a catalyst to ignite a passion within our Stakeholders to foster the shared vision of Arts & Technology Integration.

There are numerous elements that comprise the school system, and each moving part is supportive of our grant application. The school leadership is committed to authentic teaching/learning as indicated by our shared vision, mission, and goals. The District Strategic Plan echoes this through the commitments to continuously develop staff members to ensure they possess the skills to be successful, to ensure all students are offered options that will engage them, & to provide innovative/creative alternative learning options for students whose needs are not met with traditional curriculum. Additionally, as evidenced by our TIPS data, our teachers are craving the technology currently lacking in our school and are eager to learn new ways to incorporate existing technology, and our students are ready for the increased access to technology as observed through the excitement exhibited during the use of existing technology. Finally, our parents and community stakeholders are advocates of increased technology to help our students prepare for life in the 21st Century.

WILSON ARTS INTEGRATION ELEMENTARY SCHOOL	
Quantity	Description
12	SMARTBoards
5	SMART Document Camera 450
	Miscellaneous Audio

YUKON HIGH SCHOOL

The Inspiring Tomorrow’s Leaders Project is about using this Phase II opportunity to collaborate, learn, and grow together. It will fuse greatly needed technology with professional development to insure students are inspired to learn through authentic, technology-rich experiences. Three years ago, a mid-high and high school were combined to create a mash-up of staff expectations, leadership, and decision-making. Through Phase II, we will utilize monthly K20 Center training to continue on a journey of establishing Shared Vision while focusing on practices of Authentic Teaching, Learning & Assessment and Shared Leadership & Decision- Making. The Leadership Team will identify ways to encourage students, parents, and community members to share in leadership and decision-making at the high school. The project will target 9th and 10th grade students enrolled in Keystone and Biology I courses. Performance targets include increasing student attendance, increasing student academic achievement in Biology I, and establishing structures to make a big school “small.”

The Inspiring Tomorrow’s Leaders Project budget includes: 6 - Apple TVs (one per iPad cart; four shared among Keystone and Biology classrooms); 2 – iPad Learning Labs with 30 iPad 2 devices and cases (one cart shared among six Keystone teachers; one cart shared among 12 Biology I teachers. Second semester, both iPad carts will be used in Biology I); iTunes: Apps for Education; 10 – CO2 Probes (Biology labs); and 1 - TI- Nspire Wireless Navigator 30 User System (Biology labs). Keystone students will use iPads and apps to create “All About Me” Project videos and media presentations and serve as “Blogging Buddies” for elementary students. In Biology I, student use of CO2 probes will include cellular respiration and photosynthesis labs. The TI-Nspire Wireless Navigator System will be utilized by students to collect, analyze, and chart/graph data. Students will use iPads to create models of cellular structures. Students will create 3-D tours of a plant/animal cell, digital interactive notebooks, infographics, comics, interactive games, and other media presentations.

The superintendent, along with the Board of Education and administration, fully supports our Phase II OETT grant application. The Board has approved next year’s high school schedule. Common planning time for departments is included. This will continue to support collaboration and further develop professional learning communities. The technology director provided quotes for the budget and pledged that technology would be fully supported by the Instructional Technology Department. The community established a foundation to which teachers can submit a competitive classroom grant application to support instruction. Overall, the community is extremely supportive, passing bond issues to maintain modern school facilities and volunteering time and service to improve our schools. Systemic structures, including district and school committees, insure all stakeholders (students, parents, teachers, administrators, and community members) have input into the education of our students. The school will provide a 10% match of \$4,000 from building funds to support staff release time.

YUKON HIGH SCHOOL	
Quantity	Description
6	iPad 16GB WiFi with Retina Display, Black (10 pack)
60	360” Swivel Stand and Cover for all 9.7” iPads, Black with Gray
3	Apple TV with Remote Control and Power Cord
3	Tablet Charging Cart, Big Case, 32-unit
3	Apple Volume Voucher Program
5	CO2 Probes
1	TI-Nspire Wireless Navigator 30 User System
	Staff Release Funds