CYRIL ELEMENTARY SCHOOL

Project Summary: We would like to help students transition to 21st century hands-on and problem-driven learning by creating an educational environment that allows students to create, analyze and critique materials and use critical thinking that will enhance their quality of daily life. It is a vision we all share, but the lack of finances has created a strong barricade and has hindered us from climbing over the wall and into an educational world engulfed with technology. As a team, we have chosen Practice 1: Shared Values, Practice 2: Authentic Learning, and Practice 8: Community Connections.

Individuals working together with shared values, common goals, and a shared purpose can change the world. Changing must begin with 21st century teaching which must involve the use of technology. The lack of tablets in our school is creating an obstacle in order to reach the values and goals set by stakeholders. Purchasing mini I-Pads and carting them between two classrooms would give students access to a tablet almost 4 hours a day, five days per week and would give the students opportunity for creating, analyzing and critiquing authentic learning projects. The tablets would also be used by students to turn in work digitally. Teachers could respond to the creations and critique electronically and provide feedback on assignments.

Practice 2: Authentic learning provides students the opportunity to engage in discussion, take responsibility for their own learning and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991). After gathering data from stakeholder surveys, classroom walk throughs, teacher observations, DIBEL, and OCRA scores, our educators have identified areas of weakness and are trying to target all identified areas. With 120 iPad minis, we could create 4 carts with charging centers, and schedule the tablets to be shared between two classes throughout the day. This would allow plenty of time for teachers to provide very effective authentic teaching and give students plenty of time to create, analyze and critique using the iPad minis.

Community Connections: Practice 8 was chosen for our small poverty-ridden rural school. A recent survey shows that 67% of our community members are graduates from our small rural school and either have children or grandchildren attending the school. Therefore, getting the community involved is not a problem. All share the same vision...a successful program where school goes beyond the building. This means teachers, students, parents, and community partnering to ensure actively engaged students who are able to create, analyze and critique materials and use critical thinking in daily life. Having 120 tablets and charging stations would be a tool that could step our small poverty stricken students from high dysfunctional families into a real chance at finding their place in the American dream.

CYRIL ELEMENTARY SCHOOL	
Quantity	Description
70	ASUS Chromebook Flip & Chrome Management Console
60	iPad 2 Mini & Finite Leather Case
3	Folding Crate on Wheels
1	MacBook Pro

DEWEY HIGH SCHOOL

Our school's vision is "To provide a smaller, more personalized learning environment where technology is used as a tool to enhance each student's unique talents, promote individual student achievement, and prepare students for future college and career opportunities." Our district passed a technology bond issue at 83% and a Technology Integration Coach was hired to support classroom teachers. Stakeholders have attended the K20 ILI conference and OTA conferences to research authentic technology practices and visited the K20 Research Center for a Tech Demo Day to research current technologies to take back to our stakeholders. K20 helped us define and create our shared values, visions, and goals. During this training, we reviewed the Technology Demo Day findings and created a shared vision statement. Our unified stakeholders collaborated to choose practices #2:Authentic Teaching, Learning, and Assessments as well as #4:Small, Personalized Environments.

Our staff will utilize technology to create a more personalized environment throughout our building. Google Spreadsheets will bring our "islands of teachers" together by organizing student performance history and student involvement in the form of a shareable document. These students will be assigned "home base" mentor teachers who will advocate for additional clubs in the areas of their interests. A full-time Response to Intervention Specialist will review the shared Google Sheet and initiate small group programs for students struggling academically. The school will reach out to the community through a "Stakeholders' Tweet-Up Night" to introduce Twitter as a means of communication.

The OETT grant would provide 125 Chromebooks with headphones stored on 4 charging carts, 30 Chromebooks housed in teacher classrooms for student use, Vernier software and probes for the science departments, and Reflector II presentation software. We have strong wireless internet throughout the building and a Chromebook management system is already established. Students in all subject areas will collaborate through Google Drive and Google Classroom building a digital portfolio while displaying their projects to the class through Reflector software. Science students will attach Vernier probes to Chromebooks. These probes help connect real world investigations to their curriculum as they interpret live data as true career scientist. The math department will use Google Apps such as "Floorplanner" and "Desmos Graphing Calculator" to enhance their project based lesson plans. English students will utilize Google Drive for collaboration and Google Apps such as "Google Slides," "Animoto," and "Powtoons" for digital storytelling. Social Studies students will utilize Google Drive in inquiry designed lesson plans through Google Apps such as "Google Maps," "Google Earth." Elective classes will collaborate through Google Hangouts to connect with other classrooms and experts learning through experiential virtual field trips.

DEWEY HIGH SCHOOL	
Quantity	Description
190	Lenovo Chromebook & Chrome Management License
5	Luxor Chromebook Charging Cart
150	Camcor Headphones

PLATO ELEMENTARY SCHOOL -- DUNCAN

Project Summary: We are working to shift students from being passive recipients of knowledge to active learners who create and find meaning to life's problems. We want students to use digital tools that demonstrate their learning and make their thinking visible. With Chromebooks students will apply, create and construct their knowledge, which will lead to a deeper understanding of topics and a more engaging way to learn. It is important that we provide authentic learning opportunities that implement creativity, collaboration, communication and critical thinking. In order to do so we need quality, systematic professional development for the use of technology as an instructional tool through the ISTE performance standards, the SAMR model and the 5E inquiry based lesson plan. Our teachers are working to ensure a viable, standards based STEM curriculum for our students.

Technology and Its Use: Through this grant we will create a 1:1 initiative with Chromebooks and carts for each 4th and 5th grade classroom for STEM based projects. We will place additional Chromebooks in K-3 classrooms to assist with cooperative group learning. With this grant we will use Google Docs, Sheets, Forms, Classroom and apps/extentions to build quality project based STEM lessons for students during our weekly PLC meetings.

We plan to connect our students to the outside world of career experts to connect learning to life. We will support authentic learning through electronic tours and field trips. We will have students create electronic portfolios so they are able to store and track their progress for review and showcase through student-led conferences. We will use the SAMR model as we create and provide project based learning opportunities for our students. We want to move away from students being consumers. In order to learn they should be creating. Chromebooks, Google Classroom, Apps and extentions have the tools needed for students to show what they know in an engaging authentic way, which helps them see that each lesson has value beyond the classroom.

Systemic Support: It is very important to our school to align ourselves with district-level and community goals. Our staff is dedicated to improving academic achievement for all students by creating innovative and integrated STEM lessons. To gain input from stakeholders, the principal and teacher representative meet monthly with the PTO and share about our curriculum, programs and activities. Our district was recently named as a lead district for the career pathway initiative for our work with our local university, tech center and local businesses. Gov. Fallin recently presented the Official STEM Community award to our community leaders. District Admin are purchasing a Chromebook for every certified district staff member to kickoff our Google for Education initiative.

PLATO ELEMENTARY SCHOOL --DUNCAN	
Quantity	Description
138	ASUS Chromebook
10	Store & Charge Chromebook Station
5	30 Tablet Charge Station
138	Air Parrot for Chromebook
	Apps

WILL ROGERS ELEMENTARY SCHOOL -- EDMOND

Productive • Creative • Problem-Solvers Our vision for the use of technology is to foster a collaborative school community of 21st century learners by incorporating technology that results in real-world, creative and productive problem solvers. When we combine teachers' aptitude in data analysis with increased access to digital devices, we will create a framework for success.

Upon receiving the OETT grant, we will immediately increase the opportunities available for authentic instruction which will promote creativity and innovation among our staff and students. We anticipate that this funding, along with district, site and PTO funds, will allow for a minimum of five tablets in every classroom. This will allow increasing student use of devices for reading and math centers, research, creative presentations, virtual field trips, and other endless possibilities. Funding from this grant will allow for increased time and opportunities for professional development. Teachers will have time to collaborate, learn, and create digital curriculum that corresponds with classroom instruction and state standards.

Our school district is in the midst of a digital conversion. This grant aligns with their vision of putting more technology into the hands of students. Funds from the OETT grant along with $70,699.50 from our district, and $12,743.00 from our school site will allow for additional WiFi access points, iPads, AppleTVs, document cameras, iPad cases, AirWatch licenses, apps and professional development. Ongoing financial support for the maintenance/replacement of any devices purchased with also come from site, district, and PTO funds.

WILL ROGERS ELEMENTARY SCHOOL -- EDMOND	
Quantity	Description
83	iPad Air 2
81	Doink Green Screen App
	Miscellaneous

HOLLIS HIGH SCHOOL

1) Project Summary: At the high school, we serve 152 students (40.7% Hispanic; 40% White; 12.9% Black; 4.5% Two or More Races, and 1.3% Hawaiian or Pacific Islander) in ninth through twelfth grade, and 83% of students qualify to receive free or reduced lunches. The Learning Team used academic and process data to identify evidence, obstacles and action plans for the practices of Shared Vision; Authentic Teaching, Learning & Assessment; and Teachers Collaborate & Learn Together.

The Tech-4-Learning Project goals include: 1) Students will use mobile technology for authentic learning to improve academic achievement; 2) All students will be instructed by highly trained teachers embedding technology for authentic teaching, learning, and assessment; and 3) All high school parents will have extended opportunities to participate in their child's learning. Action plans include monthly training from the K20 Center, staff release time, social media-based and onsite "Student Showcases" for parental involvement, and increased student technology access.

2) Technology and Its Use: OETT funding will establish two Surface 3 carts (30 units each with a keyboard): one for English and one shared between math and science. Miracast (wireless display) will be purchased for English, science, math, and special education services classrooms. Ten Surface 3s will be used in special education classes. Two zOrb Digital Microscopes and Apps will also be purchased for the science classes. Google Drive and Classroom will become students' paperless, collaborative learning environment. In English, students will use OETT technology to: 1) Use Popplet to organize ideas and create visual maps; 2) Understand and access Creative Commons images; 3) Develop critical research skills using Twitter, Google's advanced search tools, WolframAlpha, and Diigo. In science, students will use OETT technology to: 1) Construct explanations and presentations based on evidence and models to illustrate deeper understanding of concepts (e.g., Prezi, Powtoons); 2) Use digital microscopes to capture enhanced images. In math, students will: 1) Use Surface pen to draw three dimensional images; 2) Create mosaics (tessellations); 3) Record apps demonstrating changing polynomials. In special education classes, students will use Surface for differentiated instruction and creating an authentic learning portfolio. In all classes, students will: 1) Post presentations to teach other students; and 2) Share to parents and the community through social media, the District TV Network, and the Student Showcase Night. All classrooms will be equipped with Miracast to mirror Surface to digital projectors.

3) Systemic Support: The district has a five-year strategic technology plan, and the OETT grant is aligned to this plan and has support of the technology director. The district is providing a 10% match for staff release time, and Professional Learning Communities will be sustained for ongoing training.

HOLLIS HIGH SCHOOL	
Quantity	Description
70	Surface 3 Bundle
2	YES AnthroCart for Tablets
23	Digital Microscopes
5	HDMI Wifi Dongle
70	USB Mouse
8	Multimedia headset classroom pack
	Windows Store Apps

MACOMB PUBLIC SCHOOLS

1) Project Summary: The 103 students in our high school (9-12th grade) come from rural, high poverty homes. Every student qualifies for a free breakfast and lunch. A range of students, from 13% to 89%, score below proficient on End Of Instruction State Tests. The Learning Team has identified obstacles and action plans to engage students in the learning process through the following practices: 1: Shared Vision, 2: Authentic Teaching, Learning and Assessment, 3: Shared Leadership & Decision-Making. Goals have been established to measure progress. OETT GOAL 1: Increase student interest, engagement, and academic achievement across content areas through authentic lessons aligned to Oklahoma Academic Standards and ISTE NETS-S. OETT GOAL 2: Increase opportunities for teachers to collaborate and learn together to fully integrate technology into authentic teaching, learning, and assessment. LONG TERM GOAL: Decrease the 4-year dropout rate by 10% by 2021. Action Plans include: 1) Implement 1:1 Chromebook program for 9th – 12th grade students; 2) Provide monthly K20 Center Training; 3) Provide monthly "Late-Start Tuesdays" for PLC meetings and professional development; 4) Provide staff release time for practicing skills.

2) Technology and Its Use: The OETT grant will provide funding for 24/7 learning for 9th – 12th grade students. The budget provides devices (116) and funding will outfit Chromebooks with a Chrome Enterprise Management Device License, a stay-in laptop case, and a padded slim sleeve case, classroom power supplies, and apps. Students will engage in cross-curricular projects, including a digital citizenship project. Students will use Chrome extensions (World Digital Library, Read & Write for Google, Kaizena, Snagit, etc.) and online resources (Khan Academy, Wolfram Alpha, YouTube, PBS, online forums, blog sites, video blogs, and virtual fieldtrips) for differentiated instruction. The quality of student presentations will increase through use of powerful tools such as Powtoons, Popplets, Infographics, Word Clouds, and more. As an authentic assessment component, students will express learning in formats of their own choosing.

3) Systemic Support: This OETT grant provides seed money for critical PLC and staff technology training for a rapid start to 1:1 learning at the high school. High school teachers also teach middle school (6th – 8th grades). To sustain momentum, the district has created a long-term strategic plan. Annually, federal and local funds of $12,000 ($9,000 new devices; $3,000 saved to replace devices) will be coordinated to add one new grade level per year. In FY2020, all 6th – 12th grade students will have a mobile device, and this will be the first refresh year for a grade level of OETT devices. Ongoing, a refresh cycle will keep modern tools in students' hands for authentic learning. The district will sustain "Late-Start Tuesdays" for PLC meetings and technology training. The technology director will maintain devices.

MACOMB PUBLIC SCHOOLS	
Quantity	Description
125	ASUS Chromebook & Google Chrome Management Console
125	BUMP ARMOR Stay in Case
2	Luxorr Tablet Charging Rolling Cart
25	iPad Mini 2 & case
1	MacBook Air
1	Ipevo Iziggi HD Document Camera

MARSHALL T. MOORE ELEMENTARY SCHOOL – TULSA UNION PS

Data collected from a Technology Integration Pre-Survey (TIPS) coupled with an administrator inspired by the expertise and leadership at the K20 Center, our staff sought information, opportunities, and resources for students to use technology in more effective ways. Focusing on the areas of shared values, authentic practices, and community connections we strive to provide accessible, consistent and diverse technology to meet the academic learning needs of all students. We are seeking a paradigm shift where instead of teachers using technology to teach; students create, collaborate, and learn with the help of technology. We want to foster an innovative mindset and create a physical space in every classroom equipped with developmentally appropriate technology.

Proposed in this project are specific technology devices which objectify the ISTE standards and support authentic student learning. Our developmentally appropriate technology devices will include iPad minis in our pre-kindergarten, kindergarten, and first grade classrooms. The size and weight of the device is more appropriate for younger students still developing gross and fine motor skills. iPad Airs will be used in our second and third grade classrooms. Through prioritized bond dollars we currently have an adequate supply of iPad Air devices for our fourth and fifth grade classrooms. Both iPad minis and iPad airs will provide an opportunity to implement district curriculum for science, social studies, and STEM with fidelity necessary to achieve authentic learning experiences for students. The OSMOS Genius kit is a complement to our math curriculum. The interactive design provides younger students with opportunities to integrate basic number identification and computation in a digital based format. The purchase of the LEGO WeDo Construction Set and Software supplement our PLTW curriculum and support our district STEM philosophy. The purchase of The Padcaster, an all-in-one iPad mobile production studio, students can film, edit, and produce a variety news stories. The Padcaster coupled with iPad accessibility will allow students to communicate information and ideas effectively to multiple audiences using a variety of media and formats (ISTE Standards).

To solicit a level of buy-in necessary for full implementation, our site leadership team presented the IDEALS philosophy, practices of highly effective schools, and the ISTE standards to stakeholders including district director of elementary education, district director of instructional technology, staff, PTA, and students. Through surveys, feedback forms, and face-to-face meetings, stakeholder input was analyzed. Ultimately, we have developed a proposal which represents the voices of all stakeholder groups and focuses on students' diverse needs and the technology necessary to differentiate our teaching.

MARSHALL T. MOORE ELEMENTARY SCHOOL -- TULSA UNION PS	
Quantity	Description
47	iPad Air 2 Bundle
30	iPad Mini & Case
20	OSMO Genius Kit
6	Apple TV
25	Amazon Kindle eBook Reader
3	LEGO WeDo Construction & WeDo Software

EMERSON ELEMENTARY SCHOOL – MCALESTER

Project Summary: With our site serving first through fourth grade, our OETT grant team, along with parent and student surveys concluded that our students would receive the most benefit with iPad minis in the classroom with a 1:2 student to iPad mini ratio. In addition to the OETT Grant, our PTO and community organization has committed to purchasing an additional 10 iPad minis. Having an iPad mini will provide an opportunity for students to participate in authentic learning opportunities to connect, create and communicate with our community and throughout the world, which is our school's vision. With an 86% free and reduced lunch rate, our teachers experience challenges, but strive to provide every student with an education that will prepare them for tomorrow's competitive technological society. Our staff recognize the importance of educating our students to learn real-life skills in a meaningful and authentic learning environment that has technology intertwined within the curriculum and can be shared with our community. Our 4th grade STEM class has allowed our students to apply higher-order thinking skills to a hands-on approach in authentic learning. With only one year of STEM class at our school, we are observing immense benefits of attendance, moral and higher test scores. We plan to expand our STEM class to 3rd grade for the next school year. With our schedule allowing 3rd and 4th grade students the opportunity to attend STEM every day for 90 minutes, they will benefit and be able to reach our community through their creative projects.

Technology and Use of Technology: iPad minis will allow our students to be mobile learners. With Kidblog, our students have freedom to take their device to any location and use the camera to video or take pictures for their project. With our school website, Facebook and Twitter accounts, we will extend our learning to the community. These lifelong skills will benefit our students as they progress in their education and global society to create their digital footprint. Based on our online TIPS T, parent and student surveys, our OETT grant team the best way to utilize our devices would be a 1:2 student to iPad mini ratio. With the OETT grant, PTO and community funds, we will have 210 iPad minis to distribute in the classrooms.

Systemic Support: Our technology department, curriculum directors and administration are 100% supportive of our effort to increase learning and connecting with our community through the use of technology. Our faculty and staff are focused and prepared to accept our vision to Connect, Create and Communicate by infusing technology into their curriculum for authentic teaching to occur. Our parents and community believe in our faculty and school to prepare their children for a global market. With this support, we will transition from traditional instruction to a technology driven learning environment that extends to our community.

EMERSON ELEMENTARY SCHOOL – MCALESTER	
Quantity	Description
11	iPad Mini 2 (10 pack) with 2 year Apple Care
109	NEWSTYLE Apple iPad Mini Shockproof Case
3	Luxor 30 tablet Charging Station

LINCOLN ELEMENTARY SCHOOL -- NORMAN

"Do the best you can until you know better. Then when you know better, do better" (Maya Angelou).

Recently our community passed a bond issue to provide a 3-1 student to device ratio and improved internet access in our elementary schools. This is an opportunity to redefine how we "do better" in viewing teaching and learning to impact student achievement. Our desire is to move beyond the "1000 dollar pencil" to challenge students and ourselves (November 2015). Our vision is to become a 1-1 elementary where students are 21st century learners with choice and voice who participate in authentic learning. Our teachers have epic visions for our students and merely await the resources to enact them. This grant will empower our teachers to empower students and launch them into the 21st century where they belong.

Our plans align with district goals: providing intermediate students with a keyboard, and primary students with the ability to swipe. We plan to use devices flexibly, allowing any student access to any device based on needs and interests. Our staff wants to fully integrate available technology and move lessons up both the SAMR model and Marzano taxonomy. This can be challenging when some accountability measures are less authentic. However, it is our belief that when lessons are centered around student interests and experiences, emphasizing understanding and meaning, we will meet desired outcomes. As a PLC, we need more professional development to ensure common practices for authentic learning, with a focus on integrating technology. We plan to accomplish this goal with extensive collaboration. We have structures in place for collaboration, and are developing best practices for vertical and interdisciplinary teaming. We plan to provide teachers with more opportunities to participate in job-embedded professional development and ongoing reflection.

Our school's shared values developed through numerous philosophical discussions and the common experiences of teaching in a neighborhood school. We are a cohesive group with a common purpose: to inspire learning, curiosity, and creativity while developing responsible, caring citizens within a community. We have a dedication to innovation in best practices such as PBIS behavior supports, Guided Inquiry, A+ schools, community gardens, MakerSpaces, and robotics. Our next goal is to bring increased authentic learning experiences to our students through collaboration and effective uses of technology. This initiative was a group effort, with all stakeholders involved and committed to providing systemic support. Student feedback was elicited through class discussions recorded in a Google Form. All instructional staff read the grant proposal and provided feedback through small group discussion, surveys, and writing pieces in a shared Google Doc. Parent and community members volunteered to read the proposal and provide input through informal conversations, group discussions at PTA meetings, and multiple surveys.

LINCOLN ELEMENTARY SCHOOL – NORMAN	
Quantity	Description
49	iPad Mini 2
49	IXCC Shockproof Case
28	Apple Macbook Air
1	Apple TV
	Miscellaneous

NORTH ROCK CREEK PUBLIC SCHOOLS

1) Project Summary: This Transforming Learning Project focuses on 414 PreK-5th grade students and 21 teachers. Surveys identified that almost 30% of students only have technology access at school. In November 2015, the network infrastructure was upgraded to eliminate bandwidth bottleneck issues and install wireless access points in every classroom. In order for these updates to transform learning, teachers need technology and best practices training and students need access to mobile devices. The Instructional Technology Tactical Team identified three practices to improve to further our mission of preparing students for success by educating the whole child as a life-long, digital learner. Those practices are: 1) Shared Vision; 2) Authentic Teaching, Learning & Assessment; and 3) Teachers Collaborate & Learn Together. To overcome obstacles, action plans include purchasing iPads and applications, providing monthly K20 Center training to create effective PLCs and train Tech Leaders, providing staff release time, providing whole-staff attendance at the 2016 K20 Innovative Learning Institute, and coordinating funds to impact student learning.

To measure project success, SMART goals have been established. GOAL 1: The percentage of teachers who frequently or regularly encourage students to use technology for authentic teaching, learning, and assessment will increase by 20%. GOAL 2: Students will increase each area of the 4C's by 10%. GOAL 3: The number of students proficient in math and reading will increase by 5%. GOAL 4: Math Standard 2 Number Sense and Operation will increase by 8%.

2) Technology and Its Use: The OETT Grant will place five iPads in every classroom, ensuring students have real-time access to modern technology for learning. Tiggly and Osmo Learning Systems and Apps will be purchased for manipulatives and differentiated instruction. Authentic iPad Use for Teaching, Learning and Assessment: Student as Scribe (one student takes class notes/posts for the entire class); Student Authors (using Book Creator App for all grade levels); Collaborative Presentations (student presentations with Do Ink & Green Screen, AdobeVoice, and Claymation – stop motion videos, and other apps); YouTube Channel (post student digital projects for parents); Code.org (programming); Google Drive & Classroom (collaboration and assessment).

3) Systemic Support: A Tech Leader within each grade-level team will be established to mentor and model technology-integrated lessons beyond the grant. Grade level teachers will continue to have 45 minutes of common plan time for PLCs and monthly meetings for the whole staff to collaborate to integrate iPads into instruction. The superintendent will annually allocate funding to hire substitutes to provide staff release time. The technology coordinator will support the iPad configurator and resolve technology issues. Funds will be coordinated to sustain efforts of the grant beyond the initial funding year.

NORTH ROCK CREEK SCHOOLS	
Quantity	Description
45	iPad Mini 2 & case
66	iPad Air 2 & case
1	Apple Volume Purchasing Program
6	Kidtellect Tiggley – Shapes, Math, Words
15	OSMO Genius Kit (Base, Words, Tangram, Numbers)

JOHN ADAMS ELEMENTARY SCHOOL -- OKCPS

All educators at our school focus on providing opportunities of authentic collaboration among teachers, students, and school community. We use technology as a catalyst to develop 21st century teaching and learning skills with experiential and project-based instruction while valuing the interests and culture of students and families. Our vision is to create an environment that facilitates collaboration, authentic experiences, and global connections through the use of technology and project-based learning. We believe a transformation from traditional teaching practices to our shared vision with provided professional development and the purchase of technology will increase student achievement.

Our first project which will be an on-going project based learning (PBL) unit will begin with our annual International Day of Cultural Celebration. After our students have experienced live presentations conducted by international college students, each student will select a country of study. Teachers will facilitate the inquiry process of accumulating pertinent information about the selected country of study using technology. Students will conduct online surveys and interviews with other students, teachers and outside experts, research the country's history, demographics, environment, economy, tourist attractions, and customs and culture and then create a digital travel guide to present to authentic audiences. The digital travel guides will serve as a digital portfolio that students will continue to build as they select countries around the world to study. Without ever leaving the school building, our students will become world travelers as they "study abroad" using technology as a window into the lives and cultures of other people around our globe. In conjunction with the digital travel guides, teachers will facilitate authentic learning in the classroom with a focus on world news, global connections, and digital citizenship.

We have our own strengths to foster this transformation. Fifty-percent of new staff members are first and second year teachers. Surveyed data indicates that more than half of our staff identify themselves as digital natives who demonstrate an expertise in the use of technology which leads to peer coaching and support in our building. Several teachers with established Google Classrooms are modeling authentic teaching and collaboration. Teachers have also produced video for the purpose of showcasing student projects, modeling authentic teaching practices, and communicating our school vision to stakeholders. In partnering with our district IT department our school has been assured that the infrastructure is in place to support the increase of technology in our building. Additionally, our district has adopted Google Apps for Education, allowing all students and educators access and accounts. Multiple community partners are invested in our school and have contributed to our vision by providing time and resources

JOHN ADAMS ELEMENTARY SCHOOL -- OKCPS	
Quantity	Description
82	DELL Chromebook
82	Chrome OS Management License
3	DELL Mobile Computing Cart (30)
3	HDMI to VGA converter
2	iPad Mini 2 (10 pack) with 3 yr Apple Care
1	Bretford Charge Cart 20 for iPad and iPad mini
2	Apple TV & Apple HDMI to HDMI Cable
	Miscellaneous

PERKINS-TRYON INTERMEDIATE ELEMENTARY SCHOOL

1. Project Summary: Our school's vision is to shape the future of teaching and learning in our school through technology by empowering all students to create, communicate, collaborate, and become critical thinkers. Our Intermediate Elementary School serves 372 students in 3rd, 4th, and 5th grades with 52% of students eligible for free and reduced lunches. School enrollment has grown 25% within the past five years, and students and teachers are spread among five buildings. In pursuing OETT funding for this Inspire Imagination Project, our school did a complete needs analysis to identify obstacles for Shared Vision; Authentic Teaching, Learning & Assessment; and Shared Leadership & Decision-Making. Established goals include: GOAL 1: Increase student academic achievement by integrating technology and the 4Cs (Communication, Collaboration, Critical Thinking & Creativity) into daily instruction for authentic learning aligned to Oklahoma Academic Standards and ISTE National Education Technology Standards for Students. GOAL 2: Increase professional development opportunities and develop PLC teacher-leaders for lesson integration of technology for authentic teaching, learning, and assessment. Action plans include: 1) Provide monthly training from K20 and Staff Release Time; 2) Establish Teacher Leaders/Mentors per PLC; 3) Create three Surface 3 Carts and STEM Kits that promote students as makers; 4) Provide Code.org training for all teachers and computer science instruction for all students; 5) Engage students, parents, and community members through STEM learning at the Annual Family Engineering Night; and 6) Increase student leadership and decision-making by establishing students as leaders and owners of their own learning.

2. Technology and Its Use: OETT funding will create three Surface 3 carts: one cart shared per grade level. The budget also includes purchasing Makey Makey and littleBit kits and digital microscopes. Each grade level will incorporate "students as makers" into the curriculum through grade-level Makey Makey projects. Fifth grade students and Gifted & Talented students will integrate littleBit kits for collaborative, project-based learning. Code.org online curriculum will be used for 100% of students in 3rd – 5th grades to be engaged in computer science. In addition, students will use Surface for virtual learning, research, writing books/eBooks, and presentations using software tools.

3. Systemic Support: As in-kind to this grant, Partners In Education will provide $5,280 in Surface covers and keyboards. In the future, funding from this organization will be used to increase the number of Surface devices on each cart. The school will continue to provide weekly meeting time for PLCs. The Teacher Leader for each PLC will provide instructional technology training and support to team members. The district technology director and site tech will ensure that technology is maintained and accessible for student and teacher use.

Our school is committed to continuous improvement and to bring our vision to empower all students as collaborative, innovative, critical thinkers to fruition. The funding of this grant to allow our students one-to-one technology, and the professional training our staff will receive from the K20 Center will directly impact the success of our students through innovative instruction and improved practices.

PERKINS-TRYON INTERMEDIATE ELEMENTARY SCHOOL	
Quantity	Description
81	Surface 3 bundle (device, keyboard, stylus)
3	Makey Makey Classic Kits
	Miscellaneous

POCOLA MIDDLE SCHOOL

In developing a SHARED VISION for this grant, our Leadership Team examined data from the OCCT; TIPS survey; school-created student, teacher, and parent perception surveys; classroom walkthroughs; and classroom benchmarks. Current data on our 1:1 environment for seventh and eighth grades show gains. The machines we purchased in 2009 are out of warranty and quickly becoming unusable. We have never been able to move the 1:1 environment into our sixth grade, where we have not seen much improvement. Taking the data to all staff, faculty agreed that we need functioning devices for all grades. We will purchase Chromebooks for all sixth and seventh grade students and consolidate current equipment to have functioning computers for all eighth graders. We will increase the quantity and quality of TEACHER COLLABORATION through the implementation of a new interdisciplinary block, common planning time, and Tech Tuesday sharing sessions. These efforts, combined with focused professional development toward AUTHENTIC LEARNING and the K20 Center's Authenticity Rubric, will lead to better learning experiences for our students. Our new Student Technology Team will provide tech support and student voice throughout the process.

We will issue Chromebooks to all sixth and seventh grade students and current computers to our eighth graders. With the K20 Center's assistance, we will select a core set of apps for each content area, as this increases the chances for teacher success (Clark, 2014). For example, writing classes may utilize Google Docs, the Kaizena add-on(voice comments), Google Slides, Lucidchart(diagrams), Mural.ly(infographics), Pixlr(image editing),and Diigo (social bookmarking). Math classes will work on Geogebra applets and using SnagIt to screencast explanations of concepts through those applets. We have ideas for each area. The focus is authentic use of the technology leading to deeper understanding by our students. Teachers will utilize Google Docs and Google Sheets to edit maps of power standards and project designs so they are easily accessible for future years.

Our superintendent and school board are supportive of our vision. We have presented updates on our 1:1 initiative at board meetings each month, and our superintendent and board president have each signed the Statement of Assurances. Our teachers are involved in vision development through our Leadership Team, full faculty meetings, and vertical team meetings. These, along with perception surveys, show the staff is behind this proposal. Our student council is excited about this effort, and they have raised money earmarked for power strips in teachers' classrooms. Identified members of our new Student Technology Team are enthusiastic about their new role. PTA supports our vision and has formed a Community Advisory Board to bring more input from our business community. A local tribe has agreed to purchase cases for new Chromebooks. All stakeholder groups are champions of this grant proposal.

POCOLA MIDDLE SCHOOL	
Quantity	Description
189	DELL Chromebook & Google Chrome Management Console

PURCELL **ELEMENTARY SCHOOL**

Project Summary

The goal of our project is to realize a shared vision for the integration of technology focused specifically on providing authentic learning experiences and equitable access to technology. Our site team has determined through surveys and research that a ratio of 1 device for 2 children is optimal and provides the greatest opportunity for authentic learning experiences for our young students. We have decided that the iPad mini is a practical and user friendly device that will best enable us to reach the desired device to student ratio. The new technology will assist us in realizing our vision, ensuring that students are afforded opportunities to use technology interactively and collaboratively to think, create, and communicate.

We look forward to strengthening our ability to provide authentic and engaging technology based experiences for all students. As a school team we embrace the opportunity to engage in an ambitious professional development agenda.

Tech and Use of Technology

Receipt of this grant will enable us to take significant strides toward our optimal ratio of 1:2. The new technology will ensure that all students have technology integrated learning experiences on a daily basis. The devices will not only extend our curriculum but will also provide authentic learning opportunities for creating, collaborating, communicating, and thinking critically. Students will use applications such as TinyTap, Educreate, and ReadMeStories. Additionally, students will use digital tools to record, document, and share understanding with peers, parents, and a global audience. In addition to communication via Facebook and the district website; Bloomz, Google apps for education, and technology focused parent nights will be used to provide opportunities for parents and family members to explore and learn about appropriate technologies and how they can be used to enhance student learning. We expect increased engagement and enthusiasm for learning with the new devices in place in our classrooms.

Systemic Support

Our vision that students will use technology interactively and collaboratively to engage in authentic learning will be realized as we receive the much needed professional development and devices to help reach the optimal ratio of 1:2. Our teachers will transition to the role of learning facilitator, while students engage in creating, collaborating, and communicating in authentic learning experiences. Our superintendent, Board of Education, Parent Teacher Organization (PTO), school foundation and technology department fully support technology integrated - student centered instruction. Both the PTO and the foundation have pledged supporting funds to ensure that 100% of grant monies may be used to purchase the maximum number of devices. With this support we will transition to a technology driven learning environment preparing students for success in the 21st century.

PURCELL ELEMENTARY SCHOOL	
Quantity	Description
16	iPad Mini 2 wifi (10 pack)

HILLDALE ELEMENTARY SCHOOL -- PUTNAM CITY

Our project was designed to target needs of our students, specifically those of developing academic rigor and vocabulary. We are an urban school that is 100% poverty and 70% Hispanic. Addressing academic vocabulary was determined by our staff and stakeholders to be an area of significant need in surveys and meetings. We have chosen to address this through purchase of additional iPads, several types of robots and coding devices, accessories that can be used in lower grades with iPads to teach literacy and numeracy skills. Some of the grant has been designated for purchase of items that could be used in the classroom to enhance current technology. We have also allotted a portion of the grant to establish a video studio in our school to allow our students to create video projects through the use of technology.

Our school has sacrificed over the past four years to upgrade our technology. We have gone from a campus of 30 iPads to a school that has a 1:1 ratio in grades K-5. Part of this grant will purchase additional iPads to add to our current inventory of more than 800 iPads, and help us meet anticipated growth. We are purchasing several sets of math and literacy Tigglies for use in our PK, K, and 1st grade classrooms. Our staff saw them during a visit to the K20 Center and loved them. We have purchased a few sets through Donors Choose and classroom money, but are looking forward to significantly increasing their availability in all of our primary classrooms. We are also purchasing Apple TV's for our classrooms. We have been piloting them in ten classrooms and they have been very successful. We are excited to have the opportunity to have one in every classroom. Another part of our grant will substantially add to our robotics inventory. SphereO's, Ollies, BlueBots, BeeBots, ProBots, and Zombitrons will be purchased to allow our STEM lab to become much better suited to help our students write code, explore, and create. Augmented reality equipment will be purchased to help teach literacy and math to primary grades.The last component of this grant will create a studio for student and teacher use, that will include a teleprompter, green screen, and lighting. Two Apple MacBooks will be purchased to help with the creation and editing of student video projects.

We have involved our school staff, district staff, parents, and community in the development of this grant. Each group made suggestions we have incorporated into our plan. We received a great deal of help from our IT department. They have always been very supportive and helpful when we have invited them into our school on several occasions to provide professional development on Google Classroom, Google Docs, etc. They have also been a great support during our participation as a pilot STEM school in our district. They are always willing to support us in our efforts and share our excitement about the grant we have proposed.

HILLDALE ELEMENTARY SCHOOL –PUTNAM CITY	
Quantity	Description
3	iPad 2 Mini Bundle (10 pack)
2	iPad Air 2 (10 pack) & case
2	Apple MacBook Pro
40	OSMO Genius
50	OSMO Base
5	Junior BotBall Challenge Robotics Kit
6	Robot Trio & Accessories
2	GoPro Hero Bundle & Accessories
3	GeekPro Hero & Accessories
6	Microphones & Accessories
6	Sphere 2.0
6	Ollie
40	Tigglies (Reading & Math)
1	Digital Green Screen

SALINA HIGH SCHOOL (D)

1) Project Summary: This Digital Bridge Project is about further developing our district's ability to implement the three practices of high achieving schools (1. Shared Vision; 2. Authentic Teaching, Learning and Assessment; and 3. Teachers Collaborate and Learn Together) to provide high-poverty, at-risk high school students authentic learning opportunities from highly trained teachers in a 1:1 English classroom learning environment that can help transform students into creators, communicators, collaborators, and critical thinkers. Goals have been established using baseline data so that progress can be measured comparing pre/post grant implementation. (Professional Development Goals) 1. To increase the number of teachers who are confident understanding and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills by 25%. 2. To increase the number of teachers who feel confident integrating additional technology for authentic teaching, learning, and assessment by 25%. (Academic Achievement Goals) 1. To increase student interactive writing (blogging) to 100% across all English classes. 2. To increase student knowledge of web-based tools for authentic learning by 25%. 3. To increase the percentage of students scoring proficient on the English II and English III End Of Instruction tests by 5%.

2) Technology and Its Use: Grant funds will create three carts of 30 Chromebooks for English Classrooms and one cart of 10 Chromebooks for the Special Education English Classroom creating 1:1 learning in all English classrooms. It will purchase apps ($350) to promote the use of 21st Century skills. The English Professional Learning Community will facilitate student learning by establishing the following: 1) Students as Bloggers using Newsela, with articles differentiated by Lexile levels, as writing prompts for blogging; 2) Students as Researchers using Diigo to annotate, highlight, and organize research and Quickrr, Grammarly, and Screencastify for additional research and writing process tools; 3) Students as Presenters using PowToon, Google Slides, and other powerful presentation apps to create awesome presentations; and 4) Students Making Real-World Connections by identifying persons in this global society that can join Hangouts (real-time, web-based meetings) to discuss blog posts, news articles, and research topics to provide different perspectives.

3) Systemic Support: The district will continue to implement Late-Start Professional Development Days every three weeks from 7:50-9:50 A.M. where teachers can meet in Professional Learning Communities and participate in monthly technology training. The technology director will maintain the wireless network to ensure Chromebooks are fully functional and accessible for student learning. The district will maintain OETT technology beyond the life of the grant.

SALINA HIGH SCHOOL	
Quantity	Description
144	HP Chromebook & Google Chrome Management Console
4	Cloud Balloon Wheels Switch/Trays
1	SPET INTOUCH Laptop Cabinet

STRATFORD MIDDLE **SCHOOL**

Our vision for technology is: "Our school will use technology to provide enriched, relevant, and meaningful instruction that will empower all students as collaborative, innovative, critical thinkers in preparation for higher education and the work place of tomorrow."

Focusing on the practices of Shared Values, Vision, and Goals, Equity, and Authentic Teaching and Learning, our small, rural school composed a team of diverse stakeholders including teachers, administrators, students, school board and community members, and a representative from our technology center to create a vision and determine a pathway for bringing about optimal outcomes for our middle school students. Our principal attended the K20 Acts Two-Day Leadership Seminar and Cluster Meeting last year, and we attended the Innovative Learning Institute as well as two days at the K20 Center for technology demo and grant writing assistance this year to glean pertinent information that would assist us in our quest for excellence. Our staff participated in the TIPS T Survey, and students and parents responded to questions concerning technology. After careful consideration of the research we conducted, our student data, the ISTE Standards, and the attributes of high-achieving schools, along with the information obtained from the survey and student/parent responses, we created our shared vision for incorporating technology in our curriculum and concluded that we have a critical need for additional technology.

We determined that student access to technology is fundamental in providing our students with an optimal education and an assurance they will be prepared for their future endeavors in academics and in life. Through funding, provided by the acquisition of the OETT Grant, we will purchase enough Chromebooks to provide a one-to-one environment that will facilitate creativity, critical thinking, collaboration, communication, and problem-solving for our students. The grant will also allow us to purchase student presentation stations, which will include a laptop and Reflector 2 software, for each classroom to give students the ability to project on the smart boards from their individual devices. Providing students with access to this technology will enable authentic, engaging learning experiences that are rich in rigor and relevance as well as provide opportunities to differentiate to meet the needs of all students in meaningful instruction and academic progress.

Our school is committed to continuous improvement and to bring our vision to empower all students as collaborative, innovative, critical thinkers to fruition. The funding of this grant to allow our students one-to-one technology, and the professional training our staff will receive from the K20 Center will directly impact the success of our students through innovative instruction and improved practices.

STRATFORD MIDDLE SCHOOL	
Quantity	Description
145	Lenovo Chromebook & Google Chrome Management Console License
11	Lenovo ThinkPad Notebook

GREENWOOD ELEMENTARY SCHOOL -- TAHLEQUAH

Project Summary: In recent years, our District has made strides in keeping up with technology use in the classrooms by providing computer labs and interactive boards. We find students are engaged with these tools but benefit from individual use of technology such as a computer, laptop or tablet. Classrooms have accumulated a few of these tools through small grants. All teachers and students polled, agree tablets are effective tools to engage students in cooperative projects and individual learning goals.

If awarded this grant, funds would be used to incorporate ipads in daily instruction with a focus on project based learning and small personalized schools. PBL activities engage and direct student learning developing their skills to be self-directed learners while building skills such as initiative, cooperation and responsibility. While some teachers are comfortable with learning projects and technology, others are at beginning stages. Professional development is imperative to support this initiative. The grant award would be a catalyst in moving our site toward our technology goals.

Technology and Use of Technology: Teachers and students currently use computers, interactive boards and a few ipads during instruction to meet learning objectives. Many students are digital learners using personal devices at home while others are limited to technology use at school. Living in a community of poverty, many students do not have internet access nor devices to engage in digital learning at home. Attaining more devices will allow more students accessibility to technology as a learning tool during the school day.

We know technology enhances student engagement and motivation. Students of poverty are less proficient in state standards compared to peers of higher socio-economic levels. In addition to increasing engagement of unmotivated students, use of technology will increase proficiency levels of all students. Technology will provide other avenues for showing understanding and also expand the experiences of children who have not traveled out of our community by providing virtual field trips and communication with peers in other communities or around the world. Technology will help us develop life-long learners through inquiry and digital teaching.

Systemic Support: Our District is committed to providing the best instructional environment possible. Technology must be included in our classrooms. Goals of the District include implementing one-to-on devices in increments as well as replacing out of date technology on a rotating basis throughout the system. One-to-one initiative is planned beginning with third and sixth grade students using chrome books. Administration knows our students must join the digital learning world and began with sending staff to an ISTE conference to get a vision of how it looks. Teachers and students are on an upward trajectory for making the transition to digital learning

GREENWOOD ELEMENTARY SCHOOL -- TAHLEQUAH	
Quantity	Description
5	iPad Air 2 Bundle (10 pack) & Survivor cases
7	iPad Mini Bundle (10 pack) & Survivor cases
	Miscellaneous

VIAN ELEMENTARY SCHOOL

The project that we will be empowered to implement through the receipt of this grant is to place Chromebooks in the hands of all of our 3rd through 5th grade students everyday to allow us to implement a strong (Science, Technology, Engineering, and Math) STEM program in our school to improve student achievement in math and science through authentic learning. It will free the existing technology used in 3rd through 5th grades now to be used by lower grades. Students will engage in project based learning on an everyday basis to provide high rigor and relevance that will increase their motivation. We will use the Google Apps for Education platform for our students to communicate and collaborate with experts and peers, and to create, share and save multimedia presentations, spreadsheets, and documents. Students will use online simulation programs to create colonial home designs and create and analyze the physics involved in roller coasters. Students will advertise for and manage our canned food drive service learning project using technology. Our teachers will create online classrooms through Google Classrooms so that they can assign and grade work created and submitted by students. We will use existing structures of collaborative decision making, professional learning communities, data meetings, shared leadership, teacher led professional development through the train the trainer model, and accountability measured by administration to reach our goals. We are confident in these structures because we have already found success in them through the implementation of a complete reading systems change that was made possible by a $100,000 literacy grant. We know what it takes to implement a complete systems change, and we know that the effort will result in student achievement. In one semester of the implementation of our reading systems change, we have seen a 34% increase in the amount of students that are reading on benchmark according to the nationally normed Scholastic Reading Inventory. We have complete support in our efforts to improve instruction and learning through technology from our superintendent and our school board. Our teachers are hungry for the challenge of implementing this STEM program and increasing their abilities to take learning beyond the physical walls of our building through technology. Our learning team is extremely excited about the professional development opportunities that would be afforded through this grant, as we are committed to prepare our students for college and career readiness in the 21st Century through authentic learning experiences in science, technology, engineering, and math.

VIAN ELEMENTARY SCHOOL	
Quantity	Description
181	Lenovo Chromebook & Chromebook Management Console
8	Luxo Cart Charging Station
7	IPEVO Ziggi HD Document Camera

WEATHERFORD ELEMENTARY SCHOOL

Our Learning Team and Professional Learning Communities have worked with parents, administration, and community members to create a technology-rich project called iGarden for 381 second and third grade students. This project is designed to meet the needs of ALL students, help students make significant gains in core subjects, increase teacher proficiency in using technology to deliver high-quality instruction, foster student understanding of learning beyond the classroom, and enable students to develop leadership, service, and critical thinking skills. The iGarden project will entail the school planting a vegetable and flower garden at the beginning of the school year. Project activities will be introduced into the classroom through lessons that are technology-based and interactive.

Although our project has components of all 10 Practices of High-Achieving Schools, we will focus on three: Practice 1: Shared Vision, Common Purpose and Shared Goals. This practice has a solid foundation through our weekly workshops and additional collaboration with other teachers, parents, community members, and administration. It was out of these collaborations that we constructed this project and its goals. The iGarden project will build on that foundation and overcome the obstacles of time, access, and training needs through the following methods: Expanded weekly PLC meetings and release time; a coordinated training program developed by the Learning Team and K20 Center Trainers; additional professional development in technology skills from ed-tech experts; and goal-based project activities developed by the Learning Team. Practice 2: Authentic Teaching, Learning and Assessment. This practice also has a solid foundation in that all teachers meet weekly to seek out innovative ways to teach core curriculum. Several pilot programs have shown that this project is feasible and aligned with stakeholder needs and district goals. Authenticity will be achieved through the use of laptops and iPads in a gardening project. All students will help plant, maintain, and harvest the garden. While doing that, technology will be used to record, track, journal, video, and publicize the project. Teachers will be the facilitators, but students will create much of the learning involved. Practice 3: Concern for Equity. The disparity of income and other socioeconomic factors lead to a big different in access to technology among the student population. The district strives in many ways to ensure equity for all students. This project will build on that effort to ensure students have equal access to the project's activities. The Learning Team made its budgeting decisions based on the need for all students to have personalized interaction with technology at least one hour a day.

The Learning Team believes that two overall goals will be accomplished:

1) increased student performance in core curriculum and on standardized tests
2) increased use of technology by highly-trained teachers

WEATHERFORD ELEMENTARY SCHOOL	
Quantity	Description
4	iPad Air 2 (10 pack)
1	LocknCharge EVO 40 Cart
3	MacBook Air (5 pack)
4	MacBook Air
40	Kraken AMS Cases for iPad Air 2