Bartlesville Mid-High
Executive Summary

Project Summary
The goal of our project is to allow our students and teachers to break away from the confines of the traditional computer lab setting that is common in most schools. We strive to place technology in the hands of our learners without relocating the learning environment. We feel that by placing the technology in the hands of our students, we will be providing a truly engaging and authentic learning experience that will better meet the needs of our varied and individual learners. Today’s learners are digital natives and require instructional tools that are engaging and interactive. Tools that promote and encourage authentic instruction and are not limited to isolated sections or areas of a school. This authentic teaching and learning must be made available to all students and teachers to assure that the individualized needs of all students are met. Tools provided by the OETT grant will enable our teachers and students to teach and learn in an environment that is both engaging and authentic.

Technology and Use of Technology
Our teachers and students will utilize two wireless portable labs that will enable them to offer instruction to students in their own classroom. Each portable lab will consist of thirty iPad tablets that will be transported and housed in a PowerSync cart. We will also utilize a MacBook laptop computer to manage and coordinate the instructional information on the tablets. Our teachers and students will gain access to the limitless resources that are available on the internet by utilizing the existing wireless network that is already in place in our building. These devices will enable our teachers and students to broaden their instructional windows by allowing for additional opportunities for collaboration, shared decision making, problem solving and critical thinking.

Systemic Support
We are very fortunate to have excellent support in our school, our district and in our community. Our grant committee is comprised of teachers, parents, administrators, district level technology staff and our district’s Director of Technology. Our site parent support group is committed to providing the $4000 of matching funds required to qualify for the OETT grant process. Our community has also shown its support by contributing corporate expertise, time and money in assisting our site and district in numerous ventures to better our technology foundation and infrastructure.
Bristow High School

Executive Summary

Project Summary
Our high school serves 504 students in a rural, economically-depressed community. Seventy percent of high school students qualify for free or reduced lunches. We have 37 teachers who contribute within PLCs (whole staff, subject-specific, and grade-level) to meet the needs of students. Through the practices of shared vision; authentic teaching, learning, and assessment; and as teachers collaborate and learn together, our high school will: Goal 1: Implement a Virtual Learning Environment (VLE) to build local capacity to support blended and flipped learning; Goal 2: Increase student access to 21st Century technologies and tools to increase authentic learning; and Goal 3: Provide professional development for teachers to collaboratively create digital curricula and technology-rich authentic lessons aligned to Common Core State Standards, Oklahoma C3 Standards, and ISTE NETS-S Standards. Phase II is aligned to our long-term goal to establish a hybrid 1:1 learning environment through school-provided mobile devices and students’ personal devices using a Bring-Your-Own-Device Model.

Technology and Use of Technology
Grant funding will support teachers and students and the ability to collaboratively create digital curricula, technology-rich authentic lessons, and real-world student products by purchasing 70 tablets (45 tablets for 1:1 learning in Chemistry and AP Environmental Science and 25 tablets shared among classes). Moodle supports a Social Constructionist view (all of us are potential teachers as well as learners), which is what we are trying to establish. 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. Students will take on leadership roles as they collaborate with teachers to create authentic lessons. In writing across the curriculum projects, students will create innovative student products such as digital stories, cartoon avatars for characters, and presentations including media (video/audio/pictures). iPad apps can be used for eBooks, puppet shows, art, collages, and numerous applications.

Systemic Support
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 and Site Technology Teams, and other committees that include students, parents, teachers, administrators, board members, business owners, and other community members. The community has supported three bond issues (2001, 2006 & 2011) that have each provided significant investments in technology and learning. The 2011 bond issue helped update the high school’s wireless network (valued at $37,686). This provided security levels and the ability to expand BYOD network capabilities. The District Technology Team visited the K20 Center last summer 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 district will provide a 10% match ($4,000) from Title II Part A and will also provide iMountek covers/keyboards for iPads, and Apple TVs for 1:1 science classrooms.
Boise City Public Schools

Executive Summary

Project Summary
Stakeholders are collaborating to “reimagine student learning via 1:1 learning.” The district established a 1:1 netbook program at the fourth and fifth grade and hired an Instructional Technology Coach to mentor, model, and co-teach. This OETT grant will expand 1:1 learning for grades six, seven, and eight and provide digital flip cameras. Grant goals include: GOAL 1: To build a sustainable 1:1 learning environment and a collaborative, technology-rich learning environment for students to have access to authentic, meaningful, and well-designed learning experiences 24/7 to increase student academic achievement of state standards (Oklahoma C3 Standards/Common Core) and technology literacy (ISTE NETS-S); and GOAL 2: To build a sustainable model of professional development and professional learning communities for faculty, reimagine district/teacher web pages for collaboration with all stakeholders, and better establish a learning management system to manage authentic teaching, learning, and assessment and provide ongoing collaboration among students, teachers, and administrators.

Technology and Use of Technology
OETT grant technology will expand the 1:1 learning environment into grades six, seven, and eight by purchasing 75 netbooks, including extra netbooks (research suggested 10%) to ensure that no student misses instructional time because of malfunctions of netbooks. The budget also requests 20 flip cameras (2 per grade level: 3rd – 12th) and ear buds. OETT technology will be used to further digital citizenship projects, student newscasts (expanded to new grades/topics), Google tools for education, Google apps, Animoto videos as book trailers and other projects, blogs, and students presentations (Prezi, etc.) and use of the classroom interactive whiteboards. Edmodo, as a learning management system, will foster stakeholder collaboration and authentic teaching, learning, and assessment. The district plans to establish Students as Screencasters, following an existing model (Tech Under 90 Sec). Students will create screencasts as part of a district technology training tool for teachers and students and to provide on-demand instructional videos of classroom instruction.

Systemic Support
The district has an established Technology Committee that has provided a solid foundation for a 1:1 learning environment. The committee has worked closely with district staff on policies for acceptable use for a 24/7 netbook initiative. There is systemic support from the school board and superintendent to expand the 1:1 district-wide. Evidence includes: 1) Hiring an Instructional Technology Coach to support teachers and students; 2) Utilizing E-Rate funding to improve the district network/wireless infrastructure; 3) Providing funding for a network specialist to oversee the network; 4) Providing late-start Mondays for professional development; 5) Providing funding for faculty to attend conferences and training outside the district; and 6) Funding a $4,000 match from general funds for staff release time for K20 Center training. Stakeholders support our district and 1:1 initiative. We have a very active District Coalition (including student leaders) and Parent Teacher Organization. These organizations support teachers, students, and all aspects of teaching and learning.
Central High Public Schools

Executive Summary

Project Summary
Providing our students, teachers, and community with technology to help them be successful requires improving our technology. Research shows higher success rates are achieved when students are in technology rich schools. Receiving the OETT grant will help us increase technology for our students by providing 60 wireless iPads for student, teacher, and community use. Equipping our students with this technology will provide authentic ways for them to learn, increasing their achievement in school and real-world situations. Giving students and teachers access to iPads will give them flexibility and help them be more efficient. We will draw a stronger connection to our community by offering after school hours with the iPads. Teachers will receive training to provide new information giving students more hands-on learning. Implementing iPads will allow teachers to collaborate with other educators. Since our goal is to provide our students and teachers with up-to-date technology so they will be real-world ready we formed Gaining Educational Awareness and Understanding through Partnership.

Technology and Use of Technology
The funds from the OETT grant will allow us to purchase iPads for student, teacher, and community member use. We will house the iPads on a mobile cart for classroom checkout, as well as assigning teachers their own. The iPads will be available for community members to use during Community Technology Times each month. Teachers will use the iPads to create authentic learning opportunities for the students and share lessons with colleagues. Students will use the iPads to produce and collaborate with classmates on original projects such as film versions of book reports, tourism videos promoting specific states, and PowerPoint presentations to supplement oral reports. Community members will use the iPads to help their children with homework and expand educational opportunities for themselves. Teachers will receive training on iPad use so they will be able to utilize the technology to its fullest extent to benefit the students. Students will facilitate some of the Community Technology Times which will give them leadership opportunities outside the classroom.

Systemic Support
Upon conducting a survey of our students, teachers, parents, and community members we found that they are interested in increasing technology to bring our school up-to-date and provide new ways to access and produce information. Our school’s mission statement includes, “[our school] provides for the educational needs and the equitable educational opportunities for all students, encourages a lifelong desire to learn that will follow them into their adult life and prepares students physically, mentally, and socially as productive, responsible citizens in their community.” Implementing iPads with our current technology consisting of SmartBoards and document cameras will help us fulfill our school mission statement and better prepare our students, making them more successful.
Project Summary
Funds from the OETT/OK-ACTS grant will be used to place iPads in classrooms. We believe purposeful and strategic implementation of this technology will provide all of our students opportunities for independent learning including remediation and acceleration of skills, as well as additional extended challenge opportunities for our gifted and talented students. We also expect to realize a higher level of student engagement, initiative and collaboration, thereby lessening discipline issues. Success of this project will be evidenced by greater student achievement measured by formal and informal testing, as well as through anecdotal classroom observation. Through the professional development that accompanies this grant, we intend to examine and extend our current teaching practices and bring a renewed focus to the principles of authenticity and equity to our teaching culture. We also plan to utilize professional learning communities to provide support and bring alignment to the integration of technology into our daily curriculum.

Technology and Use of Technology
The acquisition of this grant will provide 60 Apple iPads made available to all classrooms for student use in small groups and whole classroom settings. Included in the grant will be 2 Bretford power/syncing carts and a Macbook laptop for managing the iPad content. Teacher selected apps will be used by students for targeted support. Through analysis of our state reading standardized assessment scores, we have discovered our Gifted and Talented students are not testing at appropriately advanced levels. We anticipate the use of iPads will provide additional means for improved testing outcomes for our entire population, but equally important is our vision to develop the innate abilities in our Gifted and Talented students empowering them to be small group project leaders capable of mentoring and challenging their peers to excellence. According to our TIPS data, our faculty fully supports the inclusion of this technology in the classroom and looks forward to the guidance and instruction obtained from the professional development sessions.

Systemic Support
Our learning team is comprised of teachers, an administrator, a classroom assistant and a parent who is also a local business owner. We believe that our highly collaborative grant-writing process is indicative of the kind of diverse, ongoing support this project will continue to receive as technology is integrated into our daily practices. We have already established a climate of support among teachers who are prepared to both give and receive instruction as they work together to develop new best practices for technology use. We are confident that this will inspire authentic, self-directed learning in students, whose enthusiasm will compel parents to extend it at home. Our community provides tremendous fiscal support, approving bond issues without interruption since 1969 and playing a vital role in helping us to secure SMARTBoards for our school last year. With the most recent bond approval, our school board has updated our infrastructure to fiber optic internet and wireless. Broad based engagement by all stakeholders will sustain this project’s success and that of our students.
Edison Elementary, Mangum

Executive Summary

Project Summary
Plans for this project began as administrators and teachers began the process of preparing for the CCSS. Implementation of these standards would require the use of technology as a tool for students to collaborate with peers, publish original works, and provide links to real world issues. The OETT-OK/ACTS Grant would provide our teachers with valuable professional development that would enable us to make informed decisions to integrate technology in authentic teaching and learning. A plan for more collaboration time between the teachers, principal, and other faculty has been developed. A technology lesson plan template will be used to ensure the ISTE standards and CCSS are incorporated into our lesson plans. Our vision for this grant funding includes purchasing iPads which would allow students and teachers to use mobile technology to collaborate, access content, and learn in new and authentic ways. Students, teachers, administrators, and parents are excited that our small rural school would have the opportunity to offer our students a technology enriched education.

Technology and Use of Technology
Recently the school district completed technology updates that included added bandwidth upgraded to 50mbps. Our entire campus, pre-k-12, is now wireless. The upgrades were made to prepare the school for 21st century technology using mobile devices. With these improvements teachers and administrators began exploring the possibilities of implementing iPads into the elementary curriculum. A few iPads were purchased so teachers could begin to explore these devices to evaluate their effectiveness as tools for integrating authentic teaching and learning. In house surveys of the teachers and administration showed unanimous support for these devices. It is with great excitement that we anticipate the use of iPads and existing technology to integrate authentic, project based learning as we gain new knowledge with the professional development the OETT-OK/ACTS Grant would provide.

Systemic Support
Our education system is going through major changes with the CCSS and implementing mobile devices. We are excited at the possibility to use digital tools to create authentic, real world learning experiences for and with our students. These changes required us to evaluate our use of technology and look for ways to educate our students to prepare them for learning in a digital world. We recognized the need for new knowledge for teaching and learning. The community formed an education foundation to provide grants to teachers for innovative teaching ideas, the administration has appointed committees to assist in the transition from current standards to CCSS, and a STEM program has been implemented to support authentic teaching and learning practices. The parents and community have shown support by participating in fundraising efforts for technology. The school board, administration, teachers, and staff are all supportive of our desire to implement the use of mobile technology into the curriculum.
Fort Gibson Intermediate Elementary

Executive Summary

Project Summary
Public Schools are behind in utilizing the internet and technology as a common tool for educating students. Our school through many meetings and much community input is ready to embrace school transformation in the way we educate students. We have a goal of providing a student focused one to one computing learning environment with teachers facilitating and guiding the instruction. If approved, a bond issue to be voted upon this spring will provide the one-to-one computing for students. The bond does not cover classroom needs to provide support for student learning. SmartBoards, communication devices, and iPads will bring an added dimension by providing high interest interaction, collaboration, and problem solving into the classroom. The iPad lends itself to fieldwork, for recording real time observations, creativity in movie making, apps for collaboration and much more. Funding is required to realize our goals.

Technology and Use of Technology
Our students will benefit from having a variety of technology available for use in their classrooms. SmartBoards, iPads, webcams, and technology accessories are requested. This technology will enhance student motivation, attentiveness, and comprehension. Students will be able to collaborate with peers in their classroom as well as people throughout the world. This will enable students to seek information and understanding of cultures beyond the finite walls of their classroom.

The iPads and interactive white boards will allow for students to physically interact and collaborate with their peers while accommodating various learning styles. Students will be able to participate in virtual fieldtrips, create movies, documentaries, and online newspapers, become graphic designers, and have real time feedback in their educational endeavors. Students can take ownership of the direction their learning takes them. Technology has become an integral part of our students’ lives outside of school and it needs to be as common and integral in their education as well.

Systemic Support
Our district is committed to providing and developing a school system that leaves the world of pencil, paper, and textbooks behind to join the digital world. We have an atmosphere of trust and support from all levels in our district allowing teachers liberty to explore and implement technology in their classroom that was nonexistent in their training as educators. Teachers know students will have the freedom to research, collaborate, and create as long as the ISTE digital citizenship guidelines are followed. District and site technology coordinators are available to assist teachers in our building as needed. Weekly professional development is provided for ongoing training. Our goal is for all teachers to be expert users of the technology made available to serve their students. Our students are the beneficiaries of this collaborative effort.
Project Summary
The Learning Team has collaborated with all stakeholders to create a Phase II application that meets the needs of stakeholders, is aligned to our Model School initiatives and goals, and supports the plans to establish a STEM Robotics Course next year for high school students. Phase II Goals include: GOAL I: Acquire up-to-date technology resources; GOAL II: Provide research-based professional development incorporating technology into authentic instruction, developing strategies to improve student academic performance, and creating lasting professional learning communities. GOAL III: Use advanced technology in authentic ways incorporated into the curricula of the school. At a minimum, the Learning Team will complete 25 hours of training to establish coaches and mentors to sustain Phase II beyond project completion. Measurable objectives and evaluation tools have been created for each goal. As a collaborative effort, the narrative portions of this Phase II application detail the evidence, obstacles, and action plans to meet practices of high achieving schools.

Technology and Use of Technology
STEM Robotics Course technology access will include: 12 – Samsung Galaxy Tablet 2; 1 - Samsung 40”LED TV; and 1 - Logitech Conference Camera – optimized for Skype. 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; 6) prepare for competitions; and 7) more techy-projects than we could ever imagine by placing technology into students’ hands. Core Classroom technology access will include: 6 – 79”eInstruction Dual Boards (wireless) – to be installed in English, math, and science classrooms; 4 – Sony MP4Bloggie Live HD Cameras; 58 – Lenovo Notebooks -to be used in all courses; and a notebook storage cart. With the video cameras, apps, and laptops, 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.

Systemic Support
We have a District Advisory Council, which has 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. Over $50,000 has been collected to support the Big Topics and STEM Robotics Courses for the next five years. 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 create an environment committed to the development of the total child.
Project Summary
The three objectives of this grant request are to acquire the technology and expertise to increase our students' authentic learning experiences, to acquaint and involve the community with the unique learning opportunities at our school by encouraging our students to showcase their talents and assisting parents to learn how to access the school's student support resources, and to deepen our faculty's familiarity and competence with various types of technology so that they are better able to create interesting projects that engage our creative students and develop their critical thinking skills. We are committed to the use of project-based learning and the need for our students to use what they are learning to connect with the "real world." We will monitor our progress throughout the year via school surveys, student achievement data, absentee rates, professional development logs, and lesson plans.

Technology and Use of Technology
Our goal is to more fully integrate technology into the kind of innovative and creative teaching and learning that is already taking place at our school. We are asking for 25 computers for a new lab, a mobile set of iPads, document and digital cameras, and digital microscopes. We want our students to learn to use a variety of technological tools and applications to work collaboratively to research, solve complex problems, record and report their findings, and archive their work. The lab will also be made available to parents before and after school. Classes will be given to help parents become more comfortable with the technology and teach them to access the online resources the school provides for supporting their student. We will also use technology to communicate more effectively with the community through teacher web pages, a school message board, a student produced online newspaper, student-created posters and flyers announcing school activities, and tracking and reporting our school community's service learning activities.

Systemic Support
Central to our school's mission is the commitment to innovative and creative teaching and learning. By including stakeholders from all aspects of our school community, we have been able to develop a forward thinking technology plan that has the support of the Board, parents, students, faculty and administration. The students have voiced a desire to see and use more technology and have demonstrated enthusiasm for the authentic learning activities to which they have been exposed. The teachers have indicated support for professional development that guides them in designing authentic teaching and learning experiences. The Board has structured the school calendar to allow for a day of professional development per month when teachers will receive training in the area of technology implementation and lesson design, which the teachers will continue to process and refine in their department professional learning groups. The school's Board of Directors has budgeted for technology expenses and has committed to provide the required matching funds for ongoing professional development.
Highland Park, Mid-Del

Executive Summary

Project Summary

Our school wants to help improve student achievement in reading. Students at our school come from literature poor environments and many do not enjoy reading. They consider it "work". Students are from an impoverished background and have among the lowest reading scores in the district based on district and state assessments.

In order to engage students through technology, our school is willing to commit time and effort into training with the K20 Center in order to promote student achievement through authentic learning.

Research shows students are more engaged when technology is incorporated into the structure of the lesson. Our leadership team wants to utilize carts of iPads to engage students in a variety of methods to enhance reading: ereaders such as the Kindle for iPad, the Accelerated Reading Program, Achieve 3000, and a host of others. Students will have more frequent use of technology to enhance reading skills. Reading gains will be monitored through routine site, district, and state assessments.

Technology and Use of Technology

Leadership team wishes to purchase 2 carts of iPads for use in our school for grades kindergarten through fifth to increase student achievement in Reading and Math. This will allow students to have one-to-one access to computerized research based programs such as Achieve 3000, First in Math, and Think Thru Math. We will receive training and support from the K20 center as well as our district's technology department. Teachers will use the technology to create authentic lessons that are engaging to students. Students can create their own assessments and presentations using the applications on the iPad. Technology will allow teachers to collaborate more efficiently and effectively. Students will showcase their learning to adults during Technology Nights to be hosted by the school with invitations not only being extended to parents but to the community as well.

Systemic Support

Our building has Wi-Fi throughout all rooms. Students will have access to iPads and the internet in their own classrooms having other necessary resource materials. Teachers have been able to borrow iPads for their own use and to work with students in the class. Every teacher surveyed stated their students would benefit from having iPads in the class to supplement instruction. The technical support provided by the district IT personnel as well as the CORE tech assigned to our building would be fully supportive. The survey sent to parents showed community members were in favor of having students work with technology to enhance student learning. Teachers are very willing to attend training outside the school day to enhance the technology skills and collaborate in designing authentic learning lessons. Our parent groups also surveyed stated they would be willing to attend sessions designed to give support with technology usage with their children.
Idabel Primary South

Executive Summary

Project Summary
The outcome of the proposed project is increased student achievement. This will be accomplished by strengthening our professional community, increasing authentic learning, and ensuring equity. Technology integration is essential to the process. Our professional community will be strengthened as we unite and work together to establish the site, district, and community vision of increased student achievement. Authentic learning will increase through an infusion of technology in the classroom, professional development for faculty to learn new ways to teach with technology, and the ability to use all pieces of the newly adopted district wide curriculum. If this proposal is successful, students will gain equitable access to technology, faculty, and authentic lessons. Technology resources will be equitable at the school site. All students will be exposed to technology pieces of curriculum. Faculty mobility in the classroom will be established. Lessons will be available electronically for stakeholder, faculty, and student perusal.

Technology and Use of Technology
The proposal places Smartboards, document cameras, SmartSlates, and NEO devices in classrooms. Smartboards and document cameras will be placed in six PreK classrooms, of which currently lack this technology. This will provide equitable technology time for all students. These tools empirically boost authentic learning experiences. When faculty has equal resources, collaboration will increase. Once technology is in place, all students will have equal access to the newly adopted district curriculum, of which emphasizes technology and authenticity. SmartSlates for all classrooms will ensure faculty mobility in the classroom, of which will increase authentic learning and ensure equitable student access to teachers. NEO devices will provide real-time feedback for students and teachers. NEOs will provide more technology time for students and will increase student learning. Purchasing more NEOs will ensure all 1-2 students an opportunity for use.

Systemic Support
The entire community is supportive of the proposal and projected outcome. A community task force affirmed the site outcome of increased student achievement. Parents serve on the technology leadership team. The school board, superintendent, and principal are proactive in seeking funding for technology for the site, as evidenced by recent technology purchases. The principal completed Phase I OK-ACTS and has slowly and steadily increased technology access and use at the site. Faculty uses current technology on a daily basis and is supportive and excited about gaining more technology to facilitate authentic learning, thereby increasing student achievement. Faculty has invested extensive personal time in learning to use current technology and in helping each other with technology tasks. The district and site technology coordinator and the high school student technology team will help with this proposal. The district is committed to utilizing professional development funds for the required $4000 in matching funds.
Kingfisher Middle School

Executive Summary

Project Summary
The grant goal is to equip teachers and students with iPads allowing them to collaborate, innovate, and create to improve student achievement and achieve 21st century technology literacy skills. This will be achieved through continuous professional development in ideas of implementation of grant goals, technology competency, institutes of best practices sharing, and cross-site visits. Teachers will learn in professional learning communities implementation strategies of project-based learning to transform classrooms to digital learning environments. Technology will be infused in instruction becoming a partner in the classroom instead of viewed as a stand-alone device. Teachers will become coaches, mentors, and facilitators as the classroom transitions from teacher-led to a 21st century skills focused student-led culture. With a mobile platform developed with iPads and AirServer, teachers can monitor student learning from anywhere in the room. This mobility will allow for collaboration and communication between teachers and students forming a true learning community.

Technology and Use of Technology
Purchased technology includes teacher iPads, Imountek keyboards, apps, one Learner Lab with 30 iPads and wireless printer. With training, teachers will incorporate 21st-century teaching and learning beyond a single classroom and build a school-wide culture that embraces and incorporates various technologies in a systemic and dynamic manner. Through project-based learning students gain experience in sifting and sorting data, working collaboratively, and using critical thinking skills then use Web 2.0 technologies to share presentations. The use of technology in forming mobile platforms for teachers will create more active discussions and more thoughtful reflection between teachers and students as well as student to students. A school-wide culture that embraces technologies in a systemic manner experiences engagement of disconnected students who typically are disengaged in the traditional classroom.

Systemic Support
Systemic support for this grant proposal encompasses students, teachers, administrators, parents, and community members. JAG, the school's student advisory group, provided insight and suggestions in the development of this grant. The learning team consists of teachers, principal, district technology director, parent, student, and community businessman. The community has formed an Educational Foundation that provides funds to teachers to purchase materials and equipment. A recent bond issue provided funds to renovate a vacant school and install computer labs at all sites. The administration has committed $4,000 for substitutes to allow teachers release time to attend professional development and visits to other buildings to watch teachers who are using technology in innovative ways. The district purchased and installed SmartBoards and projectors for all classrooms.
Lakeview Elementary, Yukon

Executive Summary

Project Summary
Our school building is 17 years old, but it has been an elementary school, serving 624 fourth and fifth grade students, for only a year and a half. The staff in this school came together in 2011 from four different elementary schools in the community. We utilized TIPS data and training provided to the principal through Phase I to develop the following Phase II Goal Statement: The school will equip classrooms with technology that will place students in learning situations in which they will collaborate, research, analyze, problem solve, create, communicate, and share. Action plans to accomplish Phase II goals include monthly professional development from the OK-ACTS trainers to establish professional learning communities; establish peer coaches; increase authentic teaching, learning, and assessment; and have similar technology access among teachers and students. Teachers will target resources to support and extend Phase II technology. Collaboration on foundation grants will support and sustain this project.

Technology and Use of Technology
In preparation for this application, we asked, “How will classroom presentation systems and iPads be used for authentic teaching, learning, and assessment?” The budget details the purchase of 16 bulbless, filterless digital projectors with sound, 15’ 72” diagonal projection screens, 30 iPads, and cabling, installation, and shipping costs for technology. As in-kind, the PTO will purchase 35 Apple TVs for use with presentation systems. Phase II technology will be used in various ways, including 1) Blogging Buddies: where students partner with students in other schools and comment through interactive writing; 2) Creating and Sharing with Media: where students create digital stories, movies with iMovie, and videos of classroom projects and then share those with the class, parents, and stakeholders through a YouTube channel or web resource allowing stakeholders and the outside world a window into the classroom through student products; 3) MyBigCampus.com: where teachers and students can collaborate on assignments; and 4) Unlimited learning using Web 2.0 tools and student ingenuity.

Systemic Support
The superintendent, along with the Board of Education and administration, fully support our Phase II OETT grant application. In July, the district used general funds and equipped our building with a managed, wireless system costing $40,577.38. The technology director provided quotes for the budget and pledged that the technology would be installed and fully supported by the Instructional Technology Department. The school will match 10%/$4,000 of the grant to support staff release time. We have tremendous parent and community support. The Parent Teacher Organization has made modernizing technology its focus. Last year, the PTO purchased 15 iPads for teachers who did not have access to a presentation system. As in-kind to this grant, they plan to purchase 35 Apple TVs for classrooms. The community established a foundation to which teachers can submit competitive classroom grant applications to support instruction. Systemic structures insure all stakeholders have input into the education of our students.
Mustang Valley

Executive Summary

Project Summary
The purpose of this project is to receive funding that would enable the site to increase its technology usage in the day-to-day operations of the school. Specifically, our school would like to acquire SmartBoard projector systems and iPads in an attempt to increase our academic achievement while supporting our site’s technology vision. Enhancing the amount of technology will have three effects: 1) the increase of technology (i.e. SmartBoards and iPADS) will expand technology integration into lesson delivery for every certified teacher. This will likewise expose every student to current trends in educational technology; 2) the community will actively participate in the expansion of technology into every classroom. Parents and teachers will collaborate in achieving success for each child by using common technology devices (iPads, etc…); 3) teachers will collaborate together during PLC meetings empowering each other with effective means of instructional delivery. An increase in technology will improve teacher instruction and thus increase student academic achievement.

Technology and Use of Technology
The purpose of this grant application is to obtain technology that may be used to enhance and strengthen the school’s vision. Teachers will be specifically using SmartBoards to create an environment in which students will want to work together collaboratively to solve problems. Teachers will also use iPads individually and collectively to enhance classroom instruction. Teachers will use iPads to communicate/share during PLC meetings, thus strengthening teacher practice and helping teachers become more aware of the needs of the students while reinforcing the curriculum. Students will use the technology to equip themselves with necessary skills to compete in a technologically advanced world. Students will become more familiar with media, research for presentations, and create projects using the SmartBoards and iPads. Parents and the community will also embrace the addition of technology in the classroom. The increase in technology will strengthen the relationship between the community and the school by providing a more transparent atmosphere of learning.

Systemic Support
The district has ensured that systemic support (i.e. hardware, software, tech support, etc...) will be amply available. The district has a technology director with many support technicians. At the site, there exists a technology person as well to facilitate with any issues upcoming. The district technology director has investigated the grant application and has indicated that the site contains the necessary components to properly install and use the equipment requested. The district and site administrators are in agreement to increase the amount of technology training and support for certified teaching staff. This will be accomplished on professional days as well as special hands-on training sessions for all teaching staff. The site administrator is also aware that faculty and committee meetings may be utilized for training and support. Training sessions will feature opportunities for staff to learn the technology and its uses as well as how these tools can properly enhance the school vision and a move in curriculum supporting Common Core.
Salina Middle School

Executive Summary

Project Summary
At our middle school, we have placed an emphasis on having fun while learning and forming relationships with the 209 students in our school so that they know their teachers care about them. Through this Phase II Project, we will collaborate and work in professional learning communities to help students integrate iPads and use mobile technology to powerfully impact learning through authentic teaching, learning, and assessment. Teachers will participate in monthly professional development provided by the K20 Center. iPads, Web 2.0 tools, and other technologies will provide students with tools to create artifacts. Rubrics will be used to assess technology skills (The National Educational Technology Standards for Students) and the use of higher-order thinking skills and collaboration by students. The Leadership Team has shown how our middle school plans to shape learning through Shared Vision; Authentic Teaching, Learning and Assessment; and Caring Personalized Small School.

Technology and Use of Technology
Anticipated changes in student learning and teacher instruction include changing to a more collaborative learning approach (Phase II technology: 70 iPads and keyboards, two carts, one MacBook Air, and 10 AppleTVs with HDMI cables). iPad applications like GarageBand, iTunes, iMovie, and iPhoto will increase student-centered learning. Apple TVs will be used for students to share research in a real-time environment. Through Web 2.0 applications, classroom learning will be transformed. Writing across the curriculum and literacy activities can be accomplished through classroom blogs allowing student to journal ideas with free creative expression in an online environment. Students will access and create eBooks; create how-to videos, book trailers, videos about bullying, videos of science fair projects and other learning activities; plan flash mobs; create digital stories, collages and other products to retain vocabulary power words; create QR code scavenger hunts; and create a school newscast to promote our shared vision.

Systemic Support
Teachers collaborated on this project and plan to participate in a shared leadership approach for implementation. All administrators in the district (three principals and the superintendent) have completed all the requirements for Phase I. These administrators will provide support to the project through weekly administrator meetings. Monthly late-start days provide time for training and meeting time for professional learning communities. The superintendent and school board will use the district budget to supplement the technology purchased. Professional development funds of $4,000 have been allocated to support the staff development and staff release time needed. The Phase II Technology will be maintained by the district and any ongoing support costs will be figured into the district budget to sustain the use of technology and tools beyond the life of the grant. The district is committed to mobile learning. District-wide updates are scheduled for the wired and wireless network to ensure Phase II technology capabilities have no limits.
Stillwater Middle School

Executive Summary

Project Summary
Our vision states: “Our school is committed to developing open-minded learners by the integration of best teaching and learning practices, instilling value, self-discovery, and creativity to become promising globally connected citizens. We believe that the use of technology in the classroom for delivery of instruction is a powerful tool to build a community of learners within an academically challenging environment that will be inquiry based and student centered.” Although our teachers already work hard to create authentic learning experiences for students, it is difficult to achieve this vision with the current lack of technology currently available. A tablet will allow students to experience the self-discovery of information on a regular basis and provide students a more authentic learning experience.

Technology and Use of Technology
The use of technology in the classroom is an important part of teaching in the 21st century. The faculty at our school is committed to ensuring our students are prepared to become productive global citizens in a technology-driven society. Students are engaged in lessons that teach them not only how to utilize technology effectively for school work, but also to internalize these skills for future studies. The need for this type of learning is reiterated by the Common Core Standards. Tablets will allow our teachers to create opportunities to foster more authentic experiences for their students. Students in a social studies class studying a specific country could actually find their own information from web searches, versus looking up information in a text book and filling out a worksheet. They would be able to take ownership of their learning. The district will pay the $4,000.00 for stipends and substitutes for teachers to attend professional development as they learn how to integrate the tablet into their curriculum.

Systemic Support
Support from stakeholders is crucial in the goal of increasing technology in order to enhance learning in our building. Without the support of our district and site administrators, teachers, students, parents, and community, the K20 Committee will not be able to successfully implement this new educational philosophy focused on the integration of technology. Our district has come together in order to achieve the goals of this grant, supporting our efforts to increase creative learning through technology. Our superintendent recently proposed a bond that would set aside a significant amount of money towards technology. The bond was passed by the community, therefore showing community support for technology. Our district technology director has attended several of the K20 Committee meetings and assisted in choosing the type of technology that best fits our vision as well as will be the most effective in the classroom. He has also committed to supporting and maintaining the new technology, as well as providing trainings to the teachers.
Yarbrough Public Schools

Executive Summary

Project Summary
Our district is located in a remote, sparsely populated area. Students served by our school have been identified as “at-risk” because they are high-poverty (95% free/reduced lunch rate) and at risk of dropout. More than half of the student population (57%) is bilingual. Needs assessment data (TIPS-T and surveys) indicate that the collaboration of students when completing assignments or projects is a high priority. We believe that collaboration is a vital part of authentic lessons. For this reason, we plan to use OETT grant funding for our PowerUP! 1:1 Initiative: Student Google Chromebooks as Creation & Collaboration Stations! Project goals include: 1) Student academic achievement will improve through collaboration and learning in the PowerUP! Initiative. 2) All students will be instructed by highly trained teachers for effective 1:1 teaching and learning. 3) External resources will be targeted to support and extend PowerUP! Initiatives past initial funding. Quality, monthly K20 Center training will help us attain project goals.

Technology and Use of Technology
The OETT/OK-ACTS grant funding will provide every student in grades 1-12 with Samsung Google Chromebooks (82), cases, and Google apps; purchase a management console to make student machine maintenance and software updates more efficient; and update teacher laptops for use with classroom presentation systems. Students will use the technology for collaboration through Google Drive, project-based learning with other classes in the school and a partner school in the state, and begin to utilize the Moodle learning management system. Students will plan, create, and publish video projects for external competitions and student weekly morning broadcasts (utilizing tools from a multimedia lab and broadcast studio already created in the district). A student cohort (students of all ages and grade levels) will be developed to share leadership in the 1:1 initiative as peer coaches/mentors and trainers for peers, teachers, and community members. Finally, students will use Google Education free and low cost apps, Google Drive, and digital textbooks for collaboration and authentic learning.

Systemic Support
The district fully supports initiatives beyond grant funding. As an example, the district had a Reading First program that was funded six years and has been sustained for four years without funding from the Oklahoma State Department of Education. The POWER COMMUNITY has been established to support PowerUP! initiatives through applying for external sources of funding (1:1 learning grants, 21st CCLC, OETT/OK-ACTS, and E-rate) to improve technology access for students, improve the quality of instruction and learning opportunities for students, and provide high-quality professional development for teachers. The Board of Education approved the implementation of monthly Early Release Wednesdays to support sustained training and PLC meetings. The district will use $4,000 in general funds for additional staff release time to support program goals and performance targets. Every effort has been made to ensure all stakeholders are involved in educational decisions.