

Budget

New Albany-Plain Local (046995) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (315)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	31,000.00	453,600.00	0.00	484,600.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	31,000.00	453,600.00	0.00	484,600.00
Adjusted Allocation								0.00
Remaining								-484,600.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: The Future of Books: eReaders and eBooks for All Learners

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The goal of this project is to have thousands of eBooks readily available for our students and teachers through eReaders. Creating an eBookroom for our students will ensure prompt access to quality literature for all different reading interests and abilities. Providing eReaders to our students and teachers will promote 21st century learning skills while maintaining a high level of fiscal responsibility for our future.

2206 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Diana Smith
Organizational name of lead applicant: New Albany-Plain Local Schools
Unique Identifier (IRN/Fed Tax ID): 030148
Address of lead applicant: 87 North High Street New Albany, OH 43054
Phone Number of lead applicant: 614-413-8614
Email Address of lead applicant: smith.2@napls.us

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

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The team of individuals for this project include the following: a. Jen Denny and Diana Smith are the head principal and assistant principal of the building. Jen and Diana will take the lead roles in managing the grant. b. Shelly Schaub and Lisa Maharry are the literacy coaches in the buildings. Shelly and Lisa will be taking the lead in the selection of eReaders as well as implementation of eBooks and eReaders in whole group, small group and individual learning situations for all students. c. Beth Parmer is one of the library specialists in the building and will collaboratively work with the literacy coach in selecting quality eBooks. d. Kate Thoma will take the lead role in selecting and purchasing the devices and cases for all classrooms. Kate will set up the new eReaders so they are ready for use in the classrooms.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

New Albany-Plain Local School District has been averaging approximately a hundred new student enrollments a year. Over the past five years, with the increasing student enrollment and staff, it has been a challenging feat to supply every classroom in our building with plentiful rich literature for their classroom libraries. With a student population at the elementary level of over two-thousand students, having a sufficient amount of texts for our students is difficult. Our teachers are in need of classroom libraries, building-wide book rooms, and a wide variety of texts to use when they conduct whole group lessons, small group differentiated lessons, and individual conferences. Currently, there are only three technology devices available for student use in each K-5 classroom.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

If our elementary buildings were to be awarded these funds, it would impact over two-thousand students on a daily basis. By purchasing seven technology devices for every classroom, teachers would be able to embed technology every day across the curriculum. This would provide enough devices for our teachers to have ten devices in their classrooms. An eBookroom and additional eReaders would be instrumental for the growth of our students in reading. In addition, teachers would have access to a variety of eBooks at multiple levels for guided reading groups, which has been a problem as our enrollment has increased. An eBookroom would also provide our students with a wide range of levels to meet the needs of all of our students. Students would also be able to use an eReading device to access digital books for their sustained silent reading time or independent research. If teachers have centers in their classrooms, seven additional devices in each classroom would allow more students access to technology across multiple content areas. eBooks are an innovative way for our building to add additional books for our students. It is a way to purchase quality literature that can be accessed by multiple students at one time. eBooks are an engaging tool that will meet the needs of all of our learners. Durability is another reason eBooks are ideal. With having a plentiful amount of eReaders, this would reduce the amount of books being purchased. An eBook room would help alleviate the inadequate amount of books in classroom libraries. Our teachers often have to track down multiple copies of texts for a particular group of students. For example, a second grade teacher may have students who are reading at a fourth grade level. However, he/she does not have enough text levels that are high enough to meet their needs. With an eBook room, they would have access to levels up to eighth grade.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The on-going cost of this program is expected to be \$6,000 per year for the eBook site license. The District will reallocate funds already budgeted for hard-copy books to sustain the \$6,000 on-going cost of eBooks.

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

484,600.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

No other funds will be used to support this concept. The District will reallocate funds already budgeted for hard-copy books to sustain the on-going cost of the eBookroom site license. The detailed costs of items included in the budget are as follows: eBookroom site license for the K-1 and the 2-5 elementary buildings Cost: \$6,000 total cost (access to over 3,000 eBooks) Additional eBooks cost between average \$50 per eBook Cost: \$25,000 (500 eBooks @ \$50.00 per book) Seven technology devices at \$540 per device for each classroom (\$540 X 7 = \$3,780) Teachers: 89 Classroom Teachers K-5, 15 special education teachers, 1 ELL Teacher, 15 Teaching and Learning Team Reading and Math Specialists total 120 Teachers/Classrooms impacted. Cost: \$453,600 (120 Teachers/Classrooms x \$3,780.00) Total Request: \$484,600.00

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

6,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The detailed costs of items included in the budget are as follows: eBookroom site license for the K-1 and the 2-5 elementary buildings Cost: \$6,000 total cost (access to over 3,000 eBooks) Additional eBooks cost between average \$50 per eBook Cost: \$25,000 (500 eBooks @ \$50.00 per book) Seven technology devices at \$540 per device for each classroom (\$540 X 7 = \$3,780) Teachers: 89 Classroom Teachers K-5, 15 special education teachers, 1 ELL Teacher, 15 Teaching and Learning Team Reading and Math Specialists total 120 Teachers/Classrooms impacted. Cost: \$453,600 (120 Teachers/Classrooms x \$3,780.00)

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Having seven additional technology devices in every classroom will enable our students to access a wide variety of leveled texts. In every classroom, there are a diverse range of reading abilities. eReaders will eliminate the expense of purchasing multiple books for guided reading and classroom libraries to meet the needs of every student. eReaders will also be more durable than books and the lifetime of an eReader is much longer than the life of a book. eReaders can sustain the daily wear and tear more than paperback books. The cost reduction from reduced expenditures for hard-copy books will be used to pay for the annual site license.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

This project will be self-sustaining after five years. The site license will be built into the building budgets through reallocating funds currently budgeted for hard-copy books.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

* Narrative explanation

January 2014: The first step would be to order the 840 technology devices. Kate Thoma, our K-5 technology learning coach would have the responsibility of completing the purchase order for the devices. The next step is to order two site licenses from Big Universe to purchase an eBookroom for the K-1 building and the 2-5 building. Diana Smith and Kate Thoma would complete the purchase order for the site license for the two buildings. Beth Parmer and Kirsten Klink, our library specialists, and Shelly Schaub and Lisa Maharry, our literacy specialists, will create a needs based survey for our staff. We need to find eBooks that will meet the needs of Common Core State Standards in English Language Arts and the state standards in Science and Social Studies. We will take the data from the surveys and Shelly, Lisa, Beth and Kirsten will complete the purchase orders for the eBooks.

Implement (MM/DD/YYYY): 04/15/2014

* Narrative explanation

The full implementation for this project will take place during the months of March and April 2014. Shelly Schaub, Lisa Maharry and Kate Thoma will provide professional development for the K-5 teachers during grade level team meetings. The literacy coaches and technology team will provide professional development for teacher implementation on the eBookroom, eBooks and devices. The literacy coaches will model how to select leveled eBooks and model how to use them during guided reading instruction. The literacy coaches will schedule team meetings with each grade level (K-5). Intervention specialists, reading and math specialists will attend the grade level professional development session in which students they service. After the professional development occurs at the grade level, the technology devices will be distributed to each teacher by the technology team. During the rounds of coaching sessions, the literacy coaches will embed professional development during teachers' literacy blocks.

Summative evaluation (MM/DD/YYYY): 06/30/2015

* Narrative explanation

Student reading baseline data was collected in the fall of 2013. AIMS Web was the reading diagnostic administered. Additional data will be collected in the winter 2014, spring 2014. On going data will be collected three times a year in 2015. eReaders would support the progress monitoring progress by providing technical options for collecting quantitative and qualitative data on students. A teacher survey will be given to determine changes in instructional practices.

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

The current status of our buildings is an insufficient amount of books in our classroom libraries, leveled readers and building-wide book rooms. Having a sufficient amount of rich literature in all three of these areas is critical to enhance instructional practices. Being able to purchase over three thousand eBooks will be instrumental for our students' achievement. With the demands of English Language Arts Common Core State Standards, it is critical for students to have access to complex texts. The ability to access a variety of eBooks on eReaders will allow the teachers to meet the needs of every reader in their classrooms. If there are students who are substantially behind and require lower leveled texts, teachers will be able to access texts in the eBookroom. Currently, it is a struggle for our teachers to locate leveled texts needed to meet the varying range of readers in their classrooms. By having an eBookroom and eReaders, it will ensure that all teachers are meeting with small groups of students on a daily basis reading texts at their instructional level. This project will also increase our students' self-esteem. Students will not be able to view what other students are reading, therefore, can't make judgments on the text complexity. There has been an increase in our ELL population in our district. Having eReaders in the classroom would provide an extra support for their learning as well. By being awarded this grant, it would significantly move our elementary schools in a forward direction.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of

resources in the classroom.

There is a great deal of research evolving about the benefits of using e-reader devices for independent reading and instructional activities in the classroom. A research report conducted by Miranda, Johnson, William (2012) titled, E-Readers: Powering Up for Engagement found many benefits related to using E-Readers including motivation, easy response to text, extra support for English Language Learners, increased confidence with technology, and long-term economic advantages. Additionally, students reported the following reactions related to using e-readers: -I read more because the stories are more interesting -It is cool because it is a computer -No one can tell if I'm reading a skinny book or a thick book -It is easy to use -It helps me read faster -It helps me understand what I read because there is a dictionary in it if I need to look up hard words. There are so many significant benefits to eBooks. eBooks can be interactive and contain audio, video and animations, which can enhance the message the author is trying to convey. eBooks can also show links, for easy access to more information and related websites. eBooks would be a support for special education students. Fonts can be resized, making it easier to read for students with disabilities. Ideally, it would be wonderful for the teachers to have ten devices in their classrooms on a permanent basis. Without an adequate amount of devices permanently housed in classrooms, makes it difficult for teachers to embed technology when it is not readily available. Our students are in small groups in reading and math everyday, with group sizes being 5-6 students in a group. If every classroom had at least ten devices, instead of three, this would allow our students to use them daily in their Literacy and Math instructional blocks.

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

Yes

No

22. If so, how?

eBookrooms are a newer trend in school districts. Big Universe eBookroom has a wide variety of texts including leveled readers by Fountas and Pinnell. These leveled eBooks fit into our balanced literacy framework model that consists of guided reading groups. Ideally it would be beneficial to increase the scale of eBooks and eReaders in our buildings. The more technology devices that are in the hands of our students on a consistent basis and the more books they are exposed to, the better prepared our students will be for the global society.

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

There are multiple measures that are used to determine reading growth and achievement in our students. At the beginning of the year, benchmark assessments are completed on all of our students. They include the BAS(Benchmark Assessment System), AIMS Web Fluency/MAZE and NWEA MAP. Also, our teachers complete running records on our students on a weekly/bi-weekly basis. They are taking anecdotal notes on their students' reading behaviors as well. Each building has data meetings to examine all of our students' data to monitor their growth. The project will continue after the expiration of the grant because the expectations for our teachers and students will remain the same. Our teachers are expected to meet with their students in guided reading groups on a daily basis and our students will be given time for independent reading during their literacy framework. These are best research based instructional practices that increase student achievement.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Increasing literacy achievement for ALL students is the aim of this benchmark project. Student achievement will be measured by the NWEA MAP projected growth rates, AIMSweb national norms and the Fountas and Pinnell Benchmark Assessment System. Students who are not meeting the growth expectations will receive appropriate interventions which are matched to their needs throughout the school year. Student progress will be monitored on a weekly/bi-weekly basis. Most progress monitoring assessments offer digital options for administration which saves time, conserves paper and diminishes replacement costs of hard copies. Providing students and teachers with easy access to eReaders and eBooks will increase student achievement by expediting the progress monitoring process, strengthening classroom instruction, enriching research-based best practices, and providing an innovative approach to literacy.

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Students will be assessed in reading with multiple diagnostic measures three times a year. These measures will determine what students in K-3 are On Track and Not on Track. The students Not on Track will be progress monitored on a weekly basis and provided the necessary interventions. eReaders would support the progress monitoring progress by providing technical options for collecting quantitative and qualitative data on students. This data would be gathered on eBooks that the students have read or new eBooks that are chosen as benchmark texts. The literacy coach also monitors students closely and provides coaching to the classroom teacher as well as the reading specialist working with these students. eReaders would provide the coach and teacher immediate access to qualitative notes gathered on students and eBook recommendations for future lessons based on the coaches observations. If these interventions are not effective and a student is not making accelerated progress, a team of stakeholders discuss students in regularly scheduled MTSS (Multi-Tiered System of Support) meetings. MTSS is a problem-solving process which includes the classroom teacher, reading specialist, literacy coach, psychologist, guidance counselor, principal and parents. As a team, decisions are made based on student need which may include changes or refinements to the current interventions. Access to eReaders and eBooks would enhance the MTSS process by providing an immediate record of the books the students have read, their progress on these books, and the ability to choose 'just right' books to add to a student's eLibrary for future reading based on the analysis of student needs by the MTSS team.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept. Rebecca Jenkins, Treasurer/CFO New Albany-Plain Local School District 10/25/2013