

Budget

New Lebanon Local (048710) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (229)

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	0.00	146,950.00	0.00	146,950.00
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	2,500.00	0.00	0.00	0.00	2,500.00
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
<b>Total</b>		0.00	0.00	2,500.00	0.00	146,950.00	0.00	149,450.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-149,450.00

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: Student Success through Digital Learning

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

New Lebanon Local Schools will provide all students with increased access to technology transforming learning through a 21st century approach where students are active, innovative consumers and teachers utilize resources that foster designing, delivering and assessing lessons that promote student growth and meet individual student needs affording them the college and career readiness skills they require. The technological supports from this funding request will not only make increased access to technology and learning possible; it will create district savings by eliminating the need for materials that must be purchased each year to support traditional instruction. Receiving this grant will allow New Lebanon Local Schools to devote more resources to the direct instruction of students by cultivating an environment that is conducive to more engaged learning time for students at different levels, supporting growth for students at varying levels and allowing teachers to devote more time to students who need the most support.

680 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Greg Williams
Organizational name of lead applicant: New Lebanon Local School District
Unique Identifier (IRN/Fed Tax ID): 048710
Address of lead applicant: 320 S. Fuls Rd, New Lebanon, OH 45345
Phone Number of lead applicant: 937 687 1301
Email Address of lead applicant: gwilliams@newlebanon.k12.oh.us

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

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

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.

Supporting Partners: Montgomery County Educational Service Center: Shannon Cox, 048660, 200 South Keowee St. Dayton OH 45402, 937 225 4598, shannon.cox@mcesc.org Learn to Earn Dayton: Dr. Thomas Lasley, 300 College Park Av Dayton OH 45429, 937 229 5773, tlasley1@udayton.edu

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.

A high-quality, dedicated team with a substantial history of innovation will implement the Student Success through Digital Learning (SSDL) project aimed at middle and high school students in New Lebanon Local Schools. Dr. Greg Williams, Superintendent; Dena Shepard, Director of Curriculum and Instruction; and Treasurer, Rob Wannemacher, will work with the Building Leadership Teams (BLTs) for both Dixie Middle School and Dixie High School. The BLT for DHS includes Brad Wolgast, Principal, and master-level, experienced teachers who represent each grade level and department. The BLT for the middle school includes Dr. Gary Schomberg, Principal, and highly qualified teachers that represent grade 5 through 8 in specific subject areas. New Lebanon District, in partnership with the entire school community, is committed to educational excellence that will challenge and prepare all students to reach their potential and meet the demands of the future as responsible citizens. The Building Leadership Teams have achieved extensive success in implementing educational reforms to build academic success. District staff and the BLT have executed many projects of similar scope to this Straight A Fund grant. The district and building staff provide effective stewardship of \$10,189,450 in annual levy, state and federal funds. The respective BLTs and Teacher-Based Teams at Dixie Middle School and Dixie High School constantly analyze student data including attendance, discipline incidents, Ohio Achievement Assessment (OAA) results from 6th through 8th grade students and Ohio Graduation Test results for high school students. The assessment protocol includes American College Test (ACT), Preliminary Scholastic Aptitude Test (PSAT), Northwest Evaluation Association Measures of Academic Progress (MAP) scores, and other formative/summative assessments. The teams use data to drive decisions, create curriculum maps, implement positive behavior intervention and support (PBIS), as well as align instruction to the Common Core standards. Feedback from these teams led to the creation of this Straight A Fund proposal. During the last 4 years, New Lebanon has implemented a large Race to the Top (RTTT) grant. The grant led to Teacher-Based Teams using innovative Formative Instructional Practices (FIP) with peer-to-peer demonstrations at the middle and high school levels. Union and teacher support for the RTTT initiatives and significant reform resulted in the district instituting substantial innovations, including alignment of the curriculum to the Common Core, initiation of A+ Credit Recovery program and development of 2 dual credit courses as well as 3 advanced placement (AP) courses. Teachers have also embraced the student growth measures embedded in the Ohio Teacher Evaluation System (OTES). A strong partner in the Student Success through Digital Learning proposal is the Montgomery County Educational Services Center (MCECSC), which is an effective leader in assisting districts in adopting new, research-based instruction. The Executive Director of Instructional Services, Shannon Cox, will support dissemination of lessons learned and evaluation data to promote replication. The MCECSC operates county-wide projects and manages millions in funding. Another partner is Learn to Earn Dayton, a birth through college and career collaborative, bringing together hundreds of administrators, teachers, higher education faculty and administrators, business leaders, agency staff, parents and government officials to enhance academic outcomes. Thomas Lasley PhD. is the Executive Director of Learn to Earn Dayton-retired Dean of Education and current professor for the University of Dayton. Dr. Lasley leads the countywide efforts to increase college graduates in as part of the Talent Dividend and Lumina Foundation effort. He also is a national speaker on educational reform.

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 Lebanon worked extensively through implementation of the Race to the Top grant and other school reforms to improve student achievement in 5th through 12th grades. Dixie Middle School was named a School of Honor for high progress in 2012 and earned an A for value-added (ODE, 2013). For the 5th graders at Dixie Middle School, the percent proficient on the OAA was 67.5% in math, 65.1% in reading, and 71.7% in science for 2012-13 (ODE, 2013). For the 6th graders, 77.7% were proficient in math and 80.9% in reading. Of the 7th graders, 82.4% were proficient in math and 91.2% in reading. For 8th graders, 90.9% were proficient in math, 92.9% in reading and 70.6% in science. Despite strong progress, the school only met 60% of achievement indicators and the performance level was 78.9%. Dixie High School meets 100% of the indicators on the Ohio Graduation Test and 81.8% of students graduated in 4 years while 85.9% graduated in 5 years. The number of high school graduates that secure a college degree is in need of improvement. Data from the National Student Clearinghouse indicates that 23% to 29% of New Lebanon high school graduates in 2003 to 2005 completed at least an associate's degree within 6 years. Teachers, administrators, and parents examined what steps are needed to enhance student outcomes and readiness for college. All stakeholders agreed adoption of 21st Century learning technology was critical. Due to the limited number of student computers at the secondary level, if every teacher incorporated digital instruction, students would only have access every 4 weeks. The Student Success through Digital Learning project will fill that significant gap by purchasing 10 carts of 30 Netbooks. The ambitious goal for rural New Lebanon district is students having daily technological learning access. This SSDL project will transform instruction by embracing technology that creates personalized learning, and achieves greater differentiation and scaffolding, particularly useful for at risk students (Krajcik, Blumenfeld, Marx, and Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, and Meyer, 1994). Teachers and administrators want to see enhanced writing for students to prepare students for college demands, improve extended response scores on the OAA and OGT, build cross curricular learning, provide opportunities for journaling, increase self-expression and reflection, and increase the ability of students to perform critical analysis. Use of netbooks allows students to produce writing that captures ideas, gives sufficient details, uses clear topics and strong conclusions, includes graphics, and is grammatically correct (Collins, 2009). Students will maintain digital writing portfolios and use websites (blogs, message boards, other sites) for informal publishing of writing. High school students can also use the netbooks to begin applying for colleges and completion of the FAFSA-2 steps associated with actual enrollment (Bettinger et al., 2009; Cave et al., 1990; Constantine et al., 2006; Johnson, 1998) Increased computer access allows for New Lebanon to increase its adoption of the K-12 ItsLearning cloud-based, education management system that includes tools for teacher web pages, project forums, assessments, blogs and videos. This online system enables teachers to plan lessons, engage students, teach content, assess learning, reflect on student growth, and report results. The Student Success through Digital Learning proposal also enables students to personalize their learning by using Khan Academy's and similar site's resources to explore specific skills in basic math, algebra 1, geometry, algebra 2, and pre-calculus. Khan Academy also includes science topics like biology, chemistry and physics. Additional subjects include economics and humanities. The advantages of Khan Academy include self-paced learning, high acceptance by students with disabilities and performance tracking (Uludag & Kormaz, 2012)

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.

New Lebanon's school district improvement plan calls for "scientifically-based research to strengthen the core academic program." The proposed technology expansions are consistent with evidence-based strategies and innovations, including blended learning, flipped classrooms, real-time data for decisions, inquiry-based learning and communities of practice (Means et al, 2010; McLaughlin et al, 2006; Thomas; 2000; Moore et al, 1997; Finkel, 2012). The ability to personalize learning environments so that students can self-pace is critical to responding to the needs of struggling students. This unmet need is a central part of school improvement for New Lebanon. Disaggregated data analysis shows that New Lebanon's current instruction does not meet the needs of students with disabilities. The Dixie Middle School met 0.0% of Annual Measurable Objectives on closing the achievement gaps, particularly for students with disabilities. Dixie High School met 80.5% of Annual Measurable Objectives associated with closing achievement gaps. Technology allows students with disabilities to perform the skill-building that is indicated via assessments such as MAP, ACT/PSAT, as well as critical formative data tracked through ItsLearning digital education management system. Research findings indicate that implementing formative assessment practices is associated with higher levels of student academic achievement (Black and William, 1998; Marzano, 2012). Additional research indicates that performance assessment programs with heavy emphasis on formative assessments guide instruction and expectations for student learning and performance and are associated with higher levels of student academic achievement (Ferrara, 2012). A focus on improving formative instruction practices is an integral part of the Race to the Top implementation and school improvement efforts. Teachers can provide additional 1 to 1 intervention for students, who are behind, at the same time that they allow other youth to accelerate their learning. When education is more student-centered and self-paced, all students are pursuing different learning so it is less evident who is behind. This may reduce negative labeling that has consequences for students (Conrad, 2007; Hattie, Biggs & Purdie, 1996). Another crucial achievement goal is to increase high school graduation and college completion rates. Of the high school seniors graduating between 2003 and 2005, 23% to 29% of students later completed at least an Associate's degree in 6 years (Student Data Clearinghouse, 2013). These low college education rates mean that many of these students will face dire consequences in a world where 60% of all jobs will require a college degree by 2018 (Carnevale, Smith and Strohl, 2010). Research indicates that improving academic outcomes plus implementation of school wide positive behavior intervention and supports (PBIS) will reduce teacher and principal time spent on discipline (McIntosh, 2012). New Lebanon has already implemented an aggressive PBIS program and believes that greater technology use will support student on-task behavior as well as enhance Response to Intervention focuses addressing needs at the Tier I, II, and III level. When students are able to use netbooks to differentiate instruction, fewer youth are bored and frustrated. Reducing discipline issues will result in more resources being spent on class instruction and the principal having more time to act as an instructional leader. Research shows that principals play key roles in the success of schools (Riordan, 2003). The Student Success through Digital project also provides extensive professional development to teacher-mentors who will then provide support, training and hands on demonstrations to other teachers. This emphasis on professional development is an integral part of New Lebanon school academic reforms.

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.

NA

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

149,950.00 \* 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, RtT 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).

The financial impact table shows the original FY14 budget and ongoing, permanent reductions in various cost items throughout the five year forecast. The following narrative describes the key features of the budget. Personnel: The budget does not include any staffing changes for the full five years of the grant. The existing middle school and high school staff members will all be performing specific roles in the implementation. Equipment: Staff reviewed various options for equipment purchase to obtain most cost effective estimates. The equipment to be purchased includes netbook carts. Each cart costs \$1,240 and holds 30 Netbooks for a classroom. The total cost for cart is \$12,400 for both the middle and high schools. 150 Acer Netbooks are purchased at \$372 per unit for a total of \$55,800 for the high school. Another 150 Lenovo netbooks are purchased at \$525 per unit and a total of \$78,750. After a comprehensive analysis of options, staff members decided the Acers would represent a cost savings and would satisfy high school needs. Professional Development: The professional development costs are estimated at \$500 per session. The total cost of professional development is \$2,500. Much of the additional professional development is through free resources. Extensive information regarding project-based learning is available through Edutopia and the Buck Institute for Education. Khan Academy has extensive free resources that allow teachers to explore and understand the capability of the site through videos and site maps. The five year forecast also projects that revenue and expenses remain relatively stable over time. A further crisis in home foreclosures and loss of revenue related to real estate taxes would jeopardize specific line items. The ability to project an overall cost savings provides a margin of safety for New Lebanon that could not have occurred previously. What is not captured in these budget forecasts are costs reduced when more students are on-track, graduating high school on time, entering college and completing at least an Associate's degree.

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.

0.00 \* 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 additional costs associated with the implementation of the netbooks include ongoing allocations for repairs after the expiration of warranties which is projected at \$0. The district currently budgets funds for this expense on a yearly basis. Permanent improvement funds will allow for the timely replacement of netbooks as needed. The ongoing costs with this project are nominal and are offset by the budget reductions in books, paper, folder/records, and subscriptions.

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

25,555.00 \* 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.)

The expected savings for this project are noted in the narrative below. The project is not only sustainable, but is actually creating a safety net of savings while increasing the quality of instruction. Paper used by teachers will decrease dramatically for a projection of \$10,125 each year. The paper used by students will decrease by the projected amount of \$2,430 in savings each year. In addition, a \$5,130 reduction in subscriptions is projected to occur yearly beginning in FY16. Another \$45,000 will be saved in terms of books over the five years as e-books and Internet resources become the vehicles for reading literature and studying informational texts. Access to e-book resources through Dayton Metro Library allows students to embrace a much wider range of reading including biographies of famous people, information on sports/dance/art, teen magazines, and current/historic events. Folders and notebook costs of \$900 are projected for each year. Cost of the material is \$1.50 and approximately 600 will be eliminated through the online management of assessment data.

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.

The project achieves sustainability by achieving \$25,555 in cost savings each year compared to a nominal amount in ongoing costs. Many grant requests are not sustainable and the benefits are not maintained over time. This analysis shows the program is sustainable without further revenue enhancements. This is critical to avoid the cycle of creating and dismantling grant funded programs. The entire philosophy of New Lebanon School District has always been to continue successful programs once they are put in place. The administration and faculty are very pleased to have this opportunity to execute the Student Success through Digital Learning program as a self-sustaining endeavor.

#### 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): 09/23/2013

##### \* Narrative explanation

September 23, 2013 to October 4, 2013: The New Lebanon district administration and Building Leadership Team identified a plan for digital learning that becomes Student Success through Digital Learning. A letter of intent was submitted. October 7 to 20, 2013: Meetings occurred to clarify the role of partners and the Building Leadership Teams, which included discussions of the relationship between this grant and school improvement efforts such as the Race to the Top grant. The Implementation Team was identified as Dr. Greg Williams, Superintendent, Dena Shepard, Director of Curriculum and Instruction, the principals from Dixie High School and Dixie Middle School, teachers from both schools, and parent representatives, along with the Technology Coordinator. Teachers assist with collection of baseline data including current writing levels and expectations. The Superintendent and Treasurer review sustainability data. October 19 to 25, 2013: The planning process included agreement from Montgomery County Educational Services Center and Learn to Earn to act as partners in the implementation of the grant. Information was gathered regarding the permanent spending reductions to be achieved through this grant, as well as achievement benchmarks and plan for greater use of classroom resources. A logic model was created. October 28 to December 13, 2013: During the grant review, the Implementation Team and partners continue the planning with stakeholders. New Lebanon District moves forward for planning for the purchase of the netbooks. December 19 to 20, 2013: New Lebanon School District receives a letter of award and alerts other Implementation Team members. Staff members review Netbooks hardware checklist for ordering and notify School Board regarding the award. January 4 to 16, 2014: Building Leadership Team and partners continue planning as licenses and hardware are all on order and will be received prior to the end of the month. Specific committees oversee each component with implementation: Evaluation/Replication and Sustainability Team, Professional Development and Technology subcommittees will refine action steps, dates, roles and responsibilities. District informs parents of the award. Families are critical stakeholders and investors in the planning, implementation and evaluation process. The goal is not just to inform parents, but to engage their voices in this collaboration (Mapp, 2004). January 17, 2014: The district will provide training for teachers and others on the use of the netbooks. Professional development includes information about the new Instructional Improvements System (IIS), Time4Writing, project-based learning, and itsLearning as well as other options for technology. Consistent with FIP, facilitators will assist other teachers and teachers will demonstrate their skills. January 21 through February 19, 2014: Planning continues as part of the implementation phase and continuous quality improvement as a result of evaluation findings. The hardware is received, carts are set up, and licenses are activated. February 19, 2014, the district receives 300 netbooks for 5-12 grades. February 20 to June 30, 2014: Building Leadership Teams, parents and partners continue to plan in response to Continuous Quality Improvement (CQI) data analysis and brainstorming of solutions. Stakeholder involvement in planning mid course corrections occurs FY 15-19. If the date of the award is postponed, New Lebanon will compress the planning process. Funds will be expended by June 20, 2014. If weather creates delays, teachers, parents, administrators and partners will be comment via an already set up Linked In site and online survey tools.

Implement (MM/DD/YYYY): 12/20/2013

##### \* Narrative explanation

December 20, 2013 to January 28, 2014: District submits purchase orders for netbooks and license subscriptions with Board approval of collected hardware bids. Teachers create individual plans for how they will use technology to enrich and support traditional classroom instruction. A plan for use of Collins 5 Traits of Writing is implemented. Teachers also complete professional development including training provided by the district and training available online. District seeks parent and business partners in project-based technology integration via innovative communication strategies that include newsletters, flyers, personal contact, web site, Linked In and social media. February 3 to 19, 2014: Technology Coordinator receives hardware and sets up carts. If the order is delayed, staff set a contingency date of February 24, 2014. Technology Coordinator ensures all devices are operating correctly. Coordinator resolves any issues with companies providing the equipment. Individual teachers within departments, who are early adopters, agree to be Student Success through Digital Learning mentors to other teachers. February 19 to 26, 2014: Teachers begin to orient students to the devices following agreed upon schedule. Teachers complete student assessments using software. District and BLT uses baseline OGT, ACT, PSAT and MAP data. Assessments eventually include End of Course Exams. Teachers thoroughly integrate netbooks into the school day including cross-curricular digital activities. Teachers and other staff continue innovative efforts to engage parents through media and personal contact. Teachers identify students needing further assistance and allow on-track and gifted students to accelerate their learning. February 27 to March 31, 2014: Teachers use netbooks and access internet resources, offering feedback to Building Leadership Team (BLT) and/or Technology Coordinator regarding any issues related to use of the devices. Teachers make adjustments to use of technology integrated into the curriculum. Feedback from students and parents is integrated into these efforts. April 1, to May 22, 2014: Implementation of writing programs, as well as access to e-books, continues. Staff members make as indicated by program evaluation and continuous quality improvement. Teacher-Based Teams place strong emphasis on the use of programs to prepare for OGT/OAA Spring testing. Continuous Quality Improvement data analysis and brainstorming with all stakeholders, i.e., teachers, parents, administrators and technology representative sets up plan for FY 14-15 implementation. District also gathers data needed for replication and dissemination of results. New Lebanon recognizes parents and organizational business partners who participate in project-based learning for their involvement in promoting greater achievement. June 1 to 30, 2014: District encumbers all expenses. Treasurer reviews progress on sustainability and spending reductions. Staff members complete work on replication tool kit to increase the ease of implementation by other districts in Montgomery County and across the state. July 3 to 31, 2014: The digital learning programs are continued as part of summer programming. August 15, 2014 to FY 19: Teachers continue use of netbooks to encourage writing across the curriculum, project-based learning, Google Apps for Education, and itsLearning as well as e-books, etc. Mentors and the principal orient any new teachers to the program. Family engagement continues. Ongoing evaluation results continue to drive decision-making. CQI will be part of monthly tracking. Project stakeholders will take the lead in the continuous improvement processes. In examining a performance measure that is not progressing as expected, stakeholders will use the tools of the CQI process including Cause and Effect Diagrams (Fishbone), Pareto Charts, and Flow Charts to define the various processes.

Summative evaluation (MM/DD/YYYY): 10/01/2013

##### \* Narrative explanation

October 1, 2013 to October 25, 2013: A logic model was created as part of development of the grant and will guide data collection during implementation. Stakeholders participated in collection of baseline data as well as delineation of process and outcome benchmarks on interim and long-term basis. December 19 to 20, 2013: District receives a letter of award. District also notifies partner organizations. January 4 to 30, 2014: Staff members compare process benchmarks like purchase of netbooks and professional development to grant timelines to determine fidelity and address need for further contingencies to address any delays. All stakeholders move forward with Continuous Quality Improvement (CQI) cycle of data analysis, brainstorming of solutions, implementation of plans and further data collection. Teachers and other staff complete evaluation of professional development, including training by district. Individuals also evaluate the effectiveness of the Student Success through Digital Learning departmental mentors. District and stakeholders analyze attendance and discipline data elements. Teachers engage students in understanding the importance of writing and track of data points regarding their progress. Any weather delays in January through February that interfere with stakeholder CQI meetings are addressed through email, Linked In and online surveys. February 3, to 28, 2014: The evaluation examines the adherence to timelines and the CQI process continues, using all initial assessments completed along with prior baseline data. The prescriptive ability on-line assessments guide individual intervention; while evaluation monitors aggregate progress and tracks individual student growth over time. CQI process looks at whether acceleration is occurring with gifted students as well as remediation with struggling students. Mentors also provide feedback as part of qualitative analysis regarding their role and suggestions for the future. Stakeholders review family engagement, attendance and discipline statistics, as well as problem solve regarding any delays in data collection. March 3 to 28, 2014: CQI brainstorming with stakeholders drive any changes in program implementation. Formative assessments measure individual progress. Reports also track the use specific applications like itsLearning by teachers and students, along with adoption of increased inquiry and project-based learning. Evaluation explores use of e-books and internet to complement reading instruction or for cross-curricular purposes. Evaluation also reviews attendance and discipline data elements. April 7 to June 30, 2014: Evaluation examines the assessment scores and the numbers of students who are receiving each type of instruction, along with the amount of hours per week for writing and digital publishing. Students complete Spring OAA/OGT testing. The evaluation summarizes MAP scores secured as part of the first year summative evaluation. Evaluation also reviews satisfaction with the technology, drawing upon all stakeholder feedback. Stakeholders also look at final attendance and discipline results. July 1, 2014 to August 11, 2014: District collects summer data and the analysis is part of future summer program planning. Stakeholders also examine results of first year implementation in order to institutionalize effective practices and eliminate or change unsuccessful activities. Montgomery County ESC and Learn to Earn also help with dissemination of qualitative and quantitative results as part of replication. August 14, 2015 to June 30, 2019: During next 5 years, the data collection and analysis continues. The staff members institutionalize the CQI process as a best practice. District continues to track formative and summative data, ACT/PSAT/OGT/OAA results, MAP scores, student data points, attendance measures, discipline occurrences, family engagement and sustainability performance.

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

The purchase of netbooks enhances formative instructional practices by offering exciting, interactive technology to middle and high school students. Personalized, self-paced digital learning automatically differentiates and scaffolds instruction in a way that was simply not possible in a traditional classroom (Mean, 2010). Students in middle and high school classrooms will work at their own pace to reinforce a skill until they have mastered the content. So if a student is able to demonstrate competency after two weeks in Algebra I, she may progress to the next level; or if a student needs a longer time to master a particular skill or standard, he may do so at his own pace. The ebook increases opportunities for project-based learning as middle and high school students map New Lebanon assets using geo-coding technology, design a bridge using concepts from geometry, create a business logo using hyperbolas and circles or create a PowerPoint with descriptive statistics that analyzes lead paint dangers in the housing stock in the town and farms (Thomas, 2000; Darling-Hammond, 2008). In each case, students can also write reflections on their learning using the netbooks as well. The presence of digital student portfolios, which can be integrated with Ohio's student portfolio system, enables teachers to review formative assessments in order to ensure that projects build skills in the areas most needed. A digital snapshot in time of each student's performance provides myriad opportunities for teachers to identify and support students' learning needs with customized resources and approaches. Digital portfolios of current and cumulative writing that can be shared by teachers and students are critical to implementing the Collins 5 Traits program (Collins, 2009). The netbooks also allow students to perform more of the research or the accelerated learning associated with AP and dual credit courses. The possibility of taking college courses while in high school through dual enrollment is especially attractive because it exposes students to college-level material, de-mystifies college and helps to make it appear attainable, and quite importantly, helps to reduce the financial burden of college tuition, which is a significant deterrent to degree attainment for the children of low-income families. Progress toward performance-based learning is exhibited in the area of the "credit flex" plans, where students are given multiple ways in which to demonstrate competency. The plan adopted in the New Lebanon District allows students to demonstrate mastery through a variety of means. A district-selected end-of-

course exam and/or specified certification exam, and additional coursework as specified by the student's CFP and approved by an appointed panel. This option might include Advanced Placement or College-Level Examination Program (CLEP) exams. A credit flex plan may include performance of internship, independent study, service learning, or other opportunities. Successful completion of a student-developed plan is a critical part of process. Data, such as progress on formative instructional assessments, will be available constantly using the rapid data from the student portfolios in the Instructional Information System. Information regarding attendance and discipline referrals will be tracked through student dashboards so that the Teacher-Based-Teams can be reviewing all early detection flags on a weekly basis in order to identify and then intervene with the students most at risk. Interventions will be customized in accordance with the situation of the student and family. The connection between academic problems and behavioral problems is well documented (Rutter & Yule, 1970; Hinshaw, 1992; Horn & Packard, 1985; Smart, Sanson & Prior, 1996; McIntosh, et al, 2008; Reinke et al, 2008). The input of parents, youth and other stakeholders is critical because they offer other perspectives that are crucial to removal of obstacles to success.

#### 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.

In a fast moving 21st Century environment, rural students have much more limited access to technology in the school and home. Research shows that 57% of rural homes have access to technology and broadband internet compared to 70% of urban homes (US Department of Commerce, 2011). With extremely limited computer access for students, New Lebanon is simply not preparing youth for 21st Century college demands or to compete effectively within a technological environment. The learning in middle and high schools is deepened by real world experiences, including opportunities that resonate with the cultural heritage, career interests and/or passions of the individual student. Using the real world has been extremely successful in fostering academic achievement (Finkelstein, et al, 2010; Kemple, Herlihy, and Smith, 2005). By allowing students to use technology in the classroom, New Lebanon students have increased access to the tools for digital inquiry or problem-based learning. To be successful though, inquiry-based learning appears to function best as a supplement to traditional instruction, not as a replacement (Gijbels et al, 2005; Vernon & Blake, 1993; Howard, 1996). Individualized instruction and specialized approaches that respect cultural, racial, ethnic and linguistic differences are critical to address the needs of students (Herrera et al., 2007; Ross et al., 1999). Service learning is an important ingredient of a real world education that promotes deeper understanding of problems and promotes civic engagement (Welch & Billig, 2004). New Lebanon students will complete reflection assignments and journals regarding service-learning or project-based learning using the netbooks to share/publish cross-curricular writing. Technology also results in greater differentiation, an element which is crucial to student success (Koeze, 2007; Tomlinson, 1999; NCR, 2000). An analysis by the US Department of Education found that in a hybrid classrooms with digital learning produced better outcomes than traditional instruction alone (Mean, 2010). Technology investment also supports students having access to resources that prepare them for dual credit and AP courses. Dual enrollment has already been used successfully by New Lebanon and is consistent with studies that show positive effects for students (Office of Vocational Education, 2003; Orr, 2002; Burns & Lewis, 2000). Enhanced internet access also enables middle and high school to explore free resources like those provided by college and university web pages for career assessment connected to critical information about occupational wages, education requirements for specific jobs. Such career exploration is critical to motivating students at risk as they move along middle and high school pathways and providing an increased understanding of how school relates to work (O'Brien, 1999; Johnson, 2000). In fact, a study by John Hopkins found that for youth in 5th-8th grade, the degree to which they believed that the math they study would useful in life was the strongest predictor of student efforts. The other two goals of this proposal are to significantly improve student achievement and to make permanent spending reductions while shifting more resources into the classroom. The rationale for this ongoing, credible and verifiable reduction is based upon an extensive analysis of spending on books, worksheets, paper, and folders/records which is supported by national studies showing permanent cost savings from technology and greater movement of resources into classrooms (Greaves et al, 2010; US Department of Education, 2012). Furthermore, New Lebanon believes that more differentiated instruction and scaffolding will increase student satisfaction with learning and will reduce time spent on discipline issues, shifting more resources into the classroom (Fleming et al., 2004; Morrison et al., 2001; Nelson et al., 2004; Roeser & Eccles, 2000; Kellam et al., 1998)

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

Yes

No

22. If so, how?

The implementation of the Student Success through Digital Learning project in middle and high school buildings results in a high-value, cost effective project that is easy to replicate. Initial investment with more than 600 students is \$149450. Ongoing costs are offset by the ongoing spending reductions. The time expended in setting up hardware and implementing professional development is very manageable. The educator collaboration method of professional development will be suggested to other districts. New Lebanon School District is committed to providing tools needed for other communities to implement this project effectively in their own community. The tool kit includes information crucial to dissemination of the knowledge gained from the implementation of this grant to other school districts within Montgomery County and ultimately throughout the state. Montgomery County ESC and Learn to Earn Dayton are partners for local replication and will also be able to provide technical assistance in the creation of critical information to share with out-of-county districts and schools. The replication tool kit provides information regarding the innovative, comprehensive strategy to build engagement with teachers, students, and parents. The ultimate goal is to create investment in the project, particularly investment of youth themselves to student-centered learning. The kit includes electronic examples of web updates, itsLearning data and use of social media. These samples can be easily modified by other districts. The tool kit contains critical information from ongoing CQI and program efforts, giving teachers and administrators the benefit on-the-ground learning connected to the Student Success through Digital Learning program. The kit also includes evaluation results that can greatly ease implementation and satisfaction feedback. The feedback will include sample lesson plans for project-based learning, cross-curriculum writing and information regarding ways to use resources like IIS. The qualitative and quantitative data indicates the need for greater success with specific student groups, disaggregated by disability, economic, homeless, grade level, and racial/ethnic groups. The kit incorporates overview of how professional development was implemented along with any locally made PowerPoints or other training materials. The names of videos purchased and free webinars reviewed as part of professional development will be provided to other districts. The tool kit gives critical information designed to assist both urban and rural areas with information required for implementation. Data on the specific products and licenses used will help districts because the web pages advertising different technology options can be confusing or even overwhelming. The district will also include recommendation for setting up the carts and the Student Success through Digital Learning mentors will offer suggestions on how to assist colleagues. Information will also be included regarding reaction to the support provided by teachers. Both Learn to Earn Dayton and Montgomery County ESC will assist with dissemination of information regarding the success of this project and will provide "hands on" support to county implementers. MCESC regularly hosts trainings for schools/districts and promotes adoption of effective techniques within communities of practice (Wilson, 2011). Learn to Earn Dayton has developed a partnership of hundreds of businesses, elected officials, higher education representatives, governmental staff, foundation officers, and others who have pledge support to increasing college graduates. These individuals will help other local sites secure fiscal resources for replication.

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

The Student Success through Digital Learning project creates substantial and lasting value through improving differentiation and scaffolding through support websites, increasing deeper knowledge of subjects via project-based learning, provides access to digital, collaborative, cross-curricular writing and allows students online access to apply for college and begin FAFSA forms, and monitoring student learning through itsLearning and IIS. The benefit to society and to individuals is tremendous. The Bureau of Labor Statistics indicates that in 2009, the average unemployment rate for persons without a high school diploma was 14.5% versus 9.7% for high school graduates and 5.2% for persons with a bachelor's degree. The median weekly earnings for the 4 year college degree were \$1,025 compared to \$454 for students that do not graduate high school. As noted earlier in this grant, using data from the National Student Clearinghouse, only 23% to 29% of high school graduates in 2003 to 2005 completed at least an associate's degree within 6 years. By 2018, 66% of all jobs will require a college degree or higher (Carnevale, Smith and Strohl, 2010). This relegates many New Lebanon students to poverty. While New Lebanon has experienced success with students performing well on the existing OGT, assessments that are fully aligned to the Common Core and college exams like the ACT will likely double the number of students who will not be proficient (Lasley, 2012). Tremendous cost savings for New Lebanon are achieved by integrating technology into the classroom that prepares students for high stakes tests that will determine their future. In fact in 2009, the National Assessment of Educational Progress reported that one of the most substantial barriers to academic success is the huge range of student abilities within the typical classroom. This means that in traditional middle school classrooms, many students are bewildered because the material is too fast-paced and does not address missing skills and other students are restless and frustrated with the material. Both groups are potential discipline challenges because their learning environment is not personalized or responsive. The variation of courses available in high school allow for students to progress at their own rate. However, students who take easier courses are not on track for meeting college placement classes. Too many of those students will end up in developmental courses if they attempt college. Because such developmental courses do not earn college credits, significant numbers of students eventually will leave college. If more New Lebanon students do not experience school success and graduate college, the implications are dire for the local economy. Learn to Earn Dayton has set a goal of increasing the percentage of persons age 25 to 64 with a post-secondary credential to at least 60% by 2025 (2012). This aggressive goal does not even keep pace with the growth in jobs that require college degrees. The current per capita income within the New Lebanon District is \$20,384, compared to per capita income in Oakwood School District of \$44,973 (American Community Survey, 2006-2010--using School District Demographic System overlays). Currently, there are 1,942 males in the workforce in New Lebanon School District, but only 107 males have a college degree and 25 have a professional degree. In addition, 1,634 females are in the labor force, 153 have college degrees, but there are no females with professional degrees. If New Lebanon students continue not secure college degree which is associated with higher wages, better employment rates and lifetime income, the negative effect ripples throughout the county. If the proposed innovation is successfully adopted by other districts, the positive impact can greatly change the landscape for the long term success of Montgomery County.

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.

New Lebanon has created a comprehensive system for benchmarks which includes process goals such as dates for setting up the netbook carts and completion of professional development. In addition, the benchmarks use formative and summative assessments to track individual student growth over time. The benchmarks also use changes in the aggregate outcomes for New Lebanon students. This narrative addresses areas that are difficult to benchmark such as feelings of individual student mastery and success. Each of the benchmarks is consistent with the overall logic model. By January 28, 2014, 5 teacher mentors will have completed professional development and will mentor others. By January 28, 2014, information for parents regarding the Student Success through Digital Learning project will be communicated through a variety of means with a focus on innovative approaches like social media sites, web and personal contacts as well as use of traditional newsletters. Another benchmark requires set up of the Netbooks carts for use in classrooms by February 19, 2014. By March 31, 100% of teachers report using netbooks. 85% of students show student growth over time when assessment scores are compared over time. 80% of juniors and seniors report that they have used netbooks to explore college options, apply for enrollment, work on FASFA. 100% of middle and high school students are trained how to track data points relative to their school performance which is a recommended best practice (Hattie, 2009). Survey of stakeholders involved in planning indicates that 85% believe that the implementation demonstrated fidelity to the grant description and that any modifications were the result of a CQU process. Analysis confirms spending reductions in particular line items highlighted in the budget narratives for FY 14. These spending reductions are also assessed in FY 15, FY 16, FY 17, FY 18, and FY 19. The benchmarks will include growth in MAP assessment scores over time. The goal is for 90% of students to achieve their RIT scores in language arts, math and science by FY19. The benchmarks will include growth in ACT scores over time. The goal is to have 80% of students reach a score of 18 that will allow them participation in college level English courses. The benchmarks will include increase in the number of students passing End of Course Exams over time. New Lebanon does not have any baseline data. The district will be setting goals for FY 15-19. The District would like to see at least 90% on OGT or end of course assessments. Other benchmarks that are not quantified includes mastery that students feel regarding personalized learning, increased understanding regarding the connection between learning and careers, and greater satisfaction that teachers experience when technology differentiates and scaffolds according to unique student abilities.

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.

The evaluation of the project is based upon a logic model with an articulated theory of change and action... If students are provided with student-centered, personalized and project-based learning via increased access to technology. If students have access to a greater range of e-books and informational texts via the Internet. If students benefit from cross curricular writing and reading that is consistent with the future demands of college courses. If innovative outreach is provided to parents to reinforce their involvement in education. Then a higher percentage of students will achieve proficiency in core academic subjects as measured by the OAA/OGT, MAP, ACT/PSAT, End of Course Exam scores will increase over time, and fewer students will drop out. Then fewer students will experience office referrals 5th-12th grades related to co-morbidity of academic boredom/frustration and behavior problems. Then more students will be successful during academic career: failing fewer courses, earning more credits, graduating from high school on time, enrolling in and completing college. Qualitative as well as quantitative data will be collected that is consistent with the description of benchmarks. Continuous Quality Improvement cycles and changes in instructional methods, frequency of programs, contact with parents, and other changes will be made in response to data collection. The qualitative data will examine program fidelity and focus groups will look at effectiveness/efficiency of implementation. Teachers will be asked about their integration technology into middle and high school subjects. These teachers will express feedback on the strengths and weaknesses of the mentoring assistance. Parents will be questioned regarding their satisfaction with access to increased technology as well as their opinions regarding obstacles and strengths in the implementation process. These responses will drive decision-making. Many assessments are embedded in programs like Khan Academy. Other formative assessments will be developed by teachers. The Building Leadership Team (BLT) along with district administration and Teacher-Based Teams (TBT) will be examining student growth at least monthly along with patterns of use data. This will allow for changes in instruction, use of different blocks of time and other changes to take place on an ongoing basis. The data also will be monitored by the BLT and TBT in order to gauge effectiveness of strategies over 5 years. This cohort of students will be tracked K-12 and examined at point where they should have enrolled in and graduated college via Student Data Clearinghouse. Attendance is monitored on a daily, weekly, monthly and annual basis. Students who miss more than 4 days in the year are identified for Tier II and III intervention. Students will chart progress on data points on their writing and other performance measures. In addition, the frequency of writing will be tracked and variety of writing, e.g. essays, research.

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 Dr. Greg Williams Superintendent, New Lebanon Local Schools 1025/13