

Budget

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (68)

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
Total		0.00	0.00	2,500.00	0.00	146,950.00	0.00	149,450.00
Adjusted Allocation								0.00
Remaining								-149,450.00

Application

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (68)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Student Success through Digital Writing and Reading

2. Executive summary: Please limit your responses to no more than three sentences.

New Lebanon Local Schools will provide all students with increased access to technology to create a digital writing and reading learning environment for students that will support Ohio's New Learning Standards, increase student engagement and prepare students for college and careers. The technological supports from this funding request will not only make increased access to digital writing and reading 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.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

600 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Greg

Organizational name of lead applicant
Williams

Address of lead applicant
300 S. Fuls Rd

Phone Number of lead applicant
9376871301

Email Address of lead applicant
gwilliams@newlebanon.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

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 rated as a School of Honor for high progress in 2012 and 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 index level was 78.9%. Dixie High School meets 100% of the indicators on the Ohio Graduation Test, but only 81.8% of students graduated in 4 years and 85.9% graduated in 5 years. The number of high school graduates that secure a college degree is in great need of improvement. Data from the National Student Clearinghouse indicates that only 23% to 29% of New Lebanon high school graduates in 2003 to 2005 completed at least an associate's degree within 6 years.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Teachers, administrators, and parents examined what steps are needed to enhance student outcomes and readiness for college. All stakeholders agreed that increasing digital writing skills through the adoption of 21st Century learning technology was critical. Because so much of what is published is moving to an electronic medium, students must also become proficient in accessing digital content and using the support to reading available on-line. Due to the limited number of student computers at the secondary level, if every teacher incorporated digital writing instruction, students would only have access every 2 weeks. The Student Success through Digital Writing and Reading project will fill that significant gap by purchasing 10 carts of 30 Netbooks. The goal for New Lebanon School District is students having daily digital writing and reading access. This SSDWR project will transform instruction by using technology to support daily writing across all subjects, access to an array of fiction and non-fiction reading, personalized reading and writing support, and greater differentiation and scaffolding for writing students and reading prompts (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, to improve extended response scores on state testing, to build cross-curricular learning, to provide opportunities for journaling, to increase self-expression and reflection, and to increase the ability of students to learn through writing in addition to learning to write better. 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) Students will have access to an array of current text to help build reading skills. With the support of websites and applications, students will also have instant support for understanding difficult passages and learning more about the topics they are reading about. 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 facilitate and organize student writing through on-line lesson that will allow students to receive writing feedback and turn in final products that can be given specific feedback and returned without using paper, which saves money.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

This project is expected to produce stronger writing achievement for New Lebanon writers (Grades 7-12) through focused writing instruction in the medium that student will be using for testing and in college. The project will produce better scores on the OGT writing assessment and on written sections of the other 4 OGT tests and on Next Generation State Testing. The consistent practice with digital writing will enable students to achieve higher scores on on-line state testing at grades 7, 8 and eventually in high school when the on-line tests are implemented.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget

approved by your organization's executive board or its equivalent.)

The Digital Writing project is expected to be cost neutral or result in limited savings through the reduction in paper resources used in New Lebanon Schools. Not only will the electronic medium reduce paper used in assessments and other handouts, the amount of paper texts to be purchased for writing instruction and reading materials in all subjects will be reduced. On-line readers will be used for students to read current non-fiction texts to support written responses from close reading of text. The savings should more than offset maintenance on the devices. The savings on classroom supplies and reading materials should result in continued savings even after the five-year grant period.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The project will allow the district to better utilize human resources in the classroom. Teachers will have more time to work individually with students on specific writing skills in ways that would not be possible without having the electronic resources available to support independent writing. Students will have the assistance of technology as learn to write and write to learn. They will have access to immediate electronic support as they perform close reading of text and need definitions of words. They will also have immediate access to writing supports. These first level interventions will allow the teacher in the classroom to give more intensive intervention to the students who demonstrate the highest needs.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

149,450.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The financial impact table shows the original FY15 budget and ongoing, permanent reductions in various cost items throughout the five year forecast. The following narrative describes the key expenses in 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 use in classrooms. The total cost for cost is \$12,400 for both the middle and high schools. 150 Acer Netbooks will be 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. Google Aps for education also provides a number of free videos for use in training staff to use technological resources to support writing instruction across the curriculum.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

New Lebanon anticipates \$500 to \$2,000 per year in new and recurrent costs. Professional Development: Professional development costs will be contained within the budget of the grant. Once initial professional development is completed, training for new teachers will be provided "in-house." New staff members will receive training from district personnel during orientation at the beginning of the school year and from the new staff member's technology mentor throughout their first year. Maintenance: The district budget accounts for the maintenance and repair of technology. We expect the cost of maintenance on these devices to be minimal during the first year because of the device age and warranties. Based on district experience with similar devices, maintenance costs as high as \$2,000 may occur in subsequent years. The district technology maintenance budget will have sufficient funds to pay for repairs and district savings will more than offset this cost.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

12,717.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

New Lebanon expect to save \$63,585 over the five-year course of the grant . The expected savings for this project are noted in the narrative below. The project is not only sustainable, but actually creates a safety net of savings while increasing the quality of instruction. Classroom Supplies: Paper used by teachers for reading and writing assignments will decrease dramatically for a projection of \$10,125 each year. The paper used by students for writing purposes 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. 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. Textbooks: 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. What is not captured in these budget forecasts are costs reduced when more students are on-track, graduating high school on time and entering college without the need for additional intervention to meet more difficult learning goals.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project achieves sustainability by achieving \$63,585 in cost savings over the course of 5 years compared to an expected maximum of \$10,000 being spent on device maintenance during the same time period. This project will provide continued savings from the use of electronic resources to replace costly supplies (paper) and printed materials.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 4/1/14 to 8/1/14

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Grant preparation activities will focus on infrastructure and professional development. Infrastructure: Although a wireless network is already available in Dixie High School and Dixie Middle School, work will be done to increase the number of wireless access points throughout the schools. Increasing the access points will insure that connectivity for the increased number of devices will not interfere with electronic reading and writing within classrooms. Professional Development: The New Lebanon Curriculum Director will create a professional development plan for teachers that will provide training for use of devices, use of software/applications/on-line resources and lesson planning for the effective use of the devices during reading and writing lessons.

* Anticipated barriers to successful completion of the planning phase

Barriers: As of the writing of the grant, the work has been scheduled and no barriers are evident.

18. Implementation - Process to achieve project goals

* Date Range 8/14/14 to 6/30/15

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Implementation of the project will focus on technology readiness, instruction, student progress and monitoring of implementation. Technology Readiness: Upon receipt of the grant, devices will be purchased and configured for use in each subject area. Student access to on-line resources such as Google Docs and reading applications will be generated. Access information will be shared with all teachers, students and parents. Instruction: Teachers will incorporate the use of the devices into unit lesson planning as a key component of instruction based upon training at the beginning of the year. Teachers will monitor student use of the devices to ensure students are able to access the content and see that students are making full use of the device capabilities. Student Progress: Student progress will be monitored on a continual basis through consistent review of the quality of student writing as assessed by subject area writing rubrics. Student performance on the OGT writing test, short answer and extended response questions on remaining OGT tests and middle school student performance on written sections of state testing will be reviewed to evaluate the effectiveness of the project. The impact on student reading achievement will be assessed by NWEA Measures of Academic Progress (MAP) testing conducted at the beginning and end of the school year. Monitoring of Implementation: Principal walkthrough visits will be used to monitor implementation of the project at the classroom level. Principals will assess the effective use of the devices and provide feedback to teachers. Teacher-Based-Team meetings at each grade level will support teacher learning with regard to the digital reading and writing project as successes and challenges will be addressed at twice monthly meetings. Team members will work together to share methods that work and work collaboratively to solve any problems that may arise.

* Anticipated barriers to successful completion of the implementation phase.

Barriers: With the use of on-line resources, a general expectation of minor difficulties with access is to be expected. Also, students and teachers will have a learning curve with regard to using the on-line resources effectively. With familiarity will come more effective use of the on-line resources and more effective instruction/learning.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 8/1/15- Ongoing

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Summative evaluation of the project will focus on student progress and ability to replicate the project in other schools. Student Progress: Student data generated from formative and summative assessments within the subject area classrooms will be monitored continuously to evaluate the effectiveness of the project. Writing improvement will be measured by student improvement in writing responses evaluated using subject area writing rubrics. In addition, benchmark tests through MAP will be used to monitor improvement in reading over the course of the year. Reading and writing achievement, as measured by the respective state tests as well as sections of other state tests, will be reviewed to evaluate project impact. Ability to Replicate: After initial success, the project will be shared within the New Lebanon School District and with other Montgomery County schools. With the help of The Montgomery County Educational Service Center, the success of subsequent Digital Writing and Reading projects will be monitored and analyzed to provide feedback to all schools with the program and make adjustments as needed.

* Anticipated barriers to successful completion of the summative evaluation phase.

Barriers: Potential barriers to the evaluation of this project lie in analyzing data and communicating results. The ability of teachers and district administrators to collect and analyze data for this project will be challenged within the daily demands of their duties. Existing electronic record keeping and data analysis tools will be adapted to the task. Communication with other districts will also be difficult with the day-to-day operations of individual schools. The Montgomery County Educational Service Center has demonstrated success at bringing schools and school districts together and New Lebanon expects the same support with this project.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The purchase of netbooks enhances formative instructional practices by offering 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). Ready access to research information, dictionary applications and other web-based supports provide students with split-second support for their writing activities. Those same resources also support student reading improvement as they can find definitions or other background information instantly while reading for classes. Writing collaboration among student groups and teachers will also become common place within classroom instruction. Numerous sites are available that enable students and teachers to interact through formal and informal writing. Students will continue to develop writing skills with timely, sometimes instant, feedback so that they can refine their thoughts and revise their writing. For each subject, students will write reflections on their learning using the netbooks as well. Students will be writing to learn at the same time that they are learning to write. The student writing process will become much more interactive through the use of digital writing. Through file sharing, teachers will be able to comment on writing "works in process" to coach students more effectively through the writing process. Also, students will submit their work electronically for teacher evaluation. Teachers will be able to give specific feedback to students through the electronic medium that will be similar to the way many students will work in a career setting after finishing their education. Students can take the specific feedback from teachers to improve writing through revision and also use the feedback to improve future writing projects. Through a variety of on-line "e-readers" teachers will be able to organize student reading to build close-reading and comprehension skills. The applications allow teachers to assign differentiated reading to students as well as embed comments and questions for students to consider as they are reading. Students will also have the benefit of instant access to definitions and background information that will support them as they read challenging texts for their ability level. The on-line resources will provide the content and reading level variety that students need to develop their reading skills that cannot be provided through the purchase of printed reading materials that become dated just a few years after purchase. The creation 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).

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

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 at a disadvantage for 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). Through routine use of writing and reading technology in the classroom, New Lebanon students will have increased access to the tools for digital inquiry or problem-based learning. Students will be working in a digital medium that they will encounter when they move into the work force. The use of technology to improve reading and writing performance will serve the additional purpose of creating experiences that will be applicable to their careers after schooling. 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). Teachers will be able to design lessons that take advantage of the reading and writing support available to students as they use the netbooks. Because of the electronic support available, teachers will also be able to plan for more intense support for individual students. The netbooks will provide the minor support teachers have provided to all students so that teachers can focus major support for the students who need it most. Improved student performance and better use of classroom resources are expected through the effective use of the technological supports in the classroom. This project creates 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). In particular, the electronic resources that will be used in this project will eliminate the use of a great deal of paper for printed materials. Writing prompts, worksheets, reading assignments will be shifted to an electronic medium to reduce paper costs. The work that students complete will also be in an electronic form that will save even more paper. The use of electronic texts available for free on the web and converting existing curriculum resources from printed text to electronic text will increase district savings.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The evaluation of the project will be conducted internally through the work of teachers and administrators who will examine student results and observational data to determine the effectiveness of the project. The contact person for evaluation will be Dena Shepard, curriculum director. The evaluation will focus primarily on writing and reading achievement gains based on several short-term/long-term assessments and secondarily on qualitative observations from teachers regarding student engagement. New Lebanon believes the following: If students are provided with student-centered, personalized learning via computer assisted instruction using on-line supports and resources... If students have access to a greater range of non-fiction text, e-books and other educational materials... If students participate in continual, cross-curricular writing and reading that is consistent with the future demands of college courses. If outreach through social media, web pages and personal contact is provided to parents to reinforce learning at home... Then a high percentage of students will substantially improve writing and reading as well as achieve proficiency in writing and reading as measured by the subject area rubrics, state testing, MAP scores and more students will graduate from high school college and career ready. To evaluate the effectiveness of the project, several types of data will be collected and analyzed. A baseline for each student will be established through examination of state testing results (for students who have been tested previously), MAP testing results from all students at the beginning of the year and scores from writing rubrics. These records will establish the baseline of student achievement for evaluation throughout the year.

* 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 project's progress).

Long term success will be evaluated by comparing MAP scores and state assessment scores to baseline scores. Student progress will be evaluated based on whether or not students meet the achievement level goal set from reviewing baseline results. Once state testing results are available, the assessment results will be analyzed to determine the gains achieved through the project. Short term success will be evaluated through frequent monitoring using writing rubrics. Teachers will review writing progress 2 times per month to determine progress students are making and determine if any adjustments should be made. Teachers will also review reading comprehension and writing proficiency through in-class assessment opportunities to evaluate progress in specific areas in addition to gains overall.

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

Adjustments to the project, either for individual students or groups of students, will be made through analysis of formative data that is collected throughout the year. By analyzing results, teachers and teams of teachers will be able to target instruction for students who are struggling in a given area. Also, teachers will be able to adjust the time spent by students working with specific electronic support or in small teacher-led groups to see the types of strategy adjustments will provide the strongest gains for students.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The Student Success through Digital Writing and Reading 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 opens a broad range of fiction and non-fiction text at various reading levels to students. The Student Success through Digital Writing and Reading initiative within New Lebanon is designed to increase the writing and reading performance of

students while preparing them for college and career. The goals of this project are for 100% of students to pass writing graduation tests and for New Lebanon students to be fully prepared for college English upon graduation. New Lebanon also expects college degree completion within 6 years to above 50% with the initiation of this project. Significant cost savings for New Lebanon are achieved by integrating electronic writing and reading into classroom instruction, increasing electronic collaboration and increasing the capability of teachers to differentiate instruction electronically. In addition, the learning support provided by netbook will allow for more opportunity for self-paced learning and acceleration for gifted and on-track students who can be challenged more in the current classroom environment. Once the initial cost of the instructional devices and training is secured through the grant, the project will be sustained through an internal training system and prudent technology replacement plans. Initial training of staff and the practical experience gained in implementing the project will create staff "experts" available to train new staff and share effective strategies with all staff. Through the use of in-service training days and alternative scheduling, new staff member can be brought up to speed quickly. While the school district budget cannot afford the initial outlay of funds to initiate the program in the first year, careful budgeting and savings created will allow the district the funds to replace devices as they reach the end of use. By replacing devices in segments, 2 carts per year, New Lebanon Schools will be able to maintain the project and still have sufficient funds to cover district costs outside of this project in year 5 and beyond.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

New Lebanon Schools will use the following criteria to evaluate the student achievement success of this project and to determine the need for adjustments during the project. During each year of the grant, continual formative and summative writing assessment using common rubrics for evaluation to monitor student progress in writing skills. During each year of the grant, monitoring of student progress using MAP testing in the area of reading. By June 30, 2015, 85% of students will meet state testing requirements in state writing assessments. By June 30, 2016, 90% of students will meet state testing requirements in state writing assessments. By June 30, 2017, 95% of students will meet state testing requirements in state writing assessments. By June 30, 2018 and for future years, 98% of students will meet state testing requirements in state writing assessments. By June 30, 2015 and for future years, students will demonstrate aggregate improvement on writing tasks embedded in each subject matter state test.

* Spending Reduction in the five-year fiscal forecast

New Lebanon Schools will use the following criteria to evaluate the fiscal savings success of this project and to determine the need for adjustments during the project. By the end of the first year, a savings of \$9000 dollars will be realized in the area of supplies between the two schools. Analysis confirms spending reductions in particular line items highlighted in the budget narratives for FY 15. These spending reductions are also assessed in FY 16, FY 17, FY 18, FY 19, and FY 20.

* Utilization of a greater share of resources in the classroom

New Lebanon Schools will use the following criteria to evaluate the use of resources success of this project and to determine the need for adjustments during the project. By October 1, 100% of teachers report using netbooks and the completion of student electronic writing and reading assignments. By June 30, 2015, Students in grades 7 through 12 will track data points relative their performance on subject area writing rubrics, which is a recommended best practice (Hattie, 2009).

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

New Lebanon Schools will use the following criteria to evaluate the initiation success of this project and to determine the need for adjustments during the project. By September 15, 2014, 100% of teachers will have completed professional development on the effective use of netbooks in writing and reading instruction. By September 15, 2014, information for parents will be communicated through a variety of means, including approaches like social media sites, web and personal contacts as well as use of traditional newsletters. By September 15, 2014, netbook carts will be fully functional and ready for use in writing and reading instruction.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

The implementation of the Student Success through Digital Writing and Reading 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 \$149,450. 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 will include 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 will provide information regarding the 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 will include electronic examples of web updates, ItsLearning data and use of social media. These samples can be easily modified by other districts. The tool kit will also contain practical information, giving teachers and administrators the benefit on-the-ground learning connected to the Student Success through Digital Writing and Reading project. Toolkit information will also include evaluation results that can greatly increase the motivation to implement the project. 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 will also include ideas for greater success with specific student groups, disaggregated by disability, economic, homeless, grade level, and racial/ethnic groups. The kit will incorporate 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. 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 Writing and Reading 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. MCECSC 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. The evaluation team will present data informally on an ongoing basis and will present data to other districts with help of MCECSC and Learn to Earn Dayton. Furthermore, the Implementation Team will create annual summary reports and post those on the web site.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Greg Williams Superintendent, New Lebanon Local Schools

Save And Go To 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Shannon	Cox	9372254598	shannon.cox@mcesc.org	Montgomery County ESC		200 S Keowee St, , Dayton, OH, 45402-2242	
Thomas	Lasley	9372292453	tlasley1@udayton.edu	Learn to Earn Dayton		300 College Park Ave, , Dayton, OH, 45429	

Implementation Team

New Lebanon Local (048710) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Gary	Schomburg	Principal, Dixie Middle School	Will directly supervise writing and reading instruction supported by this grant. Will evaluate progress of project to make adjustments to implementation and professional development for the grant. Will monitor formative and summative data for evaluation and adjustment in the project. Will conduct walkthrough observations to monitor the effective use of instructional supports.	Successful leadership of facilitating teacher based teams to implement curriculum and instruction improvements. Successful management experience in allocating and scheduling resources for effective use at Dixie High School. Over 25 years of administrative experience.	The BLT and Teacher-Based-Teams at Dixie Middle School constantly analyze student data including attendance, discipline incidents, and Ohio Achievement Assessment (OAA) results from 5th through 8th grade students. The assessment protocol includes 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 Ohio New Learning 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 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 Ohio New Learning Standards, initiation of A+ Credit Recovery program and development of a strong intervention program that has resulted in significant improvements in student achievement. Teachers have also embraced the student growth measures embedded in the Ohio Teacher Evaluation System (OTES).	
Greg	Williams	Superintendent	Will oversee the all phases of grant implementation and make adjustments to training and expectations as necessary. Will monitor project formative and summative evaluation.	Successful implementation of Race to the Top Grant. Written and implemented grants of varying scope	The New Lebanon School District has implemented a large Race to the Top grant, which led to Teacher-Based Teams using effective Formative Instructional Practices (FIP). Building-level FIP facilitators move colleagues through modules with peer-to-peer skill demonstration. The support from the union and individual teachers have resulted in much more intentional lesson planning related to the Common Core, and commitment to the Ohio Teacher Evaluation System (OTES). The Race to the Top grant created connections to each part of educational reform, i.e., FIP, OTES, Common Core standards and professional development, which greatly increased teacher understanding and use of innovative practices. New Lebanon administrators have been invited to serve on presentation panels and submit articles for various publications to describe Race to the Top accomplishments.	
Dena	Shepard	Curriculum	Will facilitate teams to	Successful	The New Lebanon School District has	

		Director	design and implement classroom and electronic instruction. Will monitor grant expenditures. Will plan and implement professional development to support the project. Will monitor formative and summative evaluation data to inform adjustments to the project.	implementation of a number of grants at schools and with Montgomery County Educational Service Center. Certification and experience in working with K-3 students and staff.	implemented a large Race to the Top grant, which led to Teacher-Based Teams using effective Formative Instructional Practices (FIP). Building-level FIP facilitators move colleagues through modules with peer-to-peer skill demonstration. The support from the union and individual teachers have resulted in much more intentional lesson planning related to the Common Core, and commitment to the Ohio Teacher Evaluation System (OTES). The Race to the Top grant created connections to each part of educational reform, i.e., FIP, OTES, Common Core standards and professional development, which greatly increased teacher understanding and use of innovative practices. New Lebanon administrators have been invited to serve on presentation panels and submit articles for various publications to describe Race to the Top accomplishments.	
Brad	Wolgast	Principal, Dixie High School	Will directly supervise writing and reading instruction supported by this grant. Will evaluate progress of project to make adjustments to implementation and professional development for the grant. Will monitor formative and summative data for evaluation and adjustment in the project. Will conduct walkthrough observations to monitor the effective use of instructional supports.	Successful leadership of facilitating teacher based teams to implement curriculum and instruction improvements. Successful management experience in allocating and scheduling resources for effective use at Dixie High School. Over 15 years of administrative experience.	The BLTs and Teacher-Based-Teams at Dixie High School constantly analyze student data including attendance, discipline incidents, 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 Ohio New Learning 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 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 Ohio New Learning Standards, 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). These accomplishments were led by the building principal.	
Dixie Middle School	Building Leadership Team	BLT	Will monitor formative and summative evaluation of this grant. Will review implementation of this grant and make recommendations for increasing effectiveness.	Years of successful teaching experience. Effective decision making body during implementation of Race to the Top grant. High functioning team with a record of	The BLTs and Teacher-Based-Teams at Dixie High School constantly analyze student data including attendance, discipline incidents, 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	

				success.	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 Ohio New Learning 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 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 Ohio New Learning Standards, 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).	
Rick	Wilson	Director of Technology	Will oversee the purchase and configuration of devices to support this project. Will oversee the configurations of web based resources and software resources of the project. Will oversee the maintenance and repair of devices.	Over 10 years experience in coordinating the implementation of technology at New Lebanon Schools. Successful installation of wired and wireless network in New Lebanon School District. Successful configuration of wireless devices for use in schools.	Director of technology for over 10 years. Successful configuration of multiple web based resources for use in New Lebanon Schools. Successful installation of a variety of educational devices for use in direct instruction at New Lebanon Schools.	
Dixie High School	Building Leadership Team	BLT	Will monitor formative and summative evaluation of this grant. Will review implementation of this grant and make recommendations for increasing effectiveness.	Years of successful teaching experience. Effective decision making body during implementation of Race to the Top grant. High functioning team with a record of success.	The BLTs and Teacher-Based-Teams at Dixie High School constantly analyze student data including attendance, discipline incidents, 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 Ohio New Learning 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 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	

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