

#### **Part 4: Project Narrative Attachment Form - The Book Nook Project**

*A revolution is at hand, and we need to be nimble, daring, and digital and shift both our practice and the way the world thinks of school librarians and libraries. –G. Jones, ISTE board.*

Significance: North Little Rock High School has failed to meet the state and federal benchmarks for 10 years. Our school faces a number of challenges, including limited technology for student use, high numbers of non-proficient students in minority groups, and limited community resources to support literacy. We have been working with the Arkansas Comprehensive School Improvement Plans, but we have made only small gains. Despite remediation, test preparation, traditional study groups, and various literacy interventions, only 58% of students scored proficient for 2009, 2012 and 2011. This past year we did make notable progress, but still fell short. This grant opportunity would help us to further our literacy initiatives, provide greater opportunities for all students, and provide our teachers with new resources to enhance their instructional practices.

Numerous studies describe the importance recreational reading plays in the Development of reading abilities, vocabulary enhancement, and language acquisition (Krashen, 1993; Krashen, 1989). A short time ago, our literacy leaders tried to implement school-wide sustained reading by providing ten minutes at the beginning of every class period for students to read. Despite this effort, the initiative waned due to limited resources and opportunities for students to engage in effective literacy practices. For instance, teachers complained that students forgot their books and could not remember to check out books. Many students did not have the time or opportunity to access the books they needed or wanted to read.

NLR High School has a trained library staff and sufficient print materials, but we are still struggling to increase the reading ability of our students. Several of our students have inadequate access to technology, few opportunities to enhance literacy practices, and limited parental involvement in literacy programming. Regardless of the quantity and quality of our print collection, our students have very little access to those materials. While some of our students have books available at home and have transportation to local public libraries, most are economically disadvantaged and do not have access or options.

How can we motivate students to read and get them the access they need? Our students need something new, different, and delivered by technology. “Teachers...need to expand the definition of text ...to address the discrepancy between the types of literacy experiences students encounter at school (paper, pencil, and print texts), and those they practice in their daily lives outside the school environment. One way to bridge such incongruity is to expand the types of texts students are exposed to and engaged with at school by turning attention to electronic books (Larson 2009). Our students would benefit greatly from the ability to access textual resources in electronic form. They need access to a modern library—available anytime, anywhere.

**Absolute Priority - Book Distribution with Technology** Our solution is to provide every student and teacher a “traveling library” that can be carried with them to use whenever and wherever they need access to text resources and we are guided by:

**Miranda, T., Williams-Rossi, D., Johnson, K & McKenzie N. (2011). Reluctant readers in middle school: Successful engagement with text using the e-reader. International Journal of Applied Science and Technology. 1(6), 81-90.**

The authors of the study found that engagement with and time spent reading were the key. They found benefits in increased confidence with technology, support for English Language Learners,

and e-reader features that encourage response to text and facilitate the reflection that must accompany meaningful reading. To take full advantage of the benefits, the authors recommend providing one e-reader for each student and self-selected books. Their results guided our plan.

**Our Book Nook Plan:**

(1) Nook Tablets (16 gigabytes) will be distributed to students preloaded with hundreds of books by our Barnes & Noble (B&N) managed accounts. B&N offer over 700,000 books for the Nook tablets. They recently partnered with Google Books to provide nearly a half million additional public domain e-books. In addition, our literacy committees will identify title selections. The initial collection will include:

- 300 free young adult fiction titles and 300 free non-fiction titles
- 5 purchased titles to be determined by student and teacher requests
- Titles supported by the Common Core State Standards
- Librarians will be able to add books through the “managed account” program

(2) OverDrive subscriptions will be purchased for our campus providing circulating e-books

- Students will also be able to “check out” from a collection of over 5000 e-books and audiobooks from the city and county public libraries using the same OverDrive platform.

- OverDrive offers over 800,000 different titles with approximately 350,000 titles appropriate for the K-12 school market.

(3) Download stations will be placed around the 8 buildings on our campus with kiosks and laptops to make OverDrive downloads easy and accessible to all students throughout their school day and throughout the campus.

- Kiosks will be placed in the two cafeterias.

-Additional download stations will be added to buildings throughout the grant period as determined by need, and in locations off campus (such as the Boys' & Girls' club).

-Local funds will be used to match Kiosk purchases.

Rationale: These devices will engage reluctant readers, level the playing field for economically disadvantaged students, and allow for continuous access to reading materials and greater text variety for all students. Students, as well as their parents and siblings, will be able to use the devices in their homes, even without internet access. Students will be able to add additional texts from the thousands of free titles available using the Internet at school or at home. Also, the download stations will allow the library to “go to the student” throughout our sprawling campus. These kiosks and laptops will particularly address the 20% of students who we know do not have Internet access at home. Students will keep the devices over the summer and may opt to visit local businesses offering free wireless hotspots to access more e-books or participate in weekly “Nook days” when the librarians will open the library to get student feedback, help with downloading or technical issues, and take book requests. The library will also be available to Nook users during regular six-week summer school hours (7:30-noon) to provide access to Wi-Fi and summer school librarians will be trained to assist the project.

Technology: In an International Society for Technology in Education Point/Counterpoint article, it was suggested that computer labs are obsolete: a relic of skill-based learning geared toward factory employment.

“Our modern technology, in contrast, has allowed our learning opportunities to take place anywhere, anytime. Some of the main benefits of today’s computer hardware are its portability, wireless nature, and ability to be integrated into a classroom setting, as blended learning demonstrates. With these advancements in

technology, we are finally able—and have the responsibility—to create fluid spaces for students and teachers to foster a community of learning.” (ISTE 2012)

Nooks will greatly increase the school’s capacity to use databases and other resources as students will have ongoing, open access. Classes will no longer be inhibited by the computer lab’s schedule. The Nooks will impact teaching and learning, as having digital technology in the hands of each student opens up possibilities in every classroom. The Nooks also offer alternatives to existing strategies, which teachers can immediately implement.

### **Project Design: Goals, objectives, outcomes**

The overarching goal of the project is to increase the reading achievement of all students at NLR High School, helping them to succeed in high school and beyond. As we begin our journey to implementing the Common Core State Standards, we realize more than ever that our students’ reading ability is a building block to their achievement in a curriculum that is more rigorous, particularly in terms of complex texts. Studies show that reading improves when there is practice and increased motivation. We propose that having ongoing access to books, through the use of e-reader technology, will provide increased practice and motivation. Reading achievement will be measured at the beginning and end of each semester using standardized reading assessments.

Project objectives: We hope to see an overall improvement in reading as measured by our specified literacy assessments. We specifically identified targeted improvement in more defined areas, as reported by teachers and self-reported by students. These areas include:

1. Increased time spent: reading (overall), reading for school assignments, reading for leisure and current events. (student survey)
2. Increased motivation to read (teacher survey and student survey)
3. Use of the Nook for other research (teacher survey and student survey)

4. Increased confidence in using technology (teacher survey and student survey)
5. Increased variety of texts read: textbooks, non-fiction, biography, newspapers, encyclopedia articles, etc. (teacher survey and student survey)
6. Increased variety of sources (Databases, OverDrive, free e-books, audio books, Tumble book Cloud, etc.) (teacher survey and student survey)
7. Use of Nook by siblings and/or parents (student survey and parent survey)
8. Improved attitude toward reading (student survey, parent survey, and teacher survey)

Significance: About 2/3 of the students at our school are reading below grade level. There is an urgent need to promote literacy on our high school campus. In the fall, approximately 350 students will be enrolled in reading classes, offered for the first time and our project will be coordinated with the reading classes. If we provide 24/7 access to electronic texts and pair that with the motivation of using the new technology, then we believe that we will see significant academic gains. In addition to the electronic resources, the librarians will collaborate with the reading teachers to provide the project services to their classes.

The potential of e-books may be projected by the rising popularity in the general public. E-book sales jumped more than 115% in January of 2011 compared to 2010. McKenzie states that “Twenty-first-century school libraries really need to do more than inventory information for students. They need to provide the tools and resources students need to develop technology and information literacy.” We agree. This project will support the State of Arkansas technology standards, the Common Core technology standards, and students will learn to download, side load, use cloud computing, take notes electronically, practice emailing documents, and more.

Comprehensive Planning and Preparation: Policies, guidelines, and activities will be coordinated

with a committee of teachers representing all departments across the curriculum and in conjunction with administrators.

- English department and department heads will collaborate to choose titles and subscriptions.
- Reading teachers and literacy coach will measure reading gains Assessments will be administered at the beginning of the year and at the end of each nine.
- Librarians will process materials, install equipment and create download stations.

Activities with Students:

- Librarians will: distribute e-readers to students for the entire year, meet with the 14 sections of reading, ELL students, English ELL cluster classes, and students receiving special services to teach the Nook and its modifications, teach the process of “side-loading” additional books and checking out books in the English and reading classes, set up download stations throughout the 8-building with laptop stations and kiosks to facilitate e-book acquisition/circulation, establish OverDrive e-book and audio book subscriptions using student and teacher recommendations for titles.
- English teachers will bring students to the library for instruction on the use of the Nook and help collect data during class periods
- Students will be instructed to bring their Nook to school daily to use their Nook for the 40 minute reading times and will also use the Nooks to access: Edline for grades and assignments, online textbooks, access to online databases from Gale, Ebsco, JSTOR, and World Book for assignments and research, plus internet resources such as the Library of Congress for primary documents using the Nook browser and TumbleBook Cloud.

- Librarians will survey students (see timeline) to fine tune the program with continuous feedback.
- Students will get a free e-book automatically downloaded every Friday by the managed account program and will be able to read any book free during each visit to a B&N store.

Activities with Community Partners: School librarians will coordinate with city partners in the following ways:

- The librarians will meet with city and county librarians to coordinate training and materials purchases for OverDrive and other e-book platforms.
- NLR Laman public library, the city library located one block from the high school, will coordinate with our project directors and their young adult librarian.
- Our project will place a download station at the NLR Boys and Girls Club which is located in a lower socio-economic part of town and serves approximately 1000 members after school and throughout the summer.
- The City will study the feasibility of adding Wi-Fi internet access and/or download stations at the community centers throughout the city.
- The principal at NLR High School has committed to contribute:
  - [REDACTED] of the grant total towards the purchase of Nooks for students each year of the grant using school improvement funds. (up to [REDACTED] each year)
  - One additional kiosk station each year of the grant using school improvement money. (up to [REDACTED] each year)
  - One e-book title to be loaded on every Nook for each year of the two-year grant. This addresses our ACSIP intervention “everyone reads the same book.” (up to [REDACTED] each year)

In addition to the surveys and assessment, in order to have continuous feedback, we will create a “Google” form which will allow students, teachers, parents, and administrators to give us information in an ongoing format to help us adjust the program and guide our book selections, recommend locations for download stations, and bring any concerns, comments, or suggestions to our attention. The librarians will also create a private group “Book Nook” web page for students to post book reviews, recommendations, and comments and for the teachers and librarians involved in the project to document the experiences of the project.

**Rationale:** The Pew Research Center’s Internet & American Life Project found that 30% of those who read e-content say they now spend more time reading. While we don't know if these results will hold true for students, it speaks to the development of a habit that will carry through a lifetime of reading. In addition, those who said they were reading more e-content were more likely to be male than female, were more likely to read for pleasure, research, school or work and current events, and were also more likely to read for these reasons on a daily basis (Rainie 2012).

**Project Services:** Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read.

At some time every day, (students) should be able to choose what they read. The experience of choosing in itself boosts motivation. In addition, offering choice makes it more likely that every reader will be matched to a text that he or she can read well. By giving students access and choice, they develop the ability to choose appropriate texts which is a skill that dramatically increases the likelihood they will read outside school (Allington & Gabriel 2012).

In a 2004 meta-analysis, Guthrie and Humenick found that the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read. Our Nooks will provide access and choice in the hands of our students on a scale never experienced by them before.

Today's students have grown up surrounded by technology and are often bored by traditional classroom activities. Studies have shown that even students who say they do not enjoy reading find it to be more enjoyable when using an e-book. Following the framework for Universal Design for Learning, the Nooks will provide flexibility in the presentation of information, in how students respond to or demonstrate knowledge and skills, and in the levels of student engagement. However, if students are “disengaged” or frightened by the novelty of the e-readers, those students would be allowed to use printed materials instead, while being scaffolded up to eventually trying the e-readers. We will provide multiple options for accessing the texts, but we believe the Nook devices will reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges for all students, not just students with disabilities and students who are English learners.

High need students: All NLR students will gain benefits from this e-book initiative. The addition of e-readers and e-books will build local capacity to provide, improve, and expand library services and address the needs of our target populations: our struggling readers, special education students, English Language Learners, and our economically disadvantaged subpopulation. Our growing Hispanic population will be able to translate texts when needed. Students with vision impairments can adjust the size of the type as well as adjust other screen options. In particular, we believe that our older, struggling readers will see the greatest gains. Students who read below grade level don't want their peers to see them check out “easy” books. E-books eliminate that

concern. When using e-readers, students can enjoy reading success at their level and progress at their pace. Struggling readers will also benefit from built-in e-book functions: zoom tools to make text bigger for easier reading, read-aloud options, keyword search, and a dictionary to look up unfamiliar words instantly (Berger, ND). Electronic versions of books provide new teaching and learning possibilities for teachers in the classroom, as well.

The director of research at Pew, Lee Rainie, suggests that e-reading sparks a love of books in other formats, too. Users of e-readers are also checking out more books at libraries and buying more at bookstores and online. This survey is great news for educators who believe the convenience of reading and downloading books on devices might lead to greater literacy. However, the survey found that e-book users tend to be affluent. Only 8 % of students 16 years and older owned e-readers or tablets in households with incomes of less than \$30,000, compared to 31% of households with incomes above \$75,000. One of the main reasons non-owners said they did not have a tablet computer or e-book reading device was the high cost of the devices. The majority of NLR students are not affluent, but by targeting our economically disadvantaged students, we hope to bridge the gap created by the cost of technology.

The proposed e-book “libraries” will provide equal access for the economically disadvantaged and students with disabilities. The e-readers will allow our students to not only access the books we have loaded, but they will also be able to and encouraged to download the free e-books. Project Gutenberg has over 100,000 free e-books. Each student will have his or her own customized portable library. In addition to the fiction reading that we encourage in our improvement plan, students will also have a non-fiction collection at their fingertips to use for assignments and research. Put more importantly, literacy is not just a matter of performing well in school; it affects the students’ entire lives. This is particularly true for African American

adolescent males, who are underexposed to texts (Boone 2010). Beverly Tatum, President of Spelman College, suggested in a Wordpress post that this underexposure contributes to a life in which students experience greater economic, judicial, and social strife and disappointment.

African American males are another subpopulation at risk in our school. This group consistently receives low scores on summative assessments, especially when compared to their white peers. This demographic also correlates highly with the economically disadvantaged population. District-wide our poverty rate is over 30%. In reference to UDL guideline 3, e-readers have been shown to engage and motivate males specifically. Research found that middle school boys who are reluctant readers rated reading “more valuable” as an activity after two months of using an e-reader and demonstrate an improved perception on the benefits of reading.

In our project, every student will receive a Nook, but not all students have Internet at home. From a 2011 survey, approximately 20% of students would not be able to use all of the Nook’s benefits. For that reason, we are placing kiosks around the campus for quick downloads as well as laptop download stations at the local Boys and Girls Club and in community centers in poorest neighborhoods in NLR. We plan to coordinate with the city and the Wildcat foundation to fund download stations for the Nooks at community locations, and we are reaching out to the local cable Internet providers to attempt to negotiate a reduced rate for students in economically disadvantaged homes. Having a Nook to take on the bus, on sports team trips, and, more importantly, to take home will go far to level the playing field for our economically disadvantaged students. Even without Internet access, however, students will still be able to access a huge variety of e-books on the Nook.

Professional Development /Parental Involvement:

- Professional development sessions will be held after school to familiarize the teachers with the equipment and processes. These will be scheduled to meet teacher needs.
- Professional development sessions will be offered by the librarians for subject-specific uses of the Nook across the curriculum.
- Librarians will hold additional professional development workshops to instruct special education and English Language Learner teachers on the modifications that can be made with the Nook for students of special services.
- Workshops will be provided for parents at PTA meetings, open house and other opportunities such as parent conference days to teach parents how to use the literacy resources available on the Nook.
- Tutorial videos will be posted on the school website to help students, teachers and parents through the various steps required for Nook use.
- Librarians will be available to conduct workshops at the Boys' and Girls' Club and city community centers.
- Information will be broadcast over the school's TV station which is carried on a local cable channel which will get more information to parents.

**Adequacy of resources:** Our project aims to increase access to a wide range of electronic resources, and to provide learning opportunities for all students, particularly those least likely to have access to materials at home – our economically disadvantaged. After determining that e-readers would make a significant improvement in the culture of our school, the biggest decision the librarians had to face was ....which e-reader? Sony's operating system does not work with the library system in our district, and iPads were eliminated after the librarians attended several

workshops and found that other school districts were experiencing tremendous difficulties managing the hardware, the software, and vouchers through iTunes. Kindles were not considered for the grant because of state and district purchasing restrictions with Amazon. (Amazon is not allowed to sell physical gift cards in the state of Arkansas.)

The Nook seems to be the best choice for a number of practical reasons. The “managed account” feature is a wonderful advantage with the Nooks. Nooks can be grouped by English teacher, reading level, period, or in any other configuration that best works for our population and selected titles loaded specifically for that group. Students cannot download anything from Barnes and Noble, but will be able to request titles which the librarians will send in and the titles are loaded automatically. Nothing will have to be loaded manually by the project managers, which saves many hours that can be better used teaching students to use the devices. Students will be able to side load (by connecting their Nook to a computer) e-books from other sources which is also a valuable technology skill.

The decision to use a Nook over an iPad reduced our budget by half. However, we believe the versatility and flexibility of the Nook will provide the motivation to entice more interest from our non-readers. The costs of this project are high, but the project will reach every student in our school (1800) and therefore the home of every high school student. We have not calculated the number of additional siblings that will be impacted by the grant, but we believe that number is significant, as well. We think the project has the potential to impact the community as a whole, not just the high school; and we are optimistic about the city government’s willingness to expand upon the grant if we receive it. (See letter of support)

While we debated purchasing only class sets of Nooks that would stay in the classroom, this option would have been too restrictive, and would limit the potential community impact.

Many important benefits rest in the Nook's ability to provide a wide range of literacy resources for reading and research both across academic content areas and outside of the classroom. We want to allow students to take the Nooks home on a daily basis.

One of the major benefits of the plan is the availability of content for the Nooks which students will be able to access at no charge. City and country libraries provide free e-book and audio-book downloads through OverDrive subscriptions and part of our project will be a campaign to get a library card for as many students as possible. While there is no charge for the library card, students have to physically go to the library locations to apply for the card and present proof of residence. Students without transportation do not have a way to get their library cards which would allow them remote access 24/7. Since our campus is only one block from the city public library, we plan to walk classes over to get their library cards. The teen librarian has agreed to collaborate in this effort as well as to help with e-book instruction in their libraries large computer lab. (See letter of support)

The available free titles have been quantified in the budget narrative. Between the resources available from our subscriptions, the city and the county library subscriptions, Google books, Project Gutenberg, and other free e-book sources, the value of our project is almost inestimable. However, our plan is to begin with 600 e-books [redacted] /book x [redacted] Nooks = a value of [redacted] dollars.]

**Management Plan:** Our project will be coordinated and managed with ACSIP literacy interventions. Our Literacy priority includes a number of interventions and actions targeting economically disadvantaged students, ELL students, students receiving special services, and struggling readers. One of the actions provides sustained silent reading, 10 minutes at the beginning of each block period. If funded, students will have their own e-books to read during

this time. Students will have e-readers, and as a result, access to a portable library. Students will be able to use these Nooks with Ebsco and other subscription databases as well as to check out circulating e-books and access their online textbook materials. This will make the sustained reading time more successful than in past attempts.

Another intervention in our ACSIP plan this year is to add targeted reading classes to our high school curriculum. We have not had reading classes in many years and we know this will be a great benefit to our struggling students. We have 3 certified reading teachers with 14 class sections. Classes have been organized by the student's reading ability into four levels. As students are tested throughout the year, they will be moved to other levels or be released from the reading program entirely, if their scores improve dramatically. The librarians will be working closely with the reading teachers to coordinate the Nook activities and the reading classes to provide an ideal platform to assess the value of the Nook project.

A third intervention identified with this project is a shared book experience. This intervention created a lot of interest during the 2011-12 school year. Last year we launched this initiative using paper copies of books, but struggled with distribution. Despite some logistical challenges, it generated a lot of excitement and interest from both teachers and students. If we receive the grant, our principal is committed to purchase these e-books for every Nook from school funds. After a thorough research process, our librarians identified the Nook as the best e-reader for a number of practical reasons. The "managed account" feature is a wonderful advantage with the Nooks for those of us managing the project. Books can be grouped by each student's assigned English teacher, reading level or in any other configuration that best works for our population. Students cannot download anything from B&N, but will be able to request titles which the librarians can request and load automatically. This would eliminate the issues around

distribution and would allow for increased participation. The Nooks would allow students to access the text anywhere, any time. In addition, the students will be able to side load by connecting their Nook to a computer and downloading e-books from other sources

Timeline: Date Event Responsible Party

<u>Timeline:</u> Date	Event	Responsible Party
Sept. 2012	<b>Grant award</b>	Micheal Stone
Oct-Nov. 2012	Planning meetings, title selections, OverDrive, Nooks, e-books, supplies, kiosks ordered	Librarians & Committees with teachers & students
Dec. 2012	Installation of software, kiosks, networking	Technology Director
Jan. 2013	Baseline data collected with reading assessments/Initial surveys administered	Reading teachers/ Librarians
Mar. 2013	<b>Benchmark 1</b> - end of 3 <sup>rd</sup> nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
Mar. 2013	Consult with project evaluator; Interviews make adjustments/modifications to project	Project Evaluators Librarians/Principals
May 2013	<b>Benchmark 2</b> - end of 4th nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
May 2013	Consult with project evaluator/Interviews Panel discussion: students, teachers, parents Make adjustments/modifications to plan	Project Evaluators Librarians/Principals
Aug. 2013	Beginning of school year 2013-2014 Reading assessments/surveys administered	Reading teachers/ librarians
Oct. 2013	<b>Benchmark 3</b> – end of 1st nine weeks Reading assessments/surveys administered	Reading teachers/ librarians

Oct. 2013	Consult with project evaluator; make adjustments/modifications to project	Project Evaluators Librarians/Principals
Oct. 2013	Planning meetings, title selections, OverDrive, Nooks, e-books, supplies, kiosks ordered	Librarians and committees with students & teachers
Dec. 2013	<b>Benchmark 4</b> – end of 2 <sup>nd</sup> nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
Dec. 2013	Consult with project evaluator/Interviews Panel discussion: students, teachers, parents Make adjustments/modifications to plan	Project Evaluators Librarians/Principals
Dec. 2013	Installation of software, kiosks, networking	Technology Director
Mar. 2014	<b>Benchmark 5</b> – end of 3 <sup>rd</sup> nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
Mar. 2014	Consult with project evaluator; Interviews make adjustments/modifications to project	Project Evaluators Librarians/Principals
May 2014	<b>Benchmark 6</b> – end of 4 <sup>th</sup> nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
May 2014	Consult with project evaluator/Interviews Panel discussion: students, teachers, parents Make adjustments/modifications to project	Project Evaluators Librarians/Principals
Oct. 2014	<b>Benchmark 7</b> – end of 1 <sup>st</sup> nine weeks Reading assessments/surveys administered	Reading teachers/ librarians
Oct. 2014	Consult with project evaluator; Interviews make adjustments/modifications to project	Project Evaluators Librarians/Principals

Dec. 2014	<b>Benchmark 8</b> – end of 2nd nine weeks Reading assessments/surveys administered	Reading teachers/ Librarians
Dec. 2014	Panel discussion: students, teachers, parents Consult with project evaluator	Librarians Project Evaluators
Jan. 2015	<b>End of project evaluation</b> , analysis, report	Librarians Micheal Stone

Nooks will be purchased for the 10<sup>th</sup> and 11<sup>th</sup> grade students and teachers during the first year of the grant. Since our 12<sup>th</sup> graders will only have 5 months left before graduation, they will not receive Nooks at this time. Nooks will also be purchased for the rising 10<sup>th</sup> graders in the fall of 2014 during the second year of the grant. When the 9<sup>th</sup> graders are added to this campus, we will use district money and local grant money to fund the additional Nooks needed at that time.

If Nooks are lost, we plan to look for local funding to cover any extras we may need during the course of the project. Officers from the Wildcat Foundation and NLR Education foundation have offered to help with the sustainability of the Nook project.

We believe the following mechanisms will ensure high-quality services from the Book Nook project:

- performance feedback will be provided by surveys and reading assessments
- the surveys will be constructed so that we will be able to quantify the results
- adjustments can be made at any point: changes to the e-book collection based on feedback
- administrators will tally participation and compliance with the Nook

- qualitative data will be compiled in some survey questions, in interviews, and in panel discussions scheduled at the end of each semester

Project directors:

Valerie Mclean 10<sup>th</sup> grade librarian (650 students and 50 teachers in 2 sophomore buildings)

Macy Purtle 11<sup>th</sup> and 12<sup>th</sup> grade librarian (1300 students and 100 teachers in 6 buildings)

The librarians will serve as project managers. They will construct the survey instruments, forms and internet access points for the download stations and the web page. With input from the students, teachers and committees, they will also be responsible for ordering, processing, and circulating hardware and software. The librarians will coordinate with the city libraries, city government, Boys' and Girls' club, district office, and vendors; and work with the following:

District person of contact:

- Michael Stone, NLRSD Director of Federal Programs, will be the project contact person at the district office.

Reading teachers will be responsible for administering reading tests, compiling data, and determining targeted improvement.

- V. Stavey & V. Allison, Reading teacher for 11<sup>th</sup> and 12<sup>th</sup> grades.
- S. Fulton, Reading teacher for 10<sup>th</sup> grade.
- C. Hayes, Literacy Coach

Department heads and school leadership teams from the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades will serve as an advisory committee for the project. Additional advisors will be:

- J. Loftis, EEL coordinator for NLRHS 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades
- C. Phaup, Department Head for Special services at NLRHS
- Special education teachers at the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades

- Parental involvement coordinators at the school and district level
- English teachers at all grade levels.

**Project evaluation:**

Access: A major component of the increased practice is the access of materials. The Nook access will strengthen literacy development across academic content areas. It will provide a wide range of resources including information texts with varying complexity, for use in every department, in every classroom on the campus. This access will include the subscription databases we currently own: Gale Discovering/Exploring, Opposing Viewpoints, JSTOR, Questia, Ebsco, and more.

Our project will provide increased access to a wide range of literacy resources for students and their families because students will be encouraged to take their e-readers home and share their knowledge with their parents and siblings. Evaluation of Access: As a measure of access, students will be surveyed to indicate the amount of time they spend reading. We aim to see an increase in time spent reading in a number of categories. This will be self-reported and anonymous. Sample questions could include, what types of reading materials are you accessing? What percentage of your time do you spend researching on the Nook? Does your Nook help you with homework in your math class? How are you using your Nook in your history classes?

We will also use the teachers and administrators to help us measure the success of the program. We will take a count of students who bring their Nooks to school every day by using the discipline software to keep accurate records, and we will survey teachers to ask what they observe. For instance, do they see increase in reading interest? Are students using their Nook for assignments other than reading?

Motivation: Today's students have grown up surrounded by technology and are often bored by traditional classroom activities. Studies have shown that even students who say they don't enjoy

reading find it to be more enjoyable when reading an e-book. According to a recent study E-readers have tremendous potential to entice reluctant readers to read more (Miranda 2012). Miranda (2011) found that low-level ability middle school students became more engaged and motivated during their scheduled silent sustained reading periods when they were given the opportunity to use e-readers. Rhodes and Milby (2007) found that “just the idea of having to look at a screen peaks students’ interest—it comes with the technological age that we are in. It is why the use of e-books is having so much success in classrooms.” Evaluation of Motivation: We have a commitment for administrators to collect quantitative data during literacy walk-throughs using instruments we create to measure specific behaviors. We will also measure the interest students express in using the equipment with student and teacher surveys. Questions may include, do you like using the Nook? Do you want to keep the Nooks next year? What books would you like us to add to the OverDrive collection? How many times have you used the OverDrive platform? How many times have they used the download stations?

Assessments and Evaluation of Student Achievement: Maze, STAR, and Oral Reading Fluency will be used at the beginning of the school year for diagnostic and planning purposes, as well as throughout the year for progress monitoring. The San Diego Quick Assessment will be used as a diagnostic tool at the beginning with students who are reading at the 3rd - 6th grade levels.

(1) A Maze reading assessment is a task that measures how well students understand text they read silently. The Maze task differs from traditional comprehension in that it is based completely on the text. After the first sentence, every seventh word in the passage is replaced with the correct word and two distracters. Students choose the word that fits best with the rest of the passage. This reading assessment can identify students who struggle with comprehension and measure changes in reading behaviors as the result of instruction or practice.

(2) STAR Reading Enterprise measures 36 reading skills within 5 domains: word knowledge and skills, vocabulary knowledge and strategies, comprehension strategies and constructing meaning, reading process skills, understanding author's craft, and analyzing argument and evaluating text. It provides teachers with reports that give skill-specific, actionable data to help target instruction and practice, select students for intervention, and to inform daily decision making and planning.

(3) ORF measures two components of fluency: rate and accuracy. A teacher listens to a student read aloud from an unpracticed passage for one minute. At the end of the minute, each error is subtracted from the total number of words read to calculate the score of words correct per minute (WCPM). WCPM has been shown in both theoretical and empirical research to serve as an accurate and powerful indicator of overall reading competence, especially in its strong correlation with comprehension. Level of word decoding accuracy is also measured with the ORF, indicating whether a student is at the independent, instructional, or frustration level.

(4) SDQA is a screening tool, which measures the recognition of words out of context. This assessment consists of 13 graded word lists from pre primer to eleventh grade. The words within each list are of about equal difficulty. Weak readers over rely on context and recognize words in context more easily than out of context. This test helps identify students' independent, instructional, and frustration levels for processing text as well as their word recognition ability.

Our district's Edline website provides an easy and convenient way to produce and distribute surveys to students, teachers and parents by email. (Edline provides school websites, portals, grade reports, forms, surveys, group e-mail, online discussion, homework links, and more). In addition, surveys can be posted to our website so that parents can complete surveys at school events such as PTA meetings, open house, and parent conferences for those parents who don't have email addresses or internet access in their homes. Parents who do not attend school

functions and do not respond to electronic communication will be surveyed by phone calls and/or mailings. We will also conduct panel discussions and interviews throughout the project. Our data will be collected and analyzed using appropriate statistical techniques when applicable. We will run descriptive analyses with Number Cruncher Statistical Software using the quantitative data from surveys and may be able to correlate that data with assessment data.

**Conclusion:** According to author and technology director Doug Johnson, “All libraries will need to redefine their ‘value-added’ qualities. The reality is that information seekers no longer need to visit a physical library to meet their basic information needs He suggests that libraries “become the high tech environments in a high tech world (think B&N)” and offer our services in a virtual environment.

NLR High School is on the verge of a new building in which the library will be distributed throughout a number of buildings, as opposed to having one large physical library. As we brainstorm new ways to connect to students and provide library services throughout a large campus, we turn to visionaries like author Rolf Erikson: “School libraries as a ‘place’ will continue to be important, but library staff will expand programs beyond the library walls and create virtual libraries capable of reaching and serving students wherever they are, both at and away from school.” We aspire to this vision of a school library.

### **Bibliography**

- Berger, N. (ND) The Effects of NOOK colors on reading and comprehension in an English Language Learner (ELL) classroom (dissertation, University of Wisconsin-La Crosse)
- Boone, J., Rawson, C., & Vance, K. (2010). Getting it right: Building a bridge to literacy for adolescent African American males. *School Library Monthly*, 27(2), 34-37.

International Society for Technology in Education. (August, 2012) Point/counterpoint: are computer labs obsolete? 40 (1) [http://www.iste.org/learn/publications/learning-and-leading/issues/Point\\_Counterpoint\\_Are\\_Computer\\_Labs\\_Obsolete.aspx](http://www.iste.org/learn/publications/learning-and-leading/issues/Point_Counterpoint_Are_Computer_Labs_Obsolete.aspx)

Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional Evidence for the input hypothesis. *Modern Language Journal*, 73, 440-464

Krashen, S. D. (1993). *The power of reading: Insights from the research*. Englewood, CA: Libraries Unlimited.

Larson, L. C. (2009). E-reading and e-responding: New tools for the next generation of readers. *Journal of Adolescent and Adult Literacy*, 53(3), 255-258.

Larson, L. C. (2010). Digital readers: The next chapter in e-book reading and response. *The Reading Teacher*, 64(1), 15-22.

McKenzie, D. (2009) E-books and 21<sup>st</sup> century learning. *Multimedia & Internet@Schools* 16.1 27-28. Professional Development Collection. Web. 20 July 2012.)

Miranda, T., Williams-Rossi, D., Johnson, K & McKenzie N. (2012). E-readers: Powering up for engagement. ASCD. Web. 8 August 2012.

Rainie, L, Zickuhr, K., Purcell, K., Madden, M., & Brenner, J. (2012). The rise of e-reading. Pew Internet & American Life Project.

Rhodes, J. A., & Milby, T. M. (2007). Teacher-created electronic books: Integrating technology to support readers with disabilities. *The Reading Teacher*, 61(3), 255-259.  
doi:10.1598/RT.61.3.6