

# LEBANON SCHOOL DISTRICT

## LEBANON HIGH SCHOOL

### PERSONALIZED LEARNING IN A MAINSTREAM DISTRICT SCHOOL

“We are determined to prove that a transformational model of blended learning can work in traditional public schools.”

WILLIAM GIOVINO, PRINCIPAL, LEBANON HIGH SCHOOL

#### KEY FEATURES:

- ✓ Complete Redesign
- ✓ Station Rotation Blended Model

#### AT A GLANCE:

**Start Date:** Fall 2013  
**Grades Served:** 9-12  
**Location:** Lebanon, PA  
**Operator:** Lebanon School District  
**Operator Type:** District  
**Setting:** Urban  
**Students at Start:** 1,209  
**Students at Capacity:** 1,400

#### MODEL TOOLBOX:

**Learning Management System:**  
Schoology

**Student Information System:**  
PowerSchool

**Gradebook:** Illuminate Education, MasteryConnect

**Assessment Tools and Approaches:** Edusoft, Pathbrite ePortfolios, Exit Ticket

**Implementation Partner:**  
Education Elements

**Digital Content Providers:** Compass Learning, Apex Learning, Achieve 3000, Ten Marks, Khan Academy, Rosetta Stone

**Hardware:** 1:1 with a mix of PCs, laptops, and tablets

**The Vision:** Lebanon School District faces the same dilemma that school districts across the country are facing: a difficult budget environment but an urgent need to better serve individual students. Hiring more teachers would provide for more differentiated instruction, but it is just not a solution that works financially. Instead, Lebanon has adopted a new combination of existing tools, new technologies, and innovative teaching methods to help the school's current teachers be more effective at providing learning that is personalized to the individual needs of students. The approach is creating a more cost-effective school in the process. By transforming an existing district high school, Lebanon School District is determined to prove that a transformational model of blended learning is as useful in traditional public schools as it can be in charter schools, new magnet schools, or other schools that have special rules and flexibility through waivers.

**The Academic Model:** The theory behind Lebanon's school-wide blended learning system—which they refer to as the Hybrid Learning Model—is that it will deliver a more student-centric education that increases student engagement, thereby motivating students to learn, and resulting in improved academic achievement. The school uses a sta-

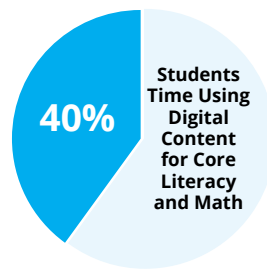
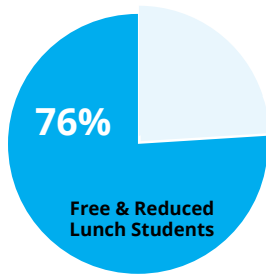
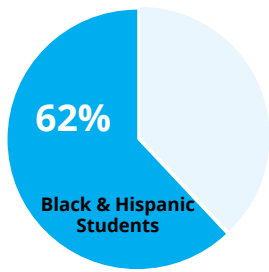
tion-rotation approach in the core subject areas where classrooms are arranged with three stations. In the direct instruction station, a certified teacher provides instruction to students in a small group setting. In the collaborative station, students work in groups on projects that reinforce the subject matter and practice 21st century learning skills.

In the independent station, students work on digital content that presents the same material in another way. To select digital content and classroom management tools, Lebanon High School evaluated potential tools along a rubric that considers seven factors: general application, assessments, curriculum, reporting, technology, implementation and professional development, and cost. Teachers use data from regular assessments completed at the independent station to cluster students into groups for the rotations.

The model seems to be working. Students in hybrid learning scored nearly three times higher on their Keystone exams than students in traditional classes. In the pilot year, discipline incidents were down 50 percent. Teachers believe their students are more engaged and getting a better education in their hybrid classes. Students say they enjoy the hybrid learning program and are more engaged in their work at school.

*“Our students deserve a personalized learning experience and our community requires cost effective administration of instruction. Hybrid learning offers both.”*

—Marianne Bartley, Ed.D,  
Superintendent of Schools, Lebanon School District



**BLENDED SUBJECTS:**  
Math, Language Arts,  
Science, Social Studies

## BY THE NUMBERS:

**Year 1 public revenue per pupil:**  
\$13,077

**Year 1 expenses per pupil:** \$13,449

**Year 4 revenue per pupil:** \$13,891

**Year 4 expenses per pupil:** \$13,891

**Years to sustainability:** 3

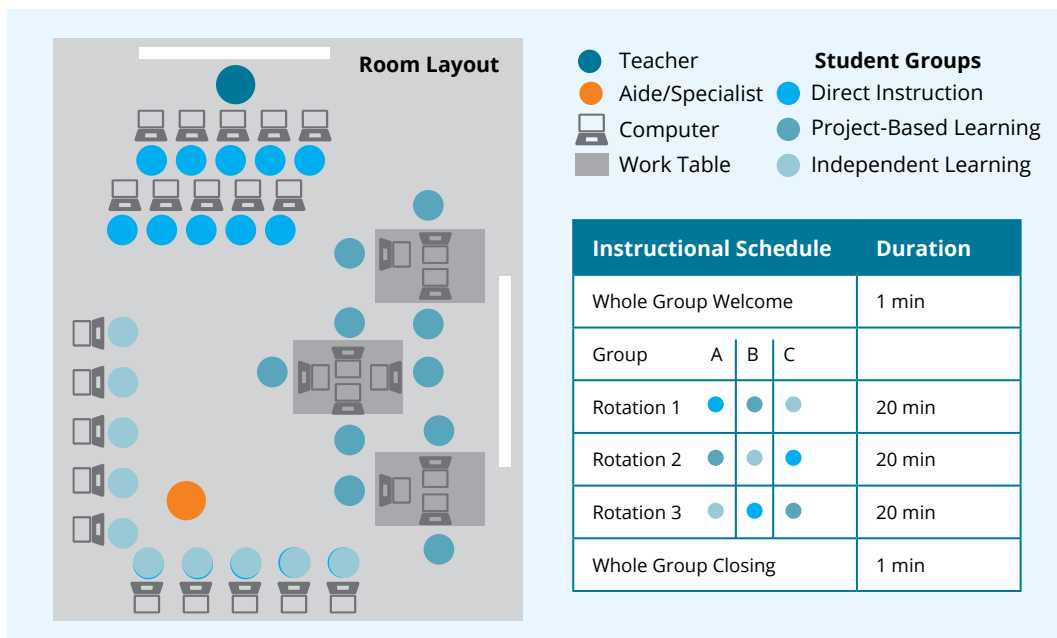
**The Organizational Model:** Because the district intends to demonstrate that blended learning can be transformational in a mainstream school, without additional costs or waivers, Lebanon High School for the most part mirrors the organizational model of a traditional school. The bell schedule has changed to provide more flexibility. Outdated policies around grade and subject-level requirements that posed barriers to teachers have been rewritten. Most importantly, the school and district leaders recognize that teaching staff are being asked to teach in a new way. And so, they have crafted a

professional development plan and coaching model to help teachers develop the skills they need to manage a station-rotation classroom, develop lesson plans, design projects and assessments, work with the learning management system and digital content, and analyze data from online content. Teachers have been a critical contributor to the strategic goal-setting for the Hybrid Learning Initiative.

**The Operator:** Lebanon High School is the only high school operated by the Lebanon School District, located in a small city in central Pennsylvania. In 2012, Lebanon School District started its journey toward

blended learning by collaborating with 14 other schools in Pennsylvania going through the same process. The teachers and administrators in the Pennsylvania Hybrid Learning Initiative meet regularly to share best practices and solve problems. The consortium offers a systematic process and statewide infrastructure to support the implementation of blended learning in schools across Pennsylvania. In 2013, the consortium added 35 schools for a total of 50 blended learning pilots running in mainstream Pennsylvania schools.

## BIRD'S EYE VIEW



The station-rotation model is implemented within 60 minute class periods with 30 students and one teacher. At times, an aide or specialist assists the classroom teacher. With computers at every station, not just the independent online learning station, students are divided into three equal groups, based on assessment data. They spend equal amounts of time at each station.

### FOR MORE INFORMATION:

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