

Application Narrative

The Starkville School District (SSD) in the lower Appalachia Region of MS serves a population of over 4000 K-12 students, 68% of whom qualify for free or reduced price lunch and only about one-third of these are functioning at or above grade level.

(a) Significance**(i) Building local capacity to provide, improve, expand services**

The proposed *Reading to Succeed* project involves the development of programs that build on existing practices, supported by scientifically valid research (cited in the proposal) and fulfilling the requirements of the Absolute Priority. The proposal includes book distribution to K-12 students, literacy activities at all grade levels, and is a partnership of the Starkville Public Schools, the Starkville School Libraries and Emerson Family School. The *Reading to Succeed* project will also involve Mississippi State University students, the Starkville Public Library and the Oktibbeha County Hospital. The project is designed to increase both literacy awareness and active literacy involvement across the community, from newborns to high school seniors, and by extension, to their parents. It builds on the successful Early Reading First grant, which made early literacy a priority in Starkville as well as on numerous successful, but isolated literacy activities. Projects which start with substantial funding may be hard to sustain. The goal of this proposal is to bring an assortment of activities together in a robust “whole” that can be sustained with the resources in the community. The pool of resources is substantial and includes: parents; Mississippi State students looking for community service projects; Mississippi Library Partnership (a consortium of 51 school, college and university libraries that provides electronic and print interlibrary loan services); school libraries that have large collections of materials and technology; an in-school mentoring program that offers a structure for volunteer-led book

discussion groups, reading buddies and tutoring; and a relationship with First Books (Washington, D.C.), which supplies new books to children at every grade level.

(ii) Building on new and/or existing strategies

K-12 literacy strategies (described fully in Project Services) build on previous experience while promising long-term sustainability. Innovations include:

- School libraries take the leadership in working with an advisory committee of parents, community and students who review and plan literacy activities;
- Student immersion in reading activities and reading support without adding to staff; achieved through training community volunteers, parents and peers as tutors;
- Prioritizing Our Youngest– The Early Reading First grant proved the value of preschool literacy support, but also showed that birth is not too early to lay the foundation. *Baby's First Books* reaches out to mothers and families before baby leaves the hospital;
- Leveraging Student Interest in Technology – Digital learning and easy access phone apps are responsive ways to reach all students, but particularly reluctant learners;
- Parent Empowerment – this comprehensive plan offers opportunities for parents to learn (parenting, literacy support and technology applications) and to teach (training other parents; tutoring students, leading discussions). As parents share ideas and receive literacy materials, they move from being observers to being active participants.

(b) Quality of the project design

(i) Clearly specified and measurable goals, objectives, and outcomes

PROGRAM GOAL: Increase PK-12 literacy in Starkville Public Schools

OBJECTIVE 1 (Absolute Priority): To improve literacy skills for all SSD students (grades K-12) by September 2014.
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<p>Outcome 1.1 (GPRA #2, #3, #4) Sixty-five percent of SSD students (grades 3, 8, and high school) will score proficient or above on State language arts tests by September 2014.</p>
<p>Outcome 1.3 Starkville will be recognized as a high performing district by the MS Department of Education by September 2014.</p>
<p>Outcome 1.3 Sixty percent of students participating in after school tutoring will increase reading skills by 1 grade level by the end of each school year.</p>
<p>OBJECTIVE 2 (CP #3): To ensure school readiness for 60% of children enrolled in Emerson School PreK by September 2014.</p>
<p>Outcome 2.1 (GPRA #1) Sixty percent of children enrolled in Emerson School PreK will demonstrate readiness scores on the oral language, vocabulary and phonemic awareness sections of <i>KinderBound</i> by September 2014.</p>
<p>Outcome 2.2 School-ready children positively impact upper grade student performance</p>
<p>OBJECTIVE 3 (Absolute Priority): 40% of SSD parents will increase their involvement in their child's educational experiences by September 2014.</p>
<p>Outcome 3.1 40% of SSD parents will report that they have increased their involvement in their child's educational experience by September 2014.</p>
<p>Outcome 3.2 The positive effects of parent involvement will have wide reaching effects, including improved literacy across the district as reported by at least 51% of school staff on a district-wide survey by September 2014.</p>
<p>OBJECTIVE 4 (CP #2): Integrate technology into higher level learning for 60% of SSD students by September 2014.</p>
<p>Outcome 4.1 90% of trained teachers will report increased use of technology in classroom instruction by September 2014.</p>

Outcome 4.2 60% of SSD students surveyed will report regular use of technology as tools for reading and/or literacy skills development by September 2014.

(ii) Coordination w/related efforts and local, State, and Federal resources

Early Reading First and Even Start were used to initiate pre-kindergarten literacy and family involvement. *Reading to Succeed* will extend that to newborns and expand the role of parents while building in sustainability. An existing federally funded mentoring program establishes a process for one on one support for students needing extra help in reading. *Reading to Succeed* will increase access to free books for students through First Books and Kiwanis Club of Starkville. The Mississippi Library Partnership, a consortium of 51 public, school, and university libraries has been established to provide inter-library loan services for eBooks as well as print materials. Beginning this year, Starkville students will have electronic access to this service at their school's library. Technology will be maximized through this opportunity by providing more tools such as eReaders. Opening the library for additional hours will enable students to come in during "free time" and to bring families. A well-stocked (print and eBooks), well-equipped public library with extensive children's programming is very near our schools' campuses. Closer relations between the two library systems will enhance programs and increase use. MSU students will assist as reading buddies, in the set-up of home libraries, and with family literacy events.

(iii) Improve teaching and learning; support rigorous academic standards

Reading is the foundation of learning in Starkville Public Schools, impacting all of the content areas. Proposed reading activities will engage students at a deeper level and are all grounded in common core standards and strategic development of reading ability. The school libraries and classrooms are staffed with skilled professionals and equipped with technology

and materials that are not being used to their fullest potential. Training teachers in the effective use of interactive boards in the classroom will expand opportunities for differentiated instruction that will provide new methods for engaging multiple learning styles. Adding an afterschool program will provide the content for literacy intervention and targeted instruction for struggling readers. After school staff will collaborate closely with the students' teachers to identify problem areas of students and to monitor the impact intervention has on student performance in the classroom. The addition of reading practice and self-guided instruction via existing and additional technology will target student interest and maximize resources. Technology will also increase access to materials for leisure reading, reading games, and reading instruction features to be delivered as part of library programming. The activities are purposefully chosen because they a) are supported by research as being effective ways to rapidly and dramatically improve reading and b) because they have sustainability so that the District continues to make gains after funding ends.

(iv) Performance feedback and continuous improvement in program design

The evaluation plan addresses the process for monitoring progress towards the goals and objectives during the project period. The Project Manager will submit monthly reports to the Director and Advisory Council that will describe what is working, what is not, and what changes need to be made to achieve the goals identified in the project design. After school staff and school-day teachers will communicate regularly to ensure after school instruction is making a positive impact on student performance in the classroom. Facility usage and event participation by both students and families/community will be monitored periodically with adjustments made to ensure optimum use and participation. Parents, students and the community will be surveyed to get feedback on program activities, to measure personal

reading activity, and to make suggestions. Progress monitoring in reading occurs regularly and will show impact IAL strategies and activities are having an impact on student progress.

(c) Quality of the project services

(i) Equal access for underrepresented populations

In keeping with the spirit of Universal Design, Starkville libraries and schools plan facilities and services for people with a broad range of abilities, disabilities, and other characteristics—such as age, reading ability, learning style, language, culture, and physical ability. Significant renovations have occurred in all Starkville schools as the result of a recent bond issue.

Improving accessibility was an important part of these renovations. We will ensure that children and parents feel welcome, and can:

- see diverse cultures and values reflected in school/library materials and programs;
- gain physical access to the library literacy events and maneuver inside facilities;
- communicate effectively with library staff; and
- access a wide range of printed materials and electronic resources

Project services will be available to all PreK-12th grade Starkville School District students and their families. *Reading to Succeed* staff and school librarians will collaborate with the District's Student Support Services department to identify students with specific needs and ensure appropriate accommodations (e.g. special devices or materials) are available. Starkville continues to train staff to support people with disabilities. Materials purchased by the project will be culturally sensitive for the population in which they are intended to be used. It is the intent of the Starkville School District to serve every student eligible for project services.

(ii) Appropriateness of services for intended recipients

Strategy 1: Immerse students in reading in a variety of formats, including technology. (Absolute Priority, CP #2)

Activities:

- Increase books ownership through 3 annual free book distributions to all students. A book exchange table at each school allows later trade of their books.
- Increase book access through promotion of school and public library use; increase books in the home by at least 10 books per student each year working with First Books (Washington, D.C.). Our libraries will oversee 3 annual distributions.
- Extend school library hours and increase reading materials for grades 3-12. Weekly library hours will be extended by 2 hours on 2 days. Materials will be updated to include more high-interest and digital offerings as well as more current non-fiction.
- Recruit volunteers (e.g. parents and service club members) as reading buddies leaders. They will be trained to use high interest, leveled readers which include questions designed to increase thinking, comprehension and vocabulary. Their target will be small groups of struggling readers who are released from the classroom for 30 minute discussions with their group in the library.

Strategy 2 – Explicit Literacy instruction helps low performing readers accelerate their reading

Activities:

- Accelerated Reader will be expanded to increase utilization of our library technology and to ensure students are familiar with popular titles.
- Teacher-led small group literacy instruction will be provided during the after school program for grades K-8. The school libraries will be open during this time to give access to reading materials and access to technology for study groups and parents.

- School libraries will sponsor *Students as Authors* (teaching the reading-writing connection) in after school hours (4th-12th) an Authors' Reading scheduled in May.

Strategy #3: Early intervention in Reading (Absolute Priority, CP #3)
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Activities:

- *Baby's First Books.* Through Oktibbeha County Hospital, book bags will be distributed to mothers of newborns before they are released to go home. Packets will include finger-plays and songs for babies as well as first books and a flier, advertising lunch workshops designed just for parents of new babies and will include coupons for other books.
- A Parent Trainer-of-Trainers with parents of 3- and 4- year olds will address the pre-literacy skills identified as critical by research – phonemic awareness, vocabulary, concepts of print, oral language, etc. Use of parents as trainers increases credibility with other parents empowers parent-presenters, and is sustainable.

Strategy 4: Parent and Community Involvement increases literacy achievement.

Activities:

- *Reading Buddies.* Expanding our mentoring program (K-5), we will seek reading buddies from 3 different sources: university service organizations; parents, and students in older grades. Buddies will be trained in how to ask open-ended questions, vocabulary development, encouraging predictions and using prior knowledge. Mentors and mentees will meet in the school library and have access to leveled materials at appropriate reading levels.
- *Parent Empowerment* moves along a continuum that begins with parents receiving basic information about school programs and supporting literacy in the home. At the next level, parents will be recruited to help with tasks in the classroom (materials preparation, set-up, modeling a skill or talent). Other parents will receive training as reading buddies or

discussion leaders and serve in these roles. At the highest level of involvement, parents act as trainers of other parents.

- *Family Literacy Events* (at least 4/year) feature high interest happenings, local celebrities, or seasons/holidays. Examples include televising Mississippi State athletics from the school libraries and incorporating in a few game-related literacy activities at half time or brown bag lunch with a local celeb/book aficionado (such as a weatherman).
- *Get-Acquainted visit to the Public library* for K-2 students.

Strategy 5: Increased use of Technology (CP #2)
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Activities:

- Provide professional development for 75 teachers centered on using curriculum to drive technology usage in the classroom. Examples of workshops are: using Interactive White Boards (IWBs) for informative assessments & differentiated literacy instruction, how to develop tech-infused lessons aligned to the Common Core Standards and learning to use laptops and production software for project-based literacy learning.
- Develop an eShelf with access to various instructional and pleasure reading materials. The eBooks can be accessed through many different media such as phones, iPods, iPads, and eReaders. The libraries are currently equipped with computer and IWB technology; however, *Reading to Succeed* will increase options for students by placing eReaders and iPads in school libraries for student use.

Strategy	Supporting Scientifically-Valid Research
1 – Book distribution, and reading in a	<u>Family scholarly culture and educational success: Books and schooling in 27 nations</u> (University of Nevada and UCLA), concludes

variety of formats	that as few as 20 books in the home has a significant impact on a child's ascent to a higher level of education.
2 - Explicit Literacy instruction for low performing readers	The relationship between the intentional teaching of reading strategies and the increase in reading comprehension was studied by the Northwest Evaluation Association (NWEA). Post-test scores increased significantly after specific reading strategy instruction.
3 - Early intervention in Reading	Making a case for early intervention, the National Research Council (NRC), concluded in their landmark report <i>Preventing Reading Difficulties in Young Children</i> (Snow, Burns, & Griffin, 1998) that most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades.
4 - Parent and Community Involvement to increase literacy achievement.	Although there is an achievement gap in average literacy performance between children of more and less educated mothers if family involvement levels are low, this gap is nonexistent if family involvement is high. (Dearing, Kreider, et.al. <i>Journal of Educational Psychology</i> , Vol 98 (4), Nov 2006)
Strategy 5 – Increased use of Technology	Research shows that technology is more likely to enhance literacy instruction when “the school or district has a clear set of goals, expectations, and criteria for improvements in student literacy; educational technology supports literacy instruction in the classroom and is integrated into the literacy curriculum; all students have opportunities to use educational technology to improve their literacy skills; and ongoing professional development in literacy and

	<p>technology provides educators with current and practical applications for enhancing students' literacy skills.” (Holum, Ann; Gahala, Jan; North Central Regional Educational Laboratory, Oct 2001.)</p>
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(iii) Quality, intensity, duration of PD services

Training Volunteers - Two 3-hour sessions (1 fall and 1 spring) will be directed at community and service club members, daycare providers, parents and students who are serving as reading buddies or book discussion leaders. Participants will learn and practice before-, during-, and after-reading strategies for discussing reading material. They will learn higher level questioning strategies and examine and practice with some of the materials they will actually be using.

Parent Training - Workshops will focus on literacy support at home and games that build vocabulary and help increase school success. For parents of infants, toddlers and preschoolers, these workshops will be held monthly. For upper grades, there will be 2-3 per year. Workshops will be in the morning or right after work, will not exceed 1 hour, and will include a light meal, demonstrations or activity stations and free books or materials for families to keep.

Parent Train-the-Trainer - To sustain training, we will train teams of parents to be the trainers each year. The presentations are scripted and easy for parents to deliver.

Professional Development for teachers and library staff – Staff will be trained to use new materials coming in for the project (discussion books, classroom libraries, Accelerated Reader, and for teachers, reading intervention materials). Volunteers will be reading with their “buddies” or conducting small group book discussions in the library as library staff also reviews research-based reading strategies (higher order questioning, predicting etc.).

Technology Training - Schools are rapidly acquiring state-of-the-art technology, but too often, teachers are using it at its most basic level. This series demonstrates how to integrate technology into the curriculum in a meaningful way that accelerates achievement at all levels. Sample titles:

- **Developing Tech-infused Lessons, aligned to the Common Core (CCSS)** - how ELA curriculum maps embed highly engaging technology-based projects that include a range of traditional and digital texts.
- **Google Apps** – Students collaborate with peers of mixed abilities on class work. Innovative use of technology re-engages students who have experienced failure.
- **Laptops** and production software for **project-based learning** - encourages collaborative learning groups with students of mixed ability.
- **Interactive White Boards (IWBs)** Training models best-practices for technology to improve student achievement, focused on assessment and differentiation.

(d) Adequacy of resources

(i) Costs are reasonable in relation to objectives, design, and significance

The funds required for full implementation of *Reading to Succeed* are reasonable for achieving stated project objectives which are to improve student achievement in literacy, to ensure children are ready for kindergarten, to increase family involvement in their children’s learning experiences and increase use of technology. A detailed description of the monetary needs for *Reading to Succeed* is provided in the Budget Narrative. The materials/services that will be made available to families, children and schools to ensure successful implementation of project activities include over 3900 books for school libraries and preschool classrooms and 10 books per student for home libraries; explicit instruction 2 days a week during after school hours for 200 struggling readers (1st-8th) who are referred by teachers; student and family access to reading

materials through extended library hours 2 days a week and through interactive eBooks; increased family involvement in their children's educational experiences. Full implementation of this project will lead to children enrolling in kindergarten ready to learn with the literacy and language experiences that form a basis for successful early reading. Through home and school print rich environments and quality learning experiences, children will possess a love of learning, understanding, and skills necessary for early success. Reading will become a family affair, a new activity to be enjoyed together. School-age children will increase reading activity and thus enhance their reading skills resulting in improved academic performance across disciplines. This project will extend well beyond the 2-year project period because it will build capacity that will be utilized for a number of years to come. The heart of this project is to develop an increased interest in reading among Starkville School District students. Therefore, a significant portion of the funds requested is directed toward increasing reading interest and skills. High interest reading materials will be selected to ensure optimum use by students.

(ii) Costs are reasonable in relation to the number to be served, results and benefits.

The Starkville School District serves over 4000 students annually. Since this project is designed to increase access to reading materials and improve literacy skills from ages birth – 12th grade, it has the potential to impact numerous children and their families in the Starkville School District service area over the 24 month project period. As in most new initiatives, most of the cost is upfront, in getting started. Although costs per student will vary due to the types of services provided to particular age groups and student abilities, the average cost per child for 4000 students over 2 years is approximately [REDACTED] per student.

(e) Quality of the management plan

(i) Adequacy of the management plan

Reading to Succeed will be administered by the Starkville School District's Department of Family Centered Programs (FCP). FCP provides services to families and their children leading to stronger schools as well as the community. Since its inception, FCP has managed numerous school-based and community-wide programs funded by federal, state, local and private foundation grants. Some of the programs currently managed by FCP include adult basic education, family literacy, parenting classes, respite programs for parents of young children; a family resource center, mentoring, and homeless education support.

Since FCP is a department within the Starkville School District, the District will be the fiscal agent for the project and district hiring and expenditure policies will be followed. The state and local financial institutions generate very big lines of credit for the school system, such that project expenses can be paid in a timely manner. The school system's accrual accounting system, with appropriate job costing and coding, allows expenditures to be aggregated into appropriate categories, tied to appropriate funding.

Project staff will be employees of the Starkville School District and will work under the direction of Dr. Joan Butler, Director of FCP. She will initiate the recruitment and hiring of all staff.

Project staff will submit monthly time and effort reports reflecting their daily project-related activities. Project staff will participate in orientation and training to ensure quality services are provided for students. The Project Manager will conduct monthly staff meetings with key personnel to monitor the implementation of project activities as well as make needed adjustments to the program. (PM = Project Manager; PSL = Parent-School Liaison)

Strategy	Activities	Person Responsible	Timeframe/ Frequency
Start-up activities	Hire project staff	Director	10/12-11/12
	Develop/secure assessment tools (pre/post surveys, participation logs, literacy assessments, etc)	PM	
	Order literacy materials	PM & School Librarians	11/12 – 9/14
	Project policies/procedures manual	PM	11/12 – 12/12
Objective 1: To improve literacy skills for all SSD students (grades K-12) by 09/2014.			
Immerse students in books, and reading in a variety of formats, including technology	Work with families to establish home libraries	PSL	11/12 – 9/14
	Secure and distribute free books for home libraries	PM & PSL	11/12 – 7/14 (3 x yr)
	Set up and manage book exchange table set up in each school library	PSL & School Librarians	11/12/ - 9/14
	Book talks (using volunteers/Reading Buddies)	PSL & School Librarians	11/12 – 5/13 8/13 – 5/14
	Extend library at each of the schools	School Librarians	11/12 – 9/14 2 hrs/day 2 days/wk

	Facilitate student use of public library materials through e-books	PM & School Librarians	11/12 – 9/14
	Author’s Reading	School Librarians	May 2013 & May 2014
Provide explicit literacy instruction	Provide explicit literacy instruction for K-8 grade students scoring below proficiency on MCTII & <i>Students as Authors</i> enrichment	PM & Certified Teacher/ Tutors	1/13 – 5/13 8/13 – 9/14 after school 2/days/week
Objective 2: To ensure school readiness for 60% of children enrolled in Emerson School PreK by 09/2014.			
Provide early intervention in reading for young children	<i>Baby’s First Books</i> : Book distribution for newborns	PM & Oktibbeha Co. Hospital	11/12 – 9/14
	Book Give-away for home libraries	PSL	11/12 – 9/14 (3 x yr)
	Increase literacy resources for preschool classrooms	PM & Preschool Coordinator	1/13 – 9/14
	Parent Trainer-of-Trainers workshops	PSL & Family Resource Center	1/13 & 1/14
	Story hour at Emerson	PSL & Family Resource Center	2/13 – 9/14 (weekly)
	Implement <i>Kinderbound</i> , in Emerson Preschool	PM & Preschool Coordinator	June 2013 & 2014

Objective 3: 40% of SSD parents will increase their involvement in their child's educational experiences by 09/2014.			
Provide opportunities for families to become involved in school literacy activities	Train volunteers & mentors (<i>Reading Buddies</i>) on how to stimulate conversation/ discussion on reading material	PSL	Fall & Spring 2012 - 2014
	Provide reading materials for mentors	PM & PSL	1/13 – 9/14
	Parent Training – how to support literacy in the home.	PL	11/12 – 9/14
	Family Literacy Events	PSL	11/12 – 9/14
	Encourage parents volunteers at school library	PSL	11/12 – 9/14
Objective 4 Integrate technology into higher level learning for 60% of SSD students by 09/2014.			
Increase use of technology	PD for 75 teachers on using curriculum to drive technology usage in the classroom.	PM	2/12 – 4/14
	Develop an eShelf with access to various instructional and pleasure reading materials.	PM & School Librarians	11/12 – 9/14

(ii) Key personnel time commitments

Reading to Succeed will operate under the direction of Dr. Joan Butler, Director of Family

Centered Programs, who will serve in-kind and delegate 20% of her time toward the successful

monitoring of the implementation of project goals and objectives. A Project Manager will be employed full-time (100%) to manage the day-to-day activities of the project. Certified teachers will be employed part-time (approximately 4 hrs/wk) to provide reading/literacy tutoring/instruction for struggling readers. A fulltime Parent-School Liaison will work with literacy development in homes, with parents, connecting school libraries with families, home libraries, etc. Librarians will be employed part-time (approximately 4 hrs/wk) for extended hours.

(iii) High-quality products and services from the proposed project

The means for ensuring high-quality products and services for *Reading to Succeed* will be the selection of qualified personnel (school and project staff), literacy and technology training for parents, specified selection criteria for reading materials and curricula, and delivery of services in a manner that encourages enthusiasm for reading among students and their families. Project and school staff will be knowledgeable about literacy development. All volunteers will be trained fully and explicitly for the tasks they will perform. Project staff will develop guidelines for the procurement of materials and curricula focusing on high interest, award-winning, relevant reading materials and curricula that is evidence-based for literacy skill development. Involving parents in the planning and carrying out of literacy activities and events will ensure relevancy and a sense of empowerment leading to more participation. An Advisory Council with staff, parents, and student representatives designs activities and training at bimonthly meetings.

(f) Quality of the project evaluation

(i) Objective performance measures tied to outcomes of the project

The evaluation team will consist of experts in data collection, analysis and reporting. We are fortunate to have a great resource of qualified individuals in our area at Mississippi State University (MSU). Two such individuals who have conducted comprehensive evaluations for us

on other large-scale project are Drs. David and Linda David Morse. They are well-qualified, published professors at MSU. They would be very capable of providing the depth and breadth we need for *Reading to Succeed*. However, before making a firm decision and upon award notification, we will put the project out for competition, with the specific requirements for the product we need spelled out. The district has in-house evaluators who have been able to guide the evaluation plan design to reflect the kinds of information we will need and the data that will be collected. The evaluator(s) will administer and interpret assessments (*Kinderbound* and surveys), monitor results of other assessments (MAP, MCTII, SATP) for tutoring and mentoring services as well as universal results for grades 3-12, and provide regular feedback for program improvement. Each goal is specified in the logic model (next page) along with the measures that will track progress toward the goals and provide quantifiable and descriptive data.

(ii) Performance feedback and periodic assessment of progress

Project evaluation will consist of two major functions: (a) program success through achievement of project objectives, and (b) model evaluation of how this project goes through program implementation and modifications, until the final model is completed at the end of this project. The Evaluator will provide periodic reports to staff and the Parent Advisory Council that guides midcourse adjustments to increase participation and improving services.

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
<p>OBJECTIVE 1</p> <p>(Absolute Priority): To improve literacy skills for all SSD students (grades K-12) by September 2014.</p>	<p>Immerse students in books, and reading in a variety of formats, including technology</p> <ul style="list-style-type: none"> • Distribute free books for home libraries • Expand library hours and increase print and electronic reading materials. • Book exchange table set up in each school library • Book talks (30 minute volunteer-led 	<p>Increased reading activity</p>	<p>Surveys, reading logs, attendance</p>	<p>1.1 (GPRA #2, #3, #4)</p> <p>Sixty-five percent of SSD students (grades 3, 8, and high school) will score proficient or above on State language arts tests by September 2014.</p> <p>1.2 Starkville will be recognized as a high performing district by the MS Department of Education by 9/2014.</p>	<p>MDE Tests; Northwest Evaluation Association's Measures of Academic Progress (MAP)</p> <p>MS Department of Education Accountability Reports</p>

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
	discussion groups) Explicit literacy instruction to help truly low performing readers accelerate their reading development <ul style="list-style-type: none"> • After school literacy instruction for K-8 grade students • <i>Students as Authors</i> during after school. 	After school attendance	Attendance logs	1.3 60% of students participating in after school tutoring will increase reading skills by 1 grade level by the end of each school year.	Curricula & teacher assessments

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
<p>OBJECTIVE 2</p> <p>(CP #3): To ensure school readiness for 60% of children enrolled in Emerson School PreK by September 2014.</p>	<p>Early reading intervention</p> <ul style="list-style-type: none"> • Increase access to literacy materials for young children: <ul style="list-style-type: none"> ○ <i>Baby's First Books</i>: ○ Book Give-away for preschool children ○ Increase literacy resources for preschool classrooms • Encourage family literacy through <ul style="list-style-type: none"> ○ Parent Trainer-of-Trainers monthly 	<ul style="list-style-type: none"> • 1000 Baby's First Books distributed annually • 10 books per child distributed annually • Classroom literacy resources increase each year • 20 parents will be trained to train other 	<p>Distribution reports</p> <p>Purchasing reports</p> <p>Attendance/ completion reports</p> <p>Enrollment / Completion reports</p>	<p>2.1 (GPRA #1) Sixty percent of children enrolled in Emerson School PreK will demonstrate readiness scores on the oral language, vocabulary and phonemic awareness sections of <i>KinderBound</i> awareness sections of <i>KinderBound</i> by September 2014.</p> <p>2.2 School-ready children positively</p>	<p>Readiness scores on the oral language, vocabulary and phonemic awareness sections of <i>KinderBound</i> Kindergarten intake assessments</p> <p>Reading/language scores in</p>

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
	workshops ○ Weekly story hour at Emerson Family Resource Center ● Implement the school readiness curriculum, <i>Kinderbound</i> , in Emerson Preschool for 4 & 5 year olds	parents ● 50 children and a family member will attend at least 10 weekly story hours/year ● 20 children will complete <i>Kinderbound</i> program annually		impact upper grade student performance	subsequent classes/grades
OBJECTIVE 3 (Absolute Priority): 40% of SSD parents will	<ul style="list-style-type: none"> ● <i>Reading Buddies</i>. - mentoring (K-5) ● Parent Empowerment ● Family Literacy 	<ul style="list-style-type: none"> ● 30% of SSD students' families will participate in at 	Participation logs Usage logs Parent surveys	Outcome 3.1 40% of SSD parents will report that they have increased their	District-wide teacher/administrator survey

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
<p>increase their involvement in their child's educational experiences by 9/2014.</p>	<p>Events.</p> <ul style="list-style-type: none"> Field trips to the nearby public library 	<p>least 4 family literacy events</p> <ul style="list-style-type: none"> Usage logs will show a weekly average of 10 students and/or parents use each school's library during after school hours. At least 1000 volunteer hours will be donated by parents by 9/2014. 		<p>involvement in their child's educational experience by 9/2014.</p> <p>Outcome 3.2 The positive effects of parent involvement will have wide reaching effects, including improved literacy across the district as reported by at least 51% of school staff on a district-wide survey by 9/2014.</p>	

Objective	Strategies/Activities	Outputs	Assessments	Outcomes	Assessments
<p>OBJECTIVE 4 (CP #2): Integrate technology into higher level learning for 60% of SSD students by 9/2014.</p>	<ul style="list-style-type: none"> • Infuse technology into classroom instruction. • Develop an eShelf with access to various instructional and pleasure reading materials. 	<p>75 teachers trained in the effective use of technology in the classroom</p>	<p>Training plans, schedules, attendance, completion records</p>	<p>Outcome 4.1 90% of trained teachers will report increased use of technology in instruction by 9/2014.</p> <p>Outcome 4.2 60% of SSD students surveyed will report regular use of technology as tools for reading and/or literacy skills development by 9/2014.</p>	<p>Use of eBooks, google, research tools, web reference; IWBs as student tool;</p>