Vicksburg-Warren School District   *Vicksburg Reads*

1.0   Significance:

The Vicksburg-Warren School District (VWSD) serves a student enrollment of 9,255 students residing in the City of Vicksburg and Warren County, Mississippi. Vicksburg, a city rich in history, is reported by the U.S. Bureau of Labor Statistics, 2012, as having a 15.9% unemployment rate (8.2%, U.S.). U.S. Census data, 2011, lists a 29.27% poverty rate (13.8% U.S.), with 19% of residents over age 25 having less than a high school diploma (15% U.S.); 78% having less than a Bachelor's Degree (72.5% U.S.); 25% of births to teenagers compared to 20% in MS (who reports the highest U.S. teen pregnancy rate). The effects of poverty, lack of educational attainment, and non-traditional families are evidenced in Vicksburg High School being listed as a Tier II schools in the 2009 and 2010 Mississippi Department of Education (MDOE) SEG grants; MDOE Composite Report for the VWSD (2012) listed 71% (6,571) of students eligible for the National School Lunch Act Program; cohort dropout rate of 34.90% (17% MS); graduation rate of 51.7% (71.4%, MS); 31% of the 44% that attend postsecondary enter at the developmental level; DIBELS Test revealed that 52% enter Kindergarten prepared for literacy development; Mississippi Curriculum Test (MCT2) for Grades Three, Eight, and High School Subject Area Test lists 34%, 37%, and 31%, respectively, scoring "Proficient" in English Language Arts (ELA).

Currently, the VWSD does not have an extended day or year program for increased access to library media centers for access to collections, technology, book clubs, or parent/child reading opportunities. Library budgets reflect an allocation of ▮▮▮▮ per student (Digest of Educational Statistics (2010) reports a national average of ▮▮▮▮) resulting in outdated collections in math, science, and technology. Library computer workstations are sparsely available at elementary, intermediate, and junior high schools. Currently there are 0.19 library computer stations per 100

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students (compared to the average three (3.0) per 100 students reported on Table 427 of the

Digest of Educational Statistics, 2010). Lack of Internet capable technology limits access to free

and purchased resources for literacy development through pleasure reading, research, or on-line

tutorial supports. Additionally, lack of extended day and year library access to collections and

technology limits access to Mississippi's Virtual School for on-line support for credit recovery or

advanced course placement to support completion of the College Preparatory Curriculum

required for entry into Mississippi's four-year postsecondary institutions.

   VWSD's Innovative Approaches to Literacy application, "*Vicksburg Reads"* was developed

as a pilot program to determine the effects of embedded strategies on the academic achievement

of 4,500 students (Pre-K-12th) in a feeder pattern of seven of the district's poorest performing

schools including: Beechwood, Dana Road, South Park, and Warrenton Elementary Schools,

Vicksburg Intermediate School, Vicksburg Junior High, and Vicksburg High School. Effective

strategies are to be sustained and implemented district-wide (as funding allows) following the

Innovative Approaches to Literacy grant period (2014).

   Vicksburg Reads is built on a plan to increase literacy activities (Pre-K-12th) through

providing flexible library hours, expanding the role of the library media specialist as an

instructional consultant to classroom teachers, increasing collections and technology, and,

increasing school library usage. These strategies were found to be statistically significant and

produced 10% gains in state reading and writing literacy scores and 5% gains in ACT scores in a

study of 657 schools in Illinois (i.e. Powerful Libraries Make Powerful Learners: The Illinois

Study. Illinois School Library Media Association, 2005). Additionally, the *Vicksburg Reads*

initiative will provide greater access to oral language and literacy development resources to pre-

school children (ages 0-4) through parent training and free book distribution in collaboration

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with existing Vicksburg Family Development Center's Early Literacy Program (ages 0-5), River Regions Healthy System's Reach Out and Read program (ages 0-5), and other child-and family–serving entities in the Vicksburg-Warren draw area. A meta-analytic review of 108 studies provide firm support for consistent and reliable relationships between children's access to print materials and outcomes—especially attitudes toward reading, reading behavior, emergent literacy skills and reading performance (*Children's Access to Print Materials and Education-Related Outcomes: Findings From a Meta-Analytic Review*. Lindsay, J. Learning Points Associates, August, 2010).

The *Vicksburg Reads* strategic plan will also motivate student to read through an abundance of high interest trade books and texts in the classroom and libraries—strategies reported to have positive effects on reading achievement in a study by Guthrie, Schafer, Von Secker, & Alban, 2000. *Engagement and motivation in reading*. High interest books will support the district's Accelerated Reader computerized supplementary reading program—which relies on independent reading practices. The Accelerated Reader program was shown to have positive effects on reading comprehension, fluency, and achievement in a study by Ross, S. M., Nunnery, J., & Goldfeder, E. (2004). *A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy. These strategies build on current individual School Improvement Plans to increase reading and writing proficiency through literacy-rich learning environment. Strategies are aligned to the four major components of Mississippi's State Literacy Plan: 1) Well-designed early literacy intervention to ensure reading readiness; 2) Prescriptive direct instruction utilizing the essential elements of reading instruction and based upon results of appropriate, valid, and reliable assessments; 3) Extended

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instructional opportunities for children: and, 4) High qualify professional development to improve reading instructional practices of teachers, administrators, and support staff. Strategies are also aligned with the Mississippi Department of Education's (MDOE) Early Learning Guidelines for Infants and Toddlers, Head Start Child Development and Early Learning Frameworks for 3-5 year olds, and Core Curriculum Content Guidelines for K-12.

Central to the *Vicksburg Reads* plan is providing resources to support the districts evidence-based literacy programs including: Accelerated Reader, Read 180, Pearson's Reading Street, Study Island, SuccessMaker, and, Pearson's Common Core Curriculum, utilizing assessment instruments specific to each in addition to Brigance and AIMSweb assessments for individualized progress monitoring. Additionally, *Vicksburg Reads* will closely collaborate with the school/community action group, *Project SYNC* (Serving Youth in a Networked Community), formed in 2009 to address school and community risk factors identified above. *Project SYNC* membership (Vicksburg-Warren School District administrators, teachers, parents and students representing each school site; Vicksburg Family Development; Child Abuse Prevention Center; Central Mississippi Prevention Center; Warren-Yazoo Community Mental Health Center; Early Head Start and Head Start Centers, area Private Day Care Centers, and, City of Vicksburg officials) provides for a Core Management Team (CMT) that meets the third Wednesday of each month to develop and review outcomes of data-driven strategies specific to each school site. Members also serve on School Improvement Teams representing each school site. *Vicksburg Reads* will build on current *SYNC* services to increase book distribution and activities to encourage developmentally appropriate literacy skills, as appropriate to their institutional directives including: 1) Vicksburg Family Development's in-home parent training for literacy development for children 0-4 years old and free book distribution; 2) River's Regional Hospital's

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Reach Out and Read free book distribution program; 3) *SYNC*-sponsored tutorial and mentoring

support projects at school and community sites;4) Collaborative professional development across

academic content areas inclusive of community service providers of children (ages 0-18); 5) The

Project Based Learning Initiative incorporating technology with core curriculum content for

increased proficiency across content areas for 7th and 8th graders; 6) The "*Accelerated Transition*

Program" designed for students in grades 9-12 who are over age for their grade level in an effort

to increase graduation rates; 7) The Virtual School for access to credit recovery and advanced

course placement; and, 8) Collaborative planning between Teacher Support Teams at each

school site with Literacy Teams (inclusive of library personnel, content teachers, administrators,

and, special needs personnel) to increase literacy proficiency across academic content area.

2.0 Quality of the Project Design:

i. Design Elements, Goals. and Objectives:

The *Vicksburg Reads* design for increasing literacy skills across content areas includes

providing access to high interest, developmentally appropriate holdings and technology to

create a love for reading, utilizing technology as a learning tool, as a social and cultural medium

for lifelong learning, and to support evidence-based literacy programs (previously listed)

currently implemented at school sites. Developmentally appropriate free books distribution will

be provided through *Vicksburg Reads* in collaboration with the *SYNC* collaborative.

Additionally, professional development will be made available to VWSD staff and community

collaborators (as appropriate) with a focus on good literature in reading instruction and the need

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to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students as identified by the National Reading Panel, 2000.

The Literacy Team (LT) charged with the development of this application has utilized performance data available for the 2011-2012 school year to developed data-driven goals and objectives listing targeted performance outcomes to be achieved by 2014. Goals correspond with those established by the Mississippi Department' of Education's Office of Instructional Programs and Services (i.e. to reduce dropout rates, reach the national average on national assessments, and support students exiting Third Grade reading on grade level). Keeping in mind that VWSD students currently are scoring below the State of Mississippi averages on these variables, the Literacy Team puts forward the following ambitious, yet achievable, goals and objectives for the 2012-2014 grant period:

Goal 1.0: To increase proficiency in Language Arts through increased access to a wide range of literacy resources (print and electronic).

Objective 1.0: Four-year-olds participating in *Vicksburg Reads* initiative will demonstrate a 20% increase in oral language skills development by 2014. (Baseline data not available).

Objective 1.1: There will be a 10% increase (from 34% to 37.4%) in percentage of 3rd grade cohorts who meet or exceed ELA proficiency on the Mississippi Curriculum Test by 2014.

Objective 1.2: There will be a 10% increase (37% to 41%) in percentage of 8th grade cohorts who meet or exceed proficiency on the Mississippi Curriculum Test by 2014.

Objective 1.3: There will be a 10% increase (31% to 34%) in percentage of high school cohorts who meet or exceed ELA proficiency on the Mississippi Curriculum End of Course 2014.

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Goal 2.0: To provide high-quality literacy activities inclusive of parental involvement.

Objective 2.0:   Parent participation in the Vicksburg Family Development /VWSD (ages 0-4) early literacy collaboration will be increased from the current 100 to 300 *annually* by 2014.

Objective 2.1: Information regarding K-12th grade student's literacy development will be provided to 100% of parents *annually*.

Objective 2.2 : 10% of parents at each targeted school site will access library media center resources by 2014.

Goal 3.0: Strengthen literacy development across academic content area by providing a wide-range of literacy resources to effectively support reading and writing.

Objective: 3.0:   Current high interest technology, literature, and informational text supporting instruction across academic content area will increase circulations by 10% by 2014.

Objective 3.1:   Flexible library hours will increase library usage by 20% by 2014.

Goal 4.0: Libraries will be utilized to provide appropriate educational interventions for all readers.

Objective 4.0: Developmentally appropriate collections (including evidence-based instructional software) and adaptive technology will assure inclusion of 100% of cohorts.

Goal 5.0:   Collaborative professional development will be provided with a focus on utilizing library resources to support reading, writing, and academic achievement.

Objective 5.0: Literacy Teams (inclusive of teachers, administrators, and school library personnel) at each school site shall participate in a minimum of 25 hours of evidence-based professional development *annually* to increase educational strategies to support reading, writing, and academic achievement—90% will report strategies to utilize assessment data to increase literacy development across content area.

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Goal 6.0: To provide resources that support college and career ready academic content standards inclusive of the Mississippi State-wide Literacy Plan.

Objective 6.0:   Extended library hours for student access to online credit recovery programs, the College and Career Readiness digital program (supporting completion of the College Preparatory Curriculum required by Mississippi 4-year postsecondary institutions) will increase graduation rates by 20% (51.7% to 62.04%) and postsecondary entry rates 10% (44% to 48.4%) by 2014.

ii. **Coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.**

 Vicksburg Reads activities will be integrated with existing literacy resources (i.e. Read 180, Reading Street, Accelerated Reader, and Pearson's Core Curriculum). Tutors, literacy coaches, instructional coaches, and learning strategists funded through VWSD and Title I funding will support school day and extended day *Vicksburg Reads* initiatives. Professional development will be coordinated with that currently provided by the VWSD (including APEX, USA Test PREP, and, the Learn 360 computer-assisted instruction program). Additionally, *Vicksburg Reads* will continue collaboration with the Project *SYNC* school/community action group inclusive of: Vicksburg Family Development Early Literacy Program (zero-4 year olds); River Region Medical Center's Reach Out and Read (6 months-5 year olds); Early Head Start and Head Start (3-5 year olds); Warren-Yazoo Community Mental Health Center (6 months-adult); Child Abuse Prevention Center (zero-18 year olds); Private Child Care Centers,   (6 months-5 years old);Vicksburg-Warren School District (3-18 year olds); and, Title I funded Literacy Coaches and Literacy Integration Specialists (Pre-K-12th Grade). Reach Out and Read and Vicksburg Family Development (VFD) have a free book distribution and parent literacy training program

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component, all *SYNC* members provide a parent training component for academic, social, and emotional development.

***iii*. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

The *Vicksburg Reads* initiative supports innovative programs to increase literacy, increase graduation rates, and postsecondary entry implemented within the VWSD over the past two years including: The *Project Based Learning Initiative* incorporating technology with core curriculum content for increased proficiency across content areas for 7th and 8th graders; the "*Accelerated Transition Program*" designed for students in grades 9-12 who are over age for their grade level in an effort to increase graduation rates; and, the Virtual School for access to credit recovery and advanced course placement. *Vicksburg Reads* will provide resources including collections, technology, and personnel to provide extended day and year access to library/media centers to support these initiatives. To assure a comprehensive effort, need assessments were conducted at each site including: anecdotal needs assessments, a review of Mississippi Curriculum Tests reports of proficiency, a review of technology available by school, a review of number of holdings and average copyright dates, and a report of number of circulations (via Follett System) by school site. The *Vicksburg Reads* initiative is closely aligned with School Improvement Plans developed by teachers, literacy specialist, and library media specialist, with input from parents and students as required by the Mississippi State Department of Education. Additionally the proposed project is directly aligned with the State of Mississippi's Literacy Plan with universal strategies to increase literacy development across academic content area from early childhood, through high school, toward increased postsecondary entry and career readiness.

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iv. The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Data teams (headed by Dr. Shelley Plett) have been developed with representation from each school site for comprehensive data-driven decision making. *Vicksburg Reads* will utilize and build on quantitative and qualitative data provided by these data teams established in 2009 as a resource for strategic planning at each school site with the school/community action group Project *SYNC*. Reports are built on previous *monthly* reports to provide a disaggregated composite annual report to demonstrate responses to interventions provided at each school site. Composite annual reports additionally include dropout, grade retention, and graduation rates. *Vicksburg Reads* will build on current data reporting by adding variables that document outcomes measurements for Objectives 1.0-6.0 (and sub-objectives) including ELA proficiency, student, parent, and teacher library/media center access during school day and extended day and year programs, increased circulations, and, increased usage of technology to support access to credit recovery and advance course placement. Reports are currently published *monthly* and provided in print format to all school administrators and *SYNC* membership and provided electronically on the VWSD homepage to solicit comments and recommendations from parents, students, teachers, and interested community members.

3.0   Quality of the Project Services:

i. The quality and sufficiency of strategies for ensuring equal access and treatment.

Vicksburg Reads services are designed to provide resources to all levels of students—from the lowest to the highest achieving. Equal access and treatment in compliance with ACT 427 of GEPA is ensured by participation of a diverse cultural, racial, and gender representation among school and community entities serving children and families in the *Vicksburg Reads* initiative.

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School data teams report participation and outcomes disaggregated by race, sex, grade level, and participation in special services to accommodate physical and mental disabilities on a *monthly* basis. *Monthly* reporting of data will provide transparency in program services and participation that will allow for immediate resolution to real, or perceived, bias at school and collaborating partnership sites. (See plan on the attached ACT 427 of GEPA).

ii. **The extent to which the services are appropriate to the needs of the intended recipients.**

Students currently access school library media centers to check out books on a weekly schedule. Extending library hours by 5 hours weekly at elementary, intermediate, and junior high schools during the school year and summers and by 10 hours weekly at high schools will allow for greater student and parent access to collections and technology. High school students require additional library/media center access to the Pearson's College and Career Readiness digital program toward successful completion of the College Preparatory Curriculum, to increase graduation rates, and ACT test preparation to increase postsecondary entry. All students will be directed to resources and services, including tutorial and mentoring supports, based on TOLD-P:4 and Brigance (Pre-School), AIMS (K-8), and Mississippi Curriculum Tests (3rd-12th) assessments in addition to skill levels identified through their participation in Read 180, Reading Street, and the Accelerated Reader evidence-based programs. Increased library holdings and technology will support these programs currently implemented at all VWSD schools.

Vickburg Reads will provide zero-four early childhood programs including free book distribution, oral language and literacy assessments, and parent training in collaboration with the Vicksburg Family Development's Early Literacy Program, *SYNC* organizations, Reach Out and Read, and, VWSD Pre-School Special Services.

Table, 1.0, which follows, summarizes the plan for services to meet Objectives 1.0-6.0:

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Table 1.0   Proposed Services, Age Groups, and Collaborations with *Vicksburg Reads*

Service	Target Population	Collaborations With *Vicksburg Reads*
Free book distribution; Parent training at home/community/ schools	Zero- Five Year Olds	Vicksburg Family Development; River Regions Reach Out and Read; Head Start; Child Care Centers; and, Title I
Tutoring/mentoring supports to Increase literacy across academic content area	Grades One-Twelve	Child Abuse Prevention Center, Central Mississippi Prevention Center, VWSD Title I, and, Project *SYNC*
Extended day and year access to library /media center for children and families	Pre-School-12th Parents, Tutors, Mentors	VWSD administrative staff, library personnel, Literacy Teams, Teacher Support Teams, and Project SYNC
Book clubs for students/parents	Pre-School-12th	VWSD library personnel, Literacy Teams, Project SYNC
Access to holdings and technology to support evidence-based literacy programs	Pre-School-12th Parents, Tutors, Mentors	VWSD library personnel, Literacy Teams, Teacher Support Teams, and Project SYNC membership.
Access to on-line virtual schools for credit recovery, advanced course placement, and distance learning programs	9th-12th grade Parents, Tutors, Mentors	VWSD library personnel, subject area teachers, administrators, and school guidance counselors
Professional development (PD)	All VWSD personnel	100% of VWSD staff, *SYNC*, and the MDOE.

Timeline: 100% of *Vicksburg Reads* services provided 10/1/ 2012 – 10/1/2014; PD scheduled quarterly and summer institutes.

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iii. Professional development services to be provided by the proposed project:

The Mississippi Department of Education outlines quality, intensity, and duration of professional development in their state literacy plan. The VWSD closely adheres to the MDOE plan and guidelines.   Professional development topics are selected according to needs indentified by school-site data teams (inclusive of library personnel, literacy coaches, teachers, and administrative personnel); through teacher and administrative surveys of need; and, as required/recommended by the Mississippi Department of Education.   Although, the VWSD assures that all staff receive 25 hours of subject- specific professional development *annually*, the Literacy Coach receives additional evidence-based training which is shared with Literacy and Teacher Support Teams (inclusive of library personnel) during weekly data-driven strategic planning meetings held throughout the school year and during a one week summer institute. Literacy Coaches and library personnel bring these evidence-based strategies to teachers through in-class supports daily. *Vicksburg Reads* funds will provide additional professional development in utilizing technology in assessment administration; data gathering procedures and data utilization; analyzing student data results to differentiate instruction; and, informational literacy skills (described by the MDOE as " ….integration of library, computer, media, technology, ethics, critical thinking, and communication skills)." Strategies will be shared through classroom modeling and small group trainings throughout the school year and during summer institutes. Professional development in utilizing technology will be provided for all LEA staff who impact literacy, including ELA and content area teachers, principals, specialized instructional support staff, paraprofessionals, early childhood educators, speech-language pathologists, and pupil appraisal staff.

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4.0 Adequacy of Resources:

i. **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

The *Vicksburg Reads* initiative builds off of School Improvement Plans to increase literacy across content area at each targeted school site. VWSD and Title I federal funds have been budgeted to fund personnel and resources at these low performing schools. Funds requested in the Innovative Approached to Literacy (IAL) grant will provide additional personnel for increased access to library/media centers, high interest collections to motivate reading and support the Accelerated Reader Program, and technology to access digital content, and free book distribution to supplement programs now provided in the community. Requests for funds to supplement and support (not supplant) existing budgets for innovative initiatives heightens the possibility of sustainability following grant funding—and, allows for a reasonableness of cost associated with the accomplishment of Objectives 1.0-6.0.

The VWSD will support the *Vicksburg Reads* initiative through: 1) Time commitment of all LEA staff who impact literacy; 2) Usage of facilities, equipment, and office space and furnishings for *Vicksburg Reads* staff; and, 3) Leveraging of IAL funds through provision of district funding for professional development and purchases of collections and technology.

ii. **The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The cost to the Innovative Approaches to Literacy grant will be approximately ▮▮▮▮ per student over the two-year grant period as approximately 9,000 students will be served. This is perceived as a very low cost in view of possible impacts on increased academic achievement at each grade level toward high school graduation, postsecondary entry, and career readiness.

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5.0   Quality of the Management Plan:

i. **The adequacy of the management plan.**

Vicksburg Reads has a four-point management plan including: 1) Programmatic management

to ensure delivery of services and activities in a highly effective manner; 2) Data management

and internal management to support performance outcomes; 3) Fiscal management to ensure

expenditures support accomplishment of Objectives 1.0-6.0 in compliance with federal and state

purchasing guidelines; and, 4) Management planning for sustainability following grant award as

follow: **Programmatic management** will include clear evidence that *Vicksburg Reads*

programs and services are provided as a comprehensive school and community effort to support

rigorous academic achievement in literacy across content area. Evidence will include: 1)

Participation of Literacy Teams and Teacher Support Teams (library personnel serve on both

teams), school administrators, and (when appropriate) community service providers in

identifying appropriate resources (personnel, books, software, technology, video, etc.) that

support literacy development according to assessed developmental level; 2) *Monthly* formative

evaluation of student, parent, teacher participation in *Vicksburg Reads* initiatives; and, 3)

Monthly formative review of consumer satisfaction with *Vicksburg Reads* initiatives provided on

the VWSD website; **Data Management and Internal Management**:   *Vicksburg Reads* data

management system will document performance outcomes for Objectives 1.0-6.0 and sub-

objectives as follows.   **Objective One**: Data to be collected by the Project Director and

External Evaluator *annually* will include baseline-current year increases in oral language

development and literacy skills as measured by: Test of Language Development-Primary:

Fourth Edition (TOLD-P:4) for ages below five, Brigance literacy assessment data for children

served under 5 years of age; AIMS assessment of students in grades K-3; Mississippi

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Department of Education Curriculum tests for grades 3-8; and End- of-Course tests for students

in grades 9-12; **Objective Two:** Data to be collected by the Early Intervention Coordinator and

External Evaluator will include *monthly* reports of trainings and free book distributions provided

through *Vicksburg Reads*, Vicksburg Family Development, Reach Out and Read, and community

collaborators; additionally, library personnel will provide *monthly* reports of number of parents

accessing the library media center resources and number of students participating in extended

day and year programs; **Objective Three**: Library personnel will report circulation numbers

monthly utilizing the Follett Library Management System. Library personnel will also report

number of students accessing the library to demonstrate increases in usage. Reports will be

provided to the *Vicksburg Reads* director *monthly*—with data shared in comprehensive *monthly*

reports to the VWSD administration and community stakeholders; **Objective Four**: The Project

Director, library personnel, Literacy Teams, and Teacher Support Teams, will review and

approve resources (including collections and technology) to assure inclusion of resources to

accommodate developmental skill levels. Acquisitions will be reported *monthly* by age level,

grade level, and school and community site. **Objective Five**: The Project Director will document

professional development provided *monthly* and cumulatively in end- of -year reports to the

VWSD, community stake holders, and the U.S. Department of Education; **Objective Six**: The

Project Director and External Evaluator will collect information from the SAMS student data

management system *monthly* to document number of students participating in the credit recovery

program for on-time graduation—composite numbers will be reported *annually;* the Project

Director and External Evaluator will collect information from the MDOE *annually* to document

percentage of high school graduates and increases from baseline data year (2011); the Project

Director and External Evaluator will collect data *annually* from the SAMS student data base

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listing number of students completing the College Preparatory Curriculum; and, the Project

Director and External Evaluator will collect data from the MDOE *annually* that documents

postsecondary enrollment of VWSD students; **Fiscal management** will include *daily* entry of

purchases with careful attention to balances remaining in each line item. Each purchase order

will reference the objective supported by the purchase. The ability to monitor budgetary status

daily with *monthly* printouts enables the director to manage resources; and, **Management**

planning for program sustainability and diversity of perspectives will include partnership and

community service organizations participation in planning and evaluation of project outcomes. A

10- year sustainability plan for continued support of program initiatives will be published.

Mechanisms for ensuring high management strategies are summarized above in the four-

point management plan (Pages 15-17). Additionally, *Vicksburg Reads monthly* meetings will be

guided by the External Evaluator and steering committees representing each school site to guide

the project by providing feedback on services to date and strategic planning for future services

and resources. Minutes will be maintained and published to allow for public comment.

The management plan is summarized in Table 2.0, which follows:

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Table 2.0

Summary of Management Plan to Achieve Objectives 1.0-6.0

Objectives 1.0-6.0 Activities/Service	Personnel Responsible	Timeline	Milestones
Employment of highly qualified staff	VWSD Administration	10/1/2012-12/1/2012	Highly qualified staff employed
Baseline data collected to support evaluation	External Evaluator	10/1/2012- 12/1/2012	100% of objectives data- supported
Management Information System developed	Project Director (PD)	10/1/2012-11/1/2012	100% documentation of services
Collections/technology purchased	PD. Literacy Team	10/1/2012-6/1/2014	100% Pre-K-12th literacy supported
Extended library hours are provided	PD. Literacy Team	10/1/2012-10/1/2014	Circulations/usage increased
Students guided to skill-level holdings	PD, Library Personnel	11/1/2012-10/1/2014	Literacy skills increased
On-line credit recovery programs provided	Library/Teaching staff	11/1/2012-10/1/2014	Graduation rates increased
Parent training/ free book distribution	PD, *SYNC* members	10/1/2011-10/1/2014	Increased Parent/child participation
Professional development provided	PD, Literacy Team	12/1/2011- 10/1/2014	100% participate in 25 hours
Formative/summative data reporting	PD, External Evaluator	Monthly/Annually	Published on VWSD website

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ii. **Commitment of Key Personnel**:

The Project Director has the primary authority and decision-making responsibilities

regarding program activities and services of the grant, within the scope of federal guidelines and

regulations. This position will be directly supervised by the Superintendent of Schools.   The

Project Director's position is listed as a 50% time commitment as the Librarians, Literacy Team,

Data Team, Teacher Support Teams, and school administrators will have time commitments

toward accomplishment of Objectives 1.0-6.0. This allows for funding directed at providing

resources for students.   Key positions are summarized as follows:

<u>**Project Director**</u>**: (.50 FTE)   12- month position**.

Ms. Sherrie Williams, with a Master's Degree in Elementary Education and a Specialist

Degree in Educational Leadership and Administration, will serve as the *Vicksburg Reads*

Project Director. Ms. Williams is uniquely qualified for this position with 22 years of

teaching experience, including nine years as a Reading Cadre Member, Literacy Coach,

and Curriculum Coordinator with the Vicksburg-Warren School District. Ms. Williams has

directed a district-wide $6,000,000 federal grant project since 2009 with duties that have

included personnel, programmatic, and fiscal management to meet grant objectives. This

position has required extensive data collection from each school site and reporting of

outcomes to members of the district and the Vicksburg community at large—in addition to

comprehensive reporting to the U.S. Department of Education. This position will be

responsible for programmatic, data, and fiscal management—and reporting of program

outcomes to district and community stakeholders and the U.S. Department of Education.

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Library/Media Specialist (Hourly) (7.0):   Minimum requirements include Mississippi

Certification required for the position at elementary and secondary levels.   Library/Media

Specialist will provide services to students, parents, and teachers for a total of five additional

hours weekly during regular school year and during summers at elementary schools and ten

additional hours weekly at the secondary level. Library/ Media Specialist hold membership on

literacy and Teacher Support Teams at each school site and will be both participants and

providers of informational literacy skills professional development.

Project Assistant: (.50%)-   12-Months.   Associates Degree. TBA. Supervised by the Project

Director, the assistant will maintain databases of all performance indicators, provide *monthly*

printouts of data, and, prepare project materials. Associates Degree and three years experience

preferred.   This position will be funded at a 50% time commitment due to the VWSD providing

clerical staff at each targeted school site to additionally support the *Vicksburg Reads* initiative.

iii. **The adequacy of mechanisms for ensuring high-quality products and services.**

   High-quality products and services are assured by a comprehensive review by the *Vicksburg*

Reads Core Management/Evaluation Team to ascertain evidence of effectiveness and quality,

and relationship to accomplishment of Objectives One-Six. Additionally, the Mississippi

Department of Education publishes an "Approved List" of instructional material to ensure

alignment with Core Curriculum State Standards. Vendors of instructional materials must

provide the evidence base to support the materials proposed for purchase. Mississippi Schools

must assure that purchases are aligned with guidelines published by the MDOE.   The

Vicksburg-Warren School District Purchasing Office closely adheres to MDOE guidelines and

follows the state bid process required for all major purchases for materials and contractual

services. Each product and service must demonstrate relationship to Objective 1.0-6.0.

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6.0   Quality of the Project Evaluation:

The evaluation design will provide essential, ongoing formative and summative data that

will be used to assess the extent to which program goals are accomplished through 2014. This

will be accomplished through development of a *Vicksburg Reads* Evaluation Committee working

with school-site data teams and Dr. Linda Heard, Lead Evaluator for Education Opportunity

Center, Inc. Dr. Heard is a highly qualified external evaluator with 30 years experience in

evaluating secondary and postsecondary state and federal grants including: Literacy through

School Libraries, GEAR UP, Safe Schools/Healthy Students, Carol White Physical Education,

Talent Search, Student Support Services, and, 21st Century Community Learning Centers. Dr.

Heard will maintain a presence at monthly evaluation steering committee meetings, collect data

from data teams representing targeted and control group schools, provide monthly evaluation

reports, and provide comprehensive annual reports to measure performance outcomes for

Objectives 1.0-6.0.

The evaluation design calls for establishment of performance goals for Objectives 1.0-6.0

through 2014; identification of current performance levels to establish baseline data to support

measurement of performance outcomes for Objectives 1.0-6.0; assessment instruments to be

utilized; collection intervals; and, personnel responsible for collection and reporting. Objectives

with targeted performance outcomes are listed on pages 6-8. Formative and summative data

collection schedules, assessments instruments to be utilized, and personnel responsible for data

collection and reporting are listed on pages 15-17. Evaluation methodology follows:

Evaluation Methodology (Objectives 1.0-1.3):   Both formative and summative evaluations will

be conducted as follows: Formative evaluation for accomplishment of Objectives 1.0-1.3, will

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include *monthly* reporting of "real time" skill development provided by evidence-based literacy

programs, nine-week reviews of grade reports, and anecdotal teacher and parent data –in addition

to literacy services and activities provided at school and collaborative partnership sites. Data

teams will provide data to the Project Director *monthly* for placement on the *Vicksburg Reads*

data management system. *Monthly* reports will be published on the VWSD homepage.

Summative evaluation will include a matched group comparative analysis of baseline/current

year data listing oral language development and ELA proficiency by age and/or grade level and

school site. TOLD-P:4 test of oral language development, Brigance Tests of Basic Skills,

AIMSweb test of proficiency, and Mississippi Department of Education's Mississippi

Curriculum Test (2011-2012) data will be utilized for baseline/current year comparative analysis

annually through 2014. All student assessments Pre- K-12 are provided in classroom settings

and administered by classroom teachers. Assessment data will be provided to the Project

Director and External Evaluator as it becomes available from schools and the MDOE. The

External Evaluator will *annually* analyze and report percentage gain/loss on assessments

measuring summative performance outcomes for Objectives 1.0-1.3 disaggregated by age level

(0-4), Pre-K-12th grade level, and school site. Additionally there will be a matched group

comparison of target group outcomes to a control group of same-grade Warren County schools

not targeted in this application. Data are equally available for both targeted and control groups.

Annual student, parent, teacher surveys will demonstrate consumer satisfaction to provide for

qualitative performance feedback.

Evaluation Methodology (Objectives 2.0- 2.2):   Formative evaluation components will include

monthly reporting (by *VR*, VFD, and RRROR) of home visits and training programs provided

to parents of zero-four children, and number of participants; number of free books distributed;

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parent satisfaction surveys and requests for additionally services; and, anecdotal data provided

by early literacy program providers. Library personnel will provide *monthly* reports of number

of parent's accessing school library media centers by age/grade level and school site through sign

in sheets.   School policy requires parents and all visitor to sign in listing designate area to be

visited. The Follett Management System will document books checked out for parent/student

reading. *Annual* summative evaluation of services to address literacy development of zero-four

populations will include a composite number of home visits, trainings, participation, and free

books distributed for comparison of baseline data available for 2011. A summative comparative

analysis of baseline/current year parent access to school libraries will include the composite

number of parents, number of visits, and number of books checked out for parent/child reading.

A summative comparative analysis of baseline/current year gains in oral language development

and parent reports of increased reading time with children will be conducted annually. Formative

and Summative evaluation data will be published on the VWSD home page to provide for

transparency and to solicit comments and recommendations to program improvement.

Evaluation Methodology (Objectives 3.0- 3.1): Formative evaluation components will include

library media staff providing a report of Follett system data listing number of circulations

monthly to the Project Director and External Evaluator. Library staff will additionally provide a

monthly report of number of students accessing the library for use of technology. Surveys

provided to student, teachers, and library personnel will guide purchases of holdings and

provision of services. Summative evaluation components include a baseline/current year

comparative analysis of composite total of circulations and library usage disaggregated by grade

level and school site. Additionally, a matched group comparison will be made between target

schools and control group schools to assure measurement of program effects. The External

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Evaluator will provide *monthly* formative and annual summative reports to the VWSD and community collaborators for data driven strategic planning.

Evaluation Methodology (Objectives 4.0- 3.1):   Monthly formative and annual summative reports will reflect student participation from all grades levels inclusive of special needs students. Student, teacher, and parent surveys will provide evidence of consumer satisfaction with educational interventions provided annually.

Evaluation Methodology (Objectives 5.0): *Vicksburg Reads* monthly formative and annual reports will reflect participation in evidence-based professional development by area of responsibility (teacher, library personnel, special needs staff, administration). Documentation of professional development topic, qualifications of presenters, and participants rating of satisfaction/ effectiveness will be reported on surveys following each presentation to assure a high quality focus on library resources to support reading, writing, and academic achievement.

Evaluation Methodology (Objectives 6.0): Formative evaluation will include collection of monthly reports from library personnel reporting students' usage of technology. Library personnel at Vicksburg High will also report student's usage for access to the digital Pearsons' College and Career Readiness program; and, to support completion of College Preparatory Curriculum through on-line credit recovery courses for on-time graduation. Student enrollment in credit recovery will also be monitored and reported monthly. Summative evaluation will include a comparative baseline/ current year analysis of students' successful completion of credit recovery courses, graduation rates, and postsecondary entry rates through access to the Mississippi Department of Education's Composite Report for Vicksburg-Warren annually through 2014.

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Data Analysis:

   The External Evaluator will conduct all data analysis utilizing 2011-2012 school year baseline data for performance outcomes measurement of Objectives 1.0-6.0 for the target group and the control group (Warren County Schools) not chosen for *Vicksburg Read's* participation. Data will be disaggregated by grade level and school site. The summative data analysis strategy includes assessment of intervention level effects on cohort's progression toward increased literacy proficiency, graduation, and postsecondary entry as follows: 1) The combined effects of all interventions, universal, selective, and indicated implemented in each school (using a quantitative pre-post, matched control group design) will be assessed utilizing the TOLD-P:4, Brigance, and MDOE Composite Reports 2011-2014. The analysis of the data will include a nestled design comparison of student performance indicators in *Vicksburg Reads* targeted schools receiving services with a control group of students not receiving services as represented by the *Vicksburg Reads* initiative; 2) Summative data analysis of increased circulations and library usage will include a pre-post (baseline/current year) matched group comparative analysis utilizing Follett Library Management System data. Data will be disaggregated by grade level and school site and will also be compared to Follett data regarding circulations and library usage at control group schools; 3) Qualitative analysis will include pre/post surveys for comparison of student and parent report of expectations for high school graduation and postsecondary entry; VWSD and partnership staff, student and parent's satisfaction of services and resources available in school libraries; and, VWSD staff surveys of effectiveness of professional development in providing strategies to increase literacy. The Evaluator will provide monthly formative reports for review at monthly steering meetings and composite reports at the end of each program year.

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