Bridgeton City School District Innovated Approach to Literacy

Project Narrative

(a). SIGNIFICANCE

(i) Addressing the Needs of the Target Population- The Bridgeton Innovative Approaches to Literacy Program will serve students attending Bridgeton Public Schools in Bridgeton, New Jersey. The program proposes to serve approximately 2,775 district and community wide aged infant through grade 2. Students will be enrolled from the following district schools and one community based pre-school: Geraldyn O. Foster Early Childhood Center, Broad Street Elementary School, Buckshutem Road School, Cherry Street School, Indian Avenue School, Quarter Mile Lane School, West Avenue School and the Cheryl Chadwick Early Learning Center. Schools in the Bridgeton Public School District have been struggling to meet academic standards for some time. The Innovative Approaches to Literacy Team and district administration believe that instilling an inherent love of reading in their students beginning almost at birth (CPP#3) will serve as a powerful strategy in taking strides toward improving academic outcomes across the district.

Research shows that a child's literacy levels are greatly affected by circumstances and factors beyond simple book learning and time spent in language arts classes. Such institutional, cultural, social and economic root causes that can have adverse effects on a student's literacy related academic achievements include: parent education levels, family income and language barriers. Currently, students in Bridgeton Public schools are in dire need of literacy interventions to combat these as of yet unaddressed risk factors.

1. District parents are undereducated. It is no secret that educational attainment is closely linked to economic well-being. The Survey of Income and Program Participation (SIPP)

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fueled by data collected by the U.S. Census Bureau recently released the statement that, "Households with householders who had lower levels of education were more likely to remain in or move into a lower income quintile than households whose householders had higher levels of education" (*Income, Poverty and Health Insurance Coverage in the United States: 2009*. The U.S. Census Bureau. September 2010). According to the U.S. Census American Community Survey in 2010, a mere 59.9% of Bridgeton's residents age 25 and older had received their high school diploma while only 7.7% held a post- secondary degree. The higher the level of education attained by parents, the greater their ability to provide their children with the cognitive and language abilities that contribute to early and continued success in school.

Clearly, Bridgeton parents are ill equipped to ensure that children under their care start off and stay on the right track. The Bridgeton Innovative Approaches to Literacy (IAL) Program has developed the objective of increasing parental engagement through high quality literacy activities and initiatives. Parents will be encouraged to read daily at home to their children using the mantra of "early and often". Parents and students will both learn how to access and use literacy resources effectively through digital media and books in school libraries during non-school hours and via the Internet on school websites. Parents will also be given the tools to form relationships with community organizations and local libraries that have the ability to enhance literacy services provided by the schools.

2. Many families in Bridgeton live in poverty. Among the hardest hit in New Jersey, Cumberland County's poverty levels rose to 34.4% in 2009. Today in Cumberland County, exceptionally dire conditions exist in Bridgeton where the household median income is only ███████ versus a local average of ███████ in New Jersey and a national average of ███████ across the United States (U.S. Census Bureau, Selected Economic Characteristics 2006-2010

American Community Survey 5-Year Estimates). In fact, 55.3% of families in Bridgeton live below the 150th percentile of the poverty level. Furthermore, this staggering poverty effects 35.76% of the population under the age of 18.(Absolute Priority)

To combat effects extreme poverty can have on a child's literacy achievement, Bridgeton will implement a series of educational interventions that include acquiring a contextually diverse collection of hardcopy and digital books and supports from school libraries and community organizations. Each day in classrooms across the curriculum, students will have access to age and reading level appropriate books supplied by the American Reading Company (ARC). Teachers will practice "elbow to elbow" one-on-one coaching to ensure students are meeting classroom and individual language acquisition and reading goals. Students will also have "long term loan" permission to books over the summer allowing them to feel a sense of pride and personal ownership that they may not experience. The district Response to Intervention Coach will also work closely with school and Bridgeton' own Gateway Community Action Agency to identify at risk students before they even enter kindergarten.

3. Many families and students do not speak English at home. Recent immigration trends have increased the proportion of residents in Bridgeton of Latino descent to 37.6% of the total population (a 13.1% population increase in the last decade up from 24.5% in 2000). This specific population boom has left Bridgeton Public Schools scrambling to serve a community that has a high percentage of Limited English Proficient (LEP) students. Current student enrollment reports that 601 students in pre-K centers and kindergarten through 2nd grades in Bridgeton Public Schools are classified as LEP. The district also operates 22 bilingual classrooms in these same grades that service the unique needs of these students. Additionally, more than 1/3 of Bridgeton's population (34.5%) speaks Spanish at home, speaking English "less

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than very well" (a measure of English Language competency as determined by the U.S. Census Bureau).

To tailor specific interventions to their growing Spanish speaking population, the Bridgeton IAL Team will work to obtain diverse literacy resources for non-English speaking and English Language Learners beginning at age 3. (CPP#3) Through the *100 Book Challenge*, ARC offers a wide range of picture and word based texts expertly customized in Spanish to address the way Spanish speaking youth acquire language, learn syllables and process information. The IAL Project Director will also work closely with classroom teachers to adapt the district's new library media initiatives to provide results in early learning and elementary level bilingual classrooms. Parent workshops will also be offered in English and Spanish.

(ii) Promising New Strategies that Build on Existing Strategies- At the beginning of the 2012-2013 school year, Bridgeton Public School District will be required to implement a strategic action plan developed by the New Jersey Department of Education to turn around four of their persistently lowest achieving schools. The state prescribed literacy goal has been established as follows, "All students reading on grade level by the end of grade 3". (CPP#3) To meet this goal and begin to bring the district out of "In need of Improvement" status, Bridgeton Public Schools will adopt the promising and proven strategies of the *100 Book Challenge*.

Currently, reading specialists and classroom teachers practice guided reading time where they deliver small group instruction during in class individual reading time. Educators will build upon the existing classroom model through the ARC strategy of "elbow to elbow" coaching. Students will receive one-on-one conferencing and coaching during 30 minute reading blocks so that evidence can be obtained that shows comprehension, independent thinking and problem solving. Teachers can then transfer for these anecdotal classroom notes into the SchoolPace ©

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online database that offers multi-leveled dashboard for monitoring student growth and performance in real time. Bridgeton Public School District has already trained teachers to work with their current browser based data collection portal, Work Sampling, so the integration of SchoolPace © will be seamless.(CPP# 2)

The *100 Book Challenge* is built on Common Core Standards for Reading across grade levels. ARC uses The Independent Reading Level Assessment (IRLA) to integrate Common Core Standards for comprehension, foundational skills, level of text complexity, reading range and vocabulary. IRLA is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success. This framework will enable Bridgeton teachers and literacy specialists to integrate established classroom practices with careful alignment with determining proficiency levels for all students, developing individual action plans toward reading proficiency and monitoring progress toward these goals.

(b). QUALITY OF PROJECT DESIGN

(i) Goals, Objectives and Outcomes

The following goals have been developed by the IAL grant team to deliver the desired outcomes for the program objectives as the Secretary considers integral to a successful project. The goals, objectives and outcomes are supported by the budget and are measurable as will be evidenced in the evaluation. Activities will be aligned with the outcomes by the project director.

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Goal 1: Increase access to a wide range of literacy resources (either print or electronic) that prepare young children to read, and provide learning opportunities to all participating students

Objective 1.1: Bridgeton City School District will obtain a contextually diverse collection of books, including digital books and reference material via in-school and online selection.

Outcome 1.1a: Bridgeton City School District classrooms Pre K-grade 3 will build classroom libraries encouraging reading at the "just right" level and beyond

Outcome1.1b: Bridgeton early childhood centers (Cheryl Chadwick Early Learning Center and Geraldyn O. Foster Early Childhood Center) will implement classroom libraries encouraging a love of books

Objective 1.2: Bridgeton's literacy program will provide more resources to non-English and English as a second language students and families.

Outcome 1.2a: Program director will work closely with the educational community to adapt a library media curriculum to correspond with classroom learning.

Outcome 1.2b: Elementary schools will increase their literacy selection of books in Spanish for targeted grades.

Objective 1.3: The district will implement through technology a literacy program that is universal to all the elementary schools.

Outcome 1.3a: 100 Book Challenge motivates students to read 30 minutes a day including digital books

Outcome 1.3b: The district will provide professional development for all targeted IAL staff in the use of online tracking, implementation and assessment data bases

Outcome 1.3c: The district will provide professional development to train library media specialists in the 100 Book Challenge challenges

Goal 2 Provide high-quality childhood literacy activities with meaningful opportunities for parental engagement, including encouraging parents to read books often with their children in their early years of school and of life, and teaching parents how to use literacy resources effectively.

Objective 2.1: Provide students with access to digital books during nonschool hours.

Outcome2.1a: District website will have link to digital books

Objective 2.2: Increase the number of parents and families involved in all literacy activities in the community.

Outcome 2.2a: Community Parent Involvement Specialist will participant on the IAL team.

Outcome 2.2b: Strengthen relationships with local area libraries for resource and information sharing.

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Goal 3: Strengthen literacy development across academic content areas by providing a wide range of literacy resources spanning a range of both complexity and content

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(including both literature and informational text) to effectively support reading and writing.

    Objective 3.1 Implement thematic content area reading in k-2 classrooms

        Outcomes 3.1a Students read across content areas through their selection

        Outcomes 3.1 b Core Curriculum Standards are integrated into both literature and informational text

Goal 4: Offer appropriate educational interventions for all readers with support from school libraries or not-for-profit organizations

Objective4.1: Provide students with access to libraries during nonschool hours.

        Outcome 4.1a: District school libraries will be open for access to digital collections

        Outcome 4.1b: Students and parents will be encouraged to attend summer session library hours.

    Objective 4.2: Staff at Gateway Community Action Agency (non-profit community center) will be included in professional development for staff of infant through age 4

    Outcome 4.2a District Response to Intervention Coach will work with early learning centers to identify at risk readers before they enter kindergarten

Goal 5: Foster collaboration and joint professional development opportunities for teachers, school leaders, and school library personnel with a focus on using literacy resources effectively to support reading and writing and academic achievement.

    Objective 5.1 100 Book Challenge will be implemented

        Outcome 5.1a All targeted children in the Bridgeton IAL program will have read on the "just right" level fostering the enjoyment that comes with reading.

        Outcome 5.1b All staff of targeted children in the Bridgeton IAL program will be trained on the 100 Book Challenge which includes but is not limited to differentiated instruction based on student's developmental levels and supported by universal design for learning

Goal 6: Provide resources to support literacy-rich academic and enrichment activities and services aligned with State college- and career-ready academic content standards and the comprehensive statewide literacy plan (SLP)

    Objective 6.1: The Bridgeton IAL program will be aligned with the Common Core State Standards Initiative and the New Jersey Core Curriculum Standards

    Outcome 6.1a CCC: Literacy skills and understandings required for college and career readiness

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*Outcome 6.*1b NJ Standard 3.1 (reading) all students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

(ii) Coordination with other resources: The Bridgeton City School District has been experiencing difficulty in meeting AYP in the seven different schools for a variety of reasons. Over the years, it has been able to move from Tier II to Tier *III* classification of schools persistently lowest-achieving schools.

	Adequate Yearly Progress Percentages	
	School made AYP (2010-2011)	Years classified as "in need of improvement" status
Broad Street Elementary School	Yes Middle No Elementary	11 years
Buckshutem Road School	Yes Middle No Elementary	3 years
Cherry Street School	No Middle No Elementary	5 years
Indian Avenue School	No Middle No Elementary	5 years
Quarter Mile Lane School	No Middle No Elementary	4 years
West Avenue School	Yes Middle No Elementary	0 years

The New Jersey Department of Education has identified 10 percent of the Title I schools across the State as Focus Schools, Bridgeton has four of these Focus Schools: Bridgeton High School, Broad Street, Cherry Street, and Indian Avenue. Districts with Focus Schools are required to devise an improvement plan with the New Jersey Department of Education as a requirement of the State's waiver from Federal NCLB requisites. Integrated into the improvement plan for the

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Bridgeton City School District is a concentration on improved reading skills. The most recent

intensive reading program implemented in the district in 2007 is the guiding reading program.

The 100 Book Challenge slips right into the independent reading time and significantly increases

the volume of reading. The district is integrating funding from Title I to support the components

of the IAL program in 2012 and 2013. Specifically, Title I funding will be made available

through the NCLB waiver. The New Jersey State Department of Education has established

Regional Achievement Centers for districts with Focus schools. In the Fall of 2012, the

Bridgeton City School District must develop a plan through these centers that leads to increased

student achievement in their focus areas. The Bridgeton IAL Program will be integrated into the

plan for language arts in the elementary grades, should the grant be awarded.

(iii) Comprehensive effort to improve teaching and learning and support academic standards:

As teachers learn to listen to, research, and diagnose what each individual student needs,

they will then determine what type of individual, small-group, and whole group

instruction best meets the needs of each individual student and the class as a whole.

This will be the foundation for the establishment of instructional planning, as well as

schedule planning and resource planning.

In order to support teachers in looking at students individually, Bridgeton will

use the American Reading Company's 100 Book Challenge (100BC) as part of the IAL

program. 100BC is a research-based independent reading program that has instructional

and assessment components embedded in both the materials and the implementation

framework. Classrooms receive collections of *300* leveled books and because each

classroom receives different books, the school is flooded with books that are rotated

systematically, ensuring that students have access to the best, most beautiful, and most

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engaging trade books on the market—essentially bringing Barnes and Noble into classrooms.

100 Book Challenge (100BC) is a research-based independent reading system whose goal is to improve reading ability, engagement, stamina, and test scores. 100BC bridges the divide between whole language and phonics instruction. Instructional frameworks allow teachers to orchestrate student immersion in authentic literacy experiences that enhance reading skill while at the same time increasing reading engagement and enjoyment. Because students of all ages and all reading levels LOVE reading during100BC, and every student is successful during 100BC, the program brings a huge burst of positive, engaged, productive, Kid Energy to classrooms, schools, and homes. The American Reading Company has data that principals report no children are ever sent to the principal's office during 100BC.

During 100BC, students read in 15-minute increments. These increments are recorded on log sheets and in School Pace (technology supported data base) and students keep a cumulative record of their reading practice over the year. The goal for the IAL program model is 100 Book Challenge, 100 hours of independent reading over the school year. 30 minutes happens in school under the direction of the literacy teacher, and students read for 30 minutes at home—every day, including weekends and holidays. 100BC is designed to promote a reading lifestyle, a habit that will carry students throughout their academic and life experiences.

(iv). The extent to which performance feedback and continuous improvement are integral: Common Core Standards-Based Formative Assessment System

Reading proficiency goals are set for every student according to that student's grade level.

Teachers use the Independent Reading Level Assessment (IRLA) to guide creation of the

Action Plans. The IRLA helps them identify the standards appropriate for each student at

that time and plan instruction and support to help the student achieve those standards.

The IRLA makes clear where students should be every day if they are going to be

college/career ready when they are eighteen. The IRLA is the leveling system that is

Common Core standards-based. Because it is standards-based and because the assessment

is based on independent reading levels (cold read), the IRLA is highly predictive of student

performance on state testing. The IRLA provides a formative assessment framework for

teachers, parents, administrators, and students to assess, instruct, and monitor reading

proficiency and progress towards clear goals from the first day of Kindergarten. Correlated

with all other national leveling systems, the IRLA is a companion piece to the leveling

systems and periodic assessments currently in place in the Bridgeton School District:

Fountas and Pinnell through grade 8 and the DIBELS data system through 3rd grade.

(c.) QUALITY OF PROJECT SERVICES:

(i.) Strategies for equal access and treatment of eligible project participants:

Differentiation of Instruction, Intervention and Support for Diverse Learner Populations:

100 Book Challenge is designed to teach schools how to organize instruction so that each child

receives what he or she needs, rather than providing one curriculum to all children. As the

teacher introduces new skills and strategies to the whole class or small group using the district's

Core Curriculum, every student practices those skills and strategies in real books that they can

handle successfully. The teacher confers with individuals every day and forms and re-forms

small groups to target specific instructional goals. Thousands of books at each child's just-right-

success level circulate through every classroom. Every child in the school takes home books every night that they can read and want to read. Gifted children read advanced level materials, struggling readers have 100's of titles available at their level. This approach allows children with learning differences, language differences, and backgrounds of any kind to work together at their own speed, working on what each of them needs to learn next. Individual differences are a strength with 100 Book Challenge school, not a problem. The progress of every student is tracked in real time so interventions can be adjusted to ensure that every child is where he/she needs to be now, in order to be ready for college or career at age 18.

The 100BC leveling system detailed in the Independent Reading Level Assessment (IRLA) map out common core state reading standards so students, teachers and parents know where each child is and what they need to practice to improve. Books are coded to align with the system. Every child, regardless of current reading level, tries on the 100BC color levels, finds their just-right-success level and is given a skills card itemizing what he/she needs to practice. These cards go home so parents know specifically how they can help.

Universal Design for Learning: The Bridgeton City School District has just completed a 1.5 year grant funded program (NJ Dept. of Education Talent 21: $1,950,732) to bring technology into the classrooms that meet the needs of students including those with special needs. Technology now available to students with special needs include touch screen monitors, headphones for hearing impaired, microphones for teachers, white boards for visually impaired, and other assistive devices that reduce the physical barriers for disabled students. The new number of "inclusion" classrooms in the district has reduced the number of separate special needs classrooms in all the schools. Students once stuck in pull out programs are now sitting side by

side with students without special accommodations.   It is a remarkable advance in providing

equal access to all students.

ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

Bridgeton Public Schools and the IAL Team have carefully considered the needs of the target

population and the available services built in to the 100 Book Challenge.   The proposed services

listed below are intended to directly meet the needs of students and families affected by the

Innovative Approaches to Literacy Program.

Need: District parents are undereducated**. Service to be provided appropriate to this need:**

Parent partnership routines**.**

As part of the 100 Book Challenge, students will participate in a total of 60 minutes of

guided and independent reading each day, 30 minutes at school and 30 minutes at home. It is

almost as if students receive a free pass to a bookstore with an endless inventory. Each day, the

child will arrive home with their own personal selection of books to share with their parents and

families. Parents are able not only to share in but also take an active role in what their child is

reading and learning. Parents become the number one partner resource to support their child's

literacy achievements and foster their love of reading. Students are given take home Skill Cards

that enable parents to participate in reading milestones and keep track of their child's

accomplishments.

In addition to a seemingly endless supply of printed books also, available to parents is

American Reading Company's online digital book database. Participating district school

libraries will remain open after school hours to allow parents and students to spend time

accessing digital library collections together, thereby allowing parent and child to learn together.

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Parents will also be able to access digital books and media through the district's website any time from the comfort of their own homes. Parents are integrated into the very building blocks of their child's academic outlook through parent workshops. Bridgeton's Parent Community Involvement Specialist will participate on the IAL team to ensure that after school workshops and sessions geared toward parental outreach and engagement are appropriately tailored to meet the needs of families in the community.

Need: Many families in Bridgeton live in poverty**. Service to be provided appropriate to this need:** Common Core Standard leveling system.

American Reading Company was founded by, is owned and run by, educators whose careers have been spent working in large urban public school systems with children of poverty. Each student carries home books every night, into homes that don't always have books. The students (and parents) read those books to the pre-school age children. Parents enjoy the steady traffic of beautiful books that their children WANT to read. Bridgeton's IAL program ensures that every child is reading at home every night.

Need: Many families and students do not speak English at home**. Service to be provided appropriate to this need:** 100 Book Challenge en Espanol**.**

There are more than 600 bilingual students in 22 dual language classrooms in early learning centers and kindergarten through second grade classes in the Bridgeton School district. The 100 Book Challenge was designed using the Sheltered Instruction Observation Protocol (SIOP) framework. Oral language work with a partner is built into every lesson, every day. Comprehensible input is maximized. Parent handouts in teachers' guides, including Skills Cards, etc., are provided in both English and Spanish. Complete 100 Book Challenge modules are available in Spanish to assist in building literacy skills for students in bilingual classrooms.

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Alma Flor Ada and Isabel Campoy work with ARC to ensure that the school's Spanish libraries contain only authentic literature and the best Spanish translations. The American Reading Company, along with Bridgeton Public School District, believes that it is imperative to make all students proficient or advanced in both languages

(iii) Professional development services are of sufficient quality, intensity, and duration: Scientifically based design for professional development:

Leadership Workshop

Imbedded in the Bridgton IAL program is participation in an intensive, transformational *Response to Intervention* Framework. This RTI Framework (RTIF) is built around several features—rigorous, embedded professional development that centers on developing the principal as model, leader, and chief investigator; an extensive data management, monitoring, and tracking system; and an instructional framework that allows for the lab/workshop model of teaching and learning. (evidence based references for each workshop are in "other attachments") Leadership Training for principals, literacy coaches, and other administrators is led by the ARC's (American Reading Company) Chief Academic Officer (a former Principal and Regional Superintendent in the Philadelphia public school system). School leadership teams are introduced to their ARC Coaches and are coached through initial stages of planning for 100 Book Challenge. Targets are set. Support systems are introduced. Expectations are outlined. Particular focus is placed on the 100 Book Challenge system of feedback loops that will give teams the data they need to re-organize their thinking and their resources to ensure the success of every child in their care. Using a district computer lab with internet connections, every participating Principal, IT Coordinator and Literacy Coach learns how to log onto School Pace,

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enter data, obtain quick analyses and reports to assess student, classroom, and school level

progress.

Leadership Goals:
- Principal is actively involved in each of the 27 in-school Coaching Days conducted by the American Reading Company Executive Coach.
- Each Coaching Day begins and ends with a brief meeting between Principal and Coach to set objectives, review progress, and revise Action Plan.
- Principal co-leads at least 2 classroom sessions with the Coach on each Coaching Day.
- Principal co-leads RTI grade group meetings at the School Data Wall twice a month with the Coach.
- Principal runs RTI Leadership Team meetings weekly, reviewing classroom and student progress data to ensure every teacher is fully implementing each of the Action Steps and that every student is trending toward grade-level reading proficiency by year's end.
- Principal coaches one below-level student daily.
- Principal works in one classroom daily during 100 Book Challenge time.
- **Key Metric Reported**: % of participation in 30 ARC staff development events.

Teacher Expertise: Every teacher is an expert in the teaching of reading, prepared to ensure that

every student receives high-quality, research-based instruction.

Start-Up Workshops
Participating teachers and the rest of the school staff meet to learn Action 100. Goals are set,

systems established, grade-group work teams begin their collaborative review of student data.

Content is presented using hands-on, small group, and video or classroom work.

Fishbowl Classroom Demonstrations
The ARC coach demonstrates each Action Step in a classroom at each grade level, while the

other teachers at that grade level are released to observe and then discuss. The principal

participates in at least 2 of these fishbowls. The school Literacy Coach participates in all of

them.

One-on-one Classroom Support Visits

The ARC coach, accompanied by the principal and the Literacy Coach, go into individual

classrooms to provide follow-up support after the Fishbowl demonstration for each Action Step.

While the ARC coach will only be able to get to 6 classrooms in a day, the principal

accompanies her to at least 2 of those classrooms, and the Literacy Coach stays with her all day.

The principal and the Literacy Coach then provide 1-1 follow up support for all the other

participating teachers for each Action Step.

Teacher Expertise Goals:
- American Reading Company Executive Coach models each of the following Action Steps for small groups of teachers in their classrooms (fishbowl demonstrations by grade groups).
- The ARC Coach, Principal, and Literacy Coach provide one-on-one classroom coaching visits for every teacher for each of the Action Steps.
- The average rate of reading progress for the students in each classroom is visible on an ongoing basis, so teachers and principals can monitor the effectiveness of their instruction.
- Teacher learning results from their daily use of the tools provided with each Action Step.

Key Metric: % of teacher participation in ARC staff development events

(d). ADEQUACY OF RESOURCES

(i) Costs are reasonable in relation to objectives, design and significance: More than three

quarters of the requested funding will go directly to programmatic implementation of the

Bridgeton IAL program. Salaries of key personnel, other than the administrative assistant, are

in-kind. Over two years, approximately ▮▮▮ of the budget is for books and materials, while

▮▮▮ is for professional development and ▮▮▮ is for the management of the grant.

(ii) Costs are reasonable in relation to the numbers of persons served: The Bridgeton IAL

program will result in:

- professional development for 13 in the leadership roles, 137 classroom teachers and 12 Master teachers, 6 librarians, 20 community early childhood care providers
- 2,477 number of children pre-K grade 2
- 298 number of children 3 years old and younger
- 1,890 approximate number of families

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Based on the IAL application award amount of ▮▮▮▮ per year, the Bridgeton IAL program

will cost approximately ▮▮▮ per child each year.

(e). QUALITY OF MANAGEMENT PLAN:

(i). The adequacy of the management plan to meet objectives of the proposed project:

The IAL Team: The Bridgeton IAL team consists of the Dr. Celeste Merriweather, the district

Director of Funded Programs and supervisor of Community Parent Involvement Specialists;

Barbara Wilchensky, the district Intervention Specialist; Dr. Tanya Robinson, the Bridgeton

Early Childhood Supervisor; Veronica Gbesi, the district language arts supervisor and supervisor

of librarians; Colleen Wright, the Cheryl Chadwick early Learning Center (Community Center)

director; Ericka Okafor, district bi-lingual supervisor; Mr. Nedd Johnson, Assistant

Superintendent of Curriculum and Instruction (all resumes "other attachments")

Timeframes	Implementation Activities	Responsibility
YEAR ONE		
Month 1 (Nov)	Planning for Bridgeton IAL implementation, hire IAL administrative assistant Order all related supplies	IAL team, ARC and Community Partners
Month 2 (Dec)	Steps 1 and 2: School Expertise Training (Leadership and teachers) Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Month 3 (Jan)	Steps 3 and 4: Independent reading Levels determined. 100 Book Challenge established in pre K to grade 1 classrooms Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Month 4 (Feb)	Continue all initiatives in Early Childhood Centers. Steps 5 and 6: Initiate systems for parent engagement and home reading. Implement systems for data management and Tier II and III interventions Formative evaluation activities	IAL TEAM, IAL team, teachers, principals, librarians, and ARC Community Parent Involvement Specialists and ARC
Month 5 (March)	Continue all initiatives. Step 7: Articulate and implement explicit systematic instruction preK-1	IAL team, teachers, principals, librarians, and ARC

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Timeframes	Implementation Activities	Responsibility
	Step 8: Establish conferencing and use of formative assessment pre K-1 Formative evaluation activities	
Month 6 (April)	Continue all initiatives. Step 9: Implement student-based differentiated instruction pre K-1 Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Month 7 (May)	Continue all initiatives. Step 10: Implementation of small flexible groups Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Month 8 (June)	Summer IAL workshop Step 11: Support intensive one-to-one intervention Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Month 9 (July)	Step 12: Beyond the Literacy Block	IAL team, teachers, principals, librarians, and ARC

Year One Outcomes: *Outcome 1.1.b* Bridgeton early childhood centers (Cheryl Chadwick Early Learning Center and Geraldyn O. Foster Early Childhood Center) will implement classroom libraries encouraging a love of books

Outcome 1.2a: Program director will work closely with the educational community to adapt a library media curriculum to correspond with classroom learning.

Outcome 1.2b: Elementary schools will increase their literacy selection of books in Spanish for targeted grades.

Outcome 1.3a: 100 Book Challenge motivates students to read 30 minutes a day including digital books

Outcome 1.3b: The district will provide professional development for all targeted IAL staff in the use of online tracking, implementation and assessment data bases

 Outcome 1.3c: The district will provide professional development to train library media specialists in the 100 Book Challenge challenges

Outcome 2.2a: Parent Community Involvement Specialist will participate on the IAL team.

Outcome 3.1a Students read across content areas through their selection

Outcome 3.1 b Core Curriculum Standards are integrated into both literature and informational text

Outcome 4.1a: District school libraries will be open for access to digital collections

Outcome 4.1b: Students and parents will be encouraged to attend summer session library hours

Outcome 4.2a District Response to Intervention Coach will work with early learning centers to identify at risk readers before they enter kindergarten

YEAR TWO		
Quarter 1	Implement all initiatives in grades 2	IAL team, teachers,

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Timeframes	Implementation Activities	Responsibility
	Formative evaluation activities	principals, librarians, and ARC
Quarter 2	Support intensive one to one intervention all ages Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Quarter 3	Continue all initiatives. Formative evaluation activities	IAL team, teachers, principals, librarians, and ARC
Quarter 4	Continue all initiatives. Summative evaluation activities	IAL team, teachers, principals, librarians, and ARC

ear Two Outcomes:

Outcome 1.1a: Bridgeton City School District classrooms Pre K-grade 2 will build classroom libraries encouraging reading at the "just right" level and beyond

Outcome 5.1a All targeted children in the Bridgeton IAL program will have read on the "just right" level fostering the enjoyment that comes with reading.

Outcome 5.1b All staff of targeted children in the Bridgeton IAL program will be trained on the 100 Book Challenge which includes but is not limited to differentiated instruction based on student's developmental levels and supported by universal design for learning

Outcome 6.1a CCC: Literacy skills and understandings required for college and career readiness

Outcome 6.1b NJ Standard 3.1 (reading) all students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

(ii). The extent to which the time commitments are appropriate:

During a typical work week in the district, it is expected that the following persons will devote a

percentage of their time on the Bridgeton IAL program.

Principal Investigator, Dr. Merriweather:	10% time on task
Project Director: Barbara Wilchensky:	35% time on task
IAL Program Administrative assistant: TBD	100% time on task
Supervisors of curriculum and early childhood: Dr. Tanya Robinson, Veronica Gbesi, Colleen Wright	8% time on task
Classroom teachers:	8% time on task
Librarians and community parent specialists	5% time on task

With the exception of the full time IAL program administrative assistant, all Bridgeton employees are providing in-kind support showing an investment in educational infrastructure, self-sustaining shared workload and administrative oversight handled by existing highly qualified administrators.

(iii). The adequacy of mechanisms for ensuring high-quality products and services from the proposed project:

60 Minutes of Daily Reading Practice: Students read 30 minutes in school and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students.

Every Student Working at Appropriate Level: Using national standards for reading proficiency, both books and students are leveled based on what readers need to know and be able to do at each of the five developmental stages of reading acquisition.

Connects Bridgeton IAL Reading Initiatives to Common Core Standards:

100 Book Challenge aligns existing reading materials and assessment tools using one simple color-coded leveling platform, keyed to Common Core Standards, that students, teachers, and parents can understand and use to ensure every student is making expected progress towards proficiency.

Includes Parent Partnership Routines: Each student arrives home every afternoon with 1, 2 or 3 or more trade books that are part of a system designed for their achievement. The standards-based book sizing system and take home Skills Cards keep parents informed and participating in their children's success.

Scientifically based products and services: Longitudinal and quasi-experimental studies have demonstrated ARC's ability to empower teachers to close the achievement gap and improve

student reading achievement. This includes a 2005 longitudinal study of nearly 16,000 students

in Philadelphia public schools and 1999 and 2001 <u>quasi-experimental studies</u> of more than 3,000

students conducted by Temple University's Dr. Joseph DuCette. (see other attachments).

(f) Quality of Evaluation

    (i) Methods of evaluation include use of objective performance measures.   The

evaluation of this program will be a cooperative effort between IAL program staff and a

qualified external evaluation team from the Educational Information and Resource Center

located at Rowan University, NJ. The external team selected will provide technical assistance

with the necessary expertise to meet the evaluation requirements. (capacity statement in "other

attachments")

Task 1 –Establish Preliminary Data Base for the Program

  The evaluators will assist the IAL Team in compiling the necessary information about the

program and establish a preliminary database that will guide the evaluation effort.

Task 2 – Finalize Evaluation Questions

    Insofar as long-term performance goals for the program may not be fully evidenced until

completion of the program, it is necessary to establish benchmarks within the evaluation design

to adequately address progress toward the ultimate achievement of the goals over the life of the

program. The evaluation team will assist IAL Team in the development of suitable literacy

benchmarks with which to measure progress toward the goals (e.g. baseline and summative data

based on standardized measurements).

    Concurrently, the evaluation team will assist the IAL Team in finalizing the evaluation

questions that follow immediately in draft form. Please note that the questions that follow are not

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intended to be inclusive but reflect the immediate objectives of the IAL program. Additional questions, tools and instruments will be prepared that address each of the goals and performance indicators delineated in the program. The extent to which the Bridgeton IAL program:

- Will obtain a contextually diverse collection of books, including digital books and reference material via in-school and online selection
- Will provide more resources to non-English and English as a second language students and families.
- Will implement through technology a literacy program that is universal to all the elementary schools.
- Will provide students with access to digital books during nonschool hours
- Increase the number of parents and families involved in all literacy activities in the community.
- Implement thematic content area reading in k-2 classrooms
- Provide students with access to libraries during nonschool hours
- At Gateway Community Action Agency (non-profit community center) will be included in professional development for staff of infant through age 4
- 100 Book Challenge will be implemented
- Will be aligned with the Common Core State Standards Initiative and the New Jersey Core Curriculum Standards

Task 3 – Analyze Related Program Data

The evaluation team will conduct periodic program monitoring visits to each school site for the purpose of making careful observations of program services and activities. These visits will also include information interviews with the IAL team, other program staff, librarians, program participants, Gateway CAA, and parents. The purpose of these visits and interviews will essentially be to document program activities, conduct formative assessments of program activities, and offer recommendations for improvements in program processes to increase efficiency and effectiveness.

Formative reviews will help inform the grant process by answering several questions: is the in-service training appropriate to the activities funded under this program for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate

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identification and early intervention techniques by the district RtI, supervisors, classroom teachers, librarians, and early childhood staff at both centers? Have innovative, developmental, preventive evidence-based approaches to reading in settings that meet a range of student needs been utilized?

Qualitative data such as teacher/staff evaluation instruments, student surveys(as possible) and parent interviews will provide additional evidence of program success. Under the Government Performance and Results Act (GPRA), the following performance indicators will be measured to evaluate the overall effectiveness of the Innovative Approaches to Literacy program:

- The percentage of 4-year-old children participating in the project who achieve significant gains in oral language skills;
- The percentage of participating 3rd-grade students who meet or exceed proficiency on State reading or language arts assessments under section 1111(b)(3) of the ESEA
-

(ii) Methods of evaluation objective and related to the intended outcomes

Task 3 – Analyze Related Program Data

The evaluation team will conduct bi-monthly program monitoring visits to each school site for the purpose of making careful observations of program services and activities. These visits will also include information interviews with the IAL team, other program staff, librarians, program participants, Gateway CAA, and parents. The purpose of these visits and interviews will essentially be to document program activities, conduct formative assessments of program activities, and offer recommendations for improvements in program processes to increase efficiency and effectiveness.

(A) Formative reviews will help inform the grant process by answering several questions: is the in-service training appropriate to the activities funded under this program for teachers, instructional staff, and appropriate school personnel, including in-service training in

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appropriate identification and early intervention techniques by the district RtI, supervisors, classroom teachers, librarians, and early childhood staff at both centers? Have innovative, developmental, preventive evidence-based approaches to reading in settings that meet a range of student needs been utilized?

(B) Qualitative data such as teacher/staff evaluation instruments, student surveys(as possible) and parent interviews will provide additional evidence of program success.

(C) Performance feedback and periodic assessment of progress

The statutory requirements of this grant application are written into the goals, objectives and outcomes. The evaluation will be completed formatively as we proceed and summatively at the end of each grant year. Information will be gathered from a variety of resources and reviewed by the IAL team.

To insure the quality of the intervention, IAL team and external evaluator will review the following items on-going. This will allow for continuous improvement that affords adjustment to the program to gain the greatest benefit for all participants in the most efficient manner possible.

- Systems and interventions are monitored and improved as necessary
- Programs and services constitute a comprehensive, multifaceted continuum
- Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development
- School-owned programs and services are coordinated and integrated and are connected to home and community resources
- Programs and services are integrated with instructional and governance/management component at schools and are available, accessible, and attractive
- Empirically-supported interventions are used when applicable
- Differences among students/families are appropriately accounted for (e.g. diversity, disability, developmental levels, motivational levels, strengths, weaknesses)
- Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)
- Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)
- Contents for intervention are appropriate (e.g., classroom; home).

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