(A) Significance.

Extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The Refugio Independent School District (RISD) is located in Refugio County, Texas on the Gulf of Mexico. Refugio County relies largely on the oil and gas industry, but this economic base has been weakening. In 2010, the per capita income was ▮▮▮▮ and the poverty rate was 16%. Of people over 25 years of age in Refugio County, only 11.2% have a college degree, 72.7% of the population has less than a 12th grade education. County population declined by 5.7% from 2000 to July 1, 2010, and schools are seeing a decline as well.[1]

The district currently serves 755 students, 66% of whom are eligible for free or reduced price lunches (Texas Education Agency, 2011). For the 2012-13 school year, the district will have a PK-6 campus, a 7-8th junior high, and a 9-12 high school, all Title I campuses.

The data below from 2011 indicates that the Texas Assessment of Knowledge and Skills (TAKS) Reading passing rates for Refugio students in grades 3-5 fell below the state average. These TAKS scores foreshadow potential sub-par student performance as the state assessment moves from a test of minimum skills (TAKS) to a more rigorous, complex assessment (the State of Texas Assessments of Academic Readiness) that ultimately assesses college and career readiness.

Refugio Elementary was rated as an Academically Acceptable Campus for the 2011-12 school year; however, it failed to meet federal requirements for Adequate Yearly Progress for reading. At Refugio Elementary, the Texas

Table 1. TAKS Reading Proficiency, 2011		
	Refugio	State
3rd Grade	76%	90%
4th Grade	80%	86%
5th Grade	72%	87%

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[1] US Census, 2011.

Primary Reading Inventory showed that 62 % of the students in Grade 2 and 60% in Grade 1 are below standard rates of words read correctly per minute.

The district utilizes the STAR Renaissance reading report which showed that 45% of students in 2nd through 5th grade are below grade level in reading and scored below the 50th percentile on the GRADE assessment.

To date, the RISD libraries have been attempting to update small pieces of technology in a piecemeal fashion, but now that funding is non-existent, even these slow steps towards progress have ceased. Professional development, particularly of a collaborative nature with teachers, and administrators has been limited. As the role of the RISD librarian and library aides change to support teachers and implement literacy activities, library staff will require training in collaboration with teachers, and facilitating the use of resources for literacy programs.

Collaboration with librarians and teachers, and professional development in general, is critical. Peer-reviewed, scientifically-based research from Joyce and Showers identify practices, attitudes and skills which seemed to help teachers develop an aptitude for learning and acquiring new skills which include:

- *Persistence:* every educator knows the importance of practice for children. From their evidence base the authors conclude that persistence, even when initially uncomfortable, was a characteristic of successful learners;

- *Acknowledgement of the transfer problem:* teachers need to understand that the transfer of training is a separate learning task from the acquisition of knowledge or skills;

- *Teaching new behaviors to students:* students are discomforted by change, especially when they are succeeding in existing conditions. Teachers who directly

teach both the cognitive and the social tasks required by specific innovations are
more likely to achieve successful transfer;

- *Understanding the importance of the underlying theory:* teachers who master the
  theory underlying new behaviors are more likely to achieve similar results to
  those obtained in research settings, with their own students;

- *Proactive and productive use of peers:* teachers who used peer support for mutual
  problem solving, observations, collaborative teaching and planning were more
  successful in transferring new skills to their own practice.[2]

Therefore, RISD is proposing to launch **RISE! (Reading for Imagination, Success, and
Education)** which will greatly expand services and increase local capacity to students in grades
Pre-K through 8th, as well as students not yet of school age. Project RISE! provides 15 minutes
of daily sustained silent reading, 30 minutes of intervention or enrichment for identified students
in Pre-K through 8th immediately after school and before the last bus leaves, and 20 minutes of
supplementary reading at home each night. In order to gain maximum participation, we will send
home flyers announcing upcoming events and literacy opportunities and will use the automated
call system that we have that will place a call to every home and invite them to the events.
Students that ride the bus at 3:45 will automatically be involved in enrichment or intervention as
they will have approximately 30 minutes where they are already working on assignments,
reading or playing board games, making them an ideal audience for enrichment or the targeted
tutoring sessions, if requested by the teacher. Students that do not ride the bus will be either
invited to stay for enrichment activities or required to stay for intervention.

A highlight of the program is the focus on professional development for teachers and

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[2] Joyce, Bruce and Showers, Beverley, *"Student Achievement through staff development,"* The National College for
School Leadership, 2003.

librarians in order to ensure the highest degree of success with current and newly purchased materials.

Extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

RISE! both builds on existing strategies and offers new strategies to assure success. With regard to existing strategies, it builds on three programs, STAR Early Literacy Enterprise, STAR Reading Enterprise, and Accelerated Reader, all of which are currently owned by the district. RISE! includes professional development training for all three of these programs, leading to a better understanding of how and when to use each program and better interpretation of results by administrators.

Regarding promising new strategies, RISE! incorporates very early intervention and foundational literacy skills by partnering with Head Start and local day care centers, and intervention every day for targeted student in grades Pre K-8.

(B) Quality of the project design.

Goals, objectives and outcomes.

Description of the Project:

Project RISE! will build local capacity through partnerships with our local Head Start chapter, local day cares, local library, the Boys & Girls Club and retired teachers and other volunteers. Head Start and local day cares will provide assistance and foundational literacy skills to children before they enter school in an effort to increase exposure to reading and prevent students from falling behind. They will utilize computer tablets where the Reading Eggs subscription will be made available. Through Reading Eggs, individual progress monitoring will be recorded for each child in order to place them in the appropriate program

level and prepare them for their entry to school.   Reading Eggs supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program focuses on a core reading curriculum of phonics and sight words using skills and strategies that are important for sustained reading success while exposing them to multi-media activities.

Library components of RISE! will include the following: TEAM – Teaching Education as Mentors, who will serve as digital connectors, receiving a variety of technology training and in turn training others through the libraries' extended hours. Projects will include puppet shows performed at day care centers, nursing homes, family literacy nights, and developing and editing a school newspaper on federal, state, and local news to be shared on the school's website.

Fourth graders will use the NEO 2 mobile e-learning devices purchased through Renaissance Learning to have letter-writing lessons at the library; writing a letter to themselves which they will open on their graduation day. To expand student access to books in the home, students in grades Pre-K through 8th will receive a free book at the winter and summer breaks and will be encouraged to take the Accelerated Reading test to promote reading during intercession. Pre-K through fourth grade will do Student Treasures book publishing to emphasize the writing process and solidify the reading/writing connection.   To encourage students to participate in public library activities, author signings will be offered at the public library from 4 p.m. to 5 p.m.

The Boys and Girls Club will also be partnering with RISD by creating a young author's class and developing their own story with illustrations and reading their book for story time from 4 to 5 p.m. at the public library. Students at the Boys and Girls Club will visit the public library and identify, as age appropriate, different parts of a book. This will be an on-going activity

through the year. RISD will purchase computer tablets so students can access databases, including PebbleGo, which reinforce 21st century learning initiatives for PreK-3.

In the schools' libraries, extended hours will be implemented for Bedtime Story Night, and Build a Book Night. After school hours from 4 to 6 p.m. two days a week, offer a place to do homework, read, take AR tests and research. A book club will be established with age appropriate books and literary circles. On Saturdays, the library will be opened from 9 to 11 a.m. A research club will be established where students will research different topics and learn how to use technology to present their findings. Summer library hours will be 9 a.m. to noon two days a week, with a summer reading challenge.

Project RISE! comprises the following goals and objectives:

Goal 1: To better utilize existing programs.

Objective 1.1: Provide professional development to better utilize current programs.

Outcome: Early literacy in grades K-3 will improve by 50% and STAAR test scores in grades 4-8 will improve by 25%.

Goal 2: Provide enrichment and intervention for grades K-8.

Objective 2.1: Provide access to libraries during non-school hours, as well as other after school and evening student/parent programs and special projects.

Outcome: Library usage and participation of students and parents in after-school programming will increase by 25%.

Goal 3: Increase success by targeting earlier age groups.

Objective 3.1: Focus on early literacy by partnering with daycare centers and Head Start to provide early literacy materials such as laptops or tablets and subscription to Reading Eggs.

Outcome: Percentage of elementary students achieving proficiency on state reading tests increases 5% each year.

We will use our STAR Renaissance reading software to assess students reading levels. To encourage the students to read at their appropriate level, Accelerated Reading quizzes will be utilized with a goal of 90% comprehension. Teachers or instructors will meet with their students about the STAR and quiz reports and will use reports to help identify struggling readers. Those readers will be identified and teachers will implement the Successful Reader Program, utilizing NEOs, for the intervention.

RISE! is included in identified students' daily schedules to help them master critical academic skills through timely, targeted intervention. It will also provide opportunities for such priorities as assisting students in tutoring, enrichment, and collaborative projects. As appropriate, teachers will request particular students to specific areas on certain days each week. At other times, access to the school library, quiet and collaborative study halls, and community service for peer tutoring activities may be available for those students not requested for targeted areas. Ultimately, RISE! provides all students important support while also allowing strategic self-direction and choice.

Benefit to Students:

> ➢ Focused skill tutoring;
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> ➢ Increased study skills;
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> ➢ Ownership of learning;
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> ➢ Reduced stress;
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> ➢ Improved school climate;
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> ➢ Study sessions during school hours;

➢ Added success in all aspects of school life.

Benefits to Teachers:

➢ Focus on students who need skill based teaching without using class time;

➢ Increased study skills for students to use in class;

➢ Easier tracking of students who are falling behind;

➢ Teacher Plan period can be used for planning instead of tutoring or makeup work;

➢ Community Involvement/Partnerships:

➢ Parent and community volunteers can be utilized as tutors and supervisors.

As mentioned above Project RISE! will incorporate NEO 2s which are designed specifically to work within an intervention framework. These mobile writing keyboards provide personalized and targeted practice and progress that the teacher can monitor and tailor to each individual student. In addition, NEO 2s can be used to practice math facts, get immediate feedback on writing samples, take quizzes, submit assignments, and gather assessment data, to name a few features. RISD plans to purchase 180 NEO 2 keyboards to be used in grades 4 through 8.

RISE! will also use Accelerated Readers (AR) from Renaissance Learning which allows for personalized reading practice. The AR also provides reading and vocabulary practice, literacy skills practice and textbook quizzes. Accelerated Reader and STAR Champions provide additional training and follow-up support as needed for our teachers to help them use key reports to guide decisions about instruction and intervention.

Research indicates that a quality collection of books and other materials in a school media center selected to support the curriculum is of paramount importance to academic success. A collaboration between administrators, teachers, and media specialists is also necessary to link

the libraries with academic achievement.[3]

The areas of emphasis will be print and non-print materials, including: reading literacy and phonics, fiction, big books, audio books, and themed manipulative learning materials at the elementary school, high interest, low level books, non-fiction, African-American cultural history, and reluctant reading techniques such as fluency skills, read-aloud skills, predictive questions, and audio books. We will purchase 3 Successful Reader upper elementary classroom packages each of which includes 400 trade books, 20 student guides, 1 teacher guide, and 1 professional development package.

In addition, core area resources to enhance collaborative curriculum projects and inquiry, adaptive materials to serve special needs students, easy fiction and non fiction to develop fluency for struggling and reluctant readers, including the limited English proficient population, and professional materials to provide for teacher instruction will be provided at all district schools.

With Project RISE! teachers can also build into the program the following:

A: Priority Skills Day. Teacher assembles students who share a common, targeted need for direct instruction/improvement of important skill(s).

- ➢ Monday – Mathematics;

- ➢ Tuesday – Science;

- ➢ Wednesday -- Social Studies;

- ➢ Thursday -- English Language Arts;

- ➢ Friday -- Special Education & Foreign Language Skill(s) development may often take more than one session.

B: Content Support Day. Teacher assembles a larger group of students who can access

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[3] Lance, Keith et al. (2000). *How school librarians help kids achieve standards: the second Colorado study.* Denver: Hi Willow Research and Publishing (http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf).

content area support from the teacher. The support may look like re-teaching a lesson from the previous week's regular period(s) that was particularly difficult or had mixed results, small group work to hone skills, peer or community tutoring/flooding, homework assistance as needed, access to content-oriented software/web-based programs, keeping an advocacy eye on a promising or under-motivated student(s), and -- of course -- more direct instruction of specific skill(s) to individual students.

C: Test Prep Day. Teacher assembles group for additional, intensive test prep or teaching. This session may include practice tests, flashcards, jeopardy game reviews, small study groups, extended lessons, etc. Depending on the size, other students may be requested, but would be expected to work quietly with limited disruption of the main group's activities.

Project RISE! will also utilize a community involvement piece, to take place at the library, where volunteers can act as tutors and after-school chess/logic/puzzle club supervisors.

How the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

This project will be coordinated with community resources including the nursing home, day cares, Boys and Girls Clubs, and the local library for an integrated partnership; ensuring success. RISD will coordinate other state and local funds, such as Title I funding, with the RISE! Project in an effort to guarantee completion of project objectives and enhance the overall benefit to the students of RISD.

How the proposed project is part of a comprehensive effort to improve teaching and learning and how it supports rigorous academic standards for students

The teachers and administrators of RISD are deeply committed to improving our school and the outcomes and potential of our entire student body. To that end, considerable planning,

time and effort has gone into mapping out the implementation of Project RISE!. We believe that

with the broad-based coordination of our partners we will be able to accomplish the goals of this

initiative. Additionally, collaboration activities among library staff and teachers will include

monthly meetings to ensure that Project RISE! is meeting the instructional needs of classroom

teachers from both a media and literacy perspective. Through these collaboration activities,

teachers and library staff will work together to administer the interventions, undertake

professional development, teach students, and integrate best practices to raise our standards of

achievement.

Performance feedback and continuous improvement

RISD will work closely with Renaissance Learning to carefully monitor implementation

of program activities and staff trainings essential to the project goals. The project manager,

project coordinator, campus principals, and lead teachers will collaboratively evaluate student

performance by carefully monitoring project data and making instructional adjustments as

necessary. Teacher feedback and reflections on project programs as well as training and

coaching sessions will be carefully reviewed and data collected will help administration make

informed decisions about staff development needs.

(C) Quality of the project services.

Strategies for ensuring equal access and treatment for eligible project participants who are

members of groups that have traditionally been underrepresented based on race, color,

national origin, gender, age, or disability

All students in grades Pre-K-8 will have access to the programs and benefits of the RISE!

Project. Each Pre-K through 8th grade student and his/her family will be invited to participate in

appropriate enrichment and extended hours activities hosted through our libraries. Flyers

announcing upcoming events will be sent home with each child and the RISD automated call system will call each home with a personal invitation. Students identified for intervention will be identified through assessment and progress monitoring and will be placed in flexible groups that will change to meet student needs. Student rosters and sign in sheets will demonstrate that all programs and activities are offered to all students without prejudice.

Services to be provided by the proposed project appropriate to the needs of the intended recipients or beneficiaries of those services.

In the 2010-11 school year, Refugio Elementary School failed to make adequate yearly progress according to federal requirements. AYP staging in not yet available for the 2011-12 school year; however, Refugio Elementary missed AYP based on the previous assessment system (TAKS) and faced, for the first time, a much more rigorous, complex assessment in the 2011-12 school year with the new STAAR assessment system. Preliminary numbers indicate that our elementary student performance in reading may possibly fall short of federal requirements for a second year. Retention rates at the elementary school for the 2010-11 school year were at 3.6% for kindergarten, 4.3% for first Grade, and 7.5% for second Grade. These are above average levels of student failure, most of which stem from difficulty in reading. Second grade is significantly notable as the state average for retention in 2nd grade was 2.8%. Through RISE!, RISD will be able to offer research-based early literacy skills to prepare students to read before problems arise . Students experiencing difficulty will have timely, targeted intervention tailored to meet their needs and designed to accelerate their learning and get them "back on track."

Training or professional development services are of sufficient quality, intensity, and duration.

Providing Professional Development. Teacher-librarian collaboration is at the heart of Project RISE!. The district will train all teachers and library staff in activities and strategies aimed at increasing literacy skills across the curriculum. Beginning in January 2013, Renaissance Learning will conduct two "Champions Academy" trainings which will train teachers on AR, SR, and the NEO2s. There will also be two seminars held this month on conducting STAR Assessments. In February 2013, another "Champions" session will be held along with training which will focus on collaboration and coaching between teachers and media specialists, current literacy initiatives and scientifically based reading research, resource alignment with curriculum, curriculum components, and curriculum delivery best practices. K-4th grade teachers will attend the Renaissance Early Literacy workshop that focuses on screening a student's command of phonemic awareness, phonics, and other key early literacy skills. In March, four technical seminars on the NEO2s will be held as well as AR seminars at the elementary and middle/high schools. Targeted consulting will be held one day per school for two weeks in February/March and September/October. Leadership review and planning sessions will be held in the second year of the grant, as well as continued consulting sessions and brush-up seminars on all applications as needed.

Additionally, the library specialist will attend the Advanced Reading Renaissance workshop to learn how to manage and assess student reading practice as well as a Reading Renaissance Librarian workshop to learn how to diagnose and solve student reading problems more effectively, identify the reader's zone of proximal development, help readers set challenging goals, and create effective lessons that enhance learning and make time for reading practice. The workshops will promote development of the library as an instructional support aligned with state standards and library media specialist-teacher collaboration.

(D) Adequacy of resources

RISD's goal is that all children will learn and be successful and to that aim, all existing resources, including federal, state, and local funding as appropriate, will be leveraged to support the improvement of reading. In addition, we will bring together resources of the community, the local library as well as aggressively seeking other external funding to support our efforts.

Based on the success of our proposed initiative, the superintendent and other administrators will work with the project staff to ensure continuation of project activities with existing resources. We will accomplish this goal by: (1) providing updated literacy materials and advanced technology to enhance student learning environments, (2) collaborating with teachers, (3) library staff and school taskforces to expand the use of technology, facilitate resource sharing networks, (4) expanded learning opportunities and coordinating with community resources. These methods are described above in the previous section.

Costs are reasonable in relation to the objectives, design, and potential significance

The budget was developed based on research into the costs of professional development, technology and learning materials connected with the grant, staffing needed to ensure increased library hours, and supplies needed for successful enrichment and intervention. All expenses in the budget are directly connected with the project objectives. RISD expects to spend approximately ▮ per student per year with funds from this initiative.

Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

RISD believes the costs are reasonable in terms of capacity: for NEO2 usage there will be a 1:2 student ratio based upon a 250-student capacity. We will purchase Successful Reader intervention software and materials for up to 60 students and we will offer Professional

development (training) for Accelerated Reader Enterprise, STAR Reading and Successful

Reader.

All funding used will be directly targeted at the main objective of the program: to

increase student achievement through increasing literacy. The use of funds for this project has

been segregated into four main categories: (1) professional training, (2) staff support (3) reading

resources (4) technology support materials.

(E) Quality of the management plan.

**Management plan is adequate to achieve the objectives of the proposed project on time and
within budget, including clearly defined responsibilities, timelines, and milestones for
accomplishing project tasks.**

Lisa Herring, the district director of education will serve as the project director. Under the

guidance of Superintendent Jack Gaskins she has closely been involved in the preparation of this

proposal. She will oversee the day-to-day operations of Project RISE! and coordinate

professional development. She will also integrate the new equipment and materials into the

libraries. Mrs. Herring is a certified teacher and a Master Reading Teacher with a master's

degree in education and principal certification. In education for 19 years, she has worked at

elementary, middle school, and high school levels and has been responsible for grant

management for five years. She is a member of the junior high and elementary Site Based

Decision Making Committees and the District Planning Team. This will provide the necessary

bridge from one campus to the next and will play an integral part in the monitoring of the success

of the grant.

Anna Garcia, the district's only certified library media specialist, will serve as the

program coordinator. She has a master's degree in library science (K-12) and has assisted

district schools with testing data analysis and targeting interventions skills to raise test scores as well as professional development efforts for the teachers and administrators. She has developed collaborations between teachers, students, parents, and community. She has also worked with district level Accelerated Reading teams and will focus on connecting the libraries and classrooms to enhance literacy programs through professional development.

To ensure this program's stability, Renaissance Learning-trained "Champions" will meet with teachers during the teaching planning periods, conducted on site, to continually develop and improve upon a solid, quality-based management structure. Champions may be classroom teachers or instructional specialists who are enthusiastic and experienced in how to use and gain the most from the products. The management approach will allow for input, collaboration, and shared responsibilities between representatives of all of the institutions involved. This will allow collaboration time to plan program activities and promotional events; develop and deliver information regarding funding sustainability efforts; disseminate program results and progress to community leaders and stakeholders to justify future and expanded support; and access summative and formative evaluation reports and processes to identify programming strengths and reduce programming weaknesses. The project director will report to the superintendent of the school and will be responsible for sharing financial reports, evaluation results, and other important data to the champion and teachers so that input and direction may be provided. This process will also ensure accountability of expenditures and progress. All required financial and programmatic reports will be submitted in a timely manner under the direction of Mrs. Garcia.

Table 2. Timeline

YEAR 1

Activity	1.1 Purchase NEO2s, Successful Reader (1/13)
	1.2 Reading Professional Development Days (2/13)
	1.3 Annual Ren. Learning Reading Coaching (2/13 & 2/14)
	1.4 Data collection (3/13-6/13)
	1.5 Data analysis and reporting (6/13)
Responsible	Project Director, Project Coordinator, Teachers, Library Media Specialists, Evaluator
Milestones	Weekly revisions to completion, Monthly online surveys, Monthly system-generated reports, Monthly reports
YEAR 2	
Activity	2.1 Program Management Services (1/14)
	2.2 Onsite Professional Development Days (1/14 & 3/14)
	2.3 Annual Ren. Learning Reading Coaching (2/14)
	2.4 Data collection (1/14-12/14)
	2.5 Data analysis and reporting (12/14)
Responsible	Project Director, Project Coordinator, Teachers, Library Media Specialists, Evaluator
Milestones	Monthly online surveys

Finally, the district will consider applications for employment, if necessary, from individuals from groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Time commitments of the project director and principal investigator and other key project personnel

Both the Project Director and Project Coordinator will provide adequate time commitments weekly to ensure the success of the proposed project. The Project Coordinator, Anna Garcia, will spend a minimum of 15 hours each week planning activities, conducting literacy events, collaborating with teachers, administrators and other project personnel. The Project Manager, Lisa Herring, will spend approximately 3-5 hours each week overseeing the project, ensuring program implementation and looking for evidence of training implementation, monitoring project spending, disaggregating data, and maintaining compliance and reporting requirements. This time will be dedicated to the progress of program goals and will provide ample time to initiate and facilitate activities that will target and ultimately help us meet project objectives.

Adequacy of mechanisms for ensuring high-quality products and services

Renaissance Learning, Inc. products are utilized in over 67,000 schools in the United States. The Texas 2010-2011 Commissioner's List of Reading Instruments includes STAR Early Literacy, a RL product, as one of the 11 assessment options which may be used for Texas public and charter schools. RISD has an already established successful relationship with Renaissance Learning, Inc.

(F) Quality of the project evaluation.

Methodology and performance measures.

The evaluation of Project RISE! will be conducted under the direction of Susanne Ashby, from Maberry Consulting. The evaluation plan, which employs a formative and summative design, is based on continuing assessment of the project's effectiveness in meeting the objectives

of the program design. The formative component documents the implementation of the stated

strategies and activities, measures interim progress and provides periodic feedback to use for

potential program adjustments. As part of the formative evaluation, the timely and appropriate

implementation of the project strategies and activities will be documented using: (a) invoices and

inventory logs to track the number and type of new books ordered, (b) database usage reports to

document database access, surveys administered at the end of each training session to assess the

immediate impact of the training, (c) librarians' logs to document types of classroom use of the

library (e.g. teacher/librarian collaborative activities, research projects, database use), and (d)

monthly circulation data to track number and types of books used. All data will be analyzed

using statistics ANOVAs and/or multiple regression to determine impact on students and

teachers. Performance reports, a formative summary, and a final evaluation report will be made

available to stakeholders and included in the final report for this project.

     Measurable goals, objectives, and outcomes. In consideration of the needs outlined,

Project RISE! will vastly improve teacher collaboration, libraries and media centers within the

two schools. In order to address these needs, RISD has engaged assistance from a wide variety of

community agencies and organizations along with personnel from each school in establishing a

set of measurable and attainable goals and objectives. The overarching goal of Project RISE! is

to improve early literacy and academic achievement for the PreK-8 portion of the student body.

Project RISE! will strive to meet the goals, objectives, and outcomes in the table below:

Goals	Objectives	Outcomes
Goal 1: To better utilize existing programs.	_Objective 1.1: Provide professional development to better utilize current programs._	_Outcome: Early literacy in grades K-3 will improve by 50% and STAAR test scores_

Goals	Objectives	Outcomes
		in grades 4-8 will improve by 25%.
Goal 2: Provide enrichment and intervention for grades K-8.	*Objective 2.1: Provide access to libraries during non-school hours, as well as other after school and evening student/parent programs and special projects.*	*Outcome: Library usage and participation of students and parents in after-school programming will increase by 25%.*
Goal 3: Increase success by targeting earlier age groups.	*Objective 3.1: Focus on early literacy by partnering with daycare centers and Head Start to provide early literacy materials such as laptops or tablets and subscription to Reading Eggs.*	*Outcome: A gain in our elementary State testing results of 5% each year.*

Summative quantitative data will be collected to determine the program's impact in four specific performance measures. All formative data will be summarized and reviewed by the *Literacy Team* quarterly to identify the need for potential program adjustments. The impact of the project activities will be measured at the end of the project period in several ways, as described in the following chart:

GPRA Measures	Evaluation Methods

The percentage of 4-year-old children participating in the project who achieve significant gains in oral language skills;	Student achievement levels on the *Accelerated Reader STAR Early Literacy* assessment will be used as baseline data and will be administered 3 times over the course of a year. The evaluator will review this data as well as data from the online tracking systems of early literacy programs such as PebbleGo and Reading Eggs to evaluate student progress. The final administration of the *Accelerated Reader STAR Early Literacy Test* results will be analyzed to ascertain whether literacy levels improved.
The percentage of participating 3rd- and 8th grade students who meet or exceed proficiency on State reading or language arts assessments under section 1111(b)(3) of the ESEA;	Student achievement levels on the State of Texas Assessment of Academic Readiness (STAAR) from the 2011-12 school year, the first year of STAAR testing, will be used as reading baseline data. The evaluator will use STAAR reading scores for the 2012-13 and 2013-14 school years to determine whether gains exist in overall passing performance, as well as determine possible trends in data and performance gaps between subpopulations.

Methods of evaluation

Maberry will work with the Project Director, Project Coordinator, and RISD staff to gather and report both qualitative and quantitative data. The evaluation plan is both formative and summative, providing on-going feedback for continuous program improvement (formative), and an assessment of the project's effectiveness in meeting Project RISE!'s goals and objectives (summative).

The formative component documents the implementation of the stated goals and objectives, measures interim progress and provides periodic feedback to use for potential program adjustments. Implementation will be documented using: (a) training logs, (b) surveys administered at the end of each training session to assess the immediate impact of the training, (c) staff satisfaction surveys, and (d) monthly circulation data to track progress and effectiveness and impact of Project RISE!. All data will be analyzed using statistics and/or multiple regression to determine impact on students and teachers. Performance reports, a formative summary, and a final evaluation report will be made available to stakeholders and included in the final report for this project.