

## Program Narrative

### Significance

Todd County school district is located in a rural farming community on the Tennessee border in Western Kentucky. According to the 2010 census, the total county population is 12,460 residents, and the school system is the largest employer in the county. There are 2200 students at one of the four schools: two elementary, one middle, and one high school. With 32.63% of the population at the poverty level, Todd County meets the guidelines for preference priority number four, serving rural LEAs as a rural, low-income school.

One of our county's greatest concerns is literacy both for adults and our students. According to the National Literacy Survey, over 40% of the adult population does not have a high school diploma with over 38% of these adults at assessment levels I and II. "Children growing up in homes with many books get three years more schooling than children from bookless homes, independent of their parents' education, occupation, and class" (Evans, Kelley, Sikora, & Treiman, 2010). The book distribution program provided through this grant will be a vital way to address the low-socioeconomic situation of our school population, while putting books in the hands of children. The family programs will promote literacy and provide tips and resources to parents for building on the learning taking place in the school. Students and parents will be able to access books online using My OnReader, Tumbleweed Books, and eBooks using the laptops and iPads. The Parent and Child Learning Together Program will expand the services the federal Migrant Program provide by including activities that will build literacy skills for parent and child. Parents will receive letters and flyers in their native language.

The target population for this project is preschool through third grade students, with students in preschool, kindergarten, and first grade receiving a free book monthly. Todd County has

never offered an incentive like this book distribution program. Building upon the book distribution program is Sibling Readers, an innovative method to foster sibling relationships and transfer learning among siblings. When an elementary student has a baby brother or sister, he or she will go to the media center and inform the media specialist. The media specialist will give the sibling a book kit, with directions on how to read to their new baby. The students' names will be recorded on a log to keep track of newborns in the school communities. According to recent research, children who grow up in homes where books are numerous, esteemed, read, and enjoyed get as much as three more years of schooling than children from bookless homes (Evans, Kelley, Sikora, Treiman, 2010). This research has impressed the need to initiate a program to put books into the homes of our children, specifically our preschool, kindergarten, and first grader, which is a critical age group.

Over the past three years, Todd County had 70% of elementary students scoring proficient on the state reading assessment. The gap between African American students and their classmates is 30%. Likewise, the data in Table 1 below shows a problem with reading achievement school wide at the elementary school with the largest minority population.

Table 1: Percentage of Students Historically Scoring 6,7,8,9 Stanine Proficiency

<b>Grade Level</b>	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>
K	69	85	76
1	70	65	79
2	71	66	54
3	46	52	61
4	54	45	49
5	51	57	62

Students who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers (Hernandez, 2011). Todd County is

experiencing similar results as those reported on The Nation’s Report Card, “In 2009, only 33% of fourth graders read at a proficient level, with the remaining 67% reading at the basic level” (Hernandez, 2011). It is essential to instruct students using a quality, research-based literacy curriculum beginning at the earliest age, evidencing the need for a preschool curriculum. Preschool, consisting of three and four year-olds is one of the target populations for this project. While early intervention for reading difficulties makes a significant difference in the long-term reading abilities of children (Balsiger, undated), prevention through a quality program is more effective than waiting and intervening later.

## **Quality of the Project Design**

### **Objectives**

The project objectives are to increase the number of books children have in their homes; provide a quality preschool reading readiness curriculum, which focuses on language, vocabulary, and communication in the preschool program; encourage parents to read and discuss books with their children; provide high quality technology in order to motivate and engage readers; reduce barriers; update the library software and collection with trade books, bilingual books, and eBooks to reflect the interests and needs of the schools; and enhance the professional growth of teachers and media specialists.

Goal1: Promote early literacy and prepare young children to read, develop and improve students’ reading ability, and motivate older students to read. This goal specifically addresses the absolute priority of book distribution and preference priority number three: improving early learning outcomes, as well as preference priority four: serving rural LEAs.

Objectives:

- By December 2014, Preschool, kindergarten, and first grade students will increase their home libraries by 20 books as evidenced by the book distribution log and student / parent surveys.
- By December 2014, the elementary school libraries will increase their book collections by 5% as evidenced by collection report.
- By December 2014, the elementary school libraries will increase their circulation by 10% as evidenced on the monthly and yearly circulation report.
- By May of each year, the attendance at family literacy events will increase by 15% as evidenced on sign in sheets and parent surveys.

Goal 2: Provide students with a quality literacy program beginning in preschool and continuing through 3<sup>rd</sup> grade, which is designed to improve school readiness and success for high-need children through a focus on language and literacy development. This goal specifically addresses preference priority number three: improving early learning outcomes and preference priority number four: serving rural LEAs.

Objectives:

- By January 2013, all preschool teachers will implement Opening the World of Learning (OWL) curriculum as measured by lesson plans.
- By April 30, 2013, a preschool teacher in each school will increase their professional knowledge by attending the National Early Childhood Conference and share newly learned information with colleagues.
- By April of each year, all students will increase their reading proficiency and/or readiness by 10% from the fall to the spring MAP or OWL reading assessments.

- By December 2014, the English / Spanish language barrier will be reduced by 10% through parents learning English and teachers learning Spanish using Rocket Language software, as evidenced on logs and surveys.
- By May 2015, the achievement gap between white and African Americans students will decrease to less than 10% across all grade levels as evidenced on state assessments.

Goal 3: Provide a modern technologically advanced media center with high-quality, student-friendly digital tools and resources to engage and motivate students to read and produce multi-media projects that are shared with their peers, parents, and the world. This goal specifically addresses preference priority number two: technology.

Objectives:

- By December 2013, the elementary media centers will increase the technological tools in the media center as evidenced on purchase orders.
- By January 2013, the technology enhancements will be used to improve teaching and learning with rigorous activities that are aligned to the common core standards as designed by media specialists and teachers. This objective will be measured by teachers' lesson plans.

Goal 4: To enhance teachers and school library personnel use of high quality digital tools.

This goal specifically addresses priority preference number two: technology.

Objectives:

- By January 2013, teachers will develop rigorous, engaging lesson plans that integrate and/or evaluate digital tools and materials.
- By October 2014, the media specialists at each elementary school will increase their professional knowledge by attending the American Association of School Librarians

Conference and ISTE Conference and sharing information learned from the conference with colleagues.

After this project has ended, the programs and activities will be allowed to continue through the careful selection of tools, supplies, resources, equipment, and collaborative efforts of the community. The schools will have modern, up-to-date media centers with a mobile MacBook lab consisting of laptops and iPads that access the reading resources, assessments, and applications; up-to-date library software, with the collection accessible through an online public access catalog, as well as books specifically chosen for the struggling, reluctant, avid, and new reader. While these high-quality technological tools will last for numerous years, the district will develop a technology plan to replace equipment when it becomes outdated. The new books will enhance the quality and appearance of the collection, and additional books will be discarded and replaced each year. The media specialists will utilize funds and coordinate programs in order to see this project sustained.

Planning the continuation of the book distribution program has already begun by the media specialists and the superintendent. After the community has seen the benefit of the book distribution program to our students, they will view the program as crucial, it will be easier to gain their support and contributions. The school district will seek corporate sponsors, local business contributors, and community donations in order to sustain this vital program.

The district will continue sending preschool teachers to the early childhood conference. Attending professional meetings is an important way to network with other early childhood professionals and stay current with research based strategies and best practices. The media

specialists will continue attending professional organizational conferences at least every other year, using a combination of library, professional development, and personal funds.

The family literacy initiatives will continue and flourish after this project has revitalized the current family nights, which have been in place for several years. The focus has slipped away from literacy, but this project will reenergize the school. The multi-year events will be funded through Title I and school funds. Likewise, the ESL Parent and Child Working Together program will continue since limited resources will be necessary. Working with the federal migrant program, the migrant program coordinator and school administrators will be responsible for coordinating this initiative.

The past couple of years, each elementary school chose its own national assessment, with one school using GRADE and Think Link and the other using MAP. Through this collaborative project, both schools will be using the same test and testing window. Unifying the assessments will ensure all students are receiving the same quality education.

Throughout this project, the impact of each component will be monitored and continually revised based on feedback received from students, parents, and teachers. The program will evolve and grow, even after the grant period is over. The activities within this proposal were selected with students' needs in mind. Feedback from the surveys and interviews (student, parent, and teacher) will be used in order to reap the greatest benefits.

This project is one part of a comprehensive effort to improve teaching reading in our school district. This summer, both elementary schools had professional development on the five components of reading. Teachers needed additional professional development to ensure all components of reading were taught and assessed. With the new common core standards and curriculum documents, professional development, and streamlined assessments, both schools are

striving to improve student achievement. Through these programs, students will have books of their own and have innovative methods in which to learn. The objectives in this proposal address the absolute priority, and preference priorities two, three, and four.

### **Quality of the Project Services**

The programs and activities contained within this proposal were developed with all of Todd County's children in mind, especially minority and low income. It is crucial to provide equal access to all students. Children considered disadvantaged or at risk have to overcome enough hardships without the school unintentionally discriminating against them. To address the absolute priority and meet the needs of our community, both a book distribution program and childhood literacy activities were chosen.

Since the majority of these eligible participants qualify for preschool, we will use the preschool program to identify students for the book distribution program. Every child that attends preschool, kindergarten, and first grade in Todd County will receive a free book each month for the two-year period of this proposal. Hispanic children will receive a combination of bilingual and English language books. We want the parents to be able to read the books to their children and most of our Hispanic parents cannot read English, at least not proficiently. Hispanic parents will receive the information in Spanish, translated by our Migrant Coordinator. Before this period reaches the end, there will be a community supported distribution program in place. The books will be distributed through the school to eliminate shipping costs and returned books due to address changes. The grade levels were chosen based on the research that K-1 is the window of opportunity to effectively intervene with reading difficulties.



In order to reach children younger than preschool age, we devised an innovative Sibling Reader program to foster sibling relationships and transfer learning among siblings. When an elementary student has a baby brother or sister, he or she will go to the media center and inform the media specialist. The media specialist will give the sibling a book kit, with directions on how to read to their new baby. The students' names will be recorded on a log to keep track of newborns in the school communities. Each family involved in the book distribution programs will be given a pre and post survey questionnaire to determine the impact of this program. In disadvantaged communities, where there are relatively few books and even fewer books in local languages and that deal with culturally relevant topics, innovation is needed to help develop a robust culture of literacy (Adams, 2011).

An effective reading program has consistency across grade levels. It is important for preschool to have a comprehensive curriculum with a systematic approach to teaching reading, in order to build a quality foundation. After researching early literacy programs, Pearson's Opening the World to Learning (OWL) was selected. OWL places high priority on supporting children's language learning and teachers will formatively assess students' language acquisition. At the preschool level, the literacy focus will be on vocabulary, phonemic awareness, and alphabetic principles. The newly revised OWL program is available in English and Spanish, which will allow our preschool and migrant teachers to read books to the class in both languages. The non-Hispanic students will benefit from hearing a second language, and the Hispanic students will benefit from being able to understand the teacher. It will also be a good opportunity to invite Hispanic parents in to read to the class and share their culture.

It should be the school's responsibility to promote learning in the community, which is the reason for the program, Parent and Child Learning Together. In his program, students and

parents will read and learn together. While any family can participate, the Hispanic parents will be recruited so they can take advantage of the Rocket Language software to assist them in learning English. Through teachers learning Spanish and parents learning English, both cultural groups can learn from each other in a program similar to dual immersion. Dual immersion is a method of bilingual education in which instruction is presented in one language and then another. Parents will receive letters and flyers translated into Spanish by the Migrant Coordinator.

One of the initiatives is to promote and improve literacy by providing family events at the elementary schools that integrates reading with another area of the curriculum. Studies have clearly shown that “family literacy experiences can have a positive influence on students’ literacy achievement in school” (Schickendanz, 1989). Each school will hold two family literacy nights specific for preschool children, as well as events for all students every other month.

Another strategy that was chosen to meet the needs of all students and ensure equal access is the acquisition of a variety of quality children’s literature in print and electronic. In addition to motivation, an important factor in fostering lifelong readers is choice. According to Krashen (1993), students who choose what they read and have an informal environment in which to read tend to be more motivated, read more, and show greater language and literacy development. Choice can also be linked to achievement. Clark and Rumbold (2006) quoted Hunt (1996/97), a reader “who finds a really good book... that has ideas he truly wants to learn about, frequently will outdo his own instructional level of performance”. The media center in both elementary schools has very few bilingual books. Reflecting on Krashen and Hunt, students may have a choice, but if there are not materials available on their interest and reading level, the affect of choice is decreased. Providing students with a media center chock full of engaging, interesting

books on their level addresses the absolute priority of childhood literacy and the early learning priority.

According to Fountas and Pinnell (1996), teachers should expect first graders to read about 100 to 125 books during the school year and older children who are likely to read longer books, 50 to 75 books for the year. They cannot achieve that goal if they do not have access to the library and if the appropriate level books are not available. Reading for pleasure is more than a form of play or enjoyment. When students get hooked on books, they acquire many language skills (Krashen, 1993). In addition to students needing them, teachers demand them as part of their instructional units and to complement their classroom libraries. For these reasons, the libraries need to increase their book collection to meet the needs and demands, and to provide students with quality children's literature that is motivating for the emergent, struggling, avid, and reluctant readers.

Choice is also includes the medium of books, whether it is in print or electronic form. To meet the 21<sup>st</sup> technology needs, Tumblebooks and MyOn Reader were selected. Both of these programs are accessed on the Internet. MyOn Reader matches student interests and reading level with content to personalize learning and predict future reading growth. The program is scaffolded to meet the needs of all students. These enhanced digital books lets the student read it independently or lets the computer read it to them. The Capstone program provides training in the following formats: onsite training, train the trainer, interactive webinars training, and video training. The company provides the support necessary to ensure the program is implemented fully and correctly in order to maximize the greatest potential. MyOn Reader provides teachers with assessment reports based on end of book quizzes and benchmarks. After a child reads several books, myOn Reader provides an automatic benchmark assessment to measure changes

to a student's reading ability. Then myOn Reader compiles the data on each student and based on several benchmark assessments can forecast student reading growth.

Another online literacy program selected was Tumblebooks, which utilizes animated characters, interactive quizzes, and online games that accompany texts that can be played while each spoken word is highlighted on the screen. Tumblebooks provides enrichment to students reading independently with a variety of high interest material and provides support to students who require skill building with a variety of exercises that can be matched to other areas of the curriculum. The electronic book is ideal for young children, reluctant readers, and struggling readers. In addition to English, TumbleBooks includes stories in Spanish, which correlates to our initiative to improve our literacy skills in our Hispanic population. The e-Books can be accessed at school on the MacBooks and iPads, as well at home on their computer or on their parents' phones. All students will have access during their reading block. Libraries need to provide materials in the format that meets their users' needs. By providing students with eBooks, it meets the technology and early learning preference priorities.

Children learning to read need access to the types of books that engage their imagination and spark their interest. For children learning to read, this means stories with simple sentences in their local language (Adams, 2011). E-readers provide additional support to teachers in teaching children how to read, an important supplement in primary school classrooms (Adams, 2011). By providing iPads and laptops, the media centers will be able to reach students who are unmotivated by any other means. Students will utilize technology to learn and practice literacy skills. "When a teacher is overwhelmed by technology or there is not enough equipment in the classroom for each student, moving a unit to the library media center learning laboratory makes sense (Champlin and Loertscher, 2003).

The libraries in Todd County have not received updates on their library software program in years. All four school libraries should be connected to each other, as well as provide students and parents access from anywhere. Follett's new student engagement software program will drive library efficiency in an engaging and collaborative environment. This centralized library management software helps libraries within the district work more efficiently, while creating engaging and collaborative learning environments that promote and support student achievement. The county has a small public library that receives little funding, so the school libraries are students' main option for research and pleasure reading,

Priority preference three seeks to improve reading readiness in children and teacher effectiveness in technology. The PC desktops in the media center are old and unreliable in one of the elementary schools and slightly better in the other school. Since the high school has a one to one MacBook initiative and the elementary schools have a couple of laptop carts, we wanted to build upon our current technology and enhance its usage for students and teachers. With a cart of laptops and iPads in the media center and time for the media specialist and classroom teachers to co-teach, students will benefit from collaborative teaching that is engaging. Students will use the iPads to learn and practice literacy skills and concepts, engage with eBooks, and access educational Internet sites. While technology cannot replace a quality curriculum or instruction, it can enhance children's learning experience, allow for differentiation, and individualization.

With ever changing standards, technology, and best practices, teachers need to keep abreast of changes and current research based strategies. One way to do this is to attend workshops, trainings, and conferences. The library media specialists will attend two different conferences, the American Association of School Librarians (AASL) and International Society of Technology in Education (ISTE). The AASL conference in October 2012 will be centered on

transliteracy, which is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks. Attending professional conferences is necessary in order to network with colleagues and keep abreast of new technologies, applications, and ways to integrate it into the curriculum. Since both media specialists work with teachers on developing standards based units, they will return to their respective schools and work with teachers individually, in PLCs, and in groups. After learning the information and presenting it to their colleagues, it will become embedded into their daily work with students and teachers. In addition to these two conferences, the media specialists will attend the technical assistance training as mandated in the grant proposal.

Pearson will provide training on the new OWL curriculum for the preschool teachers. Also, one preschool teacher from each school will attend the national early childhood conference. Those two teachers will return to their respective schools and share their newfound knowledge, during PLC meetings, thus building the capacity of the teachers in the district.

Both elementary schools participated in the five components of reading training this summer presented by the area educational cooperative. Follow-up will ensure the teachers are implementing the strategies presented during this workshop, extending the duration and intensity. During PLCs, teachers will discuss the strategies they have used successfully and help each other refine the procedures. Through following up training with professional conversations and coaching, the professional development will lead to improvements in instructional practices.

### **Adequacy of Resources**

The costs of each category in this project are reasonable in relation to the objectives, design, and potential significance. The bulk of the budget is devoted to the supply category, including book distribution, preschool curriculum, library books, eBooks, and software. The distribution

of books, at [REDACTED] is reasonable because it includes purchasing 13,100 books over the course of two years. Quality books will be selected and purchased from vendors such as Scholastic and Junior Library Guild, among others. The media specialists will take advantage of sales and promotions in order to maximize their buying potential. From past ordering experience and preliminary price checking, the average price per book will be five dollars. The total number of students that will be impacted through this program is 700, including local Mennonite children that want to participate. This program is clearly tied to the absolute priority, book distribution.

Through working with siblings of newborns on reading skills such as fluency and asking questions, this program also addresses the second part of the absolute priority of childhood literacy activities. The Sibling Reader program will instill a love of reading for the newborn, as well as the elementary student. Since infants and toddlers enjoy listening to the same book repeatedly, it will give the sibling an opportunity to read fluently and with prosody. Since the sibling will feel like a teacher and caregiver, it will build the sibling's self-esteem. The importance of this book distribution program will be invaluable to our impoverished community. According to the 2010 census data, Todd County's poverty rate is 32.63%. We anticipate seeing a significant increase of books in the home and appreciation for reading reported on the post-program parent survey. Putting books in the home and working with sibling readers should increase student achievement. According to research, students with books in the home gain three years of schooling over students from bookless homes (Evans, Kelley, Sikora, & Treiman, 2010).

In order to build a consistent literacy program in the school, there must be a quality curriculum in place at each grade level beginning with preschool. Currently, our preschool program is using an outdated version of Opening the World of Learning (OWL). Without funds to purchase the updated curriculum, the teachers are forced to use a dated version. The new

comprehensive kit includes materials in English and Spanish. Our migrant teacher will be able to read the Spanish version to the class and use the prepared materials, thus providing the same content and instruction to all students. At a cost of [REDACTED] the curriculum is reasonable for six teachers. This includes teachers' guides, online resources for students and teachers, interactive big books, 32 trade books, and manipulative kits for each preschool teacher at both schools.

In order to provide a wide variety of quality children's literature in a modern media center, the book collection needs to be increased and updated, along with updating the available technology. The budget includes [REDACTED] in technology, specifically for iPads and MacBook laptops, which directly addresses competitive priority number two, technology. Apple is recognized as producing high-quality digital tools that are user-friendly and easy for students to learn and use applications in order to be creators of content. Along with media specialists, teachers will utilize the technology to improve instruction. Having Apple technology at the elementary level will build on the district plan. The high school has a one-to-one laptop initiative and the elementary schools have a couple of laptop carts; however, the demand is far greater than can be supplied through two carts. Students will have access to literacy games, applications, and eBooks, which will motivate them to read. Providing access to cutting edge technology will remove the barriers among students from different socio-economic status. The district community education coordinator will conduct introductory and advanced workshops using this technology for students, families, and community members.

### **Quality of the Management Plan**

Within this project, there are clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks. First, the project director is responsible for ensuring that each activity is implemented, including the ordering of supplies and equipment, beginning the



programs, analyzing testing data, and completing and submitting all required reports. Most of the responsibilities for the programs will reside with the library media specialist (LMS) at each elementary school. They have an excellent professional relationship and work well together to accomplish monumental tasks. Both media specialists collaborated on developing this proposal and accept the additional responsibilities of this project because they feel strongly about addressing the literacy need and helping children succeed. Because planning the programs and ordering materials will require additional time for the media specialists, an extra five days per year was added in the budget to help compensate for a portion of their time.

The following table outlines the date in which each activity will be implemented.

Timeline of Activity Implementation

<b>Activity</b>	<b>Responsible Party</b>	<b>Date</b>
Pre-Program Surveys & Interviews	Librarians	Fall 2014
MAP Assessment	Principals & Librarians	Sept 2012
Notification of Award	U.S. Dept of Ed	Oct 1, 2012
Student Reading Interest Survey	Librarians	Oct 15, 2012
Order supplies & equipment (order half of library books and distribution books)	Librarians	Oct 15, 2012
Fall Family Literacy Event	Librarians	Oct 16, 2012
AASL Conference	Librarians	Oct 12-13, 2012
Begin Monthly Book Distribution Program	Librarians	Nov 2012 – Dec 2014
Begin Sibling Readers Program – create log of participants	Librarians	Nov 2012 – Dec 2014

Community Tech Workshops	Community Ed Director	Fall '12, Spring '13
Implement OWL Preschool Curriculum	Preschool	Nov 5, 2012
Parent and Child Working Together Program	Migrant	Nov 5, 2012
MAP & OWL Assessment	Principal & Librarians	January 2013
Family Event	Librarians	February 12, 2013
Family Event	Librarians	April 18, 2013
MAP & OWL Assessment	Principal & Librarians	April 2013
Early Literacy Conference	Preschool	April 26-27, 2013
Technical Assistance Training	Librarians	TBD
ISTE Conference	Librarians	June 24-26, 2013
Reporting	Program Director	TBD
Order Remaining Library & Distribution Books	Librarians	August 2013
MAP & OWL Assessment	Principal & Librarians	Aug 2013, Jan 2014, April 2014
Post-Program Surveys & Interviews	Librarians	Fall 2014

Immediately following the awarded grant notification, the LMS will jointly preview and select the books to be purchased for the media centers. Since one of the schools has a larger Hispanic population, the schools will share the money for bilingual books based on the percentage of Hispanic students in each school. The remaining supplies and equipment will be ordered immediately upon receiving notification. Since quotes were obtained prior to writing the grant, this will not be a time intensive task. The responsibility for ordering supplies and

equipment will be shared between the media specialists, with the project director ensuring each step has been completed.

After the surveys and assessments have been completed, it will be the responsibility of each media specialist to submit the data to the project manager. The project manager will review the data and findings. The media specialists will discuss their findings to determine similarities. Then each media specialist will share the results with their respective building principal, site-based decision making council, and leadership teams. The continual professional discussions will ensure the programs are being implemented consistently and timely. Also, it will provide the opportunity to share successes and brainstorm solutions for ineffective results.

The project director and other key personnel have adequate time to meet the absolute priority of book distribution and the competitive priorities of early childhood and technology, as well as their supporting objectives. In the district calendar, each Friday afternoon students are released at 1:15 to provide teachers the necessary time for professional development and to plan together. The school librarians will utilize this professional learning community (PLC) time to meet with teachers to discuss literacy scores, interview teachers about the effectiveness of each program, organize events, review survey data, and collaborate with each other. With the implementation of several new programs, the program director and school librarians will have additional responsibilities. Both ladies are efficient time managers and prioritize tasks on a daily basis, so they will make the time to ensure all objectives are met on a timely basis.

When discussing the proposal, products and activities that address the four overall goals were noted. Then, each product and activity was researched to determine the impact each has on student achievement in the area of reading. If a product did not prove effective in the research, it was removed and another one was selected. This process of brainstorming and researching prior

to a product or activity being selected ensured high quality products and services were planned for this proposed project.

### Quality of the Project Evaluation

In order to evaluate the quality and effectiveness of this project, we will include various types of assessments that will produce quantitative and qualitative data. The evaluation timeline table illustrates the types of assessments and when they will occur.

Project Evaluation Timeline Table

<b>Evaluation Method</b>	<b>Type of Data</b>	<b>Date</b>
MAP testing	Quantitative	Aug 2012, Jan '13, April '13
Diebels	Quantitative	
Pre-Project Survey Questionnaire	Quantitative & Qualitative	Oct 2012
Pre-Project Parent / Teacher / Student Survey / Interview	Quantitative & Qualitative	October 2012
Library Circulation	Quantitative	October 2012 October 2014
Library Average Collection Age	Quantitative	October 2012 October 2014
OWL preschool assessment	Quantitative	Jan & April 2013
Post-Project Parent / Teacher / Student Survey / Interview	Quantitative & Qualitative	October 2014

First, quantitative reading achievement data for primary students will be obtained from the Measures of Academic Progress (MAP) assessment. MAP is a state-aligned computerized adaptive assessment program. Students will be given these assessments three times each year,

which will provide data on their growth in literacy. The tests will be given in August, January, and April of each year. The MAP assessment features vertical skills-based assessments, which identifies students' missing concepts and prerequisite skills. The reading MAP test measures achievement in the following areas: word analysis, reading skills and strategies, comprehension of literary text, and comprehension of informational text. Students receive a RIT score for each test, which indicates his or her progress toward meeting benchmark competencies. The MAP test also compares a child's scores to other students at his/her grade level. This comparative is described as HI, HI/AVG, AVG, LO/AV, or LO. The various MAP reports will be used as data for this project and will show students' amount of growth over the course of the year.

Primary teachers will use Dynamic Indicators of Basic Early Literacy Skills (Diebels) to progress monitor students' reading fluency. Diebels are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. Fluency is essential for reading comprehension (Sedita, 2008).

On a regular basis, teachers will keep running records of students' progress toward meeting benchmarks, not only in Diebels, but in the other components of reading. As students meet goals, their successes will be celebrated. After assessments, teachers will meet in grade level Professional Learning Communities (PLCS) to discuss progress and plan strategies for meeting individual students' needs. Through the PLC meetings, grade level teachers will review the previous lessons, analyze data on student success, and use the data to plan future lessons.

Likewise, we will obtain quantitative data from preschool students' Opening the World of Learning (OWL) assessments. The OWL assesses children's language, alphabet knowledge, print concepts and writing, and phonological awareness. OWL places high priority on

supporting children's language learning and teachers will formatively assess students' language acquisition. At the preschool level, the literacy focus will be on vocabulary, phonemic awareness, and alphabetic principles. The preschool assessments will provide valuable information to the preschool teachers and their kindergarten teachers the following years.

Another source of data will be survey questionnaires given to students, parents, and teachers. The questionnaire will determine respondents' attitudes regarding reading; the number of books in the homes; the innovative approaches implemented through this project; and the family programs. The questionnaire will provide both quantitative data through close-ended questions and qualitative data through open-ended questions. Preschool teachers will conduct parent interviews using semi-structured interview questions to determine the effectiveness of the OWL program, book distribution, and family programs. Also, a random sample of kindergarten and first grade parents will be selected to participate in a survey to determine the effectiveness of the book distribution program, family programs, and other activities within the project.

After each testing session, the percent of students scoring below benchmark will be calculated. We anticipate the number falling below benchmark will decrease due to the implementation of these new programs and utilizing our existing programs more effectively. In addition to the OWL preschool programs, teachers are utilizing Daily 5 reading program, in addition to the textbook series.

If our percentage of students reading below benchmark does not decrease, we will determine if the programs are being implemented properly, then provide follow-up professional development and coaching, as needed. It is possible that improvement may be slow to appear due to the implementation dip, but it should steadily increase each year thereafter.

Finally, two different reports will be generated using the Follett library software to determine the increase of circulation and the average age of the collection. Since the library will receive a variety of new books and resources, dated and worn books can be replaced in addition to the selection of high quality, engaging children's literature. The past several years, the media centers have had limited funds to purchase new books, so these funds will improve the average age of the book collection.

The media specialists will meet at least once a semester to review the project timeline, analyze data from assessments, and plan the next steps of the project. The feedback obtained from the parent and teacher surveys will be used to make changes, as necessary. As the suggestions are reviewed, the value of each will be considered and implemented if warranted.

The elementary schools will conduct school wide MAP testing three times during the year, August, January, and April. After the testing is complete, the results can be accessed within a couple of days. So, the project evaluator can monitor the school's progress toward meeting benchmarks and report the findings in September, February, and May. After the data reports have been received, the school leadership committees will meet to analyze the results. The leadership committee spent three days at Pivotal Leadership training learning how to analyze data. The data analysis model learned during the data retreat will be used to analyze the data, make observations regarding the data, develop hypotheses of practice, which will lead to the discovery of the reasons those results were obtained.

The media / curriculum specialist at South Todd Elementary, Merri Baugh will be the project director and evaluator. Ms. Baugh has an EdS and is currently working on her doctorate in education administration. She serves on the school's leadership team. Recently, she participated in the Pivotal Leadership data retreat, which was an intensive three day training on

analyzing data and using data to inform instructional decisions at the school / district level.

Throughout her coursework, she has had to analyze data, determine trends and causes, and develop corrective action plans. She has completed a couple of intensive program evaluations, specifically, on a student information system and a reading intervention program.