

MARYETTA PUBLIC SCHOOL –GRANT NARRATIVE

Maryetta Public School, located in Adair County, Oklahoma, is requesting funds to improve literacy achievement through the **intense Reading Every-day for Academic Development (iREAD) Project**. Maryetta is an elementary school district serving 706 students ages three through eighth grade. The current elementary student population is 82% American Indian (75% Cherokee), 11% Caucasian, and 6% Hispanic. English language learners represent 37.82% (267) of the student population, and 20.42% (143) of students are identified for Special Education. Maryetta students come from high-poverty families with a poverty rate of 32.36% (2010 Census), which is reflected in the 77.5% of students who qualify for the free or reduced lunch program. The elementary school is Title I school-wide.

Statutory Requirements - Absolute Priority: Reading PALS (Peer-Assisted Learning Strategies) is a K-12 peer-tutoring program that supplements the primary reading curriculum. Maryetta will implement Reading PALS in K-8 classrooms as a part of the instructional reading block. It meets the definition of scientifically valid research and is located on the Institute of Education Sciences What Works Clearinghouse as a program with evidence of effectiveness.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, May). *Beginning Reading intervention report: Peer-Assisted Learning/Literacy Strategies*. Retrieved from <http://whatworks.ed.gov>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2010, September). *English Language Learners intervention report: Peer-Assisted Learning/Literacy Strategies*. Retrieved from <http://whatworks.ed.gov>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, June). *Students with Learning Disabilities intervention report: Peer-Assisted Learning Strategies*. Retrieved from <http://whatworks.ed.gov>.

Competitive Priority 2: Technology (5 points): Through the *iREAD Project*, Maryetta will improve reading readiness in children, student achievement, teacher effectiveness, and the

effectiveness of school library personnel through the use of high-quality digital tools. Students will have access to eReaders and laptops for literacy activities. Teachers and the library media specialist will participate in professional development on the use of the web-based ARCH Platform to improve instruction by collaborating on pedagogy in a rich, online environment. Comprehend data warehouse training will allow teachers to use DIBELS, state assessment, and Explore data to inform and individualize instruction for each student.

Competitive Priority 3: Improving Early Learning Outcomes (5 points): Maryetta will serve children from ages three through eighth grade.

Competitive Priority 4: Rural LEA (5 points): Maryetta is a rural LEA eligible for the Small, Rural School Achievement (SRSA) Program. (NCES# 4019200; District# 01-C022).

(a) Significance (10 points).

(i) build local capacity/expand services that address needs of target population (5 points)

Maryetta Reading Achievement: Pursuant to No Child Left Behind and Oklahoma Law, the Academic Performance Index (API) is a numeric index used to measure the performance of schools and districts, with significance placed on the academic performance of students. Statewide API benchmarks have been established for all districts and the score ranges from 0 to 1500. Maryetta's 2011 Total API of 1003 is 135 points below the state average of 1138, and Maryetta's Reading API of 862 is 198 points below the State Reading API Benchmark of 1060 (Office of Accountability, 2011).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment to monitor student reading achievement kindergarten through 4th grade. The assessment is administered three times per year (August, January, May) and students score among three categories: Benchmark (meeting grade level), Strategic (borderline), and Intensive (needing intervention). In kindergarten through 4th grade, between 34 – 48% of students perform at the Strategic level.

Due to limited personnel, we are only able to provide specific interventions for the 11 – 14% of students who score at the Intensive level. The lack of early intervention is evident when evaluating state reading assessment data of older Maryetta students.

**TABLE 1: Oklahoma State Testing Program
Percent of Students Scoring Unsatisfactory or Limited Knowledge**

Test Year	Third	Fourth	Fifth	Sixth	Seventh	Eighth
2011	38%	47%	42%	47%	48%	39%
2010	34%	61%	61%	62%	56%	59%
2009	39%	54%	69%	44%	50%	45%

Data Source: Office of Accountability

**2012 reading achievement data is currently not available from the state department.*

College, Career, & Citizen Ready Students: Adair County ranks 76 out of 77 Oklahoma counties for having the highest three-year rate of youth under age 19 dropping out of high school (Oklahoma KidsCount Factbook, 2010). Of the Maryetta students who complete eighth grade, more than 24% of students drop out of high school (Local Data). Research indicates that falling behind in reading and math in middle school is an early indicator of failure in the ninth grade, which is the strongest indicator for dropping out of high school (Harris, 2009).

The Advisory Committee matched *iREAD Project* services with identified needs.

Identified Need or Gap	Component(s) to Address Need
<u>Personnel:</u> There are no designated certified reading specialists in the district.	<ul style="list-style-type: none"> Hire two designated reading specialists as lower (Age 3–4th gr.) and upper (5th–8th gr.) elementary literacy coaches.
<u>Early Literacy /Reading Achievement:</u> <ul style="list-style-type: none"> DIBELS data and TABLE 1 above reflects poor reading achievement. Subgroups, such as ELL students (37.82%) and Special Education 	<ul style="list-style-type: none"> Family Literacy Night Events Scientific research-based Reading PALS (Peer-Assisted Learning Strategies)

(20.42%) have specific reading struggles.	
<p>Library Materials: Library is outdated.</p> <ul style="list-style-type: none"> Only 3.21 nonfiction titles/student and 10 eBooks total. Circulation: 66 books/student (K-5th) & 16 books/student (6th-8th) annually <p>LMS Collaboration: Beyond classroom visits, collaboration on classroom pedagogy is limited.</p>	<ul style="list-style-type: none"> Purchase titles Purchase eBooks Increase collaboration among teachers and the library media specialist
<p>Technology: Technology access is limited to support individualized instruction (student to device ratio of 6:1). Teachers lack access to data and technology to inform and differentiate instruction.</p>	<ul style="list-style-type: none"> Purchase eReaders Purchase two laptop labs Purchase Comprehend data warehouse Purchase online ARCH Platform
<p>Professional Development: Rural LEA with limited access to training/interventions supported by the Universal Design for Learning (UDL).</p>	<ul style="list-style-type: none"> Provide 160+ hours of quality, research-based professional development

Local Capacity/sustainability will be established by providing 160+ hours of research-based professional development and technology tools to increase teachers’ ability to provide individualized literacy instruction. Title I funding will be utilized to maintain literacy coaches beyond program funding, and Title II funds will support ongoing professional development.

(ii) demonstration of promising new strategies that build on existing strategies (5 points)

Existing Strategies	New Strategies
<p>Systemic & Explicit Instruction:</p> <ul style="list-style-type: none"> Full-day three & four year old program and before/after school program Utilization of basal readers & DIBELS Assessment Protected, dedicated 90 minute block (age 3 through 3rd grade) in 5 essential components (phonemic awareness, phonics, vocabulary, fluency, & comprehension) of National Reading Panel 	<ul style="list-style-type: none"> Provide ongoing, quality professional development Summer Literacy Institute Hire reading specialists to facilitate SBRR Implement Reading PALS Offer literacy mini-grants to teachers to create Family

<ul style="list-style-type: none"> Grades 4 – 8: dedicated 45 minute reading block and emphasis on reading across the curriculum 	Literacy Events
<p>Improving Literacy and Connecting Culture:</p> <ul style="list-style-type: none"> Maryetta and the Cherokee Nation have partnered on a Cherokee Language Project to meet the cultural and bilingual needs of students. Through software programs, early readers connect the English language to their Native language and increase comprehension. 	<ul style="list-style-type: none"> Students 5th – 8th create bilingual books in English and Cherokee (electronic using CAST UDL Book Builder http://bookbuilder.cast.org/ & print) aligned to CCSS
<p>Library & Technology Tools:</p> <ul style="list-style-type: none"> Annual improvement to library resources Discovery Education (30,000+ digital resources) 	<ul style="list-style-type: none"> Professional development to collaborate on pedagogy & increase library resource usage
<p>Data:</p> <ul style="list-style-type: none"> Evaluating reading achievement data based on format displayed from vendor (online reports/paper-based). Data is not always timely or easily accessible 	<ul style="list-style-type: none"> Purchase Comprehend data warehouse (local, DIBELS, State, and Explore) for data-driven instruction
<p>Rigorous Curriculum:</p> <ul style="list-style-type: none"> Transitioning to Common Core State Standards-CCSS Teachers creating lesson plans and formative assessment in isolation using different formats. 	<ul style="list-style-type: none"> Implement web-based ARCH Platform for collaboration among teachers on CCSS-aligned lesson plans

(b) **Quality of the project design** (20 points).

(i) **goals, objectives, and outcomes are clearly specified and measurable** (5 points)

Goal: Through improvements in instructional practices and access to innovative, high-quality literacy resources and activities, *iREAD Project* will increase literacy achievement for students from age 3 through 8th grade.

Objective 1: To increase the percentage of 4-year-old Maryetta children participating in the project who achieve significant gains in oral language skills by 10% each year of the project through culturally-infused activities as measured by the Comprehensive Assessment of Spoken

Language (CASL). (GPRA) Baseline data is currently not available and will be captured and recorded upon receipt of grant funding.

Objective 2: To increase the percentage of 3rd-grade Maryetta students who meet or exceed proficiency on the State reading assessment by 10% each year of the project as measured by state assessment data. (GPRA) Baseline data indicates that 38% of students perform below proficient.

Objective 3: To increase the percentage of 8th-grade Maryetta students who meet or exceed proficiency on the State reading assessment by 10% each year of the project as measured by state assessment data. (GPRA) Baseline data indicates that 39% of students perform below proficient.

Objective 4: To increase access to and usage of library materials by 25% each year of the project as measured by Destiny Library Management Software circulation reports. Baseline data indicates there are only 3.21 nonfiction titles per students and the average circulation rate is 66 books per student annually grade K-5 and 16 books per student annually for grades 6–8.

Objective 5: To increase collaboration with the library media specialist by 25% each project year to improve pedagogy aligned to the Common Core State Standards as measured by program participation records and evidenced by lesson plans. Baseline data indicates that teacher/LMS collaboration is fewer than 15 times per year outside of regular classroom visits to the library.

Objective 6: To increase parental involvement in literacy activities by 15% each year of the project through culturally-infused activities as measured by program participation records. Baseline data indicates that 51.7% of parents attend one school event per year.

Objective 7: Increase technology integration and individualized instruction by classroom teachers aligned to the Common Core State Standards supported by the Universal Design for Learning (UDL) by 15% each year of the project as measured by Teacher Leader Effectiveness Evaluation System calibrated to state student assessment scores.

Strategies to accomplish the goal and objectives will include:**LITERACY PERSONNEL**

- ❖ Hire a full time Lower Elementary Literacy Coach and an Upper Elementary Literacy Coach (.70 FTE) to provide ongoing support to the library media specialist and classroom teachers on research-based strategies to improve reading instruction utilizing library resources, technology, differentiated instruction, and universal design for learning (UDL). **(Objectives 1, 2, 3, 4, 5 & 7)**
- ❖ Sustain the Foster Grandparent Program through partnership with the KI BIOS Community Action Foundation to provide 1:1 reading with children. **(Objectives 1, 2 & 3)**

LITERACY ACTIVITIES

- ❖ Provide monthly Family Literacy Night Events for families and children age three to 3rd grade. Provide quarterly Family Literacy Night Events for families and children grades 4th through 8th to teach parents/guardians how to use literacy resources effectively. Transportation, child care, and meals will be provided on an as needed basis through local resources. **(Objectives 1, 2, 3, 4 & 6)**
 - Provide mini-grants ██████ to teachers, awarded based on merit, who design research-based, innovative programming for Family Literacy Events
 - Provide at-home reading strategies for families, distribute free books to families and children quarterly [paid for by local resources and partnerships], and teach families how to use library technology.
 - Provide ongoing information to families through Twitter, Facebook, and district website
- ❖ Provide author visits two times per year. **(Objectives 1, 2, 3, 4, 5, 6 & 7)**
- ❖ Purchase approximately 2,000 eBooks (70% emphasis on nonfiction titles). **(Objective 4)**

- ❖ Purchase printed books and materials (70% emphasis on nonfiction titles). **(Objective 4)**
- ❖ Purchase 80 Sony eReaders for literacy instruction and student check-out to provide literacy resources for high-need students and families at home. **(Objectives 1, 2, 3, 4, 6 & 7)**
- ❖ Purchase two – 14 station MacBook Labs on carts for student use to differentiate learning. **(Objectives 1, 2, 3, 4 & 7)**
 - Create and publish student work through partnership with Cherokee Nation including online books created through CAST UDL Book Builder. Common core curriculum alignment to include: Production and Distribution of Writing (Standards 4, 5 & 6) and Literacy Research to Build and Present Knowledge (Standards 7, 8 & 9).
- ❖ Purchase the Comprehend Data Analysis Tool (providing five years of longitudinal test data) and train teachers to utilize this data warehouse to inform individual student literacy instruction and intervention strategies. **(Objectives 1, 2, 3, 5 & 7)**
- ❖ Purchase the ARCH Platform for building rigorous curriculum units to differentiate instruction based on the universal design for learning. **(Objectives 1, 2, 3, 5 & 7)**
- ❖ Create a Literacy Resource Center of scientifically-based reading research materials for use by teachers for professional growth. **(Objectives 1, 2, 3, 5 & 7)**
- ❖ Establish the scientifically research-based Reading Peer-Assisted Learning Strategies (PALS) program in kindergarten through eighth grade. **(Objectives 1, 2 & 3)**
 - Maryetta students will work in pairs on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs – who alternatively take on the role of tutor and tutee – will read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers will train students to use three reading strategies: retelling (i.e., sequencing information), paragraph shrinking (i.e.,

generating main idea statements), and prediction relay (i.e., generating and evaluating prediction statements). Tutoring sessions last approximately 35 minutes and are conducted three to four times per week. Reading PALS is designed to utilize library resources and effective strategies to improve student literacy achievement.

- ❖ Purchase the Comprehensive Assessment of Spoken Language. **(Objective 1)**

LITERACY PROFESSIONAL DEVELOPMENT ACTIVITIES

- ❖ Establish a three-day Summer Literacy Institute (18 hours per project year) for 50 Staff with training provided by Northeastern State University (NSU). **(Objectives 1, 2, 3, 5 & 7)**

Day 1: NSU will provide training on library/teacher collaboration on subject-specific pedagogy.

Day 2: NSU will provide training on differentiated instruction and universal design for learning.

Day 3: ALCA will provide training on utilizing data to differentiate instruction through Comprehend and the ARCH Platform.

- ❖ Engage daily literacy support from the library media specialist and lower, and upper elementary literacy coaches. **(Objectives 1, 2, 3, 5 & 7)**
 - Collaborate with staff during each Monday's common planning time and bimonthly meetings from 3:00 – 4:00 p.m. for professional learning communities.
 - Offer educational interventions for all readers with support from school libraries.
- ❖ Provide two days of training on the Reading PALS program to supplement reading instruction in classrooms (K-8th) grade. **(Objectives 1, 2, 3, 5 & 7)**
- ❖ Sustain partnership with the K20 Center for Effective Schools to provide monthly staff development that involves integrating technology into authentic instruction (wikis, blogs, vlogs, webquests, Skype, and numerous Web 2.0 tools and resources) to engage students in active, real-world learning experiences through differentiated instruction supporting the

universal design for learning (UDL). **(Objectives 1, 2, 3, 5 & 7)**

- ❖ Provide literacy training from professors at Northeastern State University (NSU), **(Objectives 1, 2, 3, 5 & 7)**
 - Provide monthly coaching and modeling in the classroom, using data to drive instruction and interventions; Utilize 90 minute reading blocks, providing scientifically based reading research, instruction, and interventions.
- ❖ Provide State REAC₃H Literacy Training **(Objectives 1, 2, 3, 5 & 7)**
 - Provide research-based literacy training for the Common Core State Standards that aligns to the comprehensive statewide literacy plan to support literacy-rich academic and enrichment activities to become college, career, and citizen ready.
- ❖ Provide training by the Oklahoma State Regents for Higher Education on the use of Explore data to inform instruction for 8th grade students. **(Objectives 1, 2, 3, 5 & 7)**

Proposed outcomes, aligned to the Oklahoma Comprehensive Statewide Literacy Plan:

- Increasing resources and activities to promote early literacy for young children
- Improving motivation of older children to read
- Increasing student achievement by using school libraries and scientifically-based reading research for materials and instructional strategies
- Increasing the number of free books distributed to children and families located in our rural, high-poverty district, paid for by local resources
- Increasing high-quality literacy activities

(ii) project coordinated with related efforts, community, State, Federal resources (5 points)

Funding from the *iREAD Project* will be coordinated with similar, related efforts.

- Title I, II, Federal REAP, Indian Education, and other federal dollars.

- State coordination including collaboration with the comprehensive statewide literacy plan that is providing state REAC₃H literacy trainers to assist our teachers in transitioning to the Common Core State Standards (Oklahoma C3 Standards). The district is working with the state to implement Marzano's Teacher Evaluation Model.
- Oklahoma State Regents for Higher Education for Explore data training.
- Title II, Part D funding and American Recovery and Reinvestment Act stimulus funding to install SMART Boards in each classroom.
- Cherokee Nation Cherokee Language Program: Students are able to speak and write in the Cherokee Language, helping Maryetta students as bilingual learners.

(iii) project is part of effort to improve teaching, learning, rigorous standards (5 points)

The Common Core State Standards (CCSS) are rigorous internally benchmarked standards focused on fewer concepts and deeper learning to promote college, career, and citizen readiness and support improved teaching and learning. The *iREAD Project* goal to improve literacy achievement focuses on providing professional development (160+ hrs.) and learning tools to shape teachers' and administrators' beliefs, knowledge, and skills to make teaching more effective, productive, and efficient by integrating *scientifically-based reading research (SBRR)* strategies. SBRR strategies, both existing and to be improved through the project, include:

- Instructional Content: Explicit and systemic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Instructional Design: Explicit instructional strategies; coordinated instructional sequences; ample practice opportunities; and aligned student materials (library resources)
- Reading Framework: Dedicated time for reading instruction; whole group and small group differentiated instruction driven by multiple assessment data points (teacher-led/student

mentor Reading PALS); intensive intervention driven by multiple assessment data points

The iREAD Project budget includes ██████ to create a Literacy Resource Center of research-based reading resources to improve teaching and learning. The Advisory Committee has also documented online resources, such as the Center on Instruction (www.centeroninstruction.org) and Doing What Works (www.dww.ed.gov), to support rigorous academic standards.

(iv) performance feedback and continuous improvement are integral to design (5 points)

The *iREAD Project* Director will meet monthly with the external evaluator and staff to review data and program implementation to make adjustments to the project design to ensure periodic feedback and continuous improvement. Student data will be reviewed monthly through disaggregated data reports provided by Comprehend/ALCA. Professional learning communities (grade level teams and whole staff) will meet on a weekly basis to review student grades and assessment data to ensure students are on track for success with their intervention strategies. During PLCs, staff will carefully monitor individual student progress and services and make adjustments as deemed necessary.

A diversity of perspectives has been brought to bear in the development of this *iREAD Project*. Maryetta established a 15 member Advisory Committee as a project development team, consisting of the library media specialist, teachers, administrators, parents, students, and community and partnering agencies. *iREAD Project* activities were planned by this diverse team to ensure input from the library media specialist, teachers, partners, parents, and students. Individuals from this committee will continue to serve on the *iREAD Project* Advisory Committee and meet on a quarterly basis. The Advisory Committee will be responsible for reviewing external provider survey reports and making recommendations for continuation or dissolution of partners, vendors, and consultants, and reviewing district level data to determine

program effectiveness at the student, teacher, and program level. All *iREAD Project* partners will be invited to Advisory Committee meetings to keep them informed of project initiatives.

(c) Quality of the project services (25 points).

(i) strategies for ensuring equal access, treatment for project participants (10 points)

Members of the Advisory Committee and local and state partners that designed the project plan include a cross-section of individuals who are representatives of traditionally underrepresented groups. All printed materials will be dispersed in English, Cherokee, and Spanish to meet the needs of district families and students. Over 75% of our students have a Cherokee family heritage. The Cherokee Nation Educational Department is partnering with the *iREAD Project* to provide free books to children and families and preserve culture and history as students (grades 5-8) create bilingual books on Cherokee History to be printed by the Tribe.

The *iREAD Project* will ensure equitable access to, and participation in, project activities by families, students, teachers, and other program beneficiaries. The Advisory Committee is aware of the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The current elementary student population is 82% American Indian), 11% Caucasian, and 6% Hispanic. English language learners represent 37.82% (267) of the student population, and 20.42% (143) of students are identified for Special Education. Reading PALS will be implemented due to its effectiveness to increase reading achievement for beginning readers, English language learners, and students with disabilities.

Hiring Policies: Maryetta Public School is an Equal Opportunity Employer. The district publishes all job positions in the state and local newspapers and on the Internet. Over 50% of the district's certified staff is American Indian.

(ii) services are appropriate to the needs of the intended recipients (10 points)

Project design reflects up-to-date research and replication of effective practice to address the needs of Maryetta student and teacher needs through the *iREAD Project*.

- **Personnel:** *There are no designated certified reading specialists in the district.*

Supporting Research: Reading specialists' role in improving schoolwide efforts for prevention and intervention of reading risk has received increased emphasis. In a schoolwide reading model...the reading specialist is an essential leader (Helf and Cooke, 2011). Reading specialists can do demonstration lessons in teachers' classrooms to share powerful practices (Steinbacher-Reed & Powers, 2012).

- **Early Literacy/Reading Achievement Needs:** *DIBELS data and TABLE 1 reflect poor reading achievement. Subgroups ELL and Special Education have specific reading struggles.*

Supporting Research: Reading PALS can be located on the Institute of Education Sciences (IES) What Works Clearinghouse as a reading program with evidence of effectiveness for the categories of: Alphabets (Beginning Reading; May, 2012); Reading Achievement (ELL; September, 2010); and Reading Comprehension and Reading Fluency (SPED; June, 2012).

- **Library Material and Library Media Specialist Collaboration Needs:** *The library is outdated. There are only 3.21 nonfiction titles/student and 10 eBooks total. Beyond classroom visits, LMS collaboration on classroom pedagogy is limited.*

Supporting Research: Research shows that students need a wide range of books – both fiction and nonfiction – covering varied interests in order to develop into strong readers (Kletzien and Dreher, 2004). Using the technology resources of computers and Internet access in classrooms and libraries, parents, educators, and students can begin using eBooks with little cost. All levels of readers, including gifted readers, can benefit from the added tools (audio/video/interactive) to

promote reading and advance reading skills (Weber and Cavanaugh, 2006). “In three states (Pennsylvania, Colorado, and Oregon), the level of development of the library media program was a predictor of student performance, and data on staffing levels correlated with test scores.... Where library media programs are better staffed, better stocked and better funded, academic achievement tends to be higher” (Lance, 2001).

- **Technology Needs:** *Technology access to support individualized instruction is limited. Teachers lack access to data and technology to inform and differentiate instruction.*

Supporting Research: Technology offers students a variety of formats in which to learn. UDL Guidelines: I. Provide Multiple Means of Representation; II. Provide Multiple Means of Action and Expression; and III. Provide Multiple Means of Engagement (<http://www.udlcenter.org/> & <http://bookbuilder.cast.org/view.php?op=view&book=11936>). The U.S. Department of Education (2010) states, “The greatest perceived area of need among districts is for models of how to connect student data to instructional practice. Districts want examples of how to identify which practices work best for which students and how to adapt instructional strategies to meet the needs of individual students. At this point in time, districts are looking for a way to effectively link their multiple data systems since there is no “single solution” data system, and there is no simple recipe for effective system implementation.”

- **Professional Development Needs:** *Maryetta is a rural LEA with limited access to quality professional development supported by the Universal Design for Learning (UDL).*

Supporting Research: Research states there is a need to build a common vision based on educational research and successful practices. Districts have the responsibility to develop and adapt the curriculum and instructional materials necessary for teaching the standards and assuring that the learning process is effective (Darling-Hammond, 2010). Investment in sustained

professional development focused on literacy pays off in terms of improved instructional practice and better student learning (Paez, 2002).

(iii) professional development of sufficient quality, intensity, and duration (5 points)

The project design reflects up-to-date research and replication of effective practice to improve literacy achievement for students age three through eighth grade. The training and professional development services to be provided are sufficient to accomplish the goal and objectives of the *iREAD Project*.

Quality: The Advisory Committee is implementing research-based reading tools and strategies through the *iREAD Project* and has partnered with quality trainers to facilitate those tools and strategies with teachers. Training involves collaboration of appropriate partners to maximize effectiveness. Maryetta will be utilizing Marzano's Teacher Evaluation System. This system is based on a five point rubric with a (3) being an average teacher. To promote quality, teachers will be required to incorporate technology and universal design for learning to receive a score of four or five.

Intensity: The professional development design includes rigorous, active learning to include application, analysis, synthesis, and evaluation of literacy tools and strategies. Each training is designed to be hands-on, authentic learning to collaborate, comment, contribute, design, and review literacy practices.

Duration: Over 160 hours of professional development will be provided during the *iREAD Project*. Of these hours, 36 hours will be invested through the Summer Literacy Institute where all 50 teachers, the library media specialist, administrators, and project staff have designated days to collaborate on rigorous curriculum design to improve literacy instruction at every age and grade level. There will be a lower and upper elementary specialist to assist

teachers and students daily as research-based literacy strategies are implemented.

(d) Adequacy of resources (10 points).

(i) costs are reasonable in relation to objectives, design, significance of project (5 points)

3rd Grade Student Retention: The Oklahoma Legislature passed an unfunded mandate through the Reading Sufficiency Act which addresses third-grade retention. Any third grade student who does not score proficient on the state reading test starting academic year 2012-2013 is required to be retained. Retaining a student is an expensive intervention averaging ██████ per student in Oklahoma. Additional costs of retention include hiring additional staff, supplying classrooms, and more. Based on 2011 data, approximately 27 STUDENTS would have been retained under this law with an *associated cost of more than* ██████ (27 students x ██████).

College, Career, & Citizen Ready: *Reading achievement at the 8th grade level correlates to high school drop-outs.* On average, more than 24% of Maryetta students drop out of high school (Local Data). The following percentage of 8th graders scored BELOW proficient on the state reading assessment: 45% in 2009; 59% in 2010; and 39% in 2011. A college graduate is only one-third as likely to live in poverty as someone with only a high school diploma, and one-sixth as likely to live in poverty as someone with less than a high school degree (Tilak, 2004).

In contrast to the cost of third grade retention and the high costs associated with high school dropouts, the *the iREAD Project cost per student is* ██████ *over 24 months.*

(ii) costs are reasonable in relation to the number of persons to be served (5 points)

The *iREAD Project* will serve 706 students and 50 teachers. The overall project cost averages ██████ per student. The professional development cost (including stipends, fringe benefits, and trainer costs) is ██████ per teacher. Over 160 hours of professional development will be provided throughout the 24 month project. Anticipated results and benefits include: 1)

Increasing resources and activities to promote early literacy for young children; 2) Improving motivation of older children to read; 3) Increasing student achievement by using school libraries and scientifically-based reading research for materials and instructional strategies; 4) Increasing the number of free books distributed to children and families located in our rural, high-poverty district, paid for by local resources; and 5) Increasing high-quality literacy activities.

(e) Quality of the management plan (20 points).

(i) adequacy of the management plan to achieve the objectives of the project (10 points)

A 24 month timeline for the *iREAD Project* implementation will be as follows:

Activity	Person Responsible	Time Frame	Milestones
Hire Staff	Superintendent	9/2012 – 11/2012	100% staff in place.
Order Supplies & complete service contracts	Project Director Superintendent	10/2012 – 1/2013 7/2013 – 8/2013	Supplies inventoried, offices for grant staff.
Advisory Committee Meetings	Staff & Committee	12/2012 and <u>quarterly</u> for duration of grant	Sign in sheets, agendas, data reviews complete.
Program webpage created to include training schedule	Project Director Partners Ed-Tech Specialist	12/2012 – 1/2013 7/2013 – 8/2013 Updates ongoing	Webpage complete and a link to training schedule posted.
Advertise Program	Staff & Partners	12/2012; monthly during grant	100% of Maryetta families informed.
Collaboration with literacy coaches and library media specialists	Literacy Coaches LMS; Teachers NSU	12/2012; <u>Daily</u> & PLC times for duration of grant	Teacher lesson plans and teacher evaluation.
Author Visit	Project Staff & Teachers	1/2013; <u>Bi-Annual</u>	Lesson plans and sign-in sheets
Family Literacy Nights	Project Director Teachers	1/2013; <u>Monthly</u> during grant	Sign-in sheets
Summer Literacy Institute	Project Director;	6/2013 & 6/2014	Sign-in sheets;

	Staff; NSU		Teacher evaluation surveys
Print student-created books: Cherokee history	Project Staff Cherokee Nation	6/2013 – 8/2013 6/2014 – 8/2014	Creation and distribution of books.

(ii) **time commitments of the project director are adequate to meet the objectives (5 points)**

KEY PROJECT PERSONNEL

Project Director (.30 FTE)/ Upper Elementary Literacy Coach (.70 FTE): Job Responsibilities: Project director responsibilities will include directing all day-to-day activities and services associated with the *iREAD Project*. Coordinate with external activities and programs that support the goals of the *iREAD Project*. Administer procurement of services, supplies and materials that support the project. Coordinate quarterly Advisory Committee meetings and monthly meetings with the external evaluator. Literacy coach responsibilities will include coordination with training to support teachers and daily coaching and modeling of research-based literacy strategies for project teachers and students. Qualifications: Master's degree in education with five (5) years relevant experience. **Full job description is attached.**

Lower Elementary Literacy Coach (1 FTE): Job Responsibilities: Coordination with training to support teachers. Daily coaching and modeling of research-based literacy strategies for project teachers and students. Qualifications: Master's degree in education (reading specialist) with five (5) years relevant experience. **Full job description is attached.**

KEY PERSONNEL, PARTNERS AND CONSULTANTS TO THE *iREAD PROJECT*

Sandra Adrian, Library Media Specialist: Job Responsibilities: Improve access to library resources and collaborate on subject-specific pedagogy using library resources to support instruction. Resume provided.

Dr. Tobi Thompson and Dr. Ingrid Massey, Northeastern State University Literacy

Specialists: Job Responsibilities: Provide research-based literacy strategies, coaching, and modeling. Resumes provided.

Patty Sweet, ALCA Professional Development Coordinator: Job Responsibilities: Provide training for web-based Comprehend and ARCH Platforms. Resume provided.

Dr. Linda Atkinson, The University of Oklahoma K20 Center for Effective Schools: Job Responsibilities: Lead team of K20 Center trainers to provide Maryetta teachers effective technology training to support universal design for learning. Resume provided.

(iii) adequacy of mechanisms for ensuring high-quality products and services (5 points)

Over 200 districts in Oklahoma utilize the online curriculum tools created by the non-profit organization, Aurora Learning Community Association (ALCA). Through Comprehend, *iREAD Project* teachers will analyze local, state, and national student assessment data. Through ARCH, teachers will engage the Common Core State Standards through unwrapping, wrapping, mapping, and rigorous curriculum units and formative assessments to increase literacy and develop interventions for all students supporting the universal design for learning. ARCH also supports an online professional learning community environment where teachers can share lessons and gain feedback from other teachers. Through ALCA, dissemination of project information and Maryetta literacy initiatives will be available through an online platform. Maryetta staff will utilize online forums and physical local, regional, state, and national conference formats to share results of the *iREAD Project*.

As a quality partner, the Cherokee Nation Department of Education will collaborate with teachers and students on the development of student-created books over Cherokee history. Both the online version of the bilingual books (using the free tool CAST UDL Book Builder) and the print version of the stories will be evaluated by the Cherokee Nation Department of Education.

As part of the comprehensive statewide literacy plan, the Oklahoma State Department of Education is providing state REAC₃H literacy trainers. These trainers will be introduced to the library and literacy resources and activities through the *iREAD Project* as an additional mechanism for ensuring high-quality products and services from the *iREAD Project*.

(f) Quality of the project evaluation (15 points)

(i) methods of evaluation include the use of objective performance measures (10 points)

The *iREAD Project* evaluation plan will determine project outcomes and performance measures are achieved by monitoring project implementation on a formative basis. It will enhance project improvement and document information about process development for all strategies. Finally, it will collect solid evidence from the project's impact on student achievement. The *Context, Input, Process, Product (CIPP)* model (Stufflebeam, 2002), an ongoing cyclical process of evaluation, will guide the evaluation strategies and ensure sustainable outcomes. The CIPP model ensures the use of an integrated, multi-faceted evaluation and allows a continual refinement of services based on outcomes, stakeholder feedback, and the needs of the population served.

The *iREAD Project* evaluation will be conducted by an external evaluator, Teresa Grissom. Ms. Grissom has more than 22 years of experience with federal grants, including ten years of federal grant evaluation experience. She holds an M.S. Degree in Educational Administration and is a certified Reading teacher. See Resume of Ms. Grissom in Appendix.

The evaluation plan is further based on the goal of achieving a quality annual assessment ensuring that program goals and objectives are effectively met. Data will be collected monthly, quarterly, and annually. The plan employs both formative and summative methods to accomplish these tasks. Formative evaluation methods will be used in assessing needs and

evaluating program services, allowing for examination of project implementation and improvement in needed areas. Formative evaluation will be conducted through the use of open-ended discussions to seek solutions to ongoing needs and improve program plans. Summative evaluation methods will examine and report the degree to which all of the goals and objectives have been met through analysis and application of the data. Formative and summative evaluation methods will be directly tied to project objectives and will include feedback that will be both qualitative and quantitative and will be collected from program participants both individually and from focus groups, school leaders, teachers, parents, and students.

<i>iREAD PROJECT OBJECTIVES</i>	EVALUATION METHODS
<p><u>Objective 1:</u> To increase the percentage of 4-year-old Maryetta children participating in the project who achieve significant gains in oral language skills by 10% each year of the project through culturally-infused activities as measured by the Comprehensive Assessment of Spoken Language (CASL). (GPRA)</p>	<p>Qualitative Data: Parent surveys and observations, screening anecdotal records, and cultural event participation</p> <p>Quantitative Data: Comprehensive Assessment of Spoken Language data and Kindergarten screening assessment.</p>
<p><u>Objective 2:</u> To increase the percentage of 3rd-grade Maryetta students who meet or exceed proficiency on the State reading assessment by 10% each year of the project as measured by state assessment data. (GPRA)</p>	<p>Qualitative Data: Teacher observation, student reading surveys, parent observations and reading surveys</p> <p>Quantitative Data: State assessment scores, DIBELS data, student value added data (available May 2014), student grades, and Reading Proficiency Assessment data</p>
<p><u>Objective 3:</u> To increase the percentage of 8th-grade Maryetta students who meet or exceed proficiency on the State reading assessment by 10% each year of the project as measured by state assessment data. (GPRA)</p>	<p>Qualitative Data: Teacher observation, student reading surveys, parent observations and reading surveys</p> <p>Quantitative Data: State assessment scores, student value added data (available May</p>

	2014), student grades, and EXPLORE assessment
Objective 4: To increase access to and usage of library materials by 25% each year of the project as measured by Destiny Library Management Software circulation reports.	Qualitative Data: Library staff and teacher observations and number of classroom/library linkages, student and teacher surveys Quantitative Data: Usage data, book circulations and technology usage data
Objective 5: To increase collaboration with the library media specialist by 25% each project year to improve pedagogy aligned to the Common Core State Standards as measured by program participation records as evidenced by lesson plans.	Qualitative Data: Library staff and teacher observations and number of classroom/library linkages, student and teacher surveys Quantitative Data: Usage data, book circulations, and technology usage data
Objective 6: To increase parental involvement in literacy activities by 15% each year of the project through culturally-infused activities as measured by program participation records.	Qualitative Data: Parent surveys and leadership surveys Quantitative Data: Sign in sheets, participation records, counseling records
Objective 7: Increase technology integration and individualized instruction by classroom teachers aligned to the Common Core State Standards supported by the Universal Design for Learning (UDL) by 15% each year of the project as measured by Teacher Leader Effectiveness Evaluation System calibrated to state student assessment scores.	Qualitative Data: Administrator observations, teacher surveys, parent and student surveys, and teacher portfolios Quantitative Data: Teacher evaluation system, number of teachers on a plan of improvement, student value added data and calibration data

(ii) methods of evaluation provide performance feedback/assessment of progress (5 points)

The Project Director and Superintendent will identify an internal evaluation work group who will work closely with the external evaluator to review formative data on at least a quarterly basis that will be used to make periodic adjustments to the design plan. The following questions

will guide this evaluation team approach: 1) How well are students and parents participating in *iREAD Project* activities; 2) To what extent are data systems used to identify students at risk of academic failure; and 3) to what extent are *iREAD Project* strategies implemented with fidelity?

The next level of performance feedback will be conducted on an annual basis and will focus on student-level and school-level data as indicated in Section A of this Selection Criteria. The following question will guide this next evaluation level: 1) How have the activities affected student outcomes and school-level indicators, e.g., attendance, reading assessment scores, parent participation?

The next phase of periodic assessments will focus on the broader impact of the *iREAD Project* initiatives on district policies and practices for addressing literacy. This will take place on a bi-annual basis and will be led by the Project Director and staff with reporting to the *iREAD Project* Advisory Committee. The following questions will guide this phase: 1) To what extent has a sustainable implementation infrastructure for the scaling up and dissemination of the *iREAD Project* model been created; and 2) To what extent have SBRR strategies been implemented?

Maryetta will also implement a written procedure/policy to recruit, screen, and select external service providers to the *iREAD Project* with the following steps: 1) Analyze the agency's operational needs and articulate specific goals and expectations for the provider; 2) Research and prioritize available providers, which may include contacting other agencies that have used the provider; 3) Engage stakeholders in the review and selection process; 4) Evaluate the external provider's progress toward meeting *iREAD Project* goals and objectives; and 5) Define consequences if goals and/or expectations are not met (i.e., Corrective Action Plan or termination of contract). This process will be completed on a bi-annual basis in October and

March of each year by a consultant who will submit surveys to a randomly selected number of external provider users/stakeholders to glean user input and perceptions. Data from these surveys will be shared with the external providers to allow them an opportunity to make periodic adjustments to their services, and will also be shared bi-annually with the *iREAD Project* Advisory Committee to engage them in this process. A project evaluation timeline is as follows:

Evaluation Activities	Person Responsible	Timeframe	Milestones
Establish data for objectives	Project Director; External Evaluator	9/12 to 11/12	Baselines established for all objectives
Establish internal evaluation team	Superintendent	9/12	Team selected; meeting agendas; sign in sheets
Finalize data instruments	Project Director; External Evaluator	11/12	Data instruments completed
Review of data by Advisory Committee	Project Staff; Superintendent; External Evaluator	1/13 & bi-annually thereafter	Meeting sign in sheets; minutes; agendas
Input, maintain and/or analyze data	Project Director; External Evaluator	11/12 & ongoing	Data analysis complete and reviewed monthly
Refine professional development based on data analysis	Project Director; Partners	2/13 & ongoing	Periodic adjustments completed and documented
Conduct external provider survey analysis	Project Director; External Evaluator	3/13 & biannually	Corrective action plans complete, vendor feedback
Write annual report	Project Director; External Evaluator	9/13 and 9/14	Report complete
Conduct dissemination and replication activities	Project Director	10/13 & 10/14	Number of presentations made