a: SIGNIFICANCE (10 points):

(i) The extent to which the project is likely to build local capacity…. (5 points)

The LEA – Lane Elementary School – will use its Innovative Approaches to Literacy program as part of its whole school effort to improve the reading achievement level of its students, area adults, and students from nearby schools. It will provide new methods in the form of individual and whole-classroom technologies, improve its method of distributing reading materials, and expand literacy activities to beyond regular school hours to achieve its goals.

Despite best efforts from the administration, community members, and teachers, the district is falling short on overcoming the literacy barrier. The area's economics, Lane's remote location and the district's limited resources have built the barrier. While the current school reform effort has led to some success, it has also exposed four needs among students in the area of literacy:

• The school does not have a librarian or any method for teacher training in literacy activities

• There are not enough up-to-date books and no method of distributing them

• Access to reading materials is limited to the regular school day

• Low literacy achievement among the minority, disadvantaged, and disabled student population

Background: The LEA is a pre-Kindergarten through 8th grade school located in the extremely impoverished rural part of southeast Oklahoma. Lane is an unincorporated community of 618 people located 150 miles southeast of Oklahoma City. It has no police force, no local high school, and no community resources. There is no library or community computer center. The nearest town library is 20 miles away and is open limited hours during the week. The nearest bookstore or computer center is 50 miles away. The school draws its students from a large rural area in Atoka County, which is among the poorest of Oklahoma's 77 counties. The average household income (   ) is more than   below the state average. The percentage of

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households below the poverty level is 35.8 percent. There is a negative social environment among the Native American students (who make up 59 percent of the student population) and students from impoverished families (who make up 80 percent of the student population).[1] These groups have little access to modern methods of increasing student literacy and thus do not place much value on it.[2] These student groups not only have negative social situations, they consistently score 30 percent worse than the general student population on the OCCT test each spring and rarely meet Accelerated Reader goals at each grade level.

The problem is evident enough in the classroom, but the Oklahoma Core Curriculum Test scores proves it further. Average scores from the last three years of OCCT tests show that almost every grade level scored below state average in the reading component. A 2011 assessment of Lane students using Literacy First Assessment showed that 55 percent of Kindergarten students are identified as "at-risk" for reading. The percent jumps in the next three grades, as 85 percent of first grade students are "at-risk," 88 percent of second graders are "at-risk," and 79 percent of third grade students are "at-risk."

1. Need for the availability of well-trained, certified school library media specialists and school staff: The school library is staffed only half-time by a staff member with other duties. For three hours of each school day, the library is closed. Not only does the project need a full-time library media specialist, the project needs to allow the librarian to collaborate with teachers on literacy projects so that literacy-based methods are taught to children at all times of the day. The Looking Up project cannot be launched and implemented effectively without librarian, teacher and administrator training in specific technologies. This project will need specific, outside, research-proven training to introduce new and innovative techniques in teaching literacy to students from 3 to 14 years old. *To meet that need, the Looking Up project will hire a full-time*

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LMS, train all staff on effective implementation of literacy methods, and create methods for teacher collaboration on literacy projects.

2. **Need for access to library resources beyond the regular school day.** Currently, the library is not accessible past the school day. A 2009 survey found that more than half of area residents do not have internet access. Therefore, most students' access to reading ends when the school day ends. *To meet that need, the Looking Up project will open the library for extra hours each day, on Saturdays, and during the summer and have a librarian present in order to accomplish reading activities outside the school day.*

3. Need for expanded library materials. Lane's yearly budget devotes only a few hundred dollars each year to the purchase of new books for the library. As a result, Lane Elementary School has far fewer resources than the national average, as determined by the National Center for Education Statistics.[3] Lane's library contains 850 books — or 3.78 books per students. That is far below the NCES national average of 18 books per student. The average copyright date of its books is 1995. The school staff is troubled that the library has no resources available for students in most need of improvement. The library holds no books or book collections that focus on the reading development of underachieving student groups. *To meet that need, the Looking Up project will acquire 1,600 books and set up a distribution method of getting those books into the hands of students, area adults, and students from neighboring schools.*

2. Need for technology-based literacy materials: Much like the printed materials, non-print holdings by each library are dated, incomplete and do little to advance either student literacy levels or curriculum knowledge. The school has no literacy software that can be used in the library or in the classroom. *To meet that need, the Looking Up project will acquire digital resources such as e-readers, online resources, and digital curriculum.*

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3. Need for access to advance technologies: For a school of 225 students, very few technologies exist that enhance library and curriculum experiences. In the library, two computers are the only technology resources for students. It has no whiteboards, no projectors, no e-reading devices or software, no software for disabled students, and online resources. Therefore, the library is not equipped to use technology to aid students in research, learning for disabled students, learning for minority students, and audio and visual learning efforts. The two computers are hand-me-downs from other classrooms and cannot be used for internet research or digital literacy curriculum. *To meet that need, the Looking Up project will acquire an array of new technologies that will help all students improve literacy achievement.*

Support and intervention programs addressing classroom competencies, literacy achievement, remediation, and extended day reading achievement will target all students and area adults. These effective strategies will be documented for replication with clear evaluation results. This project will provide outside school districts an understanding of how low academic performance, poor literacy skills, and lack of access to technology-rich literacy skills can be reduced through book distribution, tutoring, and collaboration programs.

(ii) The extent to which the project involves the demonstration of new strategies... (5 points)

Looking Up will use six main methods to address the needs: 1) By hiring a full-time Library Media Specialist, the library will be adequately staffed and opened throughout the day; 2) Through the purchase and distribution of books and other-literacy based material, students will have more variety in choice of reading materials; 3) By extending the time the library is open, students will have increased access to library materials; 4) Through the acquisition of technologies, the library will provide many opportunities for research, hands-on, visual learning and whole-class instruction; 5) By adding specialized resources and activities, underachieving

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student groups will raise literacy achievement; and 6) Through the use of structured, professional training, all teachers and staff will lead students in their pursuit for reading success.

Lane's administrators and Project Advisory Community used many researched-based methods as they constructed the project design. However, four methods based on academic studies served as the foundation for the project. These were chosen because they are most closely tied to student literacy improvement. The research studies are:

• Amendum, S., Vernon-Feagans, L., & Ginsberg, M. (2011). The effectiveness of a technologically facilitated classroom-based early reading intervention. *Elementary School Journal,* 112(1), 107-131. *Based on this study, the project will involve acquisition of digital materials and librarian-teacher collaboration on inclusion of technology in the classroom.*

• Ehri, L., Dreyer, L., Flugman, B., & Gross, Al. (2007). Reading Rescue: An effective tutoring intervention model for language-minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414–448. *The project's concept of extended day literacy tutoring is based on the findings of this study.*

• Chambers, B., Abrami, P., McWhaw, K.,&Therrien, M. C. (2001). Developing a computer-assisted tutoring program to help children at risk learn to read. In P. Abrami (Ed.), *Understanding and promoting complex learning use technology*. [Special issue on instructional technology]. *Educational Research and Evaluation*, **7**(2/3), 223–239. *Based on the findings of this study, several digital materials and curriculum is included in the project design.*

• Kane, T., Taylor, E., Tyler, J. & Wooten, A. (2010). Using student performance data to identify effective classroom practices. *American Economic Review,* 100(2), 256-260. *The methods of Teacher Learning Communities are based on this study.*

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b. QUALITY OF PROJECT DESIGN (20 points)

(i) The extent to which the goals, objectives, and outcomes to be ... (5 points)

The goals, objectives and outcomes of the project directly meet the needs of the students of Lane Elementary School. All activities will be constructed toward meeting three Government Performance and Results Act measures. The objectives and methods of meeting and evaluating the methods are detailed in the following charts:

GOVERNMENT PERFORMANCE AND RESULTS ACTS MEASURES:

GPRA 1: 90 percent of students in the pre-K program will improve 20 percent or more yearly on Batelle assessments.

GPRA 2: 90 percent of students in the 3rd-grade will score as "proficient" or above on the reading component of the Oklahoma Core Curriculum Test.

GPRA 3: 90 percent of students in the 8th-grade will score as "proficient" or above on the reading component of the Oklahoma Core Curriculum Test.

To meet the three measures, the project will have four performance goals and five process goals:

PROGRAM PERFORMANCE OBJECTIVES

Performance Objective 1 Lane Elementary School will meet Common Core literacy standards for all grades Pre-K through 8th.

Performance Objective 2 Each student will raise his or her Looking Up achievement score by 10 points each semester.

Performance Objective 3 As a whole, Native American, special needs, and economically disadvantaged students will raise their overall reading score on the OCCT test by 20 percent.

Performance Objective 4 Student use of the library will increase by 40 percent, as measured by resources used, during the school year.

PROCESS GOAL 1: All students will have access to increased literacy resources.

(In line with IAL program objective a: Increase access to a wide range of literacy resources; and IAL program objective d: Offer appropriate educational interventions for all readers.

PG 1-1 The district will purchase 1,600 age-appropriate fiction and non-fiction books.

PG 1-2 The district will purchase more than 500 non-print items to enhance curriculum.

PG 1-3 The district will offer a coordinated literacy program staffed by a project director, Library Media Specialist, and certified tutors for two hours each day after school, one hour each day before school, one Saturday each month, and four weeks in the summer.

PROCESS GOAL 2: All librarians, teachers and students will have access to advance technologies that serve as crucial tools to improving literacy

(In line with IAL program objective f: Provide resources to support literacy-rich academic and enrichment activities.)

PG 2-1 The district will improve the student-to-computer ratio in the elementary school by purchasing a mobile laptop cart with 18 computers each year for two years.

PG 2-2 The district will purchase two mobile interactive whiteboards, two interactive response systems, and 18 wireless reading devices over two years to promote interactive strategies.

PG 2-3 The district will purchase peripherals such as projectors, printers, CD players, and DVD players for in-library instruction tied directly to literacy and research skills.

PROCESS GOAL 3: Students in underperforming groups will have increased access to books, technologies and activities that will stimulate interest in literacy skills.

(In line with IAL program objective c: Strengthen literacy development across academic content areas)

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PG 3-1 The district will purchase 250 fiction and non-fiction books that are written for audiences of Native American students.

PG 3-2 The district will purchase 150 books and 60 software sets for students with reading deficiencies or students with disabilities.

PG 3-3 The district will purchase several kits and software resources that enhance the learning of Native American and special needs students.

PG 3-4 The library will host after-school events that will highlight culture-specific education and literacy awareness.

PROCESS GOAL 4: Lane Elementary School will distribute books and offer literacy building instruction to its students, area adults, and students from neighboring schools through a family literacy program.

(In line with IAL program objective b: Provide high-quality childhood literacy activities)

PG 4-1 The district's LMS will facilitate a comprehensive parent/adult literacy program during the library's extended hours and dedicated family nights.

PG 4-2 In its second year, the Looking Up program will expand its Family Read program to two neighboring schools and offer its resources through an interlibrary loan system.

PG 4-3 The district will invite parents of students to use the library when it is open on Saturdays, during summer hours and during Looking Up Family Nights.

PROCESS GOAL 5: Lane's instructional staff will benefit from high-quality training in literacy skills plus weekly collaboration with the librarian to improve curriculum.

(In line with IAL program objective e: Foster collaboration and joint professional development)

PG 5-1 The Library Media Specialist will collaborate with each teacher in a group setting at least two hours a week in addition to regularly-scheduled meetings.

PG 5-2 The district will contract with Big6 trainers for one full day of online training in teaching literacy skills for all teachers and library staff.

PG 5-3 All teachers and library staff will undergo professional development before and during the school year to learn methods to incorporate literacy activities.

(ii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (5 points)

The Looking Up program is a comprehensive program directly tied to the school's long-term improvement plan. The district has installed several components of other federal programs that specifically target Lane's students, such as a counseling program and technology improvement project. Careful planning will ensure that this project's activities will compliment rather than supplant strategies. Specifically, the district will coordinate materials and services provided by Title I (such as reading-specific training), IDEA, REAP, and CareerTech with the resources of the technology project. It will utilize existing funds as well as seek new funds. The LEA will utilize the resources of this grant to expand its school-community partnership**.** The family nights are a main effort in this area. Several entities will be part of the after-school literacy enrichment program. The **Wes Watkins Agricultural Research Center** will guide students on literacy-based science fair projects. The **Atoka County OSU Extension Office** will offer extensive reading materials on consumer life and family building skills for both students and adults. **The Atoka County Department of Human Services** will provide nutrition education and services, adult education, and life skills. **INCA Community Services** will present literacy-based activities on Native American culture and history during the after-school hours.

(iii) The extent to which the proposed project is part of a comprehensive effort... (5 points)

As noted above, the Looking Up Project will include a curriculum reform effort guided by the nine principles of Comprehensive School Reform. It will adopt Teacher Learning

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Communities as a reform model. All Pre-K and elementary teachers will meet in small groups weekly to discuss literacy successes and challenges. The Library Media Specialist and Project Director will align the curriculum with the new Common Core State Standards and provide teachers with the training for them to effectively teach to the rigorous standards mandated by the state. All administrators, teachers, librarians and library assistants will participate in both the Big6 training and the school-sponsored professional development.

(iv) The extent to which performance feedback and continuous ... (5 points)

Three methods will provide the opportunity for continuous accountability, feedback, and adjustments. The first method will be the coordinated efforts of the Project Director, Library Media Specialist, and superintendent. They will oversee expenditures and adjust to maximize project impact on students. They will also document meetings, academic performance, and services provided by partner agencies. They will also present reports on the program each month at the regular school board meetings. Based on the findings of those reports, they will adjust activities to better serve students.

The second method will be the Looking Up Advisory Committee. The committee formed in 2010 to help begin the process of school reform. This committee is made up of the district superintendent, teachers, parents, students, and community representatives. This advisory committee will help implement the program and then meet monthly to review the project activities. In its monthly review, the committee will determine the cost effectiveness of all activities and the need to adjust any activities in order to better meet goals. In their dedication to transparency, the school will document all expenditures in the report. Data gathered and reviewed by this team will be aggregated (to ensure privacy) and will include overall school performance on standardized tests, attendance at literacy events, and extended day assessments.

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The third accountability method will be a Success Team led by the project director. This will be a team of library staff, teachers, school staff, and parents. This team will serve as the main liaison between the school and parents. It will also meet monthly to review project activities. It will also be present at all Family Night activities to encourage two-way communication. Committee members will have a feedback booth at all parent-related school functions, such as pre-enrollment days.

c. QUALITY OF PROJECT SERVICES (25 points)

(i) The quality and sufficiency of strategies for ensuring equal ... (10 points)

Lane Elementary School and its collaborative partners for this application are in compliance with GEPA requirements, Section 427, and will pursue equal opportunity utilizing affirmative action. No person will be denied participation in the program based on gender, race, national origin, color, disability, or age. ALL students will be eligible to be served through the program. The applicant will design services that will meet needs of each student[4], offer special services for Native American students who are performing below grade level[5], and train teachers to maintain an equitable program. The GEPA statement attached to the application demonstrates the applicant's dedication to equality.

The LEA adheres to the General Education Provisions Act (GEPA) Section 427. It specifically will pursue equal opportunity utilizing affirmative action. Specifically, the Choctaw Nation and Department of Human Services will assist in seeking out minority candidates to apply for the project positions. Extra steps will be taken to ensure that underrepresented groups will be solicited to apply for the positions.

The following project activities will help ensure access to student groups who are often underserved.

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• The LEA will purchase hundreds of print and non-print resources that target the needs of Native American, disadvantaged, and special needs students.

• The LEA will purchase software, such as the Kurzweil Read Only system, that will enable students with special needs to have the same level of access to digital literacy materials as regular education students.

• The Choctaw Nation of Oklahoma will be very involved in the project implementation, and will provide training for students, parents, and teachers on literacy challenges unique to tribal children in a public school setting.

The district will have a Success Team who will review activities to ensure that the project fairly treats the 61 percent of minority students and the 80 percent that are economically disadvantaged.

(ii) The extent to which the services to be provided are appropriate…(10 points)

To meet the three GPRA measures, four performance objectives, and five process goals, the Looking Up project staff will enact the following methods:

In order to achieve the **GPRA Measures and four Performance Objectives**, each student will be placed on an individual reading plan – a Looking Up Plan. This plan will serve as a benchmark for progress through the year. Tests will be given at regular intervals to monitor overall improvement in the student's reading, and also show needs for specific areas of improvement. Specialized reading activities will be assigned to those students whose scores are below average or do not improve significantly over time. The following will be used in determining each student's Looking Up Plan: STAR Reading assessments, DIBELS assessments, Iowa Test of Basic Skills, Peabody diagnostic tests, Accelerated Reader performance, and OCCT reading test performance from the previous year. Each student will be tested at the

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beginning of the fall semester and near the end of the spring semester for an overall pre/post benchmark. The benchmark tests for each grade will be as follows: pre-Kindergarten – Batelle assessment tool; Kindergarten-3rd grade – DIBELS/M-Class and STAR reading testing; 3-8 grades – STAR reading and OCCT reading test.

Appropriateness of Process Goal 1 methods: The addition of the recently-published books will bring the school in line with the national average of books per student. By the end of the second year of the project, there will be just over 18 books per student in the library, which is the national average according to the NCES.[5] A 12-volume grade-specific video program plus TV/DVD players will enhance coursework and reading literacy, while also helping students who are disabled.

A portion of the new books will be distributed through the FREE BOOK! System. Every time a student reads 10 library books and passes an Accelerated Reader test for each book, he or she will get to pick out a free book as designated by the LMS. The designated books will include several copies of Sequoyah award-winning books so that students will have equal access to quality reading.

The Looking Up project will give students access to the library after school each day, during Saturdays, during family nights, and during the summer. The library will be open and staffed by a library specialist and four tutors two hours after school Monday through Friday. Also, the library will be open for four hours two Saturdays out of each month. Looking Up Family Nights will be held once a month in which the activities will revolve around a specific theme. During the summer, the library will be opened and staffed by a librarian four weeks during the month of June. <u>When the library is open during non-school hours, it will be open to students, parents, community members, and students from two neighboring schools.</u>

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Appropriateness of Process Goal 2 methods: A smaller portion of the funding request will be used to purchase computers and other technologies whose function will be directly tied to the increase of student reading levels. A mobile laptop cart with 18 computers will be purchased to enable whole class instruction on using library and online reading resources. Grant funds will also be used to purchase interactive whiteboards for the library. This – plus an interactive response system – will enable the librarian to teach research methods to middle school students in an interactive and web-based manger. Since the whiteboards and response system will be mobile, the instruction could be taken to classrooms. Projectors and projector screens – another method of enabling whole-class instruction in the library – will be placed in each of the libraries. Resources for multimedia literacy assignments will be placed in the library.

Appropriateness of Process Goal 3 methods: Additional resources will be dedicated to improving the achievement of student groups that have traditionally performed at a lower level. These groups are Native American children, disadvantaged children, and children on Individual Education Plans. Native American children will benefit from books that highlight their cultural background. These books, developed from a list compiled for the National Indian School Board Association 2006 Creating Sacred Places for Students Project, approach both fiction and non-fiction issues through the experiences of a Native American child.[6] Books for Limited English Proficient students will be based on successful methods of teaching LEP students in other schools.[7] Students with reading deficiencies will receive books proven to improve their reading level.[8] One such program is Read Right, whose methodology integrates knowledge from brain research, learning theory and reading theory and is consistently successful in transforming poor readers into efficient, effective readers.[9]

Appropriateness of Process Goal 4 methods: The Family Read project will be a method of including parental involvement and improving book distribution. First, the school will send home several materials and methods that will encourage family read time. Also, the Library Media Specialist will host several workshops after school and during Family Nights that will teach parents how to improve literacy efforts in the home. During these times, the LMS will train parents in the MotherRead-FatherRead method of advancing child literacy. Parents will also be trained in methods to help with reading homework. For every time a parent attends and completes a training event, his or her child will receive a book through the FREE BOOK! System described above. During Looking Up Family Nights, parents will have access to adult literacy and continuing education materials. Lane is not the only rural school in the area. Two other schools –Harmony and Grant – are in the area and have many of the same lack-of-access problems. Therefore, Lane will take steps to help both its students' literacy achievement as well as the achievement of students from those schools. Any time that Lane's library is open outside of school hours – such as after school, on Saturdays, and during the summer – students from the two neighboring schools are welcome to visit the library and use its resources. Also, Lane will set up an interlibrary loan system with the other two schools. This will exponentially increase the number of books that can be accessed by students.[10] Finally, during the second year of the Looking Up program, Lane's LMS will travel to the other two schools to conduct training in the Family Read program.

Appropriateness of Process Goal 5 methods: Collaboration is key to the project's success. The most important collaboration will be between the librarian and the teachers. The librarian will host regular meetings with teachers in which they will discuss and plan methods to increase literacy achievement of all students. The LMS will also host small group meetings with teachers

to implement methods of using the library's resource for literacy improvement. To increase skill in teaching literacy, the district will bring in Big6 facilitators for on-site training. The training will consist of real time, online and collaborative modules of the research-based model for teaching information literacy. Additional professional development will come from the Oklahoma State Department of Education's Encyclomedia conference, the national conference attended by four project staff, and vendor training. Additionally, library staff will guide teachers through literacy techniques offered by Verizon's Thinkfinity web site.

(iii) The extent to which the training or professional development services... (5 points)

    The Looking Up project cannot be launched and implemented effectively without librarian, teacher and administrator training in specific technologies. The Looking Up project will be part of a larger curriculum reform effort. The district will undergo and complete a curriculum review and reform process to match classroom activities with rigorous state standards. To ensure that all teachers are working toward the same literacy goals, they will be placed in Teacher Learning Communities. They will meet weekly to review literacy activities. Also, it will be in these communities that the library staff will provide direction on incorporating literacy in the classroom. Each teacher will meet with the library staff at least two hours a week either individually or in small groups.

    To increase skill in teaching literacy, the district will contract with <u>Big6 facilitators for online training</u>. The training will consist of real time, online and collaborative modules of the research-based model for teaching information literacy. The Big6 learning style is a well-research technique on learning literacy.[11] The on-site training will result in teachers and librarians who have superior skills in teaching literacy.[12] As described above, other training will continue throughout the year.

d. ADEQUACY OF RESOURCES (10 points)

(i) The extent to which the costs are ... (5 points)

The budget narrative details the expenditures of the two years of federal funding for the grant program. When constructing the budget, the advisory committee sought guidance from current and former literacy enrichment programs. It analyzed those expenditures that were most closely tied to success. Oversight of the budget activities will fall to the project director and superintendents, who will ensure services are delivered on time and within budget.

Research used to justify Process Goal 1: *This process goal is based on the American Educational Research Journal that increased resources, extra access to those resources, and tutoring methods can improve all student achievement.*[13] By purchasing 2,000 books, the school will equal the national average of books per student as measured by the National Center on Education Statistics.[14] Using non-print resources such as video learning programs or globes can improve classroom results.[15] Also, targeted reading materials can increase the interest of reading for students of a similar culture. For that reason, the Read First Native American literacy set will be used.[16] Students with reading deficiencies will receive books proven to improve their reading level.[17] Plus, books and software such as PCI Reading Program can improve the reading skills of students with special needs.[18] When school libraries stay open outside of school hours, students who use the library outside of school time have been shown to improve both their reading achievement and overall school achievement.[19]

Research used to justify Process Goal 2: *This process goal is based on the Elementary School Journal study that showed that whole-classroom use of technology tools can be correlated with improved student performance.*[20] Peripherals that include an interactive component – such as SMARTboards or interactive response systems – can engage the learner in "active reading" and

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"active learning."[21] Amazon's Kindle is part of an e-book era that encourages interactive reading. [22] Other peripherals such as projectors can enable whole-class visual learning that is key to explaining complex concepts.[23]

Research used to justify Process Goal 3: *This process goal is based on the Educational Research and Evaluation study that showed that "at-risk" students can improve literacy achievement through targeted digital curriculum.*[24] Kurzweil 3000 is a reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners. In a longitudinal study, "at-risk" students in Iowa performed better with regular use of the system.[25] Books that are geared specifically for Books for LEP students can be a catalyst to moving them toward handling "real world" situations.[26] Plus, books and software such as Kurzweil READONLY can improve the reading skills of students with special needs.[27]

Research used to justify Process Goal 4: Libraries that use their resources to share materials exponentially increase their holdings.[28] Libraries that include parents in its literacy efforts and even allow them to use library resources create a better learning environment and better attitudes about reading.[29]

Research used to justify Process Goal 5: *This process goal is based Thomas Kane's study in the American Economic Review that showed teacher effectiveness is correlated to student achievement.*[30] This collaboration will result in cohesive learning both in the library and in the classroom.[31] Collaboration is key to the project's success. The Big6 learning style is a well-research technique on learning literacy.[32] The on-site training will result in teachers and librarians who have superior skills in teaching literacy. [33]

(ii) The extent to which costs are reasonable in relation to the number... (5 points)

Lane Elementary School serves 225 students PreK-8th grade. It will also serve 100 area adults and approximately 100 students from surrounding schools. The annual cost of the project is less than ███ per student. That is reasonable considering the long-term benefits that will incur as developed in this proposal. Many components of the project will be sustained beyond federal funding and thus exponentially increase student assistance without the need for federal dollars.

e. QUALITY OF MANAGEMENT PLAN (20 points)

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

The structure of Lane's program includes oversight and accountability to all stakeholders. The following chart helps define activities, responsibilities and implementation.

Objectives	Activities	Responsible Staff	Timeline
GRPA Measures	All activities, including extended library hours	project director, Advisory Committee superintendent	Monthly – STAR Reading/DIBELS/Batelle/ OCCT tests
Performance objectives	All activities, including Looking Up plans	Superintendent, project director	Monthly after project implementation
1-1, 1-2, 2-1, 2-2, 2-3, 3-1, 3-2, 3-3	Purchase curriculum, computers, software and peripherals	Superintendent, school financial officer, vendors	As soon as funding is available, October 2012 and Summer 2013
3-1, 3-2, 3-3, 3-4	Integration of cultural books and activities into library and curriculum	project director, Success Team, Choctaw Nation	October 2012 – Selection of books and activities Monthly – Cultural theme
All	Advisory Committee and Success Team meetings	Superintendent, project director	Monthly upon notification of award

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1-3, 4-1, 4-3	Expansion of library hours and Family Reading project	Project director, LMS, library assistant	Begins October 2012, expands in second year
4-1, 4-2	Resource sharing	Project director, LMS	Begins October 2012
5-1, 5-2	Professional Development, Big6, and collaboration	Superintendent, LMS, and Big6	Big 6: November 2012 Collaboration: weekly
All	Project Evaluation monthly meetings	Advisory Committee, Success Team	Monthly after project implementation
All	Annual Evaluation, Action Plan	Project Director, outside evaluator	Summer 2013

(ii) The extent to which the time commitments are ... (5 points)

A majority of the project personnel will be members of groups that have traditionally been underrepresented based on race, national origin, gender, age, or disability. Lane Elementary School and its partners are in compliance with GEPA requirements, Section 427, and will pursue equal opportunity utilizing affirmative action.

For the past four years, the applicant has monitored state and federal grant programs to determine the amount of personnel time needed to meet project goals. The staffing decisions for the proposed project were based on that experience.

Project director: The **Project Director**, Ms. Sharon Holcomb, is Lane Elementary School's director of federal programs. She has been successful in the implementation and reporting of the Title IID Enhancing Education Through Technology grant, IDEA grants, and the Title I grants. The coordination of personnel and activities will require the director to spend one-quarter of her time on this project. **Librarian:** Upon notice of the award, Lane Elementary School will post a notice for a full-time librarian. Applicants will be required to have a Library Media Specialist

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certification. The LMS will spend many hours on the first two years of the project, coordinating the Family Read project, installing new technologies, and distributing the books. In the second year, she will expand the Family Read project to the two neighboring schools.

Project administration/teachers: Superintendent Roland Smith will be in charge of all financial, administrative, and collaborative aspects of the project. Mr. Smith is a career educator who has helped attain and manage several grant projects at Lane**. All teachers** who will participate hold a valid Oklahoma teaching license.

(iii) The adequacy of mechanisms for ensuring high-quality products ... (5 points)

Several mechanisms will be in continuous operation throughout the project's first 24 months. These will include: **Leadership from the Project Director, LMS, and Project Advisory Committee.** The Project Director and LMS will analyze the project's activities on a daily basis to determine if adjustments need to be made. The Project Advisory Committee will meet monthly to review project activities and accomplishments. It will recommend adjustments based on the data. **Regular reports.** The Project Director, library staff, and an outside evaluator will provide reports ranging from monthly academic achievement and project activity attendance updates to yearly Annual Performance Reports. These will be publicly provided at Board of Education meetings and Project Advisory Committee meetings. **Librarian/teacher meetings and Professional Learning Communities:** Teachers and library staff will meet daily to collaborate on literacy methods. The teachers and librarians will analyze achievement data to determine if EACH student is improving at an acceptable rate on his or her Looking Up plan.

The above mechanisms will be in place to ensure achievement of the all project goals, the Absolute Priority, and three Competitive Priorities. Specifically:

• ***Absolute Priority:*** *High-quality plan for innovative approaches.* The project administrators will ensure the success of the Parent Read program, FREE BOOKS! Reward program, and book acquisition process so as to get books into the hands of all PreK-8th grade students.

• ***Competitive Preference Priority 2****: Technology.* The project administrators will oversee the acquisition and implementation of digital-based literacy efforts into the classroom, in the library, during extended hours activities, and at students' homes. This will include oversight of professional development in digital-based reading instruction delivery.

• ***Competitive Preference Priority 3****: Improving Early Learning Outcomes.* The project administrators will implement the principles of Comprehensive School Reform in incorporating proven practices, materials, and curriculum that teach literacy concepts to elementary students. This includes oversight of the extended day program that teaches parents how to incorporate reading techniques at home.

• ***Competitive Preference Priority 4:*** *Serving Rural LEAs.* The project administrators will ensure the activities speak to the needs of rural students and residents.

f. QUALITY OF THE PROJECT EVALUATION (15 points)

(i) The extent to which the methods include the use of performance measures ... (10 points)

As explained above, three accountability methods will provide continuous evaluation throughout the year. The entities involved believe in the benefits of continuous analysis of activities and base their evaluation methods on the ASCA National Model program evaluation guidance. This flexible approach allows for adjustment to unexpected challenges and variables.

The following table outlines the method of measurement for each GRPA measure and performance goal, and the timeline for each:

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Objectives	Assessment Methods and Feedback	Timeline
GPRA Goal 1 — Pre-K student improvement	Baseline Batelle assessment in October 2012; quarterly assessments after; May 2013 — compare yearly numbers with October 2012 baseline	October 2012 – Baseline Batelle assessment May 2013 — APR May 2014 — APR
GPRA Goal 2 – 3rd grade student improvement	Baseline pre-OCCT tests in October 2012; quarterly assessments after; August 2013 — compare yearly numbers with October 2012 baseline	October 2012 – Baseline pre-OCCT assessment April 2013/2014 — OCCT tests Summer 2014 —tests analysis
GPRA Goal 3 — 8th grade student improvement	Baseline pre-OCCT tests in October 2012; quarterly assessments after; August 2013 — compare yearly numbers with October 2012 baseline	October 2012 – Baseline pre-OCCT assessment April 2013/2014 — OCCT tests Summer 2014 —tests analysis
Performance objective 1 – individual Looking Up score improvement	Student assessments and placement of students on Looking Up plan; teacher reports, quarterly assessments, advisory committee reports, outside evaluator regular reports, conference reports from attendees, after-school program attendance logs	October 2012 — placement of students on individual plans Monthly – reports of Success Team and Advisory Committee Continuous – tracking of attendance in programs and after-school program
Performance objective 2 —	Student assessments; tracking of use of Native American and	October 2012 – assessments Continuous – tracking of

Minority and disadvantaged student academic achievement	disadvantaged student materials, Success Team access reports, after-school attendance logs, number of DHS and Choctaw presentations	presentations by Choctaw Tribe Monthly – Success Team and advisory committee meetings April 2013/2014 – OCCT Test
Performance outcome 3 — student use of library resources	Tracking of student use of books/digital resources during school day, checkout records, tracking of digital resources checked out for home use, use of resources at Family Nights,	September 2012 — tracking of use to serve as monthly baseline Continuous – tracking of resource use May 2013/2014 — yearly review

In addition to the three methods of feedback and evaluation described above, the school will also hire an outside evaluator to conduct more extensive analysis of the project and its success in meeting goals. This evaluator is a college professor with a doctorate in education administration. He has several years of experience in evaluating grant projects. His method is based on Stakes Countenance Framework, which focuses on both process and output of the project. The outside evaluator will use specific questions for the project implementation (process) and project outcomes (summative). Project personnel – such as the Success Team– will help with data collection of the program, but will allow the evaluator to conduct all observations.

The above methods are used to meet the requirements of the GPRA and project goals. All the data and reports will be analyzed and used by the advisory committee, Success Team, and project director in determining whether the program is meeting needs and if modifications are needed. The Annual Performance Reports produced by the project director and evaluator will provide summative overviews of successes and challenges. The outside evaluator will compose a

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final report submitted to the Department of Education that explains the above in detail and give suggestions for sustainability.

 (ii) The extent to which the methods will provide performance feedback... (5 points)

As stated above, three entities will drive the project's method of continuous feedback and progress reports – the project administration, the Advisory Committee, and the Success Team.

The project administration will present reports on the project during regular Board of Education meetings, present reports of state and national training to all educational staff, and ensure transparency of financial aspects of the project. They will review expenditures each month to determine if the funds expended are directly correlated with student literacy improvement. Based on their findings, they will adjust activities to better serve students. The Advisory Committee will provide feedback and assessment through its monthly meetings. It will also determine if expenditures and activities can be positively correlated with student literacy. To do so, the committee will review aggregated student achievement data and activity data (such as attendance logs). It will propose changes based on these reviews to the project administration each month. The Success Team will acquire feedback through interaction with parents, students, and project staff. This will be accomplished during Family Nights, parent activities, and surveys. The surveys will gauge stakeholder's perceptions of the project's successes and areas in need of improvement. The Success Team will review the survey data, combine it with informal feedback, and present the findings and suggestions based on those findings to the project administration each month. Other methods of continuous evaluation will include quarterly reports to the advisory committee from the outside evaluator an annual report that will be a collaborative effort between the project director and the outside evaluator. These reports will be made available at the school's administrative office, and be added to the school web site.