

(a) **Significance**

(i) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

The *Read to Learn* project will build the capacity of the Addison (N.Y.) Central School District (ACSD), a rural local educational agency (**Competitive Priority #4**), to increase literacy skills, improve students' reading comprehension, motivate children to read, and support students' achievement of the new Common Core Learning Standards. The project will impact approximately 450 students in Pre-kindergarten through third grade, including three- and four-year olds attending the Head Start program. (**Competitive Priority #3**) The *Read to Learn* project will shift the focus of the district's literacy instruction from reading as a goal to reading as a tool for learning. The project will meet the **Absolute Priority** by proposing a high-quality plan that will use a spectrum of childhood literacy activities, including book distributions, to increase children's exposure to print and facilitate the development of reading comprehension by building vocabulary and background knowledge. The *Read to Learn* project is supported by scientific research that shows first grade **reading ability is reliably linked to exposure to print**, and that "individual **differences in exposure to print were found to predict differences in the growth in reading comprehension ability** throughout the elementary grades and thereafter."¹ The *Read to Learn* project will increase students' access to print, in a variety of forms, at school, at home, and in the community. The *Read to Learn* project will use digital tools and materials to increase access to print, and prepare teachers to use technology to improve instruction.

(Competitive Priority #2)

In January 2011, the New York State Education Department's Board of Regents adopted the Common Core Learning Standards for English Language Arts & Literacy. The key

requirement of the Common Core Standards is that all students are able to understand text of increasing complexity in order to prepare them for college and careers. Instructional shifts defined by the Common Core recommend that at least 50% of what students read should be informational text. Research shows that students benefit from exposure to a variety of informational genres to support early literacy development and expand content knowledge.² The design of the *Read to Learn* project is informed by the work of E.D. Hirsch, Jr., and his Core Knowledge Foundation, who served as consultants to the authors of the Common Core State Standards. Hirsch identifies three principles that are critical to students' development of reading comprehension skills: 1) Fluency – students who are fluent readers can concentrate on understanding what they are reading; 2) Vocabulary – students who expand their vocabulary comprehend more of what they are reading; and 3) Domain knowledge – students who broaden their background knowledge make connections to what they are reading and improve their comprehension.³ The proposed project will build on the district's Reading First (2004-07) and Early Reading First (2008-12) programs, which were successful in developing reading fluency, and will introduce strategies for increasing students' exposure to print, in a balance of narrative and informational text, to support the development of reading comprehension skills.

The Early Reading First (ERF) program established an early literacy program for three- and four-year olds and provides district students with two years of pre-school experience. Students have demonstrated gains in early literacy skills development since the implementation of the ERF program. Seventy-four percent of students entering kindergarten in 2011, with two years of ERF preschool experience, scored at benchmark on the beginning of the year DIBELS assessment compared to only 38% of students with no preschool experience. Eighty-one percent of students entering first grade in 2011 with two years of preschool experience scored at

benchmark on the beginning of the year DIBELS assessment, compared to 48% of students with no preschool. However, data shows that the positive effect of ERF falls off by second grade.

Beginning of the year DIBELS assessment scores for students entering second grade in 2011, which includes the first cohort of ERF students, did not show any difference in the percentage of students scoring at benchmark between those with preschool experience and those without.

Longitudinal district DIBELS data for students participating in the Reading First program shows a decline in the percentage of students scoring at benchmark on the end of year (EOY) assessment as students advance to third grade:

Kindergarten Entrance	Kindergarten % at benchmark EOY	1st grade % at benchmark EOY	2nd grade % at benchmark EOY	3rd grade % at benchmark EOY
2004-05	63%	55%	46%	30%
2005-06	70%	61%	54%	45%
2006-07	63%	57%	50%	38%
2007-08	77%	63%	49%	41%
2008-09	71%	60%	51%	46%

The district's Reading Teachers, Reading Coaches, and the elementary Principal agree that the decline in reading achievement occurs as reading comprehension becomes more critical. Addison students are able to read the words but do not understand what the words mean. This observation is backed up by 3rd grade New York State ELA assessment scores. In 2011, 61% of third grade students scored below proficiency and in 2012, 66% of third grade students scored below proficiency on the State ELA assessment. An item analysis of the 2012 assessment shows that students scored poorly on questions related to reading comprehension. For example, only 29% of students correctly answered a question intended to show a student's ability to "produce clear,

well-organized responses to stories read or listened to, supporting the understanding”. Overall, the success rate of Addison students was below the success rate of students in the Western New York region on 86% of the 2012 3rd grade ELA assessment test questions. On 16 of the 51 questions, the success rate of Addison students was significantly below (more than 10 percentage points less than) the average for all students in the Western New York region. The *Read to Learn* project will continue the instructional practices that support the development of reading fluency and incorporate new practices to address the gap in reading comprehension.

(ii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

The *Read to Learn* project will incorporate strategies that align with the Common Core instructional shifts and support achievement of the new standards using the following activities:

1. ***Classroom Instruction*** – In order to be successful readers, students must not only learn to read words (decoding) but also understand what the words mean (comprehension). The *Read to Learn* project will enhance students’ reading comprehension by building vocabulary and background knowledge. This will be accomplished through the increased use of informational text for class read-alouds, vocabulary instruction and independent reading (as age-appropriate).

Currently, the early grade reading instruction uses a disproportionate amount of fiction, most of which is simple with limited content, in order to help students progress more quickly in their decoding skills. However, storybooks generally do not provide the vocabulary and domain knowledge that supports the development of comprehension skills. One of the Reading Coaches noted that when she observes classroom read-alouds, the teachers always choose a fiction book to read. Using informational text for class read-alouds exposes students to more complex vocabulary and meaning, without the pressure of having to decode the words. Experts suggest

that read-alouds be one or two grade levels above the students' grade level, in order to introduce new vocabulary and concepts.⁴ A discussion period after each read-aloud will provide a chance for the teacher to explain the new vocabulary and concepts. A variety of informational text will be available in the classroom for independent reading. Informational text is more likely to appeal to students' individual interests and increase student engagement. The Common Core State Standards (adopted by New York State as the Common Core Learning Standards) call for the "explicit preparation to read informational text and a requirement that students' reading material be substantive and linked in meaningful ways to content area learning" in grades K-2.⁵

2. **Take Home Libraries** – The availability of reading materials in the home is well documented as a predictor of a child's reading success.⁶ The *Read to Learn* project will expand the district's take-home book program to provide 40 books per year for three- and four-year olds and 25 books per year for K-3 students. An analysis of the take-home book list for the 2011-12 school year shows that 80% of the books were fiction. The *Read to Learn* project will change the book selections to align with the Common Core instructional shift to a 50/50 balance of informational to literary text. The take-home book program has had a positive effect on parent involvement. Teachers have observed improved interactions between parents and students as the availability of books in the home has led to more literacy-based family activities. Take-home books will be distributed in school, at Family Literacy activities, through the Parent Resource Center, and at community events. The take-home book program will serve as a bridge between the classroom, the school library and home to ensure students are continually immersed in print-rich environments.

3. **Library Resources** – The *Read to Learn* project will integrate school library resources to enhance the availability of informational text and support the development of a reading for

information culture. An analysis of the current collection in the elementary school library shows that slightly less than half of the collection is categorized as nonfiction, with an average age of 12 years. The age sensitivity analysis for the nonfiction collection (Dewey ranges) shows that high-interest areas such as Astronomy and Allied Sciences and Life Sciences/Biology are largely beyond acceptable ages. The Library Media Specialist (LMS) states that there is a need to build the collection of Easy nonfiction books to meet the instructional needs and personal interests of students in the early grades and support the shift to more informational texts. The *Read to Learn* project will include the purchase of nonfiction text that aligns with the classroom curriculum, is accessible to students of varying reading ability, and appeals to student interests. The LMS will work with teachers to identify curriculum needs in order to make book purchases.

The *Read to Learn* project will increase the integration of the library into the classroom. Currently, the LMS goes into the classrooms to co-teach and work with students on the inquiry process and inquiry skills. The project will include the hiring of a Teaching Assistant who will work in the library to assist students with research and inquiry skills development, allowing the LMS to spend more time in the classroom working with students, co-teaching classes, and delivering embedded professional development for teachers. The LMS will also play a critical role in the technology enhancements that will occur as part of the project.

4. **Technology** – The *Read to Learn* project will increase the effectiveness of available technology and introduce new technology to support student achievement and engagement. The *Read to Learn* project will use grant funds to purchase two library sets of electronic readers. The electronic reading devices (e-readers) will be used by students to supplement the print materials available in the library. The LMS will download age- and ability-appropriate educational applications (apps), periodicals, and books onto the e-readers depending on the students’

individual needs and interests. The e-readers will also be available for use at home to encourage parent-student interactive literacy activities. Parents will be invited to participate in training classes on the use of the e-readers and learn about at-home activities that can support the development of their child's literacy skills.

The Addison Central School District recently completed a technology initiative that included the installation of an interactive white board in every classroom in the district. Professional development for all teachers in the use of the interactive white boards was provided by the Greater Southern Tier Board of Cooperative Educational Services (GST BOCES). As part of the *Read to Learn* project, the LMS and the GST BOCES Instructional Support Specialist will spend additional time in the classroom working with teachers to plan interactive lessons designed to boost students' literary skills development and increase their acquisition of vocabulary and background knowledge through content-area instruction. In order to increase students' abilities to provide extended responses to questions posed during lessons using the interactive white boards, grant funds will be used to purchase ActivExpressions, which will provide students with a QWERTY keyboard that will allow them to provide complex responses to information-based questions posed during interactive lessons and fully maximize the benefits of the interactive technology.

The Library Media Specialist and the GST BOCES Instructional Support Specialist will also collaborate to develop and maintain web pages with links to grade-level specific databases for use by students, teachers, and parents. The databases will be aligned with the classroom curriculum and will help students, teachers, and parents locate appropriate, accurate grade-level content on the web. The web pages will be available through a portal that can be accessed anywhere through an internet connection.

5. **Parent Involvement** – The *Read to Learn* project will expand the existing Family Literacy Nights to include Pre-K through grade 3. The monthly Family Literacy Nights will involve interactive activities for parents and students based on a specific theme. All Family Literacy Nights will include a book give-away where students can self-select a book from a variety of skill levels and genres. Family Literacy Nights will also teach parents about the importance of supporting literacy skills development in the home and provide them with strategies to engage their children in reading and writing activities.
6. **Community Partners** – Expanded opportunities for parent/child interactive literacy experiences will be provided by long-standing community partners, the Jennie Mose Family Resource Center, ProAction Head Start, and the Addison Public Library. The Jennie Mose Center provides a drop-in play center, parenting education, parent support groups and support for early literacy development. The Jennie Mose Center participates in the Family Reading Partnership and sponsors the Red Book Shelf, which distributes new and nearly-new children's books throughout the community. Every Friday the Center will host one of the pre-K classes for literacy-focused activities. Pro-Action Head Start will continue to run three- and four-year old Pre-k classrooms in the Addison elementary schools. Head Start teachers will participate in professional development opportunities through the *Read to Learn* project. The Addison Public Library will host the Family Literacy Nights and will highlight print materials and library resources that align with *Read to Learn* project activities. All grade level classes will visit the Addison Public Library for literacy activities and will receive library cards.

(b) Quality of the project design

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Goal #1: Students will increase their ability to read with understanding through age-appropriate development of the literacy skills that support reading comprehension		
Objectives	Outcomes	Measures
1.1 Students will be able to extract meaning from the text they have just read or heard.	Students will demonstrate the ability to identify main ideas and supporting details; predict outcomes; and summarize information from text.	<ul style="list-style-type: none"> • Peabody Picture Vocabulary Test (IV) (3-and 4-year olds) • Imagine It! Lesson assessments (Pre-K-3) • Teacher observation and teacher-developed rubrics (Pre-K-3) • Fountas & Pinnell Benchmark Assessment System (K-2) • DIBELS (entering K-3) • NYS ELA Assessment (3)
1.2 Students will gain background knowledge and vocabulary through exposure to a variety of genres and structures.	Students will demonstrate the ability to draw on what they know to help them understand more complex text.	
1.3 Students will be able to provide extended responses to information-based questions.	Students will demonstrate the ability to construct responses, both verbal and written, to questions using information extracted from text.	
Goal #2: Students will have increased access to informational text, in multiple formats, appropriate for their age and skill level both in school and at home		
Objectives	Outcomes	Measures
2.1 Classrooms will provide literacy-rich environments that include the increased availability of age- and ability-appropriate informational text for guided and independent reading.	Reading materials used in Pre-K through grade 3 classrooms, including classroom libraries, will more closely reflect a 50/50 balance of informational to literary text recommended by the NYS Common Core Learning Standards	<ul style="list-style-type: none"> • ELLCO assessment • Inventory of classroom materials • Analysis of purchase orders for classroom materials
2.2 Students will procure a collection of teacher- and	Each student will compile a minimum of 40 take-home books annually from an age- and	<ul style="list-style-type: none"> • Analysis of purchase orders for take home books

self-selected take-home books in a variety of genres that will appeal to students' personal interests.	ability-appropriate selection that consists of 50% informational texts and 50% literary texts.	<ul style="list-style-type: none"> • Parent surveys • Distribution logs
2.3 Students will have access to up-to-date, relevant print and media library resources aligned with the classroom curriculum.	Library collections will be updated and enhanced to include high-quality, leveled, and relevant informational text that is aligned with the classroom curriculum.	<ul style="list-style-type: none"> • Collection analysis • Analysis of purchase orders for library materials • Teacher surveys
2.4 Students will have access to technological tools that will increase the availability of informational text in digital form.	Students will have access to electronic readers that contain informational and literary text selected by the Library Media Specialist to support curricular needs and provide high-interest selections for independent at-home reading.	<ul style="list-style-type: none"> • Analysis of book downloads • Parent surveys • Teacher surveys
Goal #3: Teachers will increase their knowledge and skills for using instructional strategies that foster the development of reading comprehension		
Objectives	Outcomes	Measures
3.1 The coaching/mentoring model currently in place will be adjusted to include comprehension-specific instructional strategies.	Classroom teachers will demonstrate improved instructional practices that support the development of reading comprehension.	<ul style="list-style-type: none"> • Professional development logs • Reading Coach observations • Teacher Feedback
3.2 Teachers will participate in formal professional development to strengthen their instructional practices for developing reading comprehension skills.	Classroom teachers will demonstrate increased knowledge of instructional practices for developing reading comprehension skills.	<ul style="list-style-type: none"> • Professional development logs • Teacher Surveys/Workshop Evaluations • Expert feedback
3.3 Teachers will participate in peer-led professional development to share lesson studies and best practices.	Classroom teachers will demonstrate common instructional practices that support the instructional shifts created by the Common Core.	<ul style="list-style-type: none"> • Teacher surveys • Classroom observations

(ii) The proposed project will be coordinated with related efforts - The Read to Learn

program will be coordinated with existing Universal Pre-K and Head Start programs, and will continue the Early Reading First (ERF) structure of providing a two-year, full-day pre-school program beginning at age 3. The proposed program structure will provide Addison students with six years (3 year-old to 3rd grade) of high-quality, intensive, scientifically research-based literacy skills development and reading instruction that will support the development of college- and career-readiness. The *Read to Learn* program will facilitate the district's conversion to the Common Core Learning Standards. Pre-K teachers will participate in joint staff development activities with kindergarten through grade three teachers to further support the seamless transition from the Pre-K to the primary grade levels.

Faced with the end of the ERF funding at the conclusion of the current school year, school district officials have committed funds from the local tax levy to continue the three-year old program. Local funds will support one three-year old classroom teacher and a teaching assistant, and will continue to support two Reading Coaches. Head Start funds will support an additional three-year old classroom teacher and a teacher's aide, and one four-year old classroom teacher and aide. Universal Pre-K funds will support three four-year old classroom teachers and a teaching assistant. The district's Title I funds will support two Reading Teachers for grades Pre-K through 3. Section 611/619 will support Special Education teachers who serve the Pre-K-3 population. The 3- to 5-year old Special Education classroom is funded by 4410 Special Education funding. The take-home book program will be supplemented with community funds. The district will participate in the Duffy Books program which requires a dollar-for-dollar match for book purchases. The matching funds will be provided by the parent organization and local business contributions.

(iii) Comprehensive effort to improve teaching and learning and support rigorous

academic standards for students - The *Read to Learn* project will be part of a comprehensive effort to improve teaching and learning in the Addison Central School District. The district's professional development initiative is focused on the Thoughtful Classroom, a comprehensive system designed to build a common language for talking about quality teaching and classroom practice. The Thoughtful Classroom provides a framework for aligning teacher evaluations to the new Common Core Standards. With the award of a Race To the Top federal grant, all New York school districts are required to submit a plan for a performance review of all teachers and administrators. The *Read to Learn* project will support the development of high-quality teachers and instructional practices by providing a cohesive system of formal training with expert consultants, job-embedded professional development, and peer-sharing of best practices to support the academic achievement of students. The adoption of the new Common Core Learning Standards has provided increased rigor and relevance to the district's curriculum. The *Read to Learn* project will support the curricular changes by increasing the availability of relevant content-area informational text integrated into daily instructional practices.

(iv) Performance feedback and continuous improvement - The *Read to Learn* project will implement a continuum of purposeful and developmentally appropriate assessment tools which will be used to gather progress data for evaluation purposes. The programs will use valid and reliable assessments to measure student progress as well as changes in instructional practices and classroom environments. The *Read to Learn* project will introduce the Benchmark Assessment System and Leveled Literacy Intervention (Fountas & Pinnell) to support the development of students' (K-3) reading comprehension skills. All students in grades K-2 will be assessed 3 times per year to determine their reading comprehension skill level. Assessment results will be

matched to a text level gradient that will link students to the appropriate level of intervention. Students needing intervention will be placed in small groups with similar needs. The Reading Teacher will use the Leveled Literacy Intervention system to provide daily, short-term intervention that is focused on the comprehension of text. The system uses collections of leveled books, in a variety of genres, which are carefully sequenced to bring students to grade level proficiency. Progress will be monitored with the use of Reading Records which will measure comprehension competencies as they move along the continuum toward grade level proficiency.

The *Read to Learn* project will continue to use the Peabody Picture Vocabulary Test- IV (PPVT-IV) and the Phonological Awareness Literacy Screening (PALS) at the Pre-K level for screening and outcome measurements (beginning and end of year). Progress monitoring will be performed using PALS, *Imagine It!* Reading Pre-K unit assessments and observational checklists, and teacher-developed rubrics. Students in grades K-3 will continue to be assessed using DIBELS (Dynamic Indicators of Basic Literacy Skills) for screening, progress monitoring, and outcome measurement. Student progress will also be assessed using the *Imagine It!* Reading unit assessments and teacher-developed rubrics. Third grade students will take the NYS ELA assessment annually. Reading Teachers will work with the Reading Coaches to analyze assessment data and use it to identify appropriate interventions to address individual student's instructional needs. In addition, all Pre-K-3 classrooms will be assessed using the Early Language and Literacy Classroom Observation (ELLCO) tool which measures the classroom environment for supporting literacy skills development. The ELLCO will be performed by the Reading Coaches, who have been trained in its administration. Progress monitoring data will be examined by the Independent Evaluator for evidence of alignment between identified student/classroom instructional needs and instructional practices.

(c) Quality of the project services**(i) The quality and sufficiency of strategies for ensuring equal access - The *Read to Learn***

project is open to all children ages 3 through third grade who reside in the Addison Central School District attendance area. The pre-kindergarten program is available to any and all students who request services. The pre-kindergarten program includes a dedicated Special Education classroom for three- to five-year old students with disabilities. Students in the Special Education classroom will be included in all *Read to Learn* activities. Reading materials will be purchased to meet all skill levels and will be adapted to accommodate special needs.

Instructional practices will be differentiated based on student needs and assessments will be adapted. The Board of Education fully endorses and implements all laws and regulations of the United States and the State of New York that guarantee equitable access, or participation in any federally-assisted program for students, teachers, and other program beneficiaries with special needs. These efforts include district policies and practices to remove and prohibit barriers including discrimination based on race, color, national origin, gender, age, or disability. Staff will modify the content, as needed, to allow for maximum participation by students who are temporarily or permanently unable to participate in the regular instructional program.

(ii) Services to be provided by the proposed project are appropriate - Students in the Addison Central School District are challenged by their rural location, generational low education attainment and high levels of poverty. Nearly 30% of Addison students live below the federal poverty standard. One-half of Addison households have a total income of less than [REDACTED]. Only 9% of Addison residents age 25 or older hold a bachelor's degree or higher level of education. Many children come from households where they are not read to and do not have access to print resources. School administrators are aware of the deficiencies exhibited by their

students due to their lack of early language and literacy skills development. Prior to the Early Reading First Program, it was not unusual for students to enter kindergarten with no knowledge of how to hold a book or even use a pencil.

Research demonstrates that students who grow up in economically disadvantaged circumstances often do not receive the language-related experiences that they need to develop linguistically. Students from upper and middle class families are read to more regularly by adults, and tend to develop more sophisticated vocabularies, concepts, and print knowledge.⁷ Children who begin school with limited oral language skills are more at risk for long-term reading problems than are children with more extensive experiences.⁸ The *Read to Learn* project will address the challenges faced by Addison students due their rural poverty by increasing their exposure to print, in multiple formats, and increasing the amount of informational text to enhance their acquisition of vocabulary and background knowledge. The project will also support the home/school connection by building home libraries and providing family literacy activities. Research indicates that active attempts to link home and school literacy activities facilitate students' literacy development.⁹

(iii) Training or professional development services are of sufficient quality, intensity, and duration - *Read to Learn* instructional staff will engage in intensive, sustained, professional development activities focused on building knowledge and skills for strengthening students' reading comprehension and for implementing the Common Core instructional shifts.

Job-Embedded Staff Development will include 20 hours per week of the Reading Coaches' time for coaching and modeling in the classroom; providing opportunities to practice; peer observation and feedback; and support for lesson planning aligned with the new Common Core Learning Standards. A BOCES Model Schools ITT will provide 5 hours per week support for

integrating the use of technology and inquiry skills in the classroom (ActiveExpressions, ereaders, QWERTY keyboards). The LMS will provide 5 hours per week supporting increased integration of school library resources into the curriculum and the shift to informational text.

Fontas and Pinnell professional trainers will provide three days of on-site training in the use of the *benchmark Assessment System* and the *Leveled Literacy Intervention System*. Training will include two initial days in January 2013 and one day of follow-up training in March 2013.

Kristi Pierce, Leading EDGEducation consultant trainer, will provide the following professional development. Her resume is in the attachments to this application.

Teaching for Comprehension (5 two-day sessions in November and December 2012)

Participants will explore the dynamics of the reading process and the systems of strategic actions that readers develop over time. Training will be centered on building a literate culture in the classroom while providing a foundation for comprehension. (Pre-k-1 year 1, grades 2-3 year 2)

Efficient Literacy Teaching and Coaching (5 two-day sessions in February and April 2013)

Classroom training focused on understanding literacy instruction in order to recognize what is working and what isn't. Teachers will work toward independence in implementing best practices within the framework of comprehension instruction. (Pre-k-1 year 1, grades 2 and 3 year 2)

Putting It All Together (5 one-day sessions in May 2013) Participants will create a framework for a focused literacy instructional plan that incorporates comprehension strategy instruction.

Thoughtful Education training for effective implementation of Teacher Learning Teams will be provided by a GST BOCES Curriculum Mentor twice per month. Participants will develop strategies using informational text and extended response questions, share lesson studies, and practice in the classroom.

(d) Adequacy of resources

(i) Reasonableness of costs in relation to the project design - Proposed expenditures for the project will allow for: 1) the hiring of a Program Coordinator to oversee all project activities, and a Teaching Assistant who will be dedicated to the library (██████ of budget total); 2) the purchase of high-quality literary and informational text in both print and digital form, and the purchase of an assessment system and intervention program for students who are struggling with reading comprehension (██████ of budget); 3) the delivery of highly effective professional development (██████); 4) the rigorous evaluation of program goals and objectives (██████); 5) parent education (██████); 6) staff travel to the required annual conference (██████); and indirect costs (██████). It should be noted that ██████ of the total budget will be used to purchase books, in print and digital form, that will be create print-rich environments for students both at home and at school.

(ii) Reasonableness of costs in relation to the number of participants - The *Read to Learn* project will directly serve 450 three-year old through 3rd grade students, their families, and 28 teachers annually. Costs associated with providing direct services to students total ██████ per year for a per student cost of ██████. Costs associated with providing direct services to teachers total ██████ per year for a per teacher cost of ██████. Administrative costs total ██████ for a per participant cost of ██████. As a result of the proposed activities, students will gain skills which will support their development as life-long learners, and teachers will gain the skills to foster reading comprehension development in their students now and in the future.

e) Quality of the management plan

(i) Adequacy of the Management Plan to Achieve the Objectives of the proposed project on time and within budget – The Addison Central School District (ASCD) will serve as the applicant and fiscal agent for the *Read to Learn* project. ACSD has successfully implemented and managed the following federally funded grant programs in recent history: Reading First

(2004-07); Early Reading First (2008-2012); and the Carol M. White Physical Education Program (2009-2012). Both the Project Director and Program Coordinator for the *Read to Learn* project served in the same capacity for the recently completed Early Reading First program. The *Read to Learn* Advisory Committee, consisting of the Director of Curriculum and Instruction, the Elementary Principal (Project Director), the Head Start Director, a parent representative, and a community partner representative, will review all project activities quarterly to ensure adequate progress toward meeting project activities is being made. Deborah Finamore-Flint, Elementary School Principal, will serve as the Project Director and provide administrative oversight of all project activities. Ms. Flint will be responsible for submitting all required Federal reports. Kara Juisto will serve as the Program Coordinator. She will be responsible for supervising project staff; coordinating professional development and classroom implementation activities; coordinating data collection; and working closely with the Independent Evaluator to analyze the impact of the project. The district’s School Business Official will monitor the budget and ensure that all uses of grant funds are proper and made in accordance with Federal and State regulations, and adhere to internal policies and procedures. A GST BOCES Data Analyst will assist in the collection and analysis of data related to identified evaluation measures. A Clerical Support person will schedule Advisory Committee meetings, distribute information, facilitate correspondence, and prepare workshop materials.

Project Objectives	Milestones	Year 1	Year 2
Increase students’ ability to read with	Print available in classrooms, the library and for book give-aways reflect a 50/50 balance of informational text and literature	X	X

understanding	Students are answering questions using information; assessment scores improve on constructed response questions		X
Increase students' exposure to print in hard copy and digital formats	Print-rich environments are evident in classrooms, the library and at home	X	X
	Purchases of classroom materials, library books, take-home books and digital books are completed	X	X
Provide intensive, high-quality professional development	23 classroom teachers and 5 Special Education teachers trained	X	X
	Embedded classroom training	X	X
Program Evaluation	Mid-Year and Annual Reports	X	X

Time commitments of the project director and principal investigator and other key project personnel - The Project Director, Deborah Finamore-Flint will devote 10% of her time to serving as the Project Director/Principal Investigator. This will include providing administrative oversight of the program, hiring and supervising program staff, formal staff evaluations, oversight of the project budget, and approving all project purchases. In addition, Ms. Flint will serve as the liaison with the U.S. Department of Education's Academic Improvement and Teacher Quality Programs Office, and will ensure that all required reports are submitted in a timely manner. Ms. Flint will meet bi-weekly with the Director of Curriculum and Instruction to review the progress of the program. Additionally, Ms. Flint will participate on the *Read to Learn* Advisory Committee. (Ms. Flint's résumé is included in the attachments to this application.)

The **Program Coordinator**, Kara Juisto, will dedicate 100% of her time to overseeing the implementation of the *Read to Learn* project activities. This will include: meeting weekly with the Project Director, a Head Start representative, and the Director of Curriculum and Instruction to report progress and receive direction; scheduling and facilitating quarterly *Read to Learn* Advisory Committee meetings; training and supervising the Reading Coaches; coordinating professional development activities with outside consultants, the Reading teachers, and classroom teachers; collaboratively coordinating family literacy activities with the Director of the Jennie Mose Center, the Addison Public Library, and the Reading Coaches; coordinating the administration, compiling, and analysis of assessment data, and ensuring that assessments are administered correctly; identifying resources and recommending them to the Reading Coaches and classroom teachers; assessing classroom and teacher needs, and coordinating the purchasing of materials; and working closely with the Independent Evaluator to conduct a rigorous evaluation of the program's progress toward meeting the established goals. (Ms. Juisto's résumé is included in the attachments to this application.)

(ii) The adequacy of mechanisms for ensuring high-quality products and services.

The *Read to Learn* project will establish feedback loops between program stakeholders to ensure that progress data is shared and used appropriately to assess the effectiveness of program activities and measure achievement of program goals. Pre- and post- screening and outcome assessment results will be compiled and reviewed by the Program Coordinator. Results will be forwarded to the Project Director and the Independent Evaluator. The Project Director will share this information with the Advisory Committee, which will consist of the Director of Curriculum and Instruction, the Elementary Principal (Project Director), the Head Start Director, a parent representative, and a community partner representative. The committee will analyze the data to

gauge program effectiveness and suggest revisions, if needed, to strengthen the program and support the achievement of program goals. The Independent Evaluator will use the data to determine the extent to which the program has achieved its stated goals and objectives and will provide interim and year-end reports to the Project Director and the Advisory Committee.

(f) Quality of the project evaluation

(i) Methods of evaluation include the use of objective performance measures

(ii) Methods of evaluation will provide performance feedback

Apter and O'Connor Associates, Inc. (A&O) will serve as the external evaluators for the Read to Learn project. They will design and conduct a thorough and rigorous evaluation to: determine the extent to which the application's stated goals and objectives are achieved to support continuous program improvement and to assess the impact on participants. All anticipated protocols and methodology are empirically sound, ethical and responsive to the logistics of high needs schools as well as community agencies as proposed in this application. Stakeholders will be involved with the evaluators in finalizing the evaluation questions as well as the data collection tools and protocols described in the Preliminary Evaluation Plan. This will ensure that the investigation is culturally competent, feasible and that it will produce strategies for improvement. The findings from evaluation efforts will be regularly shared with Project leadership and other stakeholders through an established timeline to ensure modifications and improvements. As a group they will develop ideas for program improvement and strategies for implementing any needed modifications. The evaluation will adhere to The American Evaluation Association Guiding Principles for Evaluators (<http://www.eval.org>) and will serve to:

- Provide a coherent description of program operation, so that successful interventions can be replicated or built upon and other interventions can be modified as needed.

- Provide a synthesis and analysis of qualitative data to assess the fidelity to implementation activities (including barriers to implementation), progress towards performance indicators and student outcomes;
- Provide synthesis and analysis of quantitative data disaggregated by subgroups (special needs, free lunch, site etc.) to evaluate student, teacher and classroom environment outcomes;
- Facilitate program improvement dialogue based on available data and evaluative feedback that is sufficiently rigorous to yield reliable information on the quality of services provided

Interim reports will be presented to Project leadership as well as a summative final report. All analysis required by the Department under GPRA and annual performance reports will be completed and submitted as well as results of analysis completed through evaluation activities.

Qualitative methods will include: 1) Interviews and focus groups with staff and key stakeholders for perceptions of implementation, as well as perceptions of their own growth, changes in instructional practices, classroom environments, reading and library materials, use of technology and impact on their students 2) Structured observations and systematic document review of program generated documents (e.g., coaches, logs, meeting minutes, attendance sheets, distribution of book logs, library orders, book downloads, professional development evaluations, student progress monitoring documentation) for evidence of overall fidelity and consistency of the planned implementation. 3) A systematic content analysis of, student progress monitoring documentation (Imagine It Lesson Assessments, teacher-developed rubrics, Fountas & Pinnell Benchmark Assessments, PALS, DIBELS Assessments) along with the emerging themes from classroom observations and teacher and coordinator interviews to look for evidence of differentiated instruction to assist students to make adequate progress on critical measures of literacy and reading comprehension. 3) Surveys with participant teachers, reading coaches,

library and other collaborating staff and parents to illuminate change in knowledge and practice of literacy skill development, use of technology, awareness of their connection to school success and their level of engagement with schooling as well as satisfaction with the Project activity.

Quantitative methods Quantitative measures will use standard statistical methods to test for significant growth in participants and differences between interventions as measured by the PPVT, DIBELS and NYS ELA assessments described in the proposal. Specifically, paired t-tests will be used to evaluate whether or not there are significant improvements in mean scores between the Fall and Spring assessments. Independent samples t-tests and Analysis of Variance (ANOVA) will be used to compare quantitative measures among student subgroups (special needs, free/reduced lunch status). The GPRA measures will be compared across student subgroups using Chi-square tests of independence and Fisher's exact tests. All statistical testing will be conducted at a 5% level of significance, using two-tailed (non-directional) probabilities to discriminate between statistically significant and non-significant (i.e. chance) differences in performance between testing periods and sub-groups of students. Changes in the quality of library collections, technology, parent engagement and classroom instructional practices and environments will be captured through several sources of qualitative data as described above and the ELLCO will provide data for statistical analysis of pre-post classroom environment change.

EVALUATION QUESTION - Are components implemented as designed on an ongoing basis? At all sites? Challenges? Modifications? With the target population?	
METHODS - <u>Systematic review of program documentation</u> to illuminate patterns of recurring issues, ascertain fidelity and rationale for modifications - (Obj. 2.1 - 3.3)	Mid-Yr and Yr-End – Yrs. 1&2
<u>Surveys</u> of key stakeholders (students, parents, teachers, coaches, library staff) to measure 1.satisfaction; 2.accomplishment of activities (PD; # of books distributed; change in class materials, environments, & instruction; progress monitoring; technology use, parent engagement); 3.perceived impact - (Obj: 2.1 – 3.3)	Mid-Year-Yrs.1&2
<u>Content analysis</u> of student progress monitoring/diagnostic assessments – PALS, Imagine It!, Unit assessments, teacher rubrics, DIBELS (Obj: 1.1 - 1.3, 3.1 – 3.3)	Mid-Year-Yrs.1&2
<u>Interviews</u> with stakeholders (staff, partners) for perspectives on implementation, barriers, progress toward goals and objectives (Obj: 2.2 – 3.3) Site visits w/ structured observations (Obj: 2.1-2.4)	Mid-Year-Yrs.1&2 Fall & Spring – Yrs.1&2
Meetings and Interim memos with project coordinator and leadership to share emerging findings	After each activity
OUTCOMES	
QUESTION - Instruction & Environment: What is % of improved classroom environments? Are teachers: using technology and instructional practices to foster reading comprehension; differentiating instruction based on assessments? Are library collections & take home books aligned with curriculums? Do students have access to informational and literary text (50% of each?) Has parent	

engagement improved? (Obj. 1.1 – 3.3)	
<p>METHODS - All Qualitative Methods listed above for the Process evaluation</p> <p>Analysis of classroom materials, library collections and use of technology</p> <p>Analysis of ELLCO assessment results</p>	<p>Spring, Yrs.1&2;</p> <p>Fall & Spring, Yrs 1 & 2</p>
<p>QUESTIONS - All Ages: Has there been progress toward intended program outcomes as measured by developed indicators? Have Students improved reading comprehension? (Obj:1.1 - 2.4)</p>	
<p>METHODS -Standard statistical methods to test for significant growth in participants by subgroups.</p> <p><u>PRE-K:</u> PPVT,PALS</p> <p><u>K-3:</u> DIBELS, Fountas & Pinnell Benchmark Assessment System (K-2)</p> <p><u>NYS ELA (3)</u></p> <p><u>Teachers:</u> ELLCO-</p>	<p><u>Fall/Sp.Yrs.1&2</u></p> <p><u>Fall/Sp.Yrs.1&2</u></p> <p><u>Spring -Yrs1&2</u></p> <p><u>Fall/Spr,Yrs.1&2</u></p>
<p>QUESTION - Early Childhood What is % of 4-year old children who achieve significant gains in oral language skills? (GPRA)</p>	
<p>METHODS - Percentage of children who achieve significant gains (an increase of four (4) or more standard score points) between pre-and post-testing on the PPVT assessment.</p>	<p>Spring - Yrs. 1&2;</p>
<p>QUESTION - K-3 What is % of 3rd grade students who meet or exceed proficiency on State-wide ELA assessments? (GPRA)</p>	
<p>METHODS - Percentage of children in 3rd grade who achieve a score of 3 or 4 on the NYS ELA</p>	<p>Spring Yrs 1 & 2</p>