

Turning Around Crutcho's School (TACS Project)

Overview: The Crutcho School District in Crutcho, Oklahoma OK.is applying for an Innovative Approaches to Literacy grant in conjunction with Rose State College, in Midwest City, Oklahoma. Crutcho is a small PreK-8th grade school located in an economically deprived community on the outskirts of Oklahoma City. The school serves 378 students in a racially mixed neighborhood. 62% of students in the school are African American, as opposed to the state as a whole which has 10% African American students. 97% of all children in the school qualify for the free and reduced lunch program. English language learners represent 3% of the student population and 23% of the students are identified for Special Education. ***47% of children ages 5-17 live in a family that is below the poverty level. The district is identified as a high need district. During the 2013 school year, the district received a grade of F (A-F) and is a priority school.*** With the high rate of poverty the district and the community lack the necessary resources to adequately support students in their efforts to develop literacy skills needed for a successful life. Crutcho School will utilize Quantum Learning, a non-profit organization providing training in literacy building techniques throughout the nation. Rose College project personnel will come to Crutcho campus to offer workshops using STEM related activities to encourage, motivate and inform students about possible careers in STEM related career fields. This is particularly important as children of color are drastically underrepresented in STEM fields. The project addresses the **Absolute Priority, a high-quality plan for innovative approaches to literacy that includes book distribution and childhood literacy activities and that is supported by strong theory as defined in 34 CFR 77.1©. The plan addresses Competitive Priority 1, Turning Around Persistently Lowest Achieving Schools,**

Competitive Priority(2) Technology, and (3) Improving Early Learning Outcomes. The Absolute Priority is based in part on Quantum Learning Literacy research and the ten day camp for youth which has been shown to result in increased literacy, study skills and comprehension. The work of Quantum Learning supports a landmark report by the National Commission on Teaching and America's Future (1996) which shows that teacher quality accounts for 90% of disparities in student reading. The report called for quality teachers for all children, recognizing that most reading difficulties can be prevented when teachers address difficulties in the early grades (National Reading Panel, 2000). This project reflects a universal design with flexibility for learning, strategies that promote differentiated instruction, and technology with applications that promote and enhance literacy building activities and literacy instruction. Eric Jensen's Teaching with Poverty in Mind will provide the administration and the faculty with a way of identifying the effects of poverty on Crutcho students and guides and informs the project regarding strategies that should be incorporated into the design of the project. A study developed by Pennsylvania School Librarians Association summarized the landmark body of research known as the "School Library Impact Studies" and guided plans for developing an LMC program. A study by John Schacter, Does Technology Improve Student Learning and Achievement? How, When, and Under What Conditions? guided the plan to integrate technology. (Journal of Educational Computing Research Volume 20, 1999)

(a)Significance:(1)The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services addressing needs of the target population.(5pts.)

There is no full time librarian to support the 23 teachers who serve 378 K through 8th grade students. Yet we know that better libraries mean more literacy development for younger readers. For example, the *English–Language Arts Content Standards for California Public Schools* calls

for students to read extensively on their own (one-half million words annually by grade four; one million words annually by the end of middle school; and two million words annually by the end of grade twelve). However because Crutchfield lacks a full time librarian, children miss out on the benefit of regularly scheduled library classes and fresh and appealing books and materials. In the last five years, the district has been unable to update the collection. The result is books that are outdated, worn, and lack appeal to students. Many titles currently included in the collection inventory are actually lost. There are no current research materials and no opportunity for students to gain research skills under the guidance of trained library personnel. The library lacks materials that would be developmentally appropriate for the young children they hope to reach. Existing collections, most which are more than 30 years old, are not culturally appropriate. Oklahoma PASS standards require non-fiction titles yet there is no usable science, geography, mathematics or other non-fiction with which to support core subject areas. With a suggested thirteen titles per pupil, our library requires 4,914 new titles to meet national standards for public school library. The TACS Project will increase the number of highly skilled teachers who can improve instruction and help their students reach the important milestone of being on or above grade level by the end of grade three. The Project will show that teachers can develop exemplary teaching skills that are observable, measurable, and can be replicated and scalable. Resources provided by the IAL grant will provide 72 hours of focused, sustained and content specific professional development that builds and sustains local capacity through the development of master teachers. It will develop a modern, well equipped and properly staffed Library Media Center (LMC) for the elementary grades. The TACS Project will utilize state of the art technology to enhance literacy instruction and support the effort to increase literacy among very young students. The TACS project will provide a “drop-in” program for parents of children ages

birth to two, and a full day Montessori program for children ages three and four. The district will make transportation available for children in the Montessori program. Technology will be instrumental in providing new experiences for students, building background information, adding new vocabulary, and building comprehension. **The most significant aspect of the project is the promise it holds for all small, rural Oklahoma districts and those in other states as well. By incorporating the training approach and the instructional practices developed through the Children’s Literacy Initiative, and through the training offered by an award winning library and teacher team, Oklahoma’s rural districts will be able to obtain a grade of “B” or better and succeed after years of continued struggle to achieve.**

(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 (5 pts)

- **Collaborate with Children’s Literacy Initiative personnel in a two year program to provide evidence-based, literacy instructional practices to “turn around” a failing school and increase student interest in print and non-print materials. (Strategy #1)**
- **Provide teachers with professional development from Dr. Eric Jensen, sharpening teacher and administrator awareness of the impact of poverty and presenting more effective ways to educate economically deprived and stressed children. (Strategy #2)**
- **Establish a twice weekly drop-in program for children birth to two that models techniques for early literacy development, provides books and other stimulating toys and activities and engages parents in infant-toddler-preschool literacy building and a Montessori full day program for children ages 3 and 4. (Strategy #3)**
- **Participate in the use of state of the art technology to enhance literacy instruction, transforming the existing library into a modern Multimedia Center, outfitted with**

state of the art technology and expanding access to digital content for teachers, students and the community. **(Strategy # 4)**

- **The TACS Project will collaborate with Rose State College** to provide students with information and exposure to careers in STEM fields, building career and college readiness. **(Strategy # 5)**

(b) Quality of Project Design: (20 points) (1) The extent to which goals, objectives/ outcomes achieved by the proposed project is clearly specified and measurable.

Goal 1: Establish a two year program to provide evidence-based, literacy instructional practices to “turn around” a failing school

Objective 1.1: By May of 2015, 100% of teachers in Crutcho School will be highly skilled in the use of research based and scientifically proven strategies for teaching literacy.

Activity 1: A Needs Assessment pre-test will document gaps in teacher knowledge of literacy instruction and growth in knowledge during the two year project.

Activity 2: Teachers will complete 48 hours of focused, classroom-based, and sustained professional development with Quantum Learning trainers.

Activity 3: Crutcho teachers will complete a posttest of literacy skills and knowledge. Data will be used to measure change in instructional strategies throughout the project.

Outcomes: Academic achievement in Language Arts increases for children K-8, 90% of teacher lesson plans will reflect effective strategies for increasing literacy rates among students.

Goal 2: Crutcho School is a safe, welcoming environment for children of poverty.

Objective 2.1: 100% of teachers in Crutcho School will complete a two day workshop on the impact of poverty on children’s learning presented by Dr. Eric Jensen in the spring of 2015 and one day in the spring of 2016.

Activity 2.2: Classroom climate measurements document student concerns and perceptions

Activity 2.3: Teachers form grade level Professional Learning Communities to determine the most effective ways to address student concerns

Outcomes: Teacher satisfaction surveys reflect high level of satisfaction with workshop training, student satisfaction questionnaires document improved classroom climate

Goal 3: Children age's birth to four and their parents will have access to literacy building programs and activities that result in higher language and literacy levels.

Objective 3.1: By January, 2015, programs for children ages birth through four will be offered

Activity 1: Equip the library with books, materials and toys for infants and young children and their parents, inform the public about the Drop-In Program, and enroll parents and children.

Activity 2: Hire a Montessori teacher and establish a Montessori classroom for three and four year olds, begin enrollment

Activity 3: Children enrolled in Early Education programs will be screened for receptive and expressive language development using the Peabody Picture Vocabulary Test and the Test of Language Development (TOLD).

Activity 4: The LMS will provide parent education opportunities and activities and will model literacy building techniques for parents of children in the Early Education programs.

Outcomes: 1) Parents increase their understanding of how to create a print rich environment, 2) Children in the Early Education programs increase their receptive and expressive language skills
3) Language screening documents an increase in the number of 4 year olds who exhibit developmentally appropriate language skills

Goal 4: Crutch teachers will utilize technology to differentiate instruction.

Objective 4.1: By May, 2015 90% of teachers will score satisfactory or better on the International Standards for Technology Education checklist (ISTE-T).

Activity 1: Teachers will complete a pre-test covering the use of a wide variety of technology.

Activity 2: Teachers will participate in technology training provided by the district technology specialist and the LMS.

Activity 3: Teachers will incorporate technology into daily instructional plans.

Activity 4: Teachers will select one strand for history and one strand for science and develop lesson plans in grades K-8 that integrate technology into the lessons.

Outcomes: 1) 90% or more of the teachers consistently use technology to enhance instruction; 2) Teacher scores on the ISTE-T increase, 3) Scores on standardized tests of academic achievement show an increase at the 4th and 8th grade levels.

Goal 5: Middle School Students have a solid understanding of careers in Science, Technology, Engineering and Mathematics.

Objective 5.1: Rose State College STEM career exploration project builds career awareness for students in middle school through a series of on-site classes held in spring, 2015.

Activity1: 8th graders complete the Kuder Career Planning Assessment.

Activity 2: Classes from Rose State will be held on the Crutchco campus.

Activity 3: The student and parents sign off on a 4 year high school plan that includes focused preparation for college or a career.

Outcomes: 1) 10% or more of Crutchco 8th graders choose to participate in the STEM workshops offered by Rose State , 2) there is an increase in the number of 8th grade students who include STEM classes in their four year high school plan.

(ii) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 pts.) The Crutcho School District will establish a link to Quantum Learning, to the local Head Start of offer training, and the Rose State STEM Careers Exploration project.

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts.)

The district has made concentrated effort to improve learning for the children. With IAL funds, 100% of faculty and staff will receive additional training and have the opportunity to become a master teacher. 100% of teachers have made the commitment to complete 48 hours of literacy training per year, and 24 hours of training on School Climate with Dr. Jensen. Additional training by the technology specialist and the LMS will provide teachers with every possible advantage. Partnerships with a volunteer tutoring organization, programs such as Study Island, Accelerated Reader and others reflect the time and resources expended to help children succeed. Teachers have participated in training on the Oklahoma PASS learning standards and are skilled in their use.

(iv) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts.) An external evaluation team includes Dr. RoSusan Barte, a full professor at Ole Miss University, who is a skilled and experienced evaluator and Dr. Donna Gunn, President of Learning, Evaluation and Resources Network and lead evaluation expert for the firm. The team will collaborate with the Project Director to collect and analyze data on a quarterly basis, providing continuous monitoring and regular feedback to stakeholders and the Library Leadership Team (LLT). The LLT, made up of the Project Director, two

teachers, two parents, the Superintendent and Principal, will inform parents and the community at large of progress and will assist with making changes to the project as necessary to ensure maximum benefits to children.

(c) Quality of Project Services: (25 pts.)

(i) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.(10 pts.)

The population in this project has been discriminated against in almost every aspect of their lives. They are underserved due to extreme poverty and the isolation that comes with a severe lack of resources. In addition, African American children suffer from low expectations, discrimination in funding for facilities, personnel and programs, and from the perception that children of color are somehow inferior to European American children. In particular, the children of Crutcho suffer a lack of opportunity to experience concept building activities that their more affluent peers are exposed to on a daily basis. Their rural location isolates them from many of the activities and events which assist children in developing vocabulary and background information regarding the world around them. To ensure equal access, all parents in the catchment area will be invited to come to an information meeting regarding the project. Notices will be posted in areas where the public gathers. Because many of the residents in the area do not read, or do not take a newspaper, radio and television announcements will be made and flyers sent home by the students. The quality and sufficiency of services in the grant is outstanding. Improvement in services will occur as highly skilled consultants and properly trained personnel bring about improvement in the teaching and learning in Crutcho School. Extensive professional development will result in more effective teaching and an improvement in school climate will

result in students that feel safe and welcome in their school. The addition of new personnel for the library, new print and non-print materials as well as books for very young children will encourage greater readership among students. Parent involvement will increase as Early Education programs offer parental support and new materials for children age's birth through four. New technology and a new reading program (Read 180) will provide additional improvements to services for the children. Students in the upper grades will have an opportunity to participate in activities and interact with personnel from Rose State, gaining important information regarding career opportunities in STEM related careers. This is particularly important; Africa American children are typically underrepresented in STEM careers.

(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (10 pts.)

The TACS Project is an ambitious plan for turning around the school. The plan proposes to work with some of the nation's most outstanding professionals in their field. The design which includes 72 hours of focused and sustained professional development reflects what is known in the field to be particularly effective with African American children. Dr. Eric Jensen is a well-known and respected advocate for children of poverty and will be instrumental in helping to develop a warm, nurturing classroom climate for Crutchcho children. The Quantum Learning personnel have one of the most outstanding literacy training programs in the nation, having won many prestigious awards, and schools that have worked with Quantum Learning have shown tremendous growth. They are well versed in strategies for assisting children of color develop literacy skills and have had outstanding success in turning around failing schools throughout the US. The evaluation team, both highly trained and experienced, have had years of experience with children of color and have worked extensively in the south. Their continuous monitoring will

provide a clear picture of what works and what instructional practices are in need of improvement. The newly established **Montessori Program** for three and four year olds and the Drop-in Program are especially appropriate for children from low socioeconomic homes that live in neighborhoods where violence is a way of life. The Montessori Method of schooling will address the social and emotional as well as the academic needs of the children. Psychologists in the US found that across a range of abilities, children at Montessori schools out-performed those given a traditional education. Five-year-old Montessori pupils were better prepared for reading and math, and 12-year-olds wrote "significantly more creative" essays using more sophisticated sentence structures. Some of the biggest differences were seen in social skills and behavior. Montessori children displayed a greater sense of "justice and fairness", interacted in an "emotionally positive" way, and were less likely to engage in "rough play" during break times. (Excerpt from Children in Montessori Schools are Better Educated (July, 2014).

The Superintendent and the Principal are highly successful educators who will monitor the program and conduct classroom observations to ensure implementation of new strategies for teaching and learning. The new LMS will serve as Project Director and will help to ensure that the services to the children are age appropriate, hold high expectations for achievement, and are interesting and challenging to the students. The Project Director is responsible for modeling literacy techniques for parents participating in the Early Childhood programs and will build a collection of print and non-print materials for very young children, and oversee the provision of free books to children birth through 3rd grade. By increasing the librarian to full time status, every child will have a library class one or more times per week. **The implementation of Read 180** will provide immediate assistance to readers at all levels. The purchase of a wide range of technology as well as books on tape, animated and interactive books and other technology

enhanced devices will help to achieve greater parity with children in more affluent schools. State of the art technology will help to negate the impact of poverty on the children. Rose State has an outstanding record of work with public schools and will provide career awareness programs for students in the upper grades, focusing specifically on STEM fields of endeavor. The provision of free books and materials for the home will help to build a print rich environment that is associated with strong language development in young children. Working parents can come to the library on the weekend or in the evening, particularly important as many, if not most; parents are working and cannot come to the library during the workday. The Read 180 reading intervention program has been shown to obtain excellent results with struggling readers. The availability of training provided by the district technology specialist will allow every teacher to become a competent teacher capable of integrating technology throughout his/her instruction.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to

improvement in practice among the recipients of those services. (5 pts.) Teachers in the project will complete 72 hours of on-site professional development each year of the two year project. This consistent, focused and sustained training will allow every teacher the opportunity to develop exemplary skills in literacy building. Quantum Learning personnel have one of the highest success rates in the nation for improving literacy in schools where they have provided training. The work of Eric Jensen's Teaching with Poverty in Mind will help teachers to understand how best to meet the needs of their students. Dr. Jensen's workshop for teachers will be instrumental in helping to overcome the unspoken concept that somehow, children of color are of lesser capability. The LMS will assist in providing guidance and direction throughout the length of the project and beyond. She will provide training as needed to assure that every teacher

has the required literacy skills that result in high academic achievement K-8. Strategic scheduling already established will allow teachers to participate in a Professional Learning Community designed to help teachers identify and make changes to the school climate so that every child feels safe and welcome in the school. The librarian and select LLT members will attend a yearly national convention to stay current with new developments and will bring back information to teachers in the district.

(d) Adequacy of Resources: (10 pts.) (i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (5 pts.)

(i) The costs to meet the objectives, design, and potential significance of the project are based upon the need. Crutch School is in crisis. Extraordinary steps are required in order to turn around this failing school. The nation incurs millions of dollars in lost revenue and taxes, the cost of social services, the potential cost of incarceration when students fail to graduate prepared for college or a career, or drop out prior to obtaining a degree. If the high school students who dropped out of the Class of 2011 had graduated, the nation's economy would likely have benefitted from nearly \$154 billion in additional income over the course of their lifetimes, according to the Alliance's issue brief, *The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools*. Thus the ability to assist young children in preparing for high school and beyond is a wise decision. The district will make a substantial commitment in the form of time, funds for transportation, use of facilities, and collaboration with other federal programs to support the program. The IAL funds, coupled with Title One funds and National School Lunch Program funds provide adequate resources to accomplish all goals, objectives and outcomes. The salary of \$24,000 for a fully certified LMS is based upon a master's degree and 30 years of experience and is in keeping with the district salary scale. *(The state currently*

funds a .50 FTE librarian and IAL funds will allow the district to increase this to a 1.0 FTE position.) The District will continue funding the 1.0 FTE position upon end of the funding of the IAL project. **Fringe benefits** will cost approximately \$8,400 per year for the position. The cost of a Montessori teacher is \$46,000 and fringe benefits add an additional \$16,100 per year. The costs are based upon the negotiated agreement for the district. **Travel** for consultants is set by industry standards and is reasonable in light of the contribution they make to the project. Travel is estimated at \$9,000 per year for site visits by Quantum personnel, travel to the National Library convention is \$1500 per year, and three sites visits per year by the evaluators at a cost of \$9,000. **Total travel** costs are \$21,000 per year. **Equipment** expenditures include the purchase of an iPad Cart, and batteries, one Promethean Tables, and 90 iPads, and other required technology. The iPads provide a vast number of educational applications for children, including such applications as iBooks which gives students the ability to write, illustrate, animate and publish their own stories while the Promethean tables are interactive and encourage collaboration among young children in the Montessori program and children with special needs. The technology will be purchased using the state approved contract and bids will be obtained prior to purchase. The total cost for equipment is **\$58,274**. **Supplies:** New books and materials cost \$98,280 and reflect an estimated cost of \$20.00 per book for the 4,914 books required to bring the library up to date. Special attention will be paid to the purchase of books that are relevant for African American children as the current collection is devoid of such materials. The purchase of books will also focus on non-fiction that supports Oklahoma Pass standards in literacy as well as standards for content areas such as science, history, mathematics and others. Equipping the Montessori Classroom will require \$12,000 and provides a long term solution to the need for a more academically focused program for three and four year olds than is presently available.

Digital content, E readers, Playaways, Tumble Books, Audio books on tape, and listening stations will add an additional \$30,000 to the cost of the library purchases. The cost of the Kuder Vocational Assessment is \$2000 per year and includes scoring. Follett's Web Path software and Title Peek for students at \$400 and \$200 respectively per school per year will allow an efficient and effective means of monitoring library circulation and usage and encourage and motivate students to read. Supplies to operate the library require \$2000 per year. Supplies account for \$298,821 over the two years of the project. **Contractual costs** are \$128,648 over the two years of the project and include fees for Dr. Jensen and the external evaluation team. Charges for Quantum Learning trainers are \$9,000 per year and are the customary rate for high-quality consulting services. The cost of an experienced, highly educated evaluation team at \$31,324 per year is well worth the price as the evaluators' plays a pivotal role in continuous monitoring and feedback to stakeholders, allowing the Project Director to make changes as needed to assure maximum benefit from the project. The evaluator will develop data collection instruments, train teachers to collect data properly, analyze data results, and provide reports and feedback to stakeholders. The evaluator will prepare the reports for the Program Officer in D.C. and provide them to the Project Director and Superintendent for approval prior to submission. **Other costs** include virtual field trips and shipping and handling of books, materials and equipment and summer training for the Montessori educator estimated at \$10,071 including housing and travel to the training site in St. Louis, Mo as well as the additional cost of keeping the library open during non-school hours. Virtual field trips provided over existing video conferencing equipment will help to lessen the isolation and build background information, vocabulary, and develop new concepts at a cost of \$2000 per year for a total of \$4000. The field trips range from no-cost for NASA field trips to as much as \$150.00 for highly specialized, live interactive virtual field trips

but are well worth the cost in terms of the enormous benefit to children who are rural, poor, and isolated. The cost of keeping the libraries open after school and one day each weekend is \$12.00 per hour for a total of 520 hours per year and an aggregate cost of \$6,240 per year. The district is wholly dependent upon the state for funding. The community is poor and lacks the ability to supplement programs at the school. Thus the availability of IAL funds is critical in the effort to improve academic achievement, obtain a grade of “B” or better and successfully manage a high achievement school district. The total budget of \$748,245 or \$374,122.50 per year will allow the district to meet all financial obligations within the project and to accomplish the Goals, Objectives and Outcomes as previously stated.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (5 pts.) An anticipated 418 children, 40 parents, 27 teachers and 2 administrators will receive direct services from the project. When considering just the children, the cost for the project is 892.89 per child. When considering the cost of failure to graduate from high school due to poor academic preparation, the costs are indeed a bargain! If the US had reached the GradNation goal, the additional graduates from a single class would have increased GDP by an estimated \$6.6 billion annually. It is particularly important to provide assistance to Crutcho children as the dropout rate for African American children is much higher than that for European American children and preventing failure makes solid economic sense.

((e) Quality of the Management Plan: (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (10 points)

Primary responsibility rests with the Project Director who is a certified LMS. The Director is

supported by a Library Team made up of the Director, Technology Specialist, Title I teacher, Special Education teachers, and one teacher from the elementary and middle school level. In addition, there will be one parent on the team from each educational level. All members of the team will collaborate with the Project Director to monitor the project and report to the public at large. They will review the results of the quarterly reports and make recommendations should any changes be required in order to maximize the impact of the project on students and their teachers. They will be in regular contact with the Evaluator and meet once per quarter throughout the project. Shown below is a management chart to guide the reader.

Objective	Activities	Responsibility	Timeline	Milestone
Obj1.1: Teachers will be highly skilled in the use of research based literacy techniques	Conduct Needs assessment, complete 72 hours of training, complete posttest of literacy strategies, use data to make changes	Project Director, teachers, LT members	Upon funding	Data collection complete, training completed, data shows increase in teacher knowledge of literacy strategy
Obj. 2.1 Teachers complete 3 day workshop on Impact of Poverty on children and	Teachers complete workshop, join Professional Learning Community to devise strategies for change in school climate	Project Director, teachers, LT members	Begins Oct. 2014, on-going	Teacher Satisfaction surveys indicate high level of satisfaction, students report improved classroom climate

learning				
Obj. 3.1 A “Drop-In” program and a Montessori program are established.	Equip library with materials for young children, equip Montessori classroom hire teacher, assess children’s language development	Project Director, Evaluators, Montessori teacher	Begins upon funding, on-going throughout the two years of the project	Parents report increased understanding of literacy building techniques, children’s language skills increase
Obj. 4.1 Teachers score satisfactory on IST-T checklist,	Teachers take pre-posttests over technology usage, training by tech specialist complete, technology integrated into curriculum	Project Director, Technology specialist, LT members, teachers	Begins immediately upon funding	Technology used in 50% or more of instruction by Crutch teachers, librarian/teacher technology teams formed
Obj.5. Rose State College builds STEM career awareness	Collaborate with Rose State to carry out awareness activities, complete Kuder Voc. Assessment, student and parents sign off	Project Director, LT members, Rose State faculty, Teachers, Administrator	Begins Jan. 2015, on-going throughout the project	Increases in number of students electing STEM classes for high school, 10% or more chooses to take part in STEM workshops

	on 4 year plan,			
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(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (5 pts) The evaluator plays a key role in ensuring that high quality products and services are being addressed through the project. Continuous monitoring allows for immediate changes as needed to ensure positive outcomes. Regular feedback on a quarterly basis with three or more site visits per year provides transparency to the project. In addition, the LMS, an experienced and highly qualified professional, is in a position to monitor and make changes as needed. Finally, the Literacy/Library team will help to guide and inform the project.

(iii) The extent to which time commitment of the Project Director and principal investigator and other key personnel are appropriate and adequate to meet the objectives.

Role	Time(FTE)	Responsibility	Timeline	Milestone
Project Director / Librarian	100% FTE	Oversees daily operation of project for both libraries, reports to Superintendent, and the Literacy Team, communicates with library aide, teachers, external evaluator and parents, oversees budget, works with collaborating organizations, participates in development of strategies for measuring	Within 30 days of funding	LMS hired as Project Director within 30 days of funding and working on-site, begins redesign of existing library within ten days of hire.

		literacy increases, and conferences with teachers, attends all training		
Montessori teacher	100% FTE	Teachers three and four year olds, assists with after school Drop-In program for birth to two year old	Within 30 days of funding, on-going for 24 months	Montessori program begins, parents participating in literacy building events for parents, Drop In participation grows
Technology Specialist	25% FTE	Technology Specialist will assist the Superintendent, LMS, LTs and teachers in a survey of needed technology, order, install and trouble shoot new technology, train teachers and students and introduce the community to the new equipment.	within 30 days of funding, equipment ordered within 60 days, training on-going	Equipment purchased, installed and in use, classes scheduled for students and teachers
Literacy Consultants	10% FTE	The consultants provide intensive training in literacy for teachers in the project and	Spring and summer, 2015,	72 hours of training completed over the two project years,

		24 hours on Impact of Poverty	/2016	follow up is on-going
Program Evaluator	20% FTE	Evaluator works with the Project Director, LT and on project, conducts workshops.	Quarterly	Workshops completed, quarterly and end of year reports completed

(f) Quality of the Project Evaluation: (15 points)

(i) The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined). (10 points)

The evaluation of Turning Around Crutchco’s School (TACS) uses an experimental design to determine the effects of professional development, differentiated instruction, and technological integration for promoting and enhancing literacy building activities and instruction. Crutchco will partner with Rose State College for the TACS Project. As provided by the *What Works Clearinghouse* (2014), the quality of the evaluation of this work is substantiated by the structured use of an experimental, randomized pretest-posttest design for measuring impact of an intervention. TACS is informed by the experimental-designed model of Benn and Associates, Barlas, *et.al* (2002) and Norie (1998). *Descriptive statistics* will be used to describe demographical characteristics regarding the participants. The *inferential statistical* use of correlations, ANOVAs, t-tests, and regression analyses will be used to determine any significant relationships or differences. A complete set of reliable and valid data collection instruments (i.e. surveys, questionnaires) will be developed by the LEARN evaluation team to develop appropriate formative and summative reports.

Following are the project goals and objectives with evaluative performance measures, timelines, and benchmarks: **GOAL #1:** Establish a two-year program providing evidence-based, literacy instructional practices to ‘turn around’ a failing school. Objective # 1.1: By May 2015, 100% of teachers in Crutcho School will be highly skilled in use of research based and scientifically proven strategies for teaching literacy. Performance Measures, Timelines, Benchmarks: In October 2014, a need assessment will be conducted with K-8 teachers in Crutcho School District regarding their knowledge of literacy instruction to identify gaps and weaknesses in what they know and must be able to do. For Year One, only a need assessment will be given and followed up with quarterly post-tests to determine the growth of literacy instruction knowledge of K-8 teachers. For Year Two, a pre-test will be given and followed up with quarterly post-tests. In October 2014, baseline data will be collected on Oklahoma Core Curriculum Test (grades 3rd-8th). The Crutcho teachers and students will be divided into two groups—those who received the treatments related to the literacy program and students in another matched district that did not receive this intervening treatment—to determine the comparative effects of the program. At the end of Year One and Year Two, using correlations, t-tests, ANOVAs, and regressions, data analyses will be conducted on student test performance and the teachers who taught them to determine the implications of variations in test scores and grade point averages before and after the comprehensive literacy treatment. Evaluation Outcomes: 65% of the teachers and students will have a 20% increase (Year One) and 30% increase (Year Two) in their test scores and literacy knowledge. **GOAL #2:** Crutcho School is a safe, welcoming environment for children of poverty. Objective #2.1: 100% of teachers in Crutcho School will complete a two day workshop on the impact of poverty on children’s learning presented by Dr. Eric Jensen in the spring of 2015 and one day in the spring of 2016. Performance Measures, Timelines,

Benchmarks: At the end of each training, teachers will complete satisfaction surveys regarding the poverty sessions and their interactions in Professional Learning Communities. Students will complete questionnaires to assess quality of classroom climate. In October 2014, teachers will complete pre-tests regarding the knowledge about poverty and Professional Learning Communities and students will complete pre-test about classroom climate. In May 2016, teachers will complete a post-test about poverty and Professional Learning Communities and students will complete a post-test about classroom climate. Using correlations, t-tests, ANOVAs, and regressions, comparative data analyses will be conducted on pre-and post-tests completed by the teachers and students. Evaluation Outcomes: 100% of the teachers will have a 50% increase (Year One) and 60% increase (Year Two) of knowledge on poverty, 65% of the teachers and students will have a 20% increase (Year One) and 30% increase (Year Two) in their test scores and literacy knowledge, and 100% of the students will have a 50% increase (Year One) and 60% increase (Year Two) in knowledge of classroom climate. **GOAL #3**: Children age's birth to four and their parents will have access to literacy building programs and activities that result in higher language and literacy levels (**GEPA**). Objective 3.1: By January 2015, programs for children ages birth through four will be offered (**GEPA**). Performance Measures, Benchmarks, Timelines: In October 2015, four-year olds will complete the Peabody Picture Vocabulary Test and the Test of Language Development and the post-test in May 2015. At the beginning of October 2014 (Year One) and October 2015 (Year Two), sign-in sheets will be collected to determine the frequency levels of parental attendance at the twice-weekly workshops given. Comparative data analyses will be conducted on the parents' library usage, knowledge, and skills and their child's performance on the Peabody tests. Evaluation Outcomes: 70% of the students will have a 20% increase (Year One) and 30% increase (Year Two) in their recognition

of pictures. 50% of the parents will consistently attend the workshops bi-weekly that are appropriately conducted to the language needs (GEPA), 70% of the parents will have a 20% increase (Year One) and 30% increase (Year Two) in their library and literacy knowledge.

GOAL #4: Crutch teachers will utilize technology to differentiate instruction. Objective 4.1:

By May 2015, 50% of teachers will score satisfactory or better on the International Standards for Technology Education checklist (ISTE-T). Performance Measures, Benchmarks, Timelines: In

October 2014, teachers will complete a pre-test of the ISTE-T and the post-test in May 2015. At the end of training, teachers will complete evaluation forms to assess the quality of the

technology training. Comparative data analyses on the teachers' performance on pre- and post-tests will be conducted to determine trends and the students' performance on the Oklahoma Core Curriculum Test (grades 3rd-8th). Evaluation Outcomes: 65% of the teachers and students will

have a 20% increase (Year One) and 30% increase (Year Two) in their test scores and literacy knowledge. 100% of the teachers will have 50% increase (Year One) and 60% increase (Year

Two) in their understanding of technology. **GOAL #5:** Middle School students have a solid understanding of careers in Science, Technology, Engineering, and Mathematics. Objective 5.1:

OK City Community College STEM career exploration project builds career awareness for students in middle school through a series of on-site classes held in spring 2015. Performance

Measures, Benchmarks, Timelines: At the end of Year One and Year Two, comparative data analyses will be conducted on those students who were in the program and complete the Kuder

Career Planning Assessment, complete activities held by OK Community College on the Crutch campus, and the integration of STEM classes in their four year high school plan and those

students who do not. **(ii) The extent to which the methods of evaluation will provide**

performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Formative Evaluation Reporting: The LEARN evaluation team, as directed by the President, Dr. Donna Gunn, will engage in the continuous improvement of the project through formative evaluation, an examination of implementations that return information to the Crutchto Staff to help them improve program performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target group that participates). Based upon the objectives and supporting performance measures, data will be collected and analyzed according to the activities occurring during that period of time. Reports will be submitted on a quarterly basis with consideration given to the program fidelity and its reach. After two quarterly reports have been submitted during each of the project years, given what is learned, evidence-based decisions will be made as to whether or not modifications need to be made to the project implementation. Summative Evaluation

Reporting: The LEARN evaluation team will determine the extent to which project objectives and performance measures are attained. The LEARN Team will collect and analyze remaining data for the respective Project Year and review the quarterly reports. An annual performance report will be submitted that synthesizes and highlights key findings in relation to the activities and how they fulfill the project goals and objectives to improve the literacy outcomes for teachers and students in Crutchto School District. Benn, W. et. al. (2003). Evaluation Study of Quantum Learning's Impact on Achievement in Multiple Settings. An External Evaluation for the California Department of Education. Barlas, L., Campbell, A., Weeks, H. (2002). How Quantum Learning Teaching Strategies Affect Learners. A Study Conducted by Aurora University. Nourie, S. (1998). Improving Student Performance, Student Engagement and Teacher Effectiveness with Quantum

Learning for Teachers. As extracted

from http://www.quantumlearning.com/Portals/2/PDFs/Westfield_Middle_School.pdf

Innovative Approaches to Literacy.
PROGRAM EFFECTIVENESS

Directions: You have recently completed participated in a variety of programs as part of the grant initiative, *Innovative Approaches to Literacy*, to promote literacy for three and four-year old children at Crutcho Public Schools. Please provide a detailed response for each of the questions below.

Name of Literacy Program: 3 year old pre school

Professional Position (check one): Teacher Other Professional
(specify the position)

1. Describe how well the program work.

The program was quite effective as a preschool for 3 year olds. It was self contained with a teacher, they interacted with others at lunch.

2. In what ways, if any, did the program produce or contribute to the intended outcomes in the short, medium and long term?

The program introduced three year olds to the school environment. In the following year they were familiar with school programs and the school layout.

3. For whom, in what ways and in what circumstances did the program contribute intended outcomes? What unintended outcomes (positive and negative) were produced?

The program was intended to provide a safe, fun learning environment for the 3 year olds in our district. We had several older students staying home to babysit when mom had to work.

4. To what extent can changes be attributed to the program?

The parents became use to coming into the school and seeing teachers and others working to provide an appropriate program for their children. It bridged the gap between home + school. Parents were less anxious & more aware.

5. What were the particular features of the program and context that made a difference?

What was the influence of other factors? What were those factors?
Rather than provide day care for our families we provided a learning environment that was more than videos. They were learning through play and working on much needed social skills.

6. Identify the overall quality of your experience with this program to advance literacy.

The children were read to on a daily bases and had access to books in their classrooms and school library. They were allowed to check books out of the library for home reading.