Resource Materials for OhioReads

Overview

• Serves grades K-4 to improve reading outcomes of primary students, especially on the Fourth-Grade Reading Proficiency Test.

• Targets applications that use programs designated as promising practices in reading by the Education Commission of the States AND that also use volunteers in program implementation (as of October 1, 2001).

✓ Address 8-point framework
✓ Based on reliable, replicable research
✓ Balances instructional strategies that support the attainment of reading skills
✓ Includes strategies, experiences, and skills that lead to reading success
✓ Utilizes volunteer reading tutors.

• Funds are limited to costs directly involved in implementing models and strategies that support the 8-point framework for a comprehensive literacy program and support volunteer tutoring programs.

• Each campus applies individually, grants not to exceed $60,000 per building.

• Due October 1, 2001

• Projects begin November 1, 2001 and last 20 months through June 30, 2003

• Resources at www.ohioreads.org

Intent to Apply – Standard Form

Applicant Cover Page – Standard Form
Project Abstract (Complete Last)

**Highlights:**

- Link needs and activities with emphasis on the following:
  - District-wide philosophy and literacy curriculum and range of instructional programs
  - Assessment measures, accountability to parents, district, and OhioReads
  - Early intervention strategies
  - Professional development – teachers and volunteers
  - Parental involvement – establishing expectations for students’ achievement, informing parents of children’s literacy development, teach parents to help students meet literacy goals
  - Community support – strategies to engage business, higher education, public libraries, community organizations, and community members (volunteers in particular)
  - Resources – re-allocating and leveraging existing resources – funding, personnel, time, facilities, technology, etc.

**Assurances – standard form**

**Letters of Commitment** – from providers, consultants, identified volunteer groups, PTA, anyone providing match
Part 1: Method for identifying students to be served (30 points)

1.1. Grade level assessment being used at Grades K, 1, 2, 3

- Teacher input (observations, anecdotal records, reflection, student work, and parental input)
- Valid, reliable, norm-referenced or criterion-referenced instruments that measure emergent literacy or overall reading abilities
- Informal diagnostic measures
- E.g., grade-level reading, Ohio 4th-grade reading proficiency test, Ohio Model Competency-Based Language Arts Assessments, performance-based assessments, portfolios, informal observation, standardized tests (Woodcock Reading Mastery Test), Ohio’s 18 Performance Indicators, Developmental Reading Assessment

Success Elementary uses grade-level reading assessments at Grades K-3 using the norm-referenced instrument. Classroom teachers are involved in the assessment and identification of children whose reading proficiency is off grade level. Teachers work together with parents to observe student reading skills, assess student work, and discuss student progress toward goals. Parents will be notified if a child reads below grade level.

1.2. Current method used for early identification of reading problems

- Teacher input (observations, anecdotal records, reflection, student work, and parental input)
- Valid, reliable, norm-referenced or criterion-referenced instruments that measure emergent literacy or overall reading abilities
- Informal diagnostic measures

1.3. Current needs and trends of students in the school related to reading and literacy

- Focus on needs of students
- Cite sources of data and information on the reading skills of students in the program as well as the results of the 4th-grade reading proficiency test.
- Demonstrate a thorough analysis of the reading needs of elementary students at the school, particularly primary students reading at low levels, including an analysis of groups often found to be reading at low levels (e.g., low income families, Limited English Proficient, diverse learning styles, little or no preschool or early childhood experiences, frequent moves between schools, etc.).
Excel Elementary embraces the America Reads Challenge goal to have all children reading by the 4th grade. However, we also share the reality of other schools across America. On average, 40% of America’s 4th-graders do not meet basic reading requirements. In comparison 68% of Excel Elementary’s 4th-graders failed to pass the 4th grade reading proficiency exam (2000-2001). Thirty percent of the students are reading two or more levels below grade level.

Excel Elementary School has a high percentage of children who qualify for the National Free and Reduced Lunch Program. Over 76% of the students qualify as compared to a state average of 51%. A national assessment of academic performance among low-income students shows a 22 point gap in achievement between 9-year olds in low-and high income schools. The gap between Excel Elementary and the state average exceeds this rate.

Comprehension is the specific area of reading in which the children have the most difficulty. Reading teachers report that many of the children can sound out or visually identify words, but they do not make meaning of the words. Students have difficulty making meaning from what they read. Finally, the children do not seem to recognize the value of reading because they live in a multimedia world. Teachers struggle to keep children interested in reading. When a child begins to fall behind in reading achievement, the problem quickly escalates because of low motivation.

The Excel Elementary School teachers approached the principal to request help in the area of reading education. Teachers assessed needs through a series of 3 planning sessions. The primary need was identified as the need to have a resource that helps intermediate level students learn to construct meaning and apply decoding and comprehension skills.

The following set of needs were identified by a consensus of the teachers through a facilitated brainstorming and discussion process:

- A single, proven, research-based reading intervention program needs to be implemented.
- Reading intervention programs are needed at all grades, not just the primary grades.
- Teachers need easy-to-use student assessment tools and standards for evaluation of reading achievement on a periodic basis.
- There are not enough volunteers or staff to provide one-on-one tutoring for all the children who need help.
- Reading education must extend into the home through parent/school partnership.
• Teachers must be able to receive extensive training and support to implement the program.

These findings match many of the strategies recommended to improve reading achievement in the America Reads Challenge. The teachers are highly motivated to work as a team to improve reading. They need extra help in the form of a research-based, proven model for reading intervention. They need staff development and they need access to a time-efficient way of serving the large number of students who need help.

<table>
<thead>
<tr>
<th>Need for Intensive Remediation Bonus Points</th>
<th>Number of Bonus Points</th>
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<tbody>
<tr>
<td>35% or more of the grade students scored 2 standard deviations below mean on 4th-grade proficiency exam.</td>
<td>10</td>
</tr>
<tr>
<td>34 – 25% or more of the 4th-grade students scored 2 standard deviations below mean on 4th-grade proficiency exam.</td>
<td>7</td>
</tr>
<tr>
<td>24 – 17% or more of the 4th-grade students scored 2 standard deviations below mean on 4th-grade proficiency exam.</td>
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<thead>
<tr>
<th>Number of Students Not Passing</th>
<th>Number of Bonus Points</th>
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</thead>
<tbody>
<tr>
<td>0 - 24% passage rate on 4th-grade proficiency exam.</td>
<td>10</td>
</tr>
<tr>
<td>25 – 36% passage rate on 4th-grade proficiency exam.</td>
<td>7</td>
</tr>
<tr>
<td>37 – 47% passage rate on 4th-grade proficiency exam.</td>
<td>4</td>
</tr>
<tr>
<td>48 – 65% passage rate on 4th-grade proficiency exam.</td>
<td>3</td>
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1.4 Method the school will use to identify students to be served by the grant

- Process
- Evaluation tools
- Priorities
Selection will be based on the criteria recommended by *SOAR TO SUCCESS*. Based on a preliminary assessment of the students, approximately 40% of all 3rd-graders (50 students) and 45% of all 4th-graders (60 students) would be candidates for *SOAR TO SUCCESS*. Initially, each coach will select 5–7 students (a total of 15–21 students). After the first 6 weeks of implementation, the numbers of students participating will be increased to serve all qualifying students. Some of the selection criteria include the following:

- Students have decoding strategies and skills at the instructional pre-primer level.
- Students perform at the 40th percentile and lower or one standard deviation below the mean on standardized tests.
- Students' listening skills are considerably higher than their reading skills.
- Students' math computation skills are higher than problem solving skills.
- Limited English Proficient students have reached an Intermediate Fluency Level of English (last four stages of development as identified by Krashen and Terrell, 1983).

Students will be released from *SOAR TO SUCCESS* when they meet all of the following criteria.

- In *SOAR TO SUCCESS* reading, the student can summarize a text, provide correct answers, show signs that the books are too easy, and finish a reading more quickly than the other students.
- The student demonstrates improvement reading grade-level materials in the classroom, improved comprehension, and comprehension through written work.
- From a 2–3 page text, the student can retell the text with a 75% accuracy, read the text aloud with a 90% Word Call accuracy, and write a written response to the text (assessment tools are provided by *SOAR TO SUCCESS*).
- The student meets the improvement goals as measured on the *SOAR TO SUCCESS* Informal Reading Inventory and the standardized test used as the basis for selection.

### 1.5 Identify the approximate number of students to benefit in one school year, summer school, or after school programs

All students who read below grade level; smaller group (targeted); rationale for target
Part 2: Identification of the research-based model to be implemented (20 points – and priority)

Excel Elementary understands the importance of planning, developing, and implementing a coherent Pre-K–4 curriculum that integrates reading into all instruction, providing convenient access to a range of reading materials, employing an array of instructional strategies to meet needs of diverse students, providing ongoing assessment of student achievement with results being provided to parents, and deploying intervention strategies as soon as possible.

2.1 Model to be implemented, strategy to carry out model, summary of research in support of model.

- Link *Soar to Success/Early Success* to needs identified in Section 1.
- Relate to “Important Research Findings”, Ohio Literacy Initiative, p. 21
*Early Success*® is a 30-minute daily lesson based on three steps.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Rationale</th>
</tr>
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</table>
| **Rereading** (5 - 10 minutes) | • Students reread, alone or with a partner, previously read *EARLY SUCCESS* books.  
  • Teacher works with individual students to take a retelling, running record, conduct an oral reading check or coach their reading. | • Builds fluency  
• Develops comprehension  
(Samuels, 1979; 1997)  
• Builds the connection between learning to read and independent reading  
(Anderson, Wilson, & Fielding, 1988; Center for the Study of Reading, n.d.) |
| **Book of the Week** (10 minutes) | • Teacher does picture walk and read aloud.  
  • Shared reading with student and teacher  
  • Coached Reading  
  • Independent Reading  
  • Story Summary | • Provides model of fluent reading  
• Enables children to participate in a way in which they succeed  
• Provides decoding strategies and monitoring  
• Enables children to achieve success  
• Provides new version of material  
• Provides home connection  
(Clay, M.M., 1991; *Becoming literate: The construction of inner control*)  
(Cooper, J.D. 1993 *Literacy: Helping children construct meaning*) |
| **Working with Words and Sentences** (10 minutes) | • Making Words  
  • Word Wall  
  • Guided Writing  
  • Sound Boxes  
  • Individual Sentence writing | • Hands-on manipulative response  
• Assists students with recognition and writing of high-frequency words  
• Assists with sound-letter association and spelling  
• Develop phonemic awareness  
• Develops independent writing  
(Cunningham, P.M., & Cunningham, J.W. (1992 *Making Words: Enhancing the invented spelling-decoding connection*) |

*Soar to Success* and *Early Success* are under review by the ECS program.

A bibliography of key references regarding the research base is attached as an appendix item.
2.2. Why *Soar to Success/Early Success* will improve performance of targeted students.

The most critical need for intervention is in the 3rd grade and the 4th grade because the students who are not reading at grade level by this time have the greatest difficulty in improving their skills. *SOAR TO SUCCESS* was selected because it is the only reading intervention program that specifically targets children in grades 3 and above. In a 13-site pilot test of the program, an average of 57% of children gained at least one reading level over a 76-day period (as compared to 18% of children in a control group).

*SOAR TO SUCCESS* is also the ideal model because it is used with groups of 5–7 students as a regular part of reading and language arts classroom instruction. Excel Elementary has a limited number of personnel to meet the reading improvement needs of the students. *SOAR TO SUCCESS* will be integrated in regular instruction as a small-group program. Volunteers and parents will provide one-on-one tutoring during or after school.

- Effectiveness of the model in providing early intervention (K, 1, 2)
- Coherent, theoretically driven reading strategies

2.3. Link between *Soar to Success/Early Success* and eight elements of the Ohio Literacy Initiative Framework

In April 2001, Excel Elementary School teachers appointed a subcommittee to select a reading intervention program for grades K–5. The subcommittee contacted all known publishing companies, software companies, and the state education agency to request information on possible programs. In all, the subcommittee considered 20 reading programs. Fifteen of the programs had to be excluded because they did not serve students beyond grade 2. The remaining programs were considered in light of the students’ needs.
The subcommittee selected SOAR TO SUCCESS through the following considerations:

- It is research based and has been tested in elementary schools.
- It is a reading intervention program proven to accelerate reading.
- The students read authentic literature, which is intrinsically more interesting to them.
- The program’s graphic organizers and reciprocal teaching model help students build reading and comprehension skills.
- The program is flexible and can be used in the classroom, as a pull-out program, or as an extended-day program.
- There is a strong training component provided through the intermediate intervention institutes, videos, scripted instructional guides, and follow-up consultant support.
- The program serves 5–7 students with one teacher, making it more resource efficient.
Part 3: Implementation plan and timeline (15 points)

3.1 Program Implementation

- Role of Reading Specialist
- Role of Principals
- Role of Reading Coordinators
- Qualifications of identified staff
- Professional development for staff
- Professional development for volunteers
- Materials
- How the project will supplement the existing Continuous Improvement Plan

North Central Regional Education Lab (NCREL) Five Phases of Professional Development/Ohio Professional Development Framework

- Phase one – Building a Knowledge Base – Learn how recent research is changing traditional reading instruction
- Phase two – Observing Models and Examples – Identify elementary, middle, and secondary schools that can serve as models and provide opportunities for teachers to visit model schools, access CD-ROMs, and videotapes featuring teaching vignettes, and take part in discussions.
- Phase three – Reflecting on Your Practice – Providing opportunities for teachers to develop individual action plans and to reflect on current practice. Coordinate Web sites, online mentoring opportunities, and demonstration projects.
- Phase four – Changing Your Practice – Carry out a plan for change and evaluate how well it is working.
- Phase five – Gaining and Sharing Expertise – Focus on institutionalizing what has been learned about reading throughout the school.

The Soar to Success project will be introduced first in grades 3 and 4 during the spring, 2001 academic semester, then it will be integrated to grades K–2 in year two. First, all reading, English, language arts, and Title I funded teachers (16 teachers) and classroom volunteers (16) will participate in level 1 staff development to become proficient in the following research-based components of the program:
**Reciprocal teaching** – Reciprocal teaching has been shown to increase students’ fluency as measured by oral reading and to allow students to apply decoding skills when they encounter unfamiliar words. Teachers and students will take turns being teacher and modeling four strategies after silently reading a chunk of text. The four strategies to be modeled are SUMMARIZE, CLARIFY, QUESTION, AND PREDICT.

**Graphic organizers** – Graphic organizers help students visually construct meaning which improves reading growth. **SOAR TO SUCCESS** uses graphic organizers to reinforce key skills and concepts.

**Instructional support** – Scaffolding of instruction provides students with a high degree of success in early phases of the program but moves them to more independent learning as quickly as possible. **SOAR TO SUCCESS** relies on heavy teacher modeling in the beginning and then increased student modeling over time. Reciprocal teaching supports this strategy.

**Reading materials** – Authentic literature provides a balance of narrative and expository texts. The texts proceed from more simple to more complex based on elements such as picture-text match, placement of text on the page, clarity of storyline, complexity of main ideas, and other factors. The leveling and sequencing of books supports the strategy of scaffolding instruction.

**Staff Development.** All sixteen reading, English, language arts, and Title I funded teachers and 16 classroom volunteers will participate in the Houghton Mifflin Faculty Development Program Level I Institute. The teachers will learn to teach upper-grade intervention lessons; implement the reciprocal teaching model; use graphic organizers to support reading comprehension; provide ongoing assessment during lessons; level books for below level readers; select and release students from the intervention program; and coach other teachers.

The sixteen teachers will implement **SOAR TO SUCCESS** with their own students for one semester. After one semester of experience teaching with **SOAR TO SUCCESS**, two of the teachers will be selected to participate in the Houghton Mifflin Faculty Development Program Level II Institute to become “coaches”. These two coaches will then be able to provide inservice training to other teachers as needed to strengthen their skills. This modeling approach will ensure that the school always has a sufficient number of trained teachers to meet all student needs and to respond to turnover.

In the second semester, all additional volunteers will be involved in three two-hour development sessions. Teacher coach/trainers will work with Houghton Mifflin consultants to provide development that includes a presentation of the theory behind **SOAR TO SUCCESS**, a presentation and demonstration of the teaching method, teacher practice of the method, and specific feedback from the coaches. The coaches will also be available to provide one-on-one coaching and modeling.
Teachers and teams of teachers will also have resources for self-guided professional development. The SOAR TO SUCCESS program provides a detailed teacher’s manual, a videotape, and workshops for teachers. As needed, Houghton Mifflin consultants will come to the school to support training.

3.2 Involvement from the school and community in planning the project and commitment to and capacity of school community to implement Soar to Success/Early Success.

Community Partnership

- Two-way communication
- Shared leadership – reflect community’s strengths
- Shared goals and strategies

Recruiting Strategies

- Ask influential people in the community to speak and write about the importance of literacy and the responsibility that all citizens have to the community’s children. Provide them with information.
- Help community members envision the psychological rewards of helping children learn to become readers. Let them see children experiencing the joy of reading.
- Create a compelling theme or image
- Show the community how a literacy initiative will improve the community.
- Show enthusiasm and reach out. Invite individuals to participate whenever possible.

Excel Elementary will establish a Campus Literacy Team that includes parents, teachers, resource teachers, reading specialists, professional development coordinators, Title I coordinators, speech and language pathologists, special education teachers, principals, community leaders and citizens. This Team will help build a coherent curriculum plan that integrates reading into all instruction. The team will build a district-wide plan that addresses curriculum, instruction, assessment, intervention, professional development, and family and community partnerships. The plan will identify and recommend changes in school organization, policies, resources, and practices that will support a cohesive instructional system. The Campus Literacy Team will collaborate with other teams in the district.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Responsible Party</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Purchase materials</td>
<td>Nov 2001</td>
<td></td>
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<tr>
<td>Recruit parents and other volunteers</td>
<td>Nov 2001</td>
<td></td>
<td></td>
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<tr>
<td>Hold Institutes for teachers</td>
<td>Dec 2001</td>
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<tr>
<td>Train volunteers and paraprofessionals</td>
<td>Dec 2001</td>
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<td></td>
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<tr>
<td>Refer first set of student participants</td>
<td>Dec 2001</td>
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<tr>
<td>Start Grade 3–4 program</td>
<td>Jan 2002</td>
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<tr>
<td>Assess student progress</td>
<td></td>
<td>6 week intervals</td>
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<tr>
<td>Parent support/training program</td>
<td>Feb 2002</td>
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<tr>
<td>Identify new student participants for Soar to Success; identify students for summer intensive program</td>
<td>Apr 2002</td>
<td></td>
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<tr>
<td>Submit mid-year report</td>
<td>May 2002</td>
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<tr>
<td>Follow-up training for parents and volunteers</td>
<td>June, July 2002</td>
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<tr>
<td>Parent support/education program</td>
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<td>Start K–3 program</td>
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<td>Parent support/education program</td>
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<td>Mid-project report</td>
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<td>End of funded project</td>
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<td>Final report</td>
<td>July 2003</td>
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Part 4: Plan for utilizing volunteers (15 points and priority)

4.1 Process and plan for recruiting, training, and utilizing volunteers

- One-on-one tutoring
- Commitment to volunteer tutoring participation; evidence of one or more community partners
- Number of volunteers to be recruited, trained, and utilized as reading tutors
- Capacity to effectively incorporate volunteers into program objectives/how volunteers can support the model
- Capacity to manage and train volunteers throughout 20 months

Excel Elementary will continue to promote partnerships among teachers, parents, administrators, the school board, and community members. The school has a tradition of working with these partners (list some examples).

Parents may be some of the most important volunteers in Excel Elementary’s Soar to Success/Early Success project. After a child is identified as a suitable participant in the program, the child’s Reading Teacher will contact his or her parents. The parents and the teacher will work collaboratively to establish goals for the child’s progress in reading. Excel Elementary will offer the Soar to Success/Early Success Intervention program during school, an after school tutoring program, and, for children in 3rd or 4th grade, an intensive summer program. Parents will be encouraged to be trained as volunteer tutors. Excel Elementary will also provide one Family Reading Celebration per semester to share family literacy strategies. Other strategies to promote family involvement in literacy activities include:

- Providing reading materials for the home that summarize and reinforce the reading materials used in the intervention program.
- Educating parents about how they can make reading part of the regular home and family routine.
- Working with employers to seek support of parents’ and other volunteers’ involvement as tutors and facilitators.

Parent involvement will increase the likelihood of the student’s success in improving reading achievement. Each student’s parent or guardian will be contacted by the coach/teacher to establish a parent/teacher/student team. Parents and coaches/teachers will explore ways in which the home can
Parents will be encouraged to ask their children about the books being read. Ideally, parents will ask children to retell the stories. If appropriate, parents might work with children to establish goals and rewards to emphasize the parents’ support of the child’s efforts. Some of the recommended activities will include:

- Joint book reading (aloud).
- Listening to child read aloud.
- Modeling desirable reading habits.
- Discussing books with child.
- Helping child write letters, grocery lists, phone messages, and other “real world” applications.
- Monitoring of homework and television watching.
- Establishing high expectations for children’s behavior and participation in reading.
- Supporting and encouraging children’s progress in reading achievement.
- Visiting local library together.

Parents will also be involved in the students’ celebration of completion. Periodically, students who have completed SOAR TO SUCCESS will be rewarded with a ceremony immediately following school (or at a time convenient to parents). All SOAR TO SUCCESS participating children and parents will be invited. Each child will receive a certificate of completion. The group of students will perform a skit in which they act out a scene from a favorite book. Each child will share from a favorite book. Parents will serve on a panel to discuss strategies they have used at home to improve reading. The Parent Teacher Organization will contribute snacks.

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Part 5: **Plan for evaluating the success of the program (10 points).**

**Guidelines for assessment (from Ohio Literacy Initiative, p. 28-29)**

- Identify grade-level performance benchmarks. Also identify interim indicators and develop rubrics within and among grade levels to ensure greater consistency in assessment of student reading and writing.
- Create at least one district-wide assessment to use in identifying students who will need remediation in order to pass the Fourth Grade Reading Proficiency Test.
- Conduct ongoing assessments that are based on the curriculum. Integrate assessments with instruction.
- Assess students’ use of spoken language and writing along with reading.
- Base reading and writing assessments on authentic situations.
- Create assessment tasks that require a variety of skills and use multiple indicators. Effective performance-based assessments measure what students can do in a broad knowledge area or skill.
- Use assessment to identify not only the strengths, but also the weaknesses of each student.
- Use assessments that are developmentally appropriate, fair, and free of bias.
- Accompany assessment (gathering information about student performance) with evaluation (using assessments to make decisions about what to do).
- Approach assessment systematically.
- Teach students to assess their own progress continually. Share your instructional goals and assessment criteria with students and their parents.
- Report assessment results to the community.

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**Excel Elementary seeks continuous improvement of reading instruction and support through a system of setting goals, measuring progress, aligning resources to match needs, and refining strategies to address student needs.**

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5.1. **Indicators that will reflect or measure success of the project in terms of improved student performance, change in instructional practices, and overall school change**

- Participant reading performance
- Teacher instructional practices
- School performance in reading
- Number of volunteers and hours of participation
- Benefits to students, teachers, families, and school climate
- Long-term impact on school’s capacity to continue the model and train new staff
5.2. Methodology to measure and track short- and long-term progress on the indicators

- Student identification data should be used as basis for evaluating student progress.

Students in the fourth grade will have opportunities to complete the fourth grade reading proficiency exam once before December 31, once before March 31, and once in the summer before the fifth grade.

The goal of the evaluation will be to provide feedback on the SOAR TO SUCCESS program (formative) and to assess its ultimate benefit to the school after two years (summative). The formative evaluation process will rely primarily on the student assessment tools and resources provided with the program. Additionally, teachers participating in the project will engage in a focus group once each semester to assess the project’s ongoing progress toward improving reading achievement. Summative evaluation will include a comparison of pre-and posttest measures including standardized tests and student reading levels.

Data to be collected will emphasize quantitative measures such as grades, tests, and reading levels. Qualitative data will be collected through surveys and the focus group to inform the continuous improvement process. Parents will be involved through a random sampling open-ended survey to assess their perceptions of the program.

The findings will be reported to the parents through a newsletter and to the school board through a report submitted every semester. Recommended improvements will be shared with the publishing company.

5.3. Beginning, interim, and final program assessment

- Use a variety of quantitative and qualitative data
Part 6: Budget (10 points)

Complete form

6.1. Narrative description of project budget

- List activities, staff development, purchases, and staff itemized in budget, link to goals
- Emphasize measures to improve efficiency and effectiveness
- Clearly link financial resources, project activities, and results

6.2. Other Federal, state, and local funds to be dedicated to support the district’s reading initiatives

Some of the available sources of funding may include the following:

- **Title 1** – The purpose of Title 1 funding is to improve the quality of instruction in schools. The goal is to minimize the academic challenges that face low-income students.

- **Goals 2000** – Goals 2000 funds are used to improve teaching and learning through comprehensive reform plans and special programs in core content areas. Many states emphasize reading in the allocation of Goals 2000 funds.

- **America Reads Challenge** – The America Reads Challenge is a nationwide effort to help all children in the United States read independently and well by the end of the 3rd grade. President Clinton proposed $2.75 billion in the 1999 budget to enlist one million tutors and help families and communities reach this goal.

- **Parent Involvement** – Many state and federal grants require projects to include components to promote parental involvement in students’ education. Parent involvement may occur in or outside the school.

- **Staff Development/ Inservice** – Local funds and grant funds such as the Eisenhower program may both be used to support professional development.

- **After School/Summer Programs** – 21st Century Community Learning Centers and Community Technology Centers are two examples of funding that may be used to extend the amount of time students spend in academic programs and enrichment.

Sources of information regarding state philanthropic organizations include the following –