

READ TO ACHIEVE GRANT APPLICATION COVER PAGE

This page must be complete and returned with the application to be responsive

DISTRICT:	Meade	
SUPERINTENDENT	Dr. John Millay	
SCHOOL APPLYING FOR GRANT:	Brandenburg Primary	
SCHOOL ADDRESS:	750 Broadway Brandenburg, KY 40108	
SCHOOL TELEPHONE:	270-422-7545	
PRINCIPAL:	Mrs. Gloria Bertrand	
PRINCIPAL'S EMAIL:	gloria.bertrand@meade.kyschools.us	
FISCAL AGENT:		
	DISTRICT FINANCE OFFICER	Susan Fackler
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I assure the attached application has been reviewed and approved for implementation by all stakeholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the Read to Achieve grant. Failure to do so could impact future funding.

 Superintendent *John Millay*

 Date *1/27/14*

 Notary Public *Christy W. Luvers*

 My commission expires *8/28/17*

Notary seal

 Principal Signature *Gloria Bertrand*

 Date *1-27-14*

 Notary Public *Christy W. Luvers*

 My commission expires *8/28/17*

Notary seal

READ TO ACHIEVE GRANT

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Part 1 Identification of Literacy Needs

1.1 Brandenburg Primary will use funds to purchase and implement the **Early Intervention in Reading (EIR)** program, *Catching Readers* developed by Barbara Taylor. Funding will also include the hiring of a full day Read to Achieve (RTA) intervention teacher to deliver RTA services and to implement the EIR program.

1.2 The **EIR** program is a reliable, replicable, **evidence-based** reading intervention that addresses the **five essential components of effective reading instruction**: phonemic awareness; phonics; fluency; vocabulary; and comprehension. Focusing on these critical components will improve the literacy skills of our struggling readers in the primary grades (K-3). The reading services provided by this EIR program will **supplement**, not replace, our current **core reading instruction** (Scott Foresman *Reading Streets*) or any additional intervention strategies currently being used to meet the needs of students. This additional reading intervention will occur outside our daily ninety-minute core reading instruction.

Current **trends** from a variety of assessments have given our teachers cause to be concerned about reading. 2012-13 Kentucky Performance Rating for Education Progress (**K-PREP**) assessment data shows **reading to be our lowest performing content area as a school**. 36% of our tested population performed below proficiency in reading. In addition to state testing data, **Kindergarten Brigance Screen** data also indicates early literacy skills to be an area of concern. For the past two years, Kindergarten students were given two components of the Brigance Screen: 1. Core Assessment; and 2. Self-help and Social/Emotional Scales. The Screen provides an accurate screening of skills that are **critical predictors of school success** including

language, cognitive skills, physical and social development. **Cognitive skills** include visual motor, print concepts, recites alphabet, and reads uppercase letters. This year, **nearly 50% of incoming Kindergartners performed below the required cut score of 90 for cognitive skill readiness.** The first year of Brigance, 34% of incoming Kindergartners were considered “not ready” cognitively. This data implies **the gaps and/or delays** in the skills that should be obtained by students prior to kindergarten are increasing. **Early deficits in phonemic awareness and phonics have a huge impact on reading at all levels.**

The systematic approach of the EIR program strongly complements our current Response to Intervention (RTI) framework. Our current RTI framework is designed to identify and provide services to readers struggling with the five critical components for reading instruction – phonemic awareness, phonics, vocabulary, fluency, and comprehension. Three times a year (fall, winter, spring), students are given the district-wide **universal screener, Measures of Academic Progress (MAP).** Students falling below the 25th percentile are identified as at-risk. (The Brigance Readiness Screen is used as the fall screener for Kindergarten followed by MAP in winter and spring.) Following the universal screener, a **diagnostic assessment, AIMSWEB,** is administered to determine the instructional level of the identified at-risk students. AIMSWEB assesses students in the areas of Early Literacy (Letter Identification, Letter Sounds, Phoneme Segmentation, and Nonsense Words), Fluency (R-CBM), and Comprehension (MAZE). These areas of Early Literacy are congruent to the five essential components of reading instruction. Once instructional levels are determined, students are grouped for reading interventions based on individual

instructional needs. For example, students who are one grade level below are considered Tier 2 and students two or more grade levels below are considered Tier 3. Each Tier grouping receives **explicit research-based interventions** from a qualified staff member during the school day outside the ninety-minute core instruction. All Tier students are monitored weekly to determine progress. **Progress monitoring** data is reviewed by the school's **RTI team**, which is composed of the classroom teacher, school administrator, and school psychologist, every six to eight weeks to determine if student benchmarks have been met and to establish new goals. Once students reach the 25th percentile for on-grade level probes consistently during a four to six week period, they may exit the RTI process. Our RTI framework also includes a systematic approach for **communicating with parents** about their child's progress and future goals through written communication and/or face-to-face conferences.

The EIR program **strongly complements** our current **RTI framework**. Even though all identified Tier students receive services established by the school and district, an RTA teacher along with the *Catching Readers* systematic approach to reading instruction will allow **additional services** outside the core instruction and individualized interventions for at-risk students as we strive to **close the gap** between traditionally advantaged and disadvantaged student groups. Because Tier numbers tend to be high, especially at the beginning of the school year, students with the **greatest need** will receive RTA services first. Once individual students meet measurable benchmarks, they will exit the program and students awaiting RTA services will be moved in. This process allows those who need the most help to receive additional intervention services

beyond what Brandenburg Primary is able to currently provide, thus ensuring that the **EIR program remains fluid and short-term.**

Not only do our **diverse learners need explicit instruction** within the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), but in **writing instruction** as well. Research shows primary students who are struggling readers usually have a **deficit in writing**. The EIR program provides a **balanced approach** to reading instruction that supports emergent literacy skills along with guided writing skills. Within the program, the following **instructional strategies** are used to make **connections between reading and writing acquisition**:

- **Phonemic Awareness:** letter/sound recognition, sound boxes, rhyming
- **Phonics:** letter-by-letter decoding, blending sounds, making words, onset and rime
- **Fluency:** repeated readings, choral reading, independent and partner reading; coached reading with feedback, systematic word-recognition skills
- **Vocabulary:** graphic organizers, spelling instruction, and exposure to explicit vocabulary found in nonfiction and fiction texts
- **Comprehension:** making predictions, activating background knowledge and making connections, summarizing, asking questions, self-monitoring, and reciprocal teaching
- **Writing:** modeling concepts of writing, writing for sounds in sentence writing, guided writing

Not only does this program provide explicit instructional strategies for the development of essential reading and writing skills, but it also provides the **motivation** students need to be successful readers. The program's fast pace and predictable structure **provides consistency** while at the same time allowing struggling readers to **experience success quickly**. It also helps **build student confidence** and challenges students through daily reading practice in a non-threatening small group environment. Students are **actively engaged** through the use of high-interest fiction and nonfiction texts. Because of these high-interest texts, discussions are rich and **culturally relevant** to students' lives.

Another critical component for student success is **parent involvement**. The EIR model provides parent information about the program as well as weekly at-home activities that support the student's learning addressed through daily instruction.

1.3 Appendix D provides the average K-3 literacy data for students falling below the 25th percentile on Fall 2013 MAP and AIMSWEB benchmarking. In addition, Kindergarten Brigance results and classroom data are also included in Appendix D. The Kindergarten Brigance Screen, which measures cognitive and social readiness skills, indicates that **64% of kindergarten students scored below-average (<90)** on the cognitive portion of the screener. MAP data indicates that **21% of the students in grades 1-3 are performing below the 25th percentile and are at risk for failure** in reading instruction. In addition to the MAP and Brigance universal screeners, students were assessed further with AIMSWEB benchmarks. **24% of the total K-3 population scored below the 25th percentile on AIMSWEB** indicating that these students need literacy intervention. In addition to formal data, teacher observations, analysis of

student work, weekly formative assessments in reading and writing, and the school report card indicate that **30% of students in K-3 are currently performing below grade level in literacy.**

The trend data also shows that writing is severely affected when students are below grade level in reading thus weakening the entire literacy program. It appears that the reading and writing connection is not being made with our most struggling learners. This is evident when you consider the percentage of **students in grades K-3 who scored below proficiency in writing (60%).** The data in **Appendix D supports the need for an intensive intervention program beyond our current core** instruction and RTI framework.

Although our current RTI framework has helped struggling readers achieve a measure of success; data supports the **need for additional intervention strategies.** Without solid, research-based intervention lessons, struggling readers are likely to NOT be reading on grade-level by the end of their current school year. The Read to Achieve Grant is greatly needed to support our struggling readers.

Part 2 Identification of Students to be Served

2.1 To determine **student eligibility**, students will be assessed three times a year using our district-wide universal screener, **Measures of Academic Progress (MAP).** Any student falling below the **25th percentile** will be identified as **at-risk.** Next, the diagnostic assessment, **AIMSWEB,** will be administered to determine the **instructional level** of each identified student. Students falling below the **25th percentile** at or below their grade level will then become part of the RTI process. Once instructional levels are determined, students will be **grouped into tiers:** Tier 2 for students one grade level

below or Tier 3 for students two or more grade levels below their current grade. Tier 2 students will receive intervention 3-5 times per week for at least 30 minutes with no more than ten students per group. Tier 3 students will receive intervention 4-5 times per week for at least 30 to 45 minutes in groups of no more than five students. All intervention will take place outside of the ninety-minute core instruction. After the **initial pool of students has been identified**, the RTI team will **select students with the greatest need** as defined by AIMSWEB data to receive additional help using the EIR *Catching Readers* program implemented by the RTA teacher. The RTA teacher will work with **small groups containing no more than four students** on a daily basis until student data supports the criteria for exiting the EIR program. **Working in collaboration**, the RTA teacher and classroom teacher will determine individualized goals for students identified for the EIR program.

2.2 The RTA teacher will be responsible for administering and managing all EIR assessment data. Students placed in the EIR program will be **progress monitored** through on-going assessments as recommended by the program. The RTA teacher will assess **short-term assessment goals** on a weekly basis by conducting an **oral reading check, assessing word-recognition**, and conducting **oral reading analysis**. Research states that students who are able to read a story with at least **90 percent accuracy** are making adequate progress in learning to read. **Long-term assessment** goals set by the RTI team will be monitored using AIMSWEB data every six to eight weeks. The implementation of the EIR program and the responsibilities of the RTA teacher will be monitored by the building principal.

2.3 Based on the data collected by the RTA teacher, **the RTA teacher along with the classroom teacher and/or RTI team will analyze the data** to determine whether a student may exit the EIR program. The following criteria, as suggested by the *Catching Readers* program, will be used when deciding **to exit a student from the RTA program:**

- The student is able to read a new book(s) of the week with at least 99 percent accuracy at least three times in a row on an oral reading check.
- When working in a group, the student is clearly ahead of other children.
- The student's performance in the classroom core instruction shows that s/he is performing effectively at grade-level.
- The student is reading close to "grade-level" benchmarks for words per minute. (For example, a second grader should be reading close to 90 words per minute before being considered to exit the program.)

Once students meet the exiting criteria, they will then **exit** the program and awaiting students in need of additional help will **move** into the program. Students **who exit the EIR program successfully** will continue to be observed in the classroom setting by the classroom teacher to ensure that they continue to make adequate progress. If a student's progress begins to decline, that student may need to rejoin the EIR group.

If a student in the EIR group is **not making adequate progress**, the RTA teacher will meet with the classroom teacher and/or the RTI team to discuss further intervention steps such as setting new goals for the student, intensifying or modifying the intervention that the student is using in his/her current Tier placement, implementing

other research-based strategies as recommended by the RTI team and/or considering the possibility for referral to special education.

In addition to the *Catching Readers* recommended assessment process, students will also be **progress monitored weekly** using AIMSWEB progress monitoring probes based on their instructional level. **The RTA teacher, in collaboration with the RTI team**, will meet every six to eight weeks to review student progress. Students consistently meeting 4 out of 6 data points at or above their identified goal will **move** to the next instructional level/tier or **exit** the RTI process if reaching the 25th percentile or higher at grade level.

Part 3 Implementation of the Research-based Proposed Reading Intervention

3.1 To effectively implement the EIR program, **several resources will be needed:**

- Funding is needed to compensate the **salary of a full-time certified RTA intervention teacher** who will deliver services to struggling readers as recommended in the EIR program, *Catching Readers*.
- Funding is needed to purchase the necessary **instructional materials** required for the RTA intervention teacher to effectively implement the EIR program at each grade level (K-3). Instructional materials include:
Catching Readers Instruction Manual, recommended texts, and consumable items like paper, pencils, crayons/markers.
- Funding is needed to **ensure that on-going professional learning** is available for the RTA intervention teacher. Professional learning may include release time or stipends for the RTA teacher to participate in job-embedded professional development including study groups and/or self or

peer reflection on teaching practices directly related to the implementation of the EIR reading intervention program.

- No funding is needed for school space. Necessary space for implementing the program will be established by school administration.
- Time is needed by the RTA teacher to participate in on-going professional learning, assessment collection, data review meetings, and parent meetings. The building principal will ensure that the RTA teacher is provided with the time needed to implement the program successfully as well as to participate in on-going professional learning.

The RTA teacher will use these **resources to deliver intensive short-term intervention** to small groups having no more than four students. Daily instruction will follow a systematic approach to be followed within a twenty-minute time frame as designed by the EIR program, *Catching Readers*. Each lesson revolves around **four activities: repeated reading** of a familiar text, **reading of a new text, work on comprehension skills**, and (depending on the grade level) **phonemic awareness/phonics/word work and/or sentence writing**. The RTA teacher will use the instructional materials recommended by the EIR program to ensure effective implementation. In addition to delivering instruction, the RTA teacher will participate in on-going professional learning opportunities to support his/her effective delivery.

3.2 Once students have completed diagnostic benchmarking and been assigned to Tiers based on data results, **students will be selected for the EIR program based on the greatest need**. The **parents** of the identified students will be **notified by phone**. The opportunity to **conference** in person about their student's current progress will also

be offered. During the phone call and/or conference, parents will be notified of the following:

1. **MAP results** – Student Progress Report which shows the student’s Rasch Unit (RIT) score and percentile
2. **AIMSWEB benchmark data** with a focus on the area of targeted interventions.
3. Explanation of the **EIR intervention model**, Catching Readers program
4. **EIR exiting criteria**
5. **Literacy services and community partnerships** availability such as:
 - Public Library Programs
 - Early Literacy Council
 - FRYSC Literacy Programs
 - Ren Learn Web Base Resources
 - County Adult Literacy Group
 - Links to Literacy Programs on School Website

EIR intervention communication is on-going. Parents will receive an initial letter that explains the EIR program as well as weekly take-home activities for students and parents to work on together throughout the student’s time within the EIR group. Every four to six weeks the **RTA teacher will contact parents** of current RTA students to review/discuss the following:

- **MAP data** – when and if available
- **AIMSWEB progress monitoring**
- Current **progress monitoring of EIR** intervention program
- Current progress in **Core Reading Program**

- **Review and revise EIR exit plan based on current progress**

The RTA teacher in collaboration with the school administration and Family Resource Center (FRC) will organize a **parent group** to generate on-going conversations around the needs of struggling readers. The RTA teacher will be responsible for setting the agenda and goals for each meeting. A schedule of meeting dates and times will be mailed to parents as well as posted on the school website.

Part 4 Description of the Teacher Selection and Training Elements

4.1 In **selecting the RTA intervention teacher**, the following **criteria** will be used and the following daily schedule will be implemented:

- a. A full time RTA intervention teacher will be hired with the sole responsibility of implementing components of the Read to Achieve Grant in order to help struggling readers in Kindergarten through third grade. The RTA intervention teacher will meet the **following criteria** at a minimum:
 1. The RTA intervention teacher will be a highly qualified, certified primary teacher and have at least three years of teaching experience in the primary grades.
 2. The RTA intervention teacher will have or be working towards a Master's degree in Literacy. If the teacher has, or is working toward a Master's degree in another area or is Nationally Board Certified he/she will receive additional training in the stated intervention within the first year.
- b. The **Roles and Responsibilities** for the RTA teacher will be as follows:

1. Deliver literacy intervention instruction to identified K-3 struggling readers.
2. Be an active member of the RTA intervention team. As an active member, the RTA teacher will:
 - a. Collaborate with the school's RTI team and/or classroom teacher to develop and monitor reading intervention plans for identified students.
 - b. Coordinate resources for struggling readers.
 - c. Meet on a regular basis with the RTI team and/or classroom teacher to review recommendations and determine intervention eligibility, and discuss and determine the plan for exiting individual students from the intervention.
3. Participate in on-going professional learning (sponsored or supported by the Kentucky Department of Education (KDE)) related to struggling readers.
4. Administer universal and/or diagnostic screeners.
5. Lead literacy trainings within the school.
6. Maintain and formally report program implementation and progress monitoring data on all participating RTA intervention students as requested by the KDE and/or the Collaborative Center for Literacy Development (CCLD).
7. Meet all required deadlines as mandated by the RTA grant.

8. Participate in statewide evaluations of the RTA state funded intervention at the request of the KDE and/or the CCLD.
9. Communicate regularly with the parents/guardians of RTA students.
10. Organize a parent group to generate ongoing conversations around the needs of struggling readers.
11. Conference with the building principal monthly to report on the implementation of the RTA grant to ensure compliance.
12. Other duties equal to, but not greater than, other teachers in the school as assigned by the building principal.

c. The RTA intervention teacher will be placed on the school's Master Schedule, which will be approved by the school's Site Based Decision Making Council (SBDM). A typical teacher's workday is from 7:45 to 3:15.

A sample schedule based on the EIR program would be as follows:

7:45 – 8:00 – Bus or hallway supervision

8:00 – 8:20 – Kindergarten Intervention – Group 1

8:25 – 8:45 – Kindergarten Intervention – Group 2

8:50 – 9:20 – 1st Grade Intervention – Group 1

9:25 – 9:55 – 1st Grade Intervention – Group 2

10:00 – 10:30 – 1st Grade Intervention – Group 3

10:35 – 11:05 – 2nd Grade Intervention – Group 1

11:10 – 11:35 – Lunch Break

11:40 – 12:10 – 2nd Grade Intervention Group 2

12:15 – 12:45 – 2nd Grade Intervention Group 3

12:50 – 1:20 – 3rd Grade Intervention Group 1

1:25 – 1:55 – 3rd Grade Intervention Group 2

2:00 – 2:30 – 3rd Grade intervention Group 3

2:30 – 3:15 – Planning

4.2 The RTA intervention teacher will participate in the professional learning plan provided through EIR trainers and local school district professional development. The EIR professional learning plan consists of **two major components**: Start-Up Training and Continued Professional Development.

Start-Up Training will begin in the fall and continue through the spring. The teacher can meet the guidelines of the training by attending a half day workshop and attending the subsequent two hour trainings held monthly. Or, a second option available to the teacher is to receive the two hour follow-up trainings by utilizing webinars as well as interactive multi-media presentations.

Continued Professional Development may include the following:

- a. Monthly staff development sessions, conference calls and site visits provided by EIR consultant to help teachers refine the coaching they provide to students.
- b. Utilize the DVDs provided to review sample teaching lessons.
- c. EIR consultant observes the implementation of the program components and remains in contact with teacher.
- d. For an additional cost, an on-site visit by an EIR consultant to observe the RTA teacher's classroom can be arranged.

- e. Participate in conferences that support strategies in literacy development of struggling readers.
- f. EIR website support as offered by Heinemann.com.

The local school district professional development plan requires 36 hours. The RTA teacher will utilize this time to complete the required EIR trainings as well as work with classroom teachers to meet the needs of the struggling readers assigned to the RTA teacher. If other schools within the district were to qualify for the Read to Achieve Grant, we would form a Professional Learning Community for this group of teachers which would meet monthly to evaluate program data and work through sample lesson DVDs.

Funds from the RTA Grant may also be used for **additional training** so that the RTA teacher will be able to better serve the needs of struggling readers.

Part 5 Description of Budget Process

5.1 The **projected total cost** needed to fully implement **Brandenburg Primary's** RTA intervention program according to grant requirements is **\$59,040.68**. \$39,154.00 has been allotted for meeting the minimum salary requirements for the RTA teacher; however, this could be more depending on the credentials and years of service of the person hired. Any cost over the amount of grant money allotted will be supplemented by Title I or General Fund monies. The remainder of the grant money will be used for approved expenses such as EIR Reading Program Materials and Consultation, Professional Development, Supplemental Books and Materials, General Supplies, and other allowable expenses. Matching funds will be spent in the amounts of \$600.00 for

two iPad Mini's and \$9,940.68 for MAP testing for all students in grades K-3 (636 students @ \$15.63 per student).

5.2 See the RTA School Budget Summary Form for an itemized budget necessary to provide diagnostic reading assessments and intervention services for struggling readers.

Read to Achieve
Budget Summary Form
2014-2015

INSTRUCTIONS: Depending on the school's overall intervention program needs, all MUNIS codes listed will not necessarily be used. Next to the appropriate MUNIS Code, enter the allowable expenditure in column 2. In column 3, provide a DETAILED explanation of the allowable expenditure (see example). In column 4, enter the amount of grant funds to be used. Column 5 should be used to identify the source and amount, if applicable, for matching funds. If you use an item that is not allowable under the grant funds, but may be used as a match, complete the information at the bottom of the budget summary form.

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
<i>Example:</i> 550	<i>Communication:</i> <i>Postage</i>	<i>Communication: Postage – postage and fees associated with mailing family involvement information for all RTA students.</i>	\$100	
110	Payroll	A certified teacher with a minimum of 3 years experience and a Master's Degree.	\$39,154	Any cost over the \$39,154 will be covered by Title I or General Fund monies.
111				
112				
113				
120	Certified Substitute	Certified substitutes will be used for classroom instruction when RTA teacher or other teachers attend Professional Development, Conferences, or other release time for training.	\$200	
211				
212				
213				
221				
222	Medicare	Employer Medicare contribution for RTA Teacher	\$568	

Budget continued				
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
231	KTRS	Employer contribution to the Kentucky Retirement System	\$587	
232				
251	State Unemployment Insurance	Employer contribution to State Unemployment Insurance	\$60	
260				
320	Educational Consultant Non-LEA Employee	EIR consultant fees, Fees for other consultants to assist in training teachers to work with struggling readers	\$2,000	
531	Communication and Postage	RTA teacher will correspond with parents/guardians of RTA students	\$72.50	
552	Printing and Binding – Posters	EIR posters for classroom	\$50	
553	Printing and Binding – Publications	Supplementary take home activities for RTA students	\$50	
559	Printing and Binding - Other	Newsletters and other supplementary information	\$50	
580	Travel (in district, out-of-district, out-of-state)	RTA funds will be used to reimburse RTA teacher and other teachers for attendance at Professional Development and Conferences.	\$700	
581				
582				
584				
610	General Supplies (any item considered consumable or disposable, office supplies, art/craft supplies, puppets, workbooks	RTA teachers will use general supplies for necessary materials to implement the RTA program (standard school supplies).	\$1,000	

	2	3	4	5
Budget continued	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
MUNIS CODE				
641	Books and Periodicals – Library Books	Books and Picture Books recommended to implement the EIR reading program	\$1,731	
642				
643	Books and Periodicals: Supplementary Books, Study Guides and Curriculum	EIR Catching Readers book series for grades K-3, any supplemental materials to supplement the implementation of the EIR Program	\$477.50	
645				
646	Books and Periodicals: Tests	Materials for diagnostic reading assessments: MAP - \$15.63 per student, AIMSWEB - \$5.00 per student	\$200	\$9,940.68
647				
650	Supplies – Technology Related	Jump Drives for storage of information and Apps/Programs for iPads	\$200	
674	Awards	Certificates or Medals for students exiting the RTA Program	\$300	
0730-0739	Other Fixed Assets: Machinery and Equipment, vehicles, furniture and fixtures, computers and related, other administrative equipment, other fixed asset items	4 iPad Minis to assist struggling readers	\$600	\$600 Title 1 funds or general funds
810	Dues and Registration Fees (ex. Membership Dues in Professional Organizations, Registration Fees for Workshops/Conferences, etc)	Professional Literacy Conferences Professional Development related to struggling readers	\$500	
			N/A	
			N/A	
			N/A	
TOTALS			\$48,500	\$10,540.68

Note: Columns above that do not contain Munis codes may only be used to show matching funds that are NOT allowable expenditures to be taken out of grant funds (for example, refreshments cannot be purchased with grant funds, however, a match may be provided to do so and can be shown in these columns).

Appendix D

Data for students in bottom quartile

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	AVERAGE EXIT SCORE	COMMENTS
K	2013-2014	105	Brigance	Average Cognitive Score of 78		105/165 = 64% of K students scored below average on the cognitive section of the Brigance. The average score was 78. Students performing below the cut score of 90 are considered at-risk.
	2013-2014	47	AIMSWEB	28% Below 25 th percentile		47/165= 28% of K students scored below the 25th percentile of the AIMSWEB grade-level benchmark for Letter Naming and Letter Sound Fluency.
	2013-2014	49	School Report Card	30% Below mastery level benchmark of 80%		Based on teacher observation, student work analysis, weekly formative assessments in reading and writing, and the school report card, 49/165 = 30% of K students are reading below grade level .
	2013-2014	98	District On-Demand Writing Assessment	59% Below proficiency		98/165= 59% of K grade students scored below proficiency on the district writing assessment.
1	2013-2014	7	MAP (fall)	Average 15 th percentile		7/139= 5% of 1 st grade students scored below the 25th percentile on the fall MAP with an on-average percentile of 15.
	2013-2014	23	AIMSWEB	17% Below 25 th percentile		23/139 = 17% of the 1 st grade students scored below the 25th percentile on the AIMSWEB grade level benchmark.
	2013-2014	36	School Report Card	26% Below mastery level benchmark of 80%		Based on teacher observation, student work analysis, weekly formative assessments in reading and writing, and the school report card, 36/139= 26% of 1 st grade students are reading below grade level .

	2013-2014	61	District On-Demand Writing Assessment	44% Below proficiency	61/139=44% of 1 st grade students identified scored below proficiency on the district writing assessment.
2	2013-2014	59	MAP (fall)	Average 11th percentile	59/154=38% of 2nd grade students scored below the 25 th percentile on the fall MAP with an on-average percentile of 11.
	2013-2014	48	AIMSWEB	31% Below 25 th percentile	48/154 = 31% of 2 nd grade students scored below the 25 th percentile on the AIMSWEB grade level benchmark.
	2013-2014	55	School Report Card	36% Below mastery level benchmark of 80%	Based on teacher observation, student work analysis, weekly formative assessments in reading and writing, and the school report card, 55/154=36% of 2nd grade students are reading below grade level.
	2013-2014	93	District On Demand Writing Assessment	60% Below Proficiency	93/154=60% of 2nd grade students scored below proficiency on the district writing assessment.
3	2013-2014	34	MAP (fall)	Average 11th percentile	34/169=20% of 3rd grade students scored below the 25 th percentile on the fall MAP with an on-average percentile of 16.
	2013-2014	34	AIMSWEB	20% Below 25 th percentile	34/169 = 20% of the 3rd grade students scored below the 25 th percentile on the AIMSWEB grade level benchmark.
	2013-2014	51	School Report Card	30% Below mastery level benchmark of 80%	Based on teacher observation, student work analysis, weekly formative assessments in reading and writing, and the school report card, 51/169=30% of 3rd grade students are reading below grade level.
	2013-2014	126	District On Demand Writing Assessment	75% Below Proficiency	126/169=75% of 3rd grade students scored below proficiency on the district writing assessment.