

Title: Literacy Leaps Project in XXXXXNM for school year 2008-2009
Principal Investigator: Deborah Rhein

Literacy Leaps is a program that support teachers and paraprofessionals in providing a Response to Intervention plan at tiers two and three for struggling reader/writers. The core of the program is based on providing participating teachers and paraprofessionals with a framework to understand different levels of acquisition of literacy and to be able to implement and scaffold intervention targeted to the student's abilities and needs.

The program begins with a day-long workshop to provide the framework to the teachers and paraprofessionals. At that time, a few interventions for each of the five components of literacy will be introduced (phonemic awareness, phonics, fluency, vocabulary development and comprehension.) Part of the workshop will focus on using portfolio assessment of student work to determine which of these stages are problematic and which are mastered.

The program will continue with a day-long visit by the principal investigator once a month. During these visits, the PI will go into classrooms, and assist educators in problem-solving approaches for the struggling readers. During each visit, the PI will hold a meeting with the educator participants, where the participants will be asked to bring a case-study of a struggling reader/writer and interventions used to the meeting. The goal will be to proved the educators with the opportunity to apply the concepts taught in the workshop in real situations with feedback and support from the PI. Because this will involved considerable commitment on the part of the educators, it is hoped that this program will be implemented by the district as the staff development program for the year and that educators will receive credit for their participation.

The PI is asking the school district to provide the following:

- 1) a main person to function as a liaison between the PI and the school district
- 2) Access to student data from project activities as well as all published short-cycle assessments
- 3) assistance in acquiring the school district's Institutional Review Board permission and individual student consents if required.
- 4) incentives for educators at site to participate and continue with project.

Additional support will be needed to fund:

- 1) 1.0 FTE paraprofessional or reading teacher who will be actually working with the struggling readers and who can function as an onsite coordinator of the program

The PI and Alliance will provide:

- 1) Initial training of participants
- 2) On-going mentoring and support which includes email access to PI, nine day-long visits for practicum advice during the course of the year and well as group meetings with all participants during each visit

- 3) Assistance with data analysis from project activities and short-cycle assessments
- 4) Access to materials library
- 5) Additional materials to be provided to participating teachers after they have had the opportunity to try educational materials from the materials library and have indicated a commitment to using the purchased materials

\$10,000

Projected Budget for Literacy leaps in XXXXX, NM

Mileage costs

\$1000 for 10 visits

Follow-up visits, spending one full day at the school with the teachers and staff, and holding one after-school meeting one per month

\$4,000

Participant stipends

\$3000

Materials and supplies— \$ 2,000

Total support costs

\$1000 mileage for PI

\$4,000 support for PI training

\$3,000 participant stipend

\$2,000 materials

total budget \$10,000

Project Evaluation

The project will be evaluated by the following:

- 1) measures of teacher knowledge and skills for intervening in reading which will be collected at the beginning of the project and at the end of the project;
- 2) district measures of student performance including short cycle assessments
- 3) daily charting of student reading fluency activities
- 4) portfolio measures of student writing and comprehension