

Request for Funding Individuals with Disabilities Education Act – ARRA

Identified Need (must attach any and all data used to determine need): 35% of our grade 3 students who are identified as special needs in Fairfield met goal on 2009 CMTs compared to their non-identified peers at 86%. This is gap of more than 50%. Similarly, for grade 4 and grade 5 students, there is a 33% gap between students identified as special needs compared to their non-identified peers. The National Research Council states that effective teaching “critically depends on teachers who understand mathematics, how students learn, and the classroom practices that support that learning.” (Adding It Up. p. 424) This is also supported The Final Report of the National Mathematics Advisory Panel released by the U.S. Department of Education in 2008. It goes on to say that with targeted instructional activities any immaturity of mathematical development can be overcome. What Works Clearinghouse also recommends that “students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8.” (p.11)

Proposal (must include any and all costs): _____
First Steps in Mathematics Teacher Training Course and the Facilitator Course will be used to build teacher professional capacity as well as be a resource for identifying student developmental needs in mathematics. Math intervention kits will provide systematic and explicit instruction for our most needy students. And, curriculum writing will embed lessons that facilitate differentiated instructional practices within tier 1.

2009-2010

Teacher Course 1	\$22,050
Teacher Course 2	\$17,325
Facilitator Course	\$62,000
Total:	\$101,375

2010-2011

Teacher Course 3	\$17,325
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Mathematics Intervention Kit intended for Tier 3
Estimated costs \$1,000 x 6 grade levels x 11 schools
Total cost: \$66,000.

Substitutes for teacher training on Intervention Kits
\$99./1 day x 11 schools = \$1,089

Curriculum Consultant 5-days at \$2000/day	\$10,000
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Total request: \$195,789

Measurable Goal (Must be a SMART goal: Specific, measurable, attainable, realistic, and timely) and must be directly related to improved achievement for children with disabilities: _____

The gap between regular ed students and students identified as special needs will be reduced by 25 % in grade 3 and 15% in grades 4 & 5 on the CMT.

What will be used to measure the impact of this initiative on achievement for children with disabilities (please include the method for and frequency of progress monitoring):

The goals will be measured on the CMT. AIMSweb, the district fluency test and Blue Ribbon screening tools will be used to progress monitor toward these goals three times a year. Additionally, progress monitoring probes will be used on individual basis in buildings.

Submitted by: Walter Wakeman School: K-6 Math & Science Curriculum Leader

Date: 11/5/09

Approved by CO for funding under ARRA: _____ ✓

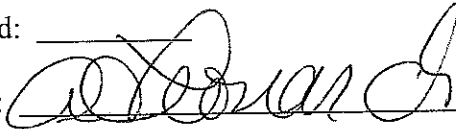
More information Needed:

Approved for funding OTHER: _____

Account #: _____

Request Denied: _____

Authorized by: _____



Date: _____

11/17/09