Request for Funding Individuals with Disabilities Education Act – ARRA

Identified Need (must attach any and all data used to determine need): In the last four years, on average, 25% of our 3rd graders do not make the state goal in reading. In Fairfield there is a 50% gap in Grade 3 for students with disabilities and non-disabled students making goal. In Grade 4 the gap is over 44% and in Grade 5 the gap is 42%. Clearly the change over time needs to be accelerated. By providing materials and training for special education teachers, we can have a multifaceted and cohesive team of staff to provide support in a myriad of ways.

Proposal (must include any and all costs): The costs associated with gathering materials and developing expertise around the research based model of instruction developed around the teaching of Marie Clay and Reading Recovery (See 'What Works Clearinghouse' for further information). The costs revolve around having materials and training for Special Education teachers to assist as a tiered resource for our schools. Breakdown of costs:

- 11 Literacy Wings Kits = 35,211
- 11 LLI Kits (Blue & Green) = 56,567
- 2 days of Training (December & February)= \$3100
- 2 days of follow up coaching (March & April) = \$2900
- 5 Day Summer Institute = \$9000

Total costs=\$106, 778

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 education students and students with disabilities will be reduced by at least 20% percent.

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): Students will be measured for baseline data using Benchmark Reading Probes for reading accuracy, wcpm, and comprehension. Weekly running records will be done with students to measure growth in text level, accuracy and wcpm. Additional screening tools will be used in core reading, core writing and dictation tasks.

Submitted by: Michael Rafferty School: Curriculum Leader K	-6 Date 10-28-2009
Approved for funding under ARRA: More information	Needed:
Approved for funding OTHER: Account #:	·
Request Denied:	1 1 0
Authorized by: Authorized by:	Date: LILLING
(D(1,0.

Grade 3 Reading

Special Ed.	N	N	%		Resu	ults by Le	%	% At/Above		
Status	Total	Tested	Teste	1	2	3	4	5	At/Above	Proficient
			d						Goal	
Special Ed.	93	70	75.3	47	10	17	20	6	25.7	42.9
Not Special	726	724	99.7	4	6	12	46	32	77.6	89.4
Ed.		HILLIAN DO SON A TO THE STATE OF THE STATE O	n nigeral I I am hija y Kasayang C garag menlapan sakari					and the contract of the contra		ngananan da kasa sa kasa sa

Grade 4 Reading

Special Ed.	N	N	%		Resu	ilts by Le	_ %	% At/Above		
Status	Total	Tested	Tested	1	2	3	4 .	5	At/Above	Proficient
									Goal	
Special Ed.	88	66	75.0	30	12	20	29	9	37.9	57.6
Not Special	741	738	99.6	4	5	9	50	32	82.1	91.1
Ed.		and the second s	das ir nastų programas samonas mikilikai (k. 1881.) glytinis	e regergen, sp. gegenneliste held de	and a generalization of the set gather to the			ammosouro anets	a garras nullusanda (e. m. v. n. an	urani pirani

Grade 5 Reading

Special Ed.	N	Ν	%	Results by Level**					_ %	%
Status	Total	Tested	Teste	1	2	3	4	5	At/Above	At/Above
			d						Goal	Proficient
Special Ed.	94	64	68.1	25	11	20	41	3	43.8	64.1
Not Special	754	750	99.5	2	4	9	53	33	85.7	94.5
Ed.		ngayahanyani ay canaday canada - Ir	as, was rawaya de reproductivos hero estis (S	epanasyn apropriawno ware	reng mengapak krasika dag	eratar (n. 1818) billion an eine eile	, i septembered registricity	and Anna Anna Anna		NGS PROPERTY OF THE SECOND OF PARTY.