

**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:

Authorized by: 

Date: 11/17/09
@C.O.

Grade 3 Reading

Special Ed. Status	N Total	N Tested	% Tested	Results by Level**					% At/Above Goal	% At/Above Proficient
				1	2	3	4	5		
Special Ed.	93	70	75.3	47	10	17	20	6	25.7	42.9
Not Special Ed.	726	724	99.7	4	6	12	46	32	77.6	89.4

Grade 4 Reading

Special Ed. Status	N Total	N Tested	% Tested	Results by Level**					% At/Above Goal	% At/Above Proficient
				1	2	3	4	5		
Special Ed.	88	66	75.0	30	12	20	29	9	37.9	57.6
Not Special Ed.	741	738	99.6	4	5	9	50	32	82.1	91.1

Grade 5 Reading

Special Ed. Status	N Total	N Tested	% Tested	Results by Level**					% At/Above Goal	% At/Above Proficient
				1	2	3	4	5		
Special Ed.	94	64	68.1	25	11	20	41	3	43.8	64.1
Not Special Ed.	754	750	99.5	2	4	9	53	33	85.7	94.5