

**CHERRY CREEK SCHOOLS FOUNDATION
EDUCATOR INITIATIVE GRANT APPLICATION
Fall 2003 – Spring 2004**

Date March 9, 2004

Name of Applicant(s) Joel Solomon
(if more than one, please place an (*) by the contact person)

Position/Title of Contact Person: Technology Specialist / SAS (Student Achievement Specialist)

School(s) Sagebrush Elementary Project Title R.E.A.C.T.
(if more than one, please place an (*) by the school of the contact person)

Group & number impacted Grade 3-5 (350 students) Subject(s) Math/Language Arts

Provide a two-sentence description of your program/project that can be used for publication:

R.E.A.C.T.

Realizing Educational Achievement through Computer Technology with CPS (Classroom Performance Systems)

Purpose: (Tell us about the program, how it helps students learn & why it is Creative and Innovative)
R.E.A.C.T. involves the use of CPS (Classroom Performance Systems) as a method to help students prepare and excel on the CSAP assessment. CPS is an easy-to-use system that obtains immediate feedback from every student in a classroom. The purpose of CPS is to provide teachers with an instant assessment tool to determine student readiness for CSAP, as well as other end-of-unit assessments. It provides a high-tech, non-threatening environment that allows all students to participate in an anonymous setting, so even shy students will be engaged.

Objectives: (Stated in measurable terms to the degree appropriate)

80% of all 3-5 students will increase their performance on CSAP through the use of CPS. Using released questions from past CSAP tests, and allowing teachers to customize questions based on curriculum, the CPS system offers teachers an instant assessment on students' abilities. They can then focus on areas that require further teaching in order to insure that students are prepared for CSAP.

Rationale: (Importance and relevance to Building's/District's goals and proficiencies)

Our building focus is to increase student performance on CSAP. Specifically, several areas have been identified as requiring more reinforcement.

These areas include:

3rd Grade Reading:

1c. Identify main idea / 1d. Draw Inferences using contextual clues
4a. Determine author's purpose / 4e. Recognize author's point of view

3rd Grade Writing:

3b. Use correct grammar / 3e. Use correct spelling

4th Grade Reading:

1b. Summarize long text passages / 4d. Make predictions and draw conclusions about stories / 5c. Take notes, outline, and identify main ideas in resource materials

4th Grade Writing:

2c. Choose vocabulary that communicates message clearly / 3a. Know and use correct subject/verb agreement / 3c. Know and use correct punctuation, capitalization, and abbreviations

5th Grade Reading:

1c. Locate and paraphrase main ideas and supporting details / 1d. Infer using contextual clues / 4e. Recognize main ideas

5th Grade Writing:

2f. Select and use a variety of sentence structures / 3a. Identify noun and verb; subject and predicate / 3b. Use correctly subject/verb agreement, nouns, verbs, pronouns, and adjectives

All Grades: Probability / Number Sense

Using CPS allows teachers to concentrate on these areas in a simulated standardized testing format.

Instructional Procedures: (Implementation of program, how it looks day-to-day)

Teachers create multiple choice questions on the computer, present each question to students through a digital projector, and then students use their individual CPS device to enter their answers. Each student is assigned a number for their CPS device, and these numbers (with responses) appear on the screen.

Teachers can then determine which students need more individual instruction, and which students are

proficient in a particular skill. This is an innovative and creative way to engage students to prepare for CSAP, as well as assessing the effectiveness of a learning unit.

Teachers will check out the CPS devices on a rotating basis, with the support and assistance of the building SAS (myself).

Staff training and implementation will be done with the building Technology Committee at first, and then each grade level representative will be responsible for training other members of their team. SAS will come to classes to assist and support teachers initially in order to model how to conduct lessons with CPS.

Time Line for Implementation:

August/September: Begin staff development for CPS with Technology Committee members.

October/November: Begin using CPS with students. SAS will schedule time to come to 3-5 classrooms to demonstrate how to use CPS with students.

December/January: Teachers will begin to schedule time to use CPS independently with their students.

February/March: CPS will be used at least once a week with all 3-5 classes to prepare for CSAP.

April/June: Ongoing use of CPS will be used throughout the building, which will include grade 1-2 students.

Evaluation Procedures:

Formal Evaluation:

- CSAP scores will improve
- Survey will be given to determine teacher attitudes and training needs with CPS

Informal Evaluation:

- Teachers will be asked to assess whether they feel CPS has increased student preparedness for CSAP.
- Staff training will be implemented based on survey results

Identify any school-community partners (financial or volunteer) in project:

Budget Categories	Cost	Detail
Equipment: what is it, number, title, type and where purchased?	\$2495	<ul style="list-style-type: none"> • Set of 32 CPS devices • Sharp digital projector • Receiver to transmit and accept responses • Software • Carrying case
Supplies: what is it, number, title, type, and where purchased*?	See above	The CPS system is only available from E-Instruction (http://www.einstruction.com)
Other: (i.e. scholarships, travel, postage)		
Total Costs	\$2495	

Budget: \$2495 **Total Request:** \$2495

Please indicate how any money, above your request from the Foundation, will be obtained.

Principal's Signature

Date: _____

Applications should be no longer than ONE PAGE, front and back, and typed no smaller than 10pt. (Fifteen copies). No attachments please!

