

TECHNOLOGY MINI-GRANT PROPOSAL

Name of Applicant Adam Meador

Administrator's Name Melanie Reed

District/School Buford City Schools/Buford Elementary

District/School Address 2500 Sawnee Avenue Buford Georgia 30518

Applicant's E-mail
adam.meador@bufordcityschools.org

Date April 15, 2015 Total Cost of Project: 199.00 (up to \$500.00)

Title of Project: Hearbuilder Online for RTI Interventions

Hearbuilder Online for RTI Interventions

I. Why is this project important (describe the need)?

Buford Elementary School has a very effective program in place to identify and support low learners through both the Response to Intervention program and a full-time interventionist. Currently our interventionist, April Graddick, services approximately thirty to fifty students on a daily basis. Her classroom technology consists of three student laptops, one teacher laptop, and twenty-three iPad minis. The administration and technology leaders of Buford Elementary are continually identifying appropriate software and online intervention solutions to address these needs. Among these software programs is a suite of products developed by [Webber](#) called the [HearBuilder](#) series.

Within the [HearBuilder](#) series are three programs that Buford Elementary frequently uses as tier two and tier three RTI interventions: Following Directions (with Basic Concepts), Phonological Awareness (Speech Sound Awareness for Reading), and Auditory Memory (Strategic Memory Training for Listening). At present, these three interventions are currently in CD-ROM format and only available for use on the four classroom PCs within the interventionist's classroom. Prior to the 2014-2015 school year, administrative approval was sought to expand access to these Webber products through the purchase of an online subscription. Unfortunately, due to limited funding, the proposal was rejected by administration as being too costly.

Through the public educator funding website, [DonorsChoose.org](#), a project profile will be created to address the needs of low learners and the RTI students of Buford Elementary. The proposal would seek one HearBuilder online teacher subscription for \$199 to augment

services provided by the interventionist at Buford Elementary. Currently, the interventionist is only able to utilize four workstations when accessing and using already purchased [HearBuilder](#) products. The purchase of an online teacher subscription would extend access to [HearBuilder](#) on the twenty-three available iPad minis in her classroom. This expanded access could increase her capacity to deliver the [HearBuilder](#) interventions in a timelier manner and thus ultimately positively affecting instruction to these low learners. Funding of this proposal will be crowd-sourced via DonorsChoose.org, which allows individuals to give charitable donations to classrooms across the United States. Additionally, upgrading to the online format would see the addition of a new intervention called Sequencing (2- to 6-Step Sequences). The proposed acquisition would increase student access to interventions and add an additional intervention to the second and third RTI tiers at Buford Elementary.

II. What would you like to accomplish (describe the unit or lesson and list instructional objectives)?

First and foremost this project will expand access to a crucial intervention series within the RTI program at Buford Elementary. Additionally, I would like administration to see successful implementation of the [HearBuilder](#) online access. A successful and fruitful implementation could see a broader adoption for the 2016-2017 school year. My hopes are that piloting online access to the [HearBuilder](#) products and its usage on the mobile devices will ultimately convince administration to expand access. This could potentially further impact positive learning outcomes for the 2017-2018 school year should the [HearBuilder](#) online series see broader adoption by one or both grade levels at Buford Elementary.

Targeted Skills and Instructional Objectives

- Develop essential listening skills by following Basic, Sequential, Quantitative/Spatial, Temporal, and Conditional directions
- Practice hearing sounds in words, syllables, and sentence
- Develop Sentence Segmentation, Syllable Blending, Syllable Segmentation, Rhyming, Phoneme Blending, Phoneme Segmentation/Identification, Phoneme Deletion, Phoneme Addition, and Phoneme Manipulation skills.
- Develop memory recall of numbers, words, specific details, and multiple sentences.
- Develop strategies to answer what, where, when, and why questions.
- Develop skills including: reading left to right, understanding important details, predicting, and identifying important parts of stories.

K and 1st Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

ELACCKRF1, ELACCKRF2, ELACCKRF2, ELACCKRF3, ELACC1RF2, ELACC1RF2, ELACC1RF3, ELACC1RF4

III. How will you complete the work?

A user account will be established for the project on [DonorsChoose.org](https://www.donorschoose.org). Following completion of the user profile, a detailed project description containing much of the information from this proposal will be uploaded to [DonorsChoose.org](https://www.donorschoose.org). Once a detailed project description and user account is actively online, donations can begin being received to fund the project.

Upon goal funding completion, the [HearBuilder](https://www.hearbuilder.com) subscription materials will be mailed to Buford Elementary by [DonorsChoose.org](https://www.donorschoose.org). Immediately following the acquisition of the subscription materials, a work order will be submitted to IT to load the corresponding [HearBuilder](https://www.hearbuilder.com) iPad apps onto the interventionist's mobile cart. Then the IT department will deploy the apps to the corresponding cart via the mobile device management system.

Once the apps have been successfully deployed to the interventionist's mobile cart, then a coaching session will occur orienting the interventionist with the online interface and admin account of the online [HearBuilder](https://www.hearbuilder.com) products. During the coaching session a number of items will be discussed including: adding new students, deleting students, graduating students to a new grade level, and generating reports within the admin account. When the interventionist has demonstrated the necessary skills to navigate the interface, then the product will be handed over to her for daily use in the intervention caseload. Additional coaching sessions will likely be required for troubleshooting problems and other issues that arise throughout the course of the project.

A. Describe how the instructional objectives will be met.

Various kindergarten and 1st Grade English Language Arts Common Core Georgia Performance Standards and corresponding instructional objectives will be met on a daily basis. Students will interact with the [HearBuilder](https://www.hearbuilder.com) interventions and the interventionist daily. The [HearBuilder](https://www.hearbuilder.com) series targets a wide variety of skills that need reinforcing to ensure successful learning outcomes for low learners.

B. Describe the time involved (project length including amount of time each day/week).

An estimated three to six months will be needed to generate funding on the [DonorsChoose.org](https://www.donorschoose.org) website. This amount of time might decrease significantly, if administrative approval is granted to share the project on the school's social media accounts. The estimated time to establish a work order and deploy the app to the interventionist's mobile cart would likely take anywhere from one to three days. The introductory coaching session would take approximately fifty-five minutes or the equivalent of one planning period. Once implementation is achieved, the usage of the online [HearBuilder](https://www.hearbuilder.com) resources would be used on a daily basis for the remainder of the 2015-2016 school year. Individual student sessions with the online [HearBuilder](https://www.hearbuilder.com) resources would be approximately thirty to fifty five minutes at least two to three times a week.

C. Describe the people involved (grade level/subject & # of students, teachers and/or staff).

The project coordination will be conducted by myself. I will handle creation of the [DonorsChoose.org](https://www.donorschoose.org) account and project profile describing our implementation goals. The interventionist, April Graddick, provides services daily to our low learners and RTI students. Additionally, the help of our Information Technology Support Specialist, Candler Horton, will be needed to effectively deploy the [HearBuilder](https://www.hearbuilder.com) companion apps onto the interventionist's mobile iPad mini cart. Finally, approximately thirty to fifty low learners and RTI students coming from a diverse set of backgrounds will benefit from the implementation of this project.

D. Describe the materials needed for the project.

Materials needed for this project include the subscription materials from [HearBuilder](https://www.hearbuilder.com). Upon funding goal completion, the team at [DonorsChoose.org](https://www.donorschoose.org) will ship all subscription materials to Buford Elementary.

IV. What is the timeline for assessing accomplishments and objectives (describe program evaluation procedure)?

Depending on when the funding goal is met, which is an estimated three to six months, the remainder of the 2015-2016 school year would see implementation of the project. I anticipate the project timeline to be approximately six to eight months.

To assess the project, a pre- and post-assessment survey will be created to understand the effectiveness of the intervention. These assessments will be given to the interventionist, administration, and any teachers that have students engaging with the [HearBuilder](https://www.hearbuilder.com) intervention. Survey questions will examine the effectiveness of the intervention and identify interest in broader implementation within the school. Additionally, the [HearBuilder](https://www.hearbuilder.com) series will generate data reports that will be used to assess student skill progression on a monthly basis. The generated data will better inform our RTI team and guide considerations for learners engaging with the [HearBuilder](https://www.hearbuilder.com) series.

IV. How will the students be assessed (Include how student progress will be assessed and reported to students, parents, teachers, and others)?

Students will be monitored and assessed on a continual basis. Monthly RTI meetings are conducted to examine student progression. These meetings determine which tier students are on within the framework of the RTI program. Additionally, low learners outlying the RTI program, but in need of supplemental services are targeted and examined. Both student sets would benefit from the implementation of this project. The [HearBuilder](https://www.hearbuilder.com) series generates rich data reports. Administration and teachers use these reports continuously. Report findings are condensed and shared with parents as low learners and RTI students receive services. Parent involvement is a key concern of Buford Elementary and a large part of that is consistent transparency with parents when it pertains to learning goals for their children.

VI. What is the proposed budget? Include information on the following:

A. Materials/supplies

HBCTEACH – HearBuilder Online Teacher Yearly Subscription (40 Students) (\$199.00)
DonorsChoose.org account and profile (no cost)

B. Equipment

iPad Mobile Cart containing twenty-three iPad minis (already purchased)

C. Total Cost of Proposed Project

(\$199.00)

D. Additional Funding Sources

*Pending administrative approval, the DonorsChoose.org project profile could be potentially extended to parents within the community via the school's social media accounts. This could supplement as well as accelerate funding and expedite the funding process.

TECHNOLOGY MINI-GRANT EVALUATION FORM/Scoring Rubric

Total Points: _____

1. Impacts a variety of skill levels and/or learning styles or impacts an important target population.

Possible number of points: 40 _____

2. Clearly identifies standards and learning objectives being addressed.

Possible number of points: 40 _____

3. Pedagogically sound, based on research and/or best practices.

Possible number of points: 40 _____

4. Clear plan for assessment of project and goals with examples of implementation methods.

Possible number of points: 40 _____

5. Impacts large number of students and/or can be recycled/reused.

Possible number of points: 40 _____

General Comments: