

# Glassboro Education Foundation, Inc.

Send the completed application to [Grants@glassboroed.org](mailto:Grants@glassboroed.org)

or

Send the completed to the attention of:

Betty Ann Marchese  
Beach Administration Building  
Joseph L. Bowe Blvd  
Glassboro, NJ 08028

## A. General Information

Applicant(s): Amy Ceroli  
School: J. Harvey Rodgers  
Principal: Danielle Sochor  
Grade Level or  
Subject: Mediacenter  
Phone:  
(school) 856 652-2700 (Home): 856 237 9907  
E-mail(s): aceroli@gpsd.us

## B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Amy Cecil

Signature of Applicant

(Signature)

Signature of Principal

Please note: from this page on, please **do not include your name or your school** in any of your descriptions as all applications are coded to prevent bias.

**C. Project Title and Description**

Title of Project: Technology Mapping Curriculum

Subject Area(s): Technology/Math/Lang Arts

Approximate Number of Students Participating: 180

Project Starting Date: ASAP Project Completion Date: June 30, 2019

Need: Describe the problem or deficiencies that exist which require the improvements described.

Starting as early as Pre-k, kids are academically ready for exposure to letters and sounds and basic phonics. Some of our students come to school without any foundation of these skills from home. The goal is that using a program like Reading Eggs will help introduce these skills for these students and enhance them for others in a new and exciting way.

Strategy: Briefly describe your plan to alleviate the need/problem. My hope is that with this program the students will be able to log into their own account during technology, during centers in the classrooms and at home. The program will enhance their literacy foundations at their own pace. The studies provided with this application show amazing gains in

D. the students they have followed.

**Glassboro Education Foundation Grant Application**

E. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

| Objectives | Program Activities to Accomplish Objectives   | Completion Date | Evaluation Techniques |
|------------|---|-----------------|-----------------------|
|            | <p>Using the Reading Eggs data provided through the program will give us the evaluation tool and data we need to evaluate the overall effectiveness of the program. We will then be able to see if the goal of enhancing our students literacy foundations.</p> |                 |                       |

Glassboro Education Foundation  
Grant Application

F. Itemized Budget

| Materials/Equipment           | Services                      | Evaluation Techniques         |
|-------------------------------|-------------------------------|-------------------------------|
| <u>Item(s)</u><br><u>Cost</u> | <u>Item(s)</u><br><u>Cost</u> | <u>Item(s)</u><br><u>Cost</u> |
| See attached invoice.         |                               |                               |
| <u>Sub-total:</u>             | <u>Sub-total:</u>             | <u>Sub-total:</u>             |
| \$2,090.00                    |                               | \$2,090.00                    |
|                               |                               | <u>Grand Total</u>            |



Date: 9/24/2018  
 Order Number: Q-128551  
 Revision: 1  
 Order Form Expiration Date: 12/23/2018

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Customer and Billing Address

Customer No.: 265798  
 Customer Name: J Harvey Rodgers School  
 Billing Address: 301 Georgetown Rd  
 Glassboro, NJ 08028

Products and Services

| Products                                      | Qty | License Start Date | License End Date | License Term (Months) |
|---|-----|--------------------|------------------|-----------------------|
| Reading Eggs - Program License                | 180 | **                 | **               | 12                    |
| Reading Eggs Virtual Standard Service Package | 1   | Year 1             | ***              | 12                    |

|                        |            |
|------------------------|------------|
| <b>Subtotal:</b>       | \$2,090.00 |
| <b>Estimated Tax:</b>  | \$0.00     |
| <b>Total US Funds:</b> | \$2,090.00 |

\*\* Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

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## The Learn to Read Process – How Reading Eggs works

Reading Eggs was created by expert educators with over 30 years of experience.

The multi-award winning early learning resource supports your child's learn to read journey with carefully designed **online reading games and activities** that are easy to follow, self-paced, and highly engaging for young children.

By incorporating Reading Eggs into your child's daily routine, you will be helping to prepare them for the same **structured learning** they will need to succeed and feel confident at school.

Your child can start learning to read today! [Start your FREE trial of Reading Eggs here.](#)

[FREE TRIAL ▶](#)

## How Reading Eggs teaches your child to read



Reading Eggs is based on **solid scientific research** to give your child the best chance at reading success.

Using the **five essential keys to reading success**, the program unlocks all aspects of learning to read for your child. [Learn more here](#)

- The lessons use **colorful animation, fun characters, songs, and rewards** to keep children motivated.
- The program is **completely interactive** to keep children on task.
- When children start the program, they can complete a **placement quiz** to ensure they are starting at the correct reading level.
- Parents can access **detailed progress reports** as well as hundreds of **downloadable activity sheets** that correspond with the lessons in the program.
- The program includes **over 2000 online books for kids** – each ending with a comprehension quiz that assesses your child's understanding.

## A breakdown of the learn to read process with Reading Eggs

### Learn essential reading skills

Children complete animated online lessons where they learn **essential reading and phonics skills**. The variety of fun activities within each lesson provides the repetition needed for these skills to become part of the child's long term memory.





### Read books online

Children gain confidence by **reading online books** that only contain words they have already studied in the program. There are over **2000 levelled books** in the Reading Eggs program.

### Earn rewards

Children **earn golden eggs as rewards** for the progress they make. They can use these eggs to buy fun reward games and items for their avatar or house. Children also **earn a certificate at the end of each map**, which can be printed.

### Complete quizzes

After 10 lessons, **children complete a quiz**. This provides you with a report of what your child is learning. Children can **repeat the online lessons** as many times as they like to reinforce key learning concepts.

## Learning to read can be easy and fun – start your **FREE** trial of Reading Eggs today

Join over **110 million users worldwide** and see how your child can learn to read in just weeks. [Start your \*\*FREE trial of Reading Eggs today!\*\*](#)



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**Reading is an important skill that all children need to learn.**

**Support your child's reading journey from the comforts of home.**



Learning to read is one of the most important skills your child will learn.

Reading Eggs helps parents and home educators support their child’s reading journey from the very beginning, and grows with them at their own pace.

And the best part is that children love it. The program **makes learning to read fun and highly motivating for children aged 2–13** – nurturing a lifelong love of reading, straight from the family home.

You’ve been there to celebrate their first words and first steps. Now see your child learn to read their very first book with Reading Eggs. [Start your FREE trial here now!](#)

[FREE TRIAL](#) ▶

## Reading Eggs supports all learners



Reading eggs supports each child’s learning by offering **individual, one-on-one lessons**. The program is ideal for children who are **preparing for school or struggling with their reading**. The online lessons allow your child to **progress at their own rate**, gradually building their reading confidence and rewarding them at every step of the way.

“My son struggled with learning, but Reading Eggs has shown him how bright and capable he really is. I was so surprised at how quickly his understanding of letters and words improved. Thank you for making reading easier and enjoyable for my son.” – **Candice**

[Read more testimonials from parents](#)

## Safe and free from advertising

Reading Eggs is a **kidSAFE certified website**, so you can feel confident knowing that your child is spending time learning in a safe and fun online environment – **free from advertising and distractions**.

## Based on scientific research



Reading Eggs is based on **solid scientific research** and focuses around the **five essential keys to reading success** – phonics, phonemic awareness, vocabulary, comprehension and fluency. The program is designed by expert educators with over 30 years of experience. [Learn more](#)

## Learning to read can be easy and fun – start your **FREE** trial of Reading Eggs today

Join over **10 million users worldwide** and see how your child can learn to read in just weeks. [Start your \*\*FREE\*\* trial of Reading Eggs today!](#)

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## Research Spotlight: Literacy Success Using Reading Eggs

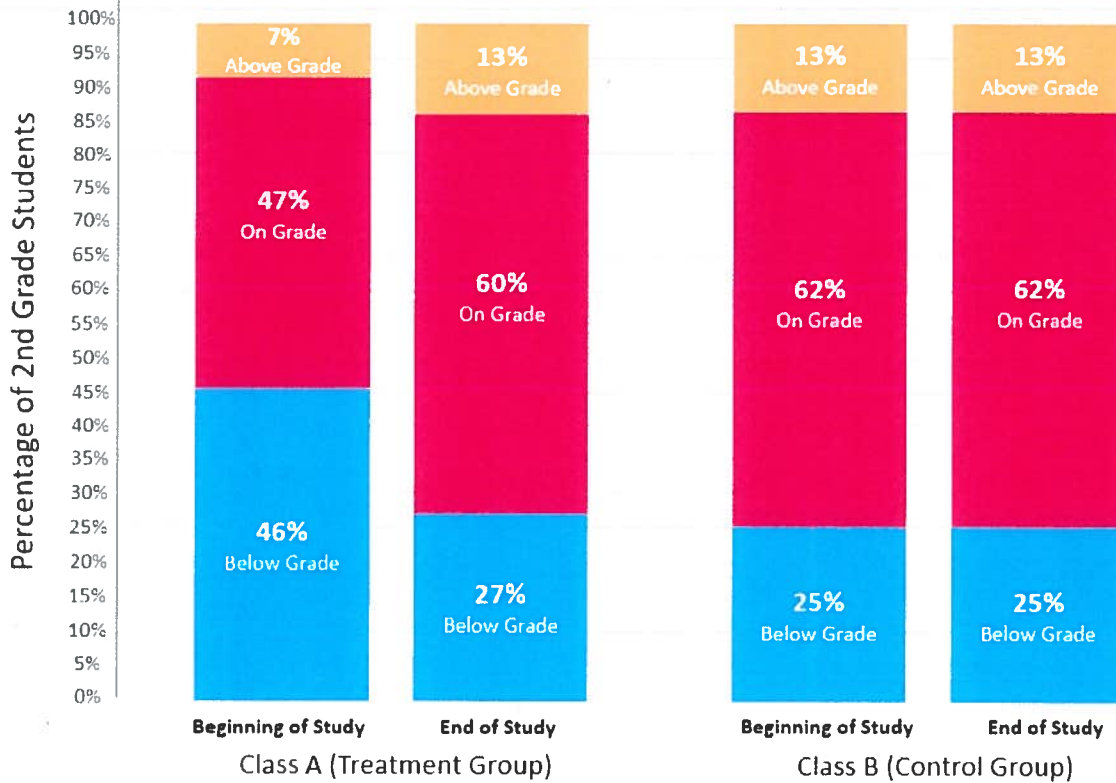
### Synopsis: Measuring Reading Eggs' Effectiveness

During the 2016–17 academic year, Latisha D. Lowery, Ed.D., conducted a study to examine the effects of a technology-based reading intervention program, Reading Eggs, on elementary reading growth. Lowery (2017) recruited two classrooms of 2nd graders at Fairfield Magnet School for Math and Science (FMSMS) in Fairfield County School District, located in Winnsboro, South Carolina, to participate. One group, in addition to teacher-delivered intervention as usual, received a supplemental Reading Eggs intervention for a minimum of 60 minutes per week for a six-week testing period.

This action research study used quantitative data from weekly progress reports within Reading Eggs combined with pre- and post-assessment scores from *The Fountas & Pinnell Benchmark Assessment System 1*, which offers a growth scale of reading ability, to determine effectiveness.

After the testing period, the author's results revealed that the Reading Eggs program, when used as a supplement, was effective in improving reading proficiency scores. The percent of below-grade students in the Reading Eggs treatment group decreased by 19% over the course of the study, while the percent of children below grade in the control group remained the same.

## Average Reading Growth



The table above represents Lowery's 2017 findings as recorded on pages 44–45 of the action research study. Each classes' average reading growth was reviewed using scores from *The Fountas & Pinnell Benchmark Assessment System 1* at the beginning of the six-week study and again afterwards.

### The Challenge: Reading by the Third Grade

The research site examined in Lowery's 2017 study was Fairfield Magnet School for Math and Science (FMSMS), a small, rural, Title I school in Winnsboro, South Carolina. FMSMS serves a primarily African American population of nearly 400 students in prekindergarten through 6th grade. As noted by Lowery (2017), at FMSMS, foundational literacy is emphasized to ensure that all students are proficient readers by the third grade according to the South Carolina Read to Succeed Act of 2014. In hopes of closing the reading achievement gap, FMSMS developed a kindergarten intervention program that allows struggling readers to work with a certified reading interventionist for 30 minutes daily.

Lowery (2017) stated that, for students in 1st and 2nd grade reading, interventionists were not available. Classroom teachers have a minimum of 30 minutes each day to provide reading intervention, but "Due to the varied reading levels and class sizes, teachers are unable to work with each student every day" (Lowery, 2017, p. 30). Using Fountas and Pinnell's (2012) research on guided reading and the reading benchmark assessment system, teachers at FMSMS pre-assess all students and group them according to their reading proficiency levels. Then, to address the specific individual needs of 1st and 2nd graders, when students are not able to work in a one-to-one or small-group setting with a certified educator, Reading Eggs is implemented.

### How They Did It: Action Research Quantitative Study

Determining the success of Reading Eggs as a supplemental reading intervention was paramount to ensuring that all K–2 students were supported at their individual level to meet proficiency expectations by the 3rd grade.

The action research study compared the achievement levels of students over a six-week period from September 2016 through October 2016, during which time 31 second grade students were studied. Class A (15 students) was the treatment group, while Class B (16 students) became the control group. The author noted that both classes' teachers planned together and that the instruction closely aligned to one another. Students were given 30 minutes each day in which Reading Eggs was made available, with each individual child completing a minimum of 60 minutes per week in the program.

When students work in Reading Eggs, they are presented with self-paced instruction, practice, and assessment that is at their level. Following a short placement test, students complete sequenced lessons that include 6 to 12 activities covering skills that expressly address the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

To benchmark learning at the beginning and end of this study, Lowery used *The Fountas & Pinnell Benchmark Assessment System 1*. "[This] is a one-on-one assessment tool that is used to identify the instructional and independent reading levels of students. The assessment system uses a text level gradient ranging from level A–Z+ or kindergarten through eighth grade" (Lowery, 2017, p. 41).

Lowery (2017) noted, "Based on the Fountas and Pinnell (2011) text level gradient [for independent reading levels], students entering second grade should be on a Level J to meet the benchmark requirement. . . . Moreover, by the mid-year point, the benchmark is Level L, and at the end of the school year, students should be reading on a Level M (Fountas & Pinnell, 2011)" (p. 42). "Additionally, progress reports from the Reading Eggs program [were] used to allow for continuous progress monitoring of the students receiving the supplemental intervention treatment" (Lowery, 2017, p. 9). These reports detail lessons completed, lessons mastered, and individual learner strengths.



| F&P TEXT LEVEL GRADIENT™ |                   |
|--------------------------|-------------------|
| FOUNTAS & PINNELL LEVELS | GRADE-LEVEL GOALS |
| A                        | Kindergarten      |
| B                        |                   |
| C                        |                   |
| D                        |                   |
| E                        |                   |
| F                        | Grade One         |
| G                        |                   |
| H                        |                   |
| I                        |                   |
| J                        | Grade Two         |
| K                        |                   |
| L                        |                   |
| M                        |                   |
| N                        |                   |
| O                        | Grade Three       |
| P                        |                   |
| Q                        |                   |
| R                        |                   |
| S                        | Grade Four        |
| T                        |                   |
| U                        |                   |
| V                        |                   |
| W                        |                   |
| X                        | Grade Five        |
| Y                        |                   |
| Z                        |                   |
| Z+                       | Grade Six         |
|                          | Grade Seven–Eight |
|                          | High School/Adult |

The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines which should be adjusted based on school/district requirements and professional teacher judgement.

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## Achieving Success: Effectiveness of Reading Eggs on Elementary Literacy Growth

In comparing reading growth across both classes, Lowery (2017) concluded, “It is evident that the teacher provided interventions are effective in improving reading proficiency levels as determined by [*The Fountas & Pinnell Benchmark Assessment System 1*(2011)]” (p. 45). However, Lowery noted, “Since Class A’s students showed more growth than Class B, it is clear that targeted, needs-based reading interventions have a positive effect on reading proficiency levels” (p. 46).

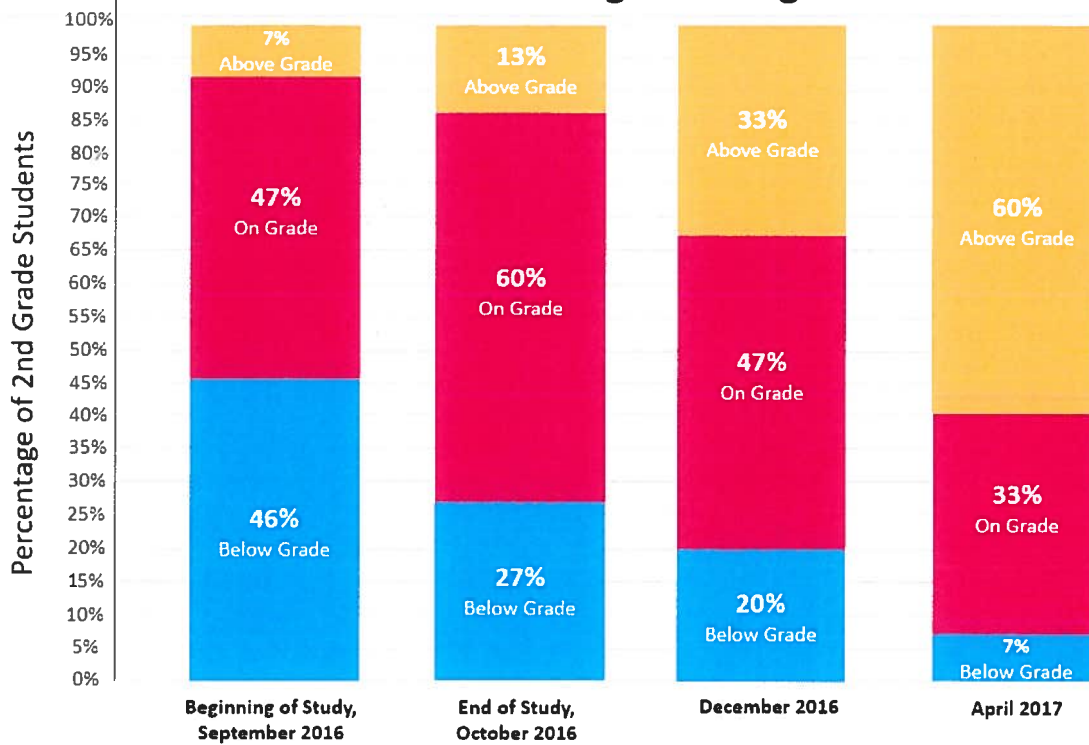
Based on the data collected from this action research study, **students who were given supplemental reading support using Reading Eggs showed more overall growth than the students who did not receive support** (Lowery, 2017, p. 45).

In Lowery’s study (2017), “At the beginning of the 2016–17 school year, 32%, or 10 out of 31 second grade students, were not reading on or above grade level” (p. 33). After the interventions and the Reading Eggs supplement, Class A experienced a 13% increase in the number of students reading on grade level and a 6% increase in the number of students reading above grade level. In Class B, after the needs-based interventions only, the percentage of students in each reading category remained the same. When comparing both classes, it is evident that Class A demonstrated the most growth. “93% of the students in Class A increased by at least one reading level, opposed to Class B in which 19% of the students increased by at least one reading level” (Lowery, 2017, p. 46).

## Turning Data into Action: Changing the Game in Literacy Intervention

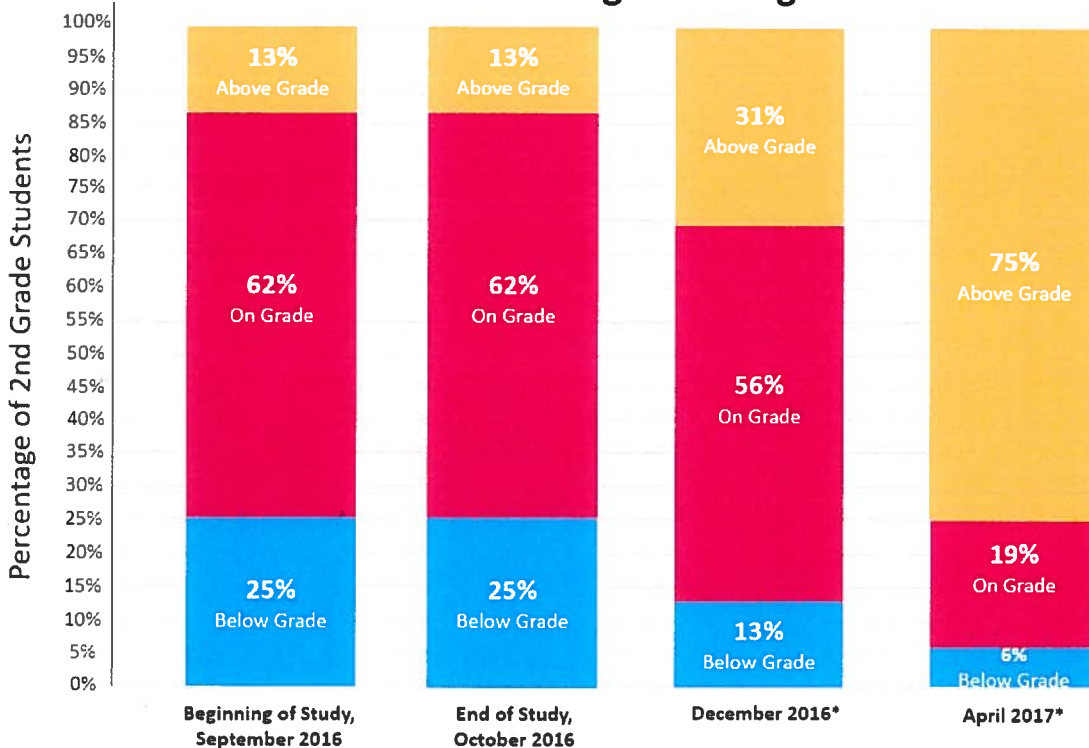
According to Lowery (2017), moving into the 2017–18 academic year, leadership took steps to ensure that Reading Eggs was used with fidelity in all first and second grade classes. Teachers completed a two-day training in August 2017 to ensure that they could successfully set up accounts, monitor progress, and generate reports. In September, teachers administered the initial *The Fountas & Pinnell Benchmark Assessment System 1* and began in-class interventions and supplemental instruction in Reading Eggs.

### Class A - Average Reading Growth



Class A (Treatment Group)

### Class B - Average Reading Growth



\*Upon study completion, Class B began using Reading Eggs. Class B continued using Reading Eggs from November 2016 through the end of the academic year.

Class B (Control Group)\*

Fountas, I. C. & Pinnell, G. S. (2011). *Assessment Guide 1* (2nd ed.). Portsmouth, NH: Heinemann.

Fountas, I. C. & Pinnell, G. S. (2012). Guided reading: The romance and the reality. *Reading Teacher*, 66(4), 268–284.

Lowery, L. D. (2017). *Effects of Reading Eggs on reading proficiency levels* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (Publication No. 10265638)