

So, You Want to Travel Back in Time? Who Would You Like to Meet?

Chowan Middle School

These valuable resources will be used starting November 2013 or when the grant money has been released.

These resources will be used until they wear out.

\$348.82

**Deborah C. Bunch
6th Grade Math/Social Studies**

**Tanya Turner
Principal**

2. Statement of Purpose

- Our needs include finances to build a library of non-fiction novels, as well as, informational texts. We need a variety of graphic novels, Primary Source Readers, Wicked History series, and other novels to improve student learning by reading high interest literature. Last year I implemented the literature circles to my classes. Having 2 classes and students that read at different paces, I need to add more books to the collections.
- The goal is to get our students hooked on reading. The type of books will be non-fiction and will cover a wide range of reading levels and comprehension abilities. The students often struggle with comprehension because of their limited vocabulary, which causes reading fluency a difficult task for many. This project will be evaluated by the use of authentic assessments. Accelerated Reader will be used to analyze improvements in the readers comprehension with a goal of 80% or higher. Data collection will include an increase in benchmark scores. The literacy group discussion will be based on the book which they have chosen. Students will meet famous people that have shaped the world. They will also meet people from different cultures that are changing the world today. The students will also be able to describe great achievements that were accomplished during the early ancient civilizations, and recognize differences in culture from the past to the present, and reflect on the influences that shape the world today.
- The target group is the 6th grade Social Studies classes. Resources will be shared.

3. Rational and Background

- This project is important because we will be meeting the needs of all students. This will be accomplished by having novels of various reading levels, and high interest novels. Students will take control of their own learning by meeting in their literature circles, and by taking turns being the facilitator.
- The students will create their own learning teams be the book they choose to read. They will work in cooperative learning groups, collaborate, and participate in discussions about their novel. Questions that will be answered will require students to analyze, interpret, make inferences, and form opinions.
- All sixth grade teachers will benefit from the resources as we are working together to improve our students reading comprehension and turning them on to reading.

4. Plan of action

- The sixth grade students will be exposed to a variety of novels about past, as well as, current individuals that shaped and are shaping the world today.

Last year the literacy groups were a big success. I had a student that rarely read and when he started reading some of these books by the end of the year he had read 40 books. Students will pick a novel that interests them and then meet with other students that picked the same book. They will then develop a timeline for reading their book. When these students meet to discuss what they have read they will be on the same page. The students will rotate to other literacy groups as they complete each book. The students will be able to describe great achievements that have been accomplished, recognize differences in culture and religion, and reflect on the influences that have shaped the world today.

- The use of these new resources will begin immediately and will continue to be used each year.

5. Budget

Description	Cost	Quantity	Cost
• Marathon (Graphic Novel)	\$12.28	4	49.12
• I am Malala: The Girl Who Stood up for Education	\$15.60	4	61.60
• Genghis Khan 13 Century Mongolian (Wicked)	\$5.99	4	23.96
• Hannibal: Romes Worst Nightmare (Wicked)	\$5.99	4	23.96
• Attila the Hun: Leader of the Barbarian Hords	\$5.99	4	23.96
• Alexander the Great: Master of the Ancient World	\$5.99	4	23.96
• Julius Caesar: Dictator for Life	5.99	4	23.96
• Outcast: by Rosemary Sutcliff	8.99	4	35.96
• You Wouldn't Want to Be Cleopatra!	8.95	3	26.85
• Primary Source: Mansa Musa	\$7.16	4	28.64
• You Wouldn't Want to Be a Mammoth Hunter!	8.95	3	<u>26.85</u>
Total			348.82

6. Evaluation Plan

- This project will be evaluated by the use of authentic assessments, which will include assessments for each of the nonfictional and informational text. Accelerated Reader will be used to analyze improvements in readers comprehension with a goal of 80% or higher. Being exposed to new vocabulary will increase word recognition and fluency rates. Reflections will be written about what they have read and discussed with their learning team. Data collection will include increase in benchmark scores, AR comprehension scores, and the excitement on the students face when they are in charge of their own learning by being included in a learning community. By allowing them to choose from a variety of books on different reading levels and styles, all students will feel the taste of success. They will all have an opportunity to be the facilitator. Graphic novels are easy to read and the students from every reading level love them. The wicked history series has maps included and the stories are told from the perspective of the character.

**“Thinking Like An Author -
A Writing Workshop”**

Chowan Middle School
April 16, 2014

\$500.00

Signature: _____ Debra Rook

Signature: _____ Molli Rose

Signature: _____ Tanya Turner

This grant seeks to create a writing workshop for 8th grade students focusing on expanding new Common Core Writing Standards, the school improvement plan initiatives and enhancing AIG curriculum enrichment across all grade levels. The need for this grant is substantial as competent writing skills are key components of preparing students for high school, college and careers.

Currently, Chowan Middle School has little comprehensive data for writing since a statewide assessment has not been conducted in recent years. However, data from the constructed response portion of the 2013 MLS's suggest students lack composition skills in key areas such as interpretation of the prompt, organization and planning, structuring sentences and paragraphs and editing for correctness. Teacher data supports this with class test scores for writing showing students to be less than 40% proficient in the 8th grade.

The primary goal of this grant is to bring all 8th grade students to 80% proficiency on the "This I Believe" essay. The project is part of a curricular goal to teach writing skills and practice the stages of the writing process: organization, composition, revision and editing including both self-editing and peer-editing.

A secondary goal of the grant is to enhance and encourage AIG students in 6th-8th grade to attempt a large writing task with a writing workshop focusing on plotting a novel. This plotting workshop will teach organization of large tasks, elements of fiction, creative composing and peer-revision in critique groups. Both of these workshops will meet objectives for teaching Common Core writing.

- CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

- CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

To meet the essay project objectives, 8th grade students will write a "This I Believe" essay to upload to a global database hosted by Nation Public Radio's "This I Believe" project. The essay project follows the school improvement plan in the following areas: students will use organizational strategies with Thinking Maps, students will produce a curriculum based writing product at 80% proficiency, students will participate in a Paideia Seminar before the writing workshop using a "This I Believe" essay as a reference text, students will integrate technology using Google Docs as part of TPACK lessons and students will reach Common Core objectives in reading, writing, listening, speaking and presenting.

To meet the AIG plotting workshop objectives, students in 6th-8th grade will participate in an author led workshop on how to plot a novel including important fictional elements such as

characters, settings, theme, point of view, conflict and structural tension. The plotting workshop teaches Common Core writing skills, collaboration across grade levels using technology and challenging AIG and High Flyer students with curriculum related content.

The target groups of the grant include all 8th grade students, approximately 151 students, and 6th-8th grade AIG and High Flyer students, approximately 54 students. The grant will cover the cost of a guest author who will conduct an essay workshop with all 8th grade students and a plotting workshop with AIG students. Parents and community members will be invited to both workshops. Two 8th grade ELA teachers will help conduct the workshop and will continue the workshop model both before and after the workshops to prepare and revise with the students. The author workshops will allow students to interact with published author Rebecca Petruck, a graduate of the writing master's program at UNC-Wilmington. These workshops will grow thinking, composition and editing skills. Ms. Petruck will discuss the editing and revision process using her debut novel *Steering Toward Normal*, a middle grade book about finding family and raising 4-H cows. Ms. Petruck has already been recognized with an Indie Debut Author Award for her work.

Author Visit	Rebecca Petruck	\$500.00
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The essay project outcomes will increase historical and global awareness since the "This I Believe" essays include compositions from historical figures from the 1950's and writings from people of all walks of life. People write about a deep belief and post these essays online. On this website students read and analyze essays from dignitaries and janitors, religious leaders and students. Each voice represents a point of view expanding global awareness. Students will work with ELA teachers to form a rough draft before the author workshop. During the workshop, the author will teach the revision process and discussing editing through a critique groups. She and the teachers will lead students through a revision of their work collaboratively using Google Docs. As a follow up to the workshop, students will post revised essays to the "This I Believe" website and will record readings and reflections of their essays on their iPads.

The plotting workshop outcomes will increase awareness of fictional elements necessary for constructing a novel-length work for AIG students and High Flyers. Students will meet together with the author for a collaborative workshop where they will learn the structure of plotting a novel. Students will plot their own novel-length work. Students will compose a first chapter to their novels, up to twenty pages of written work. Students will turn these chapters in for a competition. The winner will receive a critique and a signed copy of Ms. Petruck's novel.

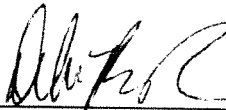
The impact will be measured for the essay project with all students achieving 80% passing the "This I Believe" essay. A rubric will determine scoring on a 100 point scale. Students in the plotting workshop will compose reflections on process.

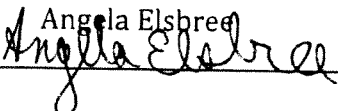
Outcomes will include critical thinking in reading and writing skills. Students will think like authors and critics. The grant will differentiate for high achieving students with the plotting workshop, challenging them to plan and create longer works. The grant will also differentiate with iPads, incorporating video, slide presentations and recordings for all students. Most importantly, the grant will achieve Common Core objectives to help students at CMS become competent, confident writers.

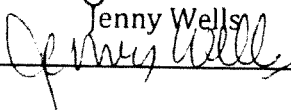
"The Secret Society of Celebrated Poets"

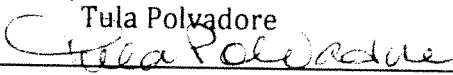
Chowan Middle School
January 15th, 2014 - April 30th, 2014

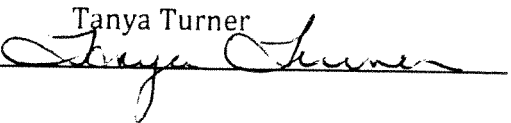
\$500.00

Signature: _____ Debra Rook 

Signature: _____ Angela Elsbree 

Signature: _____ Jenny Wells 

Signature: _____ Tula Polvadore 

Signature: _____ Tanya Turner 

This grant seeks to create a writing initiative at Chowan Middle School for 40 6th-8th grade students called "The Secret Society of Celebrated Poets". The SSCP will build a community of students engaging in artistic and written expression. These students will participate in writing workshops once a week for four months from January through the end of April. The SSCP workshop objectives will be guided by Common Core Writing Standards and school improvement plan initiatives including technology. The need for this grant to fund an academically engaging social workshop is significant as there are limited opportunities currently at CMS for artistic students to engage across grade levels on a consistent basis. Competent writing and collaborative social skills are key components for college and careers.

PBIS and Schools Attuned data indicates most students at CMS perceive school more positively and engage more in academics when they have choice and connect to a caring adult. Currently, students participate in sports teams in the 7th and 8th grades and all students participate in clubs. Clubs offer students the chance to engage in academically enriching activities such as the STEM club, historical movie club and yearbook club. Clubs build character as well as improve perceptions of school. However, artistic students have asked specifically for a group where students read, write and share poetry.

This grant seeks to meet the goal of bringing a poetry workshop to CMS. The project is part of a larger ELA curricular goal to teach writing skills across grade levels and provide opportunities for students to engage with texts throughout the school year. This grant will focus on teaching and practicing poetic devices as well as the analytical and evaluation skills necessary to compose creative works.

- CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

To meet the poetry workshop objectives, selected students will meet once a week during homebase to participate in poetry mini-lessons. Students will keep a poetry art journal, share poetry with Google Docs and Aurasma channels, host a community Poetry Slam with jazz music provided by the CMS Jazz Band, create presentations for rising 5th graders, lead a poetry activity in their respective homebases and create the second CMS poetry anthology for all CMS students. This grant will teach students academic content and provide them with an opportunity to collaborate, mentor, lead and publish as student authors.

Last year, thanks to an ECEF grant, all students in 7th and 6th-8th grade AIG students participated in a poetry writing workshop with author Linda Oatman High culminating in a published book of student poetry. This grant seeks to build on what

teachers learned last year from Ms. High and will continue the high level of engagement students exhibited during the workshop. This grant will empower students to read, write and share their work and to take leadership roles as authors.

The target group of the grant includes a diverse 40 students recommended by teachers and approved through an application process. Eight students from each grade level will be selected by teacher recommendation for a total of 24 students. One student will be recommended from the Life Skills class. The other 15 students will be selected in an open application process by committee. The committee includes Mrs. Rook, Mrs. Elsbree, Mrs. Polvador, Mrs. Wells and administration.

The potential impact of the workshop is far reaching as students create poetry lessons for rising 5th grade students using the iPads. These presentations will be uploaded for 5th grade teachers to teach poetic devices and encourage students to participate in continuing SSCP workshops when they graduate to CMS. Also, SSCP students will lead a poetry activity in their homebase one day in April for Poetry Month for all CMS students. The poems produced by all CMS students will be edited by SSCP students and will fill the second CMS poetry anthology. These anthologies will be available for sale to all CMS students and parents. The sale of the books will provide for supplies to continue the SSCP into future years.

The grant will cover the cost of supplies for the poetry workshop. Each student will receive an art journal in which to compose and keep work. Students will also receive a copy of the published poetry anthology at the end of the workshop. Other costs include consumable and non-consumable art supplies such as stencils, stamps, ink pads and multicolored pens and markers.

Materials	Cost Per Item	Items Needed	Total Cost
Art Journals	\$6.00	40	\$240.00
Poetry Anthology	\$4.00	40	\$160.00
Art Supplies	\$2.00	50	\$100.00

The poetry workshops will allow students to interact and share the experience of reading and writing poetry. These types of collaborative writing workshops are a proven best practices strategy for increasing student learning because they allow for choice and strengthen peer-editing in a safe environment. The workshops will culminate in a Poetry Slam night where students will perform their poetry and display their journals. The hope is to host this Poetry Slam at the Edenton Coffee House and invite the community to join by listening and sharing.

The impact will be measured with pre and post student assessments on poetic devices. Students will increase awareness of literary elements by 50 percent. Students will also participate in reflective practice. Students will write reflections in their journals and create videos explaining their process as authors. Students will link the videos to their written work using Aurasma on their iPads.

Outcomes for the workshop will increase critical thinking and writing skills. The grant will meet school improvement plan objectives by incorporating technology as part of the reflective process and engaging students in academically enriching activities. Building writing, collaborative learning and leadership skills prepare students for high school, college and careers, the primary objective for all ECPS schools.

APPLICATION FOR ECEF MINI-GRANT 2013

Please follow these guidelines for your application to receive consideration:

1. Must be typed
2. Return to Michelle Maddox by Thursday, October 31, 2013

Name of Applicant(s): If this is a joint application, list contact person first.

Name of Applicant

Email Address

Nancy J. Heiniger

nheiniger@ecps.k12.nc.us

Phil Huey

phuey@ecps.k12.nc.us

School: D. F. Walker Elementary School

Grade: 3-5

Category: Single Classroom Project

Team Project

School-wide Project

School Address: 125 Sandy Ridge Road

Phone: 252-221-4151

Fax: 252-221-4386 -

Title of Proposal: Encouraging Readers through e-books

Grant Request Amount: \$486.46

Signature of Principal: Jamie Bowers

Date: 10/29/13

Grant Narrative

A. Proposal Overview/Need:

Give a brief, specific description of the need for the proposed project. Include data. Give curriculum objectives to be met.

End of Grade test scores at D. F. Walker consistently show that our students perform below the state average in reading competency scores. Our Accelerated Reader data which tracks independent reading practice shows that 35.7% of our students are at-risk. In addition, this program also shows that only 47% of our students meet their AR goal on a consistent basis. Test scores on Literacy Skills tests show an average of 42% proficiency. Literacy skills tests involve higher order thinking skills and correlate with the end of grade tests. Common Core reading standards for grades 3-5 state that " by the end of the year, read and comprehend text at the high end of their grade level independently and

EDENTON-CHOWAN EDUCATION FOUNDATION MINI-GRANT 2013

proficiently. Our goal is to see if e-books will help students improve their independent reading proficiency.

B. Goals:

What are the goals for this project? How do these goals align with school initiatives? The goals should be specific and measurable, align to the school initiatives, and support student achievement.

Engaging Readers Through e-books will impact all students with this goal at D. F. Walker School. This grant proposal provides for the purchase of electronic books to be stored in our circulation system software allowing for any student with access to an electronic device to check out the book for a two week period of time. Initially, these e-books will be used with two small groups of students so that the "bugs" and "kinks" can be worked out in preparation for the roll out to the entire school. The first group of students to use these e-books will be our Elementary Battle of the Books students. These students are required to read eighteen books and then compete to answer questions about the books during regional competition. Fourteen of these books will be read using regular books. They will read the other four books on mobile devices that we already have on hand. This will allow us to see how well Follett e-shelf works on these devices. The other group that will be using these e-books is a group of at-risk students that our counselor, Mr. Huey works with. Mr. Huey uses literature circles to facilitate discussion of current issues students are faced with. We are anxious to see if this population of student will respond better to reading if it is on an electronic device. They will be reading the books on Ipad devices that our school already has on hand. Again, we will be able to assess how well Follett e-shelf interfaces with these devices. Our goal after this period of action research is to begin to add e-books to our general collection as funding allows. We will be conducting pre and post surveys of students to assess their pros and cons of reading using an e-book format. In addition, we will use the at-risk, % of goals made and literacy skills assessment information to determine if reading in e-book format correlates with improvement in these areas. When these e-books are made available to the entire school, the circulation statistics of these books will be used as another indicator of success. A chart stand outside the media center will be posted for students to request additional books in the e-book format.

EDENTON-CHOWAN EDUCATION FOUNDATION MINI-GRANT 2013

C. Plan:

Give a specific plan for meeting the identified needs above. Give specific strategies and activities.

The media specialist will begin using the e-books with the Elementary Battle of the Books teams. As each team finishes with a book, it will be returned to the "library" for Mr. Huey, the counselor to use with his at-risk counseling groups. Once these books have been read by both of these groups, they will be returned to the "library" for general population check-out. Instructions for accessing these books through Follett e-shelf will be conducted with each class. Survey and test score data will be tracked to assess the effectiveness of using e-books to increase reading achievement.

D. Budget: (Maximum \$500)

Give a brief description of all materials to be ordered and how they will be used in the project. Include how many years the materials will be used and how many students will be impacted.

6 copies ebook – Jake

6 copies ebook – Woods Runner

6 copies ebook – Year of the Dog

6 copies ebook – Tale of Desperaux

For the media center, these purchases are very promising as an e-book will not wear out over time and even though the initial cost is higher, a student can add notes to the e-book while it is on their device by logging into the e-book software and when they check out the book again, their notes will still be there.

E. Outcomes/Educational Impact:

Explain how you will assess the project's educational impact and include the number of students impacted. How will you measure the outcomes?

We see this as a way to help students when they are reading Accelerated Reader books to take notes that will help them remember the details in the story to make them more successful in their testing. In addition, many of our students use sticky notes to mark plot, setting, theme and characters in the book they are reading. The e-book format will allow them to keep those notes electronically with the book. Training for staff will be provided through grade level meetings once we release the books to the general school population. We do not see a huge learning curve for the staff in this area.

EDENTON-CHOWAN EDUCATION FOUNDATION MINI-GRANT 2013

Budget Request

The name of the school or the teacher should not appear on this page.

Breakdown of Expenditures: List each item separately. Include catalog number, supplier name, and cost, where applicable. Be sure to include any shipping and handling charges. Include supplemental documentation, such as a copy of catalog description, if applicable.

Materials/Service (include catalog number if applicable.)	Supplier Name and Phone Number	Cost Per Item	Total
6 ebook copies of Jake #51976B5	Follett Library Resources Inc. 1340 Ridgeview Drive McHenry, IL 60050 FAX 800.852.5458	20.99	125.94
6 ebook copies of Woods Runner #5183Q12		23.97	143.82
6 ebook copies of Year of the Dog #5221FI1		23.00	138.00
6 ebook copies of Tale of Desperaux #53172L9		7.99	47.94

	Total \$ 455.70
	Total for Tax \$30.76
GRAND TOTAL REQUESTED	\$ 486.46

APPLICATION FOR ECEF MINI-GRANT 2013

Please follow these guidelines for your application to receive consideration:

1. Must be typed
2. Return to Michelle Maddox by Thursday, October 31, 2013

Name of Applicant(s): If this is a joint application, list contact person first.

Name of Applicant	Email Address
_____ Jennifer Attkisson _____	_____ jattkisson@ecps.k12.nc.us _____
_____	_____
_____	_____
_____	_____

School: _____ White Oak Elementary _____ Grade: _____ 1st Grade _____

Category: Single Classroom Project Team Project School-wide Project

School Address: _____ 111 Sandy Ridge Road _____ Phone: _____ 221 – 4078 _____ Fax: _____ 221 – 4552 _____

Title of Proposal: _____ Igniting A Reading FIRE! _____

Grant Request Amount: _____ \$500 _____

Signature of Principal: _____ Michelle White _____ Date: _____ 10-29-13 _____

Grant Narrative

A. Proposal Overview/Need:

Give a brief, specific description of the need for the proposed project. Include data. Give curriculum objectives to be met.

We live in an evolving technological world. As times change, I must prepare the children I teach to live, and read in this kind of world. I want to continue to work towards putting literacy technology in the hands of our children on a DAILY basis, just as we put regular books in their hands daily. I want to ignite the "fire" of excitement to read in my students by using KINDLE FIRES in my classroom for differentiated reading during daily reading groups, centers, and READ TO SELF time. I want this to follow the children home as they use the KINDLE FIRES for nightly reading. Children who are reluctant readers are excited to learn to read with new technology. Colorful touch screens, interactive books, text to speech features, free reading apps and many other features will not only set my children on fire to read but will involve their parents and get them excited as well. I want to motivate those children who might not be engaged with paper books to improve their accuracy, comprehension and fluency. Our need is great outside of the classroom, as more than half of the students in my classroom are without access to a computer or other technology devices at home, such as touch screen technologies like the KINDLE FIRE. Our reading need is great as well as evidenced by my classroom's Beginning of Year reading data. I am working to bring 35% of the children in my room to grade level as well as continuing to grow the remaining 65% above and beyond where they currently read. By reaching children in my classroom on a daily basis with innovative reading on the KINDLE FIRES and following up at home with family involvement, my children will surely

grow and reach their full potential. Most importantly they will be on "FIRE" to READ, READ, READ!!! While this project would align with any first grade Common Core Reading/ English Language Arts objective, the following are particularly covered.

- CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.
- CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

B. Goals:

What are the goals for this project? How do these goals align with school initiatives? The goals should be specific and measurable, align to the school initiatives, and support student achievement.

- **100% of the children in my room will increase by 2 Text Reading and Comprehension (TRC) reading levels each 9 weeks. TRC assesments monitor reading accuracy, fluency, and comprehension.**
- **100% of the children in my room will increase fluency scores in mclass dibels to reach benchmark . Phoneme Segmentation is our current targeted skill (40 sounds per minute. Nonsense Word Fluency (43 sounds and 8 whole words read) and Oral Reading Fluency (78% accuracy) are 2nd semester skills. Mclass dibels assessments monitor accuracy, fluency, and comprehension.**
- **100% of my classroom families will be involved and actively participate in the nightly reading assignments on the KINDLE FIRES, furthering the targeted outreach to involve parents in their child's literacy development.**

Student TRC goals and mclass dibels goals are constantly measured at specific intervals. 35% of my students that are working below grade level are progress monitored every 2 weeks. On grade-level students are progress monitored every 9 weeks and as needed. All children are given Beginning of Year , Middle of Year, and End of Year benchmark assessments in these areas using the state-wide mclass system.

Parent participation will be measured using take home parent/child reading logs that will include comments and feedback. I will use a classroom checklist and log that will ensure each child has an equal opportunity to use the KINDLE FIRES at home to complete their nightly reading.

My project goals align nicely with our School Improvement Plan. The following goals are in our plan, including first grade and school-wide.

First Grade

1. 82% of First Grade students will be proficient in reading as measured by the mClass EOY assessment.

School Wide Goals

2. 79% of White Oak students will be proficient in Literacy as measured by mClass EOY data.
3. 70% of students in Pre Kindergarten through Second Grade will use a variety of technological tools to maximize student learning as measured by the average positive response rate of the Teacher Technology Use section of the NC School Technology Needs Assessment. (STNA)

Organizational Effectiveness Goals

1. 100% of at risk WOS students according to our 2013-2014 BOY data will be targeted through quarterly outreach initiatives in order to strengthen parent and school partnerships.

C. Plan:

Give a specific plan for meeting the identified needs above. Give specific strategies and activities.

Students will use the KINDLE FIRES daily, both at school and at home.

First, the KINDLE FIRES will be purchased.

E-books (leveled readers) will be purchased with the remaining money.

Inside of our classroom, children will be instructed on use of the KINDLE FIRE and text level choices within our small reading groups.

Once they are proficient with the devices, three students will be picked each day, on a rotating basis, including all 20 children. They will use the devices daily during our READ TO SELF time and will also be allowed to carry over their KINDLE work into center time, working on free literacy apps and further special reading time with technology during our 90 minute GUIDED READING block 8:30-10:00. The three students will carry their "ON FIRE" reading to their home that night. They will complete their nightly reading with a family member, using the KINDLE FIRE. There will be additional interactive free reading apps that will be included for nightly literacy work. An adult signature will be required on a reading log for the home portion.

This could potentially be something that takes off in other classrooms as well. I can share how I am using the devices with others, especially the home connection part. We have weekly grade level meetings as well as monthly staff meetings, both being good places to share the devices and how they are being used for instruction, data, and feedback.

D. Budget: (Maximum \$500)

Give a brief description of all materials to be ordered and how they will be used in the project. Include how many years the materials will be used and how many students will be impacted.

Amazon.com currently has Kindle Fire HD 7" Tablets with 8GB memory (2nd Generation) for \$139. They offer free shipping on all orders over \$35. At \$139 per tablet, I would like to buy 3 Kindle Fires for a total of \$417. I would like to use the remaining \$83 to load the KINDLE FIRES with a beginning e-book collection. The e-books would cover the reading ranges within my classroom as well as allowing for text level growth throughout the year. With budget cuts and increasing costs in technology, these products are significantly less than apple products (ipad @ \$500 and ipod @ \$230) and serve the same reading purpose. The money for the ebooks will go so much further as well. They are significantly cheaper than paper versions. Leveled readers from publishing companies can run \$7-10+ per book, quickly eating away at the total. E-books are sometimes even free and run \$1-\$5. It is my goal to load each KINDLE FIRE with at least 10-15 books for starters. Once these materials are purchased, they will remain. They are not consumable and will not receive the wear and tear that paper books often do. The materials can be used for many years and easily added to, using classroom money given at the beginning of the year and hopefully more grant money in the future. My principal, Mrs. White is an avid supporter of instructional

technology in the classroom. She has committed to supporting this project. If I receive the 3 KINDLE FIRE devices, she has matched that she will load \$200 in ebooks on each device, to extend my beginning goal of 10-15 books. This will maintain that this project will be sustainable over time, with a great variety of books at differentiated reading levels. I have 20 students in my classroom that will be impacted on a daily basis, 5 times a week, over the remainder of the school year. 20 students per year over the next few years could equal 100+ students and their families that we reach and positively impact with reading FIRE!

E. Outcomes/Educational Impact:

Explain how you will assess the project's educational impact and include the number of students impacted. How will you measure the outcomes?

I will use www.mclasshome.com/assessment to progress monitor and give benchmark assessments. I will then use www.mclasshome.com to interpret the data collected. I will use data collected to compare to last year's classroom data to measure the amount of growth made with the class that had technology tools for reading at both school and home likened to those students that only had it at school.

20 students will be impacted throughout the year as well as their families. Using a classroom checklist system, 2 students will use the Kindle Fires (As I am requesting 2 KINDLE FIRES) daily within class and then take home for Nightly Reading and other literacy activities to do with their parents at night.

Students and Parents will both complete a survey at the end of the year to rate their experiences and technology/literacy growth throughout the year.

Budget Request

The name of the school or the teacher should not appear on this page.

Breakdown of Expenditures: List each item separately. Include catalog number, supplier name, and cost, where applicable. Be sure to include any shipping and handling charges. Include supplemental documentation, such as a copy of catalog description, if applicable.

Materials/Service (include catalog number if applicable.)	Supplier Name and Phone Number	Cost Per Item	Total
3 Kindle Fire HD 7" Tablet with 8GB Memory (2 nd Generation) Black	Amazon.com	\$139	\$417
			\$83
e-books (leveled children's books)	Amazon.com		

	Total	\$ 500
	Total for Shipping and Handling	\$ 0
	GRAND TOTAL REQUESTED	\$ 500

APPLICATION FOR ECEF MINI-GRANT 2013

Please follow these guidelines for your application to receive consideration:

1. Must be typed
2. Return to Michelle Maddox by Thursday, October 31, 2013

Name of Applicant(s): If this is a joint application, list contact person first.

Name of Applicant	Email Address
<u>Amy Asbell</u>	<u>aasbell@ecps.k12.nc.us</u>
_____	_____
_____	_____
_____	_____

School: John A. Holmes High School Grade: 9-12

Category: Single Classroom Project Team Project School-wide Project

School Address: 600 Woodard St., Edenton, NC 27932 Phone: 482 - 8426 Fax: -

Title of Proposal: Reading Revolution

Grant Request Amount: \$500.00

Signature of Principal: Sheila Evans Date: 10/28/13

Grant Narrative

A. Proposal Overview/Need:

Give a brief, specific description of the need for the proposed project. Include data. Give curriculum objectives to be met.

John A. Holmes High School students will be participating in a 1:1 computer/digital device program beginning in the fall of 2013. The media center will also be implementing an electronic book service (e-book) for students to use with the 1:1 program. The current media collection at John A. Holmes is aged with an average copyright date of 1981. The collection is not relevant to 21st century learners and the school's curriculum. An ECEF grant will allow the media center to purchase reading materials that supplement and support the present North Carolina Standard Course of Study and the Core Curriculum which integrates information and media skills throughout the curriculum. Grant funding will supplement the \$1500.00 allotted in the school budget.

B. Goals:

What are the goals for this project? How do these goals align with school initiatives? The goals should be specific and measurable, align to the school initiatives, and support student achievement.

Goals for this project include the following:

1. To improve the age of the collection of printed materials in the media center. This will not be a rapid improvement due to the current age of the collection (average copyright date of 1981).
2. To encourage and promote reading by providing a variety of printed materials for the 1:1 devices.

C. Plan:

Give a specific plan for meeting the identified needs above. Give specific strategies and activities.

The Media and Technology Advisory Committee at John A. Holmes High School has surveyed students and staff at the school to determine what genres, books, and authors should be available to students for their reading pleasure and in support of the curriculum.

The Media Center will create promotional materials advertising the e-book service that is available on the students' 1:1 devices. New books will be promoted via the school announcements, Canvas, website, and social network sites.

D. Budget: (Maximum \$500)

Give a brief description of all materials to be ordered and how they will be used in the project. Include how many years the materials will be used and how many students will be impacted.

The price of an e-book ranges from less than \$10.00 per book to over \$80.00 per book. The e-books ordered with these funds will be titles that were suggested by teachers per their curriculum needs.

Because these materials are electronic in format, they have the capacity to be used forever. They can never wear out or be stolen.

The project has the capability of impacting all students at John A. Holmes High, especially as funds become available to purchase more titles.

E. Outcomes/Educational Impact:

Explain how you will assess the project's educational impact and include the number of students impacted. How will you measure the outcomes?

Outcomes will be measured through the use of circulations statistics that are provided by the e-book company. The copyright age will also be reassessed to determine if that has decreased, however, this particular outcome will not be met within one year's time nor with one grant funding.

Budget Request

The name of the school or the teacher should not appear on this page.

Breakdown of Expenditures: List each item separately. Include catalog number, supplier name, and cost, where applicable. Be sure to include any shipping and handling charges. Include supplemental documentation, such as a copy of catalog description, if applicable.

Materials/Service (include catalog number if applicable.)	Supplier Name and Phone Number	Cost Per Item	Total
Electronic Library Books	Overdrive	Ranges from \$10.00 to \$80.00	\$500.00

	Total	\$ 500
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	Total for Shipping and Handling	\$ 0
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	GRAND TOTAL REQUESTED	\$ 500
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