2020-2021
Catalyst for Change Grant Application
Important Information—PLEASE READ

Please fill out this application to apply for a Catalyst for Change grant from The Education Foundation of Alachua County. Applications must be filled out in entirety and can be submitted as soon as possible but no later than **October 5, 2020 at 5PM**. Applications must be **typed** and submitted via **E-mail** to Tia Paul (Brock) at The Education Foundation (brocktt@gm.sbac.edu).

Awards are granted on a competitive basis. Please be thorough in your application and make sure to follow directions and completely answer all questions. Additionally, please note that each section on the application is scored and some items receive priority points.

Award Amount: In general, project budgets should be between $2,000 and $5,000. We anticipate having two rounds of awards, one for Fall 2020, and another for Spring 2021

Who May Apply: individual teachers, teams of teachers, principals and other educators (e.g., guidance counselors, media specialists) on behalf of their school.

Applications must address one of the following priority areas:
- Career/Technical Education, Literacy, Low-Performing Students, STEM Education, Teaching Quality and/or High School Graduation Rates

Applications must align with the ACPS school district's current strategic plan OR if your project is more relevant to a specific School Improvement Plan (SIP). https://fl02219191.schoolwires.net/Page/23627

Definitions:
- *Achievement Gap – According to the school district's equity plan, Alachua County has one of the largest gaps between white students and students of color. "Raising the achievement of all students while narrowing the gap between your highest and lowest performing students, with an accompanying of eliminating the race predictability, should be Alachua County's focus to achieve your goals and do what is best for all students, in particular those that are underrepresented that we sometimes don't hear," said Glen Singleton at the 2018 ACPS Equity Summit*
- *Primary participants—people directly benefiting and/or receiving direct services from program activities and who you are measuring progress on, e.g., in a program where you are trying to impact the reading scores of 12 low-performing students but 10 other students have access to program materials, the low-performing students are your primary participants, and the other 10 are secondary participants*
- *Secondary participants—people benefiting indirectly from program services and activities, e.g., in a teacher training program, the teacher is the primary participant and the students are secondary participants*

Budget: Some items, materials, activities are NOT fundable. Please consult the expenditures section for allowable funding categories.

Final Evaluation: As a condition of a grant award, recipients are required to submit a final evaluation of the project. The evaluation will consist of a report documenting final results (based on the expected outcomes set forth in the proposal) and will require a final budget analysis, including a copy of all receipts. The final evaluation is due to The Education Foundation no later than **May 2021.** Recipients who do not fill out a grant report by May 2021, will no longer be eligible for Education Foundation grant support.

If you have questions, please contact Tia Paul (Brock): brocktt@gm.sbac.edu 352-955-7250 Ext. 6416.

Name: Katie Robinson   **Position: Instructional Intervention Coach**

School: Chester Shell Elementary   **Email**: robinsonkh@gm.sbac.edu

Phone: (352) 481-1901

Project Title: Shell Reading Initiative   **Amount requested:** $4,760.00
(Should be between $2,000-$5,000)

1. **What priority area/s fits your project?**
   ☐Career/Technical Education   ☐STEM Education
   ☒Literacy   ☐Teacher Quality
   ☒Low Performing Students (If checked, what   ☐ High School Graduation
   percent are low performing _66%____?)

2. **Is this project directly helping to close the achievement gap?** (+ 2 points)   **Yes**

3. **Is this project directly addressing COVID relief or educational needs related to COVID? If so, please elaborate on how. If not, please explain how you will be able to complete you project if you are unable to see students in classroom.** (+ 2 points)   **Yes**
   The Shell Reading Initiative will serve to instill the habit of independent reading in all of our students by increasing their access to level appropriate, high interest books on a daily basis with incentives and rewards for time spent reading at school and at home. We plan to use the IRLA assessment to accurately place our students in an appropriate reading level as they return to our school after their extended time out of an educational setting. Teachers will then provide reading materials at the appropriate level, which can be done in a brick and mortar setting or digitally. The habit of independent reading can be reinforced at school or at home. Through our use of the IRLA framework and materials we will foster an increased amount of time spent reading regardless of learning environment.

4. **Please input the school wide impact numbers your grant will address on students and teachers:**

Estimated Number of Primary Participants Impacted by Project (Students):	350
Estimated Number of Primary Participants Impacted by Project (Teachers):	25
Estimated Number of Secondary Participants Impacted by Project (Students):	Click here to enter text.

Estimated Number of Secondary Participants Impacted by Project (Teachers):	Click here to enter number

5. **Grade level(s) to be addressed:** K-5

Please respond to the following in narrative format. Use 12 pt. type, single-spaced.

6. **Project Overview (5 pts)**: Project Abstract *(Describe your project proposal and outcomes/outputs to be measured. This will be submitted to the FLDOE. Think: If in an elevator with my local legislator, what would I say about this project and its potential impact?) (200 words max.).*
The Shell Reading Initiative would utilize the American Reading Company's Independent Reading Level Assessment (IRLA) Framework to address gaps in reading skills due to COVID-19 as well as work to close the achievement gap at our school. We will purchase high interest books written at multiple reading levels from the American Reading Company. We will purchase and administer the IRLA assessment to accurately level our students. We will purchase and use toolkits from the American Reading Company to align instruction with the data from the assessments. We will also initiate an incentive program to foster independent reading both in and out of school hours. The program from the American Reading Company will also come with a digital component for progress monitoring, as well as digital libraries and lessons to utilize in Distance Learning.

7. *Need (10 pts):* **This grant application should be working to address the achievement gap***. Please describe, in 500 words or less, what is the gap currently is you are trying to impact and how your proposed project will address the achievement gap. How will you show that this project was successful in meeting the need? If multiple needs are to be addressed, describe and document each need. Use data whenever possible, especially data about student learning.*
Proficiency among African American students at Shell was 28% for ELA (a 19% achievement gap) This data indicates a need to shift perspectives around teaching and learning systemically across grade levels to better meet the needs of our African American students. Our goal is to increase achievement of African American students from 28% to 41% in ELA.

8. **Project Narrative (25 pts)**: *Fully describe your grant project in 750 words or less. This section should address all components of the project from beginning to completion. Please detail your project activities, goals, and objectives. Describe how your project supports your district plan and in what areas.* ***Specify and explicitly state what goal(s), objective(s), strategy(ies), etc. of the school*** district's plan ***your project directly supports.*** *Be as precise as possible.*
The Shell Reading Initiative has multiple components. The project will utilize the Independent Reading Level Assessment (IRLA) framework from the American Reading Company. This assessment identifies the reading level a student is currently at. This is especially valuable coming back from the extended absence caused by COVID-19. Leveling the students will help our teachers to bridge any learning gaps and avoid assigning students to reading materials that are too difficult. The toolkits we plan to purchase with Title 1 money will give specific strategies and lessons in response to the data from the IRLA assessment. The American Reading Company is providing us with these toolkits in a digital format, along with digital

versions of the assessment and digital libraries to utilize with our students should we need to transition to digital learning again.

We will also purchase books from the American Reading Company that they have specifically chosen to be of high interest to students of diverse backgrounds. The company has located more than 4,000 kid-tested African American titles, and an additional 5,500 multicultural titles which form the centerpiece of the reading experience in their partner schools. They also have collections of titles specifically geared toward girls and boys. The books we purchase will go into the classroom libraries in our school and will be used to engage our more reluctant readers. This portion of the plan is intended to meet the objective of reducing the racial achievement gap, which is a goal in our School Improvement Plan as well as the District's Strategic Plan.

In addition to the assessment, toolkits, and additional books we plan to implement an incentive system for reading. There will be time scheduled during each school day for independent reading. Every 15 minutes a student reads will be worth one 'step' in our program. Students will earn rewards for certain amounts of steps. The teachers will ensure the students are reading books at their level to increase engagement boost reading confidence. We will work at the beginning of the year to level our classroom libraries in accordance with the IRLA levels to make it easy for students to choose appropriate titles. The focus on engagement addresses our School Improvement Plan goal of reducing out of school suspensions for African American students, which is also a goal in the District's Strategic Plan. If students are engaged they are less likely to display disruptive behaviors.

The increase in independent reading, along with the lessons in the toolkits, will build the abilities and confidence of our students and result in increased reading scores on district progress monitoring assessments and on end of year assessments. This will help increase ELA proficiency of students in our lowest quartile, as well as our students with disabilities, both of which are objectives in our School Improvement Plan.

9. **Expected Outcomes (20 pts):** *In 500 words or less, please explain the expected outcomes of your project and the specific actions you will take to work towards those outcomes. (We recognize that you are likely to repeat specific procedures you have described in the Project Narrative.)*

Outcomes *(change/improvement in knowledge, behavior, skills, scores, etc.)*
What data sources and/or data collection strategies will you use to measure outcomes (what tests/surveys/data sources will be used)? *(If you are using state standardized testing scores to measure outcomes, please know that leeway will be given to submitting final scores.)*
We will use the district indicated reading assessments in Istation (the ISIP) to track progress over the year. This program reaches students at their reading level and the assessment gives each student a level of proficiency each month in the range of 1-5, with 3 or higher indicating grade level proficiency levels. We would like to see the percentage of students at each grade level scoring at a 3 or higher to increase by at least 10 percent when compared to the percentages from the February 2020 ISIP (The last full month we were in school in the 19-20 school year).   We also want to increase achievement of African American students from 28% to 41% in ELA.
What is the baseline outcome number(s) that you are trying to improve with your project activities? *(For example, if your project activities are supporting district goal area of "Student Achievement: Increase Grade 3 scoring level 3 or higher on state assessments," what is the current percent of Grade 3 students scoring level 3 or higher on state assessments of your project's primary participants.)*
In February the following percentages of students were scoring a 3 or higher in the reading portion of the ISIP in each grade level: K- 25%; 1- 22%; 2- 35%; 3- 56%; 4- 41%; 5- 39%.

Proficiency among African American students at Shell was 28% for ELA.	
Outputs *(products of your activities, such as number/value of supplies distributed, number of grants awarded, number of participants, etc.)*	
What data sources and/or data collection strategies will you use to measure the outputs? *(Contact Tatila Paul if you would like suggestions for common survey questions to use in your data collection tools.)*	
2 Teacher Training Sessions 250 Books for K-5 Independent Reading Implementation (approximately 350 students served) Reading steps (students earn one step for every 15 minutes of active independent reading)	
What is the baseline output number(s) that you are trying to improve with your project activities?	
Improvement in AIMs and ISIP reading progress monitoring assessments as well as student mastery of IRLA power goals	

10. Project Timeline (10 pts): In the table below, please detail your timeline for project activities.

Dates	Project Activities
Summer 2020	*Acquire high interest books and begin leveling classroom library sets*
Fall 2020	*Initiate independent reading block in all grade levels and celebrate the accumulation of reading steps (at 15 min a step) through incentive program.* *Begin giving initial IRLA leveling assessments and training teachers on how to use the toolkits to guide instruction*
Winter 2021	*Continue incentive program, leveling assessments, and teacher training.* *Use the SchoolPace system to monitor reading progress.*
Spring 2021	*Continue incentive program.* *Use SchoolPace system to monitor reading progress.*

11. Evaluation Plan (10 pts): *Describe in 350 words or less what data you will collect to demonstrate student and/or teacher learning/improvement. We are interested in clear evidence of the impact of your project. Please keep in mind that data will need to be available by May 2021.*
We will collect student progress monitoring data to show growth in reading foundational skills as well as standards mastery. Data includes monthly AIMs or DIBELs for K-1, monthly ISIP reading assessment.

BUDGET (10 pts): *Please fill out the following information regarding your budget for this project. All items (#14 and #15 as well as budget table are scored).*

12. **Please list any additional funding sources applied for to fund this project. To date, have funds been awarded?**

Funding Source	Awarded?
Title 1 Funds	**Yes**
Click here to enter text.	Choose an item.
Click here to enter text.	Choose an item.

13. **Describe how the project would be impacted if this grant is not 100% funded. Indicate how the project will be completed given the reduction in funding.**
    If the project is not fully funded we would be able to provide the assessment to our teachers, but we would not be able to include any additional books. The books we wish to purchase have been proven to be of high interest to African American students, which we believe will help to close our reading achievement gap.

Expenditures: *(Please use the table below to indicate expenditures for this grant according to the categories listed. Under "Narrative," explain what the money will be used for—be specific.)*

NO ADMINISTRATIVE OR INDIRECT CHARGES MAY BE APPLIED TO THIS GRANT.		

Allowable expenditures include: programmatic staff, benefits for program staff, training/conferences, professional and technical services, classroom materials, computer software, computer hardware, other equipment, program supplies, travel, and printing. **Computer software and hardware must be pre-approved through Uma Shankar 955-6860.**

Non-Allowable expenditures include: administrative expenses, capital improvements, support of interscholastic athletics, refreshments, decorative items, awards for outstanding service, and the entertainment of dignitaries.

Category of Expenditure	Narrative: Describe the budget items/activities being funded—eg., "supplies, such as copy paper, general office supplies, binders, etc.	Total Amount
Salaries & Benefits (reimbursed salaries for district employees)*		$0.00
Professional Contracted Workers (i.e. trainers, etc.)		$0.00
Travel **(in-state only)**		$0.00
Program supplies*	High Interest Book sets – 50 book Hook Book Sets for K and 1; 100 book Hook Book Sets for 2nd-5th; 50 book Best Books for Boys set; 50 book Best Books for Girls set	$4,760.00
Computer Software*		$0.00
Computer Hardware*		$0.00
Other Equipment (not computers)*		$0.00

Printing*		$0.00
Tuition/Training/Conferences/Admission Fees		$0.00
Room Rental Fees		$0.00
Internet & Telephone Service*		$0.00
Postage*		$0.00
TOTALS	(Please double check calculations)	$4,760.00
*only if these categories are directly related to program implementation and are allowable.		

Checklist:

☒ Answered all questions and provided budget information.

☒ Obtained Principal approval (Name of Principal: **Holly Burton**)

Certification:
I do hereby certify that the facts presented in this report and true and that my Principal has agreed to support this project. All applicable statutes, SBAC policies for fiscal control and records maintenance will be implemented to ensure proper accountability for funds distributed for this project.

I also acknowledge that I am aware that I will be required to submit a final evaluation no later than May 7, 2021, and that all monies not spent <u>must</u> be returned to The Education Foundation by June 1, 2021. Lastly, I acknowledge that all items purchased with this grant money are property of the school, not the individual teacher.

Katie Robinson   **8/26/20**

Please type your name signifying your acknowledgement and agreement   Date

Please e-mail your completed grant to Tia Paul at <u>brocktt@gm.sbac.edu</u> NO later than October 5, 2020, but application can be submitted as soon as possible, so first funding can be distributed.