



Catalyst for Change Grant Final Report Form

Due electronically by June 1, 2021

Contact Information:	
Name:	Katie Robinson
School:	Shell Elementary
Basic Project Information:	
Project Title:	Shell Reading Initiative
Grade level(s) addressed:	K-5
What priority area(s) did your project address?	<input type="checkbox"/> Career/Technical Education <input checked="" type="checkbox"/> Low-Performing Students(Those students in subgroups for whom persistent achievement gaps exist, OR those students previously scoring below level 3 on statewide assessments) <input type="checkbox"/> Increasing Graduation Rates <input checked="" type="checkbox"/> Literacy <input type="checkbox"/> STEM Education <input type="checkbox"/> Teaching Quality/Improving Classroom Instruction
Actual Number of Primary Participants, both students and teachers: <i>(Primary participants are those directly benefiting and/or receiving direct services from program activities.)</i>	___ 382 ___ Students ___ 25 ___ Teachers
Actual Number of Secondary Participants, if any, both students and teachers: <i>(Secondary participants benefit indirectly from program services, for example, in a teacher training program, the teacher is the primary participant and the students are secondary participants)</i>	___ Students ___ Teachers
Have substantial changes been made to the original plan/goal of the project? If so, please describe them here. (This can include changes due to COVID-19.)	We received additional money in February from the Education Foundation and further supplemented our high interest library by purchasing the same books on our IRLA list through Scholastic. There were no other substantial changes.

Project Summary (Summarize your grant project and what was accomplished in 1,000 words or less.)

We used the funds from our Catalyst for Change grant to purchase high interest books specifically aligned to the reading levels outlined in the American Reading Company's Independent Reading Leveling Assessment (IRLA). These books were distributed to our teachers according to the reading levels in their classrooms. The teachers used the books to fuel a half an hour of independent reading time every day. All students were able to read books at their individual reading level, which took some of the frustration our lower readers experience out of their reading time. Our administrative team provided charts to track independent reading steps (15 min a step) during class time. We provided rewards at 10, 50, 100, and 150 steps. Our teachers reported an increase in reading engagement, a decrease in problem behaviors, and were very happy with the program.

Our goal was to increase reading stamina and instill a love of reading in our students. We hoped the increase in reading stamina would lead to an increase in reading assessment scores. We established a goal of increasing the percentage of students scoring a 3 or above on our district progress monitoring software (istation) by 10% when compared to the same student cohort's scores the year before. For example, we looked at the first grade scores from this year and compared them with the kindergarten scores from last year. This process allows us to gather data for 5 grade levels. We achieved our goal in one grade level. Two other grade levels also showed gains, but did not reach our original goal. All the grade levels that demonstrated gains were primary grades (K-3). This age range is incredibly important when looking at building lifelong readers, so we are very excited about our data. We feel the program was very successful, and we will be continuing it next year. Our success wouldn't have been possible without the books we bought with the help of our Catalyst for Change grant!

Project Outcomes, Outputs & results

Outcome Measures

For EACH district goal area your project addressed, describe the following:

What were the OUTCOMES (change/improvement in knowledge, behavior, skills, scores, etc.) of your project and how were they measured? (If you are using state standardized testing scores to measure outcomes, and these scores will not be available until after the June 30, 2021 report deadline, please indicate here and provide a date the scores will be available and sent to the Education Foundation.)

Three of our five student cohorts increased the percentage of students who scored a level 3 or above on the ISIP. Last year's Kindergarteners went from a 25% passing rate to a 30% passing rate as First Graders. Last year's First Graders went from a 22% passing rate to a 43% passing rate as Second Graders. Last year's Second Graders went from a 35% passing rate to a 37% passing rate as Third Graders. Last year's Third and Fourth graders showed a decrease in the amount of students at a 3 or above. Our goals was to increase at each level by 10 percentage points. We only met that goal in one grade level cohort.

We also had a goal to increase the Achievement level on the ELA FSA for our African American students from 28% to 48%. We will report these final scores by July 1st. At the moment, our progress monitoring data shows at least 32% of our African American students will be proficient in ELA.

What were the OUTPUTS (products of your activities, such as number/value of supplies distributed, number of grants awarded, number of participants, number of trainings offered, newsletter and other marketing items sent out etc.) of your project and how were they measured?

We chose to use the questions suggested in our Grant Feedback document as an additional output. Below are the questions and a summary of the answers provided by our teachers:

On a scale of 1 to 5, how positive has the effect of our school wide independent reading time been on your students? **Teachers responded with an average of 4.5 out of 5.**

On a scale of 1 to 5, with 5 being significant change and 1 being no improvement, have you seen improvement in your students' reading ability and level of confidence when reading? **Teachers responded with an average of 4.2 out of 5.**

Are your students more engaged in reading activities in your classroom now than at the beginning of the school year? **93% of respondents said yes.**

Have you had fewer disruptive behavior incidents in your classroom as the reading program has progressed? **80% of respondents said yes.**

Do you have any specific feedback related to the books purchased and distributed for use in our independent reading time? **There were only four comments - they are listed below.**

- **Great to have an allocated time in the schedule for what really works for kids!**
- **Students have really enjoyed the different varieties of books.**
- **Thank you.**
- **I wish there were more concrete ways to show evidence of actual engagement with the books they are reading. When we used AR, students could test to show comprehension. However, having them share with shoulder partners or write book reviews isn't nearly as rigorous.**

Please Share a story that illustrates how your program made a concrete and sustainable difference in the life of your beneficiaries

One of our teachers started the program by allowing her students to pick a book at a level they thought was right for them. She then assessed them all individually and moved them into the reading level that the IRLA assessment recommended. She reported a drastic change in engagement and confidence in several students. The fact that she had high interest level books available at all the reading levels in her classroom meant that students were all engaged, and none of them felt they were reading books that were below their maturity level, even if they were struggling readers.

Project Budget

Budget Category	Catalyst for Change Amount	Other Grant Amounts	Total Amount	Description of Expenditure (What activity did this support in the grant? i.e. classroom project, training, computer project, etc.)
Salaries & Benefits				

Professional Contracted Workers <i>(i.e. stipend workers, trainers, work for fee etc.)</i>				
Travel <i>(out-of-state travel MUST be pre-approved)</i>				
Program Supplies	4,760.00 in original grant 2,400.00 in additional funds		4,760.00 in original grant 2,400.00 in additional funds	Book sets from American Reading Company as well as books from Scholastic to fill in additional sets for K-2.
Computer Software				
Computer Hardware				
Other Equipment <i>(not computers)*</i>				
Printing** <i>(Expenditures in these categories must be directly related to program implementation)</i>				
Tuition/Training/Conferences/Ad mission				
Room Rental Fees				
Food, awards, etc. <i>(ONLY paid for with Private Match funds)</i>				
Internet & Telephone Service**				
Postage**				
Total:	7,160.00		7,160.00	

**Only if these categories are directly related to program implementation

You are required to submit all receipts associated with expenditures included in the Catalyst for Change Grant Amount Column.

Thank You Letters & Photos

Once your project is complete we would like you to write a few thank you letters to The Education Foundation board of directors, Consortium of Florida Education Foundations and/or Florida House of Representatives and Senate as they make this opportunity possible through the School District Matching Grant Program. If your students wrote letters you can send those in as well. The letters should talk about the project, its results and what it meant to you to be able to provide your students with the opportunity, and lastly the number of teachers and students impacted. Letters can be mailed to The Education Foundation of Alachua County, 2802

NE 8th Avenue, Gainesville, FL 32641 or trucked mailed to The Education Foundation @ the Horizon Center Attn: Tia Paul.

Photos of you project can be attached to the email with your completed final report if you have not already submitted them. Please label them in the following way “_School Name & Project Name” and please include a caption for each photo.

Agreements

I certify that all the above information is accurate and true to the best of my knowledge.

I certify that I have submitted the proper financial documentation showing the expenditures made pertaining to the Catalyst for Change Grant amount that was awarded by The Education Foundation of Alachua County.

Due electronically by Tuesday June 1, 2021 to:

Tia Paul (Brock)

Education Foundation of Alachua County

Director of Programs

brocktt@gm.sbac.edu

(352) 955-7250 ext. 6416

Chester Shell Elementary School

Alachua County School District

Special Collections

11/02/2020

Proposal Number: 134338

Submitted To: -

Gainesville, FL 32601

Phone: (352) 955-7527 Fax:(352) 955-7873

Program Proposal Summary

Materials: \$ 4,760.00

Grand Total: 4,760.00

Please note: Prices are valid 60 days from date of proposal.

Thank you for selecting American Reading Company. Execution of this contract becomes effective upon our receipt of your company purchase order. Purchase Orders can be sent to orders@americanreading.com

Returns

If you have questions regarding your order, please contact our Customer Concerns Department at customercare@americanreading.com or (866) 810-2665.

Order discrepancies and/or damaged products must be reported within 90 days of receipt of order to receive credit or replacement product.

Marked, stickered, stamped, or otherwise altered materials are non-returnable.

Please contact us prior to returning items to American Reading Company to ensure your return is processed correctly and you receive credit or replacement.

Professional Development

American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff).

If more than 25 people attend the workshop, you agree to pay \$350 for each additional participant.

Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within 15 days will be billed for the event.

American Reading Company reserves the right to convert in person professional development, upon consultation with the customer, to a combination of virtual professional development, physical materials, and/or digital materials when necessary to ensure the health and safety of its employees and customers.

Signature: _____

Date: _____

Title: _____

Approved Amount: \$ _____

	Qty	Price	Total
Classroom Libraries			
Best Books Collections			
Pedro Noguera Best Books for Boys-Intermediate Elementary School (3-5)- A	1	\$480.00	\$480.00
Best Books for Girls- Int	1	\$480.00	\$480.00
Hook Books			
Hook Book Collection Grade 1 (50 Book)	1	\$400.00	\$400.00
Hook Book Collection Grade 2 (100 Book)	1	\$750.00	\$750.00
Hook Book Collection Grade 3 (100 Book)	1	\$750.00	\$750.00
Hook Book Collection Grade 4 (100 Book)	1	\$750.00	\$750.00
Hook Book Collection Grade 5 (100 Book)	1	\$750.00	\$750.00
Hook Book Collection K (50 Book)	1	\$400.00	\$400.00
Total: Classroom Libraries	8		\$4,760.00
		Total:	\$4,760.00

SCHOLASTIC

PO BOX: 639852
Cincinnati, OH 45263-9852

Regular Order

ORIGINAL

T.C.	DATE	INVOICE NO.	PAGE
7	03/03/21	27662209	1

4319673

BILL TO SHELL ELEMENTARY SCHOOL
21633 SE 65TH AVE
HAWTHORNE FL 32640-3518

SHIP TO SHELL ELEMENTARY SCHOOL
SYLVIA ROBINSON
21633 SE 65TH AVE
HAWTHORNE FL 32640-3518

ACCOUNT NO.	ORDER REF. NO.	PURCHASE ORDER NUMBER
4319673	53018169	

ITEM	QUANTITY	DESCRIPTION	OFFICE USE	UNIT PRICE	EXTENSION	DISC.%	NET AMOUNT
		ATTN INVOICE CLERK: PLEASE EMAIL INVOICE TO:					
00822420	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22420-7	4824	169.00	169.00		169.00
00822418	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22418-4	4824	169.00	169.00		169.00
00822417	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22417-7	4824	169.00	169.00		169.00
00822411	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22411-5	4824	169.00	169.00		169.00
00822408	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22408-5	4824	159.00	159.00		159.00
00822406	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22406-1	4824	156.00	156.00		156.00
00822405	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22405-4	4824	156.00	156.00		156.00

QUANTITY	WEIGHT

CONTINUED

BACKORDERED ITEMS WILL BE SHIPPED AND BILLED SEPARATELY.

PLEASE MAKE CHECKS OR MONEY ORDERS
PAYABLE TO:
SCHOLASTIC INC.
If there are any questions regarding payment, purchases or
returns, please return this invoice for prompt adjustment.

0303
0501

SCHOLASTIC

PO BOX: 639852
Cincinnati, OH 45263-9852

Regular Order

ORIGINAL

T.C.	DATE	INVOICE NO.	PAGE
7	03/03/21	27662209	2

4319673

BILL TO SHELL ELEMENTARY SCHOOL
21633 SE 65TH AVE
HAWTHORNE FL 32640-3518

SHIP TO SHELL ELEMENTARY SCHOOL
SYLVIA ROBINSON
21633 SE 65TH AVE
HAWTHORNE FL 32640-3518

ACCOUNT NO.	ORDER REF. NO.	PURCHASE ORDER NUMBER
4319673	53018169	

ITEM	QUANTITY	DESCRIPTION	OFFICE USE	UNIT PRICE	EXTENSION	DISC.%	NET AMOUNT
00822392	2	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22392-7	4824	156.00	312.00		312.00
00822389	2	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22389-7	4824	156.00	312.00		312.00
00822421	1	GUIDED READING LEVEL PACK SK ISBN: 978-1-338-22421-4	4824	169.00	169.00		169.00
00585850	2	GUIDED READING LEVEL PACK PP ISBN: 978-0-545-85850-2	4824	57.00	114.00		114.00
00822460	2	GUIDED READING LEVEL PACK PP ISBN: 978-1-338-22460-3	4824	51.00	102.00		102.00
ITEM TOTAL							2156.00
SHIPPING/HAND							194.04
SUBTOTAL							2350.04
PAYMENT							2350.04

QUANTITY	WEIGHT	
16	90.51	0.00

SHIPPED ITEMS 719
BACKORDERED ITEMS WILL BE SHIPPED AND BILLED SEPARATELY.

FEIN # 13-1824190

PLEASE MAKE CHECKS OR MONEY ORDERS
PAYABLE TO:
SCHOLASTIC INC.

0303
0502

If there are any questions regarding payment, purchases or returns, please return this invoice for prompt adjustment.