

21

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### 2010-2011 SKEF Teacher Grant Application Cover Sheet

Project Title Let's Read Together: A Family Literacy Project Replication Grant? (see back cover)  Yes  No

Project Coordinator Debra Barnes Phone 503 399-3134 Fax 503 399-4021

Home Address 2360 High St SE Email barnes-debra@salkeiz.k12.or.us  
Salem, OR 97302 Other Participants \_\_\_\_\_

Application Author Debra Barnes \_\_\_\_\_

School Name Bush Elementary Phone 503 399-3134 Fax 503 399-4021

School Address 410 14th St SE Email barnes-debra@salkeiz.k12.or.us  
Salem, OR 97301 Total Project Budget \$ \$7,400.40

Number of Students Actively Involved in Project 279 Total Amount Requested from SKEF \$ 7,400.40

Grade Level(s) K-5

Summary of Grant Proposal (100 words or Less):

The primary focus of this project is Literacy. In an attempt to refine the Spanish Model of Literacy Squared we will augment our insufficient library collection of bilingual and Spanish books. Involving families in the process of shared and modeled reading is a crucial part. As parents engage in first language reading activities with their children, all learning will be developed and strengthened.

Yes, I have reviewed this grant proposal with the applicant and confirm that there is building support for the proposed project.

Michael Hall  
 24 Building Administrator

Debra Barnes  
 Applicant Signature

**DEADLINE:**  
 Applications must be received or postmarked no later than June 30, 2010.

**MAIL TO:**  
 Salem-Keizer Education Foundation  
 Attn: Grants Committee  
 233 Commercial St. NE  
 Salem, Oregon 97301

## **Let's Read Together: A Family Literacy Project of Bush Elementary School**

### **I. Primary Goals and Objectives:**

- Increase the quantity, quality, and variety of literature available for Spanish speaking families in the Bush School community
- Empower parents to actively engage in reading activities that promote literacy at home, thus increasing their child's academic achievement
- Promote a love for reading by giving students and their families increased access to high quality children's literature in their native language
- Build a greater sense of community by strengthening the home-to-school connection

### **II. Content Area Focus and Connection to Student Achievement**

The primary content area focus of this project is Literacy. Stronger Literacy skills develop through the experience of shared and modeled reading by children and their families. As skills increase, so do all other areas of student achievement. Reading and comprehension are the foundations for continued learning. Student success in school increases when parents model literacy.

### **III. Comprehensive School Improvement Plan and District Goals:**

The Let's Read Together Literacy Project reflects Bush's Comprehensive School Improvement Plan (CSIP). It will help to refine the Spanish Model of Literacy Squared. One of the new behaviors identified in the district wide literacy vision is to make considerable efforts to augment book collections in school and classroom libraries. Let's Read Together addresses the Spanish language component of this behavior. Finally, our CSIP identifies family involvement as a crucial element of additional time and support for all students below benchmark standards, and one of the strategies at Bush Elementary School is to further enlist and engage families in the process. This project provides accessibility to these elements of the CSIP for our Spanish language speaking families.

This project supports Salem Keizer School District's comprehensive literacy model by providing opportunity for modeled reading, shared reading, authentic reading, purposeful listening, and critical thinking. Family read nights will be held prior to each LSAC parent club meeting. As parents engage in reading activities with their children these behaviors will be developed and strengthened.

### **IV. Research Based and Motivational**

Lengthy and comprehensive research, dating back more than thirty years supports the link between parental involvement and literacy skill development (Strickland and Riley-Ayers, 2006). The research of Lee and Croninger asserts that "the single most important activity for building the knowledge required for success in reading, is reading aloud to children" and listening to them read. They go on to show that the availability of reading material, either personally owned, or borrowed from the library, is directly connected to a child's success in reading comprehension (Lee and Croninger, 1994).

Recent research supports these earlier findings and recommends parents engage in activities to promote conversation and dialogue, as it is the broad range of activities and interactions between parents and children that support literacy development (Tabors, P.O., et al., 2001).

Additional research suggests sociocultural factors have little impact on literacy motivation and/or achievement. Instead, according to recent findings, literacy achievement is more likely the result of language and literacy opportunities (August and Shanahan, 2006). The *Executive Summary on Developing Literacy in Second-Language Learners* states that “students perform better when they read or use material that is in the language they know better. Culturally meaningful or familiar reading material also appears to facilitate comprehension...” (August and Shanahan, 2006). Let’s Read Together Literacy Project supports the findings of this body of research by providing Spanish language families culturally meaningful or familiar reading material. Students and their families will be more motivated to read and share literacy opportunities if adequate, high quality material is available in the language they know better. [Sources: [www.famlit.org](http://www.famlit.org); [www.rif.org](http://www.rif.org); [www.cal.org](http://www.cal.org) ]

#### V. Evaluation Plan and Relation to Student Achievement

Let’s Read Together Project will be evaluated on circulation statistics of Spanish language materials checked out by parents, and records of family read night participation. It is the assertion of this project that with the purchase of additional Spanish language materials, participation of Latino families will rise, and the circulation of Spanish language materials will increase. In addition, as evidenced by Bush’s CS IP, and the previously cited research, student achievement is also expected to increase, in part, through the addition of titles to classroom and library collections, and through increased involvement of parents in literacy activities with their children, both of which are supported by this project. One specific measure of student literacy skill assessment is through the teacher administered DRA reading scores. This project, along with other classroom-based literacy skill instruction will promote student achievement as evidenced by increases in those scores.

#### VI. Teacher/Staff Support for this Project

Strong support for this project has been given by Bush’s principal, Michelle Halter, and bilingual teacher, Melinda Culwell. It has been through their leadership that the inclusion of library collection development as well as instruction and reading in a student’s first language are elements of Bush’s CSIP. In addition, there is broad support for this project by teachers, staff, and district personnel. All agree we are in dire need to provide greater support for Latino families through the addition of Spanish language materials to our collection.

#### VII. Community and Parental Support

Consistently, community members and parents have supported family nights at Bush in general by volunteering. Our evening book fair event was well received and well attended. Families have expressed interest in future reading focused family nights and

with the purchase of additional Spanish language books, parental support is expected to rise. Parents and community members can participate in the book selection process by recommending Spanish language literature for children.

#### VIII. Replication Across the District

Through participation in the District's Library Media Support Services meetings and forums, Bush's experience with this project can be shared and disseminated to other schools. Other library media centers who wish to replicate this project can access the research underlying the project, records of participation, and circulation statistics. Additionally, book lists and sources for purchase can be made available to library media teachers desiring to enhance their own Spanish language materials collection.

#### IX. Number of Students that Would Benefit.

Of the current 279 students enrolled at Bush, 23% are ELL (English Language Learners), and many more come from homes where Spanish is the first language. These students and their families will be the primary beneficiaries of these materials; however, it is not only these families that will profit. Most titles available in Spanish are bilingual titles, where the text is in both Spanish and English. With the presence of English language text, the books purchased through this project will increase the cultural awareness of non-Spanish language students as they learn about Latino culture, customs, world views, and values. Thus, regardless of language origin, all students will benefit from the Let's Read Together project.

#### Itemized Project Budget

The primary cost associated with this project is the purchase of Spanish language titles in three areas. The budget for each area is based on the cost of titles selected from Perma-Bound, a provider of library quality hard back books.

**Engaging Read-Alouds and popular titles: \$3500.00**

The books selected in this category are taken from the national "Get Caught Reading - El Dia De Los Ninos/El Dia De Los Libros," 2008 list

**Traditional literature of Latino culture: \$2,000.00**

The books selected in this category are a compilation of Latino traditional literature from Perma-Bound.

**Relevant, high-interest non-fiction titles: \$1,500.00**

The books selected in this category reflect an evaluation of Bush's non-fiction section for topics and subjects areas where few Spanish language titles exist.

**Administrative costs of 5.72%, as per requirements of Salem-Keizer School District policy:**

**\$400.40**

Submitted by Debra Barnes – Library Media Teacher at Bush Elementary 2010

**Total Grant Request:**

**\$7400.40**

General Planning:

Describe the proposed project and what it will do:

Let's Read Together addresses the need for families to have greater access to high quality Spanish language children's literature at Bush Elementary School. Through the continued and increasing participation of Spanish speaking students in Bush's three bilingual classrooms, it is apparent there are insufficient Spanish language materials in our library collection to meet demand. This deficit severely limits the potential of Spanish speaking families to develop Literacy skills at home, thus disadvantaging their student's academic achievement.

How funds will be spent:

Funds for this project will be used to purchase high quality Spanish language materials in three categories to help alleviate the shortage in our collection: engaging read-aloud and popular, award winning books; myths, legends, and traditional literature of Latino culture; and relevant, high-interest non-fiction titles. The budget for each area is based on the cost of titles selected from Perma-Bound, a provider of library quality hard back books.

Why it is needed at Bush:

Bush serves as the primary access many Latino families have to library materials. An increase in bilingual classrooms requiring students to check out Spanish language materials has created an increased demand. The quality and availability of Spanish language books in Bush's library is insufficient to meet the rising demand.

Relevance to district Goals;

This project relates to several elements of Bush's Comprehensive School Improvement Plan (CSIP). A behavior identified in our CSIP states that there will be efforts to augment book collections in school and classroom libraries. This project addresses the Spanish language component of this behavior. The CSIP also identifies refining the use of Literacy Squared: Spanish Model as one of the strategies to support students below benchmark standards. This project provides accessibility to these elements of the CSIP for our Spanish language speaking families.

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This project supports Salem Keizer School District's comprehensive literacy model by providing opportunity for modeled reading, shared reading, authentic reading, purposeful listening, and critical thinking. As parents engage in reading activities with their children, these behaviors are developed and strengthened.

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