

I certify that:

- This assignment is entirely my own work.
- I have not quoted the words of any other person from a printed source or website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this assignment to satisfy the requirements of any other course.

Signature Tamara Meyers

Date 5/29/2011

Tamara Meyers

INFO 520

Literacy and Technology Grant Proposal

May 29, 2011

Drexel University

Executive Summary

John F. Kennedy Elementary School's plan is to develop a current, relevant, innovative, and creative library collection that will excite and engage the entire student body, which includes reluctant readers, struggling readers, ESL & ELL students, at-risk students, and students with disabilities. We propose to do this through the use of updated resources, emergent technology, digital media, and dynamic teaching tools. The way teachers teach and students learn continue to evolve (Castellani & Jeffs, 2001). The tools to improve reading and writing skills have changed dramatically in recent years thanks to the Digital Age and so has the way children learn. According to Robert Doman (1984), children should be taught to their strengths and then "remediating their weaknesses". Digital media can be used to initially teach those that are reluctant readers as well as those that struggle or for whom English is not their first language (Gunter & Kenny, 2008). There is also new technology such as audio books that can be used by those students that are physically disabled. It is our desire to implement this program in conjunction with the new school year and the opening of our new facility in September. We seek funding in the amount of \$20,000.

Background Information

Community

John F. Kennedy Elementary School is located in Indio, California. It is the largest city in the Coachella Valley. According to the cities website, the population of Indio is 101,340; 80% of the community is Hispanic; the per capita income \$17,168 (DSUSD, 2011). It is the largest city in the Coachella Valley. The climate is wonderful year round; it is surrounded by beautiful mountains, and towering palm trees. The city also hosts three major music festivals three weekends in a row in April. However, despite the cities beautiful surroundings and major events, it also deals with a serious drug and gang issue. In addition, the low income and high unemployment of the residents means that students do not receive the support at home that they so desperately need. These students are caught in the Digital Divide and do not have the necessary resources at home to support learning. They do not have access to books or technology. Without necessary funding, the school's library cannot support the students or the curriculum either.

John F. Kennedy, the Library and our Mission

The mission of JFK and the desert Sands Unified School District is "to ensure that every student develops the skills and knowledge to succeeds as an independent thinker, life-long learner, and productive, ethical global citizen, by creating collaborative learning communities or caring, committed, qualified staff, working in partnership with diverse families and our community to assure each student equal access to student-focused learning environments" (DSUSD, 2011).

JFK Elementary is a Title 1 school meaning "at least 40 percent of the children in the school attendance area are from low-income families or at least 40 percent of the student enrollment are from low-income families are eligible to receive federal Title I funds" (Great Schools, 2011).

Our library has gone from being located in a very cramped and dirty portable unit in the far corner of the school's campus, to a windowless classroom, and finally into a brand new facility, which was part of a three school expansion, that was completed at the end of the 2011 school year. It is a beautiful building that does not have any computers or digital resources of any kind. We currently have a collection of 10,108 K-5 titles available for check out. The collection's average copyright age is 1988. California state standards the average age of two thirds of the collection be no more than fifteen years old. There are currently 20 items per student and the California State standards require 28 per student.

Student Body

Our total enrollment at the end of the 2010 school year was 529 students. 94% of the student body was Hispanic, 2.84% Caucasian, and 2.27% African-American. 50% qualified for English Language Learner support and 97% qualified for free or reduced lunches (DSUSD, 2011).

Problem Statement

Our library statistics show that we are far from meeting the educational needs of our student body. We have no current materials with which to motivate not only the reluctant reader but those that actually enjoying reading for pleasure. Our collection is made up of books that are in very poor condition and that are several decades old. The bindings are falling apart, the pages are torn and colored on. They are dusty and drab. Reading has the ability to take us on journeys to other worlds which we never forget. Reading has the potential of opening new avenues of opportunities. Those students that do not like to read or cannot read due to language or physical disabilities are being robbed of that opportunity. Traditional methods for teaching reading skills and motivating students is no longer as viable as it once was. "Change increasingly defines the

nature of literacy learning. New technologies generate new literacies that become important to our lives” (Leu, Kinzer, Coiro, & Cammack, 2004). Change is a constant and children learn differently than they did in the past. They are growing up in a different world and are exposed to different technologies. In order to meet their needs we need to provide proper resources.

JFK has no current technology such as digital books, ebooks, DVD’s, or audio books with which to pique student’s interests. Because the majority of our student body is made up of students for whom English is a second language, reading is a struggle. The parents do not speak English and can therefore not read with their children at night. By providing appropriate resources, such as read-a-longs, we can help to motivate the students and in turn increase their word recognition, spelling skills, and their self-esteem. It is our hope that by using web-based tools such as ebooks we can take advantage of the student’s love of storytelling and capture their attention. Also, by using different resources we want to increase the number of books they complete as well as improve upon their understanding of what has been read.

Proposed Program

Goal Statement:

Our goals are to increase reading motivation, provide appropriate resources for ESL/ELL students and those that are disabled; promote and instill a lifelong love of learning and respect for the library; to use technology and innovation to interest our entire student body; to support the curriculum; to meet California’s educational standards.

Objectives:

- 1.) Increase circulation.
- 2.) Ensure that the California standards of 28 books per student is met.
- 3.) Ensure that the libraries resources and materials are up to date and provide accurate information.

- 4.) Ensure the library provides alternative materials that not only engage but excite the students and stimulate their desire to read and learn.
- 5.) Ensure the curriculum is being supported.
- 6.) Build literacy connections.
- 7.) Provide materials that will assist the students with their classroom projects.
- 8.) Support school and home learning.
- 9.) Improve test scores.

Resources Needed

The following resources are to be purchased from Follett Library and The Library Video Company:

- 1.) Playaways-This product is designed to motivate students, promote language proficiency, connect with readers who are disabled, and promotes fluency.
- 2.) eBook subscription- This allows emergent readers to follow along as text is read aloud, engages struggling students and English Language Learners in classroom and group reading activities, and gives reluctant readers a new way to make reading and learning fun.
- 3.) Audio books
- 4.) DVD's correlated with the state library and educational standards to place in the JFK Library.

Planning and Implementation:

We would like to have the materials ready for the students use by the start of the 2011-2012 school year.

Evaluation Plan:

Circulation-There are various ways to measure the success of the project. The first will be through circulation numbers. Many students leave the library after their visit empty handed because there are no current materials or books that pique their interest. If circulation increases

then the number of students either checking out or returning books early and checking out again will have increased.

Compliance standards-The current California standards require the average age of 2/3 of the collections be no more than fifteen years old. Reports can be run that will determine whether this standard is being met or not.

Testing scores-Another measurement of success will be the results of future state testing scores. A score of 800 is the state's designated performance target. JFK's score for the 2010 school year was 756.

Accelerated Reading-We have very limited participation with our AR program. It is our hope that we can increase the number of students that test and increase their scores.

Budget:

Playaway Audio Collection-\$5000

Interactive eBooks-\$5000

Capstone Interactive Library-\$5000

Tumble Book Library-\$5000

Conclusion

In conclusion, the way students learn is continually changing. Students are now bombarded with visual images on computers, televisions, portable gaming systems, and iPods it is becoming harder to grab and keep their interest. Books do not excite as they once did. It is our goal to reach our students in another way through digital media. Through audio and visual devices we hope to instill a love of storytelling and a new motivation to read the written word. We also want to reach those students that do not speak English or are just beginning to as well as

those who physically can't hold a book. There are many new technologies available that we plan on taking advantage of with this grant.

References

- Castelanni, J. & Jeffs, T. (2001). Emerging reading and writing strategies using technology. *Teaching Exceptional Children*, 33(5), 60-67. Retrieved on May 24, 2011 from <http://cte.jhu.edu/teachingexceptionalchildren-jc.pdf>
- Doman, R. (1984). Learning problems and attention deficits. *Journal of the National Academy for Child Development*, 4(6). Retrieved on May 25, 2011 from <http://nacd.org/journal/article17.php>
- DSUSD. (2011). *John F. Kennedy Elementary school: Accountability report card*. Retrieved on May 21, 2001 from <http://www.dsusd.us/Documents/SARC/Kennedy.pdf>
- Great Schools. (2011). *No child left behind*. Retrieved on May 21, 2011 from <http://www.greatschools.org/definitions/or/nclb.html>
- Gunter, G., & Kenny, R. (2008). Digital booktalk: Digital media for reluctant readers. *Contemporary Issues in Technology and Teacher Education*, 8(1), 84-99.
- Indio Police Department (2011). *Demographic quick facts*. Retrieved on May 21, 2011 from <http://www.indiopd.org/icsc/Read%20Me%20First%20City%20of%20Indio%20Quick%20Links.pdf>
- Leu, D.J., Jr., Kinzer, C.K., Coiro, J., & Cammack, D. (2004). Toward a theory of new literacies emerging from the Internet and other ICT. *Theoretical models and processes of reading* (5th ed.; pp1570-1613) Newar, DE; Internation Reading Association. Retrieved on May 27, 2011 from <http://www.reading.org/Publish.aspx?page=bk502-54-Leu.pdf&mode=retrieve&D=10.1598/0872075028.54&F=bk502-54-Leu.pdf&key=7431E308-5581-466A-B3DD-321153882368>