Coppell Education Development Corporation
Grant Application

Project Title: Library Application for Grant Assistance, 2008-2009

Principal Applicant: CISD Library and Information Services, Debra Marshall

Title of Principal Applicant: Head Librarian and Wilson Elementary School Librarian

ISD Represented in Application: Coppell

Project Period (Start & Finish of Entire Project): September 1, 2008 - May 31, 2009

Total Amount Requested: $ 126,000

Printed Names & Titles of Grant Author(s) & Approvers, Signatures & Dates:

Debra H Marshall	_Debra H Marshall_	4/30/08
Principal Applicant Title (Required)	Signature	Date
Team Member Title (Optional)	Signature	Date
Team Member Title (Optional)	Signature	Date
Principal of School Involved Title (Optional)	Signature	Date
District Superintendent Title (Required)	Signature	Date
** School Board President President (Required)	Signature	Date

** Signifies approval by the School Board of Trustees

Application for

The City of Coppell Educational Development Corporation

Grant Assistance 2008-2009

April 28, 2008

Coppell Independent School District

200 S. Denton Tap Road

Coppell, TX 75019

Section I: Abstract of Project/Activity

"School library media centers can contribute to improved student achievement by providing instructional materials aligned to the curriculum; by collaborating with teachers, administrators, and parents; and by extending their hours of operation beyond the school day."

"Close UP: NCLB – Improving Literacy through School Libraries,"
NCLB The Achiever, September 15, 2004, Vol. 3, No. 13

The Coppell ISD libraries request $126,000.00 under the literacy provision of the Coppell Education Development Corporation. Funds will be used to support the Coppell ISD libraries' continued efforts to maintain an effective district library program that includes quality print and audiovisual materials and online databases. By collaborating with faculty to integrate library materials and programming, and providing curriculum support, the Coppell ISD libraries will further promote student learning and achievement and advance the mission of the district for all students residing in the city of Coppell and attending Coppell ISD.

CISD librarians support and share the vision of *School Library Programs: Standards and Guidelines for Texas, 2005* as stated in the following excerpt, "Texas students will attain knowledge and skills to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the expertise of school librarians and the use of resources and services provided by school library programs," (Texas State Libraries & Archives Commission (TSLAC), 2005, p. 4). Through the assistance of the 2007-2008 grant funds, the Coppell ISD school libraries have added approximately 5,500 titles through April 28, 2008, including award winning books, material for recreational reading and professional development, research supportive nonfiction, online databases, and audio-visual media that supports the district and state curriculum. These materials have had high circulation and use, not just at their home campuses, but also throughout the district, because of:

- Increased focus on collaboration among teachers, technology integration specialists, students, and librarians enabling these materials to be used more effectively.

- The move from the antiquated Circ-Plus library software to Follett's Destiny Library Manager software resulting in increased district-wide resource sharing and the creation of a Union Catalog.

In the five years of CEDC funding, Coppell librarians report a continuing high level of daily usage in the libraries.

It is important to continue the momentum derived from past grant funding and build upon previous years' successes. In 2003-2004, funds were allocated to campuses based on a $15.00 per student basis. 2004-2005 recognized each school library's unique needs and because collections differed in quality, quantity, and age the allocation enabled individual librarians to evaluate their school's collection for specific needs and implement funds accordingly. 2005-2006 funding included the addition of district-wide databases, as well as, an equitable distribution of funds to campus libraries for print and audio-visual resources. Additional computer hardware to improve technology-related library services was purchased at one middle school campus. The computer hardware portion of the grant reflected CISD's technology strategic plan to "implement a program that measures and drives improvement of technology integration in the educational process" (Coppell Independent School District, 2005). The CEDC funds for 2006-2007 and 2007-2008 returned to a per capita distribution of funds in order to equitably address the needs of campuses for quality resources in the purchase of books, audiovisual materials, periodicals, and databases.

With an English as a Second Language (ESL) population of 615 students, and a Bi-lingual population of 42 students, our district increasingly reflects our global society. The number of

students coming from CISD homes with a home language different from English continues to rise. "Librarians are faced with the challenge of linking students from widely varying backgrounds to information sources and drawing them into patterns of regular library use. By creating a positive climate, the school library can provide ESL students with a place for learning, sharing, and personal growth" (Dame, 2004). To progress in the acquisition of English, both spoken and read, these children need access to a large collection of early literacy materials in a wide range of TEKS (Texas Essential Knowledge and Skills) related topics including literature, science, math, and social studies. This CEDC grant will help to secure those critical resources for our libraries and for our CISD families.

Section II: Description of Proposal and Nature of Request

School libraries across the United States are facing increasing budget cuts. Many libraries are in decay with shelves of frayed and tattered books, outdated reference materials, and hand-me-down technology. Due to our own district budget cuts within the last five years, the CISD librarians have relied upon the gracious commitment and unwavering support of the CEDC board in the investment of our libraries. Based upon comprehensive studies it has been convincingly proven that kids in schools with well-funded, well-stocked libraries — run by professionally trained and certified teacher-librarians who collaborate with staff on curriculum — score from ten to twenty-five percent higher on standardized tests than their peers in schools with poorly resourced libraries. CISD librarians appreciate the commitment to quality library programs and collections by the generous grants previously awarded by the Coppell Education Development Corporation.

Nearly two decades of empirical studies cite the measurable impact school libraries and teacher-librarians have on student achievement. These studies conducted in nineteen states and one

Canadian province, including the state of Texas, essentially reveal that if a library has a strong, diverse collection, acts as a curriculum partner with classroom teachers and is staffed with certified teacher-librarians, students in that school will score higher on standardized tests, i.e. the Texas Assessment of Academic Skills (TAKS) test, regardless of socio-economic and educational levels (Scholastic Library Publishing, 2008, p. 10-16). When learners of all ages have the opportunity to gain knowledge and explore information in their libraries, various forms of literacy and numeracy emerge. Research studies have proven, again and again, that the school library program, when funded and staffed properly, positively influences student achievement and increases the literacy level of school children.

Project Goals:

With student achievement as the ultimate goal, CISD libraries will strive to retain and expand upon the three 2004-2007 literacy goals -- to increase the number of items per school; to increase the collaborative use of these materials among teachers, technology integration specialists, students, and librarians; and to continue the process by which librarians assess specific needs of individual campuses based on student population, curriculum alignment, and budget history. Funding for library materials suitable for Coppell students fosters the implementation of content standards, the application of higher order thinking skills, and collaborative and rich contextual learning.

In *School Library Programs: Standards and Guidelines for Texas, 2005,* information literacy is one of the eight core values for Texas libraries: "Texas school libraries assist students in accessing information efficiently and effectively and teach students to recognize that utilizing valid and relevant information is central to meeting the opportunities and challenges of academic success and day-to-day living" (TSLAC, 2005, p. 4).

The mission of any Texas school library program is to ensure that students, teachers, administrators, and staff are effective users of ideas and information. TSLAC states that Texas librarians must effectively implement all the core values of Texas school libraries:

- Academic Achievement = Texas school libraries provide a quality library program that results in improved student academic achievement.

- Access For All = Texas school libraries provide equitable and universal access to all members of the school learning community.

- Reading = Texas school libraries encourage and engage students to read, view, and listen for understanding and enjoyment in an environment that fosters and supports a passion for reading, learning, and pursuing individual interests.

- Lifelong Learning = Texas school libraries teach skills and habits of "learning how to learn" so that students become self-reliant, independent adults, and responsible, contributing citizens.

- Technology = Texas school libraries embrace and implement technology and teach students to use it responsibly and effectively to help them acquire the knowledge and skills required for the 21st century.

- Information Literacy = Texas school libraries assist students in accessing information efficiently and effectively and teach students to recognize that utilizing valid and relevant information is central to meeting the opportunities and challenges of academic success and day-to-day living. (p. 4)

Through CEDC funding of current print resources, audiovisual materials, and electronic databases, Coppell students will become effective consumers of information and possess the skills needed to succeed in an increasingly complex information society.

Below are three charts detailing objectives, activities, persons responsible, time lines, and documentation to further clarify the process by which grant needs for print and electronic resources will be discerned and funds will be requested.

Goal 1: To buy additional, current books to generate increased circulation and meaningful usage that support and enhance the CISD curriculum. (Objective retained from 2004-2007 grants)			
Activities	**Persons Responsible**	**Time Line**	**Documentation**
Weed collection using collection analysis report and *CREW* manual	District Librarians	Spring 2008/Ongoing	List of books weeded
Utilize professional selection tools, review journals, & state wide reading initiatives to develop book orders	District Librarians	Spring 2008/Ongoing	Book Order
Meet with administrators, teachers and students to determine book needs	District Librarians	Spring 2008/ Ongoing	Book Order
Utilize TEKS and Curriculum Alignments to determine grade level and department needs	District Librarians	Spring 2008/Ongoing	Book Order

Goal 2: To increase collaborative partnering between teachers, integration specialists, and librarians. (Objective retained from 2004-2007 grants)			
Activities	**Persons Responsible**	**Time Line**	**Documentation**
Meet regularly with grade levels and departments to plan units/projects as needed	District Librarians, teachers, & integration specialists	Ongoing	Class Visit Planning Form recommended
Evaluate strengths and weaknesses of units/projects	District Librarians, teachers, & integration specialists	Following completion of units/projects	Post Research Evaluation Form recommended
Integrate online databases in school curriculum	District Librarians, teachers, & integration specialists	Ongoing	Lesson Plans & library schedules
Communicate successful use of CEDC grant funds.	District Librarians, District Communications	Ongoing, following completion of units/projects	Bulletin boards, newspaper articles, e-mails, newsletters, school websites, announcements, student in-house media productions.
Work closely with Curriculum Integration Specialist	Integration Specialist and Librarian	Ongoing	Lesson Plans & library schedules

Goal 3: To assess each school's individual needs and request additional funds based on its needs.			
Activities	**Persons Responsible**	**Time Line**	**Documentation**
Gather statistical information on each collection (age, number of volumes per resource type, number of volumes per student)	District Librarians	Fall 2008, Ongoing	Monthly reports from Destiny Library Manager
Solicit individual campus needs.	District Librarians, Campus Faculty	Spring 2009, Ongoing	Individual Campus Needs Assessment
Evaluate the needs assessment results to create grant requests	District Librarians	Spring 2009, Ongoing	Additional request for funds from individual schools

Section III: Detailed Budget

"Libraries must purchase a sufficient number of new books per student, and they must make a concentrated effort to replace older materials for each classroom and school library on an annual basis."

"Providing Books and Other Print Materials for Classroom and School Libraries."
A Position Statement of the International Reading Association, 1999.

Print and Audio-Visual Resources:

All schools need basic funds to enable them to purchase and provide curriculum material, state and national award-winning books, and state-recommended reading lists. Each elementary and middle school library program will be allotted a per capita amount of $12.86, and Coppell High School (CHS) $13.24, for print and audio-visual materials for expenditure according to individual campus needs. New Tech High School @ Coppell (NTHS@C) will have access to print materials through Interlibrary Loan within the district. With the average price of a Children's or Young Adult book at $21.10(Kenney, March 2008), the sum of $121,930.00 will purchase approximately 5779 new book or audiovisual titles for the district.

Online Periodical Databases:

The CEDC 2008-2009 grant funds will be used to extend our contract of the district license for World Book Web, including the full suite of Worldbook Online databases, including WB Kids, WB Online Reference Center, WB Advanced, and WB's Spanish language encyclopedia.

Additional Online Databases

CHS will use approximately $4615 from their Book/AV allotment of $13.24 per student to fund licenses for students, faculty and families of CHS and NTHS@C the rights to access:

- Additional EBSCO databases, including over 5000 ebooks, not provided free of charge by Texas Education Agency as required by Rider 88 of Senate Bill 483.

- GALE Group Resources including Literature Resource Center, and a vast array of periodical databases.

- ABC-Clio Social Studies database of information about world history, and the countries of the world.

These are recommended database systems for secondary schools because nationally, they are in use by most American universities and public libraries. Therefore, our libraries are providing our students with consistency and continuity in their use of authoritative online reference sources. These online electronic databases assist students and faculty in research efforts requiring the most current, authoritative, indexed information and include current journals and newspapers. CISD librarians collaborate and partner with campus curriculum integration specialists and teachers to integrate these online information sources into meaningful classroom instruction. Completing the three objectives of this project with CEDC funding will not require additional staff nor will it require any additional software, technology updates, or curriculum packages.

Process by which 2008-2009 funds will be allocated:

Past CEDC grant applications have used a certain day's official attendance number to compute not only the overall number of students served by the grant, but also the attendance number at each of the campuses of CISD within the city limits of Coppell. This grant application will not be able to use this method of computation for the allocation of the grant money because of several factors that will alter attendance figures taken in Spring 2008, including:

- Closure of Lee Elementary, with Lee students being rezoned to attend other elementary schools within CISD.

- Rezoning of attendance boundaries for all schools in CISD, causing campus populations to change from current status.

- New high school campus, NTHS@C, to be located at former Lee Elementary. NTHS@C will house approximately 230 students from Coppell High School. These students will not have a campus library, but will use resources of CHS including the online databases.

In 2008-2009, Coppell ISD will include thirteen schools in the city of Coppell with approximately 9400 students, Pre-K through grade 12. Twelve of the campuses will include a library. As of April 7, 2008, projected enrollment for 2008-2009 will be:

- High School (Grades 9-12 at CHS and NTHS@C) 3056

- Middle School (Grades 6-8) 2442

- Elementary School (Grades Pre K – 5) 3893

- Total of 9391 students

The resources purchased through these grant monies will be made available to 100% of the student population attending these schools. The $126,000 print, audio visual and electronic databases requested for all the school libraries translate to $13.40 per student.

There will be no impact on salaries or benefits if this grant is approved. All additional materials will be funded through the grant and will be accounted for each quarter. There will be no ancillary book expenses, third party contractors, travel, or professional development expenses. The $126,000.00 total figure for the request has been approximated to the nearest rounded amount. The price of the online databases is a projected figure based upon most recent information from the vendors. Please review the following chart for all requests and distribution of funds.

Library CEDC Grant 2008-2009

Campus	Population	Books/AV	World Book Web	Campus Total
Elementary Schools				
Books/AV = Population x $12.86				
Austin	518	6661	260	6921
Cottonwood Creek	455	5851	260	6111
Denton Creek	479	6160	260	6420
Lakeside	535	6880	260	7140
Mockingbird	550	7073	260	7333
Pinkerton	354	4552	260	4812
Town Center	565	7266	260	7526
Wilson	437	5620	260	5880
Elementary Totals	**3893**	**50064**	**2080**	**52144**
Middle Schools				
Books/AV = Population x $12.86				
East	746	9594	260	9854
North	836	10751	260	11011
West	860	11060	260	11320
Middle School Totals	**2442**	**31404**	**780**	**32184**
High School				
Books/AV = Population x $13.24				
Coppell High School				
(Inc. NTHS@C students)	3056	40461	1210	41671
Category Totals	**9391**	**121930**	**4070**	**126000**

Books/AV:	Includes books, ebooks, audiobooks, magazine subscriptions, DVDs, CDs, MP3s and other media. Additionally, CHS uses this allotment to pay for advanced-level, high school related databases equaling $4,615.
EBSCO:	EBSCO and Britannica Online were chosen by the Texas Education Agency as the two databases to be provided free of charge to Texas public schools, as required by Rider 88 of Senate Bill 483. TEA will provide EBSCO and Britannica Online again in the 2008-09 school year. This EBSCO subscription includes Student Research Center, Kids Search, EBSCOhost Web, and Searchasaurus - Elementary School.
Worldbook Web	Includes full suite of Worldbook Online databases, including WB Kids, WB Online Reference Center, & WB Advanced and the Spanish language encyclopedia. In order to take advantage of special discounted pricing, CHS incurs the extra cost for WB Advanced because it has features needed by the high school students. Cost for 2008-09 will not increase.

Section IV: Project Measurements and Evaluation

Measurement:

The effectiveness of this project can be qualitatively measured through monthly documentation reports which include circulation statistics and library usage information. Further quantitative measures for the effectiveness of this project will include copies of invoices submitted to the committee documenting new print acquisitions, magazine orders, online database acquisition, and AV additions to the collection. In addition, each library will prepare a monthly collection statistics report showing acquisitions and deletions. Reports will be submitted to the Head Librarian, and to the Assistant Superintendent for Curriculum & Instruction and reviewed at district librarian meetings throughout the year.

Evaluation:

Evaluation of this project will be measured against the exemplary standard of *School Library Programs: Standards and Guidelines for Texas* from the Texas State Library and Archives Commission and the Texas Education Commission (see Reference Page Website). The six major components of the Learner-Centered School Library Program (p. 5-6) constitute the framework CISD will use as a guide to determine the project's success. While maintaining an exemplary program in all six areas is important, it is the exemplary standard of the three principles outlined below that the grant funds will impact directly. The exemplary standard is outlined in more detail on pages 13 and 15-16 of *School Library Programs: Standards and Guidelines for Texas*. (see Reference Page Website) .

- Standard II. Learner-Centered Program Leadership and Management

  o Principle 3. Budgets/Funding: The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that supports a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community.

- Standard III. Learner-Centered Technology and Information Access

  o Principle 1. The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy.

  o Principle 3. The librarian employs existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs. (2004)

Dr. Keith Curry Lance, Director of Library Research Service at Colorado State University, sums up the impact of school library programs when he states, "School libraries are a powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance" (Lance, *Importance, 2004*). All things being equal, Dr. Lance found that library media factors consistently outperform other school characteristics, including teacher-pupil ratios and per-pupil expenditures. "The library media center of today is no longer a destination; it is a point of departure for accessing the information resources that are the essential raw materials of teaching and learning"(Lance, *Libraries*, 2004, p.9). There is a simile usually passed on to aspiring librarians in undergraduate work that a strong library program should be like an octopus; it is apparent in every classroom, and if anyone tries to cut off a tentacle, they couldn't because all the tentacles are so interwoven into the school. The Coppell ISD librarians respectfully apply for

this grant in order for our libraries to become octopi and provide our students and teachers a

library program that is vital to the development of literate, lifelong learners.

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