

**Application for**  
**The City of Coppell Educational Development Corporation**  
**Grant Assistance 2005 – 2006**

**Coppell Independent School District**  
**200 S. Denton Tap Road**  
**Coppell, TX 75019**

### **Section I: Abstract of Project/Activity**

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. By having the recommended number of books, available online resources, and by 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, 2004* 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 School Libraries Texas State Libraries & Archives Commission, 2004, p. 4). Through the assistance of the 2004-2005 grant funds, the Coppell ISD school libraries have added approximately 5,000 titles through March 15, 2005, including award winning book titles, recreational reading material, professional material, research supportive nonfiction, databases, and audio-visual DVDs and video tapes to support the district and state curriculum. Increased focus on collaboration among teachers, technology integration specialists, students, and librarians has enabled these materials to be used effectively, and selective weeding of aging collection titles has allowed the Coppell school library collections to remain current. Since receiving two 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 the last years' successes. In 2003-2004, funds were allocated on a \$15.00 per student basis, funding each school in proportion to its enrollment. In 2004-2005, funds were allocated based on the recognition of each school library's uniqueness. Each library collection differed in quality, quantity, and age. The allocation of the 2004-2005 grant funds provided a same basic minimum book budget for each campus, enabling individual librarians to evaluate the school's collection for specific needs and implement funds accordingly. Last year's funding also provided the addition of district-wide databases through online subscription services.

The 2005-2006 CEDC proposal provides for an equitable distribution of funds to all campus libraries for print and online database resources. The proposal also includes a request for additional computer hardware to improve technology-related library services at one middle school campus. The computer hardware portion of the proposal reflects the school district's strategic plan for technology to "implement a program that measures and drives improvement of technology integration in the educational process" (Coppell Independent School District, 2005). General student achievement and student technology knowledge and skills will be positively impacted through the utilization of the requested technology resources.

## **Section II: Description of Proposal and Nature of Request**

"Research conducted for various state libraries by Ester Smith for the Texas State Library and Archives Commissions and by Keith Lance, Director of Library Research Services at Colorado State University, has shown that resources, services, and activities in school libraries positively impact student achievement as measured on standardized test scores" (Texas State Library &

Archives Commission, 2004, p. 40). In light of that research, the *School Library Programs: Standards and Guidelines for Texas* contains three tables, attached to this document as Appendix A, found on pages 49-56, that show conclusively the impact that the school library program has on the Texas Assessment of Academic Skills (TAKS) and the Texas Essential Knowledge and Skills (TEKS). Table 1 is a list of TAKS objectives influenced by the library program; Table 2 shows the influence of the library program on the number and percentage of TEKS student expectations organized by curriculum area; Table 3 shows the influence on the same student expectations but organized by grade level. Through an examination of the three tables, it is apparent that the school library program, when funded and staffed properly, influences student achievement and increases the literacy level of Texas school children.

#### Objectives:

With student achievement as its ultimate goal, CISD libraries will retain and expand upon the three 2004-2005 literacy objectives -- 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. With regard to this third objective, the Coppell Middle School North librarian requests differentiated funds to address the critical shortage of computers affecting middle school student performance and technology accessibility. Increasing technology resources in the libraries promotes information literacy; access to the Internet; integration that fosters the implementation of content standards, benchmarks, and rubrics; and the application of higher order thinking skills, collaborative and rich contextual learning. In the *School Library Programs: Standards and Guidelines for Texas*,

2004 information literacy is one of the eight core values 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” (Texas State Library & Archives Commission, 2004, 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. The 2004 Texas State Library & Archives Commission 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 21<sup>st</sup> 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, electronic databases, and additional student computer workstations, Coppell students will become effective consumers of information and possess the skills needed to succeed in an increasingly complex information society.

Below is a chart 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.

<b>Objective 1:</b> To buy additional, current books to generate increased circulation and meaningful usage that support and enhance the CISD curriculum. (Objective retained from 2004-2005 grant)			
<b>Activities</b>	<b>Persons Responsible</b>	<b>Time Line</b>	<b>Documentation</b>
Weed collection using collection analysis report and <i>CREW</i> manual	District Librarians	Spring 2005/Ongoing	List of books weeded
Utilize selection aids, consideration files and state wide reading initiatives to develop book order	District Librarians	Spring 2005/Ongoing	Book Order
Meet with administrators, teachers and students to determine book needs	District Librarians	Spring 2005/ Ongoing	Book Order
Utilize TEKS and Curriculum Alignments to determine grade level and department needs	District Librarians	Spring 2005/Ongoing	Book Order

<b>Objective 2:</b> To increase collaborative partnering between teachers, integration specialists, and librarians. (Objective retained from 2004-2005 grant)			
<b>Activities</b>	<b>Persons Responsible</b>	<b>Time Line</b>	<b>Documentation</b>
Meet 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

<b>Objective 3: To assess each school's individual needs and request additional funds based on its needs.</b>			
<b>Activities</b>	<b>Persons Responsible</b>	<b>Time Line</b>	<b>Documentation</b>
Gather statistical information on each collection (age, number of volumes per resource type, number of volumes per pupil)	District Librarians	Fall 2005, Ongoing	Monthly reports from Follett circulation system
Gather anecdotal information on school curriculum and reading needs	District Librarians	Fall 2005, Ongoing	Consideration files, potential book orders,
Create a guideline to report individual school needs.	Grant Committee	Spring 2006, Ongoing	Needs Assessment forms
Evaluate the needs assessment results to create grant requests	District Librarians	Spring 2006, Ongoing	Additional request for funds from individual schools

Process by which 2005-2006 funds will be allocated

Print 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 school library program will be allotted \$6,000.00 for print and audio-visual materials according to individual campus needs. With the average price of a book at \$19.31 (St. Lifer, 2004, p.11), the sum of \$6,000.00 will purchase approximately 310 book titles. The elementary school funds will also purchase and maintain current, high-profile, and recommended award winning titles.

Each middle school library program will be allotted \$12,000.00 for print and audio-visual materials according to individual campus needs. The high school library program will be allotted \$30,000.00 for print and audio-visual materials.

#### Online Periodical Databases:

The CEDC 2005-2006 grant funds will be used to extend our contract of a district license for Gale Group Online, a consortium of sixteen databases, which was purchased last year with CEDC grant funds. This online electronic database assists students and faculty in research efforts requiring the most current, authoritative, indexed information and includes current journals and newspapers (see Appendix B). Through the Gale database, the librarians collaborate and partner with campus Curriculum Integration Specialists and teachers to integrate this information source into meaningful classroom instruction. Campuses may also elect additional databases via their basic funding.

#### Coppell Middle School North Library Computer Needs:

The CMS North library requests that \$4,000.00 of its total \$12,796.00 allotment be used for five computer workstations, in addition to the necessary print materials and online databases. The North print collection is already vibrant and growing, with an active parent association willing to assist as needed, with a collection building process fueled in recent years by a new school budget, and an annual gift donation of new titles to the library print collection. The North library is used extensively by its students and staff as a multi-purpose information resource center serving computer technology and print information needs. Currently, the ten computer workstations available for students in the library are inadequate for the total population of



students and the type of use the computers receive. The need for additional workstations is predicated on the following:

- The computer labs, which are upstairs at North, are not within close and easy proximity to the library.
- Computer searching for library books, a primary middle school library function, is hampered by the heavy student research needs in the library at North.

In an ideal scenario, classes and individual students will come to the library to gather information and will naturally flow between the computer and books, as the type of information that is needed becomes apparent. With only ten workstations available in the library and the computer labs on the second floor, students and teachers frequently cannot work together and complete a lesson because computer access is not available. The learning process is hindered as students must wait for one of the ten computers or go upstairs to the lab unaccompanied by the teacher. The North students, with their unique information and reading needs, will be served best by funding directed toward the combination of print, computers, and online databases.

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.

Computers purchased with the funds will have support and maintenance by the CISD Technology Department.

### **Section III: Detailed Budget**

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, technology expenses other than hardware for the middle school library,

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 last year's amount, and no major increase is expected. Please review the following chart for all requests and distribution of funds.

Coppell Schools	Basic Amount	Gale Group Online	Computers	Individual School Total
Austin Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Cottonwood Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Denton Creek Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Lakeside Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Lee Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Mockingbird Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Pinkerton Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Town Center Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
Wilson Elementary	\$6,000.00	\$327.78	\$ .00	\$6,327.78
CMS East	\$12,000.00	\$765.00	\$ .00	\$12,765.00
CMS North	\$8,000.00	\$765.00	\$4,000.00	\$12,765.00
CMS West	\$12,000.00	\$765.00	\$ .00	\$12,765.00
CHS	\$30,000.00	\$754.98	\$ .00	\$30,754.98
<b>Totals:</b>	<b>\$116,000.00</b>	<b>\$6,000.00</b>	<b>\$4,000.00</b>	<b>\$126,000.00</b>

Coppell Middle School North requests a purchase of five computers from Dell Computer. The cost of one Dell computer (Pentium 4 Processor, Optiplex GX280, 512MB memory, 40GB hard drive, and 17" monitor) is \$750.00 and an approximate figure of \$49.00 will purchase an additional Microsoft Office software package per computer. The total requested amount for all computer and computer related items is \$4,000.00.

**Section IV: Project Measurements and Evaluation**

Coppell ISD serves thirteen schools in the city of Coppell. The libraries of these schools serve 8,671 students that reside in the city, Pre-K through grade 12. Students served by this project, as recorded on January 15, 2005, the official reporting date, are:

- High School ( Grades 9-12) 2,580
- Middle School (Grades 6-8) 2,006
- Elementary School (Grades Pre K – 5) 4,085
- Total of 8,671 students

The resources purchased through these grant monies will be made available to 100% of the student population attending these schools. The \$126,000.00 request translates to \$14.53 per student. The \$122,000 print and audio visual request for all the school libraries translates to \$14.07 per student. CMSN will have grant monies available to 772 students attending the middle school. The \$4,000.00 middle school computer request translates to \$5.18 per student.

**Measurement:**

The effectiveness of this project can be qualitatively measured through monthly documentation reports which include circulation statistics and library usage information. Further quantitative measure 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 district supervisor and reviewed at district librarian meetings throughout the year.

## Evaluation:

Evaluation of this project will be measured against the exemplary standard of the *School Library Programs: Standards and Guidelines for Texas* from the Texas State Library and Archives Commission and the Texas Education Commission (see Appendix A). 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 on 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 Appendix A)

- Standard II. Learner-Centered Program Leadership and Management
  - 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
  - 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.
  - 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 (2002), the 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.” In 2002, Dr. Keith Curry Lance also states in *How School Libraries Improve Outcomes for Children: The New Mexico Study*, that a strong school library program is one:

- That is adequately staffed, stocked and funded
- Whose staff are actively involved leaders in their school’s teaching and learning enterprise
- Whose staff have collegial, collaborative relationships with classroom teachers
- That embraces networked information technology (p.VIII)

The library program is successful only when its facilities, services, and resources are managed, funded and used effectively. Coppell ISD librarians respectively apply for this grant to provide students and teachers a library program that is vital to the development of literate, lifelong learners.

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