Application for

The City of Coppell Educational Development Corporation

Grant Assistance 2006 – 2007

April 6, 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, 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 School Libraries Texas State Libraries & Archives Commission, 2005, p. 4). Through the assistance of the 2005-2006 grant funds, the Coppell ISD school libraries have added approximately 5,000 titles through March 8, 2006, 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 three 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 grant provided for an equitable distribution of funds to all campus libraries for print and online database resources. The proposal also included additional computer hardware to improve technology-related library services at one middle school campus. The computer hardware portion of the proposal reflected 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 have been positively impacted through the utilization of the acquired technology resources.

This CEDC proposal for 2006-2007 returns to a per capita distribution of funds in order to equitably address the needs of campuses for books and databases. Funding for this proposal will continue to provide quality resources in the areas of books, audio visual materials, periodicals, and databases for the general population as well as those with special needs.

Programs serving special populations must provide resources for a wide range of reading levels and educational needs. With an English as a Second Language population of 534 students, our district increasingly reflects our global society. The number of students coming from homes with

a home language different from English continues to rise. Campuses with an ESL program require additional library resources to affirm these students' backgrounds and meet their unique educational needs. For example, current books on students' native countries must be on the library shelves. Not only does this recognize their origins, it also provides cultural background information to their peers and teachers. An incoming ESL student with little or no English language background needs nonfiction reading materials in a low readability level supporting a wide range of academic curriculum. Certainly many of these children progress rapidly, but they are beginning readers when they arrive and must have beginning reader materials plus more titles across a wide range of TEKS (Texas Essential Knowledge and Skills) related topics in reading.

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, 2005, 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 2004-2006 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.

Funding for library materials suitable for Coppell students fosters the implementation of content standards, benchmarks, rubrics, the application of higher order thinking skills, and collaborative and rich contextual learning.

> The promotion of literacy is the most essential element in a design of school library services to a linguistically and culturally diverse student population. 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 English as a second language (ESL) students with a place for learning, sharing, and personal growth." (Dame, 2004)

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, 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. The 2005 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 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, audio visual 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 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.

Objective 1: To buy additional, current books to generate increased circulation and meaningful usage that support and enhance the CISD curriculum. (Objective retained from 2004-2006 grants)			
Activities	**Persons Responsible**	**Time Line**	**Documentation**
Weed collection using collection analysis report and *CREW* manual	District Librarians	Spring 2006/Ongoing	List of books weeded
Utilize selection aids, consideration files and state wide reading initiatives to develop book order	District Librarians	Spring 2006/Ongoing	Book Order
Meet with administrators, teachers and students to determine book needs	District Librarians	Spring 2006/ Ongoing	Book Order
Utilize TEKS and Curriculum Alignments to determine grade level and department needs	District Librarians	Spring 2006/Ongoing	Book Order

Objective 2: To increase collaborative partnering between teachers, integration specialists, and librarians. (Objective retained from 2004-2006 grants)			
Activities	**Persons Responsible**	**Time Line**	**Documentation**
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

Objective 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 pupil)	District Librarians	Fall 2006, Ongoing	Monthly reports from Follett circulation system
Gather anecdotal information on school curriculum and reading needs	District Librarians	Fall 2006, Ongoing	Consideration files, potential book orders,
Create a guideline to report individual school needs.	Grant Committee	Spring 2007, Ongoing	Needs Assessment forms
Evaluate the needs assessment results to create grant requests	District Librarians	Spring 2007, Ongoing	Additional request for funds from individual schools

Process by which 2006-2007 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 school library program will be allotted a per capita amount of $11.99 for print and audio-visual materials for expenditure according to individual campus needs. With the average price of a book at $20.52 (St. Lifer, March 2005, p.1), the sum of $115,350.00 will purchase approximately 5620 new book or audio visual titles. These school funds will purchase and maintain current, high-profile, and recommended award winning titles as well as address the campus curricular needs and those of special student populations.

Online Periodical Databases:

The CEDC 2006-2007 grant funds will be used to extend our contracts of district licenses for Gale Group Online, a consortium of sixteen databases, and World Book Online which were purchased last year with CEDC grant funds. These online electronic databases assist students and

faculty in research efforts requiring the most current, authoritative, indexed information and include current journals and newspapers (see Appendix B). Through the Gale and World Book databases, the librarians collaborate and partner with campus curriculum integration specialists and teachers to integrate these information sources into meaningful classroom instruction. Campuses may also elect additional databases via their basic funding.

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.

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, 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 2006-2007					
Campus	**Population**	**Books/AV**	**Gale Group Online**	**World Book Online**	**Campus Total**
Elementary Schools					
Books = Population x $11.99					
Gale = Population x $0.78 (max $337 for 432 or more)					
Austin	548	$6,569.00	$337.00	$257.00	$7,163.00
Cottonwood Creek	505	$6,054.00	$337.00	$257.00	$6,648.00
Denton Creek	505	$6,054.00	$337.00	$257.00	$6,648.00
Lakeside	509	$6,101.00	$337.00	$257.00	$6,695.00
Lee	419	$5,023.18	$326.82	$257.00	$5,607.00
Mockingbird	529	$6,340.00	$337.00	$257.00	$6,934.00
Pinkerton	346	$4,148.12	$269.88	$257.00	$4,675.00
Town Center	548	$6,569.00	$337.00	$257.00	$7,163.00
Wilson	401	$4,807.22	$312.78	$257.00	$5,377.00
Elementary Totals	**4,310**	**$51,665.52**	**$2,931.48**	**$2,313.00**	**$56,910.00**
Middle Schools					
Books = Population x $11.99					
Gale = Population x $1.12 (max $878 for 784 or more)					
East	731	$8,764.28	$818.72	$257.00	$9,840.00
North	832	$9,974.00	$878.00	$257.00	$11,109.00
West	867	$10,394.00	$878.00	$257.00	$11,529.00
Middle School Totals	**2,430**	**$29,132.28**	**$2,574.72**	**$771.00**	**$32,478.00**
High School					
Books = Population x $11.99					
Gale = Population x $1.59 (max $1,562 for 982 or more)					
Coppell High School	**2,881**	**$34,542.00**	**$1,562.00**	**$508.00**	**$36,612.00**
Category Totals	**9,621**	**$115,339.80**	**$7,068.20**	**$3,592.00**	**$126,000.00**

Section IV: Project Measurements and Evaluation

Coppell ISD serves thirteen schools in the city of Coppell. The libraries of these schools serve 9621 students that reside in the city, Pre-K through grade 12. Students served by this project, as recorded on February 15, 2006, the official attendance verification date, are:

- High School (Grades 9-12) 2881

- Middle School (Grades 6-8) 2430

- Elementary School (Grades Pre K – 5) 4,310

- Total of 9,621 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 $13.00 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 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 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 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 Appendix A)

- 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 (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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