



PROJECT PROPOSAL

Important: To avoid disqualification, do not include the name of your campus or mascot, or any other means of identification, from this point forward in your application.

Project Title: Nook a Book

Summary:

Students will be exposed to innovative and interactive tools that enhance and support students' reading achievement. Through an engaging tool, Nooks will accelerate reading skills of struggling readers who may be bilingual or ESL and come from a low socioeconomic background.

Grade(s) for Implementation	Subject area(s) related to proposed project/program	Number of Student(s) affected by proposal	Number of Teacher(s)	Number of Administrators(s)
1 st Grade	Reading	81 students	4	2

Is this program/project:

New to Classroom	New to Campus	New to Vertical Team	New to Department	New to District
<input checked="" type="radio"/> Yes or No	<input checked="" type="radio"/> Yes or No	<input checked="" type="radio"/> Yes or No	<input checked="" type="radio"/> Yes or No	Yes or <input checked="" type="radio"/> No

Have you received funds for this project from CCISD previously?	<input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, please explain.
Have you ever received a grant from CCEF before? If yes, give the name of the project(s).	<input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, what year? _____

DIRECTIONS: Please provide a summary for each area listed below.

Need: *(Describe the area of student achievement you wish to address and give any data that supports the need. Please include how this proposal addresses district and campus goals.)*

Nooks will engage and foster students' reading skills. Due to the limited resources of technology and reading, Nooks will target struggling readers who are bilingual and ESL. This program will offer a different opportunity and tool to advance their second language acquisition skills. According to research, children learn to read at a higher rate when books are enjoyable and contain many pictures (Krashen, 2004). Supplementing print with audio allows struggling readers to track words as well as hear spoken English. Krashen also states that the reading ability of ELLs, their ability to write in an acceptable writing style, their spelling ability, vocabulary knowledge, and their ability to handle complex syntax is the result of reading" (Krashen, 2004a). Writing is also another area where bilingual and ESL students struggle due to their inexperience of their second language. Research suggests that the social environment of the classroom creates opportunities for ELLs to engage in collaborative activities integrating their interests and experiences with higher-order thinking and giving them opportunities to practice language associated with higher-order thinking skills through listening, speaking, reading, and writing activities (Pérez & Torres-Guzmán, 2002). Bilingual students are at a disadvantage due to their exposure of reading, writing, and language skills in their second language only at school. By providing ample tools like the Nooks, students will have more opportunities to practice English. Struggling readers should have access to visuals, modeled reading, and high quality education materials that enhance reading skills. Since the demographics of the campus place the students at risk in reading, Nooks will offer students an opportunity to heighten their reading skills on a



weekly basis. Targeting these struggling readers aligns with the campus goals by striving to improve reading goals.

Objectives: *(State measurable objectives in terms of student behavior or performance.)*

Nooks will allow students to have access to grade appropriate reading that targets fluency, vocabulary, and comprehension as stated in the Texas Essential Knowledge and Skills. Teachers will measure students' performance by administering a pre-test and post-test of the students' attitude toward reading in print and e-books, along with fluency and comprehension assessments regularly. Overall, the goal is to increase student achievement in reading, in turn enhancing their writing abilities.

Description of Proposed Project/Activity: *(Describe what you want to do with the grant funds. List activities and timeline. How does this relate to the funding priorities?)*

The grant funds will incorporate student and parental involvement.

November 2012 -May 2013- Students will have access to read e-books on the Nook for leisure reading in the classroom at least three times a week. Students will be able to read with partners on leveled books as well as read to the teacher for assessment and leisure purposes.

January 2013- May 2013- Parents will be invited to read an e-book with their child once every two weeks after school. Parents will record their attendance along with the title of the e-book in a log.

Evaluation Strategy: *(Describe how you will know if your objectives are met. How will you share your program's success with your peers?)*

Objectives will be met through evaluation of a variety of assessments. Pre-tests and post-tests will be administered along with weekly fluency and comprehension assessments. Teachers will also assess the students' end of the year reading level using the Developmental Reading Assessment to examine the students' growth.

The success of this program will be *spotlighted* at Faculty Meetings, Vertical Learning Communities, Professional Learning Communities, and through parent testimonials.

Partners: *(Identify any school and /or community partners involved in the project and their respective roles, if applicable.)*

Sustainability: *(If funded, how will you continue the program/project in the future? What will be the recurring costs? How will this program/project be funded in the future?)*

The goal is to utilize the Nooks in the classroom each academic year. Recurring costs include new e-books purchased by the classroom teacher yearly. Future funds will be funded by donations stemming from parents, school, community members, PTA, and school festivals.



DIRECTIONS: Note the budget distribution for each category. Be specific. Be sure to include postage/S&H charges.

Budget Items	Requested Funds	Matching Funds <i>(Please include all funds available to you from other sources.)</i>	Vendor	Budget Code
Supplies (please list)				
Equipment				
Nook Tablet- 16	\$2,224.00		Barnes and Nobles	
Earphones- 16	\$77.25		Wal-Mart	
Screen Protectors- 16	\$47.68		Amazon	
Nook Case Covers- 16	\$136.80		Amazon	
Contracted Services (list consultants)				
Other				
E-books	\$14.27		Barnes and Nobles	
Total	\$2,500.00			

GRANT APPLICATION SUBMISSION INSTRUCTIONS:

1. Prior to submission, consult the "Checklist to Avoid Disqualification" and other guidelines against your completed application.
2. E-mail your application to grants@ccef-ccisd.org by **11:30 p.m. on Friday, September 21, 2012.**
3. Mail a hardcopy with original signatures on the cover sheet postmarked by **September 21, 2012** to:

Corpus Christi Education Foundation
 ATTN: Programs Committee
 P.O. Box 2822
 Corpus Christi, TX 78403

