



Dear 2017-2018 Grant Applicant (s):

Welcome to the 2017 grant application process. We would like to provide a few pointers and guidelines as you begin filling out the application. Please note that there are changes from previous years, so please be sure to use the 2017 application and process.

The Marshfield Education Foundation is committed to funding innovative projects not covered in the school budget. Our hope is to allow teachers and school staff the resources to put their best teaching practices into effect. We also believe in the well-being of the whole student and welcome projects from school staff who may not be classroom teachers.

As you fill out the application, please keep the following in mind:

- Anecdotal stories go further than heavy research data. While some research data is fine and helpful, cutting and pasting large portions of research does not provide us with a sense of your classroom and the way the materials/speakers/technology will be utilized. Personalizing your application will have a greater impact on those reading your application.
- Applications should be project based. It is acceptable to request technology; however, we would like to see a description of its everyday classroom application rather than research on the importance of technology in the classroom. Ideally, the technology would be presented as part of a project. That project may be as small as a unit or as large as a year-long learning objective. Any technology requests must be approved and signed off by Dave Cawthorne prior to submission.
- It is important to provide the names of all teachers who may utilize the materials you are requesting. Materials may only be purchased for use in classrooms of those teachers whose names are on the application.
- It is essential that all portions of the application are answered in detail. The questions put forth are important to the Grant Committee and the Board of Directors.
- Budgets must be detailed with specific line items and their related cost.
- On average MEF grants a total of \$100,000 annually. Grants valuing more than 25% of current year's funding may only be partially funded. If you are thinking of submitting a grant over that amount, please contact a member of the Grant Committee. We also encourage you to seek out possible cross district grants and community partnerships.

We are happy to answer any questions you may have as you prepare your application. Feel free to email the Grant Committee at mefgrantcommittee@gmail.com.

We wish you the best of luck with the grant process. Your participation, regardless of the outcome, keeps the process competitive and encourages best teaching practices across the town of Marshfield.



2017-2018 Grant Proposal Cover Sheet

Primary applicants: Vanessa Scanzillo, Amy Miller, Janna Murphy, Pamela Roberts, Deb DiBona, Cathy Minich

Primary applicant's email: vscanzillo@mpsd.org, amiller@mpsd.org, jmurphy6@mpsd.org, proberts@mpsd.org, ddibona@mpsd.org, cminich@mpsd.org

Primary applicant's school: Martinson Elementary, Governor Winslow Elementary, South River Elementary

Primary applicant's position at the school: Reading Specialists

Primary applicant's phone: 781-834-5025 (MES), 781-834-5060 (GWS), 781-834-5030 (SRS)

Proposal name: Ready to Read! Building Robust Readers with Classroom Libraries

Applicant signature(s): _____

Principal signature(s): _____

Principal signature(s): _____

Principal signature(s): _____

Director of Technology signature if applicable: _____

Submission Instructions: Please send ONE paper copy of your completed application via interoffice mail to the Superintendent's Office and submit ONE electronic copy in PDF format to mefgrantcommittee@gmail.com. Document Naming Convention should be: MEF17_PRIMARY APPLICANT LAST NAME.PDF. If you are primary applicant on more than one grant, please label 1,2,3... after last name. **The deadline for submitting applications is close of business April 12, 2017.** The Grants Committee will notify all applicants of the results in late May, 2017. Please direct all questions to mefgrantcommittee@gmail.com.

Applicant's and/or applicants' signature(s) grant permission to MEF to use the application as an exemplar on our website should an application receive funding. Applicant(s) also agrees to provide updates including narratives, photos and/or videos documenting implementation of the project and to complete a follow-up document upon completion of the project.



2017-2018 Grant Proposal Data Sheet

Proposal name: Ready to Read! Building Robust Readers with Classroom Libraries

One sentence description of the project: (For examples, please review grant summaries on our website at www.marshfieldfoundation.org.)

As our district moves towards the Readers' Workshop model of instruction we are looking to enhance the quality and quantity of books in teachers' classroom libraries so that students have access to an extensive variety of books at their individual reading level.

Total dollar amount requested: \$23,740.00

Estimated number of students affected by this grant: 1,182 students

Schools *and* grades affected by this proposal: All grades (K-5) at Martinson Elementary, Governor Winslow Elementary and South River Elementary

Would the school budget cover the costs of the project? No

Has this *project* received funding from MEF in the past? No

If yes, what year? n/a

(Please note that we will *not* be able to fund projects for *more than two years*.)

Proposal Name: Ready to Read!
Building Robust Readers with
Classroom Libraries

Project Budget: Supplies and Materials

	Description of Projected Purchase Vendor and Quantity	Amount of Purchase	Rationale
Instructional Materials	Scholastic Ready-To-Go Independent Reading Classroom Libraries for 62 classroom teachers at MES, GWS and SRS	\$23,740.00	The purchase of these materials would ensure that each teacher has a classroom library with robust literature at the appropriate levels for their students.
Instructional Technology			
Non-instructional supplies			
Non-technology equipment			
Instructional speaker/guest			
Additional items not described above			
Total		\$23,740.00	

2017-2018 Grant Application

This section should not exceed a **total of four pages**. You may increase or decrease the box sizes based on the information you choose to provide.

Project abstract: Briefly describe your project and include answers to the following questions:

What would you like to accomplish? How will you accomplish it? Please pay particular attention to describing how this project is innovative, and how it will enhance the curriculum in a new and creative way.

During the 2016-2017 school year, the educators of the Marshfield Public School District were extremely fortunate to be invited into a multi-year partnership with the Teaching and Learning Alliance for the professional development of the Readers' Workshop approach to teaching reading. It gained overwhelming support from classroom teachers at the elementary level and is expected to become standard practice in every classroom within three years.

The Readers' Workshop approach combines teacher-directed instruction in literary elements and reading strategies with dedicated time for students to practice reading with self-selected books. The structure of Readers' Workshop exposes students to quality literature and creates a classroom community where students and teachers alike are excited about reading. The heart of Readers' Workshop is self-selected independent reading where each student has his/her own book box. In grades K-2 these boxes may contain 8-10 books and in grades 3-5 they typically contain 3-4 books. These books are rotated frequently so that students' interest level is high and they are challenged with increasingly complex texts when ready. If you multiply the number of students per classroom by five to ten books per students each week one can see the necessity of having an extensive collection of books.

This grant would provide each classroom teacher at MES, GWS and SRS with 100 high-quality and engaging books. There will be a range of reading levels appropriate to each grade and will include a variety of genres. Scholastic touts this as their "top-selling library year after year". These collections are selected by experienced educational professionals and develop vocabulary, comprehension and fluency. Also included with each classroom collection are storage bins, which are key to the organization of every library. Due to the cost associated with to this grant we thought it best to begin with three elementary schools with the hopes that the remaining two schools would be funding through an MEF grant next year.

As a group of professionals, we understand the rich get richer when it comes to reading. The more a child reads, the better they can decode and understand and the more they want to read. Let's let our children get rich with reading!

Professional background: What talents, resources, and/or experiences will you bring to this project?

As reading specialists for the district we pride ourselves on keeping up to date with best practices in reading instruction. From our studies and prior teaching experiences, we have believed for a number of years that the Readers' Workshop model is the most successful way to teach reading. We were thrilled when it was announced last fall that Marshfield would be partnering with the Teaching and Learning Alliance to bring the workshop model to

our students. As reading specialists we are advocates for our classroom teachers and feel strongly that part of our role is to mentor and support teachers with both strategies and materials for Readers' Workshop. Teachers are overwhelmingly enthusiastic for this new model as was demonstrated when 104 elementary teachers volunteered to be trained after school hours in the components of Readers' Workshop. While we want to embrace this enthusiasm, we need to acknowledge the number of conversations and concerns from teachers surrounding the lack of literature to implement this model effectively. In order to ensure a smooth roll-out, classroom libraries must contain a wide variety of genres to engage our students and encourage critical thinking. During school-wide and district-wide meetings, many teachers have voiced their concerns that their classroom libraries are inadequate. This grant is an attempt to get more high-quality literature into every classroom at MES, GWS and SRS.

Present in many professional publications, such as *The Reading Teacher* and *Educational Leadership*, is support for rich classroom libraries to provide for a large volume of reading. As renowned reading research scholar Richard Allington states, "Reading volume is central to the development of reading proficiencies." He goes on to point out that fifth grade students reading at the 90th percentile read for an average of 40.4 minutes a day, students at the 50th percentile read for an average of 12.9 minutes a day and students in the 10th percentile read an average of just 1.6 minutes a day. Key to sustaining reading in any classroom is the number of book available. A classroom with a plethora of books in different genres, levels and authors motivates and invites a student to get lost in reading, which in turn makes them more proficient readers. Additionally, increasing students' access to books has been shown to have dramatically positive effects on reading growth and achievement.

Project Snapshot: Please provide any or all of the following: a "snapshot" of a moment you envision with your students and the new materials, technology or guest speaker OR an anecdotal story of seeing the materials, technology or guest speaker in the past.

Snapshot #1: Caitlin is a beginning reader in Mrs. Kelly's first grade class. She received reading support in Kindergarten but has made huge strides in her reading skills in first grade, mainly due to the implementation of the Readers' Workshop model. If you ask her about her favorite time of the day in school she will enthusiastically answer, "Readers' Workshop!" She walks into the classroom each morning and looks at the daily schedule to see when it will come up during the day. When the time comes for Readers' Workshop, Caitlin hops to the rug to listen intently to Mrs. Kelly's minilesson, a strategy all readers do to become better readers. Today Mrs. Kelly is teaching her readers a decoding strategy to look for or "chunk" word parts they know. After the lesson Caitlin walks over to the shelf to pick up her book box. She has just gone "book shopping" the day before in their classroom library so now her box is bursting with new reads. Thanks to Mrs. Kelly's MEF funded classroom library, Caitlin has a huge variety of books to choose from to add to her book box. She chooses a fiction story, *Frog and Toad* by Arnold Lobel, a mystery book, *Nate the Great* by Marjorie Weinman Sharmat, a nonfiction book called *A Tree Can Be* by Judy Nayer, a play called *The Brave Little Taylor* by Annette Smith, and an early chapter book called *Henry and Mudge* by Cynthia Rylant. As she settles into her reading space she can't wait to crack open the books. For 25 minutes she enjoys each book and applies the "chunking" strategy when she comes across an unknown word. When Mrs. Kelly calls everyone back to the rug Caitlin puts her books away but is already looking forward to reading time tomorrow. When asked why she enjoys this time so much she says, "I love to read books I get to choose! I get to choose new books every week that are just right for me. I'm getting better at reading every day!"

Snapshot #2: While conferencing with students during Readers' Workshop, a fourth grade teacher notices that most of her students need additional instruction in the very important foundational skill of making inferences as they read. She knows that making inferences is one of the key Common Core Standards in reading informational text and literature. For two weeks her grade four students and their grade two reading buddies have been partner reading a favorite book from the classroom library- *Bootsie Barker Bites*, a great mentor text for teaching the skill of inferring. Buddies have enjoyed creating post-it charts of text and pictures, detailing "this is what the text says" and "this is what I know". They have been busy reading, laughing and sharing their own background knowledge and

experiences that parallel the hilarious shenanigans of Bootsie Barker. The buddies have asked the teacher if they can choose other texts from the classroom library to read together to craft more sentences and pictures based upon text clues and personal experiences. The teacher reflects and thinks to herself, "The quality and quantity of our leveled classroom library texts is motivating my students AND their seven year old reading buddies to read and respond at such a sophisticated level!!" As the teacher prepares for a strategic mini-lesson on the skill of inferring, she places 3 great mentor texts in each student's book box. Among them are *Train to Somewhere* by Eve Bunting, *Two Bad Ants* and *Just a Dream* by Chris Van Allsburg, *Fig Pudding* by Ralph Fletcher, and *Knots on a Counting Rope* by Bill Martin Jr. Students gather on the carpet for a 10 minute mini-lesson where the teacher reads 2 or 3 lines from *Bootsie Barker Bites*, then guides students to transition their "this is what I know/ this is what the text says" sentence /picture charts into an inference formula: Background Knowledge + Text Clues = Inference. She then challenges students to grab their book boxes and devour the texts, connecting text clues to personal experiences. Students turn and talk about how they were able to read between the lines and discover what the author had not directly stated. The teacher smiles and makes another mental note, "Our classroom library has become a treasure chest of choices- genre, interest and appropriate text level for every student. They are becoming avid and proficient readers with these rich and varied resources!" Learning to read is important. Loving to read is crucial.

Learning objectives: What do you expect the students to be able to do, say or think following the work of your project? How will this project advance the instructional goals of the school/school system? Please list all key learning objectives.

The main objective of this grant proposal is to ensure K-5 teachers have a rich classroom library containing high quality books, which in turn will captivate and inspire a life-long love of reading in and out of the classroom for our students. The optimal number of books within a classroom library recommended by Fountas and Pinnell is 400-700 books depending on the grade level. With these classroom libraries in place, students will have the opportunity to choose from a variety of genres and authors to read at their instructional and independent levels, thus increasing their motivation and stamina to read. To meet this goal, our classroom libraries must be enhanced with a wide variety of books. Time spent on independent reading will increase the volume of reading as well as make for proficient readers.

As a result of this project students will be able to decode text with accuracy, comprehend text they are reading, read a variety of texts across multiple genres, and move steadily along the reading continuum with frequent guided instruction and independent reading. This project fulfills so many Common Core Reading Standards that we thought it best to generalize by stating that all Common Core Anchor Reading Standards in Foundational Skills, Literature and Informational Text are addressed through *Ready to Read! Building Robust Readers with Classroom Libraries*.

Timeline: What is the timeline for this project? Please indicate approximate start and end dates and the dates for major milestones, activities, or events. Approximate dates are acceptable.

We would like all teachers to have classroom libraries for the 2017-18 school year. If our project is approved, we envision the following timeline:

June: Order Ready-To-Go grade specific classroom libraries through Scholastic.

July/August: Classroom libraries arrive and are labeled with school name and notation that each book was funded by an MEF grant.

August: Classroom libraries are delivered to classrooms.

August/September: Reading specialists provide professional development on the features and uses of the classroom library during staff meeting or other building-based professional learning time. This may be divided into

K-2 and 3-5 sections.

September/October: Libraries are opened for student use following the Readers' Workshop Launching Unit.

Students are taught how to use and care for their classroom library during the Launching Unit.

September-June: Classroom libraries are used on a daily basis by students as they self-select texts and explore genres.

September-June: Through our work with Teaching and Learning Alliance, teachers will explore ways to maximize the use of their classroom libraries to encourage meaningful text selection and reading experiences for their students.

Once these libraries are set up and running, we envision they will become the heart of the classroom for years to come. When we see the age and condition of many books that are currently sitting on bookshelves in classrooms, it is more apparent than ever how important it is to update classroom libraries. The literacy success of our students through the Readers' Workshop model depends on rich, inviting, plentiful classroom libraries. This is truly the gift that will keep on giving to thousands of young readers for many, many years.

Evaluation: How will you measure progress towards your learning objectives? What before and after data can the Marshfield Education Foundation expect to see?

Progress toward our learning objectives will be measured both formally and informally at regular intervals throughout the school year. In an effort to monitor student growth and to inform instruction, the following sources will be used to record and analyze data: student surveys, teacher surveys, DIBELS, Scholastic Reading Inventory, MCAS data, Journeys benchmark tests, Fountas & Pinnell benchmark assessments, and teacher/student conferencing. By providing students with the opportunity to read a wide variety of self-selected texts and to conference regularly with their teachers, steady progress toward selected reading goals will be realized. One important aspect of independent reading that will be celebrated is the joy found by students in reading a great book and the success felt when they can read, comprehend and respond independently.

Community Education: How will you share the results of this project with the community? How will you share this project with colleagues for possible replication?

The results of this project will be shared with the community in a variety of ways. Classroom teachers will establish systems within their own classrooms for children to take books home at night for independent reading time and inform families about the process for borrowing and returning the texts via newsletters and websites. As in the past, the reading teachers will attend a PTO meeting at the beginning of the year and share the excitement over this new project and the importance of matching readers to books. It is our hope that with the success of this project we will have the opportunity to invite parents, family members, and community members into our classrooms to witness children basking in the pleasure of reading because every single child will have access to books they can read accurately and comprehend successfully.

Many teachers use websites and twitter to showcase what is happening in their classrooms. Teachers very often take pictures of their students engaged in reading. The use of these new classroom libraries will be shown to families and community members on a frequent basis.

We hope to help create lifelong readers as a result of this project and feel that this is something we would want to share and help replicate for our district-wide colleagues with whom we meet on a frequent basis. Hearing our readers discuss books and share their reading experiences will be the best form of community education for this project.

