ABOUT YOUR PROJECT

Please answer each of the following questions. If more space is needed, please attach extra pages. Please avoid using names of specific teachers and/or schools in your responses as all grants are blinded for review.

PROJECT TITLE: Update Leveled-Reader Library

PROJECT DESCRIPTION

1. Briefly describe the project, please include the project's goals and how they will be attained and measured.

The goal of this project is to support reading and language acquisition in my French and ESL classroom through the use of leveled readers. Research has long demonstrated that pleasure reading on student-selected subjects is the most effective way to acquire a second language. We got a great start on building a pleasure-reading library of leveled readers several years ago through a department-wide GEO grant. At this point, many of my students have read all of my French leveled readers, so I would like to expand the offerings in my library. In addition, I do not yet have leveled readers designed for English Language Learners, so we would like to include some of those in our purchase, to begin building that library.

The students will meet the free voluntary reading goal through daily reading time in the target language. Effectiveness will be measured through engagement with resources (students choosing and completing multiple books), measurement of reading stamina (through a "Habits of Strong Readers" rubric), and program enrollment (students feel more confident and choose to continue studying their language).

Innovation and Enhancement of Learning

2. Explain what makes this project innovative. How will assist you in meeting the needs of our students? Please be specific and provide data to support the need if possible.

Secondary language instruction remains focused on a grammar-based model despite decades of research demonstrating that language acquisition is an unconscious process based on comprehensible input that allows each learner's brain to build internal language structures. High school textbook programs continue to follow this model as well, and include very few reading development resources. Furthermore, any resources they do have are not student-selected for interest, and have limited differentiation for student ability levels. Increasing the available texts in our library will allow for me to provide a wider variety of topics to interest students, in different formats such as graphic novels, and at a variety of ability levels, to suit both developing and advanced learners.

AUDIENCE & SUSTAINABILITY

3 (a). Describe the student population targeted by this project. Might this project be repeated with new students in future years? Explain.

Yes! This is an ongoing program. It has been very effective so far, with students as young as 7th grade engaging with our books. They will keep using those books through 11th grade as well, so having a variety of topics and levels will sustain their interest and engagement throughout their journey in French.

3 (b).How many students will be served?

I used leveled readers with all my students! Each year, that amounts to about 130 students, and they keep using them as they move up through the program.

PROJECT EVALUATION

4. How will you evaluate the success of this project? What data, criteria, assessments, surveys, statistics or other measures will you use to assess its impact?

Measuring the impact of a classroom library is tricky, because language acquisition is not a linear process, and it varies widely from student to student. Therefore, a tidy measurement such as test scores would not be effective. Instead, I prefer to use behavioral indicators such as student engagement with texts (which books are the most often used? Which books do they recommend to each other?) and student reading stamina (on a self-assessment "Habits of Strong Readers" survey, how do they rate their ability to sit and read quietly? Who makes the transition from asking to go to the bathroom to avoid reading, to voluntarily participating?). The use of leveled readers also allows me to include developmentally appropriate writing tasks from 7th grade on with a high rate of student success, because a reading-first approach permits students to internalize sentence structure from very early in their language-learning journey.

BUDGET

5. Please provide the following information for the items you intend to purchase for this project (please include shipping costs, if applicable). If some of the items you will use to carry out this project are being paid by using funds from sources other than the GEO Grant (i.e., the school district, other grants, etc.) please include these items but enter zero (0) for the amount. This will let the reviewers know that the project is completely sustainable even if the Foundation is not financing the entire budget. Attach additional pages if necessary. Briefly describe any items that may be unfamiliar to the application reviewers.

Please consider your "ideal" request and also what you would be willing to accept if funds are limited. (For example, if 20 items for your classroom is ideal, but you would accept 5 or 10 and have students work in groups please indicate that below.)

	ITEM	UNIT PRICE	TOTAL	TOTAL* (if you will accept less based on funds available)
1	Pablo le Pigeon by Adam Giedd	10.00	3	30.00

2	Kobe: Naissance d'une legend by Theresa Marrama	10.00	3	30.00
3	La mouche by Elise Gravel	14.09	2	28.18
4	La mission by Cecile Laine	11.95	2	23.90
5	Camille: Le studio de danse by Cecile Laine	10.00	5	50.00
6	La planete grise by Cecile Laine	11.95	2	23.90
7	Un pouvoir dangereux by Cecile Laine	11.95	2	23.90
8	Khadra: 63 rue d'Aubagne	10.00	5	50.00
9	Zeinixx (English) by Theresa Marrama	9.50	1	9.50
10	Milo the Stinky Cat by Theresa Marrama	9.50	1	9.50
11	Nothing is Impossible by Theresa Marrama	9.50	1	9.50
12	Leo and Anthony by Theresa Marrama	9.50	1	9.50
13	Dogland by Jennifer Degenhardt	10.00	1	10.00
14	New School, New Friends by Eric Richards	11.95	1	11.95
15	Luis the Dreamer by Jennifer Degenhardt	11.95	1	11.95
		BUDGET TOTAL:		322.28

IMPORTANT NOTE: In order to ensure that projects including technology are priced properly, employees requesting technology or technology related items must submit prices for review to Adam Swinchock, Director of Instructional Technology. **Technology proposals without his signature will not be considered by the committee.** Please also consider allowing for a 2-4% increase in pricing as pre-holiday prices typically increase in the new year when we are purchasing the items.

Required for proposals including technology items:

Signature: _____ Date: _____