



Ecolab Teacher Grants Narrative Form - Individual Application

Applications are peer reviewed – do not include details that identify staff or schools/programs

Project Title:	If You Give a Student an e-book
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Part One: Project Details

1. Describe your project. (1000 Characters max)

Distance learning has highlighted the strengths of SPPS as well as where we need to grow. SPPS was ready with 1:1 devices for students and quickly worked to get these deployed to students. Where we have weaknesses, many companies have stood up and provided free access to their apps, websites, and e-books. However, we can't count on those resources staying free. To prepare for school in the fall, it is important to purchase e-books that students can use both at school and at home if distance learning is needed. One of the biggest needs we have is high interest e-books for students. Fourth graders in the United States do better academically when they have greater access to books and other reading materials in their environment. With the public and school libraries closed to print book checkout, students are relying on e-books.

2. Describe what the money will purchase. (500 Characters max)

Approximately 130 e-books will be purchased for students to access on their iPads, both at school and at home. The e-books purchased by the district in the past focused on non-fiction, but the focus of the new books is on high-interest fiction and graphic novels that represent the students in the school. Some of the e-books students have requested are Amulet, Diary of a Wimpy Kid, Pedro, Babysitter's Club, and Sadiq.

3. How will you specifically use those services/supplies? (1000 Characters max)

The e-books will be added to MackinVia, where students currently go to access their school's collection of e-books. The e-books will be an asset to the school whether we are in school or doing distance learning. If we are physically in school, students will practice logging in and checking out books in MackinVia during their library time. Classroom teachers are with their students during library time so they will also learn how to use MackinVia. Students and staff will be able to check out e-books at anytime and anywhere on their iPads. In the event of distance learning, video tutorials will be made for logging in, searching for books, and reading the books online. The tutorials will be shared with staff, students, and parents using email, Seesaw, and Schoology. I will also create posters and flyers that highlight the books added to MackinVia to create student, teacher, and family interest in the new books.

Part Two: Project Justification

1. Describe the need for this project. (500 Characters max)

During distance learning, students do not have access to books from the public or school library. While all students have access to the public library's e-books, the extra demand is resulting in wait times of up to 3 months. Many students will give up searching for books when most are checked out or have long hold periods. Students need ready access to high-interest books when they want them, and adding books to MackinVia will give them that.

2. Describe why you chose the items/services listed above to fulfil this need. (500 Characters max)

E-books are accessible to students whether they are physically in school or participating in distance learning. The students at this school live in a book desert, where only 1-10% of households have 100 or more books at home. The pandemic is intensifying the effect of this situation, leaving the students without access to books from outside the home. Purchasing the e-books will give students living in a book desert more access to books.

Part Three: Relationship to Student Learning and SPPS Achieves

1. What classroom unit of study/lesson plan/[MN academic standard](#) does your project align with (e.g. aligns with calculus curriculum in preparation for AP STEM test)? (250 Characters max)

This project aligns with state standards on self-selecting texts for personal enjoyment as well as reading and comprehension of literature and other texts including stories, and dramas independently and proficiently.

2. How does your project support the classroom curriculum listed above? (600 Characters max)

The e-books will allow students to read for personal enjoyment at home, which increases reading achievement. The presence of books in the home is a strong predictor of reading achievement. Access to print resources during early childhood development has an immediate and long-term effect on vocabulary, background knowledge, and comprehension.

3. Which [SPPS strategic focus area](#) or [long-term student outcome](#) does the project align with? (300 Characters max)

If You Give a Student an e-book aligns with effective and culturally relevant instruction, and eliminating barriers to learning among a racially, culturally and linguistically diverse population.

4. How does your project support the focus area or long-term outcome listed above? (700 Characters max)

Students having high-interest e-books available on their iPad will help alleviate the effect of living in a book desert, a geographic area where book materials are difficult to obtain. The e-books we will include have been requested by the students and represent the students of the school. It is important for students to be able to read books with characters who reflect them. Seeing these characters valued in the world promotes a sense of belonging. Diverse books are also important because they teach people about others. They help promote respect and empathy for all types of people.

Part Four: Measuring Project Success

1. What will success look like? (300 Characters max)

All students at this school live in a book desert and need access to books. Success will look like students checking out books in MackinVia and reading those books for pleasure reading. I anticipate that e-book usage will increase due to the addition of high-interest books from this grant.

2. How will you specifically measure that success after project implementation? What positive changes to you anticipate? (500 Characters max)

Through MackinVia statistics, I will be able to see how many students have logged in, how many books were viewed, and how many books were checked out. I anticipate that students will use MackinVia more frequently with the addition of high-interest books. The goal is to have at least 85% of students access MackinVia and check out e-books. The information from MackinVia will determine which e-books to add in the future.

Part Five: Additional

1. Will any groups or community organizations (nonprofits, foundations, etc.) work with SPPS for this project? (500 Characters max)

No groups will work on this project.

2. Is there anything else you would like to share about your request/students/school? (Demographics, achievement scores, why this project can't be funded otherwise, etc.) (500 Characters max)

The motto at our school is "Each Child. Each Day." 88% of our students receive free/reduced lunch. Enrollment is: 65% black or African American, 12% two or more races, 8% Asian, 8% Hispanic or Latino, and 5% white. Families with incomes of \$100,000 or more have nearly twice the amount of books than families with less than \$35,000 in annual income, and Hispanic and Black children have fewer books in their homes than white, multi-racial, or Asian children.