

Love for Literacy III

2025 EIG Application

Akron Public Schools (APS)

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Application Form

Organization Information

Please note that the application uses **CHARACTER COUNTS** for each question, *not word counts!*

For more information about EIG grants, please visit our website: garfoundation.org/grants-for-educators

School Name*

Buchtel CLC

Grade Levels Served*

10 and 11

Contact Information

Team Members*

Please list the names, titles, and email addresses for each member of your core team.

Shannon Turick, ELA teacher, sturick@apslearns.org

Chanique (Perry) Byrd, Intervention Specialist, cbyrd@apslearns.org

Sydney Sloan, Intervention Specialist, ssloan@apslearns.org

Principal Name*

Please enter the name of your school's principal here.

LaCresia Denson (Beecher)

Principal Email*

Please enter your principal's email address here.

lshaw@apslearns.org

Treasurer Name*

Todd Adkins

Treasurer Email*

tadkins@apslearns.org

Request Information

Project Name*

Love for Literacy III

Amount Requested*

This number should match the total on your EIG Budget spreadsheet.

\$9,890.00

Project Overview*

Please write a brief, two-sentence description of your project and desired outcome.

Buchtel scholars will continue to become lifelong readers, who realize that literacy is a tool for enriching their lives beyond the school walls. They will connect literacy to art, while building community and inspiring new generations to read more.

Project Description*

Please write a brief description of your project. What are your needs? What do you want your students to achieve?

Love for Literacy I and II has transformed students' attitudes and motivation towards reading. Students come into my classroom feeling comforted by the environment and by the routine of silent reading and reflection. They feel validated by their autonomy to choose a book that fits their individual interests. In addition, there is a sense of excitement for the culminating project of painting canvases that represent their chosen books. Students, who participated in the project last year feel a sense of pride when they look at their paintings displayed above the lockers in the school.

The goal of year 3 is to build upon their experiences with literacy and expressing themselves creatively through art. Having taught before, during, and after the pandemic, I have seen a transformation in education. Students are more apathetic towards learning and consumed by social media and technology. Since starting the project in the fall of 2023, engagement and motivation has drastically increased in my classroom. Love for Literacy gives them the opportunity to unplug and be fully present in learning. Furthermore, it allows students to feel valued and protected in a classroom setting that is comfortable and conducive to learning. The continuation of the project will impact a new group of students as well as returning students, who are in

the Summa Health Academy of Leadership and Innovation.

New student selected books will be added to the classroom library as well as journals for tracking comprehension. With the advent of English Language Learner students, more book options will be provided to meet their cultural and language learning needs. Some ELL students are reading at grade level in their native language, while others are learning how to read in any language. Therefore, a variety of options are necessary to meet their complex needs. Students will choose a book to analyze/study during SSR within the ELA classroom. They will track themes across novels and informational texts and provide support for that theme by gathering textual evidence and making inferences in a handwritten journal or digitally.

Students will use this information to design a canvas that will illustrate a theme within the novel. The canvas will be created within the ELA class with the help of an artist, who will also provide professional development with an emphasis on SEL to the students and staff completing the project. The canvases will be displayed throughout the school and shared with the community.

In addition, year 3 of the project will also include a field trip to the Cleveland Art Museum and the publication of a collaborative book of student writing. The field trip will provide exposure to art and new experiences outside of their hometown. It will also provide inspiration for their own paintings. The goal of the collaborative book is to celebrate student voices by distributing them to public libraries, community members, and agencies.

Compelling Story*

Why do you believe in this project?

Love“Love for Literacy” has been a huge success. I watched my classroom transform into a community of readers, who respect each others’ right to learn. Several students who never participated in a school event, were active participants in the art show that showcased their work. In fact, the art show was one of the best attended non-athletic events with over 100 people in attendance.

Starting the 2nd year has been even more exciting. One student told me, “I read 13 books this summer. I fell back in love with reading after being in your class.” This same student was also put in foster care with her siblings the year she participated with in the project. It gives me great joy as a teacher to know that she found solace with reading, and that I played a part in helping her discover that tool. My returning students were eager to participate again. Many of them even had book ideas and designs ready for a new painting. My new students were thrilled to find out that they would also participate in the project. Several students attended the art show out of curiosity when they were freshman.

Over 200 students have been impacted by the project. Among those students, there are diverse needs that range from reading levels, English language proficiency, exceptionalities, and behavioral needs. Through the project, I am able to address those needs through culturally relevant reading materials and a safe and conducive learning environment.

Building on the momentum of the past 2 years, year 3 will include new experiences for building literacy skills, including a trip to the Cleveland Art Museum and the publication of a collaborative book written by the students. The trip to the museum will add another layer of engagement for the painting process by providing students with an unforgettable experience beyond the classroom. The collaborative book will empower students to use their voice and show them the possibilities to become leaders within their own communities.

Cradle to Career Continuum*

At which transition point/indicator on the Cradle to Career Continuum does your project fall?

College and Career Readiness

Student Impact*

How will this project impact your students? Describe any secondary audiences that will be affected, including other classrooms or teachers. What will you do to ensure your project supports equity and inclusion in a diverse and inequitable society/world? Please include any practices or impact that focus on social emotional learning, and any outcomes that affect diverse populations (racially, LGBTQ, immigrant, other-abled, etc).

This project will greatly improve literacy skills within students in the tenth and eleventh grade at Buchtel CLC. Other audiences that will be impacted are other secondary teachers and students abroad. This project supports equity in an inequitable world. Many of my students have succumbed to negative odds because of systematic abuses. Several students have dropped out because of their negative experiences within the education system. Therefore, it is my promise that I will ensure equity and inclusion of all students through the use of differentiated teaching practices and culturally relevant books and novels.

Some inequities that will be addressed are the need for comfortable, spacious learning environments and reading materials that are culturally relevant. Students will be provided a variety of novels that meet their differentiated needs with independent reading levels. In addition, the library of books in my classroom will include titles for all students, including LGBTQIA+ and ELL students.

Not only will this project enhance students' love for literacy, but it will build their social and emotional skills within the classroom and in their own lives. Scholars will have a space to explore literacy skills that is comfortable, welcoming, and inclusive to all sizes and abilities. This project will promote the regulation of emotions by building stamina and confidence with reading. In addition, the project promotes community through the sharing of individual expressions on canvas and in writing. Moreover, students who have never left Akron will be able to attend a world-renowned art museum with some of the most remarkable artists such as Monet, Van Gough, Rembrandt, Picasso, and Warhol. This experience will be encapsulated with literacy skills that transcends the classroom into the real world.

Sustainability/Replicability*

How will other teachers in your building learn about the project and its outcomes? How will your project empower, inspire and/or support your colleagues?

I recently shared this project with several teachers that attended a professional development called GAR Grant Writing 101. In these sessions, teachers learned about the project as well as the process for writing an EIG grant. I felt honored to share my experience and I learned that me and the other presenters inspired at least 10 teachers to pursue their own grants.

In addition, I invite teachers into my classroom to collaborate on new ways to engage students. Many teachers are pleasantly surprised by my classroom environment. It unlocks possibilities for improvements within their own classrooms to provide a more conducive environment for learning. Some teachers are shocked when they realize that a class of 30 students can sit quietly and read together for a sustained amount of time. My hope is that I help to raise learning expectations for Buchtel students by inspiring other teachers to also build routines and opportunities for success. Several teachers attended the art show at the end of year one and I anticipate that more teachers will attend the art shows for years 2 and 3. Stakeholders from students, parents, guardians, staff, administration, board members, and teachers were in attendance.

For year 3, I will continue to chronicle this project in pictures and the stories I share. I will answer all questions and support my colleagues to implement similar strategies within their own classrooms and content areas. Furthermore, I will attend events and share my experiences with educators and community members abroad. I want others to hear about the innovative ways my students are learning and exploring

literacy. I want to celebrate their successes with others because their accomplishments deserve to be celebrated.

I plan to continue the project for several years to come. My library is full of culturally relevant books that will stand the test of time. Furthermore, the experiences outside of the classroom are sustainable through other forms of funding.

Technology*

What technology (if any) is necessary for the success of this project? Explain how it will be used and why it is critical to the project. If technology is not needed as part of this project, then please describe why and how objectives will be achieved without added technology.

The focus of the project is immersion into literature; therefore, technology will be utilized when necessary. The technology that will be used is already place at Buchtel CLC.

Attachments

There are two required attachments to complete your application. **No other attachments will be accepted.**

Endorsement Form*

This form must be completed by the Superintendent (or Head of School) and Principal. Click here to download the Endorsement Form.

[_Turick endorsement form \(1\).pdf](#)

Project Budget Form*

Use this form to provide an itemized list of all expenses that you expect to incur in connection with the project. Please use actual cost quotes that reflect the best available prices on materials.

Click here to access the Project Budget Form in Google Sheets. Please note that you must upload the budget here as an xlsx or pdf. Google Sheets files (.gsheets) will NOT be accepted.

[Turick 25_26 EIG Budget .xlsx](#)

File Attachment Summary

Applicant File Uploads

- _Turick endorsement form (1).pdf
- Turick 25_26 EIG Budget .xlsx



Educator Initiative Grant Endorsement Form

By signing this Endorsement Form, you acknowledge that the proposal meets the focus of the School's or District's mission and supports your school improvement plan. The district also accepts fiscal responsibility for any grant resulting from this request.

Love for Literacy III in the amount of \$9890 (Amount Requested)

Buchtel CLC

Akron Public School District

Lacresia Denson (Beecher)

Signature of Principal

Lacresia Denson (Beecher)

Print name

2/7/25

Date

Dr. Michael Robinson

Signature of Superintendent

Dr. Michael Robinson

Print name

2-14-2025

Date

GAR Foundation 2025-26 EIG Budget

Please round all amounts to the nearest dollar. This spreadsheet will automatically round up your TOTAL PROGRAM EXPENSE to the nearest \$10. The AMOUNT REQUESTED in your application should match the rounded TOTAL PROGRAM EXPENSE amount.

Please include an Explanation for all of your line items.

School & Project Title:

PROGRAM EXPENSES	Cost Per Unit	Units Needed	Total Cost	Explanation
Technology				<i>Up to 40% of budget</i>
<i>Technology Subtotal</i>			\$ -	
Professional Development				<i>Projects with technology are expected to allocate at least 10% of their</i>
Trainings/Workshops	\$ 187.50	8	\$ 1,500.00	Initial professional development, ongoing coaching, student mentoring, art therapy lessons for creating literary canvases over 8 days (4 sessions for each class).
Books/Publications	\$ -		\$ -	
Coaching	\$ -		\$ -	
Technology Professional Development	\$ -		\$ -	
Other:	\$ -		\$ -	
<i>Professional Development Subtotal</i>			\$ 1,500.00	
Materials/Supplies				
Identify each:	\$ -		\$ -	
Culturally relevant fiction books	\$ 15.00	75	\$ 1,125.00	A variety of books, e.g. "The Making of Yolanda La Bruja", "The Black Flamingo", "Sneakers", "Magic Has No Borders, and "Something More". Books will be researched and chosen by students. More classes will be added next year as well as returning students, which increasing the need for more books to read.
Culturally relevant non fiction books	\$ 15.00	25	\$ 375.00	A variety of books, e.g. "In My Feelings", "Just Mercy", "Young Queer America: Real Stories and Faces of LGBTQ+ Youth", and "Money Out Loud" Books will be researched and chosen by students. More classes will be added next year as well as returning students, which increasing the need for more books to read.
Culturally relevant graphic novels and comics	\$ 15.00	50	\$ 750.00	A variety of books, e.g. "Frontera", "Miles Morales", "Monstous", "The summer Hikaru died", and " Chilling Adventures of Sabrina: The Crucible". Books will be researched and chosen by students. More classes will be added next year as well as returning students, which increasing the need for more books to read.
Lysol Disinfectand Handi-Pack wipes (pack of 6)	\$ 16.18	5	\$ 80.90	Used for classroom clean up
Canvases, pack of 12 (amazon)	\$ 25.98	18	\$ 467.64	Surface used for painting themes in literature.
Acrylic Paint Set of 36 Colors 2fl oz 60ml Bottles with 12 Brushes	\$ 26.59	10	\$ 265.90	Paint supplies needed for creating the canvases
12 Pack Notebooks Journals Bulk with 12 Black Pens	\$ 40.46	16	\$ 647.36	Journals for writing down themes, citing evidence, making inferences, jotting down ideas for canvases (journals from the previous EIG increased writing within the classroom).
Command Large Utility Hooks, Damage Free Hanging Wall Hooks with Adhesive Strips	\$ 8.96	30	\$ 268.80	hooks for hanging literary canvases above the lockers in the hallway at Buchtel CLC
Publication of Student Created Book	\$ 11.00	200	\$ 2,200.00	Publishing costs for amazon
<i>Materials/Supplies Subtotal</i>			\$ 6,180.60	
Refreshments				<i>Up to \$500 per project can be used for refreshments and snacks.</i>
Cookies, tea, coffee, punch	\$ 500.00		\$ 500.00	Refreshment items purchased from The Griff Inn (culinary program run by students at Buchtel CLC) for the community event. Also, for an incentive called "Tea Time with Turick"
<i>Refreshments Subtotal</i>			\$ 500.00	
Miscellaneous				
Substitutes				<i>Up to 10% of budget</i>
Other: Bus Services	\$ 425.00	4	\$ 1,700.00	Bus services for field trip to the Cleveland Art Museum. At least 4 busses for 150 students and 15 chaperones
Other:	\$ -		\$ -	
Other:	\$ -		\$ -	
<i>Miscellaneous Subtotal</i>			\$ 1,700.00	
TOTAL PROGRAM EXPENSE			\$ 9,890.00	This amount is automatically rounded up to the nearest \$10 (eg, \$542.50