**District 279 Foundation**

**Grant Application**

**General Information**

**Project Title:**

MGMS Building a Culture of Kindness and Respect

**Program Area:**

Curriculum Enhancement - requires pre-approval from the Department of Curriculum, Instruction and Educational Standards (CIES)

**What is the total project cost?**

$2,011.72

**List and describe the number of staff involved and their time commitment to this project.**

Staff members involved (20):

* 4 Math Teachers (1 Trimester) Facilitate lessons from the unit and guide the literature circles.
* 4 English Teachers (1 Trimester) Facilitate lessons from the unit and guide the literature circles.  
  Facilitate lessons from the unit and guide the literature circles.
* 4 Science Teachers (1 Trimester) Facilitate lessons from the unit and guide the literature circles.
* 4 Social Studies Teachers (1 Trimester) Facilitate lessons from the unit and guide the literature circles.
* 2 SPED Teachers (1 Trimester) Facilitate lessons from the unit and guide the literature circles.
* 1 Differentiation and Assessment Coach (3 Trimesters) Support and manage the movement of materials from classrooms. Support collaboration between teams regarding lessons and assessments.
* 1 Equity Specialist (3 Trimesters) Support collaboration for developing materials and providing culturally responsive instruction throughout the unit. In addition, provide support for group discussions using the Courageous Conversation Compass.

**List and describe the number on non-staff volunteers involved and their time commitment to this project.**

Community members and parents will be welcomed into the classroom to share cultural information that is connected to the books and discussions. In the past when we have invited volunteers, we have had about 10 volunteers.

**Total dollar amount of this grant request:**

2011.72

**Dollar amount per student for grant request:**

3.48

**School(s) included.**

MGMS

**If multiple schools, please enter which school would receive the funds.**

**Grant writer’s name:**

Shanon Whiteside

**Grant writer’s title:**

Science Teacher

**Grant writer’s email address:**

whitesides@district279.org

**Grant writer’s telephone number:**

763-325-7600

**Project Questions**

**Provide a summary of your project request.**

The multicultural book project actually begins with lessons that include the following topics: If you would like to view the lessons, they would be available in Schoology for anyone to view using the access code J2MGK-9P9XX  
Mind Set/Racial Awareness  
Danger of a Single Story  
Icebergs: Above and Below the Line Information  
Biology of Skin Color  
Prejudice and Stereotypes  
Stereotypes – Judge Not  
Understanding Race  
Black History Month  
Discrimination  
Friendship/Empathy/Diversity  
Diversity  
Courage  
Compassion and Tolerance  
Immigrants and Refugees  
Multicultural Literature Circles  
Creating Our Anthology  
   
Following the mini lessons  
6-8 weeks, students will use their new learning and awareness while reading and analyzing a book of their choice from the grant. Parents will be notified of the book choices and invited to be a guest in the class if they choose to participate. The students will be guided in their books with essential questions (See attached). The questions will guide theme discussions based on the differentiated book choice topics and reading levels.  
   
Students will engage in materials from various cultures at various reading levels. The novels  
will allow students to practice the skills taught in the mini lessons, while engaging in real-world, relevant topics regarding race, religion, age, gender, and sexual orientation topics.  
   
The novels will allow students to experience whole group reading, partner reading, and independent reading. Throughout the reading they will engage in courageous conversations using the Compass to guide their thinking, feeling, believing, and acting quadrants with the support of the Equity Specialist.  
   
Using higher order thinking questions, students will engage in collaborative conversations with peers reading alike books. In addition, they will become experts to students reading different books to share out their learning and compare/contrast information.

**Explain the need for this project.**

The purpose of the assignment is to help build a culture of kindness and respect among students and staff alike. The materials will provide students access to a rich experience of celebrating diversity. The experience will allow students to identify with their own cultural identity or learn about a culture that is different from their own.  
   
The experience will allow the opportunity for students to reflect on their own experiences and values. By engaging in reading, writing, listening, and speaking opportunities, students will have an opportunity to develop an environment of respect. The higher order thinking questions will allow students to think critically and analyze not only the book’s perspective but reflect on their own.  
   
The final assessment is a RAFT activity where students can choose a role (perspective, Audience (Format) and topic to share out their new learning in a way that is unique to them. They will be able to represent their knowledge and skills in various ways that meets their own personal learning style. The assessment can be shared in the auditorium as a celebration of kindness and respect.

**Describe the activities that will take place in detail.**

Using circle time activities in the room, students will engage in activities to build a culture of respect within the classroom. Students will also learn about courageous conversations and how to use a tool called the Compass to engage in difficult conversations. For six weeks, students will experience mini lessons (See attached List) around race, stereotypes, discrimination, empathy, etc.  
   
After, student will be given choice of a trade book/novel to read and participate in literature groups to analyze and reflect. (See attached). The work will include independent reflection, partner reading and discussions using the National Urban Alliance strategies for discussion. The unit will end with a summative differentiated assessment where students will choose a way to share out their learning based on interest or multiple intelligence. (See attached)  
   
Although the experience will take place in the classroom, students will be encouraged to learn more about  
themselves through activities posed in the classroom and taken home to families. In addition, students will reflect on how this learning is connected to their school and the community.

**Describe the innovative or creative components of the project.**

The project incorporates MGMS goal of developing a culture of kindness and respect. The students will be using the Courageous Conversation Compass from the buildings equity team that staff also use for conversations. Therefore, they are developing life skills.  
   
Students will have the opportunity to see of Osseo Area Schools represent a global environment that includes multiple cultures.   
   
The topics from mini lessons connect to goals of the 16 Characteristics of an Effective Middle School in which the middle school model is focused. Therefore, the unit will support one of the priorities in the middle school of extensions in advisory classes.  
   
As the project grows over the years, it can possibly expand into some of the school student-led groups such as Kind, Real Talk, and Student Council.

**Describe the impact it is likely to have beyond the period of the grant.**

If the grant is funded, all seventh-grade students would have the opportunity to learn more about themselves and others. Academically, it would allow students to engage in relevant material that is meaningful to them at a level that is appropriate. In addition, it will enhance many skills in the area of reading, writing, listening, and speaking.   
   
By receiving these books that focus on multiple cultures, the grant has the opportunity to positively impact the culture and climate for the entire building.

**How many students will be served by this project?**

During this school year, 578 students will have the opportunity access these materials. Since the books can be used for multiple years, thousands of students will benefit.

**When will the project take place?**

the project will take place during trimester two and three this year. It will continue each year in advisory class.

**How much student contact time will the project involve?**

Since the unit starts with 4-6 weeks on mini lessons, it will take nearly a trimester to complete.

**Budget**

|  |  |  |
| --- | --- | --- |
| **DISTRICT 279 FOUNDATION** | | |
| **Project Budget Form** | | |
| **Provide a description of each Funding Source and Expense Item** | | |
|  | | |
| **INCOME** |  |  |
| **Amount** | **Please list all Funding Source(s) approached and the status** | **Status**  **(Choose the appropriate**  **response from drop**  **down list)** |
|  | District 279 Foundation Grant | Applied for |
|  |  |  |
| **$0.00** | **TOTAL** |  |
|  |  |  |
|  |  |  |
| **EXPENSE** |  |  |
| **Amount** | **Please list all expense items for this request** | |
| $71.91 | Amena's Voice by Hena Khan (9 copies @ $7.99) | |
| $61.04 | One of a Kind, Like Me by Robert Liu -Trujillo and Laurin Maveno (4 copies @ $15.26) | |
| $67.95 | Inside Out and Back Again and Listen Slowly by Thanhha Lai (9 copies @ $7.55) | |
| $111.87 | The Hate You Give by Angie Thomas (9 copies @ $12.43) | |
| $62.91 | Gone Crazy in Alabama by Rita Williams Garcia (9 copies @ $6.99) | |
| $127.92 | Echo by Pam Munoz Ryan (8 copies @ $15.99) |  |
| $92.16 | All American Boys by Jason Reynolds ( 9 copies @ $10.24) |  |
| $89.90 | The Misfits by James Howe (10 copies @ $8.99) |  |
| $95.92 | Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz ( 8 copies @ $11.99) |  |
| $63.92 | Lily and Dunkin by Donna Gephart ( 8 copies @ $7.99) |  |
| $122.08 | In the Footsteps of Crazy Horse by Joseph Marshall III (8 copies @ 15.26) |  |
| $110.40 | Salvage the Bones by Jesmyn Ward (8 copies @ 13.80) |  |
| $63.92 | 90 Miles to Havana by Enrique Flores-Galbis (8 copies @ 7.99) |  |
| $55.92 | Listen Slowly Thanhha Lai (8 copies @ 6.99) |  |
| $119.70 | Between the World and Me by Ta-Nehsi Coates (10 copies @ 11.97) |  |
| $198.00 | Long Way DownJason Nehisl (10 copies @ 19.08) |  |
| $139.84 | Fred Korematsu Speaks Up by Laura Atkins and Stan Yogi (8 copies @ 17.48) |  |
| $67.92 | My Name is Not Easy by Debby Dahl Edwardson (8 copies @8.49) |  |
| $75.64 | Sitting Bull by S.D. Nelson (4 copies @ 18.91) |  |
| $74.16 | Stepping Stones by Margriet Ruurs (4 copies @ $18.54) |  |
| $66.00 | George by Alex Gino ( 10 copies @ $6.60) |  |
| $72.64 | X: A Novel by Ilyasah Shbazz (8 copies @ $ 9.08) | |
| **$2,011.72** | **TOTAL EXPENSE** | |
|  |  |  |
| **-$2,011.72** | **Difference (Income less Expense)** |  |
|  |  | |
| $2,004.56 | Amount of your request to District 279 Foundation |  |
| 578 | Number of Students Served by Project |  |
| $3.47 | Estimated Cost Per Student\* |  |
|  | The books can be used multiple times, so it will be lower than the data shows. |  |

**Indicate if students will be charged any fees for participation in the project.**

no fees

**If you are awarded funding for your project, explain how you will publicly acknowledge the financial support provided by District 279 Foundation.**

Book stamps in the books  
Bookmarks for students  
Parent Newsletter regarding experience and invitation to speak/share. The summative for the unit is attached (RAFT).

**What are the anticipated outcomes as they relate to your curriculum and learning objectives? Describe how you will know if you achieved your intended outcomes.**

The summative for the unit is attached (RAFT).  
   
Academic Standards  
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  
   
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.  
   
7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
   
7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
   
Additional Outcomes:  
Students will be able to recognize similarities and differences in cultures.  
Students will be able to collaborate with classmates.  
Students will be able to communicate effectively using the Courageous Conversation Compass.  
Students will be able to reflect on their own beliefs.  
Students will be able to have a better understanding of different cultures.  
  
LINK to Materials: (CLEAR Model and National Urban Alliance Strategies Embedded)  
https://docs.google.com/document/d/1o9\_eQMdqCwF8LmMbcFB\_yGKNMm2tpHpKd96HeCCbLK0/edit?usp=sharing

**Principal/Site Leader/CIES Information**

**Name of Principal/Sitel Leader:**

Lisa Hartman

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