

135 S. Wayne Avenue, Wayne, PA 19087

GRANT SUMMARY REPORT

Grant Evaluation should be completed by the grant recipient and submitted to REF, upon completion of the project but no later than the date specified in the Grant Awarded Letter provided to the grant recipient at the time of grant approval. Supplementary data, surveys, videos and pictures should accompany this report. Return via email to [info@radnoreducationalfoundation.org](mailto:info@radnoreducationalfoundation.org) or to the above address. Please ensure your report contains the following

Report Date: October 27, 2016

Title of Project: One Book One Radnor

Grant Amount: \$ 2469.69

Grant Cycle: 2016

Project Date(s): June 2, 2016-October 21, 2016

Grant Recipient Names: Michelle Wetzels, Alexis Swinehart, Trevor Payne

School: Radnor High School

1. Brief project recap/description

Online Recap: <https://www.smores.com/1p0nt>

Radnor High School was thrilled to host our first One Book, One School Program! This exciting event encouraged students, staff, parents, and community to read the same book at the same time, creating a school-wide book club. This program strived to promote reading for enjoyment, as well as foster both community and discussion. The book chose, Endangered by Eliot Schrefer, elicited buzz around many topics such as animal rights, race, politics, and the environment. Books were available for purchase in the Radnor High School Library, and we also had multiple ebook copies available on the BryteWave app.

We began with a visit from the Philadelphia Zoo in June to Kick Off the program in a memorable way. They presented two assemblies and focused on habitats and endangered animals.

In July and August, we partnered with the Radnor Memorial Library to host programs at the HS Library. We used Google Cardboard to “travel” to the jungles of the Congo and incorporated other Makerspace technology into the events.

In early October, we held a One Book Family Night with a guest speaker, Gigi Glendinning. Ms. Glendinning spoke of her experiences with helping animals, specifically during Hurricane Katrina as well as mistreated circus lions in Peru.

On October 21<sup>st</sup>, we had an all-day Author Visit, complete with two assemblies, an author lunch for a small group of students, and a Question & Answer Session in the Library. The author stayed to hold a book signing in the Library to end the day.

Online Flyer: <https://www.smores.com/xdxjj-one-book-one-radnor>

Resources: <http://rtsd.libguides.com/OneBookOneRadnor>

## 2. Project Impact

a. Explain how the grant enhanced student learning and/or improved teaching practices.

Many teachers incorporated Endangered into their content areas. Here are some examples:

-Endangered Species Artwork was created and is currently hanging at Administration Building and on display in High School Art cases.

-Kate Farnon and I developed a cross curricular thematic unit around the book. She addressed types of primates and habitats in science and I addressed language, culture, economics, and geography in English and Social Studies. The students also read and were instructed on graphs and charts related to Africa and the Congo in their math class. I created an adapted text for our population and we added to the text as I read excerpts from the book. The students loved this program! Michelle W. came and co-taught a class. The students were engaged in the zoo and author program. I really can't give enough positive feedback to this initiative- it made our class feel truly connected with the school community as learners.

-Science and the Environment: read and analyzed article about Endangered and Author read and analyzed research article about Bonobo and Bipedalism did group PowerPoint presentations on Bonobo behavior, Habitat, feeding, conservation and the sanctuary.

-Life skills science: Read and discussed current event about Bonobo Completed a bonobo coloring activity Completed Venn Diagram comparing Bonobo and Humans Played bingo by answering bonobo facts.

-Dr Dan Cane connected with students and teachers around his area of expertise, social and emotional learning. He used his past experiences at the Pittsburgh Zoo, with attachment-based play therapy and neuropsychology to highlight areas of the curriculum associated with the book in English, Biology, and Emotional Support Program.

-The school newspaper, The Radnorite, featured an interview with the author conducted by student, Ritvik Prabhu.

-Marketing: created flyers to spread the word. They also created commercials for the Morning Video Announcements.

-Public Speaking: created an audiobook, each student recorded a different chapter.

b. Did the project meet your anticipated goals? Please describe in detail.

Our main goals were to encourage students, staff, parents, and community to read the same book at the same time, creating a school-wide book club. We also hoped to promote reading for enjoyment, as well as foster both community and discussion. We feel as though these goals were met- we have received feedback from students and staff indicating that many of them read all, or most, of the book. They stated that, not only did they learn something new, but that they spoke with family and friends about the book as well.

c. Did the project deliver any unanticipated results?

We have seen increased collaboration with teachers, specifically connecting with teachers that wouldn't usually work together in his capacity. We have all seen and found joy in small moments- we have all connected with students on a different level and in different ways over a year of casual conversations around a book.

d. In retrospect, what would you have done differently to improve the project?

To improve the project, next time we can loop in the community to a greater extent. We touched base with a few Wayne businesses such as Harvest restaurant and Main Point Books, however connecting on a larger scale would be one of our goals for next time.

3. Sustainability and/or replicability:

a. What are your specific plans for continuing the work started by this project?

We are collecting more information from the students and staff to help us reflect upon what went well and how we can improve the project. We will take time to reflect and evaluate this year, as well as begin to plan for the next One Book Program in 2017 or 2018.

b. Provide a recommendation for the grant to be replicated in other classrooms or schools.

We would be happy to work with the other schools in collaboration for a district-wide One Book program. Once consideration for the different reading levels would be to work around a specific theme.

4. Budget:

a. List the project budget with actual expenditures.

Total Cost:

Paperback Copies	For students with free and reduced lunch	100 copies x \$6.99	699
Paperback Copies	For extra RHS Library copies, parents	50 x \$6.99	349.50

	and community members		
Posters and Signs	For school and neighborhood	\$50	50
eBook Copies	On BryteWave App	20 x \$9.99	199.80
Copies of Threatened	The sequel	10 x \$8.54	85.40
Family Night	Snacks, Activities, Supplies	Speaker: 100 Dessert: 37.58	137.58
Kick Off Assembly	Philadelphia Zoo	2 Assemblies	685
Author Meals, Lodging, Travel	Lunch, Train ticket from NYC	\$80 Train Lunch: Jimmy Johns: 116.50 Giant: 66.91	263.41
Total			\$2469.69
Author Visit	Covered by PTSA	\$2000	