



Grants for Teachers

Grant Requirements

Applicant eligibility: Grants are limited to Wylie ISD established curriculum framework and associated co-curricular activities for professional personnel working directly with students including teachers, counselors, librarians, paraprofessionals and nurses. Athletic extracurricular activities are excluded. Applicants may apply individually (a co-sponsor must be listed even if this is an individual grant) or as a grade-level and/or subject matter team. In the case of team-based proposals, a Project Director must be designated to assume overall administrative responsibility for the project, and all related correspondence will be so directed. Simultaneous funding of projects will not occur.

Eligible Projects: All grants must identify and address needs, challenges, and concerns unique to the respective campus. The identified areas must reflect the school's mission, statement of philosophy or campus improvement plan. Funds may not replace normal funding from tax-based sources. Grants must supplement, not supplant. Products purchased with grant funds become the property of the district, not the individual. The proposal must describe quantitative and/or qualitative methods used to evaluate the success of the project. Grants will not cover incentives, rewards, travel, or total honorariums. In addition, expenses for consumable or single events must be justifiable.

Submission of Proposals: All proposal submissions must be submitted by 10:00 PM on September 30, 2024.

Guidelines for Completing the Application: The project is appropriate for submission if the following questions can be answered in the affirmative:

- Will the project improve student learning?
- Does the project challenge students and can the project be completed in the time-frame allowed?
- Are the objectives measurable?
- Is the project new, innovative, or an enhancement?
- If the project is successful, should it be used throughout the District?

Awards announced: Awards will be announced in November 2024

Disclosure:

If for any reason your grant proposal does not meet the principal, purchasing, curriculum or technology requirements, you will be notified immediately via e-mail with a written explanation.

If any teacher, classroom or campus identifiers are in the body of the application (excluding page 1), the reviewers can discard the application.

The use of abbreviations or acronyms without identification can serve as a disadvantage.
Not all reviewers are educators. Be clear.

All questions must be completed.

Proposal Review: Wylie ISD Education Foundation Programs Committee or their designated sub-committee shall review submitted proposals. All applications will be subject to number-coded, blind review relative to applicant(s) and specific campus. Accordingly, specific reference to the applicant and campus should be limited to information on the cover page. Do not include the campus name or any other name identifiers in the application that would be prohibitive of a blind review. Before review, Wylie ISD Curriculum and Instruction Department screens projects for the expressed purpose of assuring compliance with District Guidelines, not for selection of recipients.

Introduction

First Name

Last Name

Email

Campus

[Redacted]

Has this request for funds been submitted to other funding entities? Yes No

Has this request been funded in previous years? Yes No

Grant Type defines the maximum funds awarded based on range of impact. ie. An educator may not request more than \$1000 if the impact is limited to their classroom.

Type of Grant:

Campus (\$3000)

Would there ever be a need for external fund (greater than \$5000)? Yes No

Total Dollar Amount Requested

3000

Curriculum section(majority):

5 - 12

Target Population (Grade(s))

6

MAIN curriculum area your grant addresses.

English/Language Arts

Implementation date:

12/02/2024

Anticipated date of completions

05/22/2025

Total number of students impacted

444

Total number of staff affected

6

The Problem (40 Points)

Title of Proposed Grant

Scaffold to Success 3.0

Describe the educational need/s this project will address in terms of student data, the campus improvement plan, and district-wide goals. Use formal writing processes and do not use acronyms without identification.

ex: Texas Essential Knowledge and Skills (TEKS). Grant reviewers are not necessarily from education and do not know relate to the acronyms.

In 2017, Wylie ISD began implementing the Balanced Literacy model for Intermediate and Junior High campuses. Balanced Literacy provides students with real-time scaffolded, differentiated, and chunked learning. This model contains many aspects: Lesson design, collaborative learning time, and small group instruction. At the core of this model, fostering a love for reading is the main priority. When struggling readers enter sixth grade, their confidence in reading has dwindled over their elementary years. These students have decreased belief in their reading abilities due to low testing scores and the long stamina needed to complete lengthy reading exams. Often, these struggling readers find peace in graphic novels. These graphic novels give students the necessary help and scaffolding to visualize and picture their reading text. For many students, these graphic novels provide the first opportunity to fall in love with reading. These books allow once-struggling readers to reignite a passion that can fuel a lifetime of success. From observations in my classroom and research, I have seen firsthand how these visual scaffolds can help provide the foundation for comprehension and decoding.

During the 2022-23 school year, I began the implementation of my Scaffold to Success grant. This grant was instrumental in building a love for literature in my classroom culture. Seeing this success and the growth among my students allowed me to see firsthand the power of Graphic Novels. During the 2023-24 school year, I expanded this grant to my grade-level team. I witnessed instrumental gains with my students and my grade-level team's data this year in multiple areas. Looking at 2024 Texas Reading STAAR data, my 6th-grade team grew in the Approaches category from 88% in the 2022-23 school year to 91% in the 2023-24 school year. In the Meets category, we grew from 69% in the 2022-23 school year to 78% in the 2023-24 school year. In the Masters category, we grew from 35% in the 2022-23 school year to 49% in the 2023-24 school year. In addition, my students of record grew at exceptional levels. 71% of my students grew on the End of the Year MAP assessment. This data further proves that having exposure to these graphic novel texts allowed students access to scaffolded resources to help grow their reading comprehension and helped ignite a passion for reading amongst students of all levels.

For the upcoming 2023-24 school year, I am requesting this grant to address the specific needs of our 444 sixth-grade students across all six classrooms. These students would greatly benefit from having a classroom supply of 28 age-appropriate and engaging graphic novels from the 2024 Texas Mavericks Graphic Novel Reading List. This grant would provide almost 200 graphic novels for our sixth-grade students to access, meeting their unique reading needs.

These books would greatly benefit our sixth-grade students and be crucial in increasing their buy-in to reading. According to the Edutopia Article "Using Comics and Graphic Novels to Support Literacy," Graphic novels allow students to build schema and locate concepts into a broader conceptualization of a range of words and ideas.

Many of these students in our sixth-grade classrooms who fall into the 504 and Special Education coding have dyslexia or a specific learning disability, where sustained reading is challenging, and are struggling readers as a result. However, many learning disabilities impact reading stamina, decoding, comprehension in reading, and the ability to develop schema. The reading comprehension gap that exists amongst these students is the goal that this grant funding aims to target. The goal is for sixth-grade students to use graphic novel texts to bridge their foundational language skills gaps while creating a love for reading.

According to research by the Center for Talent Development at Northwestern, "With graphic novels, students use text and images to make inferences and synthesize information, both of which are abstract and challenging skills for readers. Images, like text, can be interpreted differently, bringing nuances to the story's meaning." These abstract ideas are instrumental as readers move from elementary to middle school. In addition, graphic novels allow students to comprehend sequential images while drawing connections between images. This skill of drawing inferences from a text is a frequently tested TEK that showed up on over 50% of the tested questions on the 6th grade Reading STAAR test.

These grant-funded graphic novels will serve as a tool and framework for these struggling readers to build meaning and understanding when language barriers and reading skills prevent comprehension. The following are fundamental Texas Essential Knowledge and Skills (TEKS) that students will be targeting while engaging with the books from this funded grant:

- 6.5.D - The student is expected to create mental images to deepen understanding
- 6.5.E - The student is expected to make connections to personal experiences, ideas in other texts, and society
- 6.5.F - The student is expected to make inferences and use evidence to support understanding
- 6.6.C- The student is expected to use text evidence to support an appropriate response
- 6.6.H- The student is expected to synthesize information to create new understanding
- 6.7.A - The student is expected to infer multiple themes within and across texts using text evidence
- 6.9.A - The student is expected to explain the author's purpose and message within a text

Program Outcomes/Evaluation

What specific outcomes do you expect to see upon completion of your grant? Each outcome listed should be realistic and measurable. Include specific objectives and measurable data.

For each objective list: the objective/outcome beginning baseline data how you will evaluate the process of implementation quantitative and/or qualitative data to be used to evaluate (specific measurable data) and the expected new outcomes based on data.

Sample: Objective one is that students will be on time for first period class. 45% of students were late for first period during the first 9 week period. To evaluate our process we will gather data identifying which students are consistently late. We will survey all students for possible reasons for tardiness. We will also survey parents to identify possible causes. We anticipate 95% of students will arrive on time after new alarm clocks have been purchased with grant funds.

Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to be used to evaluate (Specific measurable data)
<p>100% of 6th grade students coded as SPED, 504, ELL, 4545, or AT risk will show growth on the End of Year Measure of Academic Progress (MAP) Assessment by having a variety of choices in books that help scaffold their reading and comprehension.</p>	<p>The beginning of the year MAP Assessment was completed in August</p>	<p>The teacher will do book talks about the books in small groups and offer the books for students to read during independent reading time. Students will create a blog to discuss the graphic novels they have read and recommend the books to classmates.</p>	<p>The teacher will confer with the students reading to ensure that they are using the strategies provided. Common Formative data will be utilized throughout the year with monitoring conducted during Quarter 1, Quarter 2, Quarter 3, and Quarter 4. MOY MAP data will be utilized to check the implementation of the project during the middle of the year.</p>	<p>We student begin MAP at the Eras</p>
<p>100% of my student during the 2024-25 school year will pass that STAAR test.</p>	<p>10 of my students out of 72 did not pass the STAAR test during their 5th grade year in 2023-24.</p>	<p>Common Formative assessments will be giving during the school year. I will conduct book conferences with these specific students to ensure the graphic novels are working to grow their reading skills.</p>	<p>I will evaluate using common formative assessment data, district assessment data, and Middle of the Year MAP, and End of the Year MAP scores.</p>	<p>We student begin MAP at the Eras I will use data confer with students find graphic novels</p>
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Sustainability

Presents a plan to secure future support if the program is to be continued. Include all resources, not just cash.

What challenges do you anticipate carrying this program forward?

Can this type of focused interventions carry into other specific campus needs?

Describe in detail the potential for expansion to other campuses if they are having the same challenges you have identified.

The vision is to create a more extensive selection of graphic novels for all students to access through each of their reading classes on campus. In our campus Library, Graphic Novels can not stay on the shelf. They are always the first books to fly off the shelves. This grant will significantly help reluctant readers with reading instruction. With successful implementation, we can add graphic novels for each class and include even more diverse books for all students. With the funding of this grant, students will be able to ignite their passion for reading. This passion will ignite students' innate ability to succeed in reading and achieve higher levels of reading instruction.

One of the challenges moving forward with this project is the durability of the books. Over the years, book wear and tear can be an issue. Looking forward to the future, working with the PTA or the campus principal, the ELA departments could use department funding to help support purchasing books in poor condition.

In the future, each reading teacher's class library will include diverse books, including graphic novels, for all students. With success, administrators will see the necessity for this resource for reluctant readers and those struggling to read. Addressing these students is a priority, and when data shows something that works, in this case, adding graphic novels to classrooms, finding funds to provide the resources to students will become a priority.

BUDGET TOTAL (will calculate after page is saved): 3000

Total Dollar Amount Requested

Approvals

Please select the name of your purchase approver in order to send an approval form once your grant is submitted.

Curriculum Approver

Secondary (5-12) - Dr. Davis

Purchasing Approver

Gina Smilie

Please select the name of your campus in order to send an approval form to your PRINCIPAL once your grant is submitted

Draper Intermediate

Have you attended a Wylie ISD Grant Writing Workshop in the last five years? Yes No

I agree to ongoing feedback and statistical reporting

Signature

Signature



Date



Principal Approval

****Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot ****

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans.

Reject

Comments (You must complete comment section if you deny the grant to let the applicant know what to work on.):

Technology Approval

- I certify that this would be a good use of funds for the technology component.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Purchasing Approval

- I certify that this would be an accepted use of funds for the purchasing department.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Curriculum Approval

- I certify that this would be a good use of funds.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Reviewer Scoring

The Problem

Describe the educational need/s this project will address in terms of student data, the campus improvement plan, and district-wide goals. Use formal writing processes and do not use acronyms without identification.

In 2017, Wylie ISD began implementing the Balanced Literacy model for Intermediate and Junior High campuses. Balanced Literacy provides students with real-time scaffolded, differentiated, and chunked learning. This model contains many aspects: Lesson design, collaborative learning time, and small group instruction. At the core of this model, fostering a love for reading is the main priority. When struggling readers enter sixth grade, their confidence in reading has dwindled over their elementary years. These students have decreased belief in their reading abilities due to low testing scores and the long stamina needed to complete lengthy reading exams. Often, these struggling readers find peace in graphic novels. These graphic novels give students the necessary help and scaffolding to visualize and picture their reading text. For many students, these graphic novels provide the first opportunity to fall in love with reading. These books allow once-struggling readers to reignite a passion that can fuel a lifetime of success. From observations in my classroom and research, I have seen firsthand how these visual scaffolds can help provide the foundation for comprehension and decoding.

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The Problem Score

User	Selection	Value	Last Updated
[REDACTED]	40 Points	40	10/20/2024 10:21:41
[REDACTED]	38 Points	38	10/18/2024 12:43:47
[REDACTED]	40 Points	40	10/21/2024 04:33:11
[REDACTED]	40 Points	40	10/21/2024 04:14:36
[REDACTED]	40 Points	40	10/11/2024 06:45:40

Total Score: 39.6

Program Outcomes/Evaluation

Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to track (Specific)
100% of 6th grade students coded as SPED, 504, ELL, 4545, or AT risk will show growth on the End of Year Measure of Academic Progress (MAP) Assessment by having a variety of choices in books that help scaffold their reading and	The beginning of the year MAP Assessment was completed in August	The teacher will do book talks about the books in small groups and offer the books for students to read during independent reading time. Students will create a blog to discuss the graphic novels they have read and recommend the books	The teacher will confer with the students reading to ensure that they are using the strategies provided. Common Formative data will be utilized throughout the year with monitoring conducted during Quarter 1, Quarter 2, Quarter 3, and Quarter	We student begin MAP a the Er as

100% of my student during the 2024-25 school year will pass that STAAR test.	10 of my students out of 72 did not pass the STAAR test during their 5th grade year in 2023-24.	Common Formative assessments will be giving during the school year. I will conduct book conferences with these specific students to ensure the graphic novels are working to grow their reading skills.	I will evaluate using common formative assessment data, district assessment data, and Middle of the Year MAP, and End of the Year MAP scores.	We student beginr MAP a the Er as I will t data t confer stude find gra spark wil
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Program Outcomes/Evaluation Score

User	Selection	Value	Last Updated
[REDACTED]	45 Points	45	10/20/2024 10:21:41
[REDACTED]	43 Points	43	10/11/2024 06:45:40
[REDACTED]	43 Points	43	10/18/2024 12:43:47
[REDACTED]	43 Points	43	10/21/2024 04:14:36
[REDACTED]	40 Points	40	10/21/2024 04:33:11

Total Score: 42.8

Sustainability

What challenges do you anticipate carrying this program forward?
 Can this type of focused interventions carry into other specific campus needs?
 Describe in detail the potential for expansion to other campuses if they are having the same challenges you have identified.

The vision is to create a more extensive selection of graphic novels for all students to access through each of their reading classes on campus. In our campus Library, Graphic Novels can not stay on the shelf. They are always the first books to fly off the shelves. This grant will significantly help reluctant readers with reading instruction. With successful implementation, we can add graphic novels for each class and include even more diverse books for all students. With the funding of this grant, students will be able to ignite their passion for reading. This passion will ignite students' innate ability to succeed in reading and achieve higher levels of reading instruction.

One of the challenges moving forward with this project is the durability of the books. Over the years, book wear and tear can be an issue. Looking forward to the future, working with the PTA or the campus principal, the ELA departments could use department funding to help support purchasing books in poor condition.

In the future, each reading teacher's class library will include diverse books, including graphic novels, for all students. With success, administrators will see the necessity for this resource for reluctant readers and those struggling to read. Addressing these students is a priority, and when data shows something that works, in this case, adding graphic novels to classrooms, finding funds to provide the resources to students will become a priority.

Sustainability Score

User	Selection	Value	Last Updated
[REDACTED]			
[REDACTED]			
[REDACTED]			
[REDACTED]			

Total Score: 13

Grand Total Score: 95.4

Comments

[REDACTED]

This appears to be a continuation of a previously funded grant that has shown great success. This will expand the successful grant into more classrooms, allowing more students access to successful materials. There is great enthusiasm for this grant.

[REDACTED]

The writer did a very good job explaining the problem and how the graphic novels will help develop better readers. The only issue I see is there is no way of knowing how much money the school will be able to get to help with the cost for replacing and expanding their graphic novel library.

Review Complete

User	Value	Last Updated
[REDACTED]	Yes	10/21/2024 04:33:11

User	Value	Last Updated
[REDACTED]	Yes	10/11/2024 06:45:40
[REDACTED]	Yes	10/18/2024 12:43:47
[REDACTED]	Yes	10/21/2024 04:14:36
[REDACTED]	Yes	10/20/2024 10:21:41

Wylie Education Foundation
951 South Ballard Ave.
Wylie, Texas 75098