



## 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

Co-applicant First Name	Co-Applicant Last Name	Campus	Grade
			11
			11
			11
			11

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:

District (\$5000)

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

Total Dollar Amount Requested

4929

Curriculum section(majority):

5 - 12

Target Population (Grade(s))

11, 12

MAIN curriculum area your grant addresses.

Science

Implementation date:

12/09/2024

Anticipated date of completions

01/31/2025

Total number of students impacted

300

Total number of staff affected

9

## The Problem (40 Points)

Title of Proposed Grant

Collision Cart

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.

The purpose of this project is to get students lab equipment that will help improve graphical analysis and writing skills. Physics is a class that can use real world examples in real time with the right equipment. Having equipment that accurately measures motion and force are essential to students' understanding that what they learn in class is directly applicable to daily life. Go Direct Sensor Carts will allow students to explore force, position, velocity, and acceleration. These carts will collect position, velocity, and acceleration data as a cart rolls on a flat surface or incline. Students will observe collisions between carts, test for the conservation of momentum, or measure energy changes during different types of collisions. Grant funds will also go toward purchasing accessories kits that make this variety of experiments possible, and charging stations for the carts.

Wylie High School currently has one class set of these carts and has been able to implement them during the 23-24 School year. The physics team at Wylie High School found the following areas were affected by using these carts

The following are key Texas Essential Knowledge and Skills that students are expected to master in Physics classes:

P.4(A) generate and interpret graphs and charts describing different types of motion, including investigations using real-time technology

P.4(B) describe and analyze motion in one dimension using equations and graphical vector addition with the concepts of distance, displacement, speed, average velocity, instantaneous velocity, frames of reference, and acceleration

P.4(D) calculate the effect of forces on objects, including the law of inertia, the relationship between force and acceleration, and the nature of force pairs between objects using methods

P.6(C) calculate the mechanical energy of, power generated within, impulse applied to, and momentum of a physical system

P.6(D) demonstrate and apply the laws of conservation of energy and conservation of momentum in one dimension

These Texas Essential Knowledge and Skills, along with nine others, are studied in multiple units throughout the year, and the use of Go Direct Sensor Carts will help students to master each one.

Two of the instructional priorities for Wylie High and Wylie East include:

By the end of the 24-25 school year at least 36% of students will meet state target on Texas English Language Proficiency Assessment Increase AP Performance to move out of Q4 for ELA, Math, Science, Social Studies

To address the first instructional priority, performance on the Texas English Language Proficiency Assessment System (TELPAS) assessment needs to improve among English Learner students. One of the domains that this test is assessing is writing. The more opportunities that English Learners (ELs) get to write will help to increase their performance on the test. Having accurate data clears confusion about the scientific concept being studied so that students can focus on improving their writing skills.

To address the second instructional priority, performance on AP tests must improve as well. There are 7 science practices listed in the curriculum for AP Physics 1, which include modeling, mathematical routines, scientific questioning, experimental methods, data analysis, argumentation, and making connections. Having access to Go Direct Sensor Carts for lab investigations will allow students the opportunity to improve in each of these skills.

## 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	
Students will improve graphical analysis skills.	East had a score of 55.96% on the previous year for this standard. High began implementing and had a score of 66.07% on the previous year for this standard.	Carts will be used. Graphs will be created. Graphs will be labeled with correct axis titles, and units. Graphs will be scaled correctly. Graphs will be interpreted by students to write a scientific conclusion.	Grading Rubric for labs include points given for correct graph construction and analysis.
Students will improve scientific writing skills.	East had a score of 68.31% on the previous year for this standard. High began implementing and had a score of 77.69% on the previous year for this standard.	Students write scientific conclusions for each lab that is conducted. Students can peer review on this website and teachers can leave feedback for students as well.	
Students will have a better understanding of the velocities during collisions	East had a score of 50.30% on the previous year for this standard. High began implementing and had a score of 57.47% on the previous year for this standard.	Students will use the carts during a major lab to collect and analyse data. From this, they will have a more concrete understanding of how the velocities change during collisions	Lab grades and conclusions. We will then monitor the data for these standards prior and after the test.

## 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.

This project is perfectly sustainable, as these carts can be used from year to year. Go Direct Sensor Carts connect directly to mobile devices, Chromebooks, or computers using the free Vernier Graphical Analysis app. This project could be expanded to include other grade levels and campuses with the purchase of more carts for each team.




**BUDGET TOTAL (will calculate after page is saved): 4929**

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

Wylie High

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.

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 By the end of the 24-25 school year at least 36% of students will meet state target on Texas English Language Proficiency Assessment Increase AP Performance to move out of Q4 for ELA, Math, Science, Social Studies

The Problem Score

User	Selection	Value	Last Updated
[REDACTED]	40 Points	40	10/21/2024 08:56:50
[REDACTED]	37 Points	37	10/21/2024 08:15:51
[REDACTED]	38 Points	38	10/11/2024 12:27:28
[REDACTED]	38 Points	38	10/16/2024 10:25:11
[REDACTED]	40 Points	40	10/20/2024 02:11:41

**Total Score: 38.6**

### 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)

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Students will improve graphical analysis skills.	East had a score of 55.96% on the previous year for this standard. High began implementing and had a score of 66.07% on the previous year for this standard.	Carts will be used. Graphs will be created. Graphs will be labeled with correct axis titles, and units. Graphs will be scaled correctly. Graphs will be interpreted by students to write a scientific conclusion.	Grading Rubric for labs include points given for correct graph construction and analysis.	Points are given that
Students will improve scientific writing skills.	East had a score of 68.31% on the previous year for this standard. High began implementing and had a score of 77.69% on the previous year for this standard.	Students write scientific conclusions for each lab that is conducted. Students can peer review on this website and teachers can leave feedback for students as well.	Improvement on these conclusions is tracked through the NoRedInk website where they're submitted.	Grade each conclusion
Students will have a better understanding of the velocities during collisions	East had a score of 50.30% on the previous year for this standard. High began implementing and had a score of 57.47% on the previous year for this standard.	Students will use the carts during a major lab to collect and analyse data. From this, they will have a more concrete understanding of how the velocities change during collisions	Lab grades and conclusions. We will then monitor the data for these standards prior and after the test.	Lab conclusions

Program Outcomes/Evaluation Score

User	Selection	Value	Last Updated
[REDACTED]	45 Points	45	10/21/2024 08:56:50
[REDACTED]	42 Points	42	10/11/2024 12:27:28
[REDACTED]	41 Points	41	10/21/2024 08:15:51
[REDACTED]	38 Points	38	10/16/2024 10:25:11
[REDACTED]	45 Points	45	10/20/2024 02:11:41

**Total Score: 42.2**

### 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.

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Sustainability Score

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

**Total Score: 13.2**

**Grand Total Score: 94**

Comments

[REDACTED]
Will these be used by all levels of physics classes, not just AP classes? It sounds like it would be beneficial for all.

Review Complete

User	Value	Last Updated
[REDACTED]	Yes	10/21/2024 08:15:51
[REDACTED]	Yes	10/16/2024 10:25:11
[REDACTED]	Yes	10/11/2024 12:27:28
[REDACTED]	Yes	10/21/2024 08:56:50

User	Value	Last Updated
[REDACTED]	Yes	10/20/2024 02:11:41

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