



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

[REDACTED]

Last Name

[REDACTED]

Email

[REDACTED]

Campus

[REDACTED]

[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

2961.42

Curriculum section(majority):

Pre-K - 4th

Target Population (Grade(s))

K

MAIN curriculum area your grant addresses.

English/Language Arts

Implementation date:

11/04/2024

Anticipated date of completions

05/23/2025

Total number of students impacted

160

Total number of staff affected

10

The Problem (40 Points)

Title of Proposed Grant

Drop the Screen and Listen Up to Reading!

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.

One of the goals in our Campus Improvement Plan is to "ensure academic achievement for every student through tight family partnerships, curriculum and programs." Performance Objective 4 states that "students in grades K-2 will have 90% of students reading on grade level."

Having various ways that students can access stories and texts is a critical component of early literacy. One fun way to facilitate their learning and growth is by ensuring there are many ways they can access print. Kindergartners love hearing stories online or from their classroom teacher. However, so many early learners would love to be more independent in their reading. With "Wonderbooks," any child can read independently.

Every teacher has a classroom library, and while this is always available to all students, and there are a variety of levels of texts, one thing needed is a format that is more accessible to our emergent readers. A problem that exists with kindergarten students is the varying levels of prior knowledge and experience. Some students are coming into school without having been read to often. Some do not have access to books in their own home that are grade level appropriate. Our job as teachers is to provide them with ample opportunities to engage in print rich text.

Building a strong foundation in reading is also a top priority for the Texas Education Agency (TEA).

As we follow the state standards, also known as the Texas Essentials Knowledge and Skills (TEKS) for kindergarten, students are beginning to gain knowledge in print awareness. According to the TEKS, kindergarten students should be "identifying the front cover, back cover, and title page of a book." Additionally, they should be "holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;" While their classroom teacher, librarian, and music teachers are demonstrating these skills, students should be practicing these skills on their own. Currently only 20% of kindergartners come to school knowing how to identify the front and back cover of a book. According to the Texas Essentials Knowledge and Skills (TEKS) for kindergarten, students need to learn "Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries." What better way to visually see these words and sentences than to be able to follow along with a narrator as they guide them through a book.

With Wonderbooks, our kinder babies can simply plug in a pair of headphones to a hardback copy of a book, and the entire book will be read aloud to them. Students will be able to follow along with the text as well as view the words and sentence structures. They can gain understanding of the text through visual illustrations on the front cover and throughout the text. Additionally, they will be able to move through the book, following the text and moving from one page to the next as the narrator instructs them.

Each year, student ability varies widely, but kindergarten is always full of students that have visual impairments, cognitive disabilities, or visual processing needs who also want to access the library. While they are welcomed to do so and they enjoy it, Wonderbooks will ensure that they're not only looking at books, they're gaining meaning from text--whether auditorily or visually.

The goal with this grant funding is to create a library of Wonderbooks for all kindergartners at Bush to enjoy. Students can independently listen or enjoy the books of their choice with a friend!

The subjects of these books will support all areas of learning - Math, Literacy, Social Emotional Learning, Science and Social Studies. This is essentially the modernized version of books on tape - so easy for a 5-year-old to enjoy.

This funding opportunity would provide students with a screen-free, interactive way of listening to amazing stories while using their imagination and creativity to grow their cognitive skills! I look forward to the opportunity to provide kindergarten students with an experience that will bring excitement and literacy to our classrooms. I can picture the excitement on my students' faces as they gain independence in reading and experience books read aloud that they could never enjoy at home or on their own.

References: Texas Administrative Code Retrieved 9/8/2024 from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_loc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=110&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_loc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=110&rl=2)

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) |
|---|--|--|--|---|
| <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> 90% of kindergarten students will be reading on grade level by the end of the year. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Currently, 40% of our students can read on grade level. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Teachers will implement listening to Wonderbooks daily during station time. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Classroom observations will be used to determine if students enjoy listening to reading and formative assessments will be used to determine success. </div> | Student assessments including some current NWEA BAS Assessments reading |
| <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Objective two is for students to understand that text is read from left to right and is made up of a sentence structure with words, spaces and that words are made up of letters. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Currently 20% of kindergarten students have mastered this objective. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Wonderbooks will be used in each kindergarten classroom to help students identify parts of the book, including covers, illustrations, and sentences. Teachers will demonstrate to students how to navigate a book. </div> | <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;"> Teachers will observe students as they use the wonderbooks and ask them questions about the books when they come to teacher table for small groups. </div> | Teacher information to gauge my grade |
| <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> |
| <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> | <div style="border: 1px solid #ccc; border-radius: 10px; height: 20px; width: 100%;"></div> |

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.

Once Wonderbooks are funded and items have been received by our campus, this project can last for years to come. Students can use the books year after year. Teachers that use the products will be trained on safe handling to prevent damage. Products will be secured in a designated area to ensure safety and sustainability of the books when not in use by students. I imagine that students will need more supervision at first, but I believe the opportunity will be a positive experience for each student. I believe Wonderbooks could benefit all of the kindergarten classes at each of the elementary campuses. I plan to share my experiences and results of using Wonderbooks with the other teachers when we meet for professional development next August.

Future plans to expand the program could be funded by grants such as [Donorschoose.org](https://www.donorschoose.org). Other campuses could also apply for grants to enjoy the program for their students. These books could be used for each elementary grade level, as the books offer many topics of varied interests.

Project Budget

Is there a technology component to this grant?
 (Will the technology department be required to approve purchases?) Yes No

Can this grant be partially funded? Yes No

If so, how?

This grant can be funded by purchasing less than the requested amount of Wonderbooks.

Please include the Budget Item, Quantity, Unit Cost, Supplier, Budget Amount.

Please list in order of most critical to least critical for the implementation of your grant.

Do not add sales tax to your total, we are tax exempt. Please make sure the quantity and unit cost are added correctly in the budget amount. The total budget amount requested should match the total dollar amount requested.

| | | Unit Cost | Supplier | |
|--------------------------------------|---|-----------|-------------------|--------|
| A Sick Day for Amos McGee | 2 | 54.99 | shop.playaway.com | 109.98 |
| Ada Twist, Scientis | 2 | 64.99 | shop.playaway.com | 129.98 |
| Llama Llama Loves to Read | 3 | 54.99 | shop.playaway.com | 164.97 |
| Frog and Toad Are Friends | 4 | 49.99 | shop.playaway.com | 199.96 |
| From Seed to Plant | 2 | 34.99 | shop.playaway.com | 69.98 |
| Nat Geo Readers: Safari | 2 | 52.99 | shop.playaway.com | 105.98 |
| StellaLuna | 3 | 54.99 | shop.playaway.com | 164.97 |
| Interrupting Chicken | 3 | 49.99 | shop.playaway.com | 199.96 |
| Eek, You Reek! | 2 | 52.99 | shop.playaway.com | 105.98 |
| Pig the Stinker | 3 | 44.99 | shop.playaway.com | 134.97 |
| The Adventures of Captain Underpants | 3 | 44.99 | shop.playaway.com | 134.97 |
| Super Fly Guy | 3 | 44.99 | shop.playaway.com | 134.97 |
| The Very Impatient Caterpillar | 3 | 54.99 | shop.playaway.com | 164.97 |
| The Magic School Bus | 4 | 54.99 | shop.playaway.com | 219.96 |

| Budget Item | | | | |
|--|---|-------|-------------------|--------|
| The Pout-Pout Fish and the Bully-Bully Shark | 3 | 54.99 | shop.playaway.com | 164.97 |
| Just Ask! Be Different, Be Brave, Be You | 2 | 54.99 | shop.playaway.com | 109.98 |
| Tomorrow I'll Be Kind | 2 | 54.99 | shop.playaway.com | 109.98 |
| | | | | 199.96 |
| | | | | |

BUDGET TOTAL (will calculate after page is saved): **2961.42**

Total Dollar Amount Requested

2961.42

Approvals

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

Curriculum Approver

Purchasing Approver

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

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.)

PLEASE NOTE: The vendor, Playaway Products is currently not on our vendor list or in Skyward but we will be able to purchase from them. You will need to complete the new vendor request form and send to purchasing along with the vendor's W-9 prior to making any purchases.

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.

One of the goals in our Campus Improvement Plan is to "ensure academic achievement for every student through tight family partnerships, curriculum and programs." Performance Objective 4 states that "students in grades K-2 will have 90% of students reading on grade level."

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Every teacher has a classroom library, and while this is always available to all students, and there are a variety of levels of texts, one thing needed is a format that is more accessible to our emergent readers. A problem that exists with kindergarten students is the varying levels of prior knowledge and experience. Some students are coming into school without having been read to often. Some do not have access to books in their own home that are grade level appropriate. Our job as teachers is to provide them with ample opportunities to engage in print rich text.

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As we follow the state standards, also known as the Texas Essentials Knowledge and Skills (TEKS) for kindergarten, students are beginning to gain knowledge in print awareness. According to the TEKS, kindergarten students should be "identifying the front cover, back cover, and title page of a book." Additionally, they should be "holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;" While their classroom teacher, librarian, and music teachers are demonstrating these skills, students should be practicing these skills on their own. Currently only 20% of kindergarteners come to school knowing how to identify the front and back cover of a book. According to the Texas Essentials Knowledge and Skills (TEKS) for kindergarten, students need to learn "Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries." What better way to visually see these words and sentences than to be able to follow along with a narrator as they guide them through a book.

The Problem Score

| User | Selection | Value | Last Updated |
|------------|-----------|-------|---------------------|
| [REDACTED] | 35 Points | 35 | 10/18/2024 09:30:34 |
| [REDACTED] | 35 Points | 35 | 10/21/2024 08:52:21 |
| [REDACTED] | 40 Points | 40 | 10/13/2024 04:01:09 |
| [REDACTED] | 40 Points | 40 | 10/21/2024 05:25:58 |

Total Score: 37.5

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 (Specify) |
|---|---|---|--|---|
| 90% of kindergarten students will be reading on grade level by the end of the year. | Currently, 40% of our students can read on grade level. | Teachers will implement listening to Wonderbooks daily during station time. | Classroom observations will be used to determine if students enjoy listening to reading and formative assessments will be used to determine success. | Student assessment information: some c NWEA BAS Asses reading |

| Objective | Starting Point (Baseline) | Methods used to arrive at improved endpoint | How will you evaluate the process of implementation | Quantitative data to track (Specific) |
|---|--|--|---|---------------------------------------|
| Objective two is for students to understand that text is read from left to right and is made up of a sentence structure with words, spaces and that words are made up of letters. | Currently 20% of kindergarten students have mastered this objective. | Wonderbooks will be used in each kindergarten classroom to help students identify parts of the book, including covers, illustrations, and sentences. Teachers will demonstrate to students how to navigate a book. | Teachers will observe students as they use the wonderbooks and ask them questions about the books when they come to teacher table for small groups. | Teacher information to gauge my grade |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Program Outcomes/Evaluation Score

| User | Selection | Value | Last Updated |
|------------|-----------|-------|---------------------|
| [Redacted] | 35 Points | 35 | 10/18/2024 09:30:34 |
| [Redacted] | 35 Points | 35 | 10/21/2024 08:52:21 |
| [Redacted] | 45 Points | 45 | 10/13/2024 04:01:09 |
| [Redacted] | 43 Points | 43 | 10/21/2024 05:25:58 |

Total Score: 39.5

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.

Once Wonderbooks are funded and items have been received by our campus, this project can last for years to come. Students can use the books year after year. Teachers that use the products will be trained on safe handling to prevent damage. Products will be secured in a designated area to ensure safety and sustainability of the books when not in use by students. I imagine that students will need more supervision at first, but I believe the opportunity will be a positive experience for each student. I believe Wonderbooks could benefit all of the kindergarten classes at each of the elementary campuses. I plan to share my experiences and results of using Wonderbooks with the other teachers when we meet for professional development next August.

Future plans to expand the program could be funded by grants such as Donorschoose.org. Other campuses could also apply for grants to enjoy the program for their students. These books could be used for each elementary grade level, as the books offer many topics of varied interests.

Sustainability Score

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

Total Score: 13.5

Grand Total Score: 90.5

Comments

| | |
|------------|--|
| [REDACTED] | I appreciate the work you put into explaining the Wonderbooks. The read aloud technology allows the student to choose their own book of interest and have it read just to them while they are actually holding the book. Hopefully it is something you can share with other grades and schools to help the reluctant reader and those that need to hear fluent reading with proper flow. I look forward to you seeing much success. |
| [REDACTED] | The applicant has demonstrated in very concise and efficient way of how they plan on utilizing the grant for the reading purposes of the child. I feel it would need more in depth approach on how Wonderbooks can work on improving the skill of learning. The applicant did mention that the listening to the books would give a boost to the child's skill but can also focus on how the teacher can interact with the children making it an interactive way of learning. |

Review Complete

| User | Value | Last Updated |
|------------|-------|---------------------|
| [REDACTED] | Yes | 10/21/2024 08:52:21 |

| User | Value | Last Updated |
|------------|-------|---------------------|
| [REDACTED] | Yes | 10/18/2024 09:30:34 |
| [REDACTED] | Yes | 10/13/2024 04:01:09 |
| [REDACTED] | Yes | 10/21/2024 05:25:58 |

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