



# 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

1019.94

Curriculum section(majority):

5 - 12

Target Population (Grade(s))

8

MAIN curriculum area your grant addresses.

Foreign Language

Implementation date:

01/07/2025

Anticipated date of completions

05/22/2025

Total number of students impacted

300

Total number of staff affected

2

## The Problem (40 Points)

Title of Proposed Grant

Anchoring Language Acquisition

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.

A challenge for language-learners, especially in interpersonal communication, is recalling the vocabulary and grammar structures they need to convey their desired message. Students internalize frequently used vocabulary and grammar structures as part of the learning process, but it can be helpful for new or less-frequently used language tools to be displayed in the classroom until students achieve mastery of that tool. Building vocabulary and honing the accuracy of grammar structures are important parts of developing language proficiency. We would like to add a set of three large whiteboards to each Spanish classroom on campus to serve as anchor charts for each unit of study. Our curriculum is divided into four units. At the end of unit one, we would create a summary of frequently-forgotten unit one language tools on a whiteboard to remain visible for the rest of the year, and so on with units two and three. This would support the level 1 interpersonal communication learning standard of students performing at a novice-mid to novice-high proficiency level (using a mixture of words, phrases, and some simple sentences along with appropriate grammar structures) , and boost students into the intermediate range required at level 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	
<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     Students will apply grammar structures from previous units throughout the year.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     At the end of the 2023-24 school year, approximately 30% of Spanish 1 students could accurately use present tense verb endings beyond first- and second-person singular.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     Teachers will engage students in summarizing "tricky" grammar structures and write them on the unit whiteboard. The teacher will refer to the whiteboard until students get used to using it on their own.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     We will evaluate whether the grammar structures we included on the whiteboard are the ones the students need the most help with and adjust as needed. We will gather data from interpersonal assessments and analyze whether the accuracy of student grammar has improved.                 </div>
<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     Students will use vocabulary beyond high-frequency words from previous units throughout the year.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     Students rely heavily on high frequency words to communicate interpersonally.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     Teachers will write helpful words (beyond high-frequency words) on the board and refer back to them until students have incorporated them into their usable vocabulary. Teachers may add/remove words as needed.                 </div>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; width: 80%; margin: auto;">                     We will evaluate whether students are internalizing the vocabulary from the board when we score their interpersonal assessment each unit and adjust our use of the board for the next unit, if needed.                 </div>
<div style="border: 1px solid #ccc; border-radius: 5px; height: 20px; width: 80%; margin: auto;"></div>	<div style="border: 1px solid #ccc; border-radius: 5px; height: 20px; width: 80%; margin: auto;"></div>	<div style="border: 1px solid #ccc; border-radius: 5px; height: 20px; width: 80%; margin: auto;"></div>	<div style="border: 1px solid #ccc; border-radius: 5px; height: 20px; width: 80%; margin: auto;"></div>
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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.

We will need the support of the maintenance department to install the whiteboards, once purchased. Once these whiteboards are in place, they should serve our campus for many years to come. This intervention could be expanded to all classrooms to support our Emergent Bilingual population. Teachers could provide content-specific academic vocabulary for English language learners on whiteboard anchor charts in their classrooms. This project could easily be expanded to other world language classrooms across the district.



Budget Item				
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				<input type="text"/>

**BUDGET TOTAL (will calculate after page is saved): 1019.94**

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

Cooper Jr. 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

A large rectangular box containing a solid black redaction bar, covering the signature area.

Date

A rectangular box containing a solid black redaction bar, covering the date field.

## 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.

A challenge for language-learners, especially in interpersonal communication, is recalling the vocabulary and grammar structures they need to convey their desired message. Students internalize frequently used vocabulary and grammar structures as part of the learning process, but it can be helpful for new or less-frequently used language tools to be displayed in the classroom until students achieve mastery of that tool. Building vocabulary and honing the accuracy of grammar structures are important parts of developing language proficiency. We would like to add a set of three large whiteboards to each Spanish classroom on campus to serve as anchor charts for each unit of study. Our curriculum is divided into four units. At the end of unit one, we would create a summary of frequently-forgotten unit one language tools on a whiteboard to remain visible for the rest of the year, and so on with units two and three. This would support the level 1 interpersonal communication learning standard of students performing at a novice-mid to novice-high proficiency level (using a mixture of words, phrases, and some simple sentences along with appropriate grammar structures) , and boost students into the intermediate range required at level 2.

The Problem Score

User	Selection	Value	Last Updated
[REDACTED]	38 Points	38	10/15/2024 03:35:45
[REDACTED]	30 Points	30	10/19/2024 09:34:41
[REDACTED]	40 Points	40	10/22/2024 03:31:28
[REDACTED]	40 Points	40	10/21/2024 09:40:59
[REDACTED]	35 Points	35	10/18/2024 04:29:22

**Total Score: 36.6**

### 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)
Students will apply grammar structures from previous units throughout the year.	At the end of the 2023-24 school year, approximately 30% of Spanish 1 students could accurately use present tense verb endings beyond first- and second-person singular.	Teachers will engage students in summarizing "tricky" grammar structures and write them on the unit whiteboard. The teacher will refer to the whiteboard until students get used to using it on their own.	We will evaluate whether the grammar structures we included on the whiteboard are the ones the students need the most help with and adjust as needed. We will gather data from interpersonal assessments and analyze whether the accuracy of student	80% c s inter proficie end

How will you evaluate the process of implementation

Quantitative data to be collected (Specify)

Teachers will write helpful words (beyond high-frequency words) on the board and refer back to them until students have incorporated them into their usable vocabulary. Teachers may add/remove words as needed.

We will evaluate whether students are internalizing the vocabulary from the board when we score their interpersonal assessment each unit and adjust our use of the board for the next unit, if needed.

Program Outcomes/Evaluation Score

User	Selection	Value	Last Updated
[REDACTED]	45 Points	45	10/21/2024 09:40:59
[REDACTED]	40 Points	40	10/19/2024 09:34:41
[REDACTED]	40 Points	40	10/15/2024 03:35:45
[REDACTED]	45 Points	45	10/22/2024 03:31:28
[REDACTED]	45 Points	45	10/18/2024 04:29:22

**Total Score: 43**

### 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.

We will need the support of the maintenance department to install the whiteboards, once purchased. Once these whiteboards are in place, they should serve our campus for many years to come. This intervention could be expanded to all classrooms to support our Emergent Bilingual population. Teachers could provide content-specific academic vocabulary for English language learners on whiteboard anchor charts in their classrooms. This project could easily be expanded to other world language classrooms across the district.

Sustainability Score

User	Selection	Value	Last Updated
[REDACTED]	15 Points	15	10/22/2024 03:31:28
[REDACTED]	15 Points	15	10/18/2024 04:29:22
[REDACTED]	15 Points	15	10/15/2024 03:35:45
[REDACTED]	13 Points	13	10/21/2024 09:40:59
[REDACTED]	8 Points	8	10/19/2024 09:34:41

**Total Score: 13.2**

**Grand Total Score: 92.8**

Comments

[REDACTED]  
 Did not thoroughly answer "What challenges do you anticipate carrying this program forward?" but did touch on expanding to other campuses and possibility of utilization by other groups.

[REDACTED]  
 Clearly stated problem and practical goals and methods of evaluation. Whiteboards are a long-lasting investment with flexible functionality making sustainability realistic.

[REDACTED]  
 Very straightforward explanation of a specific need, why it will help students, and how others can benefit from it. A few inconsistencies such as saying, "unit one" in one place and "unit 1" in another. Very good Outcomes/Evaluations portion with lots of detail and specific goals. I like your forward-looking thoughts about other world language classrooms utilizing this approach. The community is certainly becoming more diverse as time goes on.

[REDACTED]

Thank you for explaining the goals of this project clearly. However, it's not as clear what the current classroom configurations are and why there is currently insufficient whiteboard space to achieve these goals. Highly support the objective to improve language comprehension and success in the classroom, but would also like to understand how these expectations align to the TEKS or other level-based learning objectives for comprehension in these areas. It would also be helpful to understand the durability of these whiteboards and what kind of upkeep may be required.

Review Complete

User	Value	Last Updated
[REDACTED]	Yes	10/22/2024 03:31:28
[REDACTED]	Yes	10/15/2024 03:35:45
[REDACTED]	Yes	10/21/2024 09:40:59
[REDACTED]	Yes	10/18/2024 04:29:22
[REDACTED]	Yes	10/19/2024 09:34:41

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