



**WACO ISD EDUCATION FOUNDATION  
COVER SHEET – PART II  
Application for Grant:  
2026-2027 Funding Cycle**

Assigned Grant Proposal #: 41

Project Title: Our Culture, Our Stories: Artifact-Based Writing for Bilingual Learners

Grade Level(s): 2nd # of Students DIRECTLY involved: 15-20

Subject Area(s): RLA/ SLAR

Amount Requested: \$ 1,200

**Grant Focus Area(s):** In order to be considered, Waco Education Foundation Innovation Grant proposals must fall under one or more of the E4 focus areas: early childhood development, enhanced programming for advanced students, extended education for staff, and emphasis on student performance. NOTE: In addition to meeting one of the E4 focus areas above, grant readers are especially interested in creative and innovative grant requests that target fine arts, STEM, literacy, or enrichment.

(check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Early Childhood Development                | <input type="checkbox"/> Extended Education for Staff               |
| <input type="checkbox"/> Enhanced Programming for Advanced Students | <input checked="" type="checkbox"/> Emphasis on Student Performance |
| <input type="checkbox"/> Fine Arts                                  | <input type="checkbox"/> STEM                                       |
| <input checked="" type="checkbox"/> Literacy                        | <input checked="" type="checkbox"/> Enrichment                      |

## **Assigned Proposal #41**

**Project Title:** Our Culture Our Stories: Artifact Based Writing for Bilingual Learners

### **Project Description**

Our Culture, Our Stories is a culturally responsive literacy project designed for second-grade dual language learners. Students will engage with hands-on cultural artifacts as meaningful prompts for oral language development and writing. Through structured observation, partner discussions, and independent writing, students will strengthen vocabulary, sentence structure, and writing stamina in both English and Spanish. Bilingual visual supports and independent learning stations promote student autonomy and collaboration. All materials are durable and reusable, ensuring long-term impact across multiple school years while increasing student engagement, confidence, and performance in writing.

#### **1. Rationale**

This project aligns with the Waco Education Foundation's funding focus area of Emphasis on Student Performance through a creative classroom initiative that strengthens literacy outcomes for emergent bilingual students. Writing and oral language development remain critical priorities at both the campus and district level, particularly for students who benefit from concrete, meaningful learning experiences.

By integrating culturally relevant artifacts with structured bilingual supports, this project addresses the instructional need for materials that promote language development, higher-order thinking, and student independence. Students are provided equitable access to rigorous writing tasks while reducing reliance on constant adult support. This innovative approach supports district and campus improvement goals by increasing engagement, strengthening academic vocabulary, and improving written expression.

#### **2. Goals**

The goals of this project are to:

- Increase the length, detail, and organization of student writing in English and Spanish.
- Strengthen oral language and academic discourse through structured partner conversations.
- Expand bilingual academic vocabulary using culturally relevant content.
- Improve student confidence, engagement, and writing stamina.
- Promote independent learning through clear routines, visual supports, and learning stations.
- Strengthen the four language domains (listening, speaking, reading, and writing) assessed annually through TELPAS by providing consistent, authentic opportunities for students to practice academic language in meaningful contexts.

### **3. Plan of Operation**

The project will be implemented throughout the 2026–2027 school year during multiple literacy units. Durable cultural artifact kits will be organized into learning stations. Each instructional cycle will include:

1. Sensory exploration and close observation of artifacts
2. Structured partner discussions using bilingual sentence stems and visual supports
3. Pre-writing and planning activities
4. Independent writing (descriptive, narrative, and opinion)
5. Reflection and sharing

Bilingual instructional materials—including word banks, anchor charts, visual direction cards, and sentence stems—will support student independence and consistency. Family involvement will be encouraged through opportunities for parents to share cultural stories, artifacts, or written reflections connected to student learning. The project structure allows for repeated use across units while maintaining instructional rigor.

### **4. Communication & Dissemination**

The Waco Education Foundation and other district staff members will be invited to observe classroom implementation and student engagement during artifact-based writing lessons. Photo opportunities and classroom visits will be welcomed. Project outcomes, strategies, and student work samples will be shared with campus staff through grade-level meetings and professional learning communities. Successful practices may also be shared through district platforms as appropriate.

### **5. Evaluation**

Project effectiveness will be evaluated using multiple measures, including:

- Pre- and post-writing samples assessed with grade-level writing rubrics
- Oral language observation checklists during partner discussions
- Teacher observation notes documenting growth in independence, vocabulary use, and writing complexity

Student growth in writing quality, language development, and engagement will indicate project success.

### **6. Long-Term Implications**

All materials purchased through this grant are durable and reusable, allowing the project to be sustained beyond the 2026–2027 school year. The instructional framework can be replicated across additional grade levels and shared with other dual language educators. Long-term impact includes sustained growth in bilingual literacy skills, increased student confidence, and a scalable model for culturally responsive writing instruction.

## 7. Key Personnel

- **Project Lead (Second Grade Dual Language Teacher, Mrs. Rojas):** Responsible for planning, implementation, data collection, evaluation, and reporting.
- **Campus Administration:** Provides instructional support and oversight.
- **Students:** Active participants in collaborative exploration, discussion, and writing.

## 8. Budget and Budget Narrative/Justification

Grant funds totaling \$1,200 will be used to purchase long-term cultural artifact kits, bilingual instructional materials, classroom storage, mentor texts, and visual supports necessary for implementation. These materials directly support hands-on exploration, language development, and independent learning stations. All items are durable, reusable, and aligned to the instructional goals of the project, ensuring cost-effectiveness and sustained impact beyond the grant year. No additional secured funding sources are associated with this project.

