

Innovative Educational Grant Application

(Submit electronically as an email attachment separate of the Cover Sheet Pages)

IMPORTANT - Do not include the name of your campus in the Project Title or application.

Project Title: Growing Great Learners

Grade: 3rd Subject: Science, Social Students and Math Number of Students: 103

CHECK ONE:

This project is:

new to the district new to my campus new to me.

Have you received funds for this project from AISD previously?

Yes No

Have you previously received an AEF Grant?

Yes No

DIRECTIONS: Please provide a summary for each area listed below.

Description of Proposed Project/Activity: (Describe what you want to do with the grant funds. List activities and timeline. How is it a new, innovative or creative for Aledo ISD)?

With the grant funds we would be able to create an outdoor learning area for our school! The funds would go directly towards soil, seeds, garden boxes, and a water source. The students would work through a 10 week study, directed by Mrs. Coby Sohn who is a Master Gardener, with lessons geared toward planting and understanding the growth periods of different vegetation. The lessons are as follows:

Week 1- 5 Senses Food

Week 2- Tops and Bottoms- Plant Parts We Eat

Week 3- Don't Crowd Me

Week 4- Home Sweet Home

Week 5- Rules are Rule and Schedule It

Week 6- GO, SLOW, WHOA Classification

Week 7- 10 in 2 Color Box

Week 8- Fruity Beauty and Blind Taste Test

Week 9- Two Old Potatos and Me- Growing New from Old

Week 10- Kitchen Cotton Quantity Conversion

Objectives: (State measurable objectives in terms of student behavior or performance).

Each week the students will be covering multiple TEKS that span across the curriculum. They are separated by each lesson.

Week 1: 5 Senses Food

English Language Arts and Reading

- 3.22(A)iii Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives

Science

- 3.5(A) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to: (A) measure, test, and record physical properties of matter.

Health

- 3.1 (A) (B) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness.

Garden Journal 1

- Health 3.1 (A) (B) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness.

Week 2: Tops and Bottoms- Plant Parts We Eat

English Language Arts and Reading

- 3.4(B) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. [STAAR Readiness Standard]
- 3.8(A) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events. [STAAR Readiness Standard]
- 3.13(B) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) draw conclusions from the facts presented in text and support those assertions with textual evidence. [STAAR Readiness Standard]
- 3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Science

- 3.10(A) (C) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to: (A) explore how structures and functions of plants and animals allow them to survive in a particular environment.

Garden Journal 2

- **Health 3.1 (A) (B) Health behaviors.** The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness.

Week 3- Don't Crowd Me

Science

- **3.9 (A) Organisms and environments.** The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. [5th Grade STAAR Supporting Standard]

Garden Journal 3

- **Science 3.2 (A) Scientific investigation and reasoning.** The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.

Week 4- Home Sweet Home

English Language Arts and Reading

- **3.15 (B) Reading/Comprehension of Informational Text/Expository Text.** Students understand how to glean and use information in procedural texts and documents. Students are expected to: locate and use specific information in graphic features of text. [STAAR Supporting Standard]
- **3.29 (A) Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

Science

- **3.9 (A) Organisms and environments.** The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. [5th Grade STAAR Supporting Standard]
- **3.9(C) Organisms and environments.** The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

Garden Journal 4

- **English Language Arts and Reading 3.13 (A) Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) identify the details or facts that support the main idea. [STAAR Readiness Standard]

Week 5- Rules are Rule and Schedule It

English Language Arts and Reading

- **3.22 (C) Oral and Written Conventions/Conventions.** Students understand the function of and

use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (C) use complete simple and compound sentences with correct subject-verb agreement.

Science

- 3.1 (A) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to: (A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat.

Math

- 3.4 (K) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. [STAAR Readiness Standard]

Social Studies

- 3.1 6(E) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.

Health

- 3.2(A) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to: (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons.

Garden Journal 5

- Health 3.11 (A) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (A) practice critical-thinking skills when making health decisions.

Week 6- GO, SLOW, WHOA Classification

English Language Arts and Reading

- 13(C) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (C) identify explicit cause and effect relationships among ideas in texts. [STAAR Readiness Standard]
- 15(B) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (B) locate and use specific information in graphic features of text. [STAAR Readiness Standard]

Health

- 1D Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid.
- 11B Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (B) gather data to help make informed health choices.

Science

- 3.3 (B) Scientific investigation and reasoning. The student knows that information, critical

thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food.

Garden Journal 6

- English Language Arts and Reading 3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

Week 7- 10 in 2 Color Box

English Language Arts and Reading

- 3.29 (A) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.
- 3.30 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Health

- 3.1(D) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid.

Garden Journal 7

- Health 3.1(D) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet.

Week 8- Fruity Beauty and Blind Taste Test

English Language Arts and Reading

- 3.22(A)iii Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives.

Mathematics

- 3.4(A) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; [STAAR Readiness Standard]
- 3.8(A) (B) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to: (A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals [STAAR Readiness Standard] (B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. [STAAR Supporting Standard]
- 3.1(B) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and

the reasonableness of the solution; [STAAR Skill incorporated into test questions from reporting categories 1-4]

Health

- 3.11(B) Personal/interpersonal skills. The student recognizes critical thinking, decision making, goal setting, and problem solving skills for making healthy promoting decisions. The student is expected to: (B) gather data to help make informed health choices.

Garden Journal 8

- English Language Arts and Reading 3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

Week 9- Two Old Potatoes and Me- Growing New from Old

English Language Arts and Reading

- 3.2(B) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. [STAAR Supporting Standard]
- 3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.
- 3.20(A)i,ii,iii Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement.
- 3.20B Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions.
- 3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Social Studies

- 3.2(C) History. The student understands common characteristics of communities, past and present. The student is expected to: (C) compare ways in which various other communities meet their needs.
- 3.3(A)(B) History. The student understands the concepts of time and chronology. The student is expected to: (A) use vocabulary related to chronology, including past, present and future times; (B) create and interpret timelines.
- 3.4(B) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to: (B) identify and compare how people in different communities adapt to or modify the physical environment which they live such as desert, mountains, wetland, and plains.

Garden Journal 9

- English Language Arts and Reading 3.5(A) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the

text to support their understanding. Students are expected to: (A) paraphrase the themes and supporting details of fables, legends, myths or stories. [STAAR Supporting Standard]

Week 10- Kitchen Cotton Quantity Conversion

English Language Arts and Reading

- 3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Mathematics

- 3.3(C) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (C) explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number [STAAR Supporting Standard]
- 3.3(H) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. [STAAR Readiness Standard]
- 3.7(E) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to: (E) determine liquid volume (capacity) or weight using appropriate units and tools [STAAR Supporting Standard]
- 3.1(A) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to (A) apply mathematics to problems arising in everyday life, society, and the workplace [STAAR Skill incorporated into test questions from reporting categories 1-4]

Garden Journal 10

- English Language Arts and Reading 3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
- Health 3.11 (A) Personal/interpersonal skills. The student recognizes critical-thinking, decision making, goal setting, and problem solving skills for making health promoting decisions. The student is expected to: (A) practice critical thinking skills when making healthy decisions.

Need: (Describe the area of student achievement you wish to address and give any data that supports the need. Please include how this grant addresses district and campus goals).

Many of our students are budding scientists that need an outlet and opportunities for discovery! With the lack in our districts budget to allow there to be a science specialist at each campus, the science curriculum has been pushed to the side. Therefore, the students are not able to explore these avenues consistently. This would give our students those opportunities that they would otherwise miss.

Last year, the 5th graders passing rate was 93%, which is incredible. However, in our student group labeled "At Risk", only 78% of the students passed. That is an almost 20% difference within students who have the same teachers every day and learn the same curriculum. The difference the other student had that our Hispanic community doesn't is life experiences. We are hoping that this garden will give these students some life experiences that they wouldn't otherwise have at home.

Our campus goals clearly state that we are to "Provide opportunities that meet the academic needs of all learners and the expectations of state standards." All learners! We, as teachers, can only get so much done during the day in our classrooms. We need opportunities to get outside and work with the real world objects we are teaching about. Our students are depending on us to give them the absolute best education that we can provide and they deserve.

Evaluation Strategy: (Describe how you will know if your objectives are met. How will you share your program's successes with your peers)?

To evaluate the success of this program, the objectives previously mentioned will be assessed via teacher created rubrics. During each experience, teachers will monitor the students and score their performance with the assessment tool. While providing ongoing assessment with the rubrics, teachers will also circulate through the activity area providing feedback, using guiding questions, and reinforcing the experiences.

The program's success will be shared using the following:

- The school's Facebook page will provide regular updates on the program's progress.
- The school's website will serve as a collection point for photos, written results, and/or student testimonials relating to the program.
- At the end of the ten week stint, a press release will be provided to the Weatherford Democrat, the Fort Worth Star-Telegram, and The Community News, detailing the Aledo Education Foundation's support of innovative programs and how those programs are providing students with more in depth learning opportunities.

Partners: (Identify any school and/or community partners involved in the project and their respective roles).

We are so very fortunate to be able to work so closely with Mrs. Coby Sohn. She is a certified *Master Gardener* through Texas A&M AgriLife Extension program. Last year, she took our 4th graders through a series of lessons, and those students were able to get their own Junior Master Gardener certificates. This year we are slightly changing the agenda and trying to make a lasting impact that spans much longer than just a few weeks. Coby will be delivering the lessons and the teachers will be there as a support system for the students and scaffolding them to success.

Week 10 5 bags of cotton balls- \$3.68 x 5= \$18.40 5 sets of Measuring cups- \$11.99 x 5= \$59.95 <i>Plus tax and price inflation</i>	\$78.35 \$83.00	Walmart	
Soil- \$43 per yard x 4 yards= \$172	\$172	Clearfork Materials	
Total	\$1,425.00		
Equipment			
Contracted Services (list consultants)			
Recurring Cost:			
Week 1- 5- packages of Baby carrots- 1.48 x 5= \$7.40 1 Package of sunflowers seeds- \$3.18 <i>Plus tax and price inflation</i>	\$10.58 \$12.00	Walmart	
Week 3- 5 packets of carrot seeds- \$6.34 x 5= \$31.70 <i>Plus tax and price inflation</i>	\$31.70 \$34.00	Walmart	
Week 8- 3 varieties of apples, 5 each Gala Apples- \$1.27 per lb x 5= \$6.35 Granny Smith Apples- \$1.27 per lb x 5= \$6.35 Red Apples- \$1.27 per lb x 5= \$6.35 <i>Plus tax and price inflation</i>	\$19.05 \$23.00	Walmart	
Week 9- 2 white potatoes- \$.98 per lb. x 2= \$1.96 Post it notes- \$5.02 <i>Plus tax and price inflation</i>	\$6.98 \$8.00	Walmart	
Total-	\$77.00		
Training/Professional Development:			
Other:			

TOTAL	\$1,502.00		

Grant Applications should be submitted to AEF electronically. Email application as an attachment to Lynn McKinney at lmckinney@aledoisd.org. Do not submit hardcopies of grants. Include the Cover Page with appropriate approval signatures as an attachment separate of the Grant Application.

**Aledo Education Foundation
Criteria for Grant Approval Reviewer Score Sheet**

Application Number _____

Evaluator # _____

Project Title _____

Please rank the effectiveness of each item with 5 being high and 0 being low. Circle the number that best describes each statement.

Criteria							Weighted Amount	Weighted Total
Need is clearly stated. Supports districts and campus goals.	5	4	3	2	1	0	X 4	
Objectives are specifically stated and measurable.	5	4	3	2	1	0	X 3	
Activities/procedures specifically stated and relate to purpose and objectives. Innovation is apparent.	5	4	3	2	1	0	X 4	
Evaluation strategy is clearly stated and relevant to the objectives and student performance.	5	4	3	2	1	0	X 3	
Budget is complete, realistic, accurate and appropriate.	5	4	3	2	1	0	X 4	
Project includes participation and support of parents, community and/or business partners.	5	4	3	2	1	0	X 2	
GRAND TOTAL								

Please check the statement below that best describes how you would rank this application.

- I would definitely recommend funding this project.
- I would recommend partial funding. Amount? \$ _____
- I would recommend funding this project if there were extra money.
- I would not recommend funding this project.

Additional Comments (please use back if necessary)