

General Information

| | |
|---|--|
| Grant Number | 101 |
| Project Title | Just a Spoonful of Rigor Helps the Confidence Go Up! |
| Please select the MAIN curriculum area your grant addresses. | Math |
| Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?) | <input checked="" type="radio"/> No <input type="radio"/> Yes |
| Primary Contact Information | |
| First Name | Kelli |
| Email | kelli_baker@allenisd.org |
| Last Name | Baker |
| Phone Number | 972-727-0580 |
| Campus | Reed Elementary |
| Main Subject | Math - Elementary |
| Grade(s) | <input type="text" value="3"/> |
| I have co-applicants. | <input checked="" type="checkbox"/> |

Grant Co-Applicants

| Additional Grant Applicants | | | |
|-----------------------------|-----------|-----------------|-------|
| First Name | Last Name | Campus | Grade |
| Jennifer | Dingler | Reed Elementary | 5 |
| Ashley | Nelson | Reed Elementary | 4 |

Describe details of the project

| | |
|---|--|
| Grant Number | 101 |
| Campus/Student Information | |
| Your campus: | Reed Elementary |
| Will other campus' be involved/impacted by this grant? | <input checked="" type="radio"/> No <input type="radio"/> Yes |
| Your grade(s): | 3 |
| Will other grades be involved/impacted? | <input type="radio"/> No <input checked="" type="radio"/> Yes |
| Please select all grades that will be involved/impacted by the grant. | <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

Project Purpose

What is the problem, need, or opportunity that this grant will address? Explain **what students will know and be able to do** as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)

The Countdown will provide an opportunity for all students to become more familiar with the high level of rigor and problem solving aspect of math. It will also give teachers a phenomenal resource that is aligned with the new math TEKS implemented in the 2014-2015 school year. Teachers will have the opportunity to use the countdown as a spiral review with students of the

various concepts learned throughout the school year. As a result of using this resource students will know the routine to solve word problems involving multiple steps and will be able to apply these problem solving strategies in any situation. After implementation of the Countdown in class, students will know they are capable of successfully completing problem solving involving multiple steps and will be able to use that confidence when any situation arises whether it be in a real life problem solving situation or a problem presented in class.

Project Description

How will the project or program be implemented? Describe activities and tasks.
Who is the target population and in what ways will they benefit? (500 words or less.)

Teachers can use this resource in their student's interactive math journals through hands-on activities, during learning stations which provides students with the repetition of problem solving, or they can use a whole class challenge that will create a fun, learning atmosphere for all students. The great aspect of this resource is that it can be used in many different parts of the day. Teachers can use this during the regular school day, during intervention time, during after school tutorials, or during Saturday school. The Countdown is beneficial for students who are fast finishers as it provides aligned work that will engage student independent thinking. This resource will also help struggling students understand the different components, such as visuals and tricky wording, presented in math problems. Students lose confidence in math when they continue to struggle with the various aspects of problem solving. Having the opportunity to become more familiar with the general format of problems will help the students get more comfortable and therefore, more confident in their ability to be successful.

Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

1. One of Allen ISD goals is to "transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem solvers". The Countdown will provide the opportunity for that exactly. Students will be exposed to more rigorous problem solving and will be able to transform math to be more meaningful to them which will lead to success not only in their current grade but throughout their entire life.
2. Another goal of Allen ISD is to "transform the traditional classroom into an innovative learning experience that meets the needs of the individual learners". This resource has a tendency to be used in a "traditional classroom," however, when teachers become innovative and creative with their student's success in mind the Countdown can be transformed into an engaging, hands-on, challenging, and exciting resource for all students at every level.
3. 3.1B, 4.1B, 5.1B "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". The Countdown will cover the entirety of this standard as well as all of the other process standards which is essential to success in any type of problem solving both in and out of the classroom.

Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

Teachers will be able to use fall benchmark data to determine where students stand in their problem solving ability. After spring simulations, teachers will be able to use that data to identify if growth is occurring and if students are better able to work through the problem solving process. STAAR testing will also provide data to determine if the resource is effective in building student confidence and overall improvement in math.

Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

There are multiple ways the Countdown can be implemented in the classroom. One way is that teachers can use this in the student's interactive math notebooks. Students will be able to cut out the various problems and paste in their journals by creating a sort on the ways that each problem can be solved. For example, students can sort the problems on whether they will find an answer by adding, subtracting, or if they have to complete 2 or more steps to solve. They could also use multiplication or division as well as visual versus non-visual questions to sort. Students can then solve these once they are glued in their journals based on the initial observations. Teachers can also use the Countdown as a learning station. If groups are sorted based on mixed abilities the higher students will have the opportunity to become the teachers and help the struggling learners understand the word problems. Peer-teaching can also provide another opportunity for students to hear how a problem can be solved which could help the struggling learners make more sense of a concept. Teachers can also initiate a problem solving challenge using the Countdown. For example, the challenge can be for students to find as many different ways as possible to work out the problem and get the correct answer. This will help students understand that there is not always one way to find an answer and it will present multiple ideas for struggling learners and hopefully they will find a strategy that makes sense to them.

Budget details

Timeline

What is the project timeline and the date of implementation?

The Countdown will be introduced at the beginning of January 2016 once students return from winter break. At this time, the students will have learned at least half of the concepts for the year and will be able to solve the problems presented on the Countdown. The Countdown will continue to be used for the rest of the school year as a guide for the students and a meaningful resource for teachers.

Curriculum/System Support

Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

This resource supports Allen ISD curriculum by allowing the students to experience the process standards in a rigorous way and will help students achieve Allen ISD goals. With the recent changes in the math curriculum a reliable and aligned resource is necessary to provide an opportunity for all learners to grow. This idea can help build confidence within students of all categories: GT, special education, economically disadvantaged, and average students. The Countdown also provides a spiral review for the entire curriculum of all 3rd, 4th, and 5th grade classes which is beneficial for those students who need the repetition to learn certain concepts.

Budget Details ** All awarded funds will be available by September of the next school year.

| Budget Item | Item Type | Unit Cost | Quantity | Total Cost |
|---------------------------------------|-------------------------------------|-----------|----------|------------|
| Countdown to the Math STAAR 3rd Grade | Instructional Supplies or Resources | 390.0 | 1 | 390.0 |
| Countdown to the Math STAAR 4th Grade | Instructional Supplies or Resources | 390.0 | 1 | 390.0 |
| Countdown to the Math STAAR 5th Grade | Instructional Supplies or Resources | 390.0 | 1 | 390.0 |

BUDGET TOTAL 1,170

Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.

Additional funds? No
 Yes

Signature page and principal contact

Principal Approval Required

Please provide the Name and Email of your Principal

| First Name | Last Name | Email Address(Completed) |
|------------|-----------|-----------------------------|
| Susanne | Miller | susanne_miller@allenisd.org |

Applicant Signature

By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.

Signature Kelli Baker

Date 03/26/2015

Principal's approval form

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. **Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot **

No actions possible.

Comments

Our teachers have been looking for innovative ways to spiral through their math review. This resource, used in the method described in the grant, would help them do just that.

History and final disposition of application

| State Change History | |
|----------------------|--|
| State Change | ***** 03/26/2015 16:35:32 Submitted |
| State Change | ***** 03/26/2015 22:09:58 Accepted |
| Grant Status | |
| Grant Awarded | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Award Amount | 1170 |