

General Information

Grant Number	362
Project Title	Story Box Alive! Library
Please select the MAIN curriculum area your grant addresses.	Special Education
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	Trish
Email	patricia_reyna@allensd.org
Last Name	Reyna
Phone Number	972-908-8860
Campus	Olson Elementary
Main Subject	Special Education
Grade(s)	<div style="border: 1px solid black; padding: 5px;"> K Pre-K 1 2 3 4 5 6 </div>
I have co-applicants.	<input checked="" type="checkbox"/>

Grant Co-Applicants

Additional Grant Applicants			
If the grade level is Kindergarten, please use the number 13.			
First Name	Last Name	Campus	Grade
Andrea	Payne	Curtis Middle School	8
Sherri	Idbeis	Cheatham Elementary	1
Colleen	Dunphy	Cheatham Elementary	2

Describe details of the project

Grant Number	362
Campus/Student Information	
Your campus:	Olson Elementary
Will other campus' be involved/impacted by this grant?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all campuses that will be involved/impacted by the grant.	<div style="border: 1px solid black; padding: 5px;"> Boon Elementary Cheatham Elementary Green Elementary Lindsey Elementary Marion Elementary Olson Elementary Reed Elementary Rountree Elementary Story Elementary </div>

Your grade(s): K,Pre-K,1,2,3,4,5,6

Will other grades be involved/impacted? No Yes

Please select all grades that will be involved/impacted by the grant.

- K
- Pre-K
- 1
- 2
- 3
- 4
- 5
- 6

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.)

So, how do you reach a student with multiple disabilities and teach them about their world? Through exposure to all of their senses through experiential story boxes. The students will be able to EXPERIENCE and PARTICIPATE in literacy with these story boxes. These students will be able to use all their senses, not just vision and hearing as would a general education student, to understand the story / concept being presented to them.

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.)

The students that will be impacted by this grant have multiple disabilities including delayed or no language, vision impairments ranging from low vision to blind, tactile sensitivity, deafness or hard of hearing, cognitive delays and physical handicapping conditions. Many times all of these conditions are contained in the description of one student. We estimate that up to 50 of our most fragile students would be impacted all year and for many years to come with this project.

"A story box is a simple collection of objects that go along with the story plot of a book. The objects act like pictures to a blind child. They can make a story come alive and interactive for those students that don't benefit from pictures." -Paths to Literacy Our desire is to create a library of story boxes that correlate with common and preferred books that are read to students in regular classrooms. For example, If You Give a Mouse a Cookies, is a commonly read and loved book in lower grade classrooms. Our students may not have ever held a cookie, straw or napkin (items in story) because they don't eat (fed through g-tube), or felt the bristles of a broom, strings of a mop or nail clippers. A story box would contain the book, the main objects within the story either in full size form or smaller form (hand broom as opposed to a full sized broom) and any textures, smells, or appropriate tastes that would enhance the literacy experience. The student would be given time and opportunity to explore the items as the story is being read, respond to question by the teacher by giving back the correct object and enjoy the process of reading.

The project would be implemented by three itinerant vision teachers within the district who travel from school to school to visit and directly work with these students. The vision teachers would contact the Special Education teachers (Lifeskills,PPCD and DEAR) within the various schools who work with these students, discuss what books or themes will be coming up for the nine weeks, purchase the book (preferably hardback) and collect good quality items that go along with the story. The books would be stored in like boxes, cataloged and checked-out to classroom teachers or vision teachers for temporary use.

Allen ISD Goals/ TEKS

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

110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.
(b) Knowledge and skills.
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
(A) recognize that spoken words can be represented by print for communication
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
(G) identify different parts of a book (e.g., front and back covers, title page).

(6) 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) identify elements of a story including setting, character, and key events;
- (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
- (C) recognize sensory details; and
- (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.

(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.

Although these TEKS are for lower grades, these students function at this level and these TEKS are appropriate.

Measurement

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

Measurement of the effectiveness of the project will be in terms of, "Did the student engage the objects during the story?" "Did the student comprehend the story by giving back an object that answers a comprehension question?" The effectiveness is not measured in numerical form, but rather in attention to the task, engaging in the texture, taste, smell, shape of the object related to the story.

Teaching Methods

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

Even within the SPED community, differentiation in terms of meeting the learner where they are at, is the method that will be used to implement the project. Each learner individualizes as to what stimulates their brain to be interested and what creates an aversion and how that affects their learning. Hands-on is the theme of this project and by engaging the senses, the students will get the most from their literacy experience.

Timeline

What is the project timeline and the date of implementation?

Implementation would be immediate. As a team, we have close to 10 story boxes that we have put together separately for our students. They are haphazardly organized with borrowed items and not cataloged. With this grant, we would be able to order immediately sets of books that the teachers will be using for the year, organize into consistent and orderly boxes what we have begun and begin ordering/collecting good quality items to keep in the boxes. The project would last the full year as some of the boxes would relate around a theme such as winter, fall, Thanksgiving, Holidays, etc. The funded part of the story box library would be completed by the end of the year. Of course, we would like to have 50 boxes but this would be a good start.

Curriculum/System Support

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

This projects enhances and supports the special education program district wide. Campuses that house special education programs, particularly life skills and autism units, still have the responsibility and pleasure of teaching literacy in a way that the student can understand. If a student can identify a character from concrete representations, then they should be given the opportunity to engage by interacting with the concrete representations. The support for the teacher would be that the items would be high quality, all collected in one box with the book (which saves time and money) and they would be available to check out at all times.

Budget details

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

Budget Item	Item Type	Unit Cost	Quantity	Total Cost
20 Stearlite Boxes	Instructional Supplies or Resources	6.25	20	125.0
20 Books	Instructional Supplies or Resources	10.0	20	200.0
Average of 4.25 items/box	Instructional Supplies or Resources	5.0	85	425.0
BUDGET TOTAL		750		

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)
Allison	Knight	allison_knight@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 Patricia Reyna

Date 02/26/2016

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

Thank you for considering this grant proposal. The materials will be a great addition of resources to our special education program and will support our students with visual impairments in a positive way.

History and final disposition of application

State Change History

State Change	***** 02/26/2016 16:12:04 Submitted
State Change	***** 03/01/2016 15:53:56 Accepted

Grant Status

Grant Awarded Yes
 No

Award Amount 750