

Name: _____
What is the BESE Region of your school? _____

QSM Grant Proposal Worksheet

POPULATION (5 PTS TOTAL)

Student Population to be served:

*Total number of students directly impacted

Number of students in each category below that are directly impacted by this proposal:

*Eligible for Free/Reduced Meal:

*African-American/Latino/Other Minority:

*Urban:

*Suburban:

*Rural:

*Special Education Mainstreamed:

*Gifted/Talented Mainstreamed:

*English Second Language:

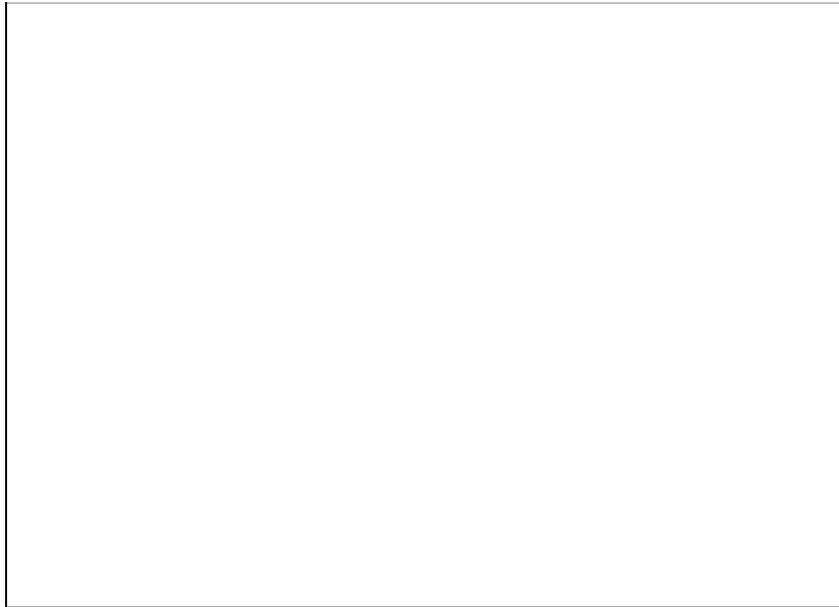
*Describe your student population within the **context of your classroom**, e.g. where applicable, percentages of

1. Single-parent families
2. Graduation rate
3. Grandparents as caregivers, etc.

Provide new information that is not already included in sections above to further describe any challenges you face in teaching your students science/math concepts as a result of the demographics (100 words max):

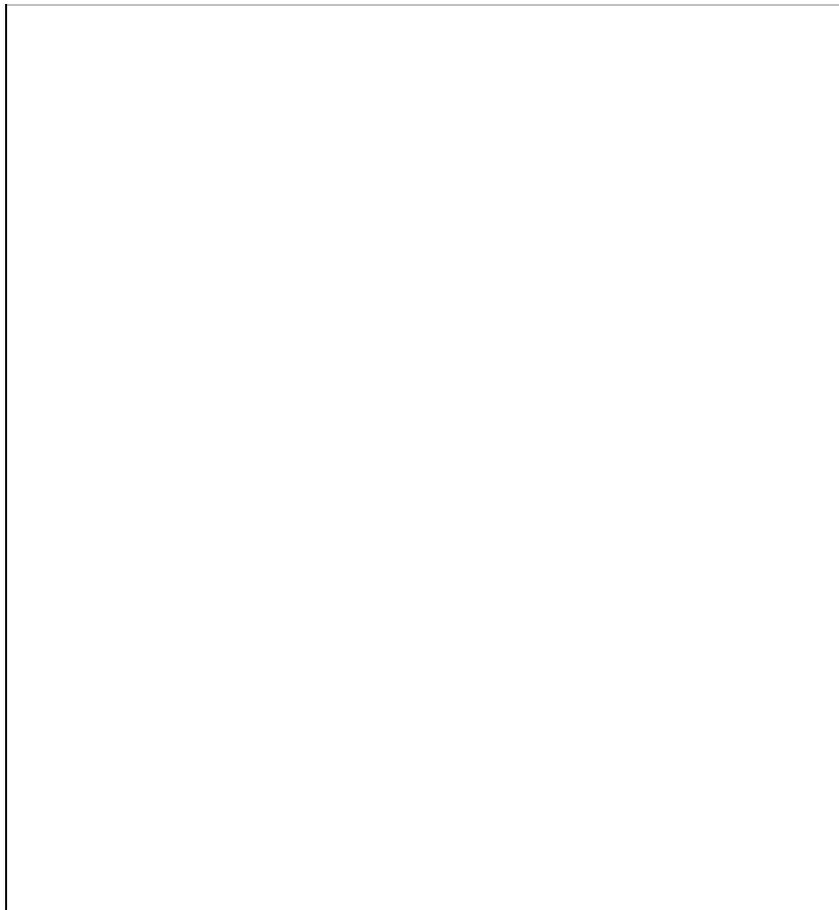
GOALS AND OBJECTIVES (10 POINTS)

*List your instructional goal(s), measurable objective(s) for each goal, and the Louisiana student standard(s) to be addressed (250 words max):



ABSTRACT (10 POINTS)

*The abstract will be used to illustrate your overall project. Provide a brief overview of your proposed project that includes your goal(s), objectives, and synopsis of your implementation plan and expected student learning outcomes (300 words max):



RATIONALE (15 POINTS)

*Justify your project. Describe the student needs and/or area(s) of weakness you will target and how they correlate to your goals and objectives. Include student data that show the student need(s), e.g. teacher, district, EAGLE, and/or benchmark assessment data, etc. and why the content and/or skill deficiencies are educationally significant. Violations of the state’s policy regarding use of confidential student data or implication of knowledge of the content of an assessment beyond what has been provided by the governing agency will automatically exclude the proposal from consideration. For example, including student names on reports is a violation of student confidentiality laws. Inclusion of information that could only have been obtained by reviewing individual items on an assessment is a violation of state policy. (300 words max):

DESCRIPTION (20 POINTS)

*Fully explain your project by providing a clear description of what you plan to do to address your students’ learning need(s) and meet the identified standards. Describe the learning strategies, instructional materials and specific activities you will implement to improve the content knowledge and skills of your students. (650 words max.)

EVALUATION (20 POINTS)

*Explain how you will measure your students’ progress toward meeting

your goal(s) and objective(s). Include

1. A description of the pre/post assessment tools you will implement to determine student growth
2. Specific methods in which you will make pre/post project comparisons of knowledge, understanding and skills to measure student growth
3. Objective data
4. Both formative and summative assessment data. (State test results are not an acceptable measure.)

(650 words max):

QUALIFICATIONS (10 POINTS)

*Describe two professional development experiences that qualify you to successfully implement your project. Do NOT provide any names. Include only the topic, contact hours, and year of the training. (200 words max):

BUDGET (10 POINTS)

Uploaded excel file that includes: Name of item(s), Number of item(s), Item cost, total cost and vendor(s).

Evaluation of Sample Proposals

STUDENT POPULATION DESCRIPTION

Sample 1

It's a rural town. This would allow all different types of learning styles especially kinesthetic learners. This give students hands on experiences along with educating.

Sample 2

My students have a 25.7% poverty rate with 40% living in single parent homes. One-third of the community population 25 years or older never graduated from high school. Therefore, many students do not have help with homework at home. Because many are in poverty, about 30% of my students work after school in lieu of extracurricular activities.

Sample 3

In my classroom less than 50% are living in a traditional two parent home. The rest of my students are living with single parents.

GOALS AND OBJECTIVES**Sample 1**

The project goal is to purchase microscopes so students can be exposed to hands on learning. Students will be able to identify parts of a cell with a microscope by the end of the first semester.

Sample 2

The goal of my project is to provide the technology necessary to raise the mathematical performance of students at all levels. Technology must be provided in order for students to achieve maximum learning capacity, opening the door to many more opportunities beyond the high school math classroom. Louisiana standards for mathematics educations state, "Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator.

Sample 3

The project goal is to improve my students algebraic concepts at a deep, conceptual level by engaging them in multisensory manipulative based activities aligned to CCSSM. By May 2017, Algebra II students will increase their proficiency in solving systems of linear equations and inequalities by 10% based on pre and post district assessment.

ABSTRACT**Sample 1**

I plan to mix different substances to see how they react to each other. I plan on comparing different types of cells and cell parts with a microscope.

Sample 2

Students will investigate constant velocity, acceleration, as well as measure and analyze forces, in order to develop models for fundamental physics ideas. Using diagrams, graphs, and data, students will better understand relationships between forces and deepen their understanding of fundamental Newton's Laws.

Sample 3

The goal of my project is to provide the technology necessary to raise the mathematical performance of students at all levels. I plan to purchase 6 TI-84 plus graphing calculators to complete a classroom set of calculators. All my students will have daily access to the calculators in my classroom. Each calculator will also be loaded with ACT programs that will enable students to increase their ACT mathematics subscores which will in turn allow them more opportunities after high school.

RATIONALE

Sample 1

An analysis of my 4th grade scores on the district pretest given last month indicate that 50% of my students do not understand measurement, which is a fundamental skill. The classroom sets of various measurement tools and ways to use them will provide my students the experiences necessary to better understand measurement and improve their performance.

Sample 2

Science manipulatives will address my kinesthetic learners and provide hands-on experiences for all my students in science.

Sample 3

My students show a general weakness in the area of multiplication fact fluency. When I gave the group a timed multiplication test, the scores ranged from 31 to 0 with an average of 14 facts within a one minute time. Most of the facts that students successfully completed were from the easier quadrant of factors including 0, 1 and 2. This content is of specific importance to my students because this fluency is a basis for many other standards within fourth grade. Some of the standards including 4NBT5 and 4NBT6 relating to multi-digit multiplication and division as well as standards in strand relating to fractions such as 4NF1. Without this basis of general fluency, students will continue to struggle with more difficult concepts.

DESCRIPTION

Sample 1

Science as Inquiry Electricity Unit:

The unit pretest identified my students' misconceptions about electricity. To help them learn how electricity flows through a circuit, I will have my students participate in a variety of activities that illustrate this concept. Their curiosities will be piqued and problem-solving skills honed when they 1) discover how and why the Energy Ball lights and make noise under certain conditions; 2) determine what they have to do to make their Snap Circuit bell ring; and 3) explain why the buzzer on their hand-made aluminum foil/cardboard circuit doesn't work, and how they can make it work.

Sample 2

It is the mission of the faculty and staff of this school to provide student of diverse backgrounds with an education they can use after graduation. Students exposed to an education using technology have a better chance at making quality decisions in an increasingly technological age. In order to accommodate this need for learning technology, students must use modern equipment. The equipment needed to implement the objectives of this project are Texas Instrument 83 Plus Graphing Calculators, Texas Instruments Calculator Based Laboratory, and probes used to measure pH, conductivity, temperature, voltage, and light. In addition to the equipment, workbooks containing directed lab activities supplement students' learning, while rechargeable batteries provide a renewable source of power for the equipment in the future. As the activities of the project are completed, students have an organized, more rapid tactile approach to learning. This approach provides students with a means of doing while they learn. During the activities, students will make discoveries, as

scientists, by manipulating variables, testing, and interpreting their results. The technology provides students with an organized method of obtaining and interpreting data more quickly. Once the data is collected, the technology can be used to construct and interpret graphs much more rapidly. This allows students a greater opportunity to understand the scientific principles behind each activity.

Sample 3

The digital world has changed the classroom. Students are more interactive and are engaged in learning. Virtual presences and digital representation of content allow students to take more ownership of their learning. However, this does not come without costs. Students are so immersed in the digital world, they often lose sight of those tangible things around us. This document camera would allow for a bridge between the tactility of our world and the digital representations we have become so used to. This camera will allow students to present materials to the class without deep computer knowledge and then manipulate that material using intuitive computer tools.

EVALUATION

Sample 1

The assessment will be completed in three phases consisting of pretest, posttest and retest for retention based on the third grade CCSSM for measurement. The goal is to have each student's scores sustain a minimum increase of 10%. A rubric will be used to evaluate students' abilities to explain how they would measure various objects accurately.

Sample 2

In order to evaluate the success of the project, results of student scores on laboratory assessments will be maintained. Students will be observed during the laboratory assignment and evaluated upon their ability to complete the assignment with a minimum proficiency. The minimum proficiency expected of the students will be based upon a laboratory rubric that evaluates completeness, correctness, cooperative effort, and conclusion. In addition to laboratory evaluation, students will be expected to complete individual assignments such as quizzes and tests using the technology used during the laboratory assignments. Students will be expected to use the correct procedures for the graphing calculator and probes to obtain a sample of data. Also, students will take a pre-test to determine prior knowledge and a post-test at the end of the semester to determine their overall improvement of using technology. Along with the post-test, students will complete a survey to determine interest in the course and the use of technology. Finally, standardized test scores will be used as a determining factor to evaluate students' success. The results of exposure to authentic assessment and critical thinking questions during laboratory activities will be compared to students' scores on standardized tests.

Sample 3

I have attended many professional developments on technology and the use of such technologies within the classroom. In the past I attended week long Intech trainings where I was able to learn about implementing more technology based lessons in the classroom. I also have attended all Louisiana teacher leader events throughout the past four years. I report back to school on the most current changes to curriculum, instruction, and technology throughout the year. During the school year, I attend weekly school professional developments focused on mini-tech sessions to supplement classroom instruction.

QUALIFICATIONS

Sample 1

In June 2014, I participated in a 12-hour workshop which focused on the behavior of light. The workshop began with a simple particle model. We used prisms, laser lights, flashlights, slinkies and other materials in groups to

develop ideas of wavelength, electromagnetic spectrum, diffraction, frequency, period, and amplitude. The workshop ended by examining how phenomena such as the photoelectric effect lead to a photon model.

Sample 2

The most recent professional training experience was the attending of LaSIP in 2000. Eighteen days, from 8:00 am to 3:00 pm, were used to complete the workshop for a total of 108 hours. The majority of the training experience received was using the Texas Instrument 83 Plus calculator, Calculator-Based Laboratory (CBL), and various probes that tested temperature, pH, conductivity, dissolve oxygen, and others.

Sample 3

To evaluate this project, I will compare student scores with those from previous years. I will also give pretests to gauge student understanding followed by a post test to determine what they have learned. In the long run, I will be able to see how students perform in future science courses both in high school and college.

BUDGET

Sample 1

Item	Name of Item	# of Items	Item Cost	Total Cost	Vendor
1	Electricity FOSS kit	1.00	\$250.00	\$250.00	Delta Education
2	Magnetism FOSS kit	1.00	\$300.00	\$300.00	Delta Education
Total Ship Cost				\$30.00	
Grand Total				\$580.00	

Sample 2

Item	Name of Item	# of Items	Item Cost	Total Cost	Vendor
1	SmartMicroScope iGO with backlit stand	1.00	\$399.00	\$399.00	
2	SmartMicroScope iGO	1.00	\$349.00	\$349.00	
Total Ship Cost					
Grand Total				\$748.00	

Sample 3

Item	Name of Item	# of Items	Item Cost	Total Cost	Vendor
1	Goggle Chrome pads	1.00	\$400.00	\$800.00	
2	Subscription to ExploreLearning for Gizmos	1.00	\$249.00	\$249.00	
Total Ship Cost					
Grand Total				\$1,000.00	