



2018-2019 INNOVATION GRANTS

APPLICATION ID: 24733

PROJECT INFORMATION

Priority Content Area: Literacy

Type of Grant: Incubator Grant (up to \$10,000 per project for a campus or team of teachers)

Project or Program Title: Mission imPodsible

Total Number of Students Impacted by the Project: 44 (two classes)

Grade Level(s) and Subject(s) involved: 2nd grade Bilingual

Brief Project Summary: Students will be putting their Walters/Cronkite skills to the test during our course on interviews. At the conclusion of this unit, students will have written interview questions, conducted interviews, and created a compelling podcast about an issue of their choosing affecting our school or community. This will be added to an ongoing digital portfolio.

PROJECT NARRATIVE (This is 221 words, which is over the 150 limit)

Target Population: Our school is 94.25% economically disadvantaged as per our latest data report. 74.34% of our students are Limited English Proficient and 13.37% are immigrants. In an informal survey, only one in five students had access to technology at home. These students will be competing in the local job market and with such an emphasis in the technology sector within Austin, it can only be for their benefit to have fine-tuned and early computer literacy skills. Since English language learners (ELL) make up the majority of our student population, it is beneficial to teach within the context of their culture and bring them authentic learning opportunities, so being able to promote a global awareness and give them a platform to access a global market for their ideas and creativity will better serve them in the future.

In our two classrooms specifically, students are Spanish speaking and we are at various levels of transition to English instruction based on the student's needs. In Teacher X's classroom, we have transitioned from speaking Spanish in all content areas excepting Math, to now having all instruction in English with scaffolded support in Spanish. In Teacher Y's room, students are predominantly Spanish speaking in all content areas excepting math, while exposing them to as much English as possible, with an eye towards transitioning to English next year.

Statement of Need: (182 words, over the 150 limit) Our grade level has limited access to technology, we have a shared cart of chromebooks with a strictly scheduled dedicated use. Our students need to be able to meet the TEKS expectations for our grade level, and in order to do so, they must use "creative thinking and innovative processes to construct knowledge and develop digital products." This requirement and those related to it are currently being



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tremendously underserved and it is at the disservice of our students. Our target students would benefit by being able to meet and exceed the standard set by the TEA in the immediate future, as well as be able to continue to develop those skills and use them in the future. It is unjust that our students are not provided the same opportunities for skill development as other schools and it would spark such a love for learning in them if we can provide instruction that meets their needs and is able to connect with them and capture their attention. Our curriculum feels outdated when we are unable to communicate content effectively with our digital learners.

Project Description: Our project goals are to provide students with more vivid and authentic learning experiences that will engage them on a higher level and create more opportunities for higher level thinking.

Our project will be structured with several rigorous units in which students will be asked to produce a digital masterpiece for their portfolio. Three such units will be a catapult project, our March Madness animal bracket, and our podcast interview unit.

Throughout the Catapult project, students will be utilizing iPads to research and design their catapults, record their trials, and evaluate the data collected to determine who had the best design based on predetermined criteria (distance, accuracy, durability).

In our March madness bracket, students will choose an animal to research and present. This presentation will be shared with the school, who will then vote on results for a bracket in which the animals go head to head.

During our reading/writing unit on interviews, students will write a series of questions and conduct interviews with the end result being the creation, editing, and production of a podcast revolving around an issue that affects their school or community.

In all three projects, Teacher X and Teacher Y will work as a team to create and design a challenging curriculum. Students will compete with the other classroom directly in both the catapult and the animal project. They will have the opportunity to work collaboratively with the interview project in both conducting interviews and throughout the editing and publication process. In addition to this collaboration, we will have sister classrooms at another school in the district (Pleasant Hill Elementary) with whom we will share our digital works and conduct online discussions with.

My proposal is for iPads specifically because after conferencing with the office of technology standards and compliance, this is the only option that is supported by the district. I have provided a vendor quote that includes not only the iPads, but a three year warrantee which is invaluable when working with younger students.

Major activities of proposed project with approximate target dates: Podcast Interviews: November 16th

Catapult Project: Due by the Science Fair, January 25th



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March Madness: Due in April

Expected Results: This project would be successful if at the end of these units of study, students had created a series of digital projects that displayed a concrete understanding of both the subject matter as well as the programs utilized to create the digital products.

For the interview project, students will create a podcast. For the Catapult project, students will create a power point presentation. For the animal project, students will create a website featuring their animal, animal facts, and a digital rendering of their creature with updates on their standing in the championship bracket.

Another measure of success would be the growth and self-confidence with technology that I would see in the students. From one semester to another, they should make stunning progress in their ability to work independently and troubleshoot computer problems. By the end of the year and having these projects in place, the majority of the students should have a mastery of several computer suites and be able to demonstrate proficient computer literacy skills. This will be measured by conducting a survey at the beginning and the end of the year in which students express their knowledge and proficiency with technology.

Innovative Aspect: This project is innovative because I am currently the only classroom teacher on campus utilizing the district supported BLEND platform. I will be spearheading this pilot program with Teacher Y and together we will be able to create a large cohort of students to work on projects together, compete against each other, and share content with each other. Having an additional classroom participating will help us to make this project more dynamic because it will allow for an interchange of ideas not only between the students, but a collaboration among teachers that will make planning and executing units that much more successful with twice as much input.

Transformative Potential: This project will take content that we already teach and elevate it to better meet the needs of our community. We have a very active, eager, and stunningly creative population of students. With limited means for them to express their enormous potential, students become stagnant and learning becomes bogged down within the rigmarole of circuitous worksheets and testing and data and worksheets and testing and data.

Our pilot program will show students that we have invested in them and that our expectations for the products they are to produce are ever evolving to better challenge and meet their interests. Teacher X and Teacher Y will not only be collaborating with each other extensively, but branching out to other campuses to give students concrete connections to their city and larger community. This collaboration will only grow more successful and dynamic with time. Our pilot program and successful units will make the application of it to our grade level and others feasible and show just how much we can raise our standards for products produced by our students.



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ATTACHMENT A: BUDGET

Description of Budget Items Requested (e.g. contract services, materials/equipment, transportation, etc.)	Partner/Vendor (e.g. Arts Partner, vendor, supply company, etc.)	Cost Amount
10 pack iPad space grey w/engraving "property of Austin ISD- Call 512-414-1703 if found" WITH 3 year warranty included	Apple Computer	\$3,930.00
10 pack iPad space grey w/engraving "property of Austin ISD- Call 512-414-1703 if found" WITH 3 year warranty included	Apple Computer	\$3,930.00
(26) 9.7 inch bumper case for kids shockproof hard cover handle with built in screen protector	Amazon	\$14.96/ea= \$388.96
(26) Casper Suite required purchase by AISD	Apple Computer	\$6/ea= \$156
Total Project Cost Amount	<i>Add the total budget items from above</i>	\$8,404.96
Total Amount of contributions from other funding sources (provide the list of sources below in section B.)	<i>Sum the total amount of contributions anticipated from other sources, such as PTA, crowdfunding, Title 1, etc., if any</i>	\$2,400
Total amount requested from Austin Ed Fund	<i>List the total amount you are requesting from Austin Ed Fund</i>	\$8,404.96
Total Cost per Child	<i>Divide the total project cost amount by the number of students served</i>	\$187.95

FUNDING SUSTAINABILITY: List other funding sources you have identified to fund this project, if any (Optional).

Source	Amount of Request	Funding Status (will apply, applied/pending, approved).
Donor's Choose	\$2,400	Will apply