Here are examples of strong Project Summaries + Details. They show well-defined successes, often using practices + materials they already have. They also tied their projects well to their schools' improvement plans + took the time to research similar projects at other schools in the District.

* Be sure not to use your school's or individuals' names in these pieces.

PROJECT SUMMARY
(Summary should include the need the project will address, a brief description of the project and what will occur as a result of the success of the project)

Most of the projects in the makerspace so far have been created in the "I Want to Build It" elective class, which is founded on design thinking. Students have excelled in making their projects using easily obtainable supplies. We gathered and organized cardboard from the community and when we moved into our school. We purchased duct tape and clear tape along with construction paper for our wallet maker challenge. We purchased hot glue and popsicle sticks and used the collected cardboard for the high tech tree house maker challenge. We also used the hot glue and the collected cardboard for our arcade maker challenge. The students have been excited about all parts of the maker challenge and design thinking: empathy, defining, ideating, prototyping and testing combined with giving and receiving feedback about those prototypes. As an elective, these students have been thriving in a design atmosphere. We are hoping to obtain this grant so that we can extend the impact of the makerspace and design thinking into our whole community.

We want to create a makerspace in which all students understand the impact that design thinking has on a community. We know that making allows students to access certain learning moments that are not always taught in high schools. We want to be intentional about using all principles of design thinking. Our makerspace will align design thinking with our school design commitments: deeper learning, individualization, flexible design and connection. The makerspace allows students to engage in our commitment of deeper learning because they are able extend and refine their learning by creating representations of their learning. We hope that students recognize that the authentic practice of making isn't always easy; the reward is in persevering through failures of design and making. We hope students will become flexible designers and thinkers through their maker challenges, which will only improve their performance in other classroom environments.

Students will actualize their individuality, one of our school's design commitments, through their projects. Their individuality will be expressed through their brainstorms, designs and final creations. We hope that through the student's individual inquiries into the design thinking process, students will gain a sense of pride in themselves and their creations. Our school works hard to break down the barriers between the school and the outside community. We want students to see that they have a voice and ideas - voices and ideas which deserves to be heard in and connected to the community. We hope that the makerspace will become a place for students to realize their voices and ideas in a way that makes them visible and connected to themselves, their teachers and the community. We are asking for these supplies and tools so that students are able create a makerspace in which they see themselves as the connections between our school and the community.

PROJECT DETAIL

Project Goals/Anticipated Student Outcomes (list up to four)

1) Develop student understanding of human interaction in the environment and foster individual conservation efforts.
2) Develop an appreciation for urban conservation practices and help students become urban farmers.
3) Designation of the outdoor classroom as a "Certified Wildlife Habitat" in an Urban School.
4) Students participation in data collection as Citizen Scientist in the Journey North Program.

What methods and activities will be used to achieve those outcomes?

Students will participate in the initial creation and expansion of the garden space, which will require their understanding of their interaction with the existing environment, as well as an understanding of the people who have influenced that space in the past. It will also encourage their appreciation of the project, space, work, time, effort, and outcome of the project; a student who works hard will be protective of the project, take ownership of it, and wish to see it succeed.

Once the space is completed, students will be able to visit it with their classroom teacher for lessons and observations. The integrated specials program will use the space for use during solar energy projects, environmental science investigations, and art classes. Health lessons focusing on produce grown in the garden will be incorporated into the PE/Wellness programs, with the intention of additional support from organizations and volunteers who focus on healthy cooking.

Additionally, the whole cycle will continue on a semester-basis after that, as the vegetable gardens will need replanting seasonally, and the other spaces will continue to grow, need pruning, weeding, watering, and other care.

The "Certified Wildlife Habitat" will be used for the conduction of Citizen Scientist data collection, observation of wildlife life cycles, and act as a way station for urban and migratory wildlife.

This project has the capacity to impact generations of students.

How will you know your project has been successful? (Data should be quantitative and qualitative)

- Student/Teacher participation during planting or harvest of crops (80% of students).
- Use of the space to highlight the science TEKS. (100% of classrooms)
- Observation of student exploration during recess/non-instructional time.
- Participation in the Journey North Program/Monarch Monitoring (2nd and 3rd Grade; 120 students)
- Use of Learn, Grow, Eat, Go! Curriculum in Health/Wellness classes and during Garden Club (100% of students)
- Designation as a "Certified Wildlife Habitat".
- Observation of use by urban and migratory wildlife as documented in the Journey North Program. (butterflies, bees, birds, etc.)

How will you celebrate this success?

Celebration of project success will occur throughout the school year as students plant, care, and harvest crops that they have planted. The wildlife garden will also function as a focal point during the fall and spring migration season giving added value to the Project Based Learning Units created by the students and faculty of ALA.

A major component of campus celebration will be the implementation and use of the facility and the Urban Classrooms use as a tool for student learning in a non-traditional setting.

District or Campus Goal(s) this project will address: (Does this fit your Campus Improvement Plan/CIP?)

The Urban Ecology Classroom aligns with the ALA Design Commitments of Deep Learning, Individuality, Flexible Design, and Connection. Collaborative, multi-age experiences help develop social awareness and empathy coupled with meaningful action.

Why do you consider this grant request to be innovative?

The completed Urban Ecology Classroom will incorporate science, math, art, and health TEKS during its creation and implementation process. The project leaders worked collaboratively to incorporate opportunities for all students to have access and use of the garden spaces, and will help train the campus staff in the best practices for use of the available spaces to increase student engagement.

Do you know of a similar project in SAISD or elsewhere? ☒ Yes ☐ No If so, where?

At Madison Elementary there is a similar gardening project which includes native and vegetable gardening, as well as a greenhouse. Every class has a gardening space and teachers conduct hands-on classes in the Spring.

Lamar Elementary has a school garden and butterfly garden that was developed through project based learning.

Key Personnel Conducting Project (use descriptive terms – do not use names – ie. two 5th grade teachers, three bus drivers, etc.):

Librarian

PROJECT SUMMARY

Summary should include the need the project will address, a brief description of the project and what will occur as a result of the success of the project.

A Common Sense Media study notes that pleasure reading dramatically drops in teenage years with only about 24% of 15-17 years reading daily. Although the library is a very active place, the majority of students do not read or check out books. Although books are plentiful, the library does not have comfortable seating to relax and read. The only seating available are 72 hard, wooden chairs. An Educational Foundation study notes that comfort matters when it comes to learning, human productivity, and creativity. Providing a comfortable seating spot for students to read will encourage the practice. Adding a dozen comfortable chairs that are designated "reading" chairs will entice students to use them with the caveat that they must read. Hopefully this would also lead to more book checkouts with students taking the books to read at home. Active monitoring will help ensure that the chairs are being used accordingly.

PROJECT DETAIL

Project Goals/Anticipated Student Outcomes (list up to four)

Goals: 1. Increase book circulation by 25% for the 2018-2019 school year. 2. Increase the number of students reading in the library during the school day by 75%. Outcomes: 1. Students who seldom read or are non-readers will read at least 3 books during the year. 2. Active readers will increase their reading by 20%

What methods and activities will be used to achieve those outcomes?

1. Chairs will be designated and labeled as Reading Chairs only. 2. Students will be monitored to ensure they are reading while using the chairs. 3. "Quiet days" during the lunch period will be integrated at least once a week to allow for a quiet reading environment. 4. Books of interest will be displayed near the reading chairs. 5. If/When the reading chairs become popular – may create an online reservation or lottery system so that students can book their favorite chairs in advance.

How will you know your project has been successful? (Data should be quantitative and qualitative)

1. Book checkouts before school and during lunch will increase by 25%. 2. Every chair will be filled with students reading at lunch time and at least half the chairs will be filled before school. 3. The chairs will show use and books will be well-worn. 4. Students will claim their favorite chairs and rush to get to them.

How will you celebrate this success?

1. Invite active readers to participate in a "Name the Chair" contest. Students can name their favorite chair. 2. Have a mid-year and end of year reading celebration for the students who have read a certain number of books (lat least 3 by end of 1st semester and 6 by the end of 2nd semester) 3. Regularly thank the students who are reading in the chairs.

District or Campus Goal(s) this project will address: (Does this fit your Campus Improvement Plan/CIP?)

CIP: Provide a comprehensive reading process to increase Student Achievement, Student Progress, and Closing the Achievement Gap.