**Grant Application Form**

**Spring 2020**

(Please see Request for Proposals)

Please type.

Applicant: Silvia McClamrock

Grant Title: Elephants and Piñatas for Everyone

I grant the Fort Thomas Education Foundation, Inc., the right to use this proposal and the results of this project, if funded, for public information purposes or to help educate others.



Signature of Applicant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_1/10/2020\_\_\_\_\_

***Please submit completed applications to FTEF (ftef@ftef.org) and your principal by***

***Monday, January 6th, 2020.***

* Submit Google Form online
* Receive confirmation email with this form
* Submit completed forms to Fort Thomas Education Foundation (ftef@ftef.org) and copy your building principal by 12/19/19.
* Superintendent review
* Fort Thomas Education Foundation’s Teacher Grant Committee review

**A. RATIONALE**

* What classroom/student need, problem, or opportunity does this project address?

There are multiple research-based reasons to learn another language, but I am going to highlight three high impact outcomes specific to our district.

Above all, I think that it is important for students to know at least one other language, which fits in perfectly with our district’s goal of producing students who are global communicators. To acquire another language, students must exhibit all the qualities in the district’s “Portrait of a Graduate.” Being able to communicate globally first comes to mind when thinking about other languages, but, truly, students must be creative problem solvers when they negotiate meaning and context while communicating in another language. They must be a curious and critical thinkers to be able to navigate the unfamiliar grammatical rules of another language as well as cultural nuances. Students show the qualities of being a courageous leader when they take risks by speaking another language and resilience when they persevere after the inevitable mistakes that are made when doing something as complex as communicating. Working together with people of various linguistic backgrounds and cultures also shows that students who are communicating in another language are empathetic collaborators.

Another need that our district has is keeping up with trends in best teaching practices for World Language. As many stakeholders have recognized, there has been a sea change in the pedagogy of World Language education. As teachers, we work to facilitate language acquisition. Gone are the days of verb conjugation and passive translation. Instead, national professional organizations of World Language Education recommend using comprehensible input strategies, which support students in acquiring another language through reading and storytelling. Students are encouraged to use the language in real life rather than passively learn the mechanics of a language that they cannot effectively use. At the district, school, and classroom level, I am both fortunate and grateful to have the support to teach using comprehensible input strategies. Adding comprehensible input resources to our Elementary World Language Program will help to maintain its integrity, usefulness, and high level of engagement for students.

Also, Kentucky is in the early stages of creating a “Seal of Biliteracy” that a school, school district, or state can use as an award in recognition of students. I am looking ahead to this and I want my students, my school, or my district to be prepared to earn this award one day. I would like to help students begin their journey with a strong start so that they can continue in middle and high school and eventually reach the level of being “biliterate” or “bilingual” in the future and be recognized for this hard work by the state.

* Is this a new initiative or an expansion of an existing project? New Existing project
* Is this an after-school or summer enrichment program? Yes No
* Approximately how many students will be affected by this project? approximately 160 this year (3rd and 5th Grade Levels) and every year after
* Have you applied for funding through other channels (example, PTO) before submitting request to the FTEF? Yes No

**B. PROJECT DESCRIPTION**

* What is the goal of this project? Please include specific desired outcomes and a general implementation schedule.

My goal is for students in grades 3 – 5 to be able to read a short novel in Spanish, using books that are specifically tailored to beginning language students, by the end of their academic year. I have chosen “Edi el elefante (*Edi the Elephant)*” by Emily Ibrahim for 3rd Grade and “Mata la piñata *(Kill the piñata)*” by Kristy Placido for 5th Grades. In the 4th Grade I am already using a class set of these books, also known as comprehension-based readers, called “Capibara con botas,” and it is highly successful. I would like to replicate this success with 3rd and 5th Grades. The best resources I have to accomplish the goal of students being able to read an entire book in Spanish are these special novels produced by the company Fluency Matters. The novels are written in the target language with low unique word counts, high frequency words, and cognates. I have noticed that teaching using these comprehension-based readers is highly engaging and provides a rich cultural context for language acquisition.

For 5th Grade, the book “Mata la piñata” is about a birthday party that goes wrong and friends have to work together to fight back against a piñata that starts to fight them. The story is highly engaging and yet differentiated enough so that students at a novice level in the target language can understand it. The story is set against the backdrop of the vibrant culture of Mexico. The book for the 3rd Grade, “Edi el elefante,” is a great first step into reading a novel in another language. It only has 50 unique words and successfully ties in familiar language from Kindergarten through 2nd Grade. It portrays the message to be happy with yourself even if you are different from others. Both stories are embedded in a rich cultural context, so that the culture of Spanish-speaking countries is woven throughout the text, providing a cultural perspective in addition to the language acquisition.

The desired outcome is for students to acquire the Spanish language, continue their studies in World Language on their educational journey, and eventually be able to use Spanish in everyday life. I plan to use these books immediately.

* Who will be involved in this project (please specify teachers, administrators, and/or central office staff)? What are their responsibilities?

I will be involved by using these books with my students. It will be my responsibility to provide appropriate instructional support and differentiation for students while we are reading these books.

**C. EVALUATION**

* Describe specific means of evaluation for each objective as well as the goal of the project. Will outcomes be measured?

I have multiple proficiency-based assessments created for these books already. Using these books and comprehensible input strategies, I would continue to evaluate students’ levels of proficiency using rubrics for interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening.

**D. BUDGET**

* Will you consider accepting a partial grant if full funding is unavailable? How would you supplement or scale back the project? Yes No

I could choose to buy a class set of books for one grade level instead of two.

Please provide a detailed budget for your project, including materials and equipment needed, sources, and costs. If your request includes an amount for stipends or ESS compensation for certified staff, include it here.

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| Item | Supplier | Budget Amount |
|  “Edi el elefante” |  Fluency Matters |  $150.00 |
|  “Mata la piñata” |  Fluency Matters |  $150.00 |
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|   |  Total Request |  $300.00 |
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**E. ADDITIONAL INFORMATION**

* Any additional information that you feel will help in the decision-making process.

I just want to add that the books are really fun and have many layers. There are silly plot twists that make students laugh out loud. There are deep meanings and heartfelt words about themes like staying true to yourself and doing what’s right when it is not popular. There are also little-known, real, unique details about the cultures of Spanish-speaking countries. Reading these books helps to make acquiring another language exciting and not so intimidating. Students are highly engaged and have a sense of pride that they can read a whole book in another language.

I verify the information included is correct to the best of my knowledge.

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Signature Date

**ACTIONS TAKEN BY REVIEW PROCESS**

Date received by Principal:

Recommended or Not Recommended

Comments:

Date Received by Superintendent:

Recommended or Not Recommended

Comments:

Date Received by FTEF Grant Committee:

Recommended or Not Recommended

Comments:

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Thank you for your submission. Your commitment to academic excellence is our most valuable resource. – *The Fort Thomas Education Foundation*