

## EXECUTIVE SUMMARY

### Grant 02/18/15 – A

<b>Grant Program</b>	<b>Bentley Systems STEM Scholarship Grant</b>
Status	New – Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is from Bentley Systems, Inc. There is no additional financial impact to the District.
Schools Included	Indian Trace Elementary School
Managing Department/School	Indian Trace Elementary School
Source of Additional Information	1. Amy Winder, Principal – Indian Trace Elementary 754-323-6300 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	Funds from Bentley Systems, Inc. will be used to purchase science library books and new MAC computers for use by third grade students.
Evaluation Plan	This integrated approach to STEM education will focus on real-world, authentic problem-solving and also help students master the Florida Standards.
Research Methodology	Current research in project-based learning demonstrates that projects increase student interest in science, technology, engineering, and math because they involve students in solving authentic problems, working with others, and building real solutions.
Alignment with Strategic Plan	This project is consistent with implementing High-Quality Instruction, Goal 1 of the District Strategic Plan as the project’s objective is to improve student STEM achievement.

### Grant 02/18/15 – B

<b>Grant Program</b>	<b>Florida Agriculture in the Classroom Grant Program – Plantation Middle</b>
Status	New – Competitive
Funds Awarded	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is Florida Agriculture in the Classroom, Inc. There is no additional financial impact to the District.
Schools Included	Plantation Middle School
Managing Department/School	Plantation Middle School
Source of Additional Information	1. Lorie Reichert, Science Teacher - Plantation Middle 754-322-5450 2. Stephanie Pollard, Director – Grants Administration 754-321-2260
Project Description	The \$500 from Florida Agriculture in the Classroom, Inc. will be used to purchase seeds for tomatoes, beans, peppers, and eggplants, as well as boxes, gloves, shovels, soil, and other supplies. This project will be implemented from December through April with ongoing maintenance of plants, in-class lessons, hands-on gardening, and photographic documentation. Teachers will utilize the garden to teach the Sunshine State Standards and Florida Standards to enhance learning achievement of the students.
Evaluation Plan	Students will be given a pre- and post- test to measure knowledge gained. It is expected that there will be a 50% increase in test scores and students will experience a real-world connection to gardening, health, and nutrition.
Research Methodology	Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition.
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction by enhancing the standard base curriculum.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – C

<b>Grant Program</b>	<b>Follett Challenge - Coral Springs High</b>
Status	New – Competitive
Funds Requested	\$30,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$30,000. The source of funds is from the Follett Challenge. There is no additional financial impact to the District.
Schools Included	Coral Springs High School
Managing Department/School	Coral Springs High School
Source of Additional Information	1. Barbara Zaremby, Media Specialist - Coral Springs High 754-322-0500 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The One Book, One Community reading program will increase the literacy, communication, and technology skills of students at Coral Springs High through the school-wide reading and discussion of one common novel. The program will also increase collaboration and community at the school as students and teachers research, debate, and promote the book. Guest speakers, social media, group conversations, and technology will be used to engage students in reading the novel and will support their comprehension of the topics and themes explored in the book. A student game room will be created so that students can have a safe, comfortable space to read, debate, and play learning games.
Evaluation Plan	Twenty-four hundred students and 120 teachers will read the novel and participate in support and enrichment activities. Students of all grade levels will maintain a reading journal and will be required to engage in classroom, group, and social media discussions on the novel’s themes. Teachers and media specialists will monitor the program through professional learning communities.
Research Methodology	Research shows that proficient readers are more likely to graduate from high school and more likely to be economically successful later in life. Additionally, it has been proven that children with a larger vocabulary show higher academic achievement in general.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – D

<b>Grant Program</b>	<b>Lowe’s Toolbox for Education - Parkway Middle</b>
Status	New – Competitive
Funds Requested	\$4,000 (requested)
Financial Impact Statement	The potential positive financial impact is \$4,000. The source of funds is from the Lowe’s Toolbox for Education grant program. There is no additional financial impact to the District.
Schools Included	Parkway Middle School
Managing Department/School	Parkway Middle School
Source of Additional Information	1. Scott Savett, Teacher - Parkway Middle 754-322-4000 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	With this grant from Lowe’s, Parkway Middle will create and maintain a sustainable, productive school garden. Project managers within the school will coordinate teachers and students from multiple areas of study including science (for soil analysis and plant selection), art (for planning and design), and physical education (for construction and maintenance). Students will learn about environmental sustainability including organic fertilizers and water efficiency. Grant funds will be used to purchase tools, compost bins, plants, and other gardening materials.
Evaluation Plan	Students will evaluate the current garden and make recommendations aimed at sustainably increasing the production of fruits and vegetables. STEM students will also design a “garden regulation” program which will monitor soil ph and moisture levels. The students themselves will be evaluated on garden design, maintenance and the use of environmentally friendly irrigation, fertilizer and pest control techniques. Expected results from this work include: increased yield in fruits and vegetables; decreased use of chemical fertilizers and pest control; and improved water usage.
Research Methodology	Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages teachers to integrate classroom instruction in multiple disciplines with practical experience.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – E

<b>Grant Program</b>	<b>Lowe’s Toolbox for Education - Westchester Elementary</b>
Status	New – Competitive
Funds Requested	\$2,000 (awarded)
Financial Impact Statement	The positive financial impact is \$2,000. The source of funds is from the Lowe’s Toolbox for Education grant program. There is no additional financial impact to the District.
Schools included	Westchester Elementary School
Managing Department/School	Westchester Elementary School
Source of Additional Information	1. Jarrod Transue, Teacher - Westchester Elementary 754-322-8900 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	Students at Westchester Elementary will participate in designing and creating small gardens in front of their modular classrooms. Through this project, students will learn about the design process and basic gardening techniques. Grant funds will be used to purchase soil, mulch, stones, flowers, and other gardening supplies.
Evaluation Plan	Fourth and fifth grade students will work together to establish gardens in front of 12 modular classrooms. At the end of the project, students will have increased their knowledge on landscape design and construction, and will have tested the benefits of team work.
Research Methodology	Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition.
Alignment with Strategic Plan	Science, math, and language arts curriculum will be used to encourage cross-curricular education. All activities in this grant are aligned to District Goal 1: High-Quality Instruction as students learn about landscape design and gardening through instruction and practice.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – F

<b>Grant Program</b>	<b>National Science Teachers Association - Coral Springs Middle</b>
Status	New – Competitive
Funds Requested	\$5,416 (awarded)
Financial Impact Statement	The positive financial impact is \$5,416. The source of funds is from the National Science Teachers Association (NSTA) Grant Program. There is no additional financial impact to the District.
Schools Included	Coral Springs Middle School
Managing Department/School	Coral Springs Middle School
Source of Additional Information	1. Jennifer Roberts, Teacher - Coral Springs Middle 754-322-3000 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The eCYBERMISSION is a program administered through the NSTA in which middle school students use science, technology, engineering, and mathematics to solve a real problem in their community. Coral Springs Middle will have at least six teams of students that will participate in the eCYBERMISSION program. Each team will research a community problem and develop a solution by conducting experiments. Students will be encouraged to use scientific methods, inquiry models, and the engineering design process. This grant includes support for the purchase of classroom materials and technology for students and teachers.
Evaluation Plan	Teams will be judged on the use of the "Scientific Inquiry Using Scientific Practices" and the "Engineering Design Process." Teams will also be scored on their ability to work together to develop a solution to a community problem. The top three winning teams will be awarded cash grants for their schools.
Research Methodology	Studies have shown that student engagement and learning improve when classroom-based teaching is reinforced with practical experience. Through this project, more than 600 students from seventh and eighth grade will explore how science, technology, engineering, and math connect in the real world. The eCYBERMISSION program will be fully integrated into lesson plans for this school year as students and teachers work together to solve the problem presented in the challenge.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages students to develop their critical thinking.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – G

<b>Grant Program</b>	<b>Purdue University/Motorola Solutions EPICS High Program</b>
Status	New – Competitive
Funds	\$10,000 (awarded)
Financial Impact Statement	The positive financial impact is \$10,000. The source of funds is Motorola Solutions through Purdue University. There is no additional financial impact to the District.
Schools Included	Schools will be determined through applications received from schools teaching the EPICS curriculum in the District
Managing Department/School	Math, Science and Gifted Department
Source of Additional Information	1. Marilyn Johnson – Math, Science and Gifted Department 754-321-2624 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	The EPICS program is an innovative model started by Purdue University for students to work on engineering and technology-centered projects and serve the needs of the local community. Similar to past projects in the District, EPICS broadens students 21 <sup>st</sup> century skills through extended experience in which they define, design, build, test, deploy, and support real systems. Partnerships with local community/non-profit organizations provide motivated and engaged partners who serve as customers and clients. The Math Science and Gifted (MSG) Department will contact the schools teaching the EPICS curriculum in the District and notify them of this funding opportunity. MSG will review proposals and forward the best proposals to the EPICS K-12 Coordinator. After approval from EPICS, funding will be released to the respective schools. A maximum of \$1,000 per school will be distributed to a program unless explicit, written authorization is given by EPICS stating otherwise. A maximum of 10 EPICS programs will be funded.
Evaluation Plan	The MSG Department, with information gathered from participating schools, will submit fiscal and technical reports to Purdue University 30 days after the period of performance end date (June 30, 2015). All projects must meet the EPICS criteria of being student-led and meeting a community need.
Research Methodology	The EPICS High Program addresses the real world skills students need through extended experience in which they define, design, build, test, deploy, and support real life engineering and technology projects. The Program also offers community organizations engineering skills they often cannot afford.
Alignment to Strategic Goals	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction positively impacting student achievement through increased exposure to and enthusiasm for the STEM curriculum as well as improved behavior and attendance rates. It is also aligned with Goal 2: Continuous Improvement through the acquisition of equipment.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – H

<b>Grant Program</b>	<b>Target Field Trip Grants Program - Dania Elementary</b>
Status	New – Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is from Target. There is no additional financial impact to the District.
Schools Included	Dania Elementary School
Managing Department/School	Dania Elementary School
Source of Additional Information	1. Tarakiki Dozier, ESE Teacher - Dania Elementary 754-323-5350 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	Field trips expand children’s learning through active hands on experience. It also increases student knowledge and understanding of a subject and adds realism to the topic at hand. Through this grant, ESE students will spend a day at Tradewinds Park Educational Farm and experience various activities such as petting and feeding animals and pony rides. This field trip will provide the most tangible way to connect students with the farm life experience. The objective of this field trip is to have students recognize animals that live on a farm, be able to name the animals and their babies, and state what the animals like to eat. It allows the teacher to approach a subject in a completely new way and provide students with a fun and exciting way to learn.
Evaluation Plan	To evaluate students learning after the field trip, a rubric will be used to score students’ performance based on the farm book they will create. In the farm book, they will match animals with the sounds and what food the animals produce and eat.
Research Methodology	Working with students with disabilities poses many challenges. These students require visual, auditory, and tactile lessons to thoroughly learn information. Often, this population is very motivated by hands on activities. Not every child on the autism spectrum learns the same way. Many students do not get the opportunity to visit places; therefore a field trip within the school day is very beneficial to enhance their learning and teachers are often better equipped to handle students’ adjustment to change.
Alignment with Strategic Plan	This grant is aligned to District Goal 1: High-Quality Instruction as the program enhances student understanding about animals and life on the farm. Math, science, language arts, reading, and arts will be integrated throughout this activity. This grant also addresses the District’s Special Area of Focus by offering additional opportunities to exceptional education students.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – I

<b>Grant Program</b>	<b>Target Field Trip Grants Program - Hallandale Elementary</b>
Status	New – Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is from Target. There is no additional financial impact to the District.
Schools Included	Hallandale Elementary School
Managing Department/School	Hallandale Elementary School
Source of Additional Information	1. Lauren Pascal, Kindergarten Teacher - Hallandale Elementary 754-323-5950 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	With this grant from Target, 36 Kindergarten through fourth grade students will participate on a field trip to the Miami Children’s Museum. The museum emphasizes the core areas of art, culture, community, and communications; and promotes creativity and positive child development. While at the museum, students will participate in a variety of activities designed to increase their ability to make real world connections with the education they receive in school. In the “Beginning Banking” exhibit, students learn the basics of how to count, spend, and save money while pretending that they work at a local bank. In the “Little Observations Tour” students use the museum’s exhibits to build their observation skills, visual literacy, and descriptive vocabulary.
Evaluation Plan	To measure student learning resulting from the field trip, students will be required to draw or write a narrative detailing their favorite part of the museum visit experience. Students will also give a performance to other classes where they will showcase what they have learned.
Research Methodology	The field trip to the Miami Children’s Museum will provide students with a variety of hands-on, meaningful learning experiences. Studies have shown that students retain more knowledge when experience-based learning opportunities, such as field trips, support classroom instruction.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages students to make the connection between classroom-based learning and real world experiences.



## EXECUTIVE SUMMARY

### Grant 02/18/15 – J

<b>Grant Program</b>	<b>Target Field Trip Grants Program - Parkway Middle</b>
Status	New – Competitive
Funds Requested	\$700 (awarded)
Financial Impact Statement	The positive financial impact is \$700. The source of funds is from Target. There is no additional financial impact to the District.
Schools Included	Parkway Middle School
Managing Department/School	Parkway Middle School
Source of Additional Information	1. Virginia Knudsen, STEM Teacher - Parkway Middle 754-322-4000 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	With this grant from Target, sixth grade students from Parkway Middle will visit Butterfly World. Butterfly World has a science laboratory where students can observe the butterfly life cycle and learn about their habitat and care. Students will use their new knowledge to revive their own school’s butterfly garden. The school’s butterfly garden is a valuable instruction and social gathering place which is underutilized. Through this project, students and staff will work together to revive and further maintain the butterfly garden. School staff will monitor the project to ensure the butterflies and garden receive regular care and maintenance particularly when the school is closed for the summer.
Evaluation Plan	Students will analyze and evaluate how the school’s butterfly garden is currently performing based on the new information that they will gain from the field trip. They will then make recommendations for reviving the school’s butterfly garden and will carry out the improvements. Students will also make a PowerPoint of their field trip and present it to parents during the school’s “Back to School STEM” night.
Research Methodology	Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages teachers to use innovation in teaching to improve student outcomes.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – K

<b>Grant Program</b>	<b>Target Field Trip Grants Program - West Hollywood Elementary</b>
Status	New – Competitive
Funds Requested	\$500 (awarded)
Financial Impact Statement	The positive financial impact is \$500. The source of funds is from Target. There is no additional financial impact to the District.
Schools Included	West Hollywood Elementary School
Managing Department/School	West Hollywood Elementary School
Source of Additional Information	1. Juana Lang, Teacher - West Hollywood Elementary 754-323-7850 2. Stephanie Pollard, Director – Grants Administration 754-321-2263
Project Description	West Hollywood Elementary is part of the Kids and the Power of Work (KAPOW) partnership. KAPOW introduces young students to work-related concepts and experiences that can be continually reinforced throughout the students’ formative years. As part of the KAPOW curriculum, third grade students will participate in a field trip to tour a cruise ship. This field trip will give students an opportunity to make connections between the skills they learn in the classroom and those that workers use in a real workplace. As a result of the field trip, children will not only make connections between school work and adult work, they will also develop a greater appreciation for the value of their own work and the work of teachers and other adults. More than 100 students who have had little opportunity to visit a cruise ship will participate in the field trip.
Evaluation Plan	To measure student learning resulting from the field trip, students will engage in a writing activity and presentation to share the important skills and work habits they acquired from the work site field trip.
Research Methodology	Studies show that when students visit a work site, their experience from the field trip reinforce and strengthen the business and civics lessons previously taught in the classroom.
Alignment with Strategic Plan	All activities in this grant are aligned to District Goal 1: High-Quality Instruction as the program encourages teachers to use innovation in teaching to improve student outcomes.

## EXECUTIVE SUMMARY

### Grant 02/18/15 – L

<b>Grant Program</b>	<b>Walmart Community Grant Program - Tradewinds Elementary</b>
Status	New – Competitive
Funds Requested	\$2,500 (awarded)
Financial Impact Statement	The positive financial impact is \$2,500. The source of funds is from the Walmart Community Grant Program. There is no additional financial impact to the District.
Schools Included	Tradewinds Elementary School
Managing Department/School	Tradewinds Elementary School
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Kristen Dorman, 4<sup>th</sup> Grade Teacher - Tradewinds Elementary 754-322-8700</li> <li>2. Stephanie Pollard, Director – Grants Administration 754-321-2263</li> </ol>
Project Description	Tradewinds Elementary is starting an enrichment cluster program where students will have the ability to select an enrichment group of their choice in which they will participate on a monthly basis. These groups will run like clubs, only they will take place during school. Students will be able to select from clusters such as art, cooking, foreign language, drama, singing, etc. The goal of this program is for students to be able to tap into areas that are either strengths or interests. Each group will be facilitated by a different teacher and will have students from Kindergarten through fifth grade as participants.
Evaluation Plan	By the end of the year, each group will have a finished product that has been worked on throughout the course of the year. The expectation is that each group will be able to share their work with the school community. Some examples include putting on a show, displaying art work, running a bake sale, etc. This donation has the potential to significantly impact 220 students across varying grade levels at Tradewinds Elementary.
Research Methodology	Activities offered by clubs or youth organizations enable members to learn valuable skills. Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school.
Alignment with Strategic Plan	This grant is aligned to the District’s Strategic Plan under Goal 1: High-Quality Instruction by positively impacting student achievement through increased exposure to activities beyond the textbook and improved behavior and attendance rates.