**TITLE OF PROJECT: Money Matters**

***Contact person for this proposal* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal's**

**Signature *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**SUMMARY INFORMATION \_**

Total students directly benefiting from this project: \_\_\_\_\_\_\_\_\_\_

Number of general education students \_\_\_\_\_\_\_\_\_\_

Number of special education students \_\_\_\_\_\_\_\_\_\_

Total cost of project $\_\_750\_\_\_\_

Total amount requested through this grant $\_750\_\_\_\_

**NARRATIVE**

**1. Program Synopsis:** ***Provide a short, informative description of the program. What do you want to do and why?***

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| **SAMPLE:**  I want to help students strengthen their number sense and their understanding of money. In the not too distant past, parents would send their child to the corner store with one dollar to make a purchase. This experience would support the child’s understanding of the concept of money and how math is critical to successful money management. I want to create a way for children to have an experience that supports their lifelong success. We are piloting a project in our school where we use movement-based learning to increase our students’ critical thinking skills and mastery of Learning Standards. My contribution is to develop an efficient model for teaching about money. Based on research of kinesthetic learners, I will create the best practice that will be used throughout our district. |

***How will this proposal enhance student achievement?***

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| **SAMPLE:**  My project will enhance my students’ understanding of money by interacting with a large brightly-colored floor mat that displays money concepts and relationships. We will use other mats that help teach addition/subtraction/multiplication and will apply those skills to understanding money. We will also have a “store” that gives them the opportunity to experience using money. |

***If special education students are involved, how will this program meet their IEP goals?***

**Teacher will need to complete this section based on their own students**

**2. Objectives:**  ***What will the students in the program be able to do once they have completed the program?***

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| **SAMPLE:**  The objectives are as follows:   * At least 95% of students who participate in using the materials and the money store reach proficient levels with money concepts. This increase in knowledge can be evaluated using pre- and post testing assessments. * At least 90% of students will be able to solve word problems involving dollar bills quarters dimes nickels and pennies using $ and ¢ symbols appropriately. * At least 85% of students will display an increase in their overall enjoyment of school and in their health measures. |

***Describe how this project relates to your curriculum.***

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| **SAMPLE:**  This project helps me teach my curriculum in a way that students learn the information quickly and easily. The materials and activities are easily aligned with my current curriculum and with the Learning Standards. The best practices model I develop will make it easy for other teachers to implement in their classrooms as well. |

***Identify specific learning standards and performance indicators that this project addresses.***

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| **SAMPLE:**  This enabling project (Money Matters) utilizes floor mats that fulfill different Learning Standards: The Math & Movement Dollar Hop Floor Mat, the Add/Subtract Floor Mat, and one skip counting mat. The Dollar Hop Floor Mat helps students master measurements and data comprehension where they can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately. The Add and Subtract floor mats, moreover, strengthen students’ proficiency with operations and algebraic thinking. With this knowledge, students can solve two-step word problems using the four operations. Students can also generate a number or shape pattern that follows a given rule using this mat while identifying apparent features of the pattern that were not explicit in the rule itself. The Add and Subtract Mat even helps students fluently add and subtract multi-digit whole numbers using the standard algorithm. After using the Skip Counting Mat by 3s, students will be able to both multiply one-digit whole numbers by multiples of 10 in the range by 10–90 using strategies based on place value and properties of operations as well as apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. |

**3. Activities:  *What are the students going to be doing? Be Specific!!***

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| **SAMPLE:**  I will create a store and encourage my students to use play money and actual coins to purchase items. We will use the mats to help them reach the solutions to their money questions. For example, to understand relationships between coins/dollars, my students will be able to walk or hop on the floor mat while reciting, “100 pennies makes a dollar, 20 nickels is the same as a dollar, and 10 dimes equals a dollar.” My students will use laminated play money (coins) to place on a large hundred number grid (Add/Subtract Mat) to help them count change. They will use the skip counting mat to understand how much it will cost to buy more than one of the same item. |

**4. Proposed Timeline**: ***How much time will be involved in this project?***

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| **SAMPLE:**  We will use the materials at least three times per week for five to 20 minutes each time, depending on what concepts and skills we are working on that week. |

***How long will it take to achieve your objectives?***

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| **SAMPLE:**  We will meet, and likely exceed, our objectives within the four-month project period. The materials are flexible so that we can take the concepts deeper as students gain the necessary skills and understanding. |

***What is the proposed starting date? What is the completion date?***

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| **SAMPLE:**  We will use the materials to increase student understanding of money concepts from the date we are able to obtain materials (within one month of being funded). The materials are flexible in content – they can be used progressively in ways that support the students as they gain new skills and understanding. |

**5. Evaluation:  *How will you determine if the objectives have been accomplished and that student learning has occurred? What plan do you have for sustaining this project beyond this year?***

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| **SAMPLE:**  The success will be evaluated by pre- and post-testing of the students’ money understanding and overall math ability over the four-month project period. We will also track our activities – which ones we do and for how long – so we can determine what is creating the greatest impact in the project and to identify anything that needs to be improved. |

**6. Budget:**  ***An itemized budget must be accurate and complete. All items must be connected directly to your project. For unique items, please include detailed information or copies from catalogs.***

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| **SAMPLE:**  I propose to purchase the following items to support my students’ number sense and understanding of money: 1) Math & Movement Dollar Hop Floor Mat ($125); 2) Math & Movement Add/Subtract Floor Mat ($400); 3) Math & Movement Skip Counting by 3s Floor Mat ($175); and 4) Reduced shipping.  The total for these four items is $750. |