

Evaluation Report

TARGET POPULATION:

1. Describe who your project served. If applicable please include demographic information, specialized classes, targeted grade levels, and number of students and/or parents).

This project served Dunbar Elementary Magnet School's kindergarten, first grade, and second grade students. These ninety-eight students are comprised of 58% African Americans, 23% Hispanics, 12% White, and 7% of other ethnicities. In addition, 82% of the kindergarten, first grade, and second grade students receive free lunch.

2. Please describe the measurable impact of this project on the designated target population.

As a result of this program students are more able to understand the life cycle of plants. As part of the science standards, students need to learn about life cycles and understand the life cycle of a plant and the parts that comprise a plant. By growing a variety of plants, the students were able to learn from hands-on experiences about the science standards.

OBJECTIVES/GOALS:

1. List the program goals as stated in your original grant application and outcome achievement for each. Outcome must be realistic, measurable and timely.
Dunbar Elementary Magnet School has several raised garden boxes in place on our field. Once Dunbar has been approved and received funding, we will purchase "Growums" gardening kits to put in our garden. Once the vegetables, fruits, and herbs have reached maturity, students will pick and utilize the items to learning about measurement. This will be an ongoing process as long as the funds are available to purchase seeds and plants. The projected outcomes of this grant are that the students at Dunbar Elementary Magnet School will have a heightened understanding of the science field and an increase in excitement about the sciences. This is evident based on teacher observation, assessment data, and student demonstration of interest in science.

In addition, as students progress through the grade levels at Dunbar, a direct measureable impact will be the results of the state mandated FCAT Assessment in Science in fifth grade (or the assessment that is used by the State at that time). In addition, another measurable outcome will be the results of the end of the year science assessments that are administered to students in third through fifth grade. Results can be compared to the previous years' test results to determine if the grant has been successful in meeting the academic needs of our students. These results will be evident during the 2014-2015 school year, 2015-2016 school year, and 2016-2017 school year as shown on End of the Year Science Assessments and FCAT 2.0 Science Assessments.

2. Please illustrate the impact your project had on the academic learning curriculum.

The project enhanced the learning curriculum by providing the hands-on opportunity to explore the life cycle of a plant through growing a variety of plants, including fruits, vegetables, and herbs, with the Growums Garden Kits. Students were able to learn about plant growth and plant parts as a result of this grant.

EVALUATION PLAN:

Describe the evaluation plan specifying how data and/or documentation related to each of the following components was collected, used, and reported, ensuring a high degree of accountability:

- use of project funds: Funds were allocated to the school in an account. The bookkeeper's records indicate that \$275 was spent on these items. In addition, invoices from Growums are on file at the school to document the purchase of these items.
- implementation of project activities: Activities were implemented in the classroom by the kindergarten, first and second grade teachers as aligned with the science calendar provided by the district and Florida science standards. The gardening kits were used for hands-on exploration of the life cycle of a plant.



School Enrichment Grant Evaluation

- impact of project activities: The impact was determined based on student interest in the sciences as well as observation of the students by the classroom teacher. The impact was also measured by performance on assessments given by the classroom teachers.
- the extent to which the identified student needs(s) was addressed by the end of the project: Student needs were met through hands-on exploration rather than direct teaching through textbooks and Smart Board lessons.

1. What are the most important lessons learned and outcomes of this project?

Key concepts to pass along are that there needs to be adequate space to plant a garden and the garden needs to be planted at specific times during the year. Unfortunately, receiving items at a time that is not conducive to planting is not beneficial to the students. In addition, students and teachers need to be actively involved with the garden throughout the duration of the project to ensure maximum growth of the plants.

BUDGET:

Show original budget, as submitted with the grant application, and actual income and expense compared to the original budget.

| Original Budget | Actual Budget | Additional Narrative |
|-----------------|---------------|----------------------|
| \$279.68 | \$275.00 | |
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School Enrichment Grant Evaluation

School Enrichment Grants Teacher Post-Survey

Teacher Name: Dianna Uva

School: Dunbar Elementary Magnet School

Project Name: Growing Great Scientist through Gardening

Date: May 30, 2014

Programmatic Questions:

1. Students improved their engagement in classroom activities Yes No NA
2. Students reported more interest in STEM Education and Careers Yes No NA
3. Students increased their knowledge in the specific subject matter as a result of this project Yes No NA
4. Were the students more engaged in the classroom as a result of this project Yes No NA
5. Did this project positively impact the attendance rate in your classroom Yes No NA
6. Total number of project hours: Approximately twelve hours
7. Would you recommend this project to another teacher Yes No NA
8. What (if any) are the areas of improvements for the School Enrichment Program:

Thank you for your feedback