

Timestamp

7/16/2018 12:09:15 (EDT)

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First and Last Name

Nancy Terrell

School

Tarrant Middle School

Phone Number

757 825-4525

Position or Title

Teacher-Librarian

Project Title:

“Overcoming Adversity Through the Study of Civil Rights”

This project is designed for:

Middle

Target Grade Level(s)

7th Grade

Subject Areas or Discipline

Language Arts/Social Studies

Project Summary (500 characters or less)

“Overcoming Adversity Through the Study of Civil Rights” provides our seventh grade students with the opportunity to reflect on how people deal with conflict. This project combines social studies and language arts skills as students learn ways to deal with conflict in a non-violent way and work together to create a media message using our LEGO wall.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

The “Overcoming Adversity Through the Study of Civil Rights” project is designed for our 7th grade students at Tarrant Middle School. Each Language Arts class will read the book: Samuel Wilbert Tucker: The Story of the Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In written by Nancy Noyes Silcox. Students will use this resource as they explore primary source documents, make connections with text features and explore the experiences that took place during the Civil Rights Movement. The overall goal of this program is to provide students an opportunity to develop appropriate communication skills using Google classroom, research violent and nonviolent protests, participate in a reading/writing workshop with Virginia author (Nancy Noyes Silcox) and create an audience-specific media message (LEGO word wall) of nonviolent ways of dealing with conflict.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

History SOL USII.1a The student will demonstrate skills for historical and geographical analysis and responsible citizenship, the ability to analyze and interpret primary/secondary source documents to increase understanding of events and life in United States history, make connections between the past and present

History SOL USII.4c The student will demonstrate knowledge of how life changed after the Civil War by describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

History SOL USII.9a The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by examining the Civil Rights Movement.

English SOL 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

English SOL 7.3 The student will examine the elements of media literacy.

- e) Craft and publish audience-specific media messages.

English SOL 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.

Technology Research Tools

Computer/Technology 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future

projects.

A. Use various technology and digital resources to collect information.

- Conduct research using various types of text- and media-based information.

C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.

- Choose the appropriate tool, format, and style to communicate information for specific purposes.

- Independently use technology tools to create and communicate for individual and/or collaborative projects.

B. Add meaning to individual and group ideas and products through creative work.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Participation in this project will provide students the opportunity to make personal connections with overcoming adversity. Students will gain confidence in using primary sources and text features using nonfiction text. Students will have a better understanding of central conflict and how people work together toward a resolution. One of the greatest outcomes is for students to gain an excitement for reading and writing by making personal connections with an author and developing positive strategies to deal with conflicts. Informal assessments will be gained using questioning strategies, participation in communication through Google Classroom and the research graphic organizer on Violent and Non-Violent protests. Upon completion of the program, students will complete an online survey to gather data as to the effectiveness of the program.

Innovation: Explain the innovative learning experiences in this project.

Students will have an introductory lesson in the library talking about ways that people deal with problems or conflicts in their lives. Mrs. Terrell will show them a video clip from the Civil Rights time period showing various ways that people protested. She will read the story Freedom on the Menu, the Greensboro Sit-ins by Carole Boston Weatherford and discuss how these students protested in a peaceful way. A brief introduction to the book will be shared. Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In'. The biography offers an account of the local legend, detailing Tucker's upbringing in a Jim Crow Alexandria, his interest in law that began at age 10, and his family's hard work ethic and passion for education. Silcox explores Tucker's life-long journey of fighting discrimination while practicing law, including the challenge of unconstitutional "separate but equal" laws as an NAACP lawyer." The social studies teachers will lead discussions about the Civil Rights Movement and how "sit-ins" affected the community and our nation with a focus on primary sources. The language arts teachers will work with students focusing on text features as they read the book. Students will return to the library to work collaboratively to research using their Chromebooks accessing QR codes directing them to historical events showcasing violent and nonviolent protests. Students will then work together to select a word that depicts a nonviolent way to overcome adversity and produce a media message on the LEGO Wall. To conclude this program, students will have the opportunity to participate in a Civil Rights Literature Workshop with the author, Nancy Noye Silcox.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

This project would be of value to other educators because it promotes reading and writing in the language arts and social studies classes as they make connections with overcoming adversity. This project could be shared at a district Language Arts or Social Studies professional development to encourage other teachers to write grants and provide resources for their students. Sharing this program through the Hampton City Schools media and the Daily Press reaches beyond our school community. A published article will come out in the September/October issue of Teacher-Librarian, highlighting this learning project.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

November 2018: Schedule the author visit and library sessions. Meet with Language Arts and Social Studies teachers.

March 2019: Classroom instruction on bringing the past to the present through research using technology to access QR codes, read the book, and communicate online about the text. Complete the Overcoming Adversity LEGO Wall.

April 2019: Author Visit and evaluation of program

Budget:

Author Visit/3 sessions/\$500

Mileage/\$200

Hotel/\$125

Dinner with author/teachers/\$50

Luncheon with author/teachers/\$125

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

\$1000

Electronic Signature

Nancy Terrell

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7/16/2018 14:07:42 (EDT)

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First and Last Name

Nancy Terrell

School

Tarrant Middle School

Phone Number

757 825-4525

Position or Title

Teacher-Librarian

Project Title:

Think Outside the Block

This project is designed for:

Middle

Target Grade Level(s)

7th - 8th graders

Subject Areas or Discipline

Math

Project Summary (500 characters or less)

“Think Outside the Block” provides our 7th and 8th grade students with the opportunity to problem solve with two and three-dimensional figures. This project will give students a learning experience to work with others as they broaden perspectives and work toward a common goal. Challenges will be presented as they identify applications of transformations and apply them to plane figures using

KEVA planks.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

The “Think Outside the Block” project is designed for our 7th & 8th grade students at Tarrant Middle School. Mathematics classroom teachers will introduce the topic of transformation to their classes. Students will come to the library and be presented with Problem Based Learning objectives, using the KEVA planks and 3D KEVA Challenges. Students will work collaboratively at first as they develop new understanding through engagement in their learning group, as they compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid. They will show an understanding of transformations (reflections, dilations, rotations, and translations) using the KEVA planks. Students will also construct a three-dimensional model, given the top or bottom, side, and front views. Students will take digital pictures of their model to show mastery of the concept and post in Google Classroom, for their teacher to assess. Students will also have the opportunity to reflect on their experience through a writing prompt.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

Math Geometry

Focus: Relationships between Figures

7.7 The student will compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid.

7.8 The student, given a polygon in the coordinate plane, will represent transformations (reflections, dilations, rotations, and translations) by graphing in the coordinate plane.

Focus: Problem Solving with 2- and 3-Dimensional Figures

8.8 The student will

- a) apply transformations to plane figures; and
- b) identify applications of transformations.

8.9 The student will construct a three-dimensional model, given the top or bottom, side, and front views.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Participation in this project will provide students the opportunity to broaden and deepen understanding of mathematical concepts by working with others. Informal assessments will be gained using observation and questioning strategies as students work through the process, as well as pictures of their final product posted in Google Classroom showing (top or bottom, side and front views), indicating mastery of the three-dimensional model.

Innovation: Explain the innovative learning experiences in this project.

Providing students the opportunity to build new knowledge by inquiring, thinking critically, identifying

the problem and developing strategies for solving them is vital in our world today. The KEVA planks are tools to get our students thinking and creating, as they generate products that illustrate learning. Hands-on group learning experiences give students the opportunity to observe others as they work problems and come up with solutions to meet their challenge. It is important to provide a time to respond to the learning event through a writing prompt. Gathering information through their response to: "What have you learned while building with KEVA planks?" or "Why is it important to learn how to build things?" provides us with evidence of how students connect to their learning and how to plan more engaging lessons for our students.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

This project would be of value to other educators because it promotes a way to incorporate problem solving and teamwork to meet a challenge. This project could be shared at a district math professional development to encourage other teachers to write grants and provide resources for their students. Sharing this program through the Hampton City Schools media and the Daily Press reaches beyond our school community.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

November 2018: Order KEVA planks.

December 2018: Meet with 7th and 8th mathematics classroom teachers to discuss plan.

February (early) 2019: Classroom instruction on transformation, targeting SOLs 7.7, 7.8, 8.8, 8.9

February (late) 2019: Library Sessions using KEVA Planks, reflection writing prompt.

Budget:

Maple KEVA 1000 with Wheeled Wooden Bin-Educator Pack (free shipping)/2 Sets/\$375 per set

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

750

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7/31/2018 11:52:41 (EDT)

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First and Last Name

Nancy Terrell

School

Tarrant Middle School

Phone Number

757 825-4525

Position or Title

Teacher-Librarian

Project Title:

“BreakOut for Women’s Rights”

This project is designed for:

Middle

Target Grade Level(s)

7th

Subject Areas or Discipline

History/Language Arts

Project Summary (500 characters or less)

“BreakOut for Women’s Rights” provides our 7th grade students with the opportunity to work in a team in an escape room format to problem solve an issue from the past using research techniques and resources. This project will give students a learning experience to work with others as they broaden perspectives and work toward a common goal.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

The “BreakOut for Women’s Rights” Session will have students traveling back in time when America is fighting overseas in the Great War. That is not the only conflict going on, there is also conflict at home in the United States. Women are yearning for equal treatment and suffrage (the right to vote). Numerous women who have spoken out about the injustice have been silenced and imprisoned. Our students will help women gain voting rights by winning over public opinion and putting pressure on government leaders to pass a new amendment to secure suffrage. Students will work in teams to unlock the secrets to gain public support. There are five stages of puzzles that they must solve. As they solve each of the puzzles, they will be given numbers that will eventually reveal a phone number to dial. This will be the last push needed to lift the final restraints and pass the 19th amendment, which will grant suffrage. The teams will have to hurry, there is not time to waste. American women need our help!

Puzzles:

#1: Madame Muckraker- Learn the history of the suffrage movement to write a compelling expose on the issue

#2: Picket the White House-Use civil disobedience to gain attention for the suffrage movement by picketing the White House

#3: Show Your Colors-Suffragettes were encouraged to show their colors in support of the suffrage movement.

#4: Mapping Out the Movement: Federalism is power shared between the states and federal government. Women’s suffrage is an example of this. Check out the states that are pioneering the movement.

#5: Don’t Let the Movement be Invisible-With so much negativity around women’s suffrage, you need to counter it with pro-suffrage political cartoons.

Final Puzzle: Lift the Restraints

Collect the numbers from the five puzzles and dial the phone number. This will be the last effort needed to lift this final restraint. Make sure you hurry because Congress will be voting soon.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

The learning objective of this project is for students to work effectively with others to solve problems as they use research techniques and resources to gain an understanding of women’s rights. This project will give students a learning experience to work with others as they broaden perspectives and work toward a common goal.

History USII.4 The student will apply social science skills to understand how life changed after the Civil War by

e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

English SOL 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

English/Research 7.9 The student will apply knowledge of appropriate reference materials.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Participation in this project will provide students the opportunity to work with others as they broaden and deepen understanding of a period in time in which when women had to fight for equal rights in order to vote. Informal assessments will be gained using observation and questioning strategies as students work through the “BreakOut Boxes”, as well as reflect on this learning experience through a survey using a Google form.

Innovation: Explain the innovative learning experiences in this project.

Use of the Breakout EDU learning game, gets students excited about learning new content. The platform, turns the classroom into “an academically-focused escape room, where players use teamwork and critical thinking to solve a series of challenging puzzles in order to open the locked box”.

"The Breakout EDU kit includes everything needed to play over 500 games created for the classroom environment. This bundle includes 6 Breakout EDU Kits and 6 Platform Access Codes. Each code allows for 12 months of access to the Breakout EDU Platform that contains 10+ Subject Packs with games developed for a wide variety of curriculums."

Each Breakout EDU kits include the following items...

- 1 Large Breakout EDU Locking Box
- 1 Small Breakout EDU Locking Box
- 1 Hasp
- 1 Alphabet Multilock
- 1 Directional Multilock
- 1 Color Wheels for Multilock
- 1 Shape Wheels for Multilock
- 1 Number Wheels for Multilock
- 1 three-digit lock
- 1 four-digit lock
- 1 key lock (with three identical keys)
- 1 Deck of Reflection Cards
- 1 Red Lens Viewer
- 1 UV light
- 1 invisible ink pen
- 1 USB thumb drive (blank)
- 2 Hint cards

This type of activity requires critical thinking, collaboration, creativity and communication. The “BreakOut for Women’s Rights” learning experience ties in with the 7th grade social studies curriculum; however, other content specific learning activities can be planned using this format, thus reaching all students in our school.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

This project would be of value to other educators because it promotes a way to incorporate problem solving and teamwork to meet a challenge. This project could be shared at a district history professional development to encourage other teachers to write grants and provide resources for their students. Sharing this program through the Hampton City Schools media and the Daily Press reaches beyond our school community.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

November 2018: Order the Bundle Breakout Kits (6).

December 2018: Meet with 7th grade history teachers to discuss plan.

February (early) 2019: Classroom instruction on Suffrage.

February (late) 2019: Library (BreakOut) Session

Budget:

Breakout EDU School Bundle/6 kits/\$800

Shipping/\$30 per Kit/\$180

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

980

Electronic Signature

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9/16/2018 11:46:18 (EDT)

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First and Last Name

Ai Choo Ashe

School

Bethel High School

Phone Number

7578492580

Position or Title

Teacher

Project Title:

Moving Masterpieces

This project is designed for:

High

Target Grade Level(s)

9th through 12th grades

Subject Areas or Discipline

Visual Arts and Computer Science (Robotics)

Project Summary (500 characters or less)

This is a project-based lesson designed to introduce and incorporate computer science and robotics with visual arts. This project promotes the four 'C's of 21st century learning: critical thinking, communication, collaboration, and creativity. Through participating in this project students develop critical thinking and problem solving skills, and work with others to achieve a common goal. This

program helps students, who don't normally see themselves as part of the computer science pipeline, broaden their view of themselves as potential coders. Incorporating physical computing and robotics with the visual arts makes learning fun and less threatening to students of all ages and gender. Being involved in creating technologies can give confidence in dealing with complex, open-ended problems, and persistence in the face of challenges in the 21st century.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

- Students in our sculpture class will begin this project with a visit to a local art museum.
- There students will view the collections and select inspiration pieces as the basis for moving robotic masterpieces.
- Students will work in teams of 2-3 to select a work of art.
- In their teams, students will create the work of art.
- Students will then use the Hummingbird Robotics kit to incorporate robotics and simple mechanisms into their works of art.
- Students design and create their robots using strategies and processes used for any art project: sketching, journaling, revision, peer critique, etc.
- Students will work together in small collaborative groups to discuss, debate and decide the design. They will then work together to develop and bring their creation to life.
- At the same time, students will engage in thoughtful, dynamic discussions to set tasks, delegate responsibilities, follow a specific step by step process, and adhere to deadlines to build their creation and achieve their goal.
- Students will reveal and demonstrate their creations to the rest of the groups/class/teachers in an open forum. They will discuss the development process, explain ALL materials used, steps, challenges, difficulties, highs and lows and answer any questions as they arise.
- Upon completion of the masterpieces, students will have the opportunity to display their Moving Masterpieces at the museum they visited (I plan on working with the Chrysler Museum of Norfolk); or during the High School Art Show in April of 2019.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

This project incorporates the following standards: English Arts, Math, Science, Visual Arts and Engineering.

VA: Cr1.1.5 Combine ideas to generate an innovative idea for art-making.

VA: Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice.

CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CSF.12 The student will develop a program working individually and in teams using a textbased

language.

CSF.15 The student will design and implement algorithms using

- a) sequencing of instructions;
- b) conditional execution; and
- c) iteration.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Students in each of the teams created a moving work of art that is inspired by a famous masterpiece. This sculpture should demonstrate the use of some of the following technologies: LED lights, light sensors, motion sensors, accelerometer, and simple mechanisms.

Innovation: Explain the innovative learning experiences in this project.

Using the Hummingbird Robotics Kit is a tool for true interdisciplinary learning. It can be used to integrate robotics and computer science into visual arts to make learning collaborative and fun. It also encourages higher order thinking and problem solving. This kit is also designed to break stereotypes: to expand ideas of what robotics is, and to promote gender equality and diversity in engineering and robotics.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

I plan to work with a local museum whereby students will get inspirations from the works that are on display at the museum. Students then design and create their robots using strategies and processes used for any art project: sketching, journaling, revision, peer critique, etc. Upon completion, this project will be shared in our annual High School Art show in addition to a possible exhibit for the public at the museum.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

- Once funding is approved, order kits by October 2018.
- Plan trip to museum. Prepare students.
- Kits delivered by December 2018.
- Jan – March: work on project.
- Projected completion: end of March or beginning of April to have it ready for the High School Art Show and a possible museum open house for students, families and the community.

Budget:

Hummingbird Bit Classroom Bundle (8 Premium Kits + Classroom Supplies & Tools for 16-24 students): \$1575.00

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

I am also applying for the mini-grant, which together with the innovative grant totals \$1500. To acquire the additional funds, I will use DonorsChoose.org along with fund raising activities at school. I believe there's also a 10% discount for educators; which will bring the total cost down to \$1417.50.

Electronic Signature

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8/21/2018 13:57:00 (EDT)

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First and Last Name

Robin Felkner

School

S.P. Langley Elementary

Phone Number

7575285383

Position or Title

First Grade Teacher

Project Title:

Literary Leopards Project

This project is designed for:

Elementary

Target Grade Level(s)

First Grade

Subject Areas or Discipline

Language Arts

Project Summary (500 characters or less)

The Literary Leopards project will provide students with a project based learning experience that incorporates the HCS writing Standards of Learning and culminates with a published product of their own work that they can share and keep. Teaching elementary students to become effective writers includes "creating an engaged community of writers", "providing students with opportunities to give

and receive feedback throughout the writing process” and, most importantly, “publishing students’ writing, and extending the community beyond the classroom” (NCEE 2012-4058). All of these recommendations from the U.S. Department of Education would be addressed in this collaborative project.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

Students are required to write daily as part of language arts instruction, but it is often difficult to find enough time to immerse themselves in the writing process or to share that work as much as we would like. This project will give my first grade students a chance to share and celebrate their completed work with their peers and the Langley community.

In the beginning of the year, students will focus on the mechanics of writing (SOL 1.11, 1.13). As the year progresses, this project-based learning experience will utilize vibrantly illustrated mentor texts to help teach the writing process, convey the importance of writing, and get them excited about using their knowledge of writing to create their own stories. They will choose a topic (SOL 1.13b), brainstorm (1.13a), edit (1.13d-f), revise (1.13c), and colorfully illustrate their own work. We can use the special writing folders to provide visual examples of each stage and a place to store them. After careful revision and editing, the teacher will compile their work into the Student Treasures publishing kit and send it to be published. This shared reading and writing project-based experience will create a sense of classroom community through working toward a shared goal (1.13g).

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

This project will encompass all of the standards and writing conventions as outlined in the following Standards of Learning:

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

We will measure student success through observation during the process of how well the student understands and participates in the activity, as well as assessment of the final product. The observations will occur throughout each step in the writing process to measure understanding of each stage. We will measure the success of the project through questions, surveys, and observations, the level of interest, involvement, and excitement about being able to keep a copy of the final product.

Innovation: Explain the innovative learning experiences in this project.

The use of choice will be the innovative force behind this project. Students involved in this process will learn and demonstrate the differences between reading and writing fiction stories, and reading and writing non-fiction reports. The students will then choose what they would like their book to be about; a collection of journal entries, fictional stories, or informational reports. Students will demonstrate further literacy knowledge through their understanding of the differences between fiction and non-fiction writing, plus they will own their involvement in the process through choice. Students will also design the book's cover, the invitations for the publishing party, tell the school about it on the morning announcements, and present their work to their audience. This will be a student-centered and student-led project, culminating in a shared, collaborative experience.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

We would like to provide the students with a "Publishing Party" upon completion of the project to further emphasize its importance by sharing it with others within our school. We will celebrate the arrival of the published book, and students can then take turns reading their entries aloud. We will incorporate our community partners and administrators by having them be a part of the party and the sharing process. Students can take pride in their work, celebrate the work of their peers, share with the school and community, and then take home a copy of their book to show their families. This can be a wonderful writing experience for students and encourage them to want to write more in the future. All of these events will then be shared on all of Langley Elementary's social media platforms to include Facebook, Twitter, and Instagram. We will continue the experience by sharing the book with our Kindergarten classes to get them more excited about writing and what is to come in first grade.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

During the first two marking periods, we will focus on writing legibly with the proper conventions with the goal of completing journal entries, personal narratives, and stories that have a beginning, middle, and end. We will supplement this instruction using our mentor texts to teach why authors write and how they follow writing rules.

During the third marking period, we will dive into this project. Since this is when we will introduce informational reports, we will also be focused on the differences between fiction and nonfiction writing. Students will brainstorm what they would like to write for their class book, and we will proceed with the writing process based on what they choose. We will spend two weeks on their chosen topic

or story, editing and finalizing their work as well as illustrations. We will send their completed packet to the publisher in late March or early April, and we will plan their publishing party during May.

Budget:

If You Were a Writer by Joan Lowery Nixon: 7.99
The Purple Coat by Amy Hest: 8.99
Noisy Nora by Rosemary Wells: 16.99
Ralph Tells a Story by Abby Hanlon: 12.82
A Squiggly Story by Andrew Larsen: 16.95
Arthur Writes a Story by Marc Brown: 7.99
The Best Story by Eileen Spinelli: 17.99
Rocket Writes a Story by Tad Hills: 12.59
The Plot Chickens by Mary Jane Auch: 17.95
Look at my Book by Loreen Leedy: 8.99
What Do Authors Do? by Eileen Christelow: 7.99
From Pictures to Words by Janet Stevens: 17.95
Author a True Story by Helen Lester: 7.99
A Moment in Time by Jennifer Butenas: 9.99
Jack and the Beanstalk and the French fries: 5.00
The Three Little Superpigs: 5.00
National Geographic Kids Readers Level 1: 69.84
Writing Process Pocket Folders (11.99 per dozen for 2 dozen): 23.98
Student Treasures Publishing Book (24.95) for each student: 623.75
Snacks and drinks for the publishing party for authors and guests: 75

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

957.75

Electronic Signature

Robin Felkner

Timestamp

9/7/2018 9:15:02 (EDT)

Email Address

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First and Last Name

Andrea Agle

School

Hampton High

Phone Number

757-825-4430

Position or Title

Teacher - Social Studies

Project Title:

Breaking Out of the Boredom in Education

This project is designed for:

High

Target Grade Level(s)

9-12

Subject Areas or Discipline

Multi-curriculum

Project Summary (500 characters or less)

One of major problems we face in the high school is balancing the need to study content skills without boring our students. The BreakOut Boxes provide an interactive, student-led platform to work on multi-curricular puzzles and challenges in a classroom or team setting. This grant will cover six BreakOut Box kits, which can then be used in classrooms throughout the school. This grant will also

cover one year of access to the BreakOut box platform, with over 800 different curriculum-aligned games for use in the high school.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

BreakOut Boxes will be storage in a centralized location for teachers to check out and use in their classrooms. The BreakOut Boxes are placed throughout the classroom, containing a series of puzzles that the students must solve in order to "break out" of the classroom for the day. These BreakOut Box could be used as an opening activity, a "you-do" activity, or as a driving force for the entire day's lesson.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

This project allows for instructors in different content areas to choose the puzzles which best align with the VSOL in all subject areas. Additionally, these boxes will support the Academies of Hampton model for cross-curricular studies. Lastly, the collaborative team-building skills align with the Academies of Hampton Portrait of a Graduate, located on the HCS website.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Check-out logs will be kept for the kits to analyze how often the kits are being implemented in the classroom. Instructors who use the kits will be provided an end-of-the-year survey to assess if instructors saw value in the program and will continue to implement it. For instructors who frequently use the kits, student surveys will be given to assess student-perceived value of the kits.

Innovation: Explain the innovative learning experiences in this project.

Students are encouraged to work collaborative in teams in order to solve the assigned classroom puzzles and "break out" of the classroom. This encourages students to interactive with each other, playing on each others strengths and weaknesses to overcome the group's obstacles.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

This project is a multi-curricular platform that will be used by numerous departments within the high school. We will be presenting this idea to the faculty at the monthly faculty meeting by modeling the BreakOut kits as a method for "escaping" the faculty meeting.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

Kits will be purchased immediately upon receiving funds. The faculty will be presented with the BreakOut kit methods at the first available faculty meeting after purchase (no later that the first week

of December). Data for kit usage will be gathered until April 2019, so that a final report can be provided at the end of the year.

Budget:

BreakOut EDU School Bundle / 6 Kits / \$900.00

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

900

Electronic Signature

Andrea L. Agle

Timestamp

9/12/2018 20:51:16 (EDT)

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First and Last Name

Raja Saab

School

Burbank

Phone Number

757-848-8719

Position or Title

Teacher

Project Title:

Building number sense

This project is designed for:

Elementary

Target Grade Level(s)

1

Subject Areas or Discipline

Math

Project Summary (500 characters or less)

Developing strong number sense is extremely important and foundational for primary grade students. To have access to the Math Rack 20 in my classroom would be very helpful. Through the use of this hands-on tool, I will help students develop a deep understanding of individual numbers, composing and decomposing numbers and understanding their various relationships, their quantities, and how

they relate to one another within the number system.

Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

A MathRack resembles an abacus but it is not based on place value columns, and it is not used in that way. It is a calculating frame, or arithmetic rack made up of two rows of tens, each broken into two sets of five. One is red color and the other set is white. This allows children to 'privilege 5' and 'think 10' which leads to better number sense, efficient calculation and quick recall of math facts. I came across this tool when I saw Christina Tondevold, a math consultant and author along with Dr. Cathy Fosnot, a Professor and a leading voice in mathematics education use Math Rack to build number relationships to lead to more advanced strategies and fact fluency. Children eventually move away from counting by ones, towards the use of strategies like doubles, addition, subtraction and making tens to automatize basic facts.

Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

The main objective of using Math Rack is to provide opportunities for students to develop deep understanding of individual numbers, composing and decomposing numbers, understanding their various relationships, their quantities, and how they relate to one another within the number system. These extremely important number sense skills are foundational to math success and correlate to Virginia Standards of Learning in first grade and future grade levels. They specifically target the following SOLs for grade one: 1.1, 1.2, 1.3, 1.4, and 1.6.

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Progress of students will be monitored through teacher observations, formal and informal assessments, and data from Math Task Assessments will be collected and analyzed quarterly.

Innovation: Explain the innovative learning experiences in this project.

This arithmetic rack is a visual tool that will help students develop basic number sense and provide opportunities to manipulate beads and learn on their pace. Most importantly, will lead them to see number patterns and come up with strategies instead of counting one-by-one. I believe this experience will lead them to better understanding of the abstract strategies that I want them to learn and turn them into visual pictures in their mind. Basically, aiming for my students to look for mathematical relationships and use advanced strategies surrounding numbers to help them be successful not only in their current grade, but future grades as well.

Dissemination: Would your project be of value to other educators? How would you share your idea? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)

Sure, planning for instruction is a team effort at my school. During CLT meetings, we share and exchange ideas of successful teaching strategies to reach all learners. I will gladly share what I have learned about Math Rack 20 through my own research to colleagues at school and/or district.

Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed.(See Hampton Education Foundation website for Project Report form)

Developing number sense is ongoing and will take place throughout the year. Math task assessments will be used to monitor student progress at the end of each grading period.

Budget:

Frameless Student MathRack20 includes 24/ \$167.75

Large Hook Magnets/ \$9.75

Magnetic Demo 10 Row/ \$100.00

MathRack Bead String 100-/ \$12.95

Total \$290.45 (amount doesn't include tax or shipping cost)

Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).

350

Electronic Signature

Raja Abi-Saab