

# FOUNDATION

## for LEON COUNTY SCHOOLS

### 2018-2019 Grant Winners

| School                                | Grant Name & Description  | Lead Teacher       | \$ Award Amount | # Students | # Teachers | # At risk or Gifted |
|---------------------------------------|---|--------------------|-----------------|------------|------------|---------------------|
| Astoria Park Elementary School        | <b>Mental STEMulation:</b> This project is intended to “mentally STEMulate” students through the use of STEM kits and Ipads. These resources will allow our students to exercise their brains as well as foster their love for learning with hands-on critical thinking activities. The dynamics of touch, motion and sound through the use of IPads and STEM resources will make the learning process more enticing and magnetic for students. This project will not only transform classrooms, but also set off a ripple effect of greatness by helping enhance student engagement, increase learning gains, improve FSA scores/proficiency, and furthermore aid students in becoming adept in STEAM initiatives.   | Krystal Oranika    | \$10,000        | 600        | 30         | 600                 |
| Bond Elementary School                | <b>Learning Together:</b> Teams consisting of English Language Learners (ELL) and English as First Language students will work together in various group activities to improve the Literacy skills of all group members. The group activities and projects will incorporate all four areas of literacy: listening, speaking, reading, and writing.  | Craig Simmons      | \$1,419         | 80         | 3          | 80                  |
| Bucklake Elementary                   | <b>Bobcats STEAM into the Future:</b> School wide STEAM curriculum using weather balloons to collect, share, integrate, and share data to problem solve with other schools in our District. Students will create video lessons to stream throughout the state and world. Project culminates with a Livestreamed Video launch. FSU Aeronautics and WeatherSTEM partners provide professional development and mentoring.  | Kimberly Perez     | \$10,000        | 697        | 49         | 112                 |
| Conley Elementary School at SouthWood | <b>Building STEAM:</b> "Building STEAM" will put hands-on STEAM materials in the hands of all 800+ students. Each kindergarten class will receive a mobile STEAM station complete with resources and materials to support the understanding of: design, architecture, engineering, construction, magnetism, speed, momentum, force, buoyancy, and scientific inquiry. In addition, a fully resourced mobile STEAM station will be provided for the PREK classes to share and a station will go to the ESE classes to share. Finally, a mobile STEAM lab and resources will be provided to the STEAM resource teachers who will be providing STEAM curriculum to all 800+ students during the special area rotation. In addition, the "Building STEAM" project | Valencia Hallowell | \$10,000        | 800        | 40         | 800                 |

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|                                | will provide enough HP ProBook Laptop 360's to support a small group of learners in the STEAM Lab to enhance research, coding, and technology projects that promote digital literacy. "Building STEAM" will end the year with a Family STEAM event that brings together educational stakeholders in our community.  |                |                 |            |            |                     |
| Deerlake Middle School         | <b>Read This, Add That! Improving Academics for At Risk Learners:</b> As a framework for emphasizing literacy and math skills within the core content, the Read This, Add That! intervention project will provide systematic, explicit, and research supported intervention. Resources will include scaffolded, multi-modal, cross-curricular instruction and assessments that support the development of students' literacy and mathematics to assist our lowest-performing students with achieving learning gains. Research has shown that students who struggle in reading and mathematics require explicit and systematic instruction. This grant is designed to supplement established curricular resources and address documented needs from most recent progress monitoring data. This project will serve a select, diverse population of about 250 students considered at-risk due to scoring in the bottom 25% on state assessments in reading and math. | Taraneh Oliver | \$1,396.85      | 250        | 13         | 250                 |
| DeSoto Trail Elementary School | <b>Trailblazing Scientists on the Move:</b> We will be creating a "Trailblazing Scientists on the Move" lab to be brought into each of our classrooms. The Scientists on the Move lab will contain equipment and materials for each grade level to work and complete projects in an existing content area (science, math, art, music, etc) that integrates skills from the 21st century domains of engineering and technology.  | David Schubert | \$9,702         | 640        | 35         | 150                 |
| Fort Braden School             | <b>Sensory Smart, Great Start!:</b> Students with sensory processing issues have difficulty processing one or more senses. (e.g. loud noises may be overstimulating or lack of sensory input may cause dangerous repetitive movements.) Often times, these students are perceived to have behavior problems when actually they are in need of a safe place to regulate and stimulate the senses. Such behaviors can interfere with classroom participation and other daily activities, resulting in students missing learning   | Janie Register | \$1,761         | 342        | 25         | 100                 |

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|                       | opportunities. The goal of this grant is to purchase specialized materials and equipment for our school's sensory room  |                |                 |            |            |                     |
| Fort Braden School    | <b>Encounters with the REAL Florida:</b> The goal of this project is to provide opportunities that will bring reading, social studies, and science curriculum to life by providing students the experiences to explore nature, habitats, wildlife, and Florida ecosystems with Florida.   | Julie Baisden  | \$1,220         | 100        | 4          | 60                  |
| Hartsfield Elementary | <b>Math on the Move:</b> Math on the Move is designed to increase mathematical fluency of our students, to create more opportunities for mathematical learning throughout the school day, and to foster partnerships with parents to develop strong mathematical learning at home. We will achieve these objectives through the use of flash cards to promote fact fluency and comprehension of math concepts in the classroom, during lunch, at parent pick-up, and the bus loop, during recess and during our afterschool program. Essentially, all transitions will be opportunities to practice math facts and concepts. Additionally, five outdoor learning stations will be installed throughout the school. Finally, parents and students will be invited to a family math night to engage in high-interest standards-based games and those in attendance will receive "take and play" kits to use at home.                                | Nancy Oakley   | \$5,655.99      | 483        | 30         | 75                  |
| Swift Creek Middle    | <b>A Better View From Above:</b> Working along-side Air Force cadets, emergency management personnel and local professionals using drones in their jobs, students will fly drones outfitted with data loggers as they collect environmental data to investigate authentic research questions they will generate by collaborating with scientists from across the country. Students will operate DJI Phantom drones and use Vernier data loggers to record temperature, relative humidity, air pressure, UV radiation, CO2 levels and more. They will complete a statistical analysis of the data collected to look for patterns both in vertical columns of air and over multiple types of ground cover, including wooded areas, grassy areas, buildings, fields and water. Students will be actively engaged in the practice of science and real-world problem solving in this innovative standards-based project using cutting edge technology. | Dave Rodriguez | \$8,700         | 779        | 14         | 293                 |

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| Kate Sullivan and Gilchrist Elementary School         | <b>Designing Innovative Teaching and Learning:</b> Designing Innovative Teaching and Learning project will introduce our students to the mechanics of both kinematics and dynamics. For example, the Smart Carts that we are going to purchase have built-in load cells that make it easy to visually demonstrate Newton's 3rd Law by graphing and displaying the results on an ipad. And with measurements of both Force and Acceleration, Newton's 2nd Law can be investigated in minutes with no other equipment required. This project will help our student use the Smart Carts, ipads and tracks for studying kinematics, dynamics, Newton's Laws and more. The built-in sensors measure force, position, velocity, and 6 degrees of freedom in acceleration. The Smart Carts will make these measurements on or off a dynamics track and transmit the data wirelessly over Bluetooth to the ipads. Research shows that when engineering is part of elementary instruction, students become more aware of engineering, science, and technical careers. This finding is important at a time when the number of American college students pursuing engineering education is decreasing. Early introduction to engineering can encourage many capable students, and especially girls and minorities to consider engineering as a career and take the necessary science and math courses in school. | Amon Rwito   | \$10,000        | 435        | 16         | 175                 |
| Killearn Lakes, Buck Lake, Chaires Elementary Schools | <b>Leprechauns, Bobcats, and Panthers bridge the STEAM gap as they Soar into Science:</b> This STEAM project joins together three elementary schools in the district to bridge the STEAM gap and encourage STEAM education throughout our district. These three schools will work together to provide students with exciting STEAM educational activities culminating in a weather balloon launch at each school. Teachers at all three schools will collaborate on STEAM activities to incorporate into their balloon launch days, and share data as well as video from their launches to further excite students about STEAM. The idea behind this project is to encourage students to build a love for STEAM and fields related to STEAM. This will inspire students to seek STEAM fields in their future.   | Karen Allen  | \$10,000        | 2060+      | 160+       | 450+                |

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| Nims Middle School         | <b>A 21<sup>st</sup> Century Book Club A Multi modal, Multi literate, Critical Approach to Literacy:</b> 120 at-risk students will participate in a year-long book club grounded in multimodal literacies that include 21st century digital technologies, popular culture, traditional literacy, students' lived experiences, and their critical literacies. According to Boutte (2016) Critical literacy is the process of reading texts in an active reflective manner in order to understand power, inequality, and injustice in human relationships and contexts. Haddix, Garcia, and Price-Dennis argued, "What it means to be a literate young person in the 21st century is quite different from the experiences of a literate young person decades ago" (as cited in Hinchman & Appleman, 2017, pg. 1). The National Council of Teachers of English's Definition of 21st century Literacies (2008) explains that the 21st century demands that a literate person possess a wide range of abilities and competencies--multiliteracies. These multiliteracies range from reading online newspapers to participating in virtual classrooms, movies, graphic novels, poetry, vlogs, blogs, gamming, texting, popular culture, novels, writing and production. | Robert Brantley | \$9,924.46      | 125        | 5          | 125                 |
| Pineview Elementary School | <b>Royalty Inside My DNA:</b> The two objectives for this project is for the students to learn about their family's heritage and to provide a foundation for teaching black history that STARTS beyond America's borders. After a structured age appropriate lesson on DNA and family lineage, each student will have the opportunity to complete their own DNA genetic screening through a saliva sampling using Ancestry.com. Upon receiving the results of the DNA test, students will trace their family's origins and begin the process of studying the country that represents the greatest portion of their ancestry. In doing so, the students will learn that American Black History began on the continent of Africa, while developing an understanding and appreciation for their family heritage.   | Candice Miles   | \$9,999.50      | 50         | 2          | 50                  |
| Pineveiw Elementary School | <b>The Wonderful World of Wildlife:</b> "The Wonderful World of Wildlife" is an interdisciplinary unit that focuses on building connections between students' experiences and text. Using our core instruction, we provide strong   | Karen Kimel     | \$4,500         | 65         | 3          | 24                  |

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|                   | instruction in comprehension and vocabulary strategies and skills, yet our students still struggle to comprehend informational text. One reason for this difficulty is a lack of background knowledge. In the article, “Building and Activating Background Knowledge,” authors Fisher and Frey explain that “comprehension strategies cannot compensate for missing background knowledge.” As teachers, we see that our students are often at a disadvantage because they lack the background experiences to comprehend informational text. Through our unit, we hope to foster our students’ motivation and enthusiasm for informational text reading through engaging, relevant learning experiences while building the background knowledge to connect with complex text. In this unit, our students will have the opportunity to learn about animals and their habitats by building a schoolyard habitat, researching an animal, visiting a zoo, participating in STEM activities, and of course through reading high quality informational text.   |                    |                 |            |            |                     |
| Raa Middle School | <b>Building a Community of Leaders One Home at a Time:</b> The Building a Community of Leaders one Home at a Time Project will involve a partnership between the Home Builders Institute (HBI) based in the District of Columbia to engage students interested in residential construction projects and learning vocational skills to receive Pre-Apprenticeship Certificate Training (PACT) and an Industry Certification. HBI is a national leader for career training in the building industry. Through certification programs, mentoring, pre- apprenticeships and job placement services, HBI prepares its students with the skills and experience they need for successful careers in the residential construction industry. This partnership will also allow our certified teacher to gain access to resources and materials not found anywhere else in Leon County Schools for middle school students. Raa students will earn industry-recognized credentials that inform potential employers they are prepared for entry-level employment. Student can also earn additional certifications through the National Occupational Competency Testing Institute (NOCTI). | Christopher Smalls | \$10,000        | 50         | 4          | 50                  |



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| Roberts Elementary School | <b>“STEM, STEAM, and STEAM in Teams:</b> “STEM, STEAM, and STREAM in Teams” will allow a STEAM program to be implemented in our gifted and talented enrichment program for K-5 students. I added the "R" to include Reading/ELA (English & Language Arts.) Many children who are gifted have needs that are more difficult to meet in the regular classroom with standard curriculum materials. My goal is to create a learning environment through this program that works to meet academic and social-emotional goals that are important to meeting the needs of children, especially those who are gifted.  | Kathy Douglas          | \$1,779.17      | 100+       | 0          | 75+                 |
| SAIL High School          | <b>Overcoming Social Problems through Literacy and Experimental Learning:</b> Overcoming Social Problems through Literacy and Experiential Learning is a project designed to improve student reading comprehension and writing while exposing them to college and career pathways, and civic responsibility to help them find their place in the world. This project will involve parents and community partners in college and career pathways as well as community outreach. Through this project, students will have the opportunity to research, collaborate, collaborate and learn about which agencies are working toward solutions, presenting, and volunteering.   | Nancy Floyd Richardson | \$10,000        | 380        | 4          | 150                 |
| Woodville School          | <b>Love to Code:</b> The Sci-Fri Club was created of a desire to expose 3rd, 4th and 5th graders to some of the wonders of science outside of their everyday classroom experience. This will be the eighth year of the after-school science club. The objective of the club is to spark students' interest in science, technology, engineering, art and math (STEAM) by involving them in inquiry based activities. This year we would like to focus on the technology aspect of the STEAM through coding. Love to Code is an interactive storybook that takes students through a journey in circuit building and programming while moving through the story. Students will bring the storybook to life by learning to turn on lights, make them blink through different variables and create a code while using an inquiry based approach to learning. While also being able to diagnosis problems in their coding. | Jeanette Villa         | \$1,800         | 14         | 2          | 14                  |

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|        | Teaching the principles of coding and application to younger learners brings them the opportunity to expose them to deep critical thinking and problem solving. |              |                 |            |            |                     |

**TOTAL IMPACT: \$126,112.97 funded; 8215 students; 449 teachers; 3380 at risk students**