



2021-22 Educator Initiative Grants

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Submission Name	Submitter Name	School	Description
Tuff-Bot Expeditions	Ryan Remien	Altitude	Tuff-Bot Expeditions will introduce students to basic programming for rover bots, while introducing them to 21st-century explorations of inhospitable environments (under water, volcano, planetary) using unmanned drones & rovers. Students will be able to replicate current explorations from the Mars Perseverance Rover and design and implement exploratory missions in our outdoor learning space, Area 44.
Coding to Infinity and Beyond for Littles!!!	Brandon Petersen	Altitude	<p>By using INDI students we hope students will develop skills, strategies, and more in the following areas: Computational Thinking Skills (CCSD Innovative Learner Practices) Innovative Designer Mindsets (CCSD Innovative Learner Practices) Problem Solving Skills Connections to Academia in areas such as color recognition, geometry, early foundational literacy skills, math, etc.</p> <p>What is different: INDI provides an adaptable, customizable, and creative way to connect robotics and coding skills to a multitude of learning experiences and opportunities. Imagine having students CODE their bot to find the right SIGHT words or tell the journey of a story they just read or apply their new math learning from bridges into an interactive workplace. This allows students that HUGE opportunity to take what they learned from their teacher and apply it which allows for substantial memory transfer to stored memory in their brains!</p> <p>Why is it needed: We continue to have great STEAM and alternative hands-on approaches to learning for our 3 - 5 students but we need to expand our toolkit for primary. This kit allows an entire classroom to easily open the box and get going! We need so many more opportunities like this for our littles which also helps bridge that gap towards the skills they learn in 3 - 5 with more ease!</p> <p>This is innovative has it is a cutting edge product (new to industry) and unlike anything we've ever done with our littles before. It's sort of like Bee Bots but at a whole NEW level of creative and challenging thinking. It will be so awesome to see where our Primary Moose can take this!</p> <p>I'm inspired to apply because of the amazing benefits we received from CCSF with our first grant. The ROVERS provided so many new opportunities for our 3 - 5 kids that having access to this one-of-a-kind grant allows us to expand that opportunity to the other half of our school. The learning that unfolded was beyond imagination and it is so difficult for our school to access grants that benefit so many students. I'm always so inspired and thankful by the unique work CCSF can do to empower students and impact academia at a huge level.</p>
A Picture is Worth a 1,000 Words!	Jillian Derrick	Altitude	<p>I am a HUGE believer in using hands-on materials and visuals when teaching. I love facilitating their learning through discovery. Having the use of polaroid cameras in the classroom will allow students to capture all aspects of the LAUNCH cycle immediately. Second graders will also have access to these cameras to use during Genius Hour. Students can CREATE a prototype and share out instantly with a larger audience. They can try to UNDERSTAND a problem and immediately capture it with a camera to present to a group of students. They can SNAP an image and display the image to a Wonder Wall while answering the sentence stems, "I wonder...", "I wish...", "I could...", and "I love...". The possibilities are endless!</p> <p>Through this grant, I hope to provide all of our 2nd grade students with a hands-on tool that will instantly and immediately capture their discovery and learning. The cameras will be reusable year-to-year. Although the film will run out, I plan on using our grade level budget and family donations to supplement.</p> <p>I am inspired constantly by the teachers that I am surrounded by and my students. As John Spencer and A.J. Juliani say in the book LAUNCH, "Yes, creativity involves making things. But it can also mean mashing up ideas in innovative ways" (22). My students have always "mashed up" creative ideas on their own. With the use of polaroid cameras, I am giving them a tool to make their ideas come to light!</p> <p>Innovation is a mindset, not a skill-set (George Couros). My school's mission is to "Dream It, Believe It, Do It." This grant will cultivate a diverse culture of imagination, exploration and discovery. We cannot wait to get started capturing their discoveries!</p>

Brain Games and Tinker Toys TWO	Susan Ekblade	Altitude	<p>Risk. Taking risks is difficult for a lot of our students. The chance of failure or embarrassment is present at the front of their minds. Yet, we ask our students to take risks every single day.</p> <p>What if we could build a growth mindset within our students through play?</p> <p>Research from Project Zero through Harvard University reports that in playful learning, children try out ideas, test theories, experiment with symbol systems, explore social relations, take risks, and reimagine the world. Failure is an opportunity to try again. To further support our goal, Vygotsky stated that a child's greatest achievements are possible in play, achievements that will tomorrow become her basic level of real action.</p> <p>At the intersection of Choice, Wonder, Delight is playful learning.</p> <p>Our grade level collection of Tinker Toys and Brain Games currently provide a structure of play that creates incredible learning for middle grade students. This innovative approach is seen as play to students, These skills transfer not only to school work, but every day and future life.</p> <p>Altitude Elementary has almost doubled in size since we bought our Brain Games and Tinker Toys with EIG grant funds in 2019. We would like to purchase more, as well as replace materials that have worn out due to frequent use.</p>
Let's Rock!	Carolyn Brumfiel	Arrowhead	<p>Elementary students love to play instruments and experience music hands-on! I'm very excited about the prospect of this grant and the possibility of putting guitars into my students' hands. Not all students have the opportunity to take private lessons outside of school. With guitars in my classroom, I can teach all of my students skills on an instrument that is used in contemporary music and is of high interest. Guitars will give students a way to express themselves through the music that they are interested in learning and playing. Students will use guitars in the general music classroom and in our after school club to learn chords, proper finger placement, rhythm strumming patterns and be a part of a modern band ensemble. I am very excited to have an opportunity to teach students the guitar and learn music they hear in their everyday lives. It will connect more students to the music curriculum and be a fun and exciting instrument to learn! Playing a guitar in a modern band teaches teamwork and how to play successfully in an ensemble. Most students don't get this experience until they go on to middle school and only if and when they sign up for a band class. I want to give all of my elementary students the opportunity to be part of a modern band ensemble in the elementary school setting.</p>
Sit and Fidget, Stand and Fidget	Melanie Bacon	Arrowhead	<p>After teaching for 17 years, I have seen the need for student movement, and the way that this can either correlate with positive or negative student achievement. If students are allowed to be active in a non-disruptive manner, they are more likely to remain engaged in their own learning. Why is it needed? I feel like many students struggle with sitting still, in a desk, and not having the opportunity for movement. As teachers, we can offer brain/movement breaks throughout the day...but what about the students with significant ADHD and ADD? The students who can't 'think' if they are forced to sit still? I am inspired to apply, as I have seen the engagement and excitement from students, when they are allowed to explore flexible seating and movement options to help their physical body/mental needs in the educational environment. In addition, students with mental health/emotional needs can use desk for a quiet 'active' space when they need to take a break to regulate.</p>
Primary Podcasters Project	Kari Karr	Aspen Crossing	<p>I hope to inspire students to see writing as a part of life and to understand that writing is a way to reflect, clarify, and communicate their own thoughts and knowledge with others. Writing is a critical life skill that students begin learning in elementary school and work to refine throughout their lives. Written and verbal communication is particularly important as they enter the workforce. I want to help students improve their written and verbal communication skills by offering a Genius Hour that allows students to pursue their passions through research, and to internalize and reflect on their new knowledge through writing, finally turning their scripts into podcasts that they will produce, allowing students to share their passions and acquired knowledge with the world.</p>
Carving out Positive Pop-ups	Kim Casali	Buffalo Trail	<p>I was inspired to apply for support with this project because we have not been able to fully enhance our Friendship Garden and we, as all CCSD elementary schools, have plain wooden fences lining the sidewalks. Wouldn't it be great if we could put positive messages "popping up" on wooden signs on those fences and also beautify the weed filled garden with flowers and positivity. Not only would the students be able to practice reading but as they see and read the positive messages daily but they can believe the messages in their hearts. Examples of words that could be chosen for students, staff and community to read could be: Trust, Kindness, Believe, Think, Share, Laugh, Learn, Wonder, Smile, Care, Peace, Patience, Appreciate, Achieve, Dream, and Persist to name a few.</p> <p>If granted this gift, I plan to support the social emotional learning and growth of our students, encourage creativity, and teach students about using an innovative tech tool (Glowforge laser cutter) to share positive lasting messages with our community. I plan to encourage and support students as they create plans for enhancing our Friendship Garden and turn ideas into creating "Positive Pop-ups" to add to our wooden fence rails and posts.</p> <p>This proposal is innovative because our school already is a positive place, we already have a garden and we already have fences. But to take what we have and improve it to place a greater emphasis and daily visual reminders of positive thinking and additionally enhance our Friendship Garden utilizing our new Glowforge laser cutter as a new technology is innovation.</p>
Let's Rock	Amy King	Buffalo Trail	<p>Elementary students love to play instruments and experience music hands-on! I'm very excited about the prospect of this grant and the possibility of putting guitars into my students' hands. Not all students have the opportunity to take private lessons outside of school. With guitars in my classroom, I can teach all of my students skills on an instrument that is used in contemporary music and is of high interest. Guitars will give students a way to express themselves through the music that they are interested in learning and playing. Students will use guitars in the general music classroom and in our after school club to learn chords, proper finger placement, rhythm strumming patterns and be a part of a modern band ensemble. I am very excited to have an opportunity to teach students the guitar and learn music they hear in their everyday lives. It will connect more students to the music curriculum and be a fun and exciting instrument to learn! Playing a guitar in a modern band teaches teamwork and how to play successfully in an ensemble. Most students don't get this experience until they go on to middle school and only if and when they sign up for a band class. I want to give all of my elementary students the opportunity to be part of a modern band ensemble in the elementary school setting.</p>

Where is the energy?	Nicole Robbins	Buffalo Trail	<p>Students need hands on activities to understand how energy is stored, used and moved. The power wheel will let students see how water can power lights, cell phones and other items. In addition, students will create robots using water and sunlight. They will understand more about renewable and nonrenewable energy sources, because they will see it. Each student will be able to create something that moves without the need to plug into an outlet. When students can see and "play" with science it will be more memorable. I was inspired to apply so students have more opportunities to build, make observations, test a hypothesis and collaborate to make something better. Students will be building relationships, while actively learning! This project is innovative, because students will be able to go deeper and understand energy. There isn't one right or wrong answer, so students will have to use a growth mindset. Mistakes will help them learn. In the past few years, there has been an explosion of virtually building platforms (Minecraft, etc.); this project will take this building to the next level. In the classroom, I feel like classroom engagement is decreasing. This project would increase engagement by allowing students to "play," develop their growth mindset and foster a desire to learn more.</p>
Fun With Felt	Sarah Bowers	Buffalo Trail	<p>As an Elementary English Language Specialist, I work with our primary students on both social and instructional language. We know that developmentally, 5-7 year olds need opportunities to engage in imaginative play to provide opportunities to share ideas about their own experiences. Additionally, our English Language Development standards state that connecting stories with images and representations add to creating meaning and schema. Orally constructing language arts narratives allows students to describe the story events, describe character actions, feelings, and behaviors. These early language development skills are important in building literacy skills.</p> <p>I was inspired to apply for this grant after experiencing success with the storyboard felt kits purchased through school funds last year. The students are highly engaged and excited to help build on our prior knowledge each day. These additionally have provided opportunities for our 1st graders to use in building Narratives in story writing. Through the storyboards, students can build settings, input characters and build language to later use in their own writing.</p> <p>These boards are needed to provide additional support for our Kindergarteners and 1st graders. We know that story boards allows students to reenact reading and listening activities, demonstrating their learning in different ways. In 1st grade, story boards allows students to produce a variety of texts while building comprehension along the way. They gain a stronger understanding of characters, settings and retelling events.</p>
Campus Band Classroom Tuners	John Kempzell	Campus	<p>I hope to help students achieve a better understanding of pulse/tempo (that's the beat), intonation (being in-tune with a group), pitch (individual notes), and tuning (how to tune). These concepts can be somewhat abstract and are skills that students have to learn overtime and are best supported and visualized with a tuner. Best educational practice tells us that people learn better with a variety of presentations of information, especially when including technology. With the help of tuners, students will have a visual representation of pitch/tempo combined with the aural representation from the teacher. If successful, the students ears will develop faster than they would without these tuners and will also increase the quality of the bands overall at Campus - leading to more performance opportunities for students. This is innovative because these devices have advanced with clip on pick-ups that use vibrations to sense pitch, which allows students to be tuning at once, rather than the traditional "one at a time" method, speeding up classroom procedures and allowing for consistent & instant check-ins during rehearsal. Tuners have become more affordable as well as technology has improved, making this idea much more realistic. I was inspired by the hope of providing equitable opportunities for students - by having a classroom set of tuners, those who aren't able to afford a tuner/metronome/phone of their own will have access to a very important tool in the music room.</p>
Let's Rock!	Shannon Lemmon-Elrod	Canyon Creek	<p>Elementary students love to play instruments and experience music hands-on! I'm very excited about the prospect of this grant and the possibility of putting guitars into my students' hands. Not all students have the opportunity to take private lessons outside of school. With guitars in my classroom, I can teach all of my students skills on an instrument that is used in contemporary music and is of high interest. Guitars will give students a way to express themselves through the music that they are interested in learning and playing. Students will use guitars in the general music classroom and in our after school club to learn chords, proper finger placement, rhythm strumming patterns and be a part of a modern band ensemble. I am very excited to have an opportunity to teach students the guitar and learn music they hear in their everyday lives. It will connect more students to the music curriculum and be a fun and exciting instrument to learn! Playing a guitar in a modern band teaches teamwork and how to play successfully in an ensemble. Most students don't get this experience until they go on to middle school and only if and when they sign up for a band class. I want to give all of my elementary students the opportunity to be part of a modern band ensemble in the elementary school setting.</p>
The Arts Put the STEAM in STEM Innovation Galleries	Amanda Arlington	Canyon Creek	<p>With the new Wednesday schedule there is more time to collaborate and integrate content at the elementary level. The STEM teacher and I thought it would be great to start aligning units.</p> <p>A criticism about 21st century classrooms has been that they are too compartmentalized. Together, we thought that it would make sense to overlap learning opportunities for students to break down compartmentalization to allow for deeper, immersive learning. Students not only would understand concepts and learning on an intellectual level with this type of grant idea, but then they would be able to apply that learning through artistic model making through immersive interaction with the material. This sensory experience would allow them to recall and retain the information as they walked through immersive environments of rockets being launched and a rainforest growing in the school (a paper one).</p>
LEGO Robotics-Building the future one brick at a time.	Brian Hostetler	Canyon Creek	<p>Through this grant I hope to be able to help engineers as young as 5 solve problems with simple robotics. Far beyond simply building to build, these LEGO will allow learners create plans, test their ideas, and fix them when they don't work as expected. For students to experiment and test quickly, pieces have to be easily removed, tweaked, and replaced. What better system to do that than LEGO?! With these kits we will be building engineers who are not so worried about failure that they never try. Hopefully we will take away that idea that too much time is wasted when an idea doesn't work keeping solutions front and center.</p> <p>This is innovative because it looks at an item found in many households within our community in a new way. The LEGO that make racecars and dinosaurs at home can graduate to create working self driving cars, amusement park rides, and cleaning robots at school. I was inspired to apply for this grant as I see huge potential in my STEM classroom every day. I am lucky enough to see buildings get created from sticks, tracks created from foam, and ovens from cardboard. Now I'm ready to help learners move into the future with robotics before they enter a world in middle school that requires they know this. I know Cherry Creek Schools Foundation's commitment to impacting ALL students and investing in innovation fit perfectly into the goal of this project.</p>
Weather, Air, and Physics: Oh My!	John Wiley	Challenge	<p>Using these sensors will dramatically improve our ability to plan and carry out investigations in several different units taught throughout the 5-8 curriculum. A class set of these sensors can be used for physics: they can track motion in 3 axes and send data via bluetooth to any computer with web access. The weather and climate unit that can sometimes be abstract and difficult for students to grasp will benefit from the sensors' ability to track concrete data including temperature, humidity, light intensity, and barometric pressure all in a case about the size of a package of tic tacs.</p>

Weather, Air, and Physics: Oh My!	Don King	Challenge	Using these sensors will dramatically improve our ability to plan and carry out investigations in several different units taught throughout the 5-8 curriculum. A class set of these sensors can be used for physics: they can track motion in 3 axes and send data via bluetooth to any computer with web access. The weather and climate unit that can sometimes be abstract and difficult for students to grasp will benefit from the sensors' ability to track concrete data including temperature, humidity, light intensity, and barometric pressure all in a case about the size of a package of tic-tacs.
Weather, Air, and Physics: Oh My!	Tracy Vories	Challenge	Using these sensors will dramatically improve our ability to plan and carry out investigations in several different units taught throughout the 5-8 curriculum. A class set of these sensors can be used for physics: they can track motion in 3 axes and send data via bluetooth to any computer with web access. The weather and climate unit that can sometimes be abstract and difficult for students to grasp will benefit from the sensors' ability to track concrete data including temperature, humidity, light intensity, and barometric pressure all in a case about the size of a package of tic tacs.
What's Up with the Air Up There?	Jon Pierce	Challenge	Students in elementary and middle school have science objectives to learn about weather and climate. Often these lessons are conducted in the classroom with animations of fronts and temperature differences in different climates. We want to use a static helium balloon suspended above the school to engage students into learning about weather and air quality. Software will allow students to engage with data trends and analysis immediately as we look for trends and ask questions about the atmosphere layers above us. This project is an innovative way to engage learners and families as they see the big balloon suspended above the school every day, and can monitor data through the website as well as create their own graphs and analysis.
Horticultural Therapy	Kathryn Canham	Cherry Creek	A project based learning workshop for my Practical Work and Careers exploration class inspired me to apply. Students can have real life opportunities to learn landscaping design as well as develop job-skills needed to perform various landscaping skills. During the design process students can plan out the garden space which is great for executive function skill as well as visual-perceptual skills. During the landscaping process students can work on occupational therapy goals as well as other related services goals. This will also allow for real-life science applications. Most importantly, the newly envisioned space will become an inclusive environment where students in the ILC program can be more visible and part of the larger Creek community.
Student Strengths	David Rowe	Cherry Creek	When students struggle academically during high school, they often find themselves focusing on their weaknesses and deficits. Most of our students struggle to identify even one specific strength they possess. We want to help shift their perspectives from focusing on weaknesses to utilizing their strengths. This approach is innovative because students receive no similar training or support throughout their school careers. We have used money out of our own pockets to purchase resources for students in the past, and we have personally witnessed the benefits students receive from strengths-based education and resources. We believe that the Gallup Strengths program can support our students in overcoming challenges, achieving goals, and moving toward a purpose that will leave them fulfilled and thriving for the rest of their lives.
STEAM Challenge Kits To-Go!	Nicole Burrell	Cimarron	I hope to build on the past experiences our teachers have had with the Human Centered Design cycle, PBL's, and work with our STEM teacher. All of these experience have helped us learn new ways to engage students in collaborative learning situations where our builders, engineers, problem finders, and out of the box thinkers can thrive! While we all believe in these experiences, the reality of planning and gathering materials and implementing them can be a huge challenge for classroom teachers. As a result, innovative learning opportunities are not happening as frequently as we hoped. In come the STEAM Challenge Carts To-Go! The idea for these came from listening to teachers and hearing what's going well in genius hour or what worked well in the past and what was a challenge this year. The carts would hopefully match the needs and challenges with the wants of our teachers as far as opportunities for our students and require very little prep time while having huge rewards in the areas of problem solving, cooperative learning, and innovative thinking. Each grade level will have a cart that would come stocked with all materials needed plus a binder of ideas of STEAM Challenges. There will be a focus on the Science and Engineering Practices found within the Next Generation Science Standards when selecting challenge ideas. In addition, special consideration will be given to the Engineering, Technology, and the Application of Science strand of the Colorado Academic Standards.
Social Emotional Support for Instructional Excellence	Amy M Kynor	Cimarron	"When we work on a child's self-regulation we are creating that stable internal platform that makes growth possible: any and all kinds of growth." ~ Dr. Stuart Shanker Objective: As part of the Cherry Creek School District's Future Forward, we will focus on Instructional Excellence by giving students full access to innovative and rigorous classroom instruction. When students are able to stay in the classroom to self-regulate while still in the learning space, they can be a part of these innovative and rigorous opportunities. After initial teaching from an adult, students will be able to independently choose activities from the kit that will help them achieve focus and access the prefrontal cortex for optimal learning. What will be different or better if successful? Students will be able to stay in their classroom spaces and will not have to leave for regulation. Students will be independent and in control of their emotions and learning. As a result, the regulation tools they learn will help them throughout their lives! This will allow adult Supports to be focused on crisis intervention and predetermined support groups to help be more proactive in students' social and emotional support rather than reactive. Why is it needed? Our world has experienced trauma in different and familiar ways during the pandemic. Add this to the increased general trauma our children have experienced, and the need for self-regulation tools has increased exponentially in recent months. Teachers truly want all students to be in their classroom learning environments for as much time as they can per day; however with a reactive approach to behaviors, kids can often be sent to the office or removed to reset prior to returning. This time away from the classroom can result in large amounts of lost learning time and often is not spent teaching the child how to regulate themselves. In addition, time in the classroom helps the child and classroom teacher deepen their relationship and tools within the classroom help our children know we value them and want them to stay in our classrooms with us.

<p>Teaching Self Management Through Calming Corners</p>	<p>Gerald Pettinger</p>	<p>Creekside</p>	<p>Social emotional learning plays a critical role in the success of students both in school and out in the real world. When students can understand their own emotions, communicate those emotions, and self-regulate, they can access learning successfully and continue to grow socially and academically. The specials team at Creekside will focus on helping students develop these social-emotional skills with the hopes of giving students lasting skills that they will use throughout their lives.</p> <p>In the past, we've noticed that elementary aged students have struggled to identify and manage strong emotions that keep them from being successful in specials. This has often led to conflict, withdrawal, and/or outbursts.</p> <p>By engaging students through a guided reflection that they can complete on their own, class time does not need to be interrupted while students practice self-regulation skills and learn strategies that will allow them to return to a calm and focused space so they can be successful in any class they are in. We are utilizing the shared Google Form we developed which will help track student usage and progress and help us collaborate and continually reflect to meet students' needs as they develop in real time.</p>
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<p>Morning Announcements Technology</p>	<p>Lauren Bone</p>	<p>Dakota Valley</p>	<p>We are running an after school club where we research, write, film and edit daily morning announcements with 4th and 5th grade students. We hope to build school community while helping students develop technology and 21st century communication skills. Additionally, we also know that social-emotional skills and mental health needs are crucial to support, and creating our short videos can help with that. We have two goals. First, we want all students to be able to access social emotional skills. Our short videos reinforce these skills daily. Secondly, we hope to create a group of student leaders with the skills to write and produce short videos that capture the wonderful diversity of our student body and all the amazing things our school does every day. During 2020-21, we had video announcements daily that were created by staff. This year, we want to have students engage in creating the videos. To accomplish this, we need some basic video recording studio equipment beyond what is provided by the school. This is innovative because it involves students in the creation of the a daily "school news" segment that also pulls in content beyond PTCO announcements and lunch menus. This allows teachers to share what projects their classes are working on, allows kids to share about their families and traditions, and to have a positive message shared every morning that could include fun jokes, quick content connections, and student celebrations. We are applying because this was staff-driven last year, and it was so much extra work. Plus, as cool as it was, the video quality was not always great. We would like to improve our video and audio quality. Finally, we would like students to have access to this opportunity in a club after school, called the "Morning Howl Club," so we need equipment to let multiple students work at the same time.</p>
<p>GoBabyGo Early Power Mobility</p>	<p>Christy Hupka</p>	<p>Districtwide</p>	<p>Our students in preschool and kindergarten that are not able to walk by themselves will be allowed to move more independently around their school environment through the use of a powered car. Many of these children are too young to be eligible for a power wheelchair but are capable of learning the skills of driving. The car will be a ride-on toy power car that is modified by engineering students from the School of Mines, High School STEM students and their teachers, and school district physical therapists. These cars will be modified to include additional support structures and alternative methods of driving them such as switches and joysticks. Research shows that independent mobility increases socialization with peers and develops gross motor skills such as walking at an earlier age. Modifying ride-on toy power cars is an innovative and relatively inexpensive way to bring independence to these children.</p>

<p>Choice Novels for 9th Graders</p>	<p>Sarah Nance</p>	<p>Eaglecrest</p>	<p>We hope students rekindle a love of reading. Given the last two years' difficulties in their learning, we hope to provide students a book they will actually read cover to cover, supported at school. We have gone back and forth about this for a while now...do we let students have 100% autonomy in the books they choose or do we control it a little and hold them accountable for a book to read in which they still have choice but do need to indicate their understanding. We have landed on the latter--wanting students to read a high interest book that teachers will have read too so we can assess reading skills, discussion skills, and then writing, or project-based skills for final assessment. In the past, Silent Sustained Reading was a time for students to "not do anything" for 15 minutes, and it came down to not having enough buy-in or interest in their first choice. Teachers become frustrated and since most of us haven't read the books they choose, it's hard to know what they're actually getting out of a book when class time is fleeting. While we value reading just to READ, we think we can set up or create this kind of student, who reads outside of school, by providing them with a book/author that sparks some interest while still holding their growth and learning accountable. We believe it be innovative because of the titles that we are trying to buy and the voices they represent, as opposed to more canonized titles.</p> <p>The titles are: Patron Saint of Nothing -- Filipino-American immigrant experience How it All Blew Up^^ -- boy coming out to his Muslim family (LGBTQ) We Are Not Free -- Japanese interment experience Punching the Air^ -- (black male) verse, juvenile justice Craig and Fred^^ -- military veteran Hearts Unbroken - (Native American female) Cemetery Boys (trans latinx) Clap When You Land* (LGBTQ + latinx and female)</p> <p>To sum up, we want to create lifelong readers, we want to inspire a new generation of readers who love reading, and we want to get books into the hands our students: a penultimate goal of our job.</p>
<p>Engaging materials for a diverse Latin program</p>	<p>Julia Byers</p>	<p>Eaglecrest</p>	<p>Comprehensible input (CI) is a technique for teaching languages that is gaining traction in modern language classes and in Latin classrooms across the country. It is based on the principle that we learn better and more easily when we are interested in the material and when we are having fun. CI utilizes techniques that give students the opportunity to interact with a language in natural ways and in ways that help them personalize their learning. For example, the first weeks of class can be spent discussing (in the target language) what each student likes. Through this activity, they learn vocabulary and grammar in a high interest context (it is about them!).</p> <p>Latin has traditionally been taught by relying heavily on vocabulary lists and grammar charts. Some students thrive in this environment, but many more flounder and give up. The magic of a CI classroom is that it serves both groups of students by making the learning accessible and rigorous as well as engaging. Latin also has tended to be taught based on materials that focus on Euro-centric values and on elite male authors. The language has been around for more than 2,000 years and now there are more and more resources available for teaching about diverse lives and experiences.</p> <p>Over the past six years, I have worked to adapt my Latin curriculum to a CI approach. My students use a reading-based textbook (extensive use of stories to teach grammar and vocabulary). The change has been encouraging as I have seen my students accept grammar naturally and become less fearful of attempting to produce their own Latin in writing and speaking. The drawback to the textbook is that it focuses only on the perspective of an elite family living in the heart of the Roman Empire. My next step is to introduce daily spoken Latin and materials that students can easily relate to their own modern lives.</p> <p>I have chosen online resources and Latin novellas (novels written in Latin by modern authors) which offer engaging and interesting perspectives to students while giving them a great deal of Latin language input. I am excited about using these materials with students because the stories are so appealing and offer numerous opportunities for learning extensions. I am also excited to bring in examples of Latin written by female authors like Martha Marchina who was self-educated and wrote Latin poetry in the 1600s.</p> <p>I have purposely sought out materials that showcase cultures in the Roman empire that are less well known or that look at a well-known story from a different perspective. One of the books is the story of a young Jewish girl in the Roman province of Judaea. Another is the story of the Punic Wars from the perspective of Hannibal's favorite elephant. Yet another is the well-known story of Odysseus and the Cyclops, but from the Cyclops' point of view. And finally, the story of a Nubian queen who fought to keep the Romans from colonizing her country.</p> <p>I was inspired to apply for this grant because my school department does not have the funds for these materials. Eaglecrest did not offer Latin classes during the COVID year because their only Latin teacher (me!) was teaching online at the time. The grant is a huge relief and I know that I would be using innovative techniques to reach my students.</p>
<p>Explore Learning Account</p>	<p>Christopher Donovan</p>	<p>Eaglecrest</p>	<p>We hope to purchase a subscription and give the students unlimited and unrestricted access to the products through Explore Learning. This is needed to supplement labs, provide interactive visuals, and to bring explorations to class that are otherwise not accessed in class. This is innovative because this brings REAL science to the classroom and provides hands on interactions with digital labs. I am, inspired to apply because we have used the available Gizmos in our classrooms, and would thrive having full access.</p>
<p>Drone Golf Innovation!</p>	<p>Mary Anderson</p>	<p>Eastridge</p>	<p>More than just flying for hobby or sport, drones are a powerful tool. By adding a camera and other sensing technologies, drones become an invaluable asset to many industries. Teaching students to play with computational thinking allows a natural progression toward risk-taking, which is more important than adhering to a strict regimen of prescribed curriculum. This is what makes STEAM a holistic concept that begs for flexibility. I want to take my motivation and experiences into the classroom in order to provide access and opportunity for my students to take academic risks and actually see themselves in the driver's seat of their education. Building a program, and a game like Drone Golf, that promotes bravery and calculated risk-taking is the catalyst for a student's ability to take responsibility for their own education as well as take an involved seat as an asset in the industry and community.</p>

<p>We Are All Storytellers</p>	<p>Heather Cuenttt</p>	<p>Eastridge</p>	<p>I hope to inspire students to see themselves as storytellers with plenty of ideas to share. Young children often view themselves as consumers of stories and believe that adults or older kids who can actually create the stories they see and hear. They also tend to think that they can not be authors, or storytellers, until they learn to write. I want to change this perception within children and help them view themselves as the storytellers that they are.</p> <p>The project is needed because our young students are filled with incredible ideas and this project will provide them various methods to explore and share those ideas. While some students are motivated by more traditional ways of sharing ideas (writing and publishing stories as part of traditional writing instruction), I want to engage all learners. I also want to expose my students to as many different methods to create and share ideas as I can.</p> <p>An innovative aspect to the project is that students will create their own customized story generator, full of engaging story seeds. The story generator will include sections for various characters, settings, and plots. In addition to the story ideas that are already floating around in our children's imaginations, the story generator will help them go deeper. It is also a tool they can utilize if they are struggling to think of the premise for their stories. Once students orally create a story using their story generator, they will share with their partners, orally record their stories, create a graphic organizer to plan their stories, then they will explore several innovative options to bring their stories to life. While writing will be a part of this planning and publishing process, students will also share their ideas orally and visually in ways that feel most engaging to them. Options will include animating their stories with their own illustrations, clay, or wikki stix. They will also have access to green screen technology to act out their stories. The project is innovative in that it provides several options through which students can explore their own ideas and abilities as storytellers.</p> <p>I was inspired to apply for this grant because I want to unlock this potential within my students. Their ideas and their stories are needed in this world. I tell them that regularly, but this grant can help them to discover it firsthand by creating something tangible. I also wanted to do something unique that my students and I haven't experienced before, particularly after the past two very uncertain school years. I believe this project will motivate my students even more to come to school every day and take a chance on their own ideas and learning.</p>
<p>Kindie Kids Bike</p>	<p>Ryan Lopez</p>	<p>Eastridge</p>	<p>A strider bike curriculum would help to improve students' muscle strength, balance, cardiovascular endurance, body composition, bilateral coordination, sensory regulation, and visual motor skills. It would extend beyond motor skill development to improve children's socialization, confidence, well being and focus for academic tasks outside of PE. Research supports the positive impact of physical activity on mental health. This would impact children's lives in a population of children who may have limited access and exposure to this type of activity outside of school. The location of Eastridge Community Elementary School is in a large urban setting. The student population of Eastridge is at 600 and is very diverse with over ¾ of the population in minority and equal amounts from economically challenged backgrounds. Because of the city setting, with a lot of apartment dwellers and car-packed streets, there are less opportunities for kids to ride bikes in their home neighborhoods. With the COVID pandemic, this impact has vastly increased with kids having spent more time indoors and less time developing their motor and social play skills. The innovation is giving our kids at our Title 1 school an opportunity to ride a bike whereas in many cases our students would never be able to do so. We can use the paths and open space on school grounds that currently is underutilized. We are applying for this grant because of our love for physical activity and our passion to share it with our students. Riding bikes is an innovative way for students to gain confidence as well as mental and physical well being. As an adjunct to this program, we will have 5th graders utilize CAD technology to fabricate and engineer roads signs in partnership with STEM curriculum</p>
<p>Kindie Kids Bike</p>	<p>Anna Shaver</p>	<p>Eastridge</p>	<p>A strider bike curriculum would help to improve students' muscle strength, balance, cardiovascular endurance, body composition, bilateral coordination, sensory regulation, and visual motor skills. It would extend beyond motor skill development to improve children's socialization, confidence, well being and focus for academic tasks outside of PE. Research supports the positive impact of physical activity on mental health. This would impact children's lives in a population of children who may have limited access and exposure to this type of activity outside of school. The location of Eastridge Community Elementary School is in a large urban setting. The student population of Eastridge is at 600 and is very diverse with over ¾ of the population in minority and equal amounts from economically challenged backgrounds. Because of the city setting, with a lot of apartment dwellers and car-packed streets, there are less opportunities for kids to ride bikes in their home neighborhoods. With the COVID pandemic, this impact has vastly increased with kids having spent more time indoors and less time developing their motor and social play skills. The innovation is giving our kids at our Title 1 school an opportunity to ride a bike whereas in many cases our students would never be able to do so. We can use the paths and open space on school grounds that currently is underutilized. We are applying for this grant because of our love for physical activity and our passion to share it with our students. Riding bikes is an innovative way for students to gain confidence as well as mental and physical well being. As an adjunct to this program, we will have 5th graders utilize CAD technology to fabricate and engineer roads signs in partnership with STEM curriculum.</p>
<p>Kindie Kids Bike</p>	<p>Krista Welch</p>	<p>Eastridge</p>	<p>A strider bike curriculum would help to improve students' muscle strength, balance, cardiovascular endurance, body composition, bilateral coordination, sensory regulation, and visual motor skills. It would extend beyond motor skill development to improve children's socialization, confidence, well being and focus for academic tasks outside of PE. Research supports the positive impact of physical activity on mental health. This would impact children's lives in a population of children who may have limited access and exposure to this type of activity outside of school. The location of Eastridge Community Elementary School is in a large urban setting. The student population of Eastridge is at 600 and is very diverse with over ¾ of the population in minority and equal amounts from economically challenged backgrounds. Because of the city setting, with a lot of apartment dwellers and car-packed streets, there are less opportunities for kids to ride bikes in their home neighborhoods. With the COVID pandemic, this impact has vastly increased with kids having spent more time indoors and less time developing their motor and social play skills. The innovation is giving our kids at our Title 1 school an opportunity to ride a bike whereas in many cases our students would never be able to do so. We can use the paths and open space on school grounds that currently is underutilized. We are applying for this grant because of our love for physical activity and our passion to share it with our students. Riding bikes is an innovative way for students to gain confidence as well as mental and physical well being. As an adjunct to this program, we will have 5th graders utilize CAD technology to fabricate and engineer roads signs in partnership with STEM curriculum.</p>

Indoor/Outdoor Relationship Building and Games	Elissa Friedman	Eastridge	<p>On the heels of the pandemic, all students have a multitude of needs. The students at Eastridge have been especially impacted in our underserved community and are in great need of creating connections with peers. While all of their needs are greater than we know, my hope is to help build social skills, collaborative skills, emotional intelligence and increase physical activity through the implementation of interactive games. The need for students to build relationships is important. Specifically, being physically present with one another and problem-solving, achieving, failing and learning through playing games is critical for their growth. This concept is innovative because it does NOT INCLUDE the use of technology. Our students have used computers, phones, tablets, etc., at unprecedented levels over the last 18 months. It is time for them to get back to socializing, talking, laughing, being physically present with one another and taking a break from a screen whenever possible. Technology will always be in our students' lives. What a wonderful thing! To be able to function, even thrive, have fun WITHOUT technology, now that would be an amazing gift! I am inspired to apply for this grant as I taught online the entire year last year and I see a huge need for students to be able to socially interact in person and reestablish connections they lost, or never even got the chance to make, with peers. These games also support physical movement which is essential to and supportive of the objective. I plan on using games in my specials rotation called Energy, which is a class involving physical movement and mindfulness.</p>
Equitable Literacy	Amanda Bucher	Elevation	<p>Students come to Elevation for a variety of reasons. Often, the traditional environment has not worked for them. In addition, circumstances surrounding COVID has increased traction to our school. We are committed to culturally responsive pedagogy. We do not have a library space as we are an online-blended school. Digital copies of culturally responsive literature is beyond our budget. Our students must have access to high-interest books, representative of their beautiful and unique cultural identities. Early research indicates that our students are 2+ years behind in reading comprehension. This is a huge problem. Cherry Creek Elevation is committed to project-based, real-world learning opportunities. PBL and literacy go hand-in-hand. With these books, students will develop a love of reading while imitating author techniques in their own authentic writing projects. They will create Ted Talks, podcasts, and websites, flexing their 21st century muscles daily. Paulo Freire, the father of critical theory, talks about the importance of intervention in our worlds. Through the synthesis of literacy and project-based curriculum, students will find their voices and intervene in their communities. Help us to make this a reality. Our student deserve it.</p>
Equitable Literacy	Monica Techau	Elevation	<p>With these funds, I will be able to implement best practices by providing culturally responsive texts to students. Novels are needed to build reading endurance and foster lifelong reading. "Research from professors at UC Berkeley have found that the more children read, the greater their vocabulary growth and cognitive skills...But according to Pew Research Center, roughly a quarter of American adults don't read books at all" (Hess, 2019). 6th graders at Elevation will only have access to short stories and excerpts from novels because we do not have sets of novels for students. In a desperate attempt to support individual reading, we hosted Arapahoe libraries at our school and walked our students through the digital library available through Cherry Creek. However, they do not meet the needs for classroom literacy.</p> <p>Incorporating Project-Based Learning into our classroom of readers and writers means that every week we are working on innovative ways to make learning authentic and connect to the real world. Students will not merely consume novels in our space. They will be using them as models to write persuasive letters to mayors and people in positions of power. They will be looking to them for inspiration on how to move their audience as they craft a script for a TedTalk they're creating. They will be able to have access to mentors that transcend our physical distance as we work to bring the world closer through authentic, real-world learning opportunities.</p> <p>My students inspired me to apply. They deserve better than pdfs and excerpts of stories, and it breaks my heart that that is all I am able to provide.</p> <p>Hess, Abigail. "24 percent of American adults haven't read a book in the past year—here's why." https://www.cnbc.com/2019/01/29/24-percent-of-american-adults-havent-read-a-book-in-the-past-year-heres-why-.html</p>
Equity Library	Jaime Endlich	Endeavor Academy	<p>The purpose of this library is to give teachers an opportunity to explore the ideas and concepts espoused in these texts on their own time, or at their own pace, in a concerted effort to help foster equitable and just practices in their classrooms and in their lessons.</p> <p>The difference it will make can be considerable, if exercised with fidelity, since rather than in a seminar or course because it encourages exploration and learning that can positively impact a student's educational experiences- from examining classroom norms and expectations to material and lessons that are focused on celebrating diversity and inclusion.</p> <p>While equity work itself is not new, having free access to these texts may really spur more teachers to learn and investigate more of these ideas on their own, or in small groups.</p> <p>My inspiration has been that, as a member of the Cherry Creek teaching community, I have been inspired to learn and read more by other educators who have participated in programs like Beyond Diversity or S.O.A.R., and I feel that this could really empower teachers to foster educational dialogue and growth which would be reflected in their courses.</p>
STEAMs Do Come True	Anna Artimage	Falcon Creek	<p>STEAMs Do Come True will be supported by a new Falcon Creek Initiative this year that allows students to spend two periods, per week, in a classroom with an intervention or extension/enrichment lesson. These Lego sets can be used to reinforce science skills and scientific thinking, for students who need support, but they can also be used as an opportunity for learning beyond current grade levels and to answer outside of the box challenges and lessons. At Falcon Creek, our most popular elective choices are Tech Design & Engineering and Robotics. I would like to capitalize on that student interest and excitement, and bring it more tangibly to core-content classrooms. Finally, I believe that STEAMs Do Come True would provide a space for students who are hands-on learners that need to physically experiment with the engineering process to master abstract concepts. Creating such tasks can be challenging for teachers because of their time-consuming and expensive nature. These Lego Sets will allow this to take place during extension/intervention time, as well as within teachers' typical classroom schedules.</p>
LEGO Laws of Motion	Jennifer Sevy	Fox Hollow	<p>Physics is one area of science often overlooked for the younger ages. Having a solid understanding of basic physics concepts such as inertia, potential and kinetic energy, and even the simple motion and forces such as push and pull will set students up with a greater enthusiasm and understanding for more difficult concepts later in science! Creating sports games through the use of LEGO BricQ Motion Essential bricks, which are known for their incredibly cohesive, engaging, and easy to follow lesson designs is innovative because of the students' ability to create and model the various scientific models of motion and energy. Also, frankly, elementary students LOVE LEGO!</p> <p>I was inspired to apply for this grant after seeing the amazing learning with robotics my 4-5 students have achieved with the LEGO WeDo kits our school purchased from a previous EIG Grant. I've also noticed a hole in this particular area of STEM, whereas other areas are much more robust, especially robotics.</p>

Technology Innovation Grant for Science and Engineering	Philip Breiding	Fox Ridge	Our goal is to provide fun, engaging, and technologically innovative laboratory experiences for all students at Fox Ridge Middle School. We currently have the LabQuest 1 Interfaces, but they are unable to charge and irreparable. Purchasing the LabQuest 3 Interfaces will allow students to once again use the many Vernier probes, such as motion sensors, in everyday labs. Using this technology in the classroom is innovative because it allows students to explore science in new ways. There are over 1,000 experiments using Vernier probes that engage and inspire students. Taking measurements, recording data in charts and graphs, and quickly repeating variations of the experiments is easily achievable with this technology. Students focus on experimental design, interpreting data and graphs, and repeating experiments for precise, accurate results. I was inspired to apply for a CCSF Grant because my goals of providing innovative education opportunities align with the foundation's goals.
Technology Innovation Grant for Science	Sarah Stocking	Fox Ridge	Our goal is to provide fun, engaging, and technologically innovative laboratory experiences for all students at Fox Ridge Middle School. We currently have the LabQuest 1 Interfaces, but they are unable to charge and irreparable. Purchasing the LabQuest 3 Interfaces will allow students to once again use the many Vernier probes, such as motion sensors, in everyday labs. Using this technology in the classroom is innovative because it allows students to explore science in new ways. There are over 1,000 experiments using Vernier probes that engage and inspire students. Taking measurements, recording data in charts and graphs, and quickly repeating variations of the experiments is easily achievable with this technology. Students focus on experimental design, interpreting data and graphs, and repeating experiments for precise, accurate results. I was inspired to apply for a CCSF Grant because my goals of providing innovative education opportunities align with the foundation's goals.
Technology Innovation Grant for Science	Daniel Ambruso	Fox Ridge	Our goal is to provide fun, engaging, and technologically innovative laboratory experiences for all students at Fox Ridge Middle School. We currently have the LabQuest 1 Interfaces, but they are unable to charge and irreparable. Purchasing the LabQuest 3 Interfaces will allow students to once again use the many Vernier probes, such as motion sensors, in everyday labs. Using this technology in the classroom is innovative because it allows students to explore science in new ways. There are over 1,000 experiments using Vernier probes that engage and inspire students. Taking measurements, recording data in charts and graphs, and quickly repeating variations of the experiments is easily achievable with this technology. Students focus on experimental design, interpreting data and graphs, and repeating experiments for precise, accurate results. I was inspired to apply for a CCSF Grant because my goals of providing innovative education opportunities align with the foundation's goals.
Inclusive Prints	Eva Zimmerman	Fox Ridge	As an ILC teacher, I strive to find opportunities for my students to learn jobs skills and ways for them to shine in our school community. I love the idea of seeing my students wearing shirts they helped design and create. I was inspired hearing one of my paraeducators talk about a program she worked for in Illinois that had a t-shirt shop that ILC students were able to help run. Not only does this provide valuable job skills training, but it also provides an opportunity for us to fundraise money for the program which can be used for community outings.
Learning About Life Through Plants	Lisa Allen	Greenwood	My students are so engaged with learning about plants through our Tower Garden and I would like to expand our learning to incorporate our outdoor garden beds. My hope is to blend our indoor learning with the natural environment. It would be so amazing to extend our learning that is happening in our classroom to the gardens outside of our school. We can learn about what living things need, how plants and animals interact with each other, and the importance of everything in our ecosystem (living and nonliving). This would be innovative because my students will get to have a true hands-on experience with caring for many living things. The Tower Garden has created such an excitement amongst all of my 5th graders that has truly not happened before. Each day they come in and cannot wait to see what plant has grown and what we can harvest next! I look forward to keeping that excitement fresh and new!
"Uke" Can Do It! Ukuleles in the General Music Classroom	Martina Richardson	Greenwood	What do I hope to achieve? With a classroom set of ukuleles, I hope to inspire students to explore their musicianship by learning a fun and engaging new instrument. Learning the ukulele creates a class ensemble of teamwork in which our goal is to play together to create and enjoy music collectively. Why are ukuleles needed? Music ensembles and classes have been greatly affected and limited due to Covid. With these limitations, an instrument like the ukulele would encourage new music making on an instrument that is not air-based (for example singing and aerophone based woodwinds like the recorder). The ukulele is not only an affordable and accessible instrument, but it is lightweight, portable and easy for young hands to hold and play. How is this innovative? By learning ukulele, students will: <ul style="list-style-type: none"> • Learn how to tune the correct pitches of C G E A • Learn strumming technique and read correct rhythms • Differentiate between accompaniment and melody while working on sight – reading skills and hand-coordination. • Learn the history and development of the instrument and learn about different cultures through exposure and discussion of World Music • Develop teamwork in playing together, assist classmates with learning, and express creativity by composing their own songs through a song-writing unit
Diverse Voices in Playaways	Jamie Logan	Greenwood	Ultimately, above all else, my goal is to help children fall in love with reading by any means necessary. I have personally witnessed the effect that audiobooks have on young readers. Students come to fifth grade reading at all levels. Having Playaways available makes reading accessible to everyone, no matter his or her reading level. My inspiration continues to be my students and the joy on their faces when they finish a book- some of them for the very first time! Playaways are for everyone. Whether you are an emerging reader, an English Language Learner, or the best reader in your class, listening comprehension benefits everyone.
Aquarium Fun	Amy Amatas	Holly Hills/Ridge	It is needed because it is imperative that twenty first century education provide engaging, interactive learning experiences for students. This cannot be accomplished within the four walls of a classroom alone, but can when students go on a field trip. It will be both better and successful to take our kindies to the Denver Aquarium to meet the Colorado Academic Science Standards in real life rather than through classroom media presentations. It is innovative because it is different than the day to day, and will inspire children to think in new ways. I am applying because I know that CCSF shares these same values, and I have been awarded a grant before (Planting Smiles, 2016). Our population at Holly Ridge is a demographic which has many families unable to take the time and use financial resources for trips to the Denver Aquarium. It will be an awesome thing if we can provide this for our students.
Educator Initiative Grant	Ana Naranjo	Horizon	Expectations for achievement are to provide students will additional science equipment to that help measure, record and test materials for physics labs such as alternative designs for technology device production during dropping or water submerge situations. Also creating an opportunity for students to test how mass and acceleration create an increase force during a crash test simulating a car crash that demonstrates the necessity for seat belts and other protective devices. By providing equipment and materials for students it will allow them to explore and test these real-life situations that impact many if not all students in one form or another. This will allow them a chance to be innovative by creating new solutions to existing problems. Inspiration for applying to this grant was from previous experience with labs similar to this at other locations, during which this time students showed indications of increased involvement and interest because it deals with problems that impacts them and gives them a chance to explore solutions.

<p>Amazing Race PBL</p>	<p>Baochau Thomas</p>	<p>Horizon</p>	<p>This unit ties together all the social-emotional learning modules 7th grade students engage in throughout the year and gives them the opportunity to:</p> <ol style="list-style-type: none"> 1) demonstrate how to set goals and overcome roadblocks by employing positive mindsets 2) how to manage their thoughts and emotions to engage in more effective decision-making 3) how to value inter/intrapersonal relationships to engage in successful conflict resolution <p>With the final task being the grade level execution of all the legs of the Amazing Race, we hope to achieve a strong sense of community amongst our 7th graders. This unit is needed because it is a hand-on, engaging, real-life application of the soft skills students need to be contributing members of society. This unit is innovative because it provides the structured support to challenge students to think outside the box to create a game that would strengthen the relationships between each advisory while highlighting the strengths of our 7th grade community.</p> <p>Our 7th grade students are in need of tactile hands on experiences that connect with them as kids and relevant to the way they want to engage in learning. I was inspired to apply to alleviate the cost of materials for the students. I want them to be able to truly dive into design thinking and not have to worry about budgetary constraints to build the obstacle course they desire to create. As a result of this project, our 7th graders will end the school year with a sense of pride that they accomplished putting together a grade level wide Amazing Race challenge using the social emotional learning knowledge base they acquired throughout the year. By taking pride in themselves and our grade level, they can reflect on different ways to make a positive impact at HCMS in 8th grade.</p>
<p>The Voices of Independence Weekly News Show</p>	<p>Sherri Tobin</p>	<p>Independence</p>	<p>Independence Elementary School is a neighborhood Title I school serving a wonderfully diverse population of 410 students, grades Kindergarten-5th. As a school serving a predominantly minority population, our students are 28% Hispanic, 17% Black or African American, 3% Asian, 1% Native American or Pacific Islander or Other, 13% Multiple Races, and 38% White. Independence also houses an ILC (Significant Special Needs) program. Within the school community, there are 14 different languages spoken, including 65 students identified as English Language Learners. The various languages include, Arabic, Bosnian, Burmese, Chinese, Korean, Mongolian, Pashto, Russian, Somali, Spanish, Vietnamese, Nepali, and Kushal. We are surrounded by a community of hardworking families, including foster families, grandparents who are raising their grandchildren, refugee families, and several homeless families. Just over 58% of our students at Independence currently qualify for Free and Reduced Meals. All of the families send us the best that they have, and as educators, we love and nurture the potential in all of our students.</p> <p>In my role as Instructional Coach, I have done a lot of research and reflection around how to provide equitable teaching practices across our system and the impact we can have on our students if we build trusting relationships and provide engaging educational experiences. In addition, we are working with The Resilient Futures: HEARTS (Healthy Environments and Response to Trauma in Schools) team around trauma informed instruction. One of the biggest takeaways from this work is that students need to feel connected, and that we can help build resilience and provide protective factors for our most vulnerable students.</p> <p>Through all of this work, research and witnessing the day to day interactions in our school, I am compelled to provide an innovative opportunity for a group of fifth grade students of color who could benefit from positive, healthy adult interactions and leveraging their assets as they become leaders in our school.</p> <p>As a seasoned educator and brain-based learning expert Eric Jensen explains, children from low socio-economic homes can experience emotional, social, and academic success if they are offered a rich, balanced learning environment. He takes this idea further in his book "Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement," where he argues that a positive, high-energy learning experience can lead to academic success for economically disadvantaged students.</p> <p>I am called to address this challenge and feel through this engaging, real-world learning experience, students will feel a deeper connection to school and to their community. As a result, they will be motivated to work harder, stay engaged in academics, and have fewer negative social interactions, resulting in fewer office referrals.</p> <p>Through the generosity of our taxpayers passing a bond/referendum a couple of years ago, the district allocated money for each school to improve one area for innovation. At Independence, we chose to focus on what was our formerly antiquated library space. We now have a beautiful and dynamic Discovery Center, which houses an innovation makers space, STEM Lab, and a potentially amazing Production Studio. Unfortunately, due to COVID, the Production Lab has never been used. I want to make this space come alive.</p>
<p>Youth Equity Learners and Leaders Resources</p>	<p>Laura Mitchell</p>	<p>Independence</p>	<p>YELL hopes to provide a safe space to engage in thinking, listening, learning, and discussion about equity and cultural diversity topics. We will also explore and celebrate our students' diverse cultures and backgrounds. We hope to deepen our students' and staff's conversations around race and equity. We hope to identify areas of growth in our school to create a more equitable learning environment. This program is innovative in that it is a leadership opportunity for students in the older grades to learn about equity and create positive change in our school.</p>
<p>Put a Light on your Art</p>	<p>Kathryn Haessner</p>	<p>Independence</p>	<p>Students at this age (5th Grade) believe in order to be an artist, you have to create realistic art. To be an artist, you must have the talent of Michelangelo, Vincent Van Gogh, or Pablo Picasso. When students view these artists, they see these artists end results instead of the inventive techniques these artists created. Through this project, students are allowed to be innovative as well. They are able to use light (an intangible media) into their paintings! Allowing students to have their views widened on what art can be is what inspired me to apply for this grant.</p> <p>When introducing this project, I will use diverse artists that students may have not been introduced to. Artist who also use light in their artwork include Yayoi Kusama, Rafael Lozano-Hemmer, Ivan Navarro, and Jenny Holzer. These artists are needed in this lesson because they are innovative thinkers as well as diverse artists. I have a widely diverse class with families that originate all over the world. Through these artists, the kids will be able to connect and recognize themselves.</p> <p>If this project is successful, students will know longer put the creation of artwork into a box. Instead, they will begin viewing the world a little bit different. They will look at objects around them and begin to think what they could use to invent something new; whether it's something that's just considered art or something that can be functional and useful in their day to day life.</p> <p>This project is innovative because we are combining art into science (STEAM). Students who view light as a functional tool can now be both functional and artistic. Students will literally be able to shine a light on their artwork through this project!</p>

<p>Educator Initiative Grant</p>	<p>Jared Kelly</p>	<p>Infinity</p>	<p>As previously stated in my Partner Chloe Prochaska's grant: The purpose of this unit is using reading, specifically with culturally relevant and responsive novels, to understand racial inequity and bias. We are also using this unit to teach students how to proudly step into their own identity, recognizing and celebrating their individual purpose and position in the world. This unit will be better and more successful if we can add books to our book club.</p> <p>The current book club novels are Stamped by Jason Reynolds, and Ghost Boys by Jewell Rhodes Parker. We have used these books in years past, and recognize the deep power they hold for helping students step into their identity, speak their truth, and recognize bias. At the same time, we want to provide more opportunities through incorporating additional novels in the book club. Specifically, we would like to add novels from the female perspective, as well as graphic novels showing accurate portrayals of American history.</p> <p>We believe this is innovative because the book club will mix a multitude of genres in the 8th grade classroom. While some book clubs will have a fiction novel like Ghost Boys, other book clubs will be reading nonfiction like Stamped by Jason Reynolds, or nonfiction in the graphic novel format like March by Andrew Aydin and John Lewis. Students will come together and discuss these novels within their individual book clubs, but will also have the opportunity to share with a second book club that consists of 1-2 students from each book club.</p> <p>We are using this multi-book club format with the intention of helping prepare students for high school, where they will be introduced to multiple genres at a time, having to distinguish between different themes and author's choices. We are also using this format with the purpose of presenting multiple voices and perspectives in the room. Creating a place where all students can share their opinions, and speak their truth.</p> <p>We are applying for this grant because we are dedicated to the vision of creating a more equitable, tolerable world for our students.</p>
<p>Mirrors & Windows: Reading to Create an Equitable Future</p>	<p>Chloe Prochaska</p>	<p>Infinity</p>	<p>The purpose of this unit is using reading, specifically with culturally relevant and responsive novels, to understand racial inequity and bias. We are also using this unit to teach students how to proudly step into their own identity, recognizing and celebrating their individual purpose and position in the world. This unit will be better and more successful if we can add books to our book club.</p> <p>The current book club novels are Stamped by Jason Reynolds, and Ghost Boys by Jewell Rhodes Parker. We have used these books in years past, and recognize the deep power they hold for helping students step into their identity, speak their truth, and recognize bias. At the same time, we want to provide more opportunities through incorporating additional novels in the book club. Specifically, we would like to add novels from the female perspective, as well as graphic novels showing accurate portrayals of American history.</p> <p>We believe this is innovative because the book club will mix a multitude of genres in the 8th grade classroom. While some book clubs will have a fiction novel like Ghost Boys, other book clubs will be reading nonfiction like Stamped by Jason Reynolds, or nonfiction in the graphic novel format like March by Andrew Aydin and John Lewis. Students will come together and discuss these novels within their individual book clubs, but will also have the opportunity to share with a second book club that consists of 1-2 students from each book club.</p> <p>We are using this multi-book club format with the intention of helping prepare students for high school, where they will be introduced to multiple genres at a time, having to distinguish between different themes and author's choices. We are also using this format with the purpose of presenting multiple voices and perspectives in the room. Creating a place where all students can share their opinions, and speak their truth.</p> <p>We are applying for this grant because we are dedicated to the vision of creating a more equitable, tolerable world for our students.</p>
<p>CTE</p>	<p>James Liebenow</p>	<p>Laredo</p>	<p>The purpose of integrating the use of a poster printer in the CTE classroom will have many benefits to students.</p> <ol style="list-style-type: none"> 1. Project Based Learning challenges will provide students with expanded opportunities to communicate their ideas to the school community. 2. A poster printer will enable us to display the learning across the school and encourage students to join our CTE / STEM program. 3. Inhouse printing capabilities will allow for quick turnaround times for student created visual displays and graphics. 4. Poster presentations are standard in the field of College level STEM courses. The use of a poster printer will allow students to practice communication skills.
<p>Independence with Structured Tasks</p>	<p>Robin Mest</p>	<p>Laredo</p>	<p>I love my job as a severe needs teacher and my hope is to increase independent living skills for my students. Creating a structured classroom can benefit all students, especially students who have difficulties with language, attention, and executive function. Structured Teaching is needed in order to provide students with autism a clear and predictable understanding of their schedules, activities, and expectations. Structured Teaching is innovative because it moves away from the traditional teaching of lecture, and it is intentionally designed to support different styles of learning. Its use of visual cues for teaching makes learning more accessible, especially for students who are non-verbal.</p>
<p>Lifeskills Cafe</p>	<p>Bonnie Humpheys</p>	<p>Liberty</p>	<p>Our goal is to provide our students with a sense of purpose and pride as they actively engage in a real life experience and see all their hard work in the classroom being used in a concrete setting. We are introducing a new program into our school that embeds our students in the community where they can develop more relationships with teachers and students. This program will serve not only an academic and functional role for our students but also serve as a morale booster and a way for our community at Liberty to become inclusive and supportive than they already are. This project is innovative because it encompasses so many aspects of learning and experiences that is essential to our students while helping them learn valuable career and life skills while in a safe environment. The inspiration to apply came from a deep understanding and passion for the population we serve in conjunction with the inspiration to see them soar in their future life goals while becoming active and essential members of Liberty and our community.</p>

Life Skills Cafe	Mollie McCormick	Liberty	<p>Our goal is to provide our students with a sense of purpose and pride as they actively engage in a real life experience and see their hard work in the classroom being used in a concrete setting. We are introducing a new program into our school that embeds our students in the community where they can develop more relationships with teachers and students. This program will serve not only an academic and functional role our students, but also serve as a morale booster and a way for our community at Liberty to become more inclusive and supportive than they already are. The project is innovative because it encompasses so many aspects of learning and experiences that is essential to our students while helping them learn valuable career and lives skills while in a safe environment. The inspiration to apply came from a deep understanding and passion for the population we serve in a conjunction with the inspiration to see them soar in the future life goals while becoming active and essential members of Liberty and our community.</p>
Random Acts 2.0	Charles Kastens	Mission Viejo	<p>There are two main purposes for this grant. The first is to be an encouragement to our school community by doing a variety of acts of kindness. The second is to help my students recognize that when you help and encourage others, you receive positive feelings, as well.</p> <p>If successful, this project will improve the Mission Viejo Community by injecting some much needed feelings of hope and togetherness. My students will benefit by gaining an understanding that when they take the focus off of themselves, they can enrich the lives of others through small, simple acts of kindness. I believe that as we continue to navigate through a world impacted by COVID-19, finding opportunities to encourage and support others is vital.</p> <p>I find this project innovative because I will embed a wide range of academic standards and learning experiences into each step of the process. For example, my students will have to calculate the amount of lumber needed to provide our Garden Club with three new raised garden beds as they work to rehabilitate our Community Garden. They will write formal letters to our principal, Mr. Pearson, explaining what they are planning on doing and getting his permission, as well as notes to local businesses asking for their support. Additionally, they will be working with a budget throughout the project, making sure the appropriate amount of money is allocated to each act of kindness.</p> <p>I was inspired to start this project after watching the television program "Random Acts." During each episode, the crew does a fun, yet meaningful project for an individual or family in need.</p>
Lego SPIKE Essential in the STEM Lab Part I	Steven Hull II	Mission Viejo	<p>The Lego SPIKE Essential kits will give students the opportunity to have various STEM themes come to life and will give students the chance to display their creativity. The possibilities of what the students can create is truly endless. The Lego SPIKE Essential kit will help with student engagement and foster creativity in the STEM Lab. Students will have the ability to build, create, and program scenes and robots that cover and relate to STEAM concepts as well as literacy, math, and social-emotional development.</p>
Lego SPIKE Essential in the STEM Lab Part II	Steven Hull II	Mission Viejo	<p>The Lego SPIKE Essential kits will give students the opportunity to have various STEM themes come to life and will give students the chance to display their creativity. The possibilities of what the students can create is truly endless. The Lego SPIKE Essential kit will help with student engagement and foster creativity in the STEM Lab. Students will have the ability to build, create, and program scenes and robots that cover and relate to STEAM concepts as well as literacy, math, and social-emotional development.</p>
Making Stories Come to Life	Sarah Luther	Mountain Vista	<p>In order to inspire the next generation of writers we need to think and teach differently. By combining this highly engaging tool, the 3D printer, with quality instruction, students will not only achieve higher writing scores but also gain a new perspective of how fun and innovative writing projects can be!</p> <p>Writers' Workshop is a time when students become authors by honing their craft, developing their voice, and improving their skills. Teachers are always looking for different ways to inspire and motivate students, especially reluctant writers. It can be challenging for some students to get their ideas on paper or get started with a story idea. That's where the 3D printer comes in!</p> <p>A 3D printer can be used during any stage of the writing process. For this project I plan to have the authors plan and draft a narrative/ fiction story using second grade narrative writing standards. Upon story completion, the authors will have the opportunity to use a variety of art materials, including 3D designing and printing, to make their characters, props, and settings in miniature. Then students will rehearse and film their stories using platforms such as WeVideo, Puppet Pals, Stop Motion Studio, Do Ink or etc. Thus making their story come to life.</p> <p>Once this project is underway, I see the potential for a variety of future 3D printer writing projects that span across writing genres and subjects. For example, in science a student can research animal adaptations, create the animal with its adaptation, draw and print the animal, and write a report about the animal adaptation. Students can design an invention, create and print it, and then write a commercial or tutorial for the product. The ideas are endless!</p> <p>Prepping students for the future is important. Linking 3D printing with writing can prepare students to be the next script writer, animator, movie director, video game developer, science presenter, inventor, or at a minimum, spark a new interest. This grant would allow students the opportunity to see their stories as more than just words on paper.</p>

<p>Outside the Box: Neurodivergent Friendly Classroom</p>	<p>Pamela Ford</p>	<p>Overland</p>	<p>When I started teaching in 2005, I had modules on special education but never really taught how to make all students REALLY feel welcome. As I approach my 15th year, I can relate to the quote that says, "With such a complex combination, maintaining a balance between equity, delivering a fair and excellent education to all, and catering to individual learning needs has made a teacher's job extremely challenging (Lampert, Graves & Ward, 2012)." I hope that my classroom doesn't just have inclusive strategies and curriculum but FEELS inclusive by the environment I can create with neurodivergent-friendly furniture.</p> <p>This shift in classroom design as the secondary level is slow. We've moved away from rows with right-handed desks with connected chairs, but that's about it. Studies show that neurodivergent furniture creation has just started taking off. Chairs that wobble. Desks with chairs attached (those were way too expensive), floor seating (that wasn't easy to keep clean), and standing desks are all starting to take off. However, I wanted to use as much of the school-provided furniture as possible so little resources were wasted. The most innovated part that I have never seen in a classroom is a fidget wall. I've been several people try to create one on youtube, but I'd like to create someone functional for a classroom and replicable if this idea works!</p> <p>Teaching at Overland where around 62% of our students are on free and reduced lunch, I recognize the focus of our budget is on increasing technology and acquiring the supplies needed to function day to day. However, according to the World Health Organization, seventeen percent of our student population has been diagnosed with a neurodivergent condition. That number is conservative at best. But that also means that in one of my classes of 32 students there are 5-6 students who don't even feel comfortable in our sit-down, quiet classrooms. If you've visited my classroom, you know that we encourage community and inclusion. On my own, I've taken professional development to help my autistic students. I asked to have co-taught classes where I could have additional expertise in the room so we could reach more students. However, I think the "one-size fits all" furniture continues to subconsciously create a mental strain on students who don't quite fit our idea of normal. I've had students apologize for pacing my room or wanting to stand in different areas. While I always made sure they understood they didn't need to apologize, it was clear that their entire education had been full of teachers who felt otherwise. We need to do better, and we can.</p> <p>My idea is to start the process of creating a truly inclusive classroom right down to the furniture. I want to add standing desk options for students, neurodivergent friendly chairs for those who tap or rock, and even a movable fidget wall to encourage all students to really embrace those who think differently.</p> <p>As educators, we have seen the mental health of our students decline in recent years. Not just COVID-19, but past educational policies that encouraged those who had couldn't consistently turn in assignments, pay attention, complete tests in time limits, and require perfection the first round. It's time that we help students remember the joy of walking into their kindergarten class where</p>
<p>Outside the Box: Neurodivergent Friendly Classroom</p>	<p>Britt-Inger Scott</p>	<p>Overland</p>	<p>My Teacher Residency Program included many courses on Special Education. But through it all, we never really learned how to make all students feel welcome. My co-teacher shared this quote with me recently: "With such a complex combination, maintaining a balance between equity, delivering a fair and excellent education to all, and catering to individual learning needs has made a teacher's job extremely challenging (Lampert, Graves & Ward, 2012)." I hope that my classroom doesn't just have inclusive strategies and curriculum but FEELS inclusive by the environment I can create with neurodivergent-friendly furniture.</p> <p>This shift in classroom design as the secondary level is slow. We've moved away from rows with right-handed desks with connected chairs, but that's about it. Studies show that neurodivergent furniture creation has just started taking off. Chairs that wobble. Desks with chairs attached (those were way too expensive), floor seating (that wasn't easy to keep clean), and standing desks are all starting to take off. However, I wanted to use as much of the school-provided furniture as possible so little resources were wasted. The most innovative part that I have never seen in a classroom is a fidget wall. I've been several people try to create one on youtube, but I'd like to create something functional for a classroom and replicable if this idea works!</p> <p>Teaching at Overland where around 62% of our students are on free and reduced lunch, I recognize the focus of our budget is on increasing technology and acquiring the supplies needed to function day to day. However, according to the World Health Organization, seventeen percent of our student population has been diagnosed with a neurodivergent condition. That number is conservative at best. But that also means that in one of my classes of 32 students there are 5-6 students who don't even feel comfortable in our sit-down, quiet classrooms. If you've visited my classroom, you know that we encourage community and inclusion. On my own, I've taken 45 post-master's credits and am currently working on obtaining my National Board Certification. I've worked hard to further my education and improve my practice to support our diverse learners. However, I think the "one-size fits all" furniture continues to subconsciously create a mental strain on students who don't quite fit our idea of normal. I've had students apologize for pacing my room or wanting to stand in different areas. While I always made sure they understood they didn't need to apologize, it was clear that their entire education had been full of teachers who felt otherwise. We need to do better, and we can.</p> <p>My idea is to start the process of creating a truly inclusive classroom right down to the furniture. I want to add standing desk options for students, neurodivergent friendly chairs for those who tap or rock, and even a movable fidget wall to encourage all students to really embrace those who think differently.</p> <p>As educators, we have seen the mental health of our students decline in recent years. Not just COVID-19, but past educational policies that encouraged those who had couldn't consistently turn in assignments, pay attention, complete tests in time limits, and require perfection the first round. It's time that we help students remember the joy of walking into their kindergarten class where movement and creativity were encouraged, where community and appreciation were built right down to the carpet squares we sat on in</p>
<p>A Novel Idea Book Clubs</p>	<p>Tasha Waldron</p>	<p>Peakview</p>	<p>I have a few goals in mind with this project. The first is to allow students to see themselves represented positively in books. Currently, the bookshelves and novel sets that we have in our classroom do not represent "all" of the students. Rudine Sims-Bishop gives us a pedagogical basis for this called windows, mirrors, and sliding glass doors. It is my hope to provide my students with "mirror" moments. Students will be able to see their lives reflected in texts that we read in our classroom. I am hopeful for "window" moments. Moments where students have a glimpse into someone else's experiences and lives. Lastly, we'll have moments of "sliding glass doors". These moments can represent a change in perspective about the possibilities in the real world that a particular text helps the reader to consider. When we get a glimpse into the world of someone else and hear new perspectives empathy is built. By building a more multi-cultural library, students will be more engaged and excited about reading.</p> <p>Students not only will be discussing books that they have chosen to read in small groups, but then create book talk videos to share via QR code. I want to partner with our librarian to have a space where these can be located. My hope is students will love their books so much, they'll want to share it with someone else and inspire them to read it.</p> <p>My students are the ones who inspired me to write this grant. Last year, I purchased the book Front Desk, by Kelly Yang. One of my Asian Students thanked me for buying the book and putting it into the classroom library. They told me it was the first book they read at school where there are characters like them. This made me take a critical look at my classroom library books that I chose as mentor texts within our literacy block. I want all my students to see themselves in the books that they read. I also want them to learn about others from books and conversations they will be having with their classmates about the book they read. Book clubs is a vehicle for these discussions.</p>

Learning with Osmo Technology	Hannah Hasstedt	Peakview	<p>Through the use of this program students will be able to have a hands on approach to learning. They will be able to develop fine motor skills, improve number sense, increase phonological abilities, and practice problem solving skills all through the use of one tool. The kit is a great tool that aligns with our kindergarten standards. This project is innovative because it moves away from worksheets and creates an interactive game-like approach to allow students to practice these skills. Tablets and Osmo are both developmentally aimed to support student in kindergarten. Osmo and the tablets will allow students to easily access their learning and grow in confidence as a 21st century learner. It also modifies and increases difficulty to help challenge students of all academic levels. Currently we do not have 1:1 devices in kindergarten. These devices will be different than computers because students are able to use manipulatives and have it reflected and interacted with right away on the device.</p>
Compassion 4 Action	Donna Guerin	Pine Ridge	<p>COMPASSION 4 ACTION will enable elementary students to engage with their community to problem solve while connecting local issues to global concerns. Students will be exploring the Sustainable Development Goals of 2030. Through teamwork and collaboration, students will select an area of focus from one of five themes: people, planet, prosperity, peace and partnership. Their personal connection with the planet will encourage critical thinking about global issues and how they directly relate at a local level. As a result, students will become pioneers of reimagining their future. Providing students access to discussions and a deeper understanding of the Sustainable Development Goals of 2030 is what we hope to achieve. Once students begin to think globally, it will facilitate a growth mindset and enhanced understanding of diversity in all things. Elementary students will gain valuable skills to connect their understanding of sustainability to real-world problems while also helping them respect and celebrate the diverse world we share and protect for future generations. The actionable Global Goals engage students in both proactive and reactive problem solving. Students are motivated to actively advocate for and provide assistance to all humans and the planet we share. Young thinkers will be a part of creating their own learning journey and collaborate in their classrooms to make a positive impact in their community.</p>
Sphero indi - Robotics for Younger Learners	Amy Schulz	Pine Ridge	<p>We currently do not have entry-level robotics for our students to be introduced to programming. We do use other Sphero robotics in our 3-5th grade classes, but we have found that they can be too challenging for our younger students. Our older students love working with the Sphero robots, and the Sphero indi robots will be perfect for our primary classrooms. These indi robots will create much excitement and be an avenue for students to practice computational thinking skills and inspire creativity. Additionally, this work in the primary grades will set a solid foundation for students to dig deeper into more advanced programming as they get older. I was so excited to see these new robots released by Sphero, a company that I have been loyal to as an educator. They seemed to have listened to their education audience, and created a product perfectly suited for ages 4-8. I am especially excited for programming practice using a screenless format. This allows students to demonstrate their abilities to problem solve and think critically. While the Classroom Pack does come with classroom lessons, I have already developed more open-ended creative challenges that I want to implement with my students.</p> <p>Additionally, it's important to note that I also plan on using these indi robots in collaboration with students in our ILC (integrated learning center). Having a screen-free option for robotics will be the perfect activity to use with our students with severe physical or learning disabilities.</p>
It's Essential! LEGO SPIKE Essential Kits	Jeanine Laurie	Pine Ridge	<p>I intend to introduce students in grades 1-5 to the engineering design process and basic coding skills using the LEGO SPIKE kits. With the LEGO SPIKE Essential STEAM learning units, all Pine Ridge students will be fully engaged in creating, problem-solving, and thinking critically using an innovative product that is easily adaptable making it fast and simple for them to get started and begin learning. The LEGO SPIKE Essential kit is an intuitive, inclusive, and highly adaptable hands-on STEAM learning system that integrates technology and coding with LEGO toys. Robotics and artificial intelligence are becoming more prevalent in our daily lives and it is imperative that children are prepared for their future. LEGO SPIKE Essential is designed to future-proofs students' skills and boost their confidence by encouraging positive risk taking and by giving them unlimited possibilities for hands-on, playful STEAM learning. I get excited about teaching when students are excited about learning.</p>
Fact Fluency: Building Block to Mathematical Thinking	Mary Derbish	Polton	<p>I am asking for a class grant for a one year subscription to the online Reflex Math fact fluency program.</p> <p>If I may speak plainly, I have taught at Cottonwood and Altitude here in the district. Now that my daughter is older, I have returned to my true love, Title 1 schools. I want my incredible students at Polton to have the same opportunities that other students have. My equity lens is on fire!</p> <p>This is my first year back at a Title 1 school- a large percentage of my fourth grade students have not stepped foot in a school since second grade. There are gaps in basic fact fluency that are hindering access to higher math skills. Don't get me wrong- my students are BRILLIANT thinkers and problem solvers. But whether it's fractions, geometry, volume, computation, or real life problem solving- basic facts are always foundational. I notice my students losing their train of thought in math problems because they need to spend a large amount of time stopping to figure out 3 x 5. As we know, basic facts are linked to fact families, changing denominators, and finding area. They are a cornerstone.</p> <p>Most of my teaching was done in fifth grade. Now that I'm in 4th, I know where my students are headed. We will need to make up for lost time. No one is to blame for this opportunity gap. We are in a pandemic- teachers, students, and their parents have been working tirelessly. But now I feel like I can contribute and help close the gap.</p> <p>I hope to close the gap in fact fluency- and by extension other areas of number sense for my students. If successful, students will have speed and efficiency with facts that help them in their mathematical mindsets. Reflex Math is innovative because students can self-monitor their own growth. There are multiple levels of progress monitoring. Differentiation is built in. Importantly, kids learn facts in a fun, engaging way.</p> <p>I was inspired to apply for this grant by my students. They are resilient, hard working, and have a passion for learning. They are so excited to be in school this year. They deserve a teacher who goes to bat for them and all the resources that other students have access to.</p>

<p>More High Interest Books for Students who Struggle with Reading</p>	<p>Katelyn Collyer</p>	<p>Polton</p>	<p>As a recipient of a previous Educator Initiative Grant grant, I hope to provide my 3rd-5th graders with learning disabilities with more books that they are not embarrassed to read in front of their peers. I am also hoping that by receiving more books, I can expand the use of these books to reading intervention as well. By providing these struggling readers with high-interest low-level books, I hope to continue to engage reluctant readers. The books that I received from the previous grant have helped foster a love for reading in my current students. Students are always coming to my room asking for more books to read as they truly love these books! If providing these books to students continues to be successful, it creates more of a love for reading, to which they are motivated to continue to learn how to read. I get feedback from my students that they do not want to read the "baby" books because they are embarrassed. Through high-interest-low-level books, students are able to read these books within their classroom without judgment from their peers. In addition, "High Interest /Low Level (Hi-Lo) books are designed for students who are reading below the reading level for their grade. They contain subjects that are appropriate for their grade and interest level, and emphasize the most common words in English." These books are a great resource for students who are also learning English. As special education teachers, we do not currently have many books to reinforce what we are teaching. Our students need more of a selection of books that they feel comfortable reading and allow them to practice the skills taught in our small groups. High Noon Books can also be used in their general education classrooms to provide leveled readers for independent reading time. If students have more books that do not cause frustration or books that are engaging, students' behavior in return will decrease in their general education classrooms. From my experience, my students show more behaviors when they don't have the necessary tools to use in their classrooms. A large part of my instruction for grades 3rd through 5th is teaching them comprehension. High Noon Books provide books that force higher-level thinking for comprehension. This grant is innovative because it provides new methods for reading as well as forces children to expand their reading to different levels. After receiving this grant two years ago, I was inspired to get more books again this year! My students have thrived off of these books, and they absolutely love them. Even my most reluctant readers are constantly coming to my room asking for another book. Not only do students love them, but I have seen an increase in my reading scores in students who are continuously reading High Noon Books. I hope to get more books that I can offer to other students in the school rather than just our students in special education.</p>
<p>Recovery Room for Polton</p>	<p>Lindsey Grove</p>	<p>Polton</p>	<p>We hope to teach students to better regulate their emotions in behavior. If successful, this would reduce discipline referrals as well as provide alternatives to suspension. This will make sure our students are in their classrooms and learning more. Some schools provide a calming environment for teachers, but we want to make our sensory room accessible to all the students in our school. We decided to apply because Cherry Creek believes in educating the whole child, and this is a whole-child approach to reaching excellence for all our students.</p>
<p>Empowering Learning Readers</p>	<p>Sydney Loewenstein</p>	<p>Polton</p>	<p>As a reading interventionist, I will be utilizing an Orton-Gillingham approach to support my students. Dr. Samuel Orton and Dr. Anna Gillingham's worked with special needs students in the 1930s and developed the Orton-Gillingham method for teaching reading. This teaching method focuses on the needs of individual or groups of students and is a direct, multi-sensory, and structured way to teach literacy. Multi-sensory instruction is teaching that is done in such a manner that it appeals to the five senses. Instead of just telling someone about a topic or teaching a skill, the goal is to let them touch it, smell it, taste it, etc.</p> <p>The materials from this grant will be used to support students apply phonemic awareness and phonics skills taught during our small-group intervention time. The Orton-Gillingham approach emphasizes the importance of using all of one's senses during the learning process. While students have the ability to use basic materials in our room to apply their knowledge (such as whiteboards, writing in the air, pretend writing on the table), these new materials will help excite students and engage them in their learning. Historically, intervention can be a time that students dread and feel like they are pulled from time in their classroom. Students can also feel very defeated, bored, and discouraged. As a first-year reading interventionist, I want students to develop a love for reading and look forward to coming to intervention every day. I want students to feel excited about the material and be empowered to become strong readers. By incorporating a variety of different manipulatives, my hope is for students to feel excited and inspired by their time in my room.</p> <p>I also would like to add relevant and relatable decodable texts to the intervention materials. In order for the Orton-Gillingham approach to be successful, students need to be in decodable texts throughout the week. Currently, Polton has a number of expository books, but no true decodable texts. When students are forced to read worksheets and printed hand-outs, their interest in reading can decrease. The desired decodable books are engaging and interesting stories that provide not only an opportunity for practicing decoding and fluency, but also comprehension. While the early levels likely appeal more to younger students, most of the books do not only cater to the younger grades, but contain content more interesting for readers of all ages. I hope that introducing new and applicable decodable texts can further enhance students' reading intervention experience and support with strong reading engagement.</p>
<p>Become a Graphic Novelist - How to Acquire Literacy Skills Creatively!</p>	<p>Ann Rhee</p>	<p>Polton</p>	<p>Students love graphic novels. It is 90% of books they buy, borrow and read. Rather than always asking kids to retell and summarize in standard written paragraphs, asking them to do these tasks through Storyboard That truly engages them. They relate to the medium because this is what their current world is. In addition to giving them an alternative way to show their understanding, it also helps them bring their mental visualization to life.</p> <p>This is innovative in that students get to CREATE!! They go above and beyond a minimal paragraph when they can use Storyboard That. Future Forward is all about student getting a chance to create original products. After assigning summarizing or retelling, my students are always asking to go back on Storyboard that to create their own stories. I had access to Storyboard That when teaching video and broadcast production at Infinity MS. I tried it out with my 4th graders to use for retelling (buying my own subscription last year). They loved it and were completely engaged. When other teachers in the building saw some of the products that came from it, they wanted to incorporate it in their curriculum as well. However, with only the free version, it is very limiting to the students' creativity.</p>
<p>Flocabulary Learning</p>	<p>Allison Ramirez</p>	<p>Polton</p>	<p>We are teaching in an ever digitized world, where computer based learning platforms help to enrich and distribute content in an equitable way. With the exponential push, in the aforementioned direction, COVID world teaching has shown us that we are in need of greater resources to help our students thrive in this learning climate. By having access to this resource, we will be able to offer our students, school wide, exposure to learning that engages them with high level vocabulary through the use of music as a mnemonic to help them learn and retain vital knowledge.</p>
<p>Flocabulary Grant</p>	<p>Mark Mauricio</p>	<p>Polton</p>	<p>We are teaching in an ever digitized world, where computer based learning platforms help to enrich and distribute content like never before. With the exponential push, in the aforementioned direction, COVID world teaching has shown us that we are in need of greater resources to help our students thrive in this learning climate. By having access to this resource, we will be able to offer our students, school wide, exposure to learning that engages them with high level vocabulary through the use of music as a mnemonic to help them learn and retain vital knowledge.</p>
<p>Flocabulary</p>	<p>Lauren Wiegand</p>	<p>Polton</p>	<p>We are teaching in an ever digitized world, where computer based learning platforms help to enrich and distribute content like never before. With the exponential push, in the aforementioned direction, COVID world teaching has shown us that we are in need of greater resources to help our students thrive in this learning climate. By having access to this resource, we will be able to offer our students, school wide, exposure to learning that engages them with high level vocabulary through the use of music as a mnemonic to help them learn and retain vital knowledge.</p>

Elementary Robotics & Engineering	Jessica Taylor	Polton	<p>Solar Cars: The purpose for using the Solar Cars is to give our intermediate students more enriching opportunities that connect to the content taught in their general classrooms, to guide our students through the Engineering Design Process, and to apply the 7 C's of Collaboration that are essential for innovative problem solving within a team.</p> <p>Botleys: The Botleys will mainly give our primary education students access to the valuable experiences and knowledge that comes with learning to problem solve through the use of coding and robotics. Our other robots and tools used for this purpose are typically too advanced for our younger students to use and begin their journey of understanding the concept of coding while the Botleys tackle this concept simplistically to give students a starting point to move forward in using more complex technology.</p>
Prairie's Art Gallery	Lauren Schleppe	Prairie	<p>We want Prairie artists to feel proud of their creativity, feel successful as an artist, and celebrate our students! Prairie's art department sees the need for places to display art work. Students could work toward being selected for their art to be displayed in the professional frames! Giving students inspiration with their art and showing that the end product matters. Motivation to produce high quality work. Growing up I struggled in school and I had a hard time being proud of what I did at school. However, I was recognized in 9th grade for my art. My art teacher put it in a frame along with ten others and we were celebrated! My parents still have that piece of art work hanging in their house. This was one of those life changing moments in my life. I continue being my career as a practicing artist and art teacher. The Prairie art department wants to give that same feeling to lots of Prairie artists! Help us make that happen!</p>
Quilting PBL	Lynese Zukowski	Prairie	<p>We use sewing machines to sew quilts. Through quilting, students learn authentic math skills around measurement, multiplication, and budgeting. While quilting itself is quite old, it is a very diverse art form that can both fulfill practical needs and creative needs. Beyond math skill there is an etiquette around quilting such as: the same quilt block may have two names but you never correct another quilter on what they call their quilt blocks, you simply carry on and sew together. In these polarizing times we could all remember to come together, sew together and not over correct each other. I have taught quilting in much math class in the past and generally students love to learn how to sew and measure fabric, because it is authentic; a real life skill and not a worksheet. As a quilter myself, I am always looking forward to my next project, I find students love it just as much as I do. It's innovative because quilting offers students the opportunity to make a real item, and move beyond a worksheet or a computer game.</p>
Culturally Responsive 3rd grade library	Janna Remien	Red Hawk Ridge	<p>Teaching students not only how to decode words and understand books, is only part of literacy. Fostering a life-long love of reading is essential for continued success. In this, the importance of a well stocked classroom library cannot be understated. I hope to achieve a better selection of books for our students (and future students) which better represents who they are, what they look like so they can better connect to the literature. This is a step to making our students of color better readers, making them feel comfortable and seen in the space they go to school.</p>
Soaring with Social Emotional Resources	Debra Lyons	Red Hawk Ridge	<p>These books are a kid friendly resources that will explicitly teach age appropriate social skills. These students have either not previously been to school or their in- person learning has been interrupted during the pandemic. Additionally, the pandemic has reinforced social distancing and wearing of mask, which has impacted social emotional development and learning. Social Emotional learning is imperative to our student's healthy, whole person development. These books will provide students and teachers with a common language to explicitly teach social emotional foundations. These books teach and support development of the following: Life Skills (Perseverance, Teamwork, Thankful Optimism, Creativity, Courage, Giving and Talent) Taking Action (Honesty Kindness, Responsibility, Patience, Respect, Organization, Diversity, and Safety).</p> <p>In addition, to direct teaching, practice opportunities to strive to mastery will be used through multi-sensory approaches, role playing and tied to the schools SOAR (Safety, Ownership, Attitude, Respect) philosophy, and coordinated with the schools PBIS Program (Positive Behavior Intervention Support).</p>
Soaring with Social Emotional Resources	Megan O'Doriso	Red Hawk Ridge	<p>The purpose of the grant is to provide all primary students, and teachers, with a rich, relevant social emotional resource that targets specific skills such as emotions/feelings, growth mindset characteristics, life skills, and leadership traits. My hope is that students will learn and apply appropriate strategies for emotion regulation, problem-solving, and flexibility. I want students to demonstrate their understanding through their interactions and relationships with others, self-reflection, goal-setting, adult feedback, and practice! My dream is that students feel empowered and capable to use what they know to help themselves, others, and the school community. I want them to understand the power of their choices, how to cultivate resiliency, and look at obstacles/challenges as opportunities to grow. When students put this learning into action, it creates a community of learners that value an inclusive and productive learning environment. This is needed because all students should have access and opportunities to practice and grow in their social/emotional and behavior skills just as they are given the same opportunities in all academic areas.</p> <p>I was inspired to apply for this grant because I am committed to teaching students important life skills that positively impact their social emotional awareness, decision making, and overall well-being. I truly believe that all students can and will rise to high expectations when given the opportunity to learn, practice, and reflect. I want to provide all students with knowledge and experiences that they will remember and utilize as they grow as learners and productive citizens. The books are of high interest, reflect appropriate social/emotional skills and strategies, and allow students a space and a place to engage in social emotional learning. Students that have the resources, strategies, and skills to practice certain social/emotional skills, will be able to self-regulate more independently, successfully collaborate with others, and utilize their critical thinking skills. This knowledge and application will lead to success and maturation in so many other critical areas.</p>

<p>Rewiring student brains with a book room full of decodable text</p>	<p>Elizabeth Collett</p>	<p>Rolling Hills</p>	<p>This project will facilitate the development of lifelong readers. Research shows that teaching primary students phonics skills through direct, systematic instruction is the best way for students to learn how to read words. The district is currently working to ensure that all Kindergarten through Second Grade teachers are trained in best practices for direct phonics instruction, but direct instruction in phonics is not enough. Students must have frequent opportunities to practice these phonics skills in text. Consistent decoding practice will train students' brains to decode words rather than guess at words. Our current book libraries are filled with leveled books that require students to use pictures and context clues in order to guess at known words. However, these books do not give students opportunities to practice and develop their phonics skills.</p> <p>Currently, our only access to decodable text is through Teachers Pay Teachers and website called Reading a-z. While these resources give students short decodable passages and allow teachers to print paper books, they do not provide the students with real published books that are rich, engaging, relevant, and diverse.</p> <p>Grant funds will be used to purchase as many sets of decodable books as possible. We will get six books of each title to be used in reading groups at school and for students to take home to read with their families. The grant will enable us to purchase a wide variety of engaging books that cover all of the different phonics skills that students encounter in the primary grades. For example, we will need books that focus on:</p> <ul style="list-style-type: none"> • Consonant-vowel-consonant words – cat, dog, mop • Silent e words – cake, bike, stove • R-controlled vowel words – car, form, turn • Words with endings – running, quickly, joked • Many more phonics skills. <p>Last year, most of our school's Kindergarten team left for other opportunities, creating uncertainty for the primary teams. To mitigate the gap created by those departures, two strong members of the First Grade team moved to Kindergarten. To ensure consistency, we decided to combine the Kindergarten and First Grade teams into one robust, cohesive team to ensure that all Kindergarten and First Grade students are learning and growing.</p> <p>Therefore, books purchased from this grant will be used in an innovative way because they will be used by not one, but two grades.</p>
<p>Ukulele Level Up!</p>	<p>Don Fairchild</p>	<p>Rolling Hills</p>	<p>How many times have you or another adult you know expressed the desire to be able to just pick up a guitar or other instrument and play? It is an easy trap to believe that a person's musical ability and talent must be inherited, or that it requires a 10,000+ hour commitment to develop. I believe ALL students (and adults) are musical, and that we ALL have the capacity to share our feelings and ideas through performing on instruments or singing.</p> <p>The Baritone Ukulele is easily accessible for any skill level, and is the perfect transitional instrument to help students become Guitar players. Just remove the E and A strings from a guitar, shrink it down a bit, and you've got yourself a Baritone Ukulele. By learning finger placement and chord shapes in younger grades with the smaller Soprano Ukuleles, my students have developed many tools to transition to playing the Guitar. Moving to a 6-string instrument, though, presents several challenges. Although the tuning relationships of the strings remain the same, the string names and chord names are different. Because the Baritone Ukulele shares the same tuning as a Guitar, and allows students to use familiar finger positions and chord shapes from the Soprano Ukulele, it will provide the ideal in-between step to move from Soprano Ukulele to Guitar.</p> <p>I hope to give my students tools, inspiration, and the courage to pursue their musical interests far into the future! Often, many students wanting to learn music have felt left behind due to a focus on traditional methods and philosophies. The master/apprentice model used to learn an instrument or to develop choral singing skills, while highly effective, requires a long time commitment, and often values technique and artistry over fun and inclusion. That time-tested approach has been a good fit for many dedicated music students (myself included), but I feel my role as Elementary General Music Teacher is to provide experiences, skills, and options that will open doors for ALL students discover a lifelong love of making music! The Baritone Ukulele can support a successful early step on this journey!</p>
<p>Steps to Good Health</p>	<p>Kim Hunt</p>	<p>Rolling Hills</p>	<p>As the physical education teacher at Rolling Hills Elementary School, I meet with each group of students for one week out of every month. One week. This isn't nearly enough time to help kids reach the recommended 60 minutes of activity they need each day, so four years ago, I began offering fun intramurals sessions after school each week as well as the Tiger Miles Running Club in the fall and spring.</p> <p>During the 2020-2021 school year, while teaching online, I saw the effects of children spending hours of time sitting at home, learning from computer screens, isolated from their peers and teachers, so I introduced an online version of TMC. I rolled out incentive programs and publicized the names of students who recorded the most time spent in vigorous activity each week. Many kids responded and took part. With this new platform, I encouraged kids to spend time exercising, especially with their families. I had many emails from parents who said that their young children were responsible for getting the whole family up and moving during this crazy time at home, when so many elsewhere were sedentary. Because there was no money in my PE budget to pay for the rewards for this TMC online program, I paid for all of the incentives out of pocket. I saw the way that simple incentives and a lot of excitement and recognition could help kids get involved in the running program. Several families have told me they are still exercising together on a regular basis. Running has brought our whole community together and created student leaders who motivate their families to lead healthier lives.</p> <p>Our Tiger Miles Club (TMC) gets kids, many of whom would normally be sedentary, up and moving as they complete laps around the outside of our school building in an inclusive environment. Students are given a lap tracker card that is electronically scanned by an adult volunteer after each lap. Kids are motivated by the social component of our club, getting to run with friends, parents, siblings, grandparents, teachers, and other community members, on a weekly basis. Many children who take part in our after school day care program participate in TMC. Parents love knowing that their kids are getting outside and getting exercise, instead of sitting home alone watching TV, or sitting in the cafeteria, waiting to be picked up.</p> <p>Many of my young students do not have phones or ways to track their steps, and several do not have an adult who is able to do this with them. With the generosity of the Cherry Creek Schools Foundation, I will be able to check out pedometers to these students, encouraging them to get up, get active, and own their progress. I will help them notice how physical activity positively impacts their emotions, wellbeing, and school performance, as well.</p>

<p>Rewiring student brains with a book room full of decodable text</p>	<p>Lisa Crum</p>	<p>Rolling Hills</p>	<p>This project will facilitate the development of lifelong readers. Research shows that teaching primary students phonics skills through direct, systematic instruction is the best way for students to learn how to read words. The district is currently working to ensure that all Kindergarten through Second Grade teachers are trained in best practices for direct phonics instruction, but direct instruction in phonics is not enough. Students must have frequent opportunities to practice these phonics skills in text. Consistent decoding practice will train students' brains to decode words rather than guess at words. Our current book libraries are filled with leveled books that require students to use pictures and context clues in order to guess at known words. However, these books do not give students opportunities to practice and develop their phonics skills.</p> <p>Currently, our only access to decodable text is through Teachers Pay Teachers and website called Reading a-z. While these resources give students short decodable passages and allow teachers to print paper books, they do not provide the students with real published books that are rich, engaging, relevant, and diverse.</p> <p>Grant funds will be used to purchase as many sets of decodable books as possible. We will get six books of each title to be used in reading groups at school and for students to take home to read with their families. The grant will enable us to purchase a wide variety of engaging books that cover all of the different phonics skills that students encounter in the primary grades.</p> <p>Last year, most of our school's Kindergarten team left for other opportunities, creating uncertainty for the primary teams. To mitigate the gap created by those departures, two strong members of the First Grade team moved to Kindergarten. To ensure consistency, we decided to combine the Kindergarten and First Grade teams into one robust, cohesive team to ensure that all Kindergarten and First Grade students are learning and growing.</p> <p>Therefore, books purchased from this grant will be used in an innovative way because they will be used by not one, but two grades. Kindergarten teachers will be able to access first grade books for students that are ready for enrichment in reading. First grade teachers will be able to access kindergarten books for students that need support and reteaching in reading. The innovative and collaborative nature of our combined K/1 team will allow us to use the books in the most effective way possible, reaching the greatest number of students, and helping us to meet the specific needs of individual students.</p> <p>Each person on the team will be submitting this grant individually in order to maximize our purchasing power. The team will create a book room that will be shared by all teachers participating in the grant and the interventionists that work with Kindergarten and First Grade students. The goal is to fill the book room with as many sets of books as possible to cover as many phonics skills as possible and get books into the hands of as many students as possible. Books purchased will be focused on the phonics needs of primary students. This book room will be innovative in nature because it will be focused on decoding skills rather than book levels and it will be used by a cohesive primary team.</p>
<p>Rewiring student brains with a book room full of decodable text</p>	<p>Clemmie Castro</p>	<p>Rolling Hills</p>	<p>This project will facilitate the development of lifelong readers. Research shows that teaching primary students phonics skills through direct, systematic instruction is the best way for students to learn how to read words. The district is currently working to ensure that all Kindergarten through Second Grade teachers are trained in best practices for direct phonics instruction, but direct instruction in phonics is not enough. Students must have frequent opportunities to practice these phonics skills in text. Consistent decoding practice will train students' brains to decode words rather than guess at words. Our current book libraries are filled with leveled books that require students to use pictures and context clues in order to guess at known words. However, these books do not give students opportunities to practice and develop their phonics skills.</p> <p>Currently, our only access to decodable text is through Teachers Pay Teachers and website called Reading a-z. While these resources give students short decodable passages and allow teachers to print paper books, they do not provide the students with real published books that are rich, engaging, relevant, and diverse. Grant funds will be used to purchase as many sets of decodable books as possible. We will get six books of each title to be used in reading groups at school and for students to take home to read with their families. The grant will enable us to purchase a wide variety of engaging books that cover all of the different phonics skills that students encounter in the primary grades.</p> <p>Last year, most of our school's Kindergarten team left for other opportunities, creating uncertainty for the primary teams. To mitigate the gap created by those departures, two strong members of the First Grade team moved to Kindergarten. To ensure consistency, we decided to combine the Kindergarten and First Grade teams into one robust, cohesive team to ensure that all Kindergarten and First Grade students are learning and growing. Therefore, books purchased from this grant will be used in an innovative way because they will be used by not one, but two grades. Kindergarten teachers will be able to access first grade books for students that are ready for enrichment in reading. First grade teachers will be able to access kindergarten books for students that need support and reteaching in reading. The innovative and collaborative nature of our combined K/1 team will allow us to use the books in the most effective way possible, reaching the greatest number of students, and helping us to meet the specific needs of individual students.</p> <p>Each person on the team will be submitting this grant individually in order to maximize our purchasing power. The team will create a book room that will be shared by all teachers participating in the grant and the interventionists that work with Kindergarten and First Grade students. The goal is to fill the book room with as many sets of books as possible to cover as many phonics skills as possible and get books into the hands of as many students as possible. Books purchased will</p>

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<p>Decodable books grant</p>	<p>Vicki Myers</p>	<p>Rolling Hills</p>	<p>This project will facilitate the development of lifelong readers. Research shows that teaching primary students phonics skills through direct, systematic instruction is the best way for students to learn how to read words. The district is currently working to ensure that all Kindergarten through Second Grade teachers are trained in best practices for direct phonics instruction, but direct instruction in phonics is not enough. Students must have frequent opportunities to practice these phonics skills in text. Consistent decoding practice will train students' brains to decode words rather than guess at words. Our current book libraries are filled with leveled books that require students to use pictures and context clues in order to guess at known words. However, these books do not give students opportunities to practice and develop their phonics skills.</p> <p>Currently, our only access to decodable text is through Teachers Pay Teachers and website called Reading a-z. While these resources give students short decodable passages and allow teachers to print paper books, they do not provide the students with real published books that are rich, engaging, relevant, and diverse. Grant funds will be used to purchase as many sets of decodable books as possible. We will get six books of each title to be used in reading groups at school and for students to take home to read with their families. The grant will enable us to purchase a wide variety of engaging books that cover all of the different phonics skills that students encounter in the primary grades.</p> <p>Last year, most of our school's Kindergarten team left for other opportunities, creating uncertainty for the primary teams. To mitigate the gap created by those departures, two strong members of the First Grade team moved to Kindergarten. To ensure consistency, we decided to combine the Kindergarten and First Grade teams into one robust, cohesive team to ensure that all Kindergarten and First Grade students are learning and growing. Therefore, books purchased from this grant will be used in an innovative way because they will be used by not one, but two grades. Kindergarten teachers will be able to access first grade books for students that are ready for enrichment in reading. First grade teachers will be able to access kindergarten books for students that need support and reteaching in reading. The innovative and collaborative nature of our combined K/1 team will allow us to use the books in the most effective way possible, reaching the greatest number of students, and helping us to meet the specific needs of individual students.</p> <p>Each person on the team will be submitting this grant individually in order to maximize our purchasing power. The team will create a book room that will be shared by all teachers participating in the grant and the interventionists that work with Kindergarten and First Grade students. The goal is to fill the book room with as many sets of books as possible to cover as many phonics skills as possible and get books into the hands of as many students as possible. Books purchased will be used in our fourth grade class, we have a high amount of physical conflict, verbal confrontations, suicidal statements, and dysregulation compared to our other grades. With these struggles that our students are facing, it can be harder for them to access their academics, and social emotional learning is greatly needed in the classroom. With this additional partnership with mirror image arts, we hope to combine their programming and use it to highlight and reinforce what our students are learning in their second step curriculum, so they receive additional support and real life application of the skills and conflict resolution practices they are learning so they can apply them to their daily lives.</p>
<p>Social Emotional Learning through Theatre</p>	<p>Shannon Shearer</p>	<p>Sagebrush</p>	<p>The program that we will be implementing is called "You, Me, We" and has the following program description: This program builds social emotional skills (i.e empathy, self-awareness, compassion and responsible decision-making) by understanding, labeling, processing, and regulating emotions. Through theatre, we create honest, courageous spaces where youth can build and maintain positive relationships with adults and their peers. We offer opportunities to practice healthy life choices by using role play where youth reflect on their own experiences through scenarios in a play, and then perform new choices (of their own making) that can be made in future difficult situations. In these moments, young people can process the challenges and trauma they have faced and work toward healing.</p> <p>With the implementation of this program, we hope to see an increase in appropriate conflict resolution, a higher awareness of emotions and a greater emotional vocabulary for our students, an increase in emotion regulation, and a decrease in physical and verbal altercations. These will be measured through monitoring of our discipline program and referrals for the grade, student surveys, personal feedback from students and teachers, and formal and informal observations.</p> <p>The inclusion of the mirror image arts program in our building is innovative, as we are the first school in Cherry Creek to utilize their services. They are currently have a strong partnership with Denver Public Schools, and want to expand into other Denver Metro area school districts as well. This is also an innovative program, as we will be able to take the lessons learned in second step, expand upon them, and allow the students to apply them to their real life situations and problems, all with the guidance of a positive and trusted adult, with a unique theater lens.</p> <p>I was inspired to apply for this grant because we were able to do a small, 6 week, virtual Mirror Image Arts program last year with our current 4th grade class (when they were in 3rd grade) and our students absolutely adored it. We were able to have Mirror Image Arts write us into a grant that they received, so this year, we were able to receive about 5,000 dollars off of our total programming cost. I believe in this program, which we are hoping to offer in person, with 2 Mirror Image Arts instructors per class, one hour a week for 22 weeks, and have seen its success in our students and in the community, and I think that it can only make a positive impact on our students.</p>
<p>Constructive Creative Morning Play</p>	<p>Kalen Crane</p>	<p>Sagebrush</p>	<p>According to the National Science Foundation in their Spring 2020 report "STEM Education for the Future: A Visioning Report," "To maximize the opportunity, we must consider the entire education ecosystem so that children of all backgrounds, race, ethnicity, gender, religion and income levels can learn the wonders and possibilities of STEM and maintain that interest and passion throughout their lives." Most of my students begin the day eating breakfast that is provided for them by the school. They love to engage in conversation. They love the opportunity to be creative, however that might look. It would be a truly beautiful thing if I were able to provide them with constructive and creative STEM based activities that rotate throughout the week and year to engage with and build conversation around. I also am taking into consideration the fact that it is critical that our students start the day off right. Having to engage in heavy academic tasks can be frustrating and defeating. STEM based activities provide students with multiple entry points and are not dependent upon reading, writing, mathematic, or language abilities.</p>
<p>Community Inclusion for Equal Access to Opportunities</p>	<p>Stefani Call</p>	<p>Sky Vista</p>	<p>Our program is structured to provide unique learning opportunities both within the structured classroom as well as in naturally occurring (community based) environments. Our students work on various activities of daily living, job readiness skills, functional communication, and leisure development. In order to provide opportunities for our student to generalize these skills into their own lives community based outings are essential. This grant would allow our program to provide our students the opportunity to practice these essential skills in department stores, grocery stores, hardware stores, restaurants, recreational centers, and will allow for exploration of leisure opportunities.</p>

Newbery Book Buds	Kyle Harmon	Smoky Hill	<p>Reading is a skill, and like many other skills, takes time to develop. Some of our students, the seniors, are pressed for time to develop and mature the reading skills necessary to pass capstone tests as well as flourish beyond the walls of high school. The seniors that struggled with reading last year now find themselves either in credit recovery courses, reading and writing remediation classes, neither a great recipe to foster a positive mental attitude or cultivate a love or even a like of reading. The purpose of this program is to empower these struggling seniors to read, build and strengthen information processing skills, vocabulary, and comprehension, but not just for themselves, but for and with a younger "bud", 4th/5th grade student. This 2021-22 school year celebrates the 100th anniversary of the Newbery, a literary award given by the Association for Library Service to Children, a division of the American Library Association, to the author of "the most distinguished contributions to American literature for children". This is the perfect opportunity to pair seniors with a 4th/5th grade student to read a Newbery award or honor winner and celebrate this anniversary. Seniors will be empowered to read and take a leadership role. They won't feel the text, generally written at a 4/5th grade level, is beneath them even though it matches their current reading abilities. The benefits of reading with a bud are reciprocal; both seniors and 4/5th graders will actively model reading strategies—questioning, summarizing, clarifying, predicting, speaking, and hearing. They will be building a source of strength for themselves, reducing stress, building positive connections, and reading an additional 20 minutes a day.</p>
Printing Pottery Through Radical Mathematical Methods	Josh Teplitzsky	Smoky Hill	<p>We are hoping to continue and expand upon the cross-curricular projects that we are already doing with our Pottery classes.</p> <p>With previous support from the CCSD Foundation, the SHH Technology Department and the SHHS Administration we have been able to acquire three 3D-clay printers. In an effort to create opportunities for more students to experience this technology, we have collaborated with various departments to create cross-curricular experiences. For example, in a partnership with our Special Education department and our culinary arts department, our students learned how to make soup and then were able to eat it in a bowl that they had printed. For another project we partnered with a Language Arts Teacher. Our students read a book about pottery created by indigenous people and then created their own in a style inspired by the literature. For our newest project we would like to invite math students to experience the mathematics within pottery design. Students will be able to visualize and design on a three-dimensional coordinate plane and then apply mathematical functions to alter the shape. Mathematical concepts such as iteration, symmetry, and amplitude will be explored through this hands-on experience.</p> <p>You can see examples of some of our work here: https://www.instagram.com/shhsclay/</p> <p>We continue to be innovative. This technology is not readily available. We purchased the first printer in Colorado. There are only three other locations in Colorado that have a printer; UNC, Arapahoe Community College and CCIC. Of those locations only SHHS and Arapahoe Community College print on a regular basis. https://3dpotter.com/using</p> <p>We were also one of the first schools to pilot the Potteryware software and helped shape the way it looks today. We hope to be able to continue to push the limits of both our printer and software.</p>
Fostering Engineers Through LEGO Education	Karin Alfonso	Summit	<p>My purpose for applying for this grant project is to give my students and the students at Summit Elementary the opportunities to be successful, well rounded, life long learners that all children deserve regardless of what school they go to or what social/economical background they are from. At Summit we have never had a STEM program and the resources that go with this. By bringing in ways to be innovative and creative, this LEGO Education system begins to provide students with more access points to STEM.</p> <p>When I was searching for something innovative and motivating that my students would be excited about, I thought about what they are already loving in our classroom but are not able to get the full benefit from? Legos! I have some in my room that have been donated over the years.</p> <p>When I looked into LEGO Education, I saw they had different levels of systems for all ages and how they progressed as their skills grew. It not only is a hands-on type of activity, but kids can also go on to code and create on their computers. I felt this was an activity that would be inclusive to all kids regardless if they are reading, writing or speaking yet. It will be a great way to empower students to take ownership of their learning.</p> <p>I was inspired to apply, because I feel like our students at Summit have missed out on opportunities that other students in our district have been having for years due to social/economical differences which have not been equitable. This grant would be the beginning and extension to their future learning and possible careers.</p> <p>"LEGO® Education SPIKE™ Essential extends its creative spirit beyond the classroom to robotics clubs, coding programs, and maker spaces. STEAM programs are a highly motivating and engaging way for students to develop and demonstrate their science and technology skills. These programs help students learn the cooperation, collaboration, and teamwork skills they'll need to excel in a changing workforce." -education.lego.com</p>

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<p>Lets Rock!</p>	<p>Kris Natale</p>	<p>Sunrise</p>	<p>Elementary students love to play instruments and experience music hands-on! I'm very excited about the prospect of this grant and the possibility of putting guitars into my students' hands. Not all students have the opportunity to take private lessons outside of school. With guitars in my classroom, I can teach all of my students skills on an instrument that is used in contemporary music and is of high interest. Guitars will give students a way to express themselves through the music that they are interested in learning and playing. Students will use guitars in the general music classroom and in our after school club to learn chords, proper finger placement, rhythm strumming patterns and be a part of a modern band ensemble. I am very excited to have an opportunity to teach students the guitar and learn music they hear in their everyday lives. It will connect more students to the music curriculum and be a fun and exciting instrument to learn! Playing a guitar in a modern band teaches teamwork and how to play successfully in an ensemble. Most students don't get this experience until they go on to middle school and only if and when they sign up for a band class. I want to give all of my elementary students the opportunity to be part of a modern band ensemble in the elementary school setting.</p>
<p>We've Got the Music In US!</p>	<p>Judy Paukovich</p>	<p>Transitions Program</p>	<p>Our goal is to expose our young adults to the music options they've had in the past but lose when they come to Transition. We hope to encourage them to include, music, dance and theater appreciation in their community access plans. If we are successful in exposing them to many different styles and genres of music and dance, they have the option as adults to choose to broaden their scope and make new friends, participate in activities they hadn't considered, explore new opportunities and continue to learn and grow and expand their horizons. We believe this is needed because many opportunities fall away when our students enter Transition and it's easy to become hyper focused on mastering independent living skills without including the skill for sharing music, art and dance as a way of becoming part of a community. This is innovative because we haven't done this formally in the past, and also because we are sensing that after the isolation of the past school year, music is a way to form new connections and new shared experiences. We were inspired to apply because, this has never been done before, and our students have shown us how important movement, singing, sharing and listening are so vital to them and to their well being. We as a team are inspired to let all of the facets of our students shine in the brightest light.</p>
<p>Math Representations</p>	<p>Julie Bateman</p>	<p>Village East</p>	<p>I am hoping to maximize students' voice, choice, and abilities in a creative and playful classroom environment. The learners in our class have unique styles, talents, and ways to express themselves. So, I am hoping to provide ample opportunities to model and show their learning. By having various tools such as Legos and Hotwheel track, we can have fun while illustrating complex mathematical concepts such as fractions, measurement, geometry, decimals, etc. This is innovative because it takes a playful approach to the state standards as well as the standards for mathematical practice, and provides an element of fun and creativity while exploring complex concepts. It is needed to support various learning styles and the need for kinesthetic opportunities in class. I was inspired by seeing the students light up whenever they had an opportunity to work with their hands to build or create something. They were engaged and shared insightful mathematical understandings.</p>
<p>Book Awards Ceremony</p>	<p>Amy Jaster</p>	<p>Village East</p>	<p>I want students to see themselves as writers whose ideas matter to the world. Students are surrounded by awards shows that don't always match their experiences in schools. As we teach reading and writing, allowing students an opportunity to write for a real purpose, create and edit a video, and follow through on hosting the ceremony will bring all of these skills together for students. We will also purchase current books that allow students to see themselves reflected in the story. This is innovative because it will open doors for students to use the skills they are learning for other life purposes.</p>
<p>Hands-on Reading Materials for Effective Learning</p>	<p>Lindsay Rooney</p>	<p>Walnut Hills</p>	<p>Last year, our school went without a specialized reading interventionist in the building. That, combined with the fact that many of our students are coming back to school for the first time since the pandemic started, has left us in a place where we are needing to help a lot of students "catch up" drastically through reading intervention. I recently went to a district Orton-Gillingham reading instruction training and was inspired to make learning to read more hands-on than I have in the past. While I have great letter boards, flash cards, and leveled books- I do not have access to learning games that will keep students engaged and having fun while learning to read. I saw a number of games at this Orton-Gillingham training and received tremendous feedback from other teachers who use everyday toys to engage students in reading activities. This is an innovative AND proven way to teach reading as it moves us from the traditional worksheet model that we know doesn't reach our 21st century learners. We all know that children learn through play, and I want to be able to bring fun back into the reading classroom with games and toys that will improve reading skills. I work with students who have gaps in their learning, either from lack of instruction or just general difficulties, and these students need multiple opportunities to practice newly learned skills without the tasks becoming repetitive. Your support through a grant will make this possible.</p>