**TITLE OF PROJECT: Counting to 100 is Cool**

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

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

**Principal's**

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

**SUMMARY INFORMATION \_**

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

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

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

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

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

**NARRATIVE**

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

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| **SAMPLE:** I want to help kindergarten students strengthen their number sense and counting skills. My project will help my kindergarten students with counting and cardinality and offer additional practice for counting to 100 by ones and tens (CCSS K.CC.1). I want to create a way for children to have an experience that supports their lifelong success. We are piloting a project in our school where we use movement-based learning to increase our students’ critical thinking skills and mastery of Learning Standards. My contribution is to develop an efficient model for teaching students about addition and the various techniques one can implement to achieve total understanding of the subject. Based on research of kinesthetic learners, I will create the best practice that will be used throughout our district. |

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

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| **SAMPLE:**This project will use movement-based learning to improve student achievement and health. Our plan is to develop a scalable model for integrating math throughout the school day, during PE class, before and after school, during recess and transition times. Our project focuses on two national concerns: low student achievement and obesity. We anticipate that teachers will observe our strategies in order to adapt the techniques for their own classrooms. |

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

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

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

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| **SAMPLE:****The objectives are as follows:** * At least 90% of participating students will increase their skill with counting and cardinality.
* At least 85% of participating students will increase their success with word/picture problems by at least 48%.
* At least 90% of participating students will be able to write numbers 0 to 20 and represent a number of objects with a written numeral 0-20 (where 0 represent a count of no objects), which in turn fulfills the counting and cardinality requirements.
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***Describe how this project relates to your curriculum.***

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

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

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| **SAMPLE:**This enabling project (Counting to 100 is Cool) utilizes floor mats that fulfill many different Learning Standards. Each of the mats will strengthen the mathematical foundation for years to come for each student. It all starts with counting. The Add/Subtract floor mat helps students solve two-step word problems using the four operations and to identify arithmetic patterns (including patterns in the addition table or by multiplication table) and explain them using properties of operations. The skip counting mat will help my kindergartners understand the basics where they can then compare two numbers between 1 and 10 presented as written numerals and can understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  |

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

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| **SAMPLE:**My project will strengthen number sense and offer practice counting to 100 until mastery. One example of an activity I would do with my students would be to call for the attention of my students and ask them to stand quietly in a circle. I will tell the class that today we are going to pretend to be dinosaurs, Tyrannosaurus Rexes, to be specific. I will show the class how they can be T-Rexes, by stomping their left foot when they say “one,” their right foot when they say “two,” and then grabbing their prey when they say “three.” I will demonstrate how the class can repeat the “stomp, stomp, grab” movements and count all the way to 100. I will then lead the class in counting to 100 by pretending to be dinosaurs. I will be grateful for the help of parents and volunteers to assist me with working with individual students. I will use the mats regularly in the classroom and relate our T-Rex experience to the mats to give them a broader basis for learning. |

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

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

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

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

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

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

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

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| **SAMPLE:**The success will be evaluated by pre- and post-testing of the students’ counting, addition and subtraction understanding, and math ability over the four-month project period. We will also track our activities – which ones we do and for how long – so we can determine what is creating the greatest impact in the project and to identify anything that needs to be improved. I will be able to use the mats for at least 10 years, thus sustaining the project at least that long. |

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

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| **SAMPLE:**I propose to purchase the following items to support my students’ number sense and counting ability: 1) Math & Movement Skip Counting by 2s Mat ($175); 2) Math & Movement Hop by Tens Floor Mat ($95); 3) Math & Movement Add/Subtract Floor Mat ($400); 4) Reduced shipping. The total for these four items is $750. |