**TITLE OF PROJECT: Crazy Clock**

***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:** My students have difficulty learning to tell time. The Common Core Standard 1.MD.3 states, “Students will tell and write time in hours and half-hours using digital and analog clocks.” In addition to learning and practicing time, my project will include practice for counting by tens. The Common Core Standard for first grade 1.NBT.5 and 6 states, “Given a two-digit number, mentally find 10 more or 10 less than the number and subtract multiples of 10 in the range 10-90 (positive or negative differences).” My project will utilize the benefits of movement-based learning to help my students efficiently master math concepts as required by these Learning Standards. The floor mats will allow the students to use physical activity to repeatedly practice the skills needed to learn to read an analog clock and to add and subtract 10. The floor mats will display time-based concepts on a large brightly-colored floor mat. The Clock mat and Hop by Tens floor mats are designed to increase my students’ critical thinking skills as well as greatly increasing their understanding of these concepts. I will develop an efficient model for teaching students to tell time. Based on previous research with movement-based learning, my goal is to model a best practice for our district.  How will this proposal enhance student achievement?  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, and 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. Our long-term goals are to document the results of integrating movement-based learning in order to offer a model for other schools with similar demographics. |

**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*

***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 literacy concepts 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. Our long-term goals are to document the results of integrating movement-based learning in order to offer a model for other schools with similar demographics. |

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**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 master phonics and word recognition. * At least 90% of participating students will be able to recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). * At least 90% of participating students will be able to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * At least 80% of participating students will increase their skill/success with word/picture problems by 40% (according to the Easy CBM test). |

***Describe how this project relates to your curriculum.***

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| **SAMPLE:**  This project will help 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 project (Reading is Riveting) utilizes floor mats that fulfill many different learning standards: the Sentence Hop A, Sentence Hop B, Sentence Hop C, and Sentence Hop D. Each of these mats (alone and combined) helps students become fluent in early word recognition and reading skills. My kindergartners will be able to read emergent-reader texts with purpose and understanding, while my first graders will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary. My students will also gain the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, and they will come to know the spelling-sound correspondences for common consonant digraphs. |

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

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| **SAMPLE:**  My project will strengthen number sense and practice telling time until mastery. I will create a “clock shop” and encourage my students to arrange their bodies as hands on the large clock mat to tell the times (and days of the week) that I, or a buddy, announce out loud. My students, if struggling to understand increments of ten while telling time, will be asked to use the Hopping Mat by 10 to visualize kinesthetically how the hands move around the clock. Using one’s body on the mat as the hands of the clock make the exercise much more fun and interactive. |

**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 student understanding of literacy concepts 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’ grammar and syntactical 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. Once I have these materials, I will be able to use them again for many years to come. No additional funding is necessary. |

**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 understanding of time: 1) Math & Movement Clock Hop Floor Mat ($395); 2) Math & Movement Hop By Tens Floor Mat ($95); 3) Math & Movement Days of the Week Hop Mat ($95); 4) Reduced shipping. The total for these four items is $750. |