**TITLE OF PROJECT: Mastering Multiplication**

***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 project addresses the core skill of strengthening number sense and will help students with understanding difficult concepts like multiplication. Many students’ early misunderstanding of basic math concepts contributes to a shaky math foundation. My project will make learning math concepts enjoyable. Children become engaged when the activities are enjoyable. My project will also boost the self-confidence of my students as self-confidence comes from knowledge and accomplishment. |

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

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| **SAMPLE:**  This project will improve student achievement. My students will have the opportunity to engage in movement-based learning with a program called Math & Movement. This powerful program combines what is natural for children (movement) with the tools to help children increase their math and reading fluency. New research has found that combining moving and learning greatly increases student learning and retention. The floor mats are specifically designed to boost a student’s critical thinking skills. This project will help my students fully master multiplication, preparing them to succeed in later math classes. Competency in math will lead to job opportunities for my students. I will pre-and post-test my students to evaluate and measure the increase in their learning and retention. Once I have these floor mats, other teachers can use them to offer their students increased learning opportunities. In addition, we are piloting a project in our school where we use movement-based learning to increase our student’s critical thinking skills and mastery of common core concepts. My part is to develop an efficient model for teaching multiplication, fractions, and percentages. Based on previous research with movement-based learning, my goal is to model a best practice and that this model will be used throughout our district. |

***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 math retention rate by at least 80%. * At least 90% of participating students will be able to interpret products of whole numbers, to use multiplication and division within 100 to solve word problems by situations involving equal groups arrays and measurement quantities, and to relate area to the operations of multiplication and addition. This increase in knowledge can be evaluated using objective pre/post testing assessments. * At least 90% of participating students will be able to interpret a multiplication equation as a comparison. |

***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 project with Math & Movement addresses numerous Learning Standards through the exercises that are taught in conjunction with the mats that Math & Movement provides. This project (Mastering Multiplication) utilizes Math & Movement Skip Counting mats: The Skip Counting Mats help students strengthen their understanding of measurements and data, numbers and operations/fractions, numbers and operations in base ten, and operations and algebraic thinking. Students with this knowledge will be able to relate volume to the operations of multiplication and addition, apply and extend previous understandings of multiplication to multiply fractions or whole numbers by a fraction, and fluently multiply multi-digit whole numbers using the standard algorithm. |

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

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| **SAMPLE:**  I plan to use these materials with my students on a daily basis to boost their math ability. The students will jump on the floor mats repeatedly, while reciting the multiples out loud. The activity will increase their physical activity and retention of multiples, fractions, and percentages. In addition, the students will engage in a physical exercise such as jumping jacks while reading the multiples from and jumping on the Skip Counting mats. |

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

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| **SAMPLE:**  We will use the materials and mats 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 multiplication 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 skip counting and math ability over the four-month period of time. I will share the materials with other teachers so that all students in our school will benefit this year and in years to come. We will use these materials in our Family Fun Nights so that siblings and community members will also benefit! Once I have these materials, I can use the floor mats and the movement-based learning strategies for years to come. |

**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’ understanding of place values: 1) Math & Movement Skip Counting by 3’s Mat ($175); 2) Math & Movement Skip Counting by 4’s Mat ($175); 3) Math & Movement Skip Counting by 5’s Mat ($175); 4) Math & Movement Skip Counting by 6’s Mat ($185); and 5) reduced shipping.  The total of these five items is $750. |