**TITLE OF PROJECT: Math on the Walls**

***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 $\_\_500\_\_\_\_

Total amount requested through this grant $\_\_500\_\_\_\_

**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 students strengthen their number sense and their counting, multiplication, and fraction skills using the extra wall space in my room. My project will help students of all elementary grade levels with their fractions, multiples, and simple counting problems while keeping them up and moving around the room. These Math & Movement banners are designed to keep students standing and moving while practicing their math, so I will utilize them to their fullest. I want to create a way for children to have an educational experience that supports their lifelong success in mathematics and academia in general. 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 multiplication and fractions while combating both obesity and boredom. 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 will pre- and post-test our students and carefully document the results. 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**

**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/success with word/picture problems by at least 30% as measured by the Easy CBM test. * At least 90% of participating students will increase their learning and retention rates 82% over a six-week period, which will in turn boost student achievement in the long-run. * At least 90% of participating students will be able to use multiplication and division within 100 to solve word problems in by situations involving equal groups, arrays, and measurement quantities, which in turn fulfills the Learning Standards. * At least 85% of participating students will increase attendance by implementing a kinesthetic strategy to learning these difficult math concepts. |

***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 (Math on the Walls) utilizes different vinyl wall banners that fulfill specific Learning Standards: the Skip Counting Wall Banners, the Fraction Fun Wall Banner, and the Skip Counting Desktop Charts. The Skip Counting Wall Banners and the Skip Counting Desktop Charts will help my Pre-K students write numbers 0 to 20 and represent a number of objects with a written numeral 0-20. They will also be able to solve addition and subtraction word problems and add and subtract within 10 (e.g. by using objects or drawings to represent the problem). These banners will help my first graders add and subtract within 20, demonstrating fluency for addition and subtraction within 10. They will learn to use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. By the end of Grade 2, my students who use these mats will know from memory all sums of two one-digit numbers. My 3rd Graders will utilize these banners to practice multiplication, and will be able to interpret products of whole numbers after some consistent practice. |

**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 fractions and skip counting on the walls until mastery. I will call for the attention of the students and ask them to listen quietly. I will tell the students to pair up and go to one of the six Skip Counting charts or the Skip Counting Wall Banners on the wall. I will come around and give each pairing a multiplication problem to solve and help any students and their partners who are struggling with their counting and multiplication. These wall banners will be used in combination with whisper/loud counting and other memorization techniques to drill multiplication tables. Students point to values as they carry out this activity. This will help my students see the differences between counting by certain numbers and multiplying by others. I will be grateful for the help of parents and volunteers to assist me with teaching the students fractions! |

**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’ understanding of fractions and their skip counting 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 skip counting ability: 1) Math & Movement Skip Counting Wall Banner set ($450); 2) Math & Movement Fraction Fun Wall Banner ($75); 3) six Math & Movement Skip Counting Desktop Charts ($29.95); 5) Reduced shipping.  The discounted total for these five items is $500. |