**TITLE OF PROJECT: Shapes are Superb**

***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?***

| **SAMPLE:** I want to help students strengthen their number and geometry sense using geometric shapes. This experience would support the child’s understanding of basic geometric rules and how math is critical to success in later classes. Geometry is a very difficult subject for most older students, so it is crucial for their success and self-confidence to introduce these concepts in their basic forms as early as possible. I want to create a way for children to have an educational experience that supports their lifelong success in math and academia. 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?***

| **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. |
| --- |

***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?***

| **SAMPLE:**The objectives are as follows: * At least 90% of participating students will be able to correctly name shapes regardless of their orientations or overall size, which in turn fulfills various state standards.
* At least 90% of participating students will increase their skill/success with word/picture problems (assessed by the Easy CBM test) by at least 48%.
* At least 90% of participating students will be able to recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces.
 |
| --- |

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

| **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 a multitude of state 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.***

| **SAMPLE:**This enabling project (Shapes are Superb) utilizes floor mats that fulfill many different Learning Standards: the My First Shapes Hop mat, the Geometric Shapes Hop mat, and the Clock Hop mat. The two different shapes mats will help students distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color orientation overall size) and build and draw shapes to possess defining attributes. After using these mats consistently, students will also be able to understand that shapes in different categories (e.g. rhombuses, rectangles) may share attributes (e.g. having four sides) and that the shared attributes can define a larger category (e.g. quadrilaterals). The Clock Hop will help students measure angles in whole-number degrees using a protractor and sketch angles of specified measure while both the Clock Hop Mat will teach kids how to partition circles into two and four equal shares.  |
| --- |

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

| **SAMPLE:**My project will strengthen number and geometry sense by using different math exercises with shapes. Each student (for example) will practice recognizing and identifying their basic shapes on the My First Shapes Hop. As they are prepared for more advanced shapes, we will use the Geometric Shapes Hop to discuss angles and sides. The Clock Hop is divided into sections that can also aid in explaining angles. These mats all give a large visual representation of shapes and will allow my students to physically move while learning, which makes these concepts easier to grasp and retain. |
| --- |

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

| **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?***

| **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?***

| **SAMPLE:**We will use the materials to increase student understanding of geometry 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?***

| **SAMPLE:**The success will be evaluated by pre- and post-testing of the students’ understanding of geometry and their 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. |
| --- |

 **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.***

| **SAMPLE:**I propose to purchase the following items to support my students’ understanding of shapes and their qualities: 1) Math & Movement My First Shapes Hop Mat ($125); 2) Math & Movement Geometric Shapes Hop Mat ($175); 3) Math & Movement Clock Hop Mat ($395); 4) Reduced shipping. The total for these four items is $750.  |
| --- |