

2018 Classroom Grant Summaries

English Landing 5th Grade Simulated City

Abigail Sanford, Leah Peters, Kevin O'Connor, Cody Sanders

English Landing Elementary School

Fifth grade classes will participate in a “Simulated City” at school. Students will design their own business, sell products or services, and develop knowledge of the concepts of business expenses, pricing, scarcity, and supply/demand. They will act as both consumers and producers throughout the program.

STEAM for You and Me

Susan Matthews

Gerner Family Early Education Center

Our learners are both the parents and children, primarily preschool age and younger. They will participate in two group activities that will provide them with hands on experience with STEAM (Science, technology, engineering, art and math) activities, using primarily household items. This will allow children to learn through active participation, leading them to use problem solving skills and engage in critical thinking. Involving parents in the activities will give them the knowledge and confidence to support their child’s learning at home through play and every day experiences, and will strengthen the parent-child relationship.

“S.T.E.A.M in the LMC”

Tara Garcia

Graden Elementary

Today’s students must be prepared to thrive in a constantly evolving technological landscape. Learning through and with technology lays a strong foundation to ensure students are college and career ready. The tools and resources used in Makerspace/STEAM learning allow students the opportunity to achieve all of the above while giving teachers the opportunity for continued professional growth and collaboration to implement the standards and engage students in learning.

Diversity in a Book

Melissa Potter, Sarah Knoll

Hawthorn Elementary

Schools in Park Hill are addressing culturally responsive teaching. This is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. At Hawthorn, we have been using the program One School, One Book to aid student’s learning about different cultures and ways that they can appreciate those who are different from them. This program also encourages families to read together which has been proven to improve reading skills in all ages.

Sensational Learners

Kate Guier

Hawthorn Elementary

Many students have difficulty learning, not because they are unable to learn but because their brain is not ready to learn. At times their body is telling their brain they need to move, but the teacher told them to sit still, other times they are anxious and they need help to calm down before their brain can focus. The Sensational Learners project aims to reach and teach students in an elementary school building who may need some sensory integration or calming tools throughout their day, by creating sensory-integrations stations that teach self-regulation available for all students.

Lesson Capture/Voice Projector

Sarah Majors

Lakeview Middle School

This project uses a digital sound system to better enable middle school math students to achieve mastery of math concepts. The system provides for the amplification of the teacher's voice to ensure all can hear. It also provides a classroom microphone to amplify student's voices when asking or answering questions, which encourages student participation. Additionally, this system allows for the recording of the teacher's lesson and is accessible for student and parent playback at home during homework.

Breakout EDU - Math Edition

Cearra Jones, Lauren Thetford, Anna James

Lakeview Middle School

The Breakout EDU tools will provide consistent opportunities for all types of learners to gain collaborative, problem solving, and critical thinking skills in a n interactive way for students in our math classes. With this program we are targeting not only auditory learners, but our visual and kinesthetic learners as well through hands on activities, and manipulatives. They will accomplish the understanding of teamwork and the ability to approach learning through a different lens by working in small groups to overcome challenges faced by mathematical tasks that assess their understanding of key concepts.

Spanish IV Children's Book Project

Mary Dickson, Nancy Park

Park Hill South High School

Spanish IV students will write children's books. The books will be projects to reflect the breadth of their knowledge in levels I-IV of Spanish. The students will turn in segmented drafts to the teacher throughout the semester. They will then complete the final project and upload them to an online publishing website where the books will be published and bound. The finished books will be donated to Children's Mercy Hospital.

Motivating Students to Read at Home through High Interest, Appropriate Level Text

Kim Moore

Line Creek Elementary

Have you ever been so engaged in a book you can't put it down? Research shows that students who begin the year as struggling readers but end the year at/near, grade level standards do so because they apply classroom instruction to home practice. Many of our students struggle to make the school/home connection because they lack books to both engage them cognitively and aesthetically. The grant allows for the purchase of books that support readers of all levels/ages, and provides integration of fiction/nonfiction texts to increase comprehension through schema building support.

PHS Coffee Shop

Sarah McDaniels

Park Hill South High School

The implementation of a coffee shop and utilizing the Serving Up Success program enables special education teachers to create a school-based business in which their students practice real life transitional, financial, vocational, and social skills. The school-based business is a student-designed and operated coffee shop for teachers and students. The vocational skills learned through this program include: restocking, greeting customers, making eye contact, operating a cash register, following multi-step instructions, etc.

Engaging Struggling Readers in High Interest Nonfiction Texts

Angie Langford, Angie Timm, Amy Heckenbach, Shannon Carroll

Prairie Point Elementary

Research indicates intermediate age struggling readers are reading 5 times less than their peers. Why? It is hard for them to find texts they can read on topics that interest them. They select texts much too difficult for them during daily independent reading time because they want to have books that look mature like their peers and rarely self-select to read at home. Chapter books with age appropriate interests and low readability text, for home and school, are perfect for students to bridge the gap that exists in their reading and ultimately impacts all other content areas.

Motivating Readers: Getting Interesting, "Just Right" Books into their Hands!

Viki Personett, Sarah Easley, Robin Graves
Prairie Point Elementary

Research indicates that when students read text that is too difficult for them, they become frustrated, don't understand what they are reading and instead of increasing their desire to read, it actually begins to hinder the development of a "love for reading". Our kindergarten, first, and second grade students are reading books that are at their "just right" level at school but at home, many of them either do not read at all or they read books that are way too difficult for them. We need inexpensive, "just right" leveled texts for students to read during daily independent reading time at school and especially to take home to practice important reading skills.

Breakout Professional Studies

Stephanie Amaya, Sarah Haferkamp, Natalie Barner, Dustin Sollars, Colleen Coursey
Professional Studies

In a collaborative partnership with the Platte County Economic Development Council we have determined 10 employability skills; problem solver, tech literate, good communicator, ability to adapt, organized planner, self-motivated, meets deadlines, takes initiative, shows leadership and works in teams. Students will engage in role-playing scenarios of professional experiences and have to "breakout" or "solve the problem". Scenarios will be conducted once a month through the Professional Studies program.

Culturally Responsive Classroom Libraries

Tina Mecklenburg, Allyssa Stewart
Renner Elementary

As a way to create more culturally responsive classrooms and embrace the diversity represented in our district, we will purchase classroom library books and classroom mini-lesson literature that will reflect the diverse cultures that are represented in our building and classrooms. The books chosen will be high-interest books that will not only help to create a love for reading in students, but will allow students to find themselves reflected in the literature available to them as well as learn about cultures different from their own.

The Littles Get Coding!

Dorian Tsukioka

Renner Elementary

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Access to durable, easy-to-use robots will give our kindergarteners, first-graders, and autism classes an advantage when it comes to programming. Through the use of robots, they will learn early programming language and understand how symbols are used to express ideas. By coding robots, these students will bridge the gap from programming online to programming a robot that will follow students' commands in real time.

In Order to Succeed, You Must Read!

Brandy Jones

Russell Jones Education Center

The elementary students at the Russell Jones Education Center wish to have access to hands-on reading opportunities for word work, shared reading and guided reading. This grant will enhance instruction by providing teachers with an easel for modeling word attack skills and good literacy habits. This grant also provides a class set of magnetic letters to teach phonemic awareness and phonics. Students can create, manipulate and represent the English language. Mini white boards support a framework for gradual release using the "I, We, You" protocol.

Task Boxes

Kelsey Kumsher

Thomas B. Chinn Elementary

The students in the Essential Skills program have severe to profound disabilities. They need full prompting in order to complete daily tasks throughout their day. The main objective within this program is to increase the student's ability to be more independent. The "Shoe Box" task will help students learn skills, increase their independence and provide meaningful activities to the students. These activities are all hands on and this is how these students learn. The goal of "Shoe Boxes" is to meet the needs of our learner's by providing access to hands on work stations.