EDUCATION FOUNDATION OF PALM BEACH COUNTY

2021-2022 GoTeach!
Classroom Grant Awards

Celebrating Innovation in the Classroom

September 29, 2021

"I could have done more"

Teacher at Boca Raton Community High School

Good evening...and Welcome!

Nothing more aptly sums up the commitment of our teachers than this simple statement by one of my friends. With all the challenges of this last year and a half...in spite of herculean efforts expended...they still feel "I could have done more." How can you not be inspired by our public-school teachers?

"Doing more"....it also sums up the GoTeach! Classroom Grant Awards. Tonight, we will award over $175,000 in grants to fund 88 high quality, innovative and impactful programs throughout Palm Beach County. We will fund teachers who, even with all they already do...want to do more!

"Doing more"...also sums up the supporters who make this evening possible. For the second year, The Frederick A. DeLuca Foundation is funding the GoReach! High Impact Awards, grants of $3,000. This amazing Foundation is constantly looking for ways to "do more"....touch more lives....change more lives through education.

And speaking of "doing more"...tonight we inaugurate the Stiles-Nicholson Foundation's GoTeach STEM and Financial Literacy! Innovation Awards. Open to our teachers in Elementary, Middle and High School, funding will be awarded in the amount of $5,000 for each approved proposal. Anyone who knows education, innovation and commitment knows David Nicholson. In the dictionary under "doing more", it has his picture!

Doing more...It's what drives the Education Foundation...doing more to make sure that every student in Palm Beach County has the best opportunity for a first-class education. Doing more...teachers, donors, students, and School District...all doing more to make our schools the best in the State...and the Nation!

Welcome to this year's GoTeach! Classroom Grants Awards Celebration.
Thank you to our teachers and community who do more for education.

With respect,

James S. Gavrilos, CFRE
President / CEO
Education Foundation of Palm Beach County

Congratulations

TO ALL THE RECIPIENTS OF THE 2021 GOTEACH! CLASSROOM GRANTS!

The Frederick A. DeLuca Foundation celebrates all teachers committed to improving the lives of youth in Palm Beach County schools. We sincerely appreciate your hard work, dedication and achievements. We honor and recognize your immense impact and know that your students are better because you are there.

The Frederick A. DeLuca Foundation

Education Foundation of Palm Beach County's History and Purpose

Established in 1984 by Palm Beach County business leaders, the Education Foundation serves as the philanthropic support organization for K-12 public education and partners closely with the School District of Palm Beach County and the greater business and charitable community to fund programs that close achievement gaps in learning and that create positive, measurable change for students. This is accomplished by using the funding to provide innovative classroom grants as well as providing quality professional development to foster excellence in teaching.

Through a unique matching grant program, the Education Foundation works with corporate and private investors to fund innovative projects and curriculum that improve literacy and grade-level performance, increase graduation rates, support STEM and career academies and target support to under-performing students and schools.

We all know that children succeed in school when they have all the tools, resources and support they need in order to achieve. That is why the Red Apple Supplies (RAS) program was created as a free school supply store that serves the highest-needs Title 1 schools throughout Palm Beach County. RAS is the signature program of the Education Foundation. Since opening the doors in 2016, over 2 million dollars in free school supplies have been provided to teachers and students throughout Palm Beach County.

Mission

We are the nexus of Palm Beach County's public school system, the private sector, and the community. The Education Foundation facilities student achievement by supporting high quality public education through partnerships, grants, events and public awareness.

EDUCATION FOUNDATION OF PALM BEACH COUNTY

CONSORTIUM
OF FLORIDA EDUCATION
FOUNDATIONS

STATEWIDE REACH LOCAL IMPACT FOR STUDENTS

We create statewide partnerships, innovate learning and impact Florida students coast to coast through our alliance of local education foundations in nearly every county-wide school district.

We believe strong local education foundations are essential for communities to close opportunity gaps and ensure educational success for all students.

Education Foundation of Palm Beach County and School District Education Foundation Matching Grant Programs 2021-2022

Classroom Resources and Supplies

Red Apple Supplies

A FREE resource store providing essential school supplies and classroom resources to 64 high-needs schools throughout the school year, ensuring teachers and students have the supplies they need to succeed.

Funded in partnership with Aerojet Rocketdyne Foundation, Bank of America, Boca Rio Foundation, Boca West Children's Foundation, Carrier, First Republic Bank, Honda Classic Cares, C. Kenneth & Laura Baxter Foundation, LexisNexis Risk Solutions, Lost Tree Foundation, McMahon Associates, Ocwen Financial Corporation, Palm Beach Sheriff's Office, Palm Tran and Conference of Minority Transportation Officials (COMTO), Proctor Construction, Rick Kendrick Home Selling Team|Chasewood Realty, Rotary Club of Boca Raton Sunrise, Stiles Nicholson Foundation, The Batchelor Foundation, The Frederick A. DeLuca Foundation, Ventus Charitable Foundation, U.S. Sugar, The Weitz Company, Verdex Construction, Verizon, Wells Fargo and the School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations, along with the generosity of individual donors throughout the community. For a complete list of funders, please visit our website.

EDUCATION FOUNDATION OF PALM BEACH COUNTY

RED APPLE SUPPLIES
tools kids need to succeed

Teacher Quality/Professional Development & Training

GoTeach! Classroom Grants
A competitive grant program for individual or team-teaching projects. Grants promote an original, creative and innovative teaching approach that addresses student needs

See page 13 for a complete list of GoTeach! Program funders.

Career Education Programs

Behavioral Health Technician Pipeline
This project will not only create the state of Florida's first approved secondary education Behavioral Health curriculum, it will also provide the opportunity to expand the School District of Palm Beach County's Medical Sciences Career Academy course and career pathway offerings to include Behavioral Health as an option for students. Students will meet the required clinical experiences necessary to become licensed and/or industry certified healthcare providers in a pandemic/post-pandemic world.

Funded in partnership with Quantum Foundation and The School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Palm Beach Lakes Community High School Drone Program
This innovative program offers rigorous academic instruction in the fields of Unmanned Vehicle Systems/Drones and prepares highly qualified and diverse candidates through industry certification credentials and industry partnerships, creating a pathway directly into the drone operation field, an emerging technology immediately following high school graduation

Funded in partnership with Florida Power & Light Company and The School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Literacy & Early Childhood Programs

Charging Forward with Multisensory Strategies
In collaboration with the University of Central Florida's Morgridge International Reading Center, school district administrators will train Supplemental Academic Instructors in 56 elementary schools in research-based multisensory instructional strategies and provide additional training and support to teachers in the 12 original pilot schools, totaling 65 schools and approximately 4,000 students. These instructional strategies will be used to improve students' reading proficiency in primary grades with language based learning disabilities, including students with characteristics of dyslexia, by increasing the strategies used by teachers to address the needs of their students.

Funded in partnership with Ventus Charitable Foundation and The School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Building Oral Language and Vocabulary in VPK
This interactive literacy project serves to increase kindergarten readiness by supporting students in increasing their Oral Language and Vocabulary scores on the VPK Assessment, as well as demonstrate an increase in Classroom Assessment Scoring System (CLASS) assessment system behavioral markers. Through this project children will develop oral language and vocabulary, print knowledge, and fine motor skills – and develop their identity as a writer and author. Teachers will be engaged in professional development that builds understanding of the principles behind using writing to increase oral language and vocabulary development, and the value behind creating electronic books.

Funded in partnership with PNC Bank and The School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

STEM

Rocket Powered Robotics

Providing support for middle and high school robotics clubs and high school LEGO First Robotics teams. Exposing students to STEM education and careers.

Funded in partnership with Aerojet Rocketdyne Foundation and the School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Stepping Up STEM in Pahokee

Creates a pipeline of Computer Programming and Robotics Course offerings to increase skill development and opportunities for students 6th - 11th grade. These opportunities will engage under-represented students in rigorous instruction leading to success in STEM courses throughout middle and high school in preparation for post-secondary success in college and future STEM-related careers.

Funded in partnership with Ventus Charitable Foundation and the School District Matching Grant Program through the Consortium of Florida Education Foundations.

Academic/Graduation Improvement & College Readiness

Closing the Achievement Gap with AVID-Advancement via Independent Determination

The AVID program mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID has proven results in 70 local elementary, middle and high schools resulting in grade and credit improvement, higher graduation rates among under-performing gender and racial groups, and more students enrolled and persisting in, post-secondary education.

Funded in partnership with the Bank of America and the School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Connecting Kids in the Community: Through Digital Inclusion

This program supports digital inclusion and reducing the digital divide. Estimated to impact 25,000 high-needs students and families throughout the School District of Palm Beach County, this program ensures students have access to reliable internet through the use of WiFi extenders and are provided wrap around serviced through digital literacy skill building through in home coaching placing students at a more equitable place along their academic journey.

Funded in partnership with the Asofsky Family Foundation, Chiefs for Change in partnership with Players Coalition, City of Boynton Beach, City of Delray Beach, Florida Crystals, Florida Education Foundation, Florida Power & Light, Company, iTHINK Community Foundation, Lost Tree Foundation, Mary and Robert Pew Public Education Fund, The Miami Dolphins Foundation Social Impact Committee, Palm Beach County, PNC Bank, the School District of Palm Beach County's Educational Technology Department, Stiles Nicholson Foundation, The Frederick A. DeLuca Foundation, Walton Family Foundation, W.K. Kellogg Foundation and School District Education Foundation Matching Grant Program through the Consortium of Florida Education Foundations.

Education Foundation of Palm Beach County

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Congratulations

to all of the GoTeach! Classroom Grant Award Recipients

We appreciate your passion, hard work and dedication to the students in our community.

You are making a difference!

STILES NICHOLSON FOUNDATION

www.stiles-nicholson.org

EDUCATION FOUNDATION OF PALM BEACH COUNTY

2021-2022 GoTeach!
Classroom Grant Awards

Supported By

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Thank You

Innovation

STILES NICHOLSON FOUNDATION

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Statewide Reach. Local Impact. For Students.

School District Education Foundation Matching Grant Program

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INVESTING IN OUR FUTURE

By empowering students today, we inspire them to dream big and achieve their potential tomorrow.

JPMorgan Chase proudly supports the Education Foundation of Palm Beach County and applauds its positive impact our community.

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USING SMART TOOLS

TODAY

WILL HELP YOU SAVE FOR

TOMORROW.

Looking for **innovative tools** and **award-winning customer service** to help you take your next step in life? Ready to spend less time thinking about your money and more time thinking about life? You've come to the right place. We help you move your money forward.

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GoTeach! Classroom Grant Award Recipients

GoTeach! Classroom Grants: Elementary School

Alexis Holcomb, *Belle Glade Elementary*

Digital Storytelling is a Must!

This program will increase writing and literacy skills by connecting young learners to reading, writing and digital literacy through hands on, personal learning experiences using technology to contribute to the core of education. Implementing Kindle Fire tablets into the classroom's writing and reading center will provide students access to a free app called Scratch Jr., which enables them to create their own stories and bring them to life. Scratch Jr. uses storytelling tools to provide opportunities for learners to begin communicating their ideas by adding pictures and recording their narration to describe what they have drawn and allows students to practice retelling before they begin writing. Digital stories are meant to be shown and shared; providing learners with headsets and microphones, enables them to record, listen, and rerecord until they are comfortable with their fluency and ready to incorporate their narration into the digital story.

Lucinda Holden, *Belle Glade Elementary*

The STEM Exploration Project!

The student-centered inquiry project focuses on connecting real world events to student learning goals through the introduction, exploration, and development of engineering exploration challenges. Using stem kits, students explore circuits, build bridges, learn about gravity and other interesting, fun, and challenging science, math, engineering, and technology concepts. This project strives to increase students' engagement and achievement in STEM, close technical skill gaps, and increase attendance for economically disadvantaged students and underrepresented students. Instruction is geared to preparing students for college and careers through introducing them to topics and fields of study that spark curiosity and inspire imagination.

Caroline Epstein, *Binks Forest Elementary*

MakerSpace Makeover (in the Media Center)

This project will provide students with these rich opportunities through materials purchased for MakerSpace. A MakerSpace is focused on student-centered inquiry, where students can collaborate, create, and explore. It is a separate space in which students utilize a variety of resources from high tech to no tech, including building and coding robots, Legos, SnapCircuits, building materials, 3D printers and more. It is a blending of all curricula in a creative fashion where students are being asked to think, collaborate, and build. In short, library MakerSpaces spark creativity, a tool needed for future problem solving yet not encouraged in today's curriculums.

Melissa DiPasquale & Teresa Girolmetti, *Coral Sunset Elementary*

Seeing Double

This project will promote math achievement in underprivileged populations by providing 3rd through 5th graders an electronic "double down" (additional reteach) at 3 elementary schools (Coral Sunset, Orchard View & Plumosa School of the Arts). The materials are both electronic and print, which provides the multi-modal approach that often works to reach the most reluctant student. Due to the nature of the programming, instructional flexibility is available allowing for the flipped model of instruction for teachers—students view the lessons prior to attending the class, thus front-loading the information, and preparing them for a more successful attempt at the lessons the first time around. The teacher can then begin the class already knowing who will need additional support and who can move forward supporting the teacher to target specific interventions for students and group the students according to specific skills supporting competency-based learning and skills-based remediation and enrichment.

Allyn Van Valkenburg, *Diamond View Elementary*

Growing with Victorious Vocabulary Activities

The purpose of this project is to develop vocabulary among third grade students through activities that provide both exposure and experiences while meeting academic rigor. Some of the activities students will engage in include games, instructional materials, vocabulary journals, books, and listening centers. The vocabulary journal and books will be sent home to help bridge the gap between home and school, with the goal of improving vocabulary acquisition and reading while providing a strong school to home connection.

Grace Bailey, *Dwight D. Eisenhower Elementary*

Meet the Masters and Become a Master of Art & Literacy!

The purpose of this project is to increase students' art and literacy skills by integrating art in the classroom through enhanced reading lessons. By reading biographies of artists and examining samples of their artwork, students will actively learn about art history and the masters, become acquainted with their techniques, and apply the techniques they have learned to an art project reminiscent of the featured master's work. Motivational guest speakers will host theme-based sessions for students to learn about the different cultures of the diverse student body.Teacher facilitated after school tutoring will be offered twice a week to provide academic support through small group instruction.

Rebecca Blucher & Altomese Banks, *Forest Park Elementary*

Bringing Science to Life Through Books

The goal of this project is to increase reading comprehension within informational science text. The project incorporates readers and big books to help students learn science vocabulary and content before they reach fifth grade and exposes them to content, they will learn in fifth grade. These books also have been selected to coincide with units of study for the International Baccalaureate (IB) magnet program. By providing K-4 grade level students with opportunities to learn about science concepts through reading, fifth grade science scores should increase in future years.

Susan McGill, *Forest Park Elementary*

Catch Me Before I Fail

The purpose of this program is to increase students' reading performance through specialized instruction and a take home library of decodable texts to support students in the Supplementary Academic Instruction Classroom. This program provides students time and the necessary practice to store predictable word patterns that make word recognition automatic, enabling students to develop the fluency that leads to reading understanding and comprehension, and the ability to discuss text. This will be accomplished through utilizing the word work lessons of the LLI reading program and integrating reading application that provides students the ability to apply phonics patterns to texts immediately after they are introduced and the time to practice to automaticity using decodable books in class and at home before more difficult reading texts are presented.

Gabriela Hughes, *Golden Grove Elementary*

Bringing FIRST Lego League to First Grade to Promote STEM

This project integrates hands-on STEM/STEAM lessons and activities for K-2 students, providing opportunities to practice brainstorming and problem-solving skills and learn effective communication through working in groups and presenting information to their classmates. Utilizing the FIRST LEGO League program for PK-1, the FIRST LEGO League Discover Class Pack, students will work together to understand how transportation of cargo works and reimagine new ways of transporting cargo using critical thinking and problem-solving skills to work to build their cargo transportation using LEGO Duplex Blocks. Students will work through their projects step by step in their Engineering Notebooks after each lesson reflecting on videos, images, and questions to connect each lesson to the real world. The teacher-led instruction is followed by hands-on activities and collaborative work to provide students with multiple learning methods to help them better understand the concepts presented.

Steven Arango & Anju Thokalath, *Greenacres Elementary*

All Hands-on Energy!

The goal of this program is to increase 5th grade students' achievement in science and writing. Using seven-piece energy kits, students will learn about electrical, chemical, mechanical, light, heat, wind, sound, solar, and wind energy. Students will also learn the differences between renewable and nonrenewable energy, and how energy can be converted from one form to another. This kit includes a hand generator, a buzzer, a windmill, a battery holder for chemical energy, an LED light, a solar cell, a motor, and wires to connect the devices in a variety of creative ways. Promoting design, creativity, science, vocabulary, and writing with a hands-on approach, students will establish links between cause and effect, ask questions and build models to try and answer them through engaging lessons and activities. Using their science notebooks, students will sketch and label the type of energy they create, and how it is transformed into another type of energy. After a lesson on renewable and nonrenewable energy and discussion with their peers, students will write essays about the importance of more use of renewable energy and the many different forms.

Tamara Rudolph, *Greenacres Elementary*

All Hands-on Literacy!

The purpose of the project is to increase literacy scores by incorporating multisensory strategies and learning tools—fun colors, a variety of shapes and sizes—into classroom instruction. The project will benefit students by allowing them to tap into different parts of their brains by engaging more than one sense at a time. Teachers who use several different types of intelligence strategies like bodily-kinesthetic intelligence to teach academic skills often notice that their students understand concepts better and retain more knowledge down the road. The project is innovative because it is bringing a multisensory approach to standard lessons. The use of these "tools'' which will involve the various senses during learning is sure to fill in the gap that is much needed due to the academic loss due to Covid-19.

Meredith Abrams & Dawn Harrison, *North Grade K-8 School*

Beyond Bookclub

Inspired by the Palm Beach County Schools reading initiative called Battle of the Books, a district reading competition for third through fifth grade students, the Beyond Book Club program will purchase books and snacks to serve at Beyond Book Club meetings. Meetings will be held twice a week (one morning meeting and one afternoon meeting) and students will be able to attend whenever they choose to. In addition to discussing the different titles at the meetings, students will create questions to ask their peers as a means of practicing for the competition. A Google Classroom will also be created for all participants to share thoughts on books and questions about the books they may have. Beyond Book Club allows the students of North Grade to participate in a new competition while promoting reading fluency, comprehension, and collegial discussion. More importantly, Beyond Book Club provides snacks for students who often go hungry other than the times they receive school breakfasts and lunches.

Nikki Christensen & Daniella Garcia, *Orchard View Elementary*

Seeing Double!

This project will promote math achievement in underprivileged populations by providing 3rd through 5th graders an electronic "double down" (additional reteach) at 3 elementary schools (Coral Sunset, Orchard View & Plumosa School of the Arts). The materials are both electronic and print, which provides the multi-modal approach that often works to reach the most reluctant student. Due to the nature of the programming, instructional flexibility is available allowing for the flipped model of instruction for teachers —students view the lessons prior to attending the class, thus front-loading the information, and preparing them for a more successful attempt at the lessons the first time around. The teacher can then begin the class already knowing who will need additional support and who can move forward supporting the teacher to target specific interventions for students and group the students according to specific skills supporting competency-based learning and skills-based remediation and enrichment.

Luiza Soto, *Palmetto Elementary*

Kindergarten Literacy and Math Centers

This program creates dramatic educational “play” centers where students will practice reading, writing, and math skills taught in class with an overall goal of improving proficiency in reading and math. Through play, students will actively engage in learning in a meaningful way while demonstrating competency across the content areas.

Shaquala White & Teresa Girolmetti, *Plumosa School of the Arts*

Double Duty!

This project will promote math achievement in underprivileged populations by providing 3rd through 5th graders an electronic "double down" (additional reteach) at 3 elementary schools (Coral Sunset, Orchard View & Plumosa School of the Arts). The materials are both electronic and print, which provides the multi-modal approach that often works to reach the most reluctant student. Due to the nature of the programming, instructional flexibility is available allowing for the flipped model of instruction for teachers —students view the lessons prior to attending the class, thus front-loading the information, and preparing them for a more successful attempt at the lessons the first time around. The teacher can then begin the class already knowing who will need additional support and who can move forward supporting the teacher to target specific interventions for students and group the students according to specific skills supporting competency-based learning and skills-based remediation and enrichment.

Alan Geppert & Jacque Dyer, *Rolling Green Elementary*

Schoolwide STEM Focus

The main goal of this project is to make learning STEM "real" by providing students opportunities to see the connection between the content they are studying and the application of that content in authentic and relevant ways. This program incorporates school-wide, project-based STEM activities throughout the year as tri-weekly "STEM Days". "STEM Days" involve high-yield engagement activities which incorporate the critical thinking skills and conceptual understandings that come from STEM-related activities. Students will use technology to research, design and create physical models. Community stakeholders such as SAC (school advisory council) members, parents, 4-H members of the Mounts Botanical Garden and a local community center (Sancastle) will participate in different phases of this project.

Alyssa Maddox, *South Grade Elementary*

Creating Digital Scientists with Project Based Learning

This program will increase students' academic achievement in science and provide students opportunities to utilize the purchased materials to complete hands-on science activities, individual and collaborative projects, and data-driven experiments based on the Next Generation Sunshine State Standards for Science. They will then work collaboratively to record videos of one another, in which they describe concepts they learned, make real-world connections to science activities, and share results from their experiments. Using their district issued Chromebooks, students will record the videos on Flipgrid, an online video recording platform that allows educators to securely create video galleries of student work. Not only will this activity "build on students' embodied knowledge" by inviting them to make videos similar to the YouTube and television scientists they see in videos (NSTA, 2021, para. 12), but it will also extend and enhance their written and oral language skills and engage them in collaborative learning and leadership. This project invites students to work collaboratively in teams and present their scientific findings to an audience by integrating science, technology, engineering, art, and oral and written language development and promotes higher order thinking necessary to be successful on standardized assessments.

Michelle Dunlap, *South Olive Elementary*

Biography Book Club

The purpose of this grant is to create an interest in reading biographies with a Biography Book Club and build the school library collection by purchasing biographies, autobiographies (memoirs and diaries), and collections of biographies of positive difference makers, increasing diversity and inspiration for 500 elementary students. This genre will be insightful for readers to find out how real people have solved real life problems, made decisions, and handled crises. Reading about inspiring positive difference makers will support the school-wide goal of increasing students' independent reading, contributing to reading learning gains by building background knowledge and nonfiction reading confidence while inspiring students to be lifelong readers/learners.

Syndie White & Montaneish Smith, *The Conservatory School*

The Art of Communication @ The Conservatory School

This program, inspired by a study conducted by The National Endowment for the Humanities, uses art, writing, and STEM-based projects to bring learning to life.The cross-content integration program that infuses art within a project-based model to develop students who can consume literature and produce writing and other forms of expression. Students will explore social science, technology, and engineering, and develop critical thinking skills while working collaboratively to invent, design, and produce innovative products that address societal problems, injustices or simply share the rich culture and histories of people worldwide. This project is unique in the marriage between the arts, writing, social sciences, and humanities, a rarity in schools, yet studies show the added benefits for students. Students will be able to tell the deep and powerful stories of individuals paired with their writing and explore Frida Kahlo, Nina Simone, Ruby Dee, Maya Angelou, Miriam Makeba, Ai Weiwei, and Eric Taylor, all known for various forms of artwork. Storytelling and expression through art is nothing new, and the ability to communicate through art has been used throughout history.

Pamela Philips, *Verde K-8*

STEM Project Based Learning: Coding with Programmable Robots

This program supports project-based learning and STEM preparing gifted students as 21st century independent learners. The goal is to design activities that act as a springboard for further exploration, while incorporating the Sphero robotic ball to introduce students to controlling a robot's actions through computer apps and coding. Students will be able to move the robot through various obstacle courses/mazes, code the robot to manipulate lights, and control sound. The addition of the Sphero balls aligns with project-based learning and STEM instruction while taking it to the next level by empowering students to become independent learners using their critical and creative thinking skills to solve real world problems.

Dana Tate & Carmen Williams, *Village Academy*

First Grade Regenerative Garden

This project was designed to support Village Academy First Grade students in transforming their outdoor play space into an active environmental learning area. Utilizing a project-based learning approach throughout the course of the year, first grade students will learn about regenerative gardening, build both vegetable and pollinator gardens on the playground, and partner with the community to teach others about the importance of gardening at home. Students will sell "starter garden kits" at a school farmers' market, as well as create both a "How to Grow a Raised Bed Garden", self-published book, and a classroom cooking show with monthly installments on how to use ingredients from the garden. Additionally, community members that live within a ½ mile radius can apply for delivery and installation of their own raised bed garden built by our students.

Tiffany Brown & Dana Tate, *Village Academy*

The Floorbook Approach

This program supports the implementation of the Floorbook approach in three classrooms; enabling students to use talking tubs to develop collaborative communication skills and focus on standards-based learning. Students will use Floorbooks, large books used by children, to record their thinking. The Floorbook Approach is designed to create a balance between adult intentionality and child autonomy, and supports inquiry-based learning, and development of higher order thinking skills. Talking Tubs stimulate children's senses, encourage talking and thinking and really engage children in their learning. Throughout this project, students will model their thinking using 3D mind mapping, the talking tree, and the talking tub. Students will take photographs, write, draw, and communicate collaboratively to complete the Floorbook as documentation of the learning process and share the Floorbook with others.

Susanna Strickland & Meghan Martinez, *Multiple Schools*

Moving Beyond Memorization

This project aims to empower teachers as they support students to acquire mathematical fluency. Many equate fluency with memorization of basic facts and step-by-step algorithms and being able to do them quickly. This program provides professional development opportunities for teachers to view fluency as being flexible with numbers, understanding why procedures work, and being able to think through problems to get correct answers. The project will provide teachers from multiple schools with hands-on experiences that they can bring back to their classrooms and implement with students.

GoTeach! Classroom Grants: Middle School

Julianne Polito & Donna Melisu, *Conniston Middle School*

Students Teach Out!

Students Teach Out" answers an expressed desire of many students in the 1928 Reflect and Remember Project to “spread the history”. Students in 6th-8th grade will collaborate to learn and teach their peers about the Okeechobee Hurricane of 1928 and the historic landmark Mass Burial Site in the school’s community. Three teachers will guide students through informational and biographical texts, internet research from the Library of Congress and Palm Beach Historical Society's archives, and select interviews, to access the stories of African Americans and Bahamian migrant workers of the Glades in the 1920s. Emphasis will be on using local primary sources and reliable internet resources. Teachers will guide students through the science of geography and weather forecasting through videos and digital simulations of hurricanes. In a 5-8 week after school program students will work together building on prior knowledge to compile information into a multi-media digital slide presentation and an informational pamphlet, both of which will be used in their oral presentations to Conniston Middle School students.

Daimy Neal, *Crestwood Middle School*

Mummification Lab

This hands on, science-based project engages students in a mummification lab to help them learn about Ancient Egypt. Students will learn how to mummify an orange using household chemicals like baking soda and salt, coupled with grocery items like cloves and cinnamon to "embalm" the orange after cleaning out the insides. The project reinforces the reading and lessons on Ancient Egypt and its people allowing students to understand the process and goals, and ultimately why preserving bodies was so important for the Egyptian afterlife. Students' will use the scientific method to document their own practice of mummification and track their data during the drying process for 70 days.

Salam Shuhaiber, *Emerald Cove Middle School*

PirateApp for Your Future, Smarter not Harder

This project will help students understand coding concepts that are taught in the PreIT Academy and be able to relate what they are learning to a real-world concept. The students will create an app and business plan and present their projects to a panel of judges by the end of their 8th grade academic year. Students will be provided a few topics, such as: "budgeting, career readiness, and college readiness". Students can work individually or in a group to create a business plan to sell their App to a potential investor. Students will learn and utilize supplemental curriculum taught through MIT App Inventors–Project Lead the Way (PLTW). Through the implementation of PLTW within the PreIT Academy, students will learn how to collaborate and form relationships with community members, peers, and staff to gain insight for careers and beyond.

Adriana Omans & Carla Vela, *Okeeheelee Middle School*

Show Me Your Guts!

The goal of this project is for students to develop a deeper understanding of the human body, the ability to identify organs, organ systems and increase content vocabulary. This project will engage students in hands-on learning in a creative and captivating way to identify organs, organ systems, and their functions within the human body. Students will learn the placement of organs and work cooperatively in mixed groups to plan their project--identifying each organ and creating a tangible study guide—their own individual t-shirt. Students will be able to wear their organ shirts and quiz themselves and other classmates to learn the organs, organ systems, and their functions. Teachers will show students animations of the organs from their shirts using an augmented reality app—Virtuali-Tee by Curiscope—to explore the organ systems in 3D.

Ashley Agro, *SLAM! Palm Beach*

Learning Strategies: Partnering with Professional Writers

This mentoring program serves to improve students writing skills by connecting underperforming students with writing professionals/authors who will mentor students on how to become engaging and effective writers. Students will be engaged in fun and rigorous activities while learning from an outside professional source how to incorporate innovation in writing and bring new ideas and knowledge into the classroom.

Rhonda Epstein, *SouthTech Preparatory Academy*

Going the Distance: Engaging High-Risk Students in 7th Math

This program serves to close the learning gap caused by COVID-19 by combining targeted review assignments with real-world "park design" challenge focused on middle school geometry skills. To increase student engagement in geometry, students will apply the content from lessons to the design of a park. Each design will include the perimeter and area of the park surfaces and will include park features that correlate with circles, angles and other geometric shapes discussed in class. For students that struggle with this component of Going the Distance, review workbooks with targeted math interventions will be utilized, creating review plans that can be quickly tailored to individual students.

Diane Martin & Victoria Davis, *SouthTech Preparatory Academy*

From the Roots Up!

This program engages over 300 middle school students in hands-on experiments to investigate the science behind the diversity of plants in our world, with the goal of increasing proficiency in science standards. Through a series of investigations, students will learn about the tissue system that transports water and nutrients within plants, and actively participate in controlled experiments with seedlings to confirm that plants need light and water. Using three chemical indicators as they test plants for carbon dioxide,

starch, and chlorophyll, students will determine how plants give off and take in gases and produce and store food. Students will then express their findings in equations for respiration, transpiration, and photosynthesis, and research the ways people use plants and plant-based materials, presenting their findings in a poster presentation.

Lisa Shields & Brian Dorrian, *Wellington Landings Middle School*

Grammar for All!

"Grammar for All" is an independent grammar implementation project with the goal of closing the achievement gap for 7th graders.The program uses specialized competency-based programming to remediate and take students to the next level. "Grammar Flip", an online program, allows students to pretest, practice, and apply their lesson in writing. The key goal for this project is to implement independent daily grammar instruction based on students' individual needs and grow students' skills until they can master various grammar topics by requiring students to work through all levels of learning from knowledge to evaluation (Bloom's Taxonomy). Utilizing this program and competency-based instruction helps differentiate instruction, allowing students to spend more time focusing on the topics they don't understand.

GoTeach! Classroom Grants: High School

Marilynn Pedek Howard, *Alexander W. Dreyfoos School of the Arts*

Drinking Up STEM

This program supports students in honors chemistry classes in mastering the concepts of physical and chemical changes through lab and field experiences. The students will then demonstrate their understanding of the learning objectives by creating a public service announcement (PSA). After the students complete the lesson and a hands-on lab in class, they will participate in a field trip to the City of West Palm Beach Water Treatment plant. There they will learn about the process of water treatment and evaluate each part of the process to determine the chemical and physical changes involved. In addition, while at the water treatment plant, students will conduct water quality testing and participate in a water sample mix-up lab. In a culminating project, teams of students will use still photos and videos they took during the tour to create a public service announcement. Ultimately the best video will be presented to the City of West Palm Beach to be included on the City's public utility web site. Dr. Poonam Kalkat, Director of Public Utilities for the City of West Palm Beach has committed to assisting in this project.

Britt Feingold & Brent Bludworth, *Lake Worth Community High School*
2D/3D Art Design Elements
This program provides students opportunities to build upon their knowledge and application of new media techniques and processes, while being introduced to a wide range of art mediums through firsthand art and career exploration. Students will learn about techniques involving epoxy and resin, and Cricut machinery to design, create, and epoxy their own reusable cup which will promote Green School initiative to reuse water bottles instead of single use water bottles. Students will learn about various artists including local muralists, graffiti artists, and community artists, while introducing them to new artistic methods, using the arts to document what they see and what they have learned through this cross-curricular program. Throughout the school year, some of these artists will "pop" in and relay their own experiences and share career pathways in the arts with students as well.

Toneian Ivey, *Lake Worth Community High School*
Mirror, Mirror-Becoming My Best Self!
This program is designed as an integrated component of the standards-based curriculum to help students become their BEST self through participation in Social Emotional Activities such as book talks, engaging conversations with motivational speakers, completing and reevaluating a self-assessment survey, creating, and monitoring a plan for personal growth and development. Teaching students to learn to nurture an attitude of self-love and to realize their potential to impact their community in a positive way, every student will be provided an unbreakable, shatterproof, portable, folding mirror so they can "see" themselves daily, as they become the change that they want to see in this world. The mirror will represent a level of accountability for them. Mirror, Mirror-Becoming My BEST Self will be measured by the following: improved attendance, Increased GPA, a willingness to see failures as opportunities to get back up and try again, smiles and the sound of laughter from our future leaders. These mirrors will represent hope for students.

Toshimi Abe-Janiga & Shamika Thomas, *Riviera Beach Preparatory and Achievement Academy*

The ROSE (Resilience, Optimism, Success and Education) Project

This project serves to support school wide Social and Emotional Learning by helping students understand and manage emotions through learning self-awareness, self-management, social awareness, relationship skills, and responsible decision making. By carrying out a School-Wide Reading Initiative Program through reading Concrete Rose by Angie Thomas, this program also aims to improve students' literacy skills. Set 17 years before the events of The Hate U Give, Concrete Rose explores Black manhood and fatherhood and sharpens the realities of Maverick Carter, Starr's father. His stories reflect the stories of Black youth in modern America, rarely found in literature, allowing students to explore what it is like to come of age in a society that offers them few choices. As a culminating activity, students will visit the Spady Cultural Heritage Museum in Delray Beach to explore the collection of the African American history and heritage of Palm Beach County. As a result of program participation, students will be able to reflect or contrast with society's values and beliefs about manhood, morality, and personal versus societal responsibility and will be able to learn how gender roles and power dynamics complicate individual decision-making. Throughout the project students will also discuss the desire for revenge, and the loyalty that sometimes drives it and be learn coping skills and heal their emotions by reflecting on their journals after they read about ideas, people, and events that are challenging and emotional.

Lizette De Jesus Andino, *Royal Palm Beach Community High School*

Royal Palm Podcast

This program incorporates podcasting as an innovative, asynchronous communication learning tool that allows students to develop listening and speaking skills. Students will engage in different lessons and activities incorporating various podcasts such as, "Let Me Tell You My Story". Based on the content area of the class, this type of podcast requires students to conduct interviews with people about their experiences and connect to career exploration, or stories about community development bolstering students' communication skills while learning about careers in the industry.

Margarette Marturano, Kelly Meyer & Hailey Turner,
Seminole Ridge High School

STEM Foods

The STEM Foods project uses the history of technology and biotechnology in food science to create innovative learning opportunities to increase student interest in and mastery of STEM-related concepts. Students will conduct hands-on labs that use technology, chemicals, and microorganisms to make food products such as jerky, root beer, pickles, yeast breads, and cheese. Through this process, students will gain a deeper understanding of genetically modified organisms (GMOs), how they are used food crops, and how to identify foods that contain GMOs through laboratory techniques. The goals of this project are to increase student excitement and motivation to return to the brick-and-mortar classroom, increase knowledge for STEM techniques to enhance food products, and develop an understanding of current technology used in the food industry.

Donna Sanders & Edward Walters, *SouthTech Academy*

SouthTech Stock Market Challenge

This program engages senior economic students to learn about economics, finance, and personal finance through participation in a simulated Stock Market Challenge. The students will learn how the stock market works by investing and trading virtual currencies in a virtual market. Students will be assigned to groups and will be assigned a certain amount of virtual currency to invest. Students will then research various companies and create their own portfolio. Groups across classes will compete to see which group was most financially savvy by having the highest portfolio wealth and virtual assets. Students will follow the market and record their weekly earnings and losses. At the end of the challenge students will review their portfolios and submit for presentation. The winners will be awarded certificates, a trophy, and a gift card. The goal of the gift card is to have students begin their actual investments upon graduating high school.

Meghan Hess Shamdasani, *SouthTech Academy*

West Nile, Dengue and Zika...Oh My!

This project will engage students in the process of science through inquiry-based learning and incorporate lessons designed to familiarize students with emerging mosquito-borne pathogens through the simulation of a local outbreak of an unknown pathogen. Through simulated field work, mapping activities and the application of biotechnology, students will adopt the role of an epidemiologist racing to discover the identity of an emerging pathogen. During the biotechnology aspect of the project, students will identify the viral pathogen infecting a patient. Students will use simulated samples of arbovirus/patient samples (Edvotek Detecting Influenza Virus kits) to perform gel electrophoresis (Bokor, 2013) to determine the pathogen causing the outbreak

(dengue, Zika or West Nile). By focusing the lesson on mosquito borne illnesses with documented occurrences in South Florida, this activity will enable students to establish real-world connections to a complex topic. At the end of this project, students will be able to differentiate between gel electrophoresis results to identify the exact pathogen causing a local outbreak.

Claudia Gallardo & Rossana Ponce, *Wellington High School*

English Language Learner Book Club

This project is to create a book club for English Language Learner students who are recent newcomers from different countries, and backgrounds. The goal of this book club is to promote literacy and create deeper connections with students while promoting multiculturalism and strong friendships amongst students who arrive with a gap in education of over one year and need intensive reading and literacy interventions. Books will be strategically selected to support students' culture and language struggles as both English Language Learners and newcomers. Students will be grouped in the book club based on their grade level—9/10 and 11/12th—and will meet every other week during lunch. After completing each book, students will participate in a discussion followed by an interactive activity that focuses on increasing their language and comprehension level.

GoTeach! Classroom Grants: Special Needs

Karina Constantine, *Eagles Landing Middle School*

The Power of A Virtual Reality Elective for Students with Disabilities

This program creates an elective for students with autism spectrum disorder (ASD) to engage in learning using virtual reality (VR), a cutting-edge technology that holds incredible promise to engage, inspire students with disabilities to learn academic, functional, socio-emotional and life skills they need to succeed in life. Students who chose this elective will learn the Unique Skills: Curriculum and Learning using virtual reality (VR). With the help of ClassVR, an internationally renowned curriculum, incorporating immersive virtual reality, these students will not only be transported into space, the human body, and historical settings, but will also receive assistance with their socio-communication, functional, behavioral, motor, and academic skills. VR creates a safe space within which these students can learn skills that can later be generalized into the real world.

Kristin Holden, *Gove Elementary School*

Literacy Sensory Learning for Autism Project

The purpose of this project is to provide activities where Pre-K students with Autism can learn literacy and math skills through sensory exploration and help them improve their social skills such as communication and cooperation. This project will provide sensory literacy materials that will help students with processing disorders. These activities can help children with ASD, sensory processing disorder (SPD) and other challenges with stimulation to train their brains to alter their responses, strengthen self-regulation, and better cope with reactions to touch, sound, scent, sight, movement, and even taste.

Michelle Nestler, *JC Mitchell Elementary*

Second Step Social Emotional Learning for Early Learners: Program for Preschoolers with Autism

The purpose of this program is to teach preschool-aged children core social-emotional and self-regulation skills. Increased social skills and social emotional development will further prepare students for everyday obstacles such as communicating their wants and needs, making and keeping friends, following social rules, following directions, and appropriately managing emotions and frustrations. Increased social skills and social emotional development will also increase students' independent functioning skills, likely promoting their ability to function independently requiring less and less support. This program promotes these skills, needed for Pre-K students with autism to grow and develop, through a fun, developmentally appropriate, curriculum including activities, songs, and a weekly parent connection newsletter. With the implementation of The Second Step SEL for Early Learning Program, Pre-K students with autism are provided tools needed to navigate their educational career and a more age-appropriate social emotional foundation that they will utilize to further foster their own development across all domains.

Linda Pike & Jaclyn Schaub, *Jupiter Middle School*

Skull Safari

The goal of this program is to improve students' mastery of science concepts, specifically focusing on the English Language Learners and Learning-Disabled students by creating an inquiry-based, hands-on experience to explore the different adaptations of both predators and their prey. Skull Safari will be set up as stations for students to explore and learn the differences and similarities among animals and how an animal's skull can reveal certain characteristics about how the animal survived in its natural habitat. By observing differences in eye placement, teeth, dentation, and size, students will learn the skull characteristics of several animals. They will learn how an animal's teeth can tell us what the animal eats, and the definitions of the words carnivore, herbivore, omnivore, predator, and prey.

Karla Wasson, *Loxahatchee Groves Elementary*

Sensory Integration Solutions to Behavioral Intervention

This project will provide Developmentally Delayed pre-kindergarten students who are impacted by Sensory Integration Differences with tools and skills to self-regulate these differences in a way that increases their ability to participate in their education successfully. Implemented by three teachers and three Speech and Language Pathologists in a coordinated effort to provide sensory support to behavioral early intervention, this project will help identify young children to receive early intervention making them likely to benefit from future education. This project will provide the professional development opportunities to educators, resources to families, and lifelong coping strategies for students. This project utilizes a unique and innovative lens with which to view "disruptive behaviors" in students with disabilities; viewing these behaviors as a sensory "need to be met". Treating disruptive behaviors in these students proactively, through education, and family involvement requires patience, teacher training, and materials. The hope is that this project and Loxahatchee Groves will serve as a template for changing the way "disruptive behaviors" are viewed and remediated.

Tracy Meiners, *Palm Beach Central High School*

Joyful Reading

The purpose of this project is to increase the reading comprehension skills of high school students with learning disabilities, language impairments, and autism spectrum disorder (ASD). The Joyful Reading program will provide students with daily opportunities to read books they choose by providing high interest and diverse books at a range of reading levels to choose from. As Rudine Sims Bishop once said, books should be able to serve as mirrors in which students can see themselves, windows through which they can view other worlds, and sliding glass doors that allow them to experience the lives of others. This grant will support the purchase of high interest books that represent a diversity of race, cultures, religions, disabilities, and LGBTQ+ experiences so that every student in my classroom feels seen and engaged in reading.

Maureen Meiners, *Palm Beach Central High School*

Social Bonding through Video Games and Graphic Novels

The goal of this project is to increase the amount of reading and socialization students with Autism engage in. Through incorporating books and graphic novels that appeal to student interests, which include anime, video games, and drawing, students will participate in a book club and learn that reading can be fun and that they can enjoy reading together while building and practicing their social skills

Jill Williams, Norma Freimark & Thais Souza*, Royal Palm School*

Experiencing Literacy

This program supports students diagnosed with cognitive deficits who struggle to learn new concepts as they develop literacy skills. The purpose of the project “Experiencing Literacy", is to start building a library of literacy topic boxes that incorporate the use of real objects, thematic books, tactile symbols, texture cues, braille, high contrast pictures, larger print, 3-dimensional book stands and speech generation options, to allow students diagnosed with visual impairments and communication access challenges to become active participants in the literacy process.

James Reeder & Jill Williams, *Royal Palm School*

Project Couriers

This project will provide onsite vocational training, born out of the experiences faced this past school year, when special learners were not able to go out into the community.Project Couriers was developed to implement a robust program that allows students to participate in structured work skills, not just in the community, but also in the school building. Project Couriers will expose our students to a variety of literacy, communication, vocational, social emotional, and life skills needed in many careers, that they typically receive in off campus experiences, while remaining in the school setting. Students will participate in a mail delivery and waste shredding program to practice and generalize social skills while learning pre-vocational skills such as sorting, alphabetizing, map reading, completing a task list, collating, and shredding. Students will pick up participating teachers’ mail from a central location, deliver mail during teacher planning periods, and dispense a “no mail'' treat. Students will also pick up items for shredding from the teachers at the same time, allowing learners with different abilities to access important vocational skills in the school setting.

2021 School District of Palm Beach County's Beginning, Mentor, and Teacher of the Year

2021 Beginning Teacher of the Year (Elementary)
Anthony Marinello
Sandpiper Shores Elementary

2021 Beginning Teacher of the Year (Secondary)
Kelly Thomas
John I Leonard High School

2021 Mentor Teacher of the Year (Elementary)
Corrie Kolear
Acreage Pines Elementary

2021 Mentor Teacher of the Year (Secondary)
Heather Louisell-Lukasik
Independence Middle School

2021 Teacher of the Year
Tashimi Abe-Janiga
Riviera Beach Preparatory & Achievement Academy

The Education Foundation of Palm Beach County is awarding the School District of Palm Beach County's Department of Professional Developments Educator Support Program's Beginning Teachers of the Year, Mentor Teachers of the Year and Teacher of the Year Recipients a GoTeach! Classroom Grant Award. Congratulations!

GoReach! High Impact Awards

Innovative grants that will REACH additional students in terms of depth and breadth focused on priority areas of Literacy, STEM, Career Readiness, Increasing Graduation Rates, Supporting Under-performing Students & Social Emotional Learning.

Funded By:

The Frederick A. DeLuca Foundation

GoReach! High Impact Awards: Elementary School

Lauren Hepworth, *Barton Elementary*

Creativity and Collaboration in the Literacy Classroom

"Creativity and Collaboration in the Literacy Classroom" reignites students' desire to learn the critical skills of reading and writing well while simultaneously developing communication, thinking, and vocabulary skills! Grade-level literacy standards will be taught through multiple thematic units during each trimester using project-based learning and arts integration. As the end of the trimester approaches, students will choose a culminating project to display what they have learned throughout the unit. Activities include making dioramas, concept maps and posters, collages, and a variety of graphic organizers. Student-choice is part of what makes this project unique. By offering students the power to choose, we immediately increase student ownership of learning. Students who are actively engaged in their learning process tend to learn more than students who are inactive or indifferent to the experience.

Rachel Bennet, *Boca Raton Elementary*

Picture Perfect STEM and Family Involvement, too! Integrating STEM and English language Arts through the use of STEM Picture Books

The purpose of this project is to bring a set of high interest STEM books and lessons to the media center to engage all students with materials that are hands-on and incorporate reading, math, and science, as well as higher order thinking while increasing family involvement to improve academic achievement. To strengthen the STEM family involvement component, the school will hold a Family STEM night, where the South Florida Science Center will bring their STEM program to Boca Raton Elementary, and the parents and students will rotate through the different STEM centers. The family involvement component of this project will provide regular positive school to home communication plus include a school-wide family STEM Science Night to engage families to participate in their students' education.

Randi Hartman, *Coral Sunset Elementary*

Flexing Our Fact Fluency

The goal of this project is to close the gap for students who are not fluent in math facts comparable with the expected grade level math standards. Using the Reflex Math program — a unique individualized math fact fluency system that

uses fun games to help students attain automaticity with their addition, subtraction, multiplication, and division—will support students in every grade level in mastering math facts respective to grade level standards. This innovative program uses research-proven methods and innovative technology to provide the most effective math fact fluency solution, engaging students school-wide.

Tempie Craven, *Discovery Key Elementary*

Creating Authors

This program incorporates the use of an online book creation website to support students' creativity to write and illustrate their own books; and. supports the School Improvement Plan by utilizing English language arts standards in Book Creator assignments, promoting spelling and grammar accuracy, increasing research and reference skills. The program incentivizes students to do well so their book can be published online. Through this innovative program, students will create a finished product by publishing to the web, giving them a platform for sharing their learning with family, peers, or others. Additionally, this program will seek to engage students that struggle with communication, self-regulation, sensory self-management, and maintaining zones of regulation, further supporting Discovery Key Elementary as a social-emotional learning pilot school this year. This program will aid in helping students share emotions, practice empathy, and learn from each other, while bolstering their academic skills.

Jenna Pomeroy & Adrianna Hunt, *Forest Hill Elementary*

Owls for F.A.M.E.

This project aims to help bridge the gap between school and home while increasing familial involvement with learning for dual language students by providing "F.A.M.E." (Families Achieving Math Excellence) Kits. F.A.M.E. kits contain math manipulatives and take-home games that students can check out play with at home, improving computational skills for students. Students will check kits out of the classroom and take them home along with a QR code that will connect to a website with an instructional video and explanation of the game. Parents can select the language in which to view the video that will assist them in supporting their child's education at home. Kits will also include vocabulary cards with cognates (in Spanish) to increase fluency and application of concepts taught across content areas and include grade level specific materials to help students make academic connections to concepts being taught in the classroom.

Elizabeth Bare, *Greenacres Elementary*

Supporting Structure Liteacy Through High Impact Decodable Books

This project, based in the Science of Reading, focuses on phonological awareness, phonics, High Frequency Words instruction, and fluency. This innovative Structured Literacy Project, now in year two, incorporates decodable readers via high quality texts that are engaging, reflect a variety of cultures, and

address and align to grade level expectations in classroom libraries. The program focuses on assisting those students who are still working to master foundational skills. These students need practice decoding in context, and to improve fluency during independent and instructional reading, so that they can move to more traditional books with success. The goal of increasing students' performance in reading will be supported by making decodable readers readily available for both instruction and classroom libraries, in English and Spanish, for all students, including English Language Learners.

Curtis Holland, *Grove Park Elementary*

Biomechanics in Design of our Health

This program uses sport-specific skills to measure and collect data to find real world applications while using technology such as an iPad. Students participating in this 21st century elementary physical education program will learn sport-specific skills to understand and demonstrate biomechanical principles through data analysis. Additionally, students will learn the importance of technology and the need to have reliable, dependable, and valid results, utilizing enhanced STEM and critical thinking skills. Students also will actively engage in activities integral to both improving their financial literacy skills to make practical decisions with finances (budgeting for grocery shopping) resulting in healthier lifestyle choices (healthy food purchases) and outcomes.

Alexandra Solomon, *Imagine Chancellor Charter School*

Makey Makey My Learning Come Alive!

This program incorporates the use of an invention kit that engages students of all ages and ability levels to increase technology skills and academic performance. Makey Makey connects everyday objects to a computer via alligator clips, a circuit board, and a USB cable. Once connected, the objects control the computer as the computer keys, or a click of a mouse normally do. The program is collaborative, integrates creative and purposeful technology skills, applies to all subject areas, provides hands-on problem-solving opportunities, supporting the creation of a school culture that embraces playful attitudes and habits, while recognizing the impact of joy in everyday learning. When students can explore, experiment, create, invent, problem solve, and connect with others using technology as a springboard, learning is interesting, active, and lasting. This program will also incorporate hands-on professional development for teachers led by the student Tech Ambassador Program. Teachers will follow up the training by brainstorming ways to incorporate their subject area standards into rich lessons that are memorable, personalized, facilitate a deeper conceptual understanding of course/grade level material, and integrate cross-curriculum concepts through team-based projects.

Keymi Shannon, *Indian Pines Elementary*

The Walking Classroom

The goal of this program is to increase students' background knowledge and literacy proficiency by engaging in physical movement while listening to the Walking Classroom Educational Podcasts while increasing movement and building healthy habits. The Walking Classroom is an engaging resource utilized to motivate students increasing interest and reigniting their excitement towards learning. The grant funds will be used to purchase "The Walking Classroom" kits. Students walk outside in the fresh air as they listen to educational podcasts that are aligned with state standards. The podcast topics are cross-curricular and focus on science or social studies topics. Podcasts also begin with a brief health literacy message, so each time a child listens to a podcast, their health literacy builds and is reinforced. With an emphasis on supporting English Language Learners, the podcasts will help build their background knowledge on important concepts while incorporating active movement and healthy habits.

Nadine Wooley, *Rolling Green Elementary*

Kinesthetic Intervention: A Hands-on Approach to Learning

This program encourages and supports bridging learning gaps in literacy and mathematics by using hands-on activities in grades K-2. Classroom teachers will use student data to match appropriate kinesthetic activities and levels to the individual needs of each student. Activities will be sorted by learning domains (phonemic awareness, phonics, high-frequency words, vocabulary, comprehension, number operations, algebraic thinking, measurement, and geometry) and levels, making it stress-free for teachers to obtain appropriate intervention support. Kinesthetic intervention offers additional on-level guided support to students by engaging them in a fun and meaningful way. The innovative method of matching student need to a specific hands-on learning activity, will result in student gains and closing learning gaps.

Robin Mann, *Sandpiper Shores Elementary*

Mitigating STEM-Based Disparities with Ozoboths

This project utilizes Ozobots, a STEAM tool comprising tiny robots that can be controlled by students utilizing pens, paper, tablets, or computers through various color sequences. Designed to enhance students' basic robotics and coding literacy skills and, this innovative project will activate students' ability to plan, create, and apply their knowledge in a way that is seldom utilized in elementary schools. By combining engaging activities with necessary skills that can be applied to virtually all other subjects, students can enjoy learning to problem-solve and develop their creativity. The primary goal of this project is to instill in students the desire to uncover critical problems and strategically plan solutions to those problems.

Debbie Tanner, *S.D. Spady Montessori Elementary*
Read About STEM

This program seeks to improve students' engagement and academic performance in reading and English Language Arts through expanding the school's library. This program supports the purchase books to facilitate students' STEM-related areas of study with different science and technology topics aligned with state-adopted curriculum and standards, as well as new reading materials for research and continued exploration of topics of student interest. Using data from the school's Destiny library system and surveys will help track increased student engagement in checking out books while student grades will demonstrate an increase in academic achievement.

Geraldine Padgett, *Wynnebrook Elementary*
The World for All

This program integrates grade level appropriate lessons and activities school-wide, through the purchase and distribution of globes to classrooms to increase students understanding of cross-curricular concepts while increasing student engagement. The school's Media Specialist and teachers will incorporate the use of interactive illuminating globes in several areas of the curriculum with the goal of engaging students to understand the world of work, finance, science, history, and literature. Utilizing interactive globes in every classroom and in a myriad of lessons and activities will help students learn to make important connections, such as the location of countries in the news, locations in novels, destinations for scientists, and archaeological digs.

GoReach! High Impact Awards: Middle School

April Leach, *Lake Worth Middle School*

What We Are Exploring and What We Are Finding Out: Creating a Digital Makespace Studio to Support Engagement & Motivation Across Content Areas School Wide

The project serves to build academic engagement and motivation throughout the school by replacing audio daily announcements with live TV broadcast capability. The project will feature student produced video content about what is being explored and learned across content areas to build excitement and participation in the school culture, and by broadcasting via the Library Program. Student creativity, technical expertise, and academic sharing in a dynamic way across the content areas will support student engagement. In addition to the content areas, the school's choice programs in Biomedical Sciences, Pre-engineering, and in-house programs of Pre-information Technology and Spanish Dual Language will be showcased via student created TV broadcasts, attracting greater student interest and participation.

GoReach! High Impact Awards: High School

Mari Orsenigo, *Glades Central Community High School*

SEL Arbor of Awareness

This program has two components that will introduce the concepts of the five Social Emotional Learning (SEL) components, provide opportunities for students to practice skills, and everyday reinforcement of acquired competencies. The first part of the program is a collaboration with different internal organizations (FFEA, NHS, FFA, HOSA, AVID, Wellness Coordinator, School Based Behavioral Health Professional, school based Safe Schools personal, school nurse, and school guidance counselors), to review and implement SEL lessons created by students, club sponsors and staff. Curriculum materials will be created by students or provided by Palm Beach County 4H. These lessons will be presented monthly to the entire student body with time for implementation and reflection. The second part is to internalize SEL ideas and skills through the creation of the "SEL Arbor of Awareness" for evocation and reflection, using an existing student corridor supplemented with arbors, flora, and SEL related art. This part is designed to prompt contemplation of SEL skills and how they fit into our "whole" selves. The overall program goal is to see improvements in academic performance and behavior of students over time. A more immediate goal of the project is that students will understand and apply the social emotional learning concepts learned during this project.

Ryan Dockery, John Walker & Amanda Crane, *Palm Beach Gardens High School*

Lights, Camera, Action: Preparing Students for Careers in Television, Film & Radio Production

This project supports the Television, Film & Radio Production program that provides quality education in the organization and dissemination of ideas. Students will be engaged using specialized equipment and technology to learn the necessary skills to pursue careers in television and production studios.

Danielle Madsen, *Palm Beach Lakes Community High School*

Dauntless Drones: Inspiring the next generation to enter STEM Careers and to Reach their Sky HighPotential!

This project will educate students about drones, inspire students to pursue careers in STEM (Science, Technology, Engineering, and Math), and help prepare students for a bright economic future by giving them exposure to cutting edge technology. The Drone Project will purchase a state-of-the-art, Department of Defense Approved Drone called the "Parrot Anafi USI". This thermal drone is designed for the United States Army. It is approved as a Blue sUAS (Government Approved) drone and is an Enterprise-use drone for public safety, inspection, disaster relief support, and general aerial photography applications. This program will partner with Palm Beach Lakes High School Fire Academy Students and the ROTC cadets. Giving these students the opportunity to work with this type of technology would be groundbreaking and put them ahead of the curve to enter advanced STEM (Science, Technology, Engineering, and Mathematics) Careers. Finally, this project will support a female Drone Instructor's professional development and training to assist with the school's upcoming Drones Club/Program.

Latrice Boykin, *Riviera Beach Preparatory and Achievement Academy*

Tour for Success

This college readiness program incorporates a rigorous instructional boot camp preparing students for academic success by building their academic and study skills and providing economic assistance to take the ACT or SAT. This project will be implemented on the school's site and utilize the AVID (Advancement Via Individual Determination) curriculum. AVID's objective is to close the achievement gap by preparing all students for college readiness and success in a global society. Students participating in the ACT/SAT instructional bootcamp will also be provided an opportunity to participate in an AVID College Tour in which students will tour two historically black college universities—Bethune -Cookman University and Embry-Riddle Aeronautical University. The next day, students will take the ACT at Mainland High School, Daytona Beach. Students will experience college life by eating lunch at the college cafeteria and visiting dormitory rooms as well as learning the history behind the colleges. This program will help students overcome personal obstacles such as lack of transportation and finances which typically limit student's opportunities.

Bogdan Paraschivoiu, *Spanish River High School*

Stand Up for Peace, Human Rights, and the Environment Club

This program was created with the intent to establish and understand students' roles and responsibilities related to bullying, race, discrimination, gender, violence, inequalities, sexual orientation, genocide, and the environment. The club's vision is that by means of thorough communication, a deep reflection of history, and the supplementation of relevant empirical and statistical data individuals can develop appropriate responses and strategies that will change the current social climate. This program will produce a Peace Center model that can be used to train students with the Institute for Economics and Peace (IEP) Positive Peace Academy who will become Peacebuilders. through readings, guest speakers/lectures, reflection, and community service projects at local, national, and international level.

Mary Yearwood, *SouthTech Academy*

Mindful Transitions

This program incorporates yoga and meditation into the fabric of school culture, and serves to reduce student anxiety and improve attention, concentration, joy, self-esteem, self-confidence, physical well-being, and daily behaviors amongst students. The program will provide Yoga Ed teacher training for ten teachers and school counselors, with the additional emphasis of using trauma informed yoga practices to be integrated into existing social emotional learning (SEL) initiatives supporting students who have dealt with increasing food insecurity, the loss of their homes, the loss of loved ones, and have had over a year of social isolation due to COVID-19. Through the incorporation of yoga and meditation into classroom instruction, teachers and counselors will develop SEL skills that support health and happiness, including self-awareness, emotional regulation, focus, empathy, and kindness in students.

GoReach! High Impact Awards: Special Needs

Erin Miller, *Belvedere Elementary*

Multi-Sensory Room for Students on the Autism Spectrum

With a goal of increasing the number of students participating with a mainstream class for a portion of the school day, this project supports students in the autism spectrum disorder (ASD) Cluster Program to learn and utilize effective coping skills and de-escalation strategies when faced with triggers in the classroom. Through the creation of a sensory room, students will be provided with a safe space to control and regulate their primary senses and reduce stimulation. The Sensory Room would allow for minimized target social-emotional behaviors. These behaviors negatively impact student participation, resulting in missed learning opportunities. Having students participate in a mainstream setting with typically developing peers increases the academic rigor and expectations and provides opportunities to interact with peers in the traditional classroom setting.

Sheri Kramer, *Grassy Waters Elementary*

Sensory Room for ASD Students

The purpose of this project is to create a sensory room to help students improve their attention, behavior, and academic performance by giving them a space where their visual, auditory, and tactile needs can be met. The sensory room will provide students a break in an environment where they will have a positive experience and allow them to prevent negative behavior by meeting their needs and preparing them to go back into the classroom environment. The sensory room will be equipped with items such as a swing, tunnel, crash mat, trampoline, etc. that will meet students vestibular and proprioceptive needs to better function in a school environment.

Georgene Joyner, *Royal Palm School*

STEAMING into Special Education

This program supports students who experience difficulties in communication, academics, behavior and have medical fragilities that significantly hinder their progress. The goal of the STEAMING Ahead in Special Education program is to support Exceptional Student Education teachers from Pre-K through Transition (age 22) with breaking down state standards in a way students can learn and demonstrate an understanding of concepts being taught. Specifically, the school will acquire and utilize technology to create an innovative STEM program for special needs students supporting them in demonstrating an increase of skills in the areas of independence, problem solving, critical thinking, and employability.

Shannon Solis, *Village Academy*

Just As You Are!

This project will use reading to increase middle school students' awareness of learners with disabilities through reading the novel, Out of My Mind by Sharon Draper. The book chronicles the life of a student living with Cerebral Palsy. Students will engage in individual and group activities based on the novel to help teach students' empathy and acceptance and to help students "see" the similarities between themselves and students with disabilities rather than focus on the differences. Middle school students and teachers will have opportunities to volunteer to read different chapters in the book on Podcasts, which will be available for students to listen to. Students who are not fluent readers and English language learners, will benefit from listening to the novel being read aloud. Most importantly, they will be able to listen to the text being read by their peers and teachers. To raise awareness of learners with disabilities, while reading the book, students will participate in activities related to the novel in their English classrooms. In addition to activities (class discussions, games, Flipgrid videos, One Pagers, etc.) completed in the classroom, on designated days, students will be able to create groups or work individually during lunch to answer questions about the chapters that they have read in the novel using the gaming platform Kahoot.

GoTeach STEM! Innovation Awards & GoTeach FIN LIT! Innovation Awards

$5,000 grant awards intended for individual teacher applicants or teacher team projects in the subject areas of STEM and Financial Literacy. 80% of the proposed budget can cover the cost of the program and 20% will be awarded to the teacher or split between a team of teachers who partnered to create and implement the program. These awards are made available due to the generous funding provided by the Stiles Nicholson Foundation.

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GoTeach STEM! Innovation Awards

Susan Russo, *Limestone Creek Elementary*
Maker Kids Shop
The purpose of this project is to bolster student achievement through incorporating STEM infused activities that also develop students' financial literacy skills while running a small student business. Implementing Maker Kids Shop promotes hands on experiences and real-world applications to students who may struggle academically. Using new technology, such as Design Space and Tinkercad, students will use a 3D Printer, Cricut machine (a computer controlled cutting machine) and Glow Forge to develop, design, personalize, and manufacture their own prototypes, encouraging their critical thinking. Student created innovations can ultimately lead to new products and processes that can sustain an economy and support teacher and classroom-related needs. The Maker Kids Shop will result in the implementation a school economy supported by student products. The profits from these sales will ensure the sustainability of the program in the future and prepare students with varied interests, skill and educational levels, to realize they have valuable skills that prepare them to make career connections and be successful in the future.

Jelina Gonzalez, *Loxahatchee Groves Elementary*

STEMmedia Center, The Library of the Future

This project will transform the Media Center into a STEMmedia center. All students in grades K-5 will actively engage in hands-on STEM lessons that foster the 4 Cs of education (Communication, Collaboration, Creativity, Critical Thinking) while using literature to foster a love for literacy and STEM/STEAM. This program centers on student creativity, thinking outside of the box and innovation. The STEMmedia Center will include engaging coding activities, robots that integrate with Web 2.0 tools, the creation of videos, animations, presentations, and websites, etc. Students will utilize Makerspace—an area where kids can explore, build, create and use "task cards" or have open-builds while actively engaging in Engineering Design Challenges, where students design solutions to real-world issues. Teaching students the fundamentals of STEM while integrating literacy and collaboration will provide a foundation for success and increase both academic engagement and academic achievement in the areas of STEM and literacy.

Meredith Abrams, *North Grade K-8*

Ready, Set, STEM!

Ready, Set, STEM will provide a collection of innovative hands-on activities that correspond with picture books and align with the Mathematics Florida Standards, Next Generation Sunshine State Standards (Science), and Language Arts Florida Standards for K-8. The grant will fund materials for Project Based Learning activities available for ALL classrooms. Grant funds will purchase science kits, blocks, robots, STEM-themed picture books, and storage and labeling materials to make all supplies ready for use in the classrooms. The activities will include coding, building, creating circuits, engineering, planning, and programming. The goal of this program is for each classroom to implement hands-on STEM activities as a means of expanding student knowledge of science and math concepts, while improving assessment scores and preparedness for the next levels of education.

Alegra Butler, *Boynton Beach Community High School*

STEM Stations in the Media Center

This project provides STEM Stations in the Media Center to empower faculty and students with equitable access to current technology to facilitate collaboration and exploration while increasing academic performance. Funds will be used to provide 8 new STEM stations in the media center, including a Dremel Digilab 3D printer, Oculus Quest 2 Virtual Reality Headsets, 2 iMac stations, and a Cricut Explore Air 2 Machine. Biology teachers can enhance lessons about a cell by bringing students to utilize the virtual reality viewers to experience an immersive, educational 3D virtual reality tour that looks inside a human cell. Virtual Reality is a revolutionary device in education, as it allows individuals to "experience" processes and complex systems instead of just reading about them in a textbook. Digital Design teachers can utilize the iMacs for practice on Adobe Creative Suite, such as Photoshop or InDesign. Art teachers or club sponsors will utilize the Cricut Explore Air 2 station to create logos, club designs, t-shirts, and other merchandise. The 3D printer station will be available for all students and staff during school hours. This inclusive technology culture will foster engagement, collaboration, and belonging for teachers and students and increase academic achievement for students in the areas of STEM.

Jennifer Krill, *Florida Atlantic University High School*

The FAUHS Science Research and Exploration Program

This STEM-focused, investigative, hands-on, virtual laboratory program will provide students the opportunity to develop and apply practices and skills used by scientists in both a virtual and in-person setting. The goal is to provide students the opportunity to engage virtually in laboratory experiences, and then take their knowledge and apply it in-person in the Owls Imaging Lab on the FAUHS campus. Student engagement in STEM will be enhanced as students learn about the theory and history of scientific imaging and hear from guest researchers from across the country. Once students have completed the virtual training component, they will be invited into the Owls Imaging Lab in small groups to carry out introductory research projects. The live interaction will enhance critical thinking and give students insight into the nature of science, and the processes of scientific inquiry. Students will make observations, ask questions, design plans for experiments and projects, collect data, and refine testable explanations and predictions. Students will utilize industry a standard micro-CT scanner, a scanning electron microscope, an inverted compound microscope, and a state-of-the-art embedding station and microtome for histological exploration. The focus of the laboratory experience is not on achieving predetermined results, but on making new discoveries, raising questions, and strategizing how to investigate them. Students will work alongside professionals to design a research project that employs the use of this powerful technology to answer important questions. Many of these students will have the opportunity to present their research projects at either the Regional Science Fair, or any number of undergraduate research conferences across the country.

Dr. Aaron Snyder, *Santaluces Community High School*

BioVerse

This project aims to magnify students' understanding, intuition, engagement, and academic performance in the realm of biological sciences including Anatomy and Physiology, Biology, Biophysics, and Biochemistry. Using biophysical animations and software, this program seeks to enhance student understanding of biology content through mathematical and formulaic descriptions of biological phenomena.

The innovation at the heart of the program is best reflected in BioVerse's use of holographic technology to display animations of cellular processes that are highlighted in contrasting colors to offer students perceptive visualization of cell parts. BioVerse also utilizes laser 3D printers for students to engage in design and functional analysis of stem cells and neurons, introducing them to neuroscience and biomedical engineering. The mathematical modules approach to biology will awaken students to the fields of biophysics and molecular mathematics and thereby enhance students' STEM skills. For those not interested in a niche STEM career, students will be able to design cells through painting and art digital tools using principles of graphic design. The use of creative design will propel students' understanding of cellular structure and familiarity with cellular models, thereby developing analytical abilities. An elaboration of the benefits of the mathematical approaches of this program, will increase career readiness for students by preparing them for algorithms relating to cellular automata, a highly useful skill to have in the evolving world of artificial intelligence. This program will not only prepare students for medical and technological pursuits, but also for finance careers, as algorithmic and data-driven trading strategies are heavily utilized in the finance industry. Conducting this program will lead to the establishment of a student-led program named CreatiVerse, an upcoming extracurricular program that encourages and supports students to utilize their analytical mastery to create startup economic and capital ventures as well as improve nonprofit operations in the county.

Finally, through a partnership with nearby scientific institutions in our community, such as Scripps and the Max Planck Neuroscience Institute, students will gain real world insight into how their curricula is utilized for the bleeding edge of molecular medicine and neuroscientific advancement.

Meghan Hess Shamdasani, *SouthTech Academy*

Growing our Future with School Gardens

This program will transform classrooms into innovative, indoor green learning labs, used both during school hours and in after school STEM programming, to facilitate hands-on discovery learning for students. These vertical, automated indoor gardens will be used to reinforce science content (such as nutrient cycles, photosynthesis, and nutrition) while the integration of high-tech modern equipment, such as Arduinos and digital sensors, will provide students with foundational technology literacy.

The purpose of this program is to increase technological literacy and improve science performance for students as well as expand social emotional support for students. By integrating coding and computer science into project-based learning, students will connect classroom lessons to real-world problems, often experienced within their own communities. Centering lessons on food and environmental justice issues will make certain that the equipment in these vertical farms will not be used as merely diversionary tinkering, but instead be used to solve real problems that many students are currently facing such as housing and food insecurity.

GoTeach FIN LIT! Innovation Award

Cara Pavek, *AD Henderson University School*

Financial Literacy Starts NOW: The ADHUS Mall Project

This yearlong, interdisciplinary project will provide students with an understanding of beginning economics, including financial literacy skills, to create a strong foundation to build upon in years to follow. Students will work together to apply foundational economic and fiscal knowledge and skills to plan and produce goods, provide services, and make digital advertisements, to operate a working mall. Students will earn paychecks as workers, and then they will have to make financially conscious decisions when choosing from a plethora of items they want. The program will culminate on Mall Day when students will be working as sellers in shops and shoppers. In addition to shops that will specialize in the themes selected by the students, the ADHUS Mall will have shops like a used bookstore, nail salon, bakery, movie theater, photography shop, & art gallery. This project is an experience that makes learning skills like counting coins, giving change, identifying goods versus services, needs versus wants, and making decisions with a budget in mind, more engaging and meaningful. The project is built to use technology to help students, regardless of academic level, have an interactive experience. Through showcasing careers in finance, encouraging creativity, problem solving and teamwork, students will learn that economics and financial literacy are critical to success in everyone's daily life.

Cassandra Thomas, *Riviera Beach Preparatory Achievement Academy*

Prep for Your Financial Future

The purpose of this project is to motivate and inspire students to prepare for life beyond high school. Students will be engaged in a rigorous financial literacy skill building course while creating pathways to entrepreneurship and business. This program will provide students with access to a classroom financial library in which they can reference to complete a class project.

Students will participate in an eight-week course that will teach them how to develop good money management habits while bolstering their business skills and will read, as a class, 'The Richest Man in Babylon", by George Clason, and engage in weekly hands-on assignments based the book. Throughout this innovative program, students will have an opportunity to create and market a brand and/or start a business, which can ultimately lead to financial autonomy. The students will hear from speakers in the business community who will share testimonials and answer questions while discussing the importance of financial literacy as a life skill. Students will also create their own business using the skills learned throughout the course demonstrating both their financial literacy and entrepreneurial skills and present a final project showcasing their business plan, marketing, and projected growth.

Cody Russell, *Eagles Landing Middle School*

Bringing Financial Literacy to Life for Middle School Students

The program truly brings financial literacy to life through creating a virtual economic system designed for the classroom. Key programmatic goals are to increase students' financial literacy and life skills thus preparing them for economic success and connecting students to future finance-related careers. Utilizing programs such as Paygrade and/or Digitability will help teachers create a classroom economy to "pay" students and bring hard to teach concepts to life for students. Students will "apply" for a job and complete the in-class "hiring" process. Each student will be required to create a portfolio as well. Within their portfolios, students will showcase their ability to have and maintain positive budgets, make investments that show strength based on researching companies, establish 401(k)s, and ensure their monthly bills are paid on time to avoid late fees. Students will also learn how to select and pay for insurance with monthly withdrawals from their "paycheck", and the importance of a healthy credit report. Their portfolios will be the final grade to measure the entirety of knowledge learned throughout the course.

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