

Announcing the 2019-2020 Everett Public Schools Foundation Classroom Grant Recipients

Grant Title	Grant Recipients	School
Thank you for the support of the Foundation's Emma Yule Angel's and Emma's Circle donors that helped to make these classroom grants possible;		
<p style="text-align: center; color: #f1c40f; margin: 0;">Emma's Angels</p> <p style="margin: 0;">Brenda Black Drs. Gary & Sue Cohn Sonja Delafosse Larry & Greta Fleckenstein Brenda & Mark Fuglevand Gladys Gillis Falicia Green Debbie & Greg Kovacs Dr. Sally Lancaster Kelly Marks Claudia & Pat McClain Shaun & Stephanie Monaghan Amanda & James Overly David & Julie Peters Robert & Tara Polk Dr. Peter & Cheryl Scott Kelly Shepherd Dr. Joyce Stewart Michele & Walter Waddel Darcy & Julia Walker Mike Weatherbie Kim & Richard Woodrum Cathy Woods</p>	<p style="text-align: center; color: #f1c40f; margin: 0;">Emma's Circle</p> <p style="margin: 0;">Luann & Lauriston Baker Becky & David Ballbach Heather & Danen Barnhart Chuck & Sheila Booth JoAnne Buiteweg & Bill Case Sue Dedrick Kristie & Mike Dutton Dr. Chad Golden Dan & Ash Gunderson Dr. Gerard Holzman Dr. Catherine & Scott Matthews Holly & Tom Oakley Bob & Shari Reese Beth & Tim Shipe Mary & Ray Sievers Daniel & Katie Stark Gretchen & Todd Stiger Mary Waggoner Carol Whitehead</p>	
<p>This year we had 56 grant applications and we were able to invest in 42 grants for over \$30,000 dollars! Thank you to all the teachers who applied for grants this year for a grant.</p>		

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	Kelly Marks, Promise Kindergarten Teachers and Para Educators	4 Promise Kindergarten Locations
<p>Cascade of Nations Culture Night</p> <p>The purpose of Cascade of Nations Culture Night is to celebrate all our students and families, who contribute their powerful strengths and assets to our diverse learning community. This event is an opportunity to highlight surface culture (food, clothing, music, etc.) but, more importantly, to shine a light on the deep-culture qualities and values that truly help us understand and respect one another. This student-centered, student-driven event will attract our young learners, their families, community partners, and Cascade staff members, allowing us to truly see each other and to learn more about what makes our learning community so special and so unique. It is an excellent opportunity to develop empathy, enhance unity, and find common ground.</p>	Michael Cane and Jessica Montalvo- Lopez	Cascade High School
<p>Engaging Students using Content Vocab Learning Digital Tools</p> <p>Our purpose in using Gimkit with our students is to provide them with access to engaging "memorable learning" tools that lead to an increase in study habits and success on assessments. Our goal is for our students to be self-motivated in interacting and participating in their own learning. The more they are exposed and interact with the material, the more they will learn and retain.</p>	Jennifer Russell	Cascade High School
<p>Everyone Has A Voice</p> <p>Everyone has a voice and a story to tell, and our new animation studio at Eisenhower Middle School is planning to help students bring their stories to life with characters created in Hollywood by the best in the business. Through the entire process, students will build 21st Century Skills while working in production crews to create the perfect animations, full of thoughtful messages and well-rehearsed vocals. From writing to story-boarding, sound engineering to producing and editing, students will have the opportunity to embark on a unique journey through the animation process, led by industry professionals who produced shows like the Simpsons and Rugrats. While we were able to purchase the technical studio, equipment needed to create these animations, we are now seeking to complete this journey with an enclosed sound booth to capture the best audio possible for vocal performances that will bring our characters to life.</p>	Melissa Dilling and Gwen Papenhausen	Eisenhower Middle School
<p>Reading Success through Playaways: Improving Access for Reluctant Readers</p> <p>The goal of the Reading Success program is to provide reluctant readers at Eisenhower another option to engage in reading through the use of Playaways. In utilizing this hands-on reading tool, students will be able to further improve their comprehension skills and fluency. The main objectives include providing a measurable improvement in reluctant reader comprehension scores, data that will show an increase in Playaway checkout, a boost in interest among readers and offer access of Playaways to accommodate all levels of students in our building. The Reading Success program will use Playaways to offer students an appealing alternative to reading text alone. This form of differentiation will provide an option to students</p>	Gwendalyn Papenhausen	Eisenhower Middle School

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<p>who learn best through auditory learning styles. In addition, Playaways will be matched with their text counterparts and low-level readers will be able to listen to a Playaway while reading along with the novel. Students will be able to check out the Playaways and need only to plug in headphones to utilize it.</p>		
<p>Stand Up Desks for Emerson Students</p> <p>The purpose of this project is to create an additional space in each fourth-grade classroom and resource room for students to be successful learners. We want students to be problem solvers and figure out how they can best learn, for some students a stand-up desk will be the solution. In fourth grade, students are still developing strategies to learn how to focus and attend while also managing the increasingly higher academic expectations. These students will take the Smarter Balanced Assessment, so they need additional support to focus and learn to be successful on the state test. This grant will provide classroom resources for use by the students to assist them in learning how to meet their own focusing needs and, therefore, improving their ability to be ready to learn.</p>	<p>Carli Anderson, Charlene Osborn, Michelle Davidson and Nicole Mahlum</p>	<p>Emerson Elementary</p>
<p>Soaring on Stage</p> <p>The purpose of this project is to provide a creative, artistic outlet for our children. Our school has a very special demographic with over 20 languages spoken. This experience will provide activities not normally provided to our students. MCT's mission statement is "the development of life skills in children through participation in the performing arts". This is very important for our students. The more variety they experience with life skills, the more likely they will be contributing members of a global society. These weeklong experiences teach children responsibility, accountability and how important commitment is. They provide everything from the sets, to makeup, to costumes, to lights and props. They hold auditions and rehearsals throughout the week. The culminating event is a performance for the community, families and other students to watch and enjoy. It teaches them about working together as a team and having the courage to possibly try something new. These activities provided opportunities for success to all students that try out. They enhance and enrich their learning by providing an opportunity to become proficient in integrated activities and to show and be proud of that proficiency. This activity will have an impact on these students outside of the classroom and well beyond their time here at Emerson Elementary. Students that I know that have been involved in MCT have been influenced in such a positive way; they still remember their lines, the songs, even the volunteer's years after their experience.</p>	<p>Jenna Nicholas</p>	<p>Emerson Elementary</p>
<p>Flexible Seating to Meet Student Needs in the Developmental Preschool Setting</p> <p>The purpose of this grant is to provide preschool students with a seating option that supports them not only around their backs, but on their sides. Giving students a supportive chair during lesson time that helps them define an appropriate body space will help students focus on instruction. Students will be able to access these chairs during whole group, small group and individual instruction times. The grant is for preschool cube chairs for use in the Emerson Preschool Room, which may also be used for preschoolers receiving walk-in speech and/or OT services at Emerson Elementary.</p>	<p>Mary Kathleen Coe, Sheri Ambacher and Mara Rentko</p>	<p>Emerson Elementary</p>

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<p>Learning and Attention Supports for Students</p> <p>The purpose of this project is to provide students who have been identified to receive specially designed instruction within the setting of the resource room with supports to best meet their needs. This project will benefit students with sensory needs, hyperactive tendencies or ADD/ADHD, autism, and additional learning disabilities and needs. It will provide these students with appropriate sensory feedback to help them focus and best access instruction. Equipping students with options such as wobble stools, wiggle cushions, stretch bands and noise cancelling headphones, in addition to being taught how to properly use the tools, will ensure a best fit is found to support students' needs.</p>	<p>Amanda Makori</p>	<p>Forest View Elementary</p>
<p>Core Vocabulary Boards</p> <p>Many students in Life Skills programs have significant difficulty communicating with others, especially in regard to using speech. Though speech may be an area that is particularly difficult for these students, many find that they are able to effectively communicate through the use of pictures and symbols. Core Vocabulary Boards capitalize on this by providing access to a variety of Core Words that are commonly used throughout the day and that can be used across a variety of contexts to convey many different meanings (for example, a Core Vocab word like "ON" could be used to express a need to "turn the lights ON" or that a student wants to "put ON their jacket").</p> <p>A powerful effect of the Core Vocabulary approach is that students not only gain independence in communicating with others, but staff, teachers, and peers also have an easier time communicating with these students through the use of a universal core vocabulary symbol set. This grant aims to provide Core Vocabulary Boards across Forest View Elementary School so that Life Skills students can better communicate with those around them and better access the rich school culture and community that Forest View provides.</p>	<p>Brett McCardel and Sarah Chamberlin</p>	<p>Forest View Elementary</p>
<p>Engaging Students in Science Learning Via Multiple Medias</p> <p>My goal is to use the supplies and resources, requested through this grant, to help students connect personally with lessons and provide variety in lesson delivery to engage students in my 6th grade science classroom. The grant will cover classroom books about scientists from various ethnic, gender, and cultural backgrounds along with a class set of lap white boards with erasers and pens. We will also get coloring books and cells board games that will be additional resources I can use for teaching the Diversity of Life units in the spring. We talk about cells and organelles as well as how cells are the smallest level of biological organization that can sustain life. The coloring book is a fun way to introduce cell structures. The board game is an extension activity that can strengthen understanding in a fun and engaging way.</p>	<p>Jami Wollan</p>	<p>Gateway Middle School</p>
<p>iPad Minis for Orchestra</p> <p>We would like to purchase 2 iPad minis for the following purposes in the Gateway Orchestra Program:</p> <ul style="list-style-type: none"> - Video-recording rehearsals and performances - Audio-recording rehearsals and performances - Tuning app - Metronome app - Playing videos (full length and on YouTube), particularly easy for a substitute to connect 	<p>Monica Camp and Melanie West</p>	<p>Gateway Middle School</p>

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<p>To facilitate high quality video and audio recordings of our orchestra ensembles for student reflections and program celebration/promotion; to provide a one-item solution for a classroom metronome, student-led tuning of the orchestra, and substitute teachers' capability to carry out lesson plans that involve reflection of other ensembles playing.</p> <p>Cultural Connections through Elements of Art</p> <p>We plan to have a docent from the Seattle Art Museum come into our classrooms to teach students how to analyze works of art using the elements of color, design, shape, texture, form, and line. Each classroom teacher will guide the museum to choose pieces that reflect the heritage of many students in the classroom. The museum docents will also guide the students to do an artistic response to their learning during those sessions. As follow up activities we will implement a mask making event that could include families so that students can use the history of masks from many cultures to make decisions about designing their own masks to reflect who they are as individuals, as well as within the context of their cultural backgrounds. We will also do a follow up activity making Mancala games which is a counting game that has been around for thousands of years in many cultures.</p>	<p>Liberty Sponek, Taneal Carlson, Derly Girault and Holly Small</p>	<p>Hawthorne Elementary</p>
<p>C-Pens Increasing independence in Reading</p> <p>Our goal is to increase student independence in the classroom to access print text and have it read aloud to them. The C-Pen is equipped with a place for connecting ear buds so that they can listen and re-play written text as many times as then need to hear it. This will increase student engagement in class, allow them to participate with non-disabled peers without having to rely on another to assist them with reading directions, questions or passages.</p>	<p>Crystal Cameron and Chrystal Holley</p>	<p>Heatherwood Middle School</p>
<p>Launching Literacy Footprints</p> <p>Our lowest readers need more work with letter recognition, letter sounds, blending and decoding words. The supplemental materials purchased with this grant would be provided to each primary teacher K-2 and will make it possible to teach targeted meaningful lessons for each group. This aligns with our districts strategic priority for Teaching and Learning and allows each student to receive relevant, rigorous, personalized, and engaging standards-based instruction.</p>	<p>Molly Allen, Kayla Grundl, Kayla Soverns- Reed, Bill Case, Dani Gray, Julie Struss and Annie Albee</p>	<p>Jackson Elementary</p>
<p>Form and Color in the Arts</p> <p>Our students will be learning about Pop Artist Wayne Thiebaud, and his use of color and form. For this project they will create Thiebaud-inspired donuts, utilizing clay and glazes. The goal of this project is for students to acquire an immediate sense of form, and experiment with texture and color. A quality visual arts program ensures that each student has a variety of enriching visual arts experiences in both two- and three-dimensional media.</p>	<p>Andrea Drougas and Bill Case</p>	<p>Jackson Elementary</p>
<p>Helping All Students Read at Or Above Grade Level Now!</p> <p>Our goal is to provide the support students need to read at or above grade level by the end of the school year. This includes our students who are learning English, our students who have qualified for LAP services, and any student in our school who is not yet reading with proficiency. We know that the earlier we can help students reach standard in reading, the more access these students have to opportunities across the curriculum.</p>	<p>Janet Erickson, Jessica Lundgren and Elen McClure Bye</p>	<p>Jefferson Elementary</p>

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<p>Guided Health and Fitness Stations for K-5 Students!</p> <p>The project will support K-5 students at Jefferson in both general education and special education in the physical education setting with equipment and manipulatives that integrate health and fitness with innovative and engaging activities that are incorporated within small group stations. The small group stations are a rotation model that incorporate the components of fitness (cardio-respiratory endurance, flexibility, muscular strength and muscular endurance) and supplement and support the Five for Life curriculum.</p>	Shauna Rowe	Jefferson Elementary
<p>Washington's Birds of Prey</p> <p>Sarvey Wildlife Care Center in Arlington is dedicated to saving the lives of wild animals and returning them to their original habitats. The Center offers school presentations to teach students about Washington's birds of prey. Four non-releasable raptors will be brought to Jefferson, providing an exciting opportunity for the students to learn about the wildlife in Puget Sound, appreciate the raptors, and understand the ecological and conservation challenges they face. The Sarvey Wildlife Center offers an educational program that includes an assortment of living birds of prey. Their staff will teach the third-grade students what they do as rehabilitators, how the birds came to be at their facility, and what each person can do to help wildlife and the environment.</p>	LaVonne Peterson	Jefferson Elementary
<p>Kapow! We are Readers, Writers, and Artists!</p> <p>2nd - 5th Grade students will read and study the writing/artwork of graphic novels in order to create their own Jefferson-centric graphic novels starring Charger the Rhino (our mascot) as the main character. Each class will create a unique story with a beginning, middle, and end, a problem, solution, characters (with awesome character traits, and of course!). During art class, the students will create the artwork and stories. In order to make interesting books, students will study the artwork in graphic novels as well as historically popular artwork that relates to this topic. The goal of this project is to integrate what the students are learning in class (reading/writing) with what they are learning in library and then transfer all of those skills into writing a dynamic and complete story by creating the artwork in the Art Lab.</p>	Andrea Gardner and Angela Klujber	Jefferson Elementary
<p>Engineering with Solar Cars</p> <p>This project is based off of the 5th grade's "Motion & Design" science unit and the 2nd unit of the reading curriculum. In the motion & design unit, students are introduced to the physics of motion and the challenge of technological design. This includes understanding different energy sources such as motion energy, potential energy, kinetic energy, solar energy, etc. Paralleled with this science unit is the reading curriculum on renewable energy. In this reading unit, students are focused on learning about the power of the sun. With an opportunity to cross curriculum and subjects, students are able to apply their learning in science and reading to solve real-world problems through a hands-on engineering practice. These learnings include applying the engineering design process - to solve problems through design, asking questions, building, testing, and improving their designs through trial and error. Students will also apply their literacy and writing skills to write a claim-evidence-reasoning conclusion.</p>	Ann Dinh, Sarah Lucas, Tamra Nelson and Joshua Nelson	Jefferson Elementary
<p>Learn Through Play, the Preschool Way</p> <p>Preschool students learn best through play and their learning tools are toys. I am requesting various toys that allow my students to use their imaginations and explore, as well as toys that meet my students' interests. These toys will support my</p>	Margo Gough	Lowell Elementary

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<p>students social, motor, communication, and adaptive, and cognitive needs. The goal of this project is to provide materials that will meet of my students cognitive, social/emotional, adaptive, motor, and communication needs.</p> <p>Excursion and Experience for young Violinists</p> <p>This project seeks funding for the North Everett Fifth Grade Violin Program (which includes approximately twenty students, representing Lowell, Hawthorne, Madison and Whittier Elementary Schools) to attend two innovative, engaging and transformative field trips. These field trips will inspire learning through the experience of attending professional orchestra concerts with the Everett Philharmonic in the fall and a joint concert by the Tacoma String Philharmonic and Tacoma String Symphony in the spring. Students will participate in a “Meet the Instruments” session for an up-close after concert experience. Students will have the opportunity to try out various musical instruments, interview professional musicians, and receive a directing lesson from the conductor.</p>	<p>Andre Samuels & Luther Stohs</p>	<p>Lowell, Hawthorne, Madison & Whittier Elementary Schools</p>
<p>Alternative Seating in the Classroom</p> <p>Our 2nd graders like to stand and work, sit on the floor with clipboards, and are often tipping on their chairs. Our goal is to provide them with some different seating options to enhance learning and focus! Our students will be able to work with a seating option that allows them to focus and stay comfortable. Both of which are needed to produce quality work. When we think about how we, as adults, like to sit and work, it is not in a plastic chair. We like to work on the floor or standing up and believe that children should be offered the same.</p>	<p>Leslee Hammer, Kristi Cruz and Kelly Murphy</p>	<p>Madison Elementary</p>
<p>Measurement Fridays</p> <p>The purpose of this project is to devote time to address one of the three critical areas of focus for Grade 5, which is developing understanding of volume, including measurement, and identifying metric and standard units for length and weight/mass. Our goal is to spend 30 minutes each Friday during math instruction, increasing student understanding and recognition of volume as an attribute of three-dimensional space. Our team will provide activities involving single step word problems using measurement using the four operation (addition, subtraction, multiplication, and division).</p>	<p>Deborah Brennan and Benjamin Barhanovich</p>	<p>Madison Elementary</p>
<p>21st Century Technology Access to Students with Disabilities</p> <p>Madison Elementary’s Speech-Language Pathology department is requesting the purchase of an iPad and numerous apps to be used during therapy sessions and assessments. The purpose of the iPad is to facilitate successful, independent use of 21st century technology for students with disabilities in ways that are motivating, engaging and empowering. The goals of this project are:</p> <ol style="list-style-type: none"> 1. Familiarize students with how to use the iPad 2. Utilize/promote apps that are differentiated to students’ needs 3. Enhance student learning by targeting IEP specific goals/objectives in salient and meaningful ways 4. Provide ongoing, regular use of the iPad during therapy sessions 5. Provide other special education staff with access to a highly reinforcing technology item that can be used to invigorate classroom instruction and/or assessments 	<p>Marissa Desai and Lauren Mitchell</p>	<p>Madison Elementary</p>

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<p>New Gen Science Materials</p> <p>This grant is on behalf of the full 5th grade team at Mill Creek Elementary. The team is excited to dig into the Next Gen Science Standards with their students and want to provide real world experiences for them to use in their future scientific pursuits. As part of their teaching and preparation the team has reviewed the science standards that all their students will be asked to work with, on the WCAS assessment in the spring. During their review they found that many students struggle with physical science ideas because it is so difficult to provide concrete experiences in the area of microscopic science, electricity and waves.</p>	<p>Stephen Harvey, Cris Jilk, Michael Johnson, Nicole Cefalu, Carol Kummerle and Laura Lemert</p>	<p>Mill Creek Elementary</p>
<p>Developing Empathy through PAWS Kids Who Care Program</p> <p>The Kids Who Care program is a six-lesson series offered and taught by educators from PAWS – Progressive Animal Welfare Society in Lynnwood. This program focuses on a variety of important wildlife and companion animal topics, and over the course of six weeks, combines inquiry-based learning, experiential science, and character development in students. By having this program in our classes, we can connect students to the wide variety of animals that they share this world with. This creates vital opportunities for empathy, compassion, and a better understanding of one another and the world around them.</p>	<p>Sheri Gifford, Toni Walkley and Sean Granstrom</p>	<p>Monroe Elementary</p>
<p>4th Grade PAWS Kids Who Care</p> <p>The Penny Creek fourth grade will invite educators from PAWS to present their six-week Kids Who Care program to the students in January and February. The purpose of the program is to increase students' understanding of how to care for pets, interact with wildlife, and increase their responsibility towards pets and wildlife. The program goals are also to increase empathy and responsible decision-making regarding animals. This program ties together Social Studies civics goals for living and contributing to a community, Science goals for understanding animal habitats and adaptations, and Speaking and Listening goals for responding to information presented in multiple modes (hands-on, video, role play, print articles, etc.)</p>	<p>Anne Brown, Jennifer Gurno, Jennifer Wing and Jill Wilson</p>	<p>Penny Creek Elementary</p>
<p>Engineers in the Making!</p> <p>STEM Bins promote hands on learning and exploring. STEM bins are boxes filled with engineering manipulatives and task cards. Students use the STEM materials to construct as many different structures or "tasks" on the cards as they can. Instead of kids being "busy" in class they are engaged in creative and complex tasks while being encouraged to think like inventors. The goal of the project would to provide options for learning and exploring. The manipulatives available in the kits will allow students to further their knowledge and create using hands on tools. The kits allow for all students to succeed, especially higher-level thinkers! Increased confidence, cooperation and creativity are added bonuses!</p>	<p>Jocelyn Sievers-Bailey, Allison Hinds & Celeste Johnson</p>	<p>Port Gardner & Sequoia High School</p>
<p>STEM - support materials</p> <p>Purchasing a classroom set of Snap Circuits Snapino to teach the entire 5th grade about their NGSS standard of circuits as well as the ISTE standards of coding. To integrate NGSS standards with ISTE standards while teaching students to use the 21st century skills of collaboration. The students will be working on coding (outside of the normal blockly coding that is taught through Code.org and Google CS).</p>	<p>Bridget Slaven</p>	<p>Silver Firs Elementary</p>

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<p>STEM - Coding</p> <p>We would like funds to help purchase a classroom set of Sphero Bolts to help teach 1st-2nd graders coding. The main purchase of the project is to give students the opportunity to learn to code while working on ISTE and 21st century skills. Students will be focusing on the Innovative Designer, Computational Thinker ISTE standards as well as the following 21st century skills: Collaboration, Communication and Critical Thinking Skills.</p>	<p>Mary Binkley and Billy Billheimer</p>	<p>Silver Firs Elementary</p>
<p>The Integration of Multisensory Activities within the Silver Firs Developmental Preschool Classrooms</p> <p>The purpose of this proposal is to access funding to facilitate identification, understanding, purchasing equipment and implementation of individual sensory activities to be used in small groups to assist students with their processing of sensory information to access curriculum and social environment more readily within two developmental preschool classrooms with 20 students in each classroom. The goal is to increase the staff understanding of sensory differences to better support the diverse needs of children with developmental delays. The implementation of these tools will address the needs of our students and through this application, students with such delays will be able to better access their learning environment and increase time on task.</p>	<p>Ellen Caletti</p>	<p>Silver Firs Elementary</p>
<p>Reading Challenge Books- Battle of Books</p> <p>We are trying to offer students the opportunity to read 6 different book titles while competing in a reading challenge. Students will be given 6 books to read over the course of 3 months. Students will form teams of 6 and will then compete against other grade level teams over the content of the books. Students will answer questions for various topics/events in the books. At the end of the competition students of the winning team will be rewarded with a book.</p>	<p>Suzanne Reeve and Margarita Rose</p>	<p>Silver Firs Elementary</p>
<p>Growing Readers Through Phonics</p> <p>Our project is providing hands on, engaging phonics materials to support literacy development in first grade. These materials would also allow the students to engage in 21 century skills such as collaboration, citizenship, critical thinking, and creativity. The purpose of this project is to provide first grade students with a fun and engaging lens on phonics. The materials will allow us to create a differentiated pathway of phonics instruction to support our diverse class of learners and their individual needs. The materials we are requesting will allow students to have kinesthetic opportunities to practice phonics skills with real life examples. Our classrooms are made up of students from diverse cultural backgrounds and many different native languages are spoken. Students need concrete examples to make connections and help build their background knowledge. Having these materials will help us close our equity and achievement gaps.</p>	<p>Amy Rounds and Jasmine Lambert</p>	<p>Silver Lake Elementary</p>
<p>Coding with Code-a-pillars</p> <p>Grant funding for 6 Code-a-pillars to enhance the learning in the STEM lab at Tambark Creek Elementary. My Kindergarten and First Grade students would greatly benefit from working with these "simple" devices to teach them the basics of coding. The purpose of this project is to introduce and excite my young students about the world of Coding. When my students graduate high school and eventually college, the majority of jobs that will be readily available to them will be STEM related. By introducing them and getting them excited about Coding with Code-a-pillars, I hope to prepare them for their future.</p>	<p>Cristina Sawtell</p>	<p>Tambark Creek Elementary</p>

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<p>Social Emotional Building Blocks</p> <p>Our earliest learners are struggling in the area of social emotional development as they enter kindergarten. Learning to self-regulate and be a productive learner in a collaborative classroom environment is critical to school and life success. We Thinkers! Social Thinking Curriculum provides the building blocks to develop the skills necessary for students to better understand themselves and others, develop self-awareness, perspective taking, and problem solving. This curriculum provides 5 literature-based lessons that scaffold social emotional readiness to the Second Step Curriculum that is taught in our K-5 classrooms.</p>	<p>Cindy Fogg, Aubrey Brock, Crissie Scott and Teresa Townsell</p>	<p>View Ridge</p>
<p>Classroom Library Refresh and Storage</p> <p>To provide the recommended minimum number of fiction and nonfiction book titles for students' daily classroom reading, allowing for variety and choice. To provide individual book bins to store selected books for the week.</p>	<p>Michelle Coburn</p>	<p>Whittier Elementary</p>
<p>Innovative Student Filming Leads to Engaging Learning Opportunities</p> <p>Purchased video equipment will allow groups of students to film creative video assignments for our winter after school video club. Assignments will include math videos to promote our monthly school "mission impossible" math problems. Furthermore, additional students will be recorded for library book talks so they can report what books are must reads at Whittier, as well as encourage peers to read more! Students will have opportunities to learn from peers and be self-taught as we navigate through this new technology opportunity. By using video equipment, and district online WeVideo editing tool, students will gain confidence in their technology and reporting skills that can be applied to future careers.</p>	<p>Shannon Heininger</p>	<p>Whittier Elementary</p>
<p>Zen Zone Zeal: A Proposal for Establishing a Quiet Corner for Restful Resets</p> <p>The purchase of six carefully-curated "Zen Zone" items (including several small fidget toys, an aromatherapy diffuser/humidifier, and a batch of Play Doh) that students can use to re-center themselves and refocus their attention on learning will ensure we have tools available to meet students' individual learning needs. The requested resources are expected to encourage engaged, on-task student behaviors and facilitate the student-parent-teacher teamwork necessary to ensure students' needs are met so each learns to his or her potential. The Zen Zone is a corner of our room to which students can move themselves - or be moved to - in order to take a short break from the sensory stimulation of our busy (and at times noisy) classroom environment.</p>	<p>Hillary Shearer</p>	<p>Whittier Elementary</p>
<p>Giant Magnetic Place Value Blocks</p> <p>The grant would purchase 2 sets of 3D magnetic place value blocks to be used during math. Support of Whittier students: They can be used for teaching place value, addition and subtraction as well as multiplication and division. The blocks provide a strong visual for teaching and allow me to work with whole class or small groups. Using the whiteboard, I can show the place value blocks and write the standard form or expanded form of the problem right next to it instead of having to show the place value blocks on the overhead and write on the whiteboard. The need for 2 sets is to have enough "ten sticks" to be able to do regrouping of subtraction problems and/ or allow for an advanced team of students to be working a problem in a different area while I stay with the rest of the class.</p>	<p>Sophia Schoop</p>	<p>Whittier Elementary</p>

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<p>Calming Corners for Classrooms</p> <p>The Whittier Elementary Positive Behavior Interventions and Support Team would like to request funding to provide materials for Calming Corners in every classroom and specialist room at school. The materials and designated calming spaces will provide students with tools and resources to support emotional self-regulation in the classroom and reduce lost instruction time. The project will include materials for students to create visual resources and sensory tools while receiving instruction on healthy steps for managing emotions.</p>	<p>Linda McKinnon and PBIS Team</p>	<p>Whittier Elementary</p>