

IPSWICH PUBLIC SCHOOLS



Traverso-Weatherall
Innovation Awards
2019-2020

Traverso-Weatherall Innovation Awards

PURPOSE OF THE BEQUEST:

“In furtherance of the bequest in 1660 by William Paine who established this Trust ‘to be and remain to the benefit of the said school of Ipswich forever,’ the Trust purpose is to support the Ipswich public schools by making distributions to the Ipswich Public Schools. The educational uses of the distributed funds shall be determined by the Ipswich School Committee, for supplemental enrichment programs and uses that provide education enhancements for Ipswich public school students.”

MISSION OF FEOFFEE GRANT AWARDS:

To expand educational opportunities consistent with the Ipswich Public Schools Mission which aspires to empower ALL students to be global citizens who are effective communicators, analytic problem solvers and savvy consumers of information. Funding is intended to support programs and practices that enhance pedagogical innovation and enrich intellectual, physical, social, emotional, and cultural experiences for all learners in the Ipswich Public Schools.

Enrichment and enhancement programs and practices are not meant to replace ongoing public financial support of education. Instead, the intent is to improve the quality and value of educational experiences and increase the scope of learning opportunities by the initiation and customization of creative educational practices.

To honor the original intent of the Trust, funds are not to be used for foundational budget needs such as:

- Core academic programs
- Routine operational expenses such as utilities, building or grounds maintenance
- Regular and special education transportation
- Supplies and materials supporting the core curriculum
- Or other associated costs that are fundamental for educating students

The School Committee is committed to honoring the legacy of William Paine’s generosity and to focus funding on those programs and practices that will have a lasting and profound influence on the educational experience of Ipswich Public Schools students.¹

¹ Mission section approved by full School Committee November 21, 2019

Traverso-Weatherall Innovation Awards

High School

Greg Chmura	Biotechnology Capacity Enhancement
Elizabeth D'Angelo	Testing
Kevin Fessette	Funding for Hudl
Jennifer Kane	Memoir Project
Sarah Latimer	Mapping Town Farm
Sean Lee	Artist in Residence-Rufus Reid
Claire Powers/Mary Manos	Distraction Management
Christine Ryan	Vertically Aligned Mindfulness
Becky Slawson	All the World's a Stage
Al Craven/Elizabeth D'Angelo	French Exchange Program

Middle School

Kim Chalifour	Sixth Grade Humanities
Beth Hagan-Haltmeier	Ukulele Project
Seana Hickey	Tools for Building Narrative Structure
Jacqueline Potter	Standing Student Tables
Jacqueline Potter	Empowered Brain
Megan Scarbrough	Using Pasco Probes & Sensors
Kelly Scott	Using Pasco Probes & Sensors
Christine Senechal	Using Solar Energy

Traverso-Weatherall Innovation Awards

Winthrop School

Michelle Britt-Thompson

Lauren Gouzie Fonvielle

Jennifer Grenier

Jennifer Grenier

Camela Leigh

Margaret Madeiros

Gretchen Marinopoulos

Jennifer Spencer

Deb Trevarrow

Cynthia Welch

Kerry Zagarella

Core Word Preschool Literacy Project

Flexible Seating in Elementary Classroom

Winthrop Discovers

Innovative Math Practices

Art Room iPads

Executive Functioning Coaching

#MathGals

Increasing Student Math Achievement

Strong, Smart & Bold-Winthrop Portion

Take a Book, Share a Book

Stepping Into Kindergarten

Paul F. Doyon Memorial School

Dee Dee Bates

Elyssa Brand

Michelle Garvey

Teresa Hohenstein

Toni Mannette

Susan Moore

Susan Moore

Maureen O'Connell

Maureen O'Connell

Maureen O'Connell

Maureen O'Connell

Jena Woodworth

Kindergarten/CFCE

Seeing Stars: Symbol Imagery for Reading

Executive Functioning Coaching

World Language Collection Development

Breakout Boxes

Book Clubs That Flourish

Early Literacy-Parent Engagement

Increasing Student Math Achievement

Strong, Smart & Bold-Doyon Portion

Math is Play! Space

#MathGals

Stepping Into Kindergarten

BIOTECHNOLOGY CAPACITY ENHANCEMENT

Grant Awardee: Greg Chmura

Awarded Amount: \$4,243.00

Number of Students Impacted: 184

What was the purpose of the Mini-Grant?

To obtain biotech equipment that would enable more students and teachers to complete lab experiences using gel electrophoresis.

How did this grant provide educational enhancement for Ipswich Public School students?

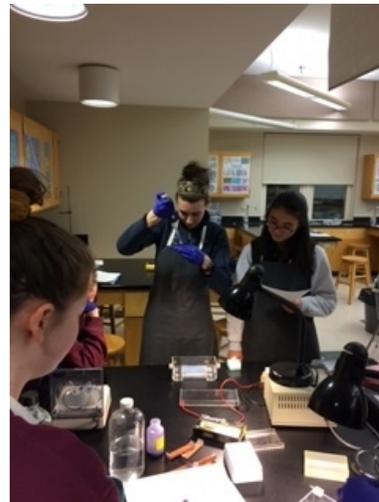
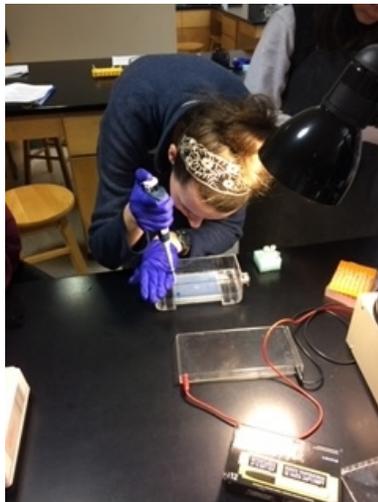
These materials allow this technology to be used in four different science classes at the same time. Teachers were able to more efficiently complete lab work with more students in several different courses within the science department.

Was the goal of this project met and how did you measure success?

Yes. We have significantly expended the capacity to do gel electrophoresis into four science classes.

Any additional information to share (optional)?

Thank you for your support!



Testing for the Purpose of Awarding the MA State Seal of Biliteracy (SSOB)

Grant Awardee: Elizabeth D'Angelo

Awarded Amount: \$5,000.00

Number of Students Impacted: 10

What was the purpose of the Mini-Grant?

In order to receive the SSOB, students must take and pass a state-approved test in a language other than English, or create a portfolio which would be evaluated by an expert in the language other than English. Both the tests and portfolios measure the students' fluency in four domains: reading, writing, speaking, and listening. The purpose of the grant was to provide funding for these tests and portfolio reviews. This year, due to the quarantine, only seniors were able to be tested. However, much interest was generated in the project for upcoming years, and I am hopeful that we will have an increased number of awardees in the future.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant provided students who study second languages or heritage speakers of second languages an opportunity to receive recognition for their skills. The award, which is given to graduating seniors, is a worthy goal for language students and heritage speakers. It encourages students of second languages to strive for real fluency, and it also provides heritage speakers with a reason not to abandon their original languages. In addition, the SSOB is a great boost for students of Modern Global Languages and English as a Second Language, as it provides a tangible sign of respect for those who have worked hard to master two or more languages.

Was the goal of this project met and how did you measure success?

The goal was met in that all of the students who tested were eligible for the SSOB. Out of nine seniors who took the test, six were awarded the seal and three were awarded the seal with distinction. There was one Junior who took the test, and he will receive the seal when he graduates next year. There has been quite a bit of interest for next year's testing, so I hope to increase the number of seals awarded next year.

FUNDING FOR HUDL

Grant Awardee: Kevin Fessette and Greg Stevens

Awarded Amount: \$5,000.00

Number of Students Impacted: Approximately 160 fall and winter athletes. Spring season was cancelled, that would have included roughly 85 additional athletes.

What was the purpose of the Mini-Grant?

The purpose was to offset the cost of multiple sport yearly subscriptions to the HUDL software. HUDL is used by sport teams to review videos of practices and games as a team, and also as an individual coach or player. It's a technology based interactive and visual platform used for teaching and providing feedback for student-athletes.

How did this grant provide educational enhancement for Ipswich Public School students?

HUDL is a teaching tool for athletes. The program allows for coaches and players to review and learn off the field. Through coaches notes, playbooks, practice plans, and by seeing themselves on film, athletes were able to learn techniques, review concepts, improve skills and build confidence in their abilities. Student-Athletes were able to access this learning tool as often as they needed this past year to improve and enhance their performance. HUDL is also aligned with the district's SHOM's of Collaboration, Perseverance and Self-Management, which also lends itself to Educational Athletics.

Was the goal of this project met and how did you measure success?

Yes, we believe this goal was met. It's impossible to quantify how much of a team's success is based solely on the HUDL program. However, as coaches, we were able to see improvement in individual players' performance throughout the season. Areas that needed improvement were identified and focused on using this program. Player improvement was evident comparing game to game or film to film.

MEMOIR PROJECT

Grant Awardee: Jennifer Kane

Awarded Amount: \$1,838.00

Number of Students Impacted: 50

What was the purpose of the Mini-Grant?

My grant was to purchase copies of memoirs for my students to read. Then, I was planning to have them do literature circles. After the lit circles, we would do projects in which they essentially created their own memoirs.

How did this grant provide educational enhancement for Ipswich Public School students?

I prepared students to choose a memoir during the week of March 5. I had just distributed the books when we went out of school for Remote Learning. Luckily, the students had copies of their books during the shutdown.

Was the goal of this project met and how did you measure success?

The goal was met in that I got students to read the books. In addition, they wrote about their memoirs. But, I was not able to do lit circles. First, I had to learn how to use Zoom. So we talked about the books via email and through questions and answers.

Any additional information to share (optional)?

Two good points to make:

1. A parent sent me an email saying how she read the memoir as her son did. She said it brought them closer together.
2. A student wrote to me that her memoir got her to better understand her autistic brother. She was so grateful for the opportunity to read a book like this.

I will DEFINITELY do this unit next year.

Please let me know if you would like to see a copy of those emails.

I do not have photos to share since we were not in school for most of this unit.

MAPPING TOWN FARM

Grant Awardee: Sarah Latimer

Awarded Amount: \$2,000.00

Number of Students Impacted: 24

What was the purpose of the Mini-Grant?

The mini-grant funded our Earth and Space Classes' ongoing pursuit of understanding of the impairment of the Town Farm Rd. portion of the Great Marsh. We learned and used some GIS skills and visited the marsh to map salinity and depth. We also went to a local site in the Ipswich River to collect data for IRWA. Students also participated in the annual Salt Marsh conference, presenting our class results.

How did this grant provide educational enhancement for Ipswich Public School students?

Students learned: Ecology of streams, Ecology of Salt Marshes, Macroinvertebrate identification, process of science, data gathering and analysis, GIS skills, and public speaking skills.

Was the goal of this project met and how did you measure success?

This project was only halfway completed. We were unable to go back into the field in the spring, and to do our GIS follow-up with volunteer Ann Wertzig, due to the Covid closure.

Any additional Information to share (optional)?

Thank you for your funding! Field trips and doing science in the community are perhaps the most important thing we do in our year.



High School

ARTIST IN RESIDENCE-RUFUS REID

Grant Awardee: Sean Lee

Awarded Amount: \$2,683.00

Number of Students Impacted: The entire music program. Approx. 250 students

What was the purpose of the Mini-Grant?

The purpose of this mini-grant was to bring an internationally renowned jazz musician and composer to Ipswich, in order to work with our music program. The end goal was to provide a musically enriching experience for all of our music students, as well as offer additional instruction for our String Bass students and Jazz Ensemble.

How did this grant provide educational enhancement for Ipswich Public School students?

Rufus provided musicianship and improvisation workshops with our Middle School Jazz Band, as well as our High School Concert Band, Concert Choir, String Orchestra, and Jazz Ensemble.

Was the goal of this project met and how did you measure success?

The goal of this project was to give the students in Ipswich the opportunity to receive world class instruction and experience from an internationally renowned artist. All high school ensembles received feedback and lecture from Mr. Reid. He also provided a Bass masterclass for students of all ages, as well as individual private lessons. Finally, Rufus spent about a total of 4 hours with the Jazz Ensemble, in preparation for their upcoming competition season. Ipswich's Jazz Ensemble reached their first gold medal at the MAJE State Finals in 6 years, as well as taking home the MVP soloist award. (Given to Isaac Bergner, class of 2020, Berklee College of Music class of 2024)



DISTRACTION MANAGEMENT

Grant Awardee: Claire Powers & Mary Manos

Awarded Amount: \$3,707.00

Number of Students Impacted: All High School Students

What was the purpose of the Mini-Grant?

The purpose of this grant was to buy 125 pairs of noise cancelling headphones for use by all high school students during tests and/or other independent work that may require focus. This project was designed to accommodate students who have auditory sensitivity and/or are easily distracted.

According to Robert Desimone, director of the McGovern Institute for Brain Research at MIT, the more cognitive work required to screen out unwanted input, the fewer cognitive resources remain for the task at hand. And the longer you try to concentrate amid competing distractions, the worse your performance is likely to be. "Attention takes mental effort, and we can get mentally tired."

How did this grant provide educational enhancement for Ipswich Public School students?

This grant provided the opportunity to help any student stay focused and on task. Since the headphones were available to any student wishing to use them, we eliminated any stigma that could have been associated with these accommodations. The headphones enhanced student learning by allowing students a safe method of focusing without feeling stigmatized.

Was the goal of this project met and how did you measure success?

The headphones arrived and were distributed among all high school teachers. Although the shutdown due to Covid-19 shortened the duration of their use, teachers responded positively to a recent survey. Students utilized the headphones during quiet work time, assessments, and R-blocks. Teachers felt that students were more productive when wearing the headphones, and that those students who need the headphones to succeed felt more comfortable using them because they were available to all students. Teachers, particularly those with a high number of IEP and 504 students, really appreciated the headphones, and students of all levels and abilities enjoyed using them.

Any additional information to share (optional)?

We did not have the opportunity to photograph students using the headphones before our sudden departure from school.

VERTICALLY ALIGNED MINDFULNESS

Grant Awardee: Christine Ryan

Awarded Amount: \$5,000.00

Number of Students Impacted: Approximately 1800

What was the purpose of the Mini-Grant?

Our project was about continuing to find innovative ways to introduce and implement mindfulness to the students and staff of the Ipswich Public School system. Our plan with the money from the grant this year was to run a workshop or retreat for interested teachers to learn more about mindfulness. We also aimed to build our mindful resources, which could include but not be limited to books, games, calming tools, etc.

How did this grant provide educational enhancement for Ipswich Public School students?

With our money, we created four "mindful kits" available for any teacher to borrow and use in their classroom. We also planned a couple of self-care events but due to COVID-19, these days were cancelled and only some of the money was spent on products that we will be able to (hopefully) use to host a couple of self-care events in the future.

Was the goal of this project met and how did you measure success?

I am pleased that we were able to create the mindful kits, although because of COVID-19, were unable to host our self-care events, which really would have brought mindfulness home to the teachers. Our hope was that in turn, this would encourage them to bring mindfulness into their classrooms. Because we did not get a chance to introduce the mindful kits, we were unable to see how many teachers borrowed them, but plan on re-introducing in the fall.

Any additional information to share (optional)?

Thank you for awarding our grant to us. We are so bummed that COVID-19 really got in the way!!! :(In lieu of a photo, please go to the following link to see Claire Powers unpack our Mindful Bag:

<https://youtu.be/S35KD85h5to>

ALL THE WORLD'S A STAGE

High School

Grant Awardee: Becky Slawson

Awarded Amount: \$3,990.00

Number of Students Impacted: 19

What was the purpose of the Mini-Grant?

All the World's a Stage connected Ipswich students to the rich theater offerings available in Boston. Utilizing flexible scheduling, students attended five performances at the Huntington Theater in Boston and engaged in critically reflective work on the shows. By working in partnership with the Ipswich Council on Aging, we were able to make the class an intergenerational experience through which students were able to build relationships with older members of the community while engaging in rich conversations about art, community, family, race and identity.

How did this grant provide educational enhancement for Ipswich Public School students?

Director Megan Sandberg-Zakian once said, Theatre has the power to shape and challenge ideas, and to inspire civic engagement through live, communal witness. We can amplify often-silenced voices. We can challenge false narratives. In counterpoint to the intractable and repetitive stream of mainstream news and social media, we can offer the surprising, the delightful, the transformative. (Skeleton Crew Artistic Guide 2018). The goal of this course was to connect students to the inspirational and transformative power of theater. Rooted in experiential learning, it provided students with the opportunity to explore theater as a means of making sense of their lives while learning how to navigate relationships and develop deeper connections with their communities.

Was the goal of this project met and how did you measure success?

When I applied for this grant, I said that I would know the course has been successful if students are able to articulate how their thinking about themselves, others and the world around them has been transformed or deepened by their experiences with the plays. Here are a few comments students made regarding their experiences with the class this year:

- "We All Fall Down really hit home with me on a lot of different levels. My grandfather had Alzheimer's and just knowing that it is a possibility that my mom has the gene is very hard. On top of that everyone in the family in the play was kind of in a different mental place and doing very different things and I feel like my family can relate to that."

- "I really liked Quixote Nuevo because my grandma is 96 and my mom put her in assisted living just this year. Now I'm unable to see her because they won't let anyone in because of the virus. I could relate to the hardships of being taken away from your family."

- Sweat made the biggest impact on me. I loved how it showed raw human emotion and the reality of how dangerous hate and division are. It was honest, which made it painful, yet rewarding when you see people grow and learn from the lessons.

Any additional information to share (optional)?

Because of the nature of course sign ups this year, we were unable to explain how this course works to students and consequently had too few students sign up to be able to run the course for next year. With so much uncertainty about how public spaces will function next year, that may be for the best. It is my hope, however, that the course will return to Ipswich High School in 2021-2022.



FRENCH EXCHANGE PROGRAM

High School

Grant Awardee: Alexander Craven/Elizabeth D'Angelo

Awarded Amount: \$1,200

Number of Students Impacted: 16

What was the purpose of the Mini-Grant?

Offsetting costs for admission/travel for Ipswich High School students involved in this program, now in its fourth consecutive year, which provides a culturally and linguistically enriching experience for all involved, including both sets of host families and their children, as well as the broader communities of Ipswich High School, the Lycée Costebelle, and the municipalities of Ipswich, Massachusetts and Hyères, France. Additionally, this extension of our World Language academic program at Ipswich High School promotes and expands participating students' language skills, social capacities, and cultural perspectives regarding the world. Demanding yet rewarding, this highly valuable linguistic and cultural endeavor is available to those globally minded students who completely embrace both language and culture, and are genuinely interested in broadening and enhancing their perspectives of the world. Moreover, this unique exchange program allows for the creation of novel, authentic, universal connections for our students which are likely to have a profound and life-long impact upon them.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant allowed for the purchase of tickets for IHS students and chaperones the day of our Boston Duck Tour, one Saturday which was one of many activities organized while our guests from Hyères were here last October. We took the train from Ipswich into Boston, walked to the Aquarium, but first stopped at the Boston Public Market for a snack, then climbed aboard the amphibious vehicles for a tour of the city of Boston. Afterwards, we spent a few hours at Faneuil Hall having lunch and shopping, then traversed our way back on foot to North Station, where we boarded a late afternoon train back to Ipswich. We were planning to utilize the rest of the remaining grant money (as well as other funding sources) to pay for admissions and transport during our trip to France scheduled in April of 2020, however, we did not spend any of this, as we were forced to cancel our voyage due to the global pandemic.

Was the goal of this project met and how did you measure success?

Yes, although we did not have the opportunity to travel to France and spend a week with our hosts from Hyères, the overarching goals of this project were met in that this program provides a culturally and linguistically enriching experience for all involved, promotes and expands participating students' language skills, social capacities, and cultural perspectives regarding the world, and allows globally minded students to completely embrace both language and culture, while broadening and enhancing their perspectives of the world. Although profoundly disappointed that we could not enjoy a return visit to France, this first leg of our unique exchange program still allowed for the creation of novel, authentic, universal connections for our students, which are likely to have a profound and life-long impact upon them.

Any additional information to share (optional)?

Due to the resignation of Al Craven in June of 2019, Susan Killian, World Language Teacher and Department Head, took over the organization and administration of this program, with the assistance of fellow departmental members, administrators, and Debra Burgess, who kept track of all expenditures and helped to facilitate many of the processes involved with the program. Merci beaucoup!



SIXTH GRADE HUMANITIES

Middle School

Grant Awardee: Kim Chalifour/Jenn Couto

Awarded Amount: \$5,000.00

Number of Students Impacted: 126

What was the purpose of the Mini-Grant?

We planned a total overhaul of the sixth grade Social Studies and ELA curricula during the 2019-2020 school year in order to deliver a full-fledged Humanities approach by creating a relevant, interesting, and engaging global curriculum incorporating the language arts Common Core skills through literature circles that tied into the region of study from social studies. We were in need of a wide array of literature that would consistently relate to the social studies geography and cultural units that were being taught. By having access to several different titles for our European and Asian units of study, we provided greater choice for students while also better meeting their educational needs. Students participated in a close read of a novel and further developed reading strategies to actively engage with the text. Students were introduced to the historical and geographic background of the associated area within their text. Students were in the process of creating presentations on Europe to share their new knowledge with their classmates when, unfortunately, the pandemic struck. This grant also included the purchase of a license for penpalschools.com, where students engaged with peers around the world to discuss topics related to world religions.

How did this grant provide educational enhancement for Ipswich Public School students?

Students were exposed to quality literature in relation to a particular area of the world which they were currently studying. With a variety of different titles and authors, more areas of each region and/or different historical events were covered. Furthermore, each book featured a unique historical event tied to a particular country, which after introduced to the students, allowed them to develop a deeper understanding. In addition, since books represented a wide variety of reading levels, the needs of all students could be met. The format of literature circles lent it itself to more opportunities for teachers to differentiate by providing lower level books to those reading below grade level and challenging those who were ready to read beyond the sixth-grade level. Thus, all students across the board benefitted from this experience. Through penpalschools.com, students were able to practice their writing skills by communicating with multiple students, located in other parts of the world, on specific topics of study. Not only did this provide a safe setting to engage with peers, but also penpalschools furnished some real-world experience developing empathy for people from different backgrounds. In addition, thanks to the approval of a Virtual Reality in the Classroom Grant, students were able to explore the setting of their novel through a Google Expedition field trip. Between the books, the technological global connections via penpalschools.com, and the Virtual Reality field trips, we believe this new curriculum has greatly enriched the Humanities experience of sixth graders at Ipswich Middle School.

Was the goal of this project met and how did you measure success?

At the conclusion of each of our two units, students were going to be asked to write reflections about how the study of each book was tailored to meet their needs, enhance their understanding of a particular country, and teach them about a significant historical time period within that country. In order to determine if students truly had an understanding of their country of study and how a particular historical event impacted its people, students were also expected to become the providers of knowledge for their peers through presentations. Unfortunately, just as this phase of our grant was being introduced, for the first of our two units, the pandemic struck. Anecdotally, based on student feedback, we can share that students appreciated having a choice in their reading and enjoyed their books, yet learned a significant amount about a particular historical event, and liked being somewhat self-directed within their literature circles. Teachers could add that student engagement was high, the various levels of text made knowledge accessible, and students truly showed interest in their topics, often posing probing questions in order to further understand. We are hopeful to have more data gathered next year when we are able to fully complete the process.

Any additional information to share (optional)?

After completing some research, we discovered that there are very few public school systems in the area that offer a fully integrated Humanities curriculum on a daily basis. We strongly believe that the curriculum we developed could serve as a model to other educators who are trying to implement a true Humanities program. During the year, we shared our approach with colleagues from other grade levels, in an effort to help them consider the value of our approach as Ipswich Middle School moves towards a Humanities model.



Middle School

UKULELE PROJECT

Grant Awardee: Beth Hagan-Haltmeier

Awarded Amount: \$2,794.00

Number of Students Impacted: Entire IMS school population

What was the purpose of the Mini-Grant?

The purpose of the mini-grant was to purchase a full classroom set of ukuleles, supporting materials, curriculum, appropriate storage equipment, and necessary repair equipment. These materials would not be typically available through the regular music class budget.

How did this grant provide educational enhancement for Ipswich Public School students?

With the incorporation of ukuleles into the middle school instrument collection, students of all grades and ability levels could explore music making in new and fairly easily accessible way. Learning chord progressions is perhaps the most important way to teach middle school students how to perform and create popular music genres that they want to play, and the ukulele is an affordable and fun tool to make this possible. The ukulele can be adapted and instruction differentiated for many types of learners, and almost any student can achieve a level of successful music making.

Was the goal of this project met and how did you measure success?

All of the students in music classes, through the first two thirds of this extraordinary school year, had the opportunity to learn ukulele skills, including reading and performing melodic tablature, and decoding and performing chord progression charts. Students earned the opportunity to play a "choice song" once they had mastered the song list I provided for them, and almost every student had that chance, demonstrating their success in the curriculum. It was a pleasure to see students who had never before volunteered to perform individually, raise their hands to play a song, or demonstrate a newly learned chord. Students were able to learn more through collaboration, supported and helped one another in learning new skills, and encouraged classmates to perform confidently. It has been an absolute joy to add the ukulele to the middle school classroom.

Any additional Information to share (optional)?

One of the best parts of my week, every week, was Faculty Ukulele Club on Thursday mornings before school. Between eight and fifteen staff members also had the chance to enjoy the music class ukuleles and try out a new skill every week. Sadly, one third of our student population did not get to learn the ukulele before the Covid-19 crisis forced the closing of our school building. Eighteen students requested to take a ukulele home with them to either continue practicing or to learn new skills. Some even asked to keep them over the summer, and I was happy to be able to provide that additional musical resource to our students.



TOOLS FOR BUILDING NARRATIVE STRUCTURE

Middle School

Grant Awardee: Seana Hickey

Awarded Amount: \$3,740.00

Number of Students Impacted: 15+

What was the purpose of the Mini-Grant?

The purpose of this Mini-Grant was about using manipulatives and the Story Grammar Marker to help build a student's story grammar or narrative structure. Many of our students with weak language skills are challenged with not just sharing a story, but also listening to a story being read aloud in the classroom and being able to retell the story or even answer basic questions. The Story Grammar Marker is a hands-on, multi-sensory, and kinesthetic tool designed with meaningful icons that represent the parts of a story. The hope was that we as educators would be able to provide our students with the tools they need to understand narrative structure. Ultimately, we would see improvement in their abilities to comprehend and tell stories, initially with oral language, and then moving on to written language as well.

How did this grant provide educational enhancement for Ipswich Public School students?

The Story Grammar Marker (SGM) tool provided students with a structured framework to use to help them with their narrative skills, including the re-tell of a story, whether sharing a personal story, one they had just listened to or one they had read. With third and fourth graders, it was successfully used with Non-fiction text, referring to the head and beads for the main idea and then listing details with the beads. At the high school level, it was used for both reading and writing in a small group ELA class. For both novels used in this class, the teacher used the SGM tool to review what had been read previously to activate students' memory (especially after the weekend!). When writing as part of the narrative unit, students were provided with the SGM frame template.

Was the goal of this project met and how did you measure success?

Yes, the goal of this project was met, in that students showed improved knowledge of narrative structure. Students were able to include details, such as character feelings, setting, etc. that normally would not have been elicited without the multi-sensory tool. There was improvement in comprehension and re-tell, as well as adding details to their stories. In the small group ELA class, the teacher reported it improved students' abilities to recall character traits, setting, and details from what they had read. It also encouraged students to add details to their retells. In addition, students appeared eager to participate and use the tool to share with their peers. Success was measured through progress reports, observation, and data collection.

Any additional Information to share (optional)?

An SLP at one of the elementary levels shared this story about the use of the SGM tool:

"For the first time, a child with significant expressive language challenges was able to convey a personal story about something he was very upset about - he would never have been able to do that before. It was awesome!"



STANDING STUDENT TABLES

Grant Awardee: Jacqueline Potter

Awarded Amount: \$4,548.00

Number of Students Impacted: One table for six per grade, accessible to all students

What was the purpose of the Mini-Grant?

The objective of this grant was to offer students alternative seating and work space in the form of whiteboard tables and standing desks, with the goal of increasing student engagement, motivation, collaboration and creativity.

How did this grant provide educational enhancement for Ipswich Public School students?

The whiteboard tables offered students the option of working while standing, leaning, or sitting, fostering a kinesthetic and flexible environment, and increasing motivation to engage in learning tasks and collaboration.

Was the goal of this project met and how did you measure success?

I believe the goal of this project was met, as evidenced by anecdotal student and teacher feedback. Differentiation, flexible grouping, and student based learning has become the norm in many classrooms. The tables offer a setting where these practices can be fostered. Student and teacher feedback was overwhelmingly positive, and others have inquired about how to acquire these tables.

Teacher feedback: "The white board table added an extra flexible seating space that was not possible with my previous set up. When students were chosen or earned the privilege of using this table, they always seemed more engaged and excited. I could very easily see what they were thinking and followed the thought process just by simply looking at the table. Often times, kids would draw lines to create four sections of work space, and each student would then share their thinking with the group. They could easily walk around the table and see. It was great when after these discussions they would then adjust their thinking if needed." K. Simms, Grade 6 Math

Any additional Information to share (optional)?

The delivery of the tables and desks were delayed. This, coupled with the early closure of school, allowed only limited time to assess the project, and not to the extent that was anticipated, but it was evident that these tables were a benefit to the learning environment overall.



Middle School

EMPOWERED BRAIN

Grant Awardee: Jacqueline Potter

Awarded Amount: \$4,800.00

Number of Students Impacted: 3

What was the purpose of the Mini-Grant?

Empowered Brain consists of computerized glasses and application software, which is intended to help students with Autism Spectrum Disorder and ADHD improve their social emotional skills, focus, attention, and eye contact. The glasses allow a student to see the teacher, while also receiving virtual reinforcements given the use of the various apps, game elements, and Google glass.

How did this grant provide educational enhancement for Ipswich Public School students?

A number of students utilized the glasses, and enjoyed some components. For example, the emoji like characters that would appear in the glasses to reinforce sustained attention or eye contact. The glasses also enabled opportunities for students to preview unfamiliar settings, e.g. new classrooms, prior to be expected to enter.

Was the goal of this project met and how did you measure success?

Unfortunately, I don't believe the goal of this project was met. Although there were some positive features, overall the product was "glitchy", and could be frustrating for staff and students. The support staff at Empower Brain was great, but the product is fairly new to the market and still has a few kinks to be worked out. There were some desired effects while using the glasses, but there was no generalization of skills, as had been hoped. Of course, the early school closure did not help matters.



Grant Awardee: Megan Scarbrough

Awarded Amount: \$4,862.00

Number of Students Impacted: this year 150, more each year

What was the purpose of the Mini-Grant?

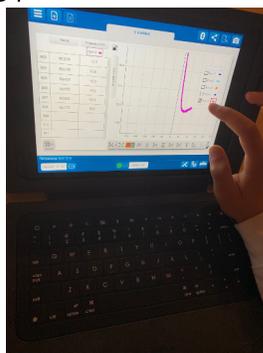
Using an inquiry approach to science, students will use probes/sensors and tablet apps to collect, analyze and present data. Using these tools for experimentation throughout the school year will increase students' scientific knowledge and ability to write and speak scientifically. The iPad will create the easy to carry interface to quickly get visible results and be able to seamlessly integrate that data into lab reports, slides, etc. We already had the PASCO probes from a previous grant, so with updated technology like Bluetooth and apps, the iPad was the best learning tool to utilize these probes in a classroom setting.

How did this grant provide educational enhancement for Ipswich Public School students?

Students were able to perform various experiments in Earth Science, Life Science, and Physical Science using thermometer probes, light sensors, and motion detectors that connected via Bluetooth to iPads. Students were able to see a graph of the experimental data instantaneously, and that data could be saved for later use and data analysis. Using the digital ability of the interface and tablets, students were able to analyze their graphs in small groups. Students documented their experiments and results with digital photography using the iPad as they went and could insert that quickly into reports, slide decks, and blogs. Students' analyses were also able to be projected on the classroom smart board, so their results were presented and discussed.

Was the goal of this project met and how did you measure success?

Yes, our goal was met through the receiving of our iPads and charging tubs this year. The iPads were the easy to use tool that students are so familiar with, allowed them to take real time data, and effectively analyze and document it. The ability to take pictures while experimenting, and dropping those photos right into their lab documents made their lab reports much more interactive and descriptive. The probes we had worked so well with the PASCO apps, and created a much more user friendly interface than the old handheld devices. We also wanted the iPads to allow for other content areas to be able to use them for project based learning and transdisciplinary work. We were able to see this happen this year through video projects in Spanish. The iPads were the perfect tool to have in the classroom to easily create videos, upload them to necessary platforms and create amazing products that showcased learning in action.



Grant Awardee: Kelly Scott

Awarded Amount: \$4,953.00

Number of Students Impacted: 72+

What was the purpose of the Mini-Grant?

We were trying to improve data collection and presentation in 8th grade science labs. Utilizing iPads greatly increased our ability to teach students how to effectively collect and display data. The wireless temperature and light probes greatly increased the accuracy of the measurements taken during our labs. The PASCO SPARKvue app for iPads was much easier to use and more student friendly than laptop and web-based versions we have used in the past.

How did this grant provide educational enhancement for Ipswich Public School students?

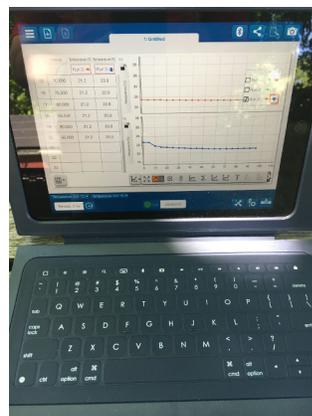
The iPads were used for multiple purposes, and not just in our Science classrooms. They were very successfully used in laboratory research in science. The iPads were also used day to day to increase student access to a multitude of internet resources, including Google tools, such as Classroom and Drive. The iPads were used for video projects in both Spanish and Health as well.

Was the goal of this project met and how did you measure success?

Yes, the goal was met. The data collection during our labs was much more accurate, easier to collect, and much easier to present. Students could independently use the probes to collect data, and the easy to use app created graphs and charts of that data that made analysis easier and greatly improved students' ability to present their findings. The iPads were a fantastic addition to the devices we already have in 8th grade, and the video capabilities were utilized for projects outside of science as well.

Any additional Information to share (optional)?

We had 3 major labs that we didn't get to before we went to Remote Learning, and also our annual Issues Fair project could not be completed this year. The iPads will be utilized in all these things and more in the future.



Middle School

USING SOLAR ENERGY

Grant Awardee: Christine Senechal

Awarded Amount: \$4,924.00

Number of Students Impacted: 150

What was the purpose of the Mini-Grant?

In order to increase student understanding of solar power within our Sustainability Units, which culminate in real world projects of building a solar power hydroponic garden and electric cars that students drive, we would like to develop lessons around using smaller solar panels and voltage meters to track the solar energy on school grounds at different times of day and during the school year. Students will also use the miniature solar panels to build a device that could be used to increase the efficiency of their tiny house, which would expand our Heat unit.

How did this grant provide educational enhancement for Ipswich Public School students?

The projects that were planned based on this grant were halted by the Coronavirus shutdown. Students were able to use the larger solar panels to map the solar energy on school grounds. Students would have then built tiny homes and used the solar powered lights to heat their homes. Once testing of insulation had been completed for our Heat unit, students would have mapped out solar power for their tiny homes. Students would have then used mini-solar panels to electrify their home in some way. Final planning of this unit was never completed because our focus turned to Remote Learning. We have plans to work on this unit next year and develop further ideas with Change is Simple.

Was the goal of this project met and how did you measure success?

Our goals were:

- An overarching question throughout the school year for students is: How can we increase a sustainability mindset in ourselves and others? The lessons we will plan around the solar panels will further students understanding of sustainability.
- Students will gain knowledge of the types of non-renewable and renewable energy.
- Students will understand how sunlight is converted into usable energy and how solar panels work. Using Remote Learning, we were able to teach students about sustainability, renewable energy, and how solar panels work.

Unfortunately, the "project based" activities we had imagined will have to wait until next year. We were able to create a couple slideshows that demonstrate how some of the equipment we purchased worked, and how it could be used for other things in the classroom. Unfortunately, we are unable to link the presentations below.



Winthrop School

CORE WORD PRESCHOOL LITERACY PROJECT

Grant Awardee: Michelle Britt-Thompson

Awarded Amount: \$4,920.00

Number of Students Impacted: 35+

What was the purpose of the Mini-Grant?

- Expose preschool students to highly functional words, in a systematized way.
- Provide parent training on the benefits of reading books to their children.

How did this grant provide educational enhancement for Ipswich Public School students?

- Students were exposed to books with repetitive text.
- Students increased sight word recognition.
- Students developed a love of books, especially for one particular student on the Autism spectrum who did not like books prior to this intervention.

Was the goal of this project met and how did you measure success?

- Yes, the students and preschool staff loved the books and were systematically exposed to core words in a multitude of ways (multi sensory speech groups - see picture attached, core word books, visuals, etc).
- Students would pick up the books and pretend to read them.
- Post test data could not be completed due to the COVID-19 school closure.



FLEXIBLE SEATING IN THE ELEMENTARY CLASSROOM

Winthrop School

Grant Awardee: Lauren Gouzie Fonvielle

Awarded Amount: \$4,440.00

Number of Students Impacted: 20 (and will continue throughout the life of the furniture)

What was the purpose of the Mini-Grant?

The purpose of this mini-grant was to fully outfit a 3rd grade classroom with flexible furniture and seating options. The aspirations of the grant were to impact students with choices of seating, a more collaborative work environment, allow for discrete practice of executive functioning skills, and most importantly, allow for the motor output, so often needed by younger children. As pedagogy changes, the need for more flexible learning environments, and therefore furniture, becomes apparent. In addition, as student learning styles change, this furniture provides various supports for all learners.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant provided a classroom full of flexible seating options for one 3rd grade class. Some items that were incorporated into the physical classroom space were two varying heights of whiteboard top tables for collaborative group work, as well as an additional workspace, a variety of wobbling and solid-based stools, a set of lap desks for mobility around the classroom, yoga mats, and soft seating. The set up of the classroom also sparked discussion among other classroom teachers, resulting in observations of the space and carrying ideas back to their own classrooms.

Was the goal of this project met and how did you measure success?

The goal of this project was met with overwhelming success. I was nervous about how I would incorporate these new and exciting pieces of furniture while balancing the expectations of the classroom. What I found by the first two months in was that students all had a preferred method of seating, and chose what worked best for them independently. The collaboration and visual representation of work that we saw was astounding. We measured success by examining student productivity, cooperative collaboration, and positive academic behaviors between September and June.

Any additional information to share (optional)?

Please see the following remarks from a parent:

"It was just prior to the start of 3rd grade when we first heard that Ms. Gouzie had her classroom changed over to flexible seating. That was welcome news to us! In our son's case, flex-seating options were requested and implemented as the result of his I.E.P. during 1st and 2nd grade. Flex-seating can be very helpful with sensory input. Now all of our son's classmates would share a range of seating options. Early in September, our son came home from school and declared "this is the best classroom I've ever been in!"

There have been several opportunities throughout the school year where parents were able to tour the school and visit their child's classroom. Early on, it was patently clear that the variety of seating choices in Ms. Gouzie's class encouraged a shared sense of community. It's been awesome to witness how the children work together in smaller units and on the whole. We have noticed a substantial improvement this year in our son's feelings about school, and his enthusiasm for projects and assignments. He has spoken repeatedly of his use of different seating options, and it's evident these choices help him with focus, input, movement, and comfort." -Steve & Maegan Chaggaris



WINTHROP DISCOVERS

Grant Awardee: Jennifer Grenier

Awarded Amount: \$4,262.00

Number of Students Impacted: 380 +

What was the purpose of the Mini-Grant?

The goal was to engage families in mathematics through a community-wide event. The math collection in both the school library and the math lab was updated to reflect more diverse books representative of all cultures. Authors as well as characters and topics were considered when selecting books. Lesson plans were created to support using many of these books as mentor texts for mathematics and STEAM instruction.

How did this grant provide educational enhancement for Ipswich Public School students?

We held a highly attended and well-received Family Math Night. Families learned about math ideas relevant in the classroom today and played games alongside their children. Materials were shared and fun was had by all. Over 100 books were purchased representative of our diverse student population, selected and vetted by the school librarian. Students and teachers alike enjoyed these books and were able to benefit from their presence in our collection.

Was the goal of this project met and how did you measure success?

The goal was to bring the community together to "think math" and celebrate how we engage in math in our everyday lives. It also aimed at updating our library collection to include more diverse authors and characters, and current social justice topics.



INNOVATIVE MATH PRACTICES

Grant Awardee: Jennifer Grenier

Awarded Amount: \$2,483.00

Number of Students Impacted: 380

What was the purpose of the Mini-Grant?

The goal was to improve teaching and learning in mathematics. This was done by supporting teachers with materials and time. Materials, to implement innovative practices in the classroom, and time, to visit other classrooms and debrief with the math coach. Teachers piloted math practices gleaned from national and state conferences, as well as their colleagues.

How did this grant provide educational enhancement for Ipswich Public School students?

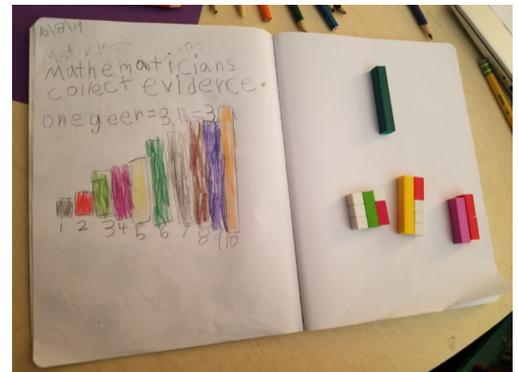
Math notebooks were adopted on a school-wide level. Students benefited from innovative projects and practices, such as personalized math toolkits ("math bags") in kindergarten, dramatic play centers in preschool, math provocations in preschool and kindergarten, and visual/tactile/kinesthetic math materials in third grade. Students benefited from the multifaceted approach to learning.

Was the goal of this project met and how did you measure success?

This organic, grassroots approach to improving mathematics instruction with collaboration was the goal. It was met on many levels; however, due to the nature of our abrupt switch to distance learning, it was not fully achieved. The teacher collaboration (substitute teachers come in, allowing educators to meet and debrief, reflect and plan) was scheduled for the spring. The video library of classroom lessons was not created. However, a plethora of instructional videos were created for online learning. We are re-submitting this grant in hopes that we can finish our work and continue with innovative math practices next year, particularly with the adoption of a new math program in grades K through 5.

Any additional Information to share (optional)?

Many, if not most grade levels have permanently adopted the practice of using math notebooks and placed funds for them in their own classroom budgets. This is just one of the many positive outcomes of this grant.



ART ROOM iPADS

Grant Awardee: Camela Leigh

Awarded Amount: \$4,738.00

Number of Students Impacted: Approx. 375 students

What was the purpose of the Mini-Grant?

The purpose of this grant was to provide students with quick, independent access to high quality, digital images in the art room. This grant allowed for the purchase of 12 iPads for student use and a charging station. These iPads, which have the capability of accessing countless images for students to use in the art room within seconds, replaced numerous shelves and boxes of printed material that had become a time consuming and an outdated resource to images for students. The decision to request this type of technology was made with student access in mind, as well as the speed, quality, and quantity of information that it could provide.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant provided digital access to students across all grade levels to view valuable, visual images that are important for their development of observational and visual thinking skills in the art room. Students are now not just limited to images that are available by looking through a box of photos, which may or may not contain a particular image. For example, a student may have learned about a willet during science instruction and then they may decide that they would like to include a representation of that bird into their art piece. Since observation is an essential artistic skill, it would be appropriate that a student would like to see a picture of a willet. With access to an iPad, a student can view numerous images in a variety of environments with multiple points of view. This is an invaluable tool for learning through observation.

Was the goal of this project met and how did you measure success?

The goal of this project was met. Students were able to access a variety of appropriate visual information independently and successfully. In addition, it has provided a venue to possibly implement additional tech tools and platforms for students to access and enhance student learning in the art room.



EXECUTIVE FUNCTIONING COACHING

Winthrop School

Grant Awardee: Margaret Madeiros

Awarded Amount: \$5,000.00

Number of Students Impacted: 60 to 75

What was the purpose of the Mini-Grant?

The purpose of this mini-grant was to provide training for the special education professional staff at Winthrop on Executive Functioning. The aim was to bring the professional staff together to learn how executive functioning skills affect learning and strategies to help our students who struggle in this area. The design was for the whole group to hear the most current research from a highly regarded trainer, and then be able to have 1:1 coaching for teachers in their own classrooms, with their students in strategies use. The final aim of the grant was to have all of the special education staff writing measurable goals in this area.

How did this grant provide educational enhancement for Ipswich Public School students?

I will share with you some of the many comments from our staff survey; I think this best speaks to the enhancement for our students.

1. As a new teacher, Sarah Ward's workshop offered me many new strategies to support and better understand my students who experience executive functioning challenges. Her strategies related to helping students backwards plan visually were extremely beneficial and allowed students to access classroom activities, instruction, and routines with greater success.
2. I feel I have gained a deeper understanding of executive functioning and how it impacts children. My toolbox has also grown due to Sarah Ward's consults.
3. Due to the fact that I now know more about executive functioning, as well as strategies to help students increase their own skills within this specific and incredibly important area, not only are those students who specifically require support receiving more assistance through careful classroom and lesson planning, but other non-identified students within the same classroom can also benefit from those considerations, helping each child to develop and improve upon their executive functioning skills, and, their independence, self-esteem, and confidence as well.
4. My student has become more independently organized!!
5. Students have benefited from the way I provide learning opportunities for them to integrate executive functioning skills. For example, suggesting how a student could determine what to do next by following a set of predictable routines (re-read directions, look on the board, scan the room, ask a friend).
6. Before Sarah Ward, I did not have any concrete strategies to use for kids with executive functioning needs. This grant educated me which allowed me to work better with my students!

Was the goal of this project met and how did you measure success?

Success for this project was measured in the following manner:

1. All special education staff at Winthrop are writing measurable goals in Executive Functioning in our IEP's.
2. All special educational professional staff were trained by Sarah Ward, known for her expertise across the nation.
3. All staff had opportunities to work with Sarah Ward in a coaching model, where she observed a student they had questions about and gave feedback, and they could try out suggestions prior to her next visit.
4. Winthrop's special education department has a common knowledge base with regard to executive functioning.
5. Special education staff discuss executive functioning skill development and offer suggestions to parents.
6. The staff has implemented strategies in their classroom and we are seeing success. This success has been noticed by staff as well as parents.
7. Students with executive functioning needs learned strategies that helped them be more independent.
8. We also conducted a survey as to the effectiveness of training and coaching. The survey was set up from 0 to 10 (10 being extremely helpful). 93% of respondents gave a 9 or 10. The lowest score was 8.

Any additional information to share (optional)?

When I informed Sarah Ward that we were awarded the grant again to train regular education teachers and teaching assistants, this was part of her response: "Your teachers are just fantastic, so dedicated and real implementers! I look forward to working with them in the Fall". This is from a trainer that trains all over the nation.

<p>Get Ready</p> <ul style="list-style-type: none"><input type="checkbox"/> Pencil<input type="checkbox"/> Book <p>Blank journal page</p>	<p>Do</p> <p>Make the symbols. Read a page. Write the things that I got from the page. Read another page. Write the things from that page.</p>	<p>Done</p>  <p>Get Done! Put materials back in reading bin.</p>
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Winthrop School

#MATHGALS

Grant Awardee: Gretchen Marinopoulos

Awarded Amount: \$4,580.00

Number of Students Impacted: I had 22 girls in grades 3-5 join up. We were due to start on March 16th

What was the purpose of the Mini-Grant?

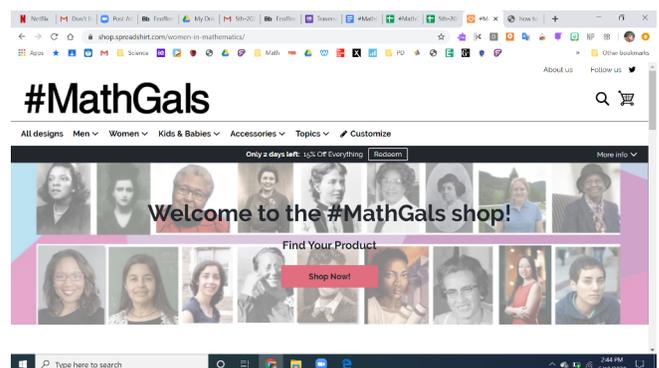
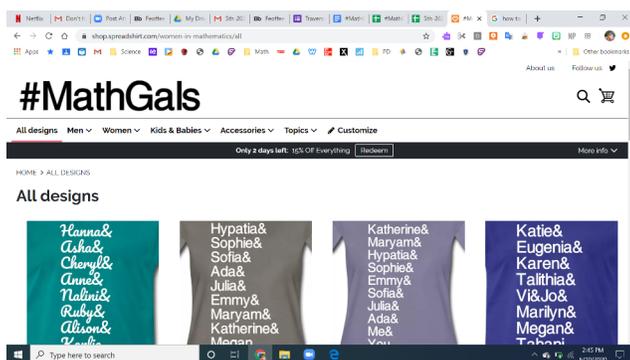
The purpose was to introduce girls to women who have been influential in the STEM areas. The girls were to work in pairs to research a MathGal and present (in a creative manner of their choice) their findings to our MathGal group and the students and staff at Winthrop. We had also planned on sharing our work with the Doyon MathGals group as well as on the #MathGals social media platform (parental permission). The hope was to be inspired to continue their participation in the STEM pathway. At the end, one copy of each book received through this grant would be displayed in the library and highlighted in a #MathGal section.

How did this grant provide educational enhancement for Ipswich Public School students?

Unfortunately, we were unable to get this group up and running. I fully plan to continue in the fall (or as soon as we are back in school) and to invite graduated 5th graders who were interested to come back and participate. The only remaining monies were those set aside to purchase #MathGal t-shirts for the participants. I would love for that money to continue to be allocated for the t-shirts, but certainly understand if the money would be better spent elsewhere during these challenging times. The group can run just as effectively without the t-shirts!

Was the goal of this project met and how did you measure success?

See above



INCREASING STUDENT MATH ACHIEVEMENT

Grant Awardee: Jennifer Spencer

Awarded Amount: \$2,657.00

Number of Students Impacted: approximately 380

What was the purpose of the Mini-Grant?

The purpose of this grant was to provide math enrichment for all students at Winthrop School through origami art. The intent was to connect math and art in a highly engaging way, to contribute to the development of proficient math students. When students are invested and find joy in their math learning, they are more likely to become confident, capable mathematicians. Viewing math content through an artistically creative lens is a different approach, enhancing typical math lessons presented in our current math program.

How did this grant provide educational enhancement for Ipswich Public School students?

This project enhanced our current mathematics instruction through artistry, origami, and storytelling. World renowned origami artist, Michael LaFosse, visited Winthrop School to present lessons that enhanced our math instruction through his artwork. Every student had the opportunity to work with Michael as he visited each classroom. Teachers gained a better understanding of a new artistic approach to differentiate instruction. Students gained a better understanding of their grade level content as a result of this program.

Was the goal of this project met and how did you measure success?

The goal of this project was met, as students were challenged to express their mathematical thinking through their artwork. Children and adults showed engagement and JOY. Follow-up origami creations took place in classrooms in the following weeks, most often initiated by students. "Why can't he come back every year?" was a popular question. Positive feedback from teachers, students, and parents, is a testament to the project's success.

Any additional Information to share (optional)?

Michael LaFosse is a trained biologist, professional artist, accomplished author, and teacher. His origami artwork appears in museums world-wide, including the Carrousel du Louvre in Paris, the Hangar 7 in Salzburg, and the Peabody Essex Museum in Salem. He co-founded Origamido Studio, which is a teaching center, gallery, origami design and hand papermaking facility in Haverhill. We were fortunate to have such a talented artist who is experienced in teaching math and science through his art, living locally and willing to share his time with us.



Winthrop School

STRONG, SMART AND BOLD (Winthrop Portion)

Grant Awardee: Deb Trevarrow

Awarded Amount: \$2,500.00

Number of Students Impacted: 25

What was the purpose of the Mini-Grant?

To provide fourth and fifth grade girls the opportunity to enhance social connections, self-esteem, to increase healthy decision-making, and to learn skills related to independence and economic self-sufficiency.

How did this grant provide educational enhancement for Ipswich Public School students?

The Girl's Inc. programming extends social/emotional learning opportunities for girls beyond the school day. The girls have the opportunity to explore in a safe, supportive (pro-girl) environment, challenging topics such as peer pressure, bullying, physical and internet safety.

Was the goal of this project met and how did you measure success?

The program was a huge success! We had a high enrollment rate at both schools and a very low attrition rate between the fall, winter and spring programs. The girls are highly engaged in each session and report to enjoy the program. Girl's Inc. will be conducting a survey with the girls and the survey data may be shared if requested.

Any additional Information to share (optional)?

COVID-19 hit at the very beginning of our Girl's Inc. spring session. We had 26 girls at Winthrop registered and 98% of the girls continued from the previous session. Danielle Littles (Girls Inc. Director) and myself continued to offer programming to Winthrop girls following the school building closure through Zoom. Girl's Inc. continued with Doyon girls as well, being facilitated by Danielle Littles and supported by Maureen O'Connell. Attendance has not been consistent in the Zoom format, but we generally have about 10 girls participating each week. Girl's Inc. is going to continue Zoom lessons through the end of year, and the additional sessions are free of charge.



TAKE A BOOK, SHARE A BOOK

Grant Awardee: Cynthia Welch

Awarded Amount: \$4,687.00

Number of Students Impacted: 382+

What was the purpose of the Mini-Grant?

"The purpose of every Little Library [including our libraries] is to inspire a love of reading; to build community; and, to spark creativity by fostering book exchanges around the world." Erecting a Little Free Library at Winthrop School and Open Door (summer of 2020) affords our students and their families the opportunity to see the power of, and to experience, the joy of reading. Readers are encouraged to take a book that piques their interest and then "pay it forward" by sharing a book for the next reader. This simple act is rooted in a profound concept: When you open the door of a Little Library, you open the door to your possibility.

How did this grant provide educational enhancement for Ipswich Public School students?

While seemingly prophetic, this grant offers our youngest readers the much needed solace they need in these most uncertain times. When Winthrop School and Ipswich Public Library were mandated to close, our Little Library was open to fill the void, providing books to students and their families. Sure, they walked away with something tangible but, perhaps unknowingly and even more powerful, they walked away with something intangible: motivation, community, and generosity. Filled with picture books, pre-emergent, emergent, chapter and middle read books, graphic novels, and some classics, too, our readers have constant access to the world beyond themselves. This grant enables students and families to put down the device, pick up a book, and READ.

Was the goal of this project met and how did you measure success?

The goal of this project has been met. With resounding success, the Little Library is overflowing with books that have been left by visitors. In Zooms, students have shared with classmates about their trips to visit our Little Library; on social media, parents have posted photos of their readers taking and sharing books at our Little Library; and, through emails, parents have expressed gratitude for our Little Library. Often considered "small-but-mighty," the success of our Little Library project extends beyond the pages of its books.

Any additional Information to share (optional)?

Little Free Libraries contribute to the global digital detox movement!



STEPPING INTO KINDERGARTEN

Grant Awardee: Kerry Zagarella

Awarded Amount: \$3,234.00

Number of Students Impacted: Winthrop Kindergarten Students

What was the purpose of the Mini-Grant?

Stepping into Kindergarten will span the District and connect the Kindergarten children at both Doyon and Winthrop Schools. *Stepping into Kindergarten* is based on the work and habits of Mister Rogers, and focuses on building a classroom and townwide Kindergarten community by participating in daily common routines. Young children need familiar rituals to create a safe, nurturing, and predictable environment in and outside of school. Sharing in this common daily ritual within the classroom community helps to build trusting relationships. The project will provide each Kindergarten student with a new pair of shoes to wear in school. Each day, the students will begin their educational journey together by taking off their home shoes and putting on their school shoes. At the end of the school day, the children will leave their school shoes and prepare for the end of their school day. The physical act of putting on school shoes makes the home to school transition more tangible. At the end of the day, Kindergarten students will find comfort in the daily habit that marks dismissal.

How did this grant provide educational enhancement for Ipswich Public School students?

Stepping into Kindergarten provided students with a common daily experience that contributed to the developing foundation of their classroom community. This enrichment gave our young students a concrete object (shoes) and a consistent routine daily. "The foundations of social competence that are developed in the first five years are linked to emotional well-being, and affect later ability to functionally adapt in school, and to form successful relationships throughout life" -National Scientific Council on the Developing Child, 2004

Was the goal of this project met and how did you measure success?

This year was unique. Our year of community building was interrupted by the implications of the Covid-19 virus. This was our second year using sneakers to supplement our routines and address many social and emotional needs outlined in the Social Emotional Learning standards. We have experienced measurable success by using anecdotal observations and family surveys. Unfortunately, we only had 6 weeks of this program before our school buildings were closed. Many children have asked for their sneakers, which gives us some information that the program had an impact. We did not complete our family surveys, due to the lack of time to reflect on the project. I have written another grant to continue this next year, when ritual, routine, and community building will be crucial to the transition back to school.

Any additional information to share (optional)?

My students enjoyed every part of the program. They were very excited to get the sneakers, to personalize them, and to participate in the morning and afternoon song that marked our arrival and dismissal in school. We had a classroom job of putting the sneakers out in the morning, and it was one of the favorite jobs in our class.

The students also appreciated the many compliments they got on their sneaker designs in the hallways of the Winthrop School. This being our second year, the staff and faculty were very supportive of the project and let our students know it!

Paul F. Doyon Memorial School

KINDERGARTEN/CFCE (Coordinated Family and Community Engagement) Collaboration

Grant Awardee: Dee Dee Bates, Cheryl Bistany Hill, Jena Woodworth, Danielle Delisio

Awarded Amount: \$4,929.00

Number of Students Impacted: Preschool/Pre-K students in the Ipswich Public School District

What was the purpose of the Mini-Grant?

The purpose of the Mini-Grant is to better prepare the preschool students for success in Kindergarten. Our Kindergarten team wanted to meet and get to know the early childhood educators and discuss ways to optimize the preschoolers' Kindergarten learning experience. Also, this collaboration satisfies a goal of the Paul F. Doyon School Council.

How did this grant provide educational enhancement for Ipswich Public School students?

Doyon Staff Members met with the Community Preschool teachers on two of the CFCE (Coordinated Family and Community Engagement) monthly meetings. Our Ipswich Birth to Three Program is partially funded by a CFCE grant.

On 10/16/19, the topic was Phonics Skills. We introduced the program that the Ipswich Public Schools Kindergarten classes use--Wilson Reading Foundations Phonics program. We provided Pre-K Foundation Kits to interested preschool programs, with the hopes that they will follow the program. If the preschoolers come to Kindergarten with a familiarity of the Foundations phonics instruction, the transition to Kindergarten might be easier.

On 12/11/19, the topic was Fine Motor Skills. Danielle Dilisio, our Occupational Therapist, discussed techniques to promote pre-writing and handwriting skills. Fine Motor Kits were assembled and distributed to the preschool programs.

A third meeting (12/9/20) was canceled due to the COVID closing. The agenda on this day was to show a video of a typical Kindergarten day and to discuss the importance of reading, especially reading rhyming books and predictable texts to enhance the students' pre-reading skills.

Was the goal of this project met and how did you measure success?

This collaboration was a success for many reasons. Early childhood teachers got to know each other on a personal level. It was a forum to learn more about each other's programs. The preschool programs showed interest in the Wilson Reading Foundations Phonics program, as well as the fine motor activities and information provided.

Paul F. Doyon Memorial School

SEEING STARS: SYMBOL IMAGERY FOR READING

Grant Awardee: Elyssa Brand

Awarded Amount: \$4,925.00

Number of Students Impacted: 20+ directly from the Program, All Students from use of symbol imagery strategies.

What was the purpose of the Mini-Grant?

There is a subpopulation of students, including some students with disabilities, as well as some primary grade students (K-2), who learned to sound out words (through a phonological intervention), but continue to have difficulty remembering sight words and orthographic patterns. These students spell words phonetically, but cannot remember the visual patterns of words. These students may sound out a word correctly, but do not recognize that same word when they encounter it later on the page. These students have difficulty visualizing letters in words, sequencing them, rapidly perceiving sounds in words, and often do not self-correct their reading and spelling errors. This is called weak symbol imagery. The development of symbol imagery through targeted teaching by trained teachers improves reading and spelling through alternate research-based strategies.

The purpose of the grant was to build the capacity of teachers to remediate difficulties in developing symbol imagery for reading and spelling. This skill helps students to develop accurate and fluent reading and spelling that serve as a basis for effective learning and literacy achievement.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant increased the number and variety of tools that teachers have at their fingertips to address reading/spelling issues in our students. Particularly, this training and collaboration with colleagues increased the ability to remediate specific difficulties in orthographic knowledge, sight words, and spelling that are a byproduct of weak visual imagery.

Was the goal of this project met and how did you measure success?

Due to scheduling, our teachers took the training during the school closure due to COVID-19 via a remote live interface. Therefore, teachers were not able to implement the program/strategies in person on a widespread basis.

However, in collaboration with each other, we had explored the program earlier in the year with a limited number of students. Particularly, we had a student for whom multiple other interventions were not effective. We collaborated around tailoring the Seeing Stars curriculum to meet his needs and he has made excellent measurable progress. Multi-sensory strategies that have been implemented within the program include skywriting, visualizing orthographic patterns using color images, segmenting syllables using syllable boards, and using fast-paced instruction. It has been particularly beneficial to collaborate when he gets stuck. He is finally reading two-syllable words after we figured out that he should scan the second syllable first before attempting the first one! The strategies this program offers target deficits using different processes and procedures in an alternate way to best address differing learning profiles.

Paul F. Doyon Memorial School

EXECUTIVE FUNCTIONING COACHING

Grant Awardee: Michelle Garvey/Elyssa Brand

Awarded Amount: \$5,000.00

Number of Students Impacted: 75+

What was the purpose of the Mini-Grant?

The purpose of the Mini-Grant was to increase the capacity of our special education staff to explicitly teach and support executive functioning skills in order to maximize students' independence, organization, time on task, and overall regulation. In effect, this grant sought to increase teachers' and therapists' abilities to remediate executive functioning deficits in students with and without disabilities in the general education classroom.

How did this grant provide educational enhancement for Ipswich Public School students?

Sarah Ward's strategies and techniques were immediately transferable to the classroom, even after our first three-hour workshop session. In addition, the onsite real-time coaching sessions were invaluable. Teachers and therapists found that when we looked at particular case studies and brainstormed with Sarah, the strategies were then able to be used with other students as well. In addition, Sarah was nimble in her approach, adapting her training to be provided asynchronously during the closure in order to train staff on how to support executive functioning development in the current remote environment.

Was the goal of this project met and how did you measure success?

The goal of our project was met. Special education teachers/staff now have a toolbox of strategies at their fingertips to address executive functioning skills. Staff who were involved in the training now share a common language/strategies to address these important life skills, which will be able to follow students as they move through the grades, creating continuity and increased learning. In addition, staff were able to better identify executive functioning needs, write more targeted IEP goals, and implement interventions to address lagging skills effectively. Students made excellent progress towards their IEP goals in this area this year. In addition, because the coaching sessions took place in the general education classrooms, students who were not on IEPs benefited as well. Some testimonials from staff (recorded by a survey) are listed below:

- "Due to the fact that I now know more about executive functioning, as well as strategies to help students increase their own skills within this specific and incredibly important area, not only are those students who specifically require support receiving more assistance through careful classroom and lesson planning, but other non-identified students within the same classroom can also benefit from those considerations as well, helping each child to develop and improve upon their executive functioning skills, as well as their independence, self-esteem, and confidence."

- "My students have benefited from the program by learning strategies to help them think through their actions. While their peers may have been able to backwards plan with ease, some of my students struggled significantly with this skill, impacting their ability to perform at their best in the classroom. Learning to think through and "see" the steps they would have to take to get from one place to the next improved their access and availability to classroom instruction, activities, and routines."

- "I loved Sarah Ward and her expertise, she made things so accessible for me. She really gave me a fresh perspective on some common issues and most of all usable ideas that were manageable to implement and had a big impact."

Any additional Information to share (optional)?

This grant had a substantial positive impact on our students this year!



Paul F. Doyon Memorial School

WORLD LANGUAGE COLLECTION DEVELOPMENT

Grant Awardee: Teresa Hohenstein

Awarded Amount: \$5,000.00

Number of Students Impacted: All School- approx. 390 students

What was the purpose of the Mini-Grant?

The purpose of this grant was to create a section of the library devoted to World Language and Bilingual books. We wanted to create a space in the school for students who may speak a language other than English to see themselves represented in books. Additionally, we wanted to purchase books for those students interested in learning a new language. The inclusion of these books into the library collection benefited the entire school population.

How did this grant provide educational enhancement for Ipswich Public School students?

This grant helped to support the new elementary World Language program. Many titles in Mandarin were purchased and used by our World Language teacher, Mrs. Carbone, in her read alouds. Titles in Russian, Spanish, and Portuguese circulated widely and helped students learn the spoken language of some of their friends and classmates. We included American Sign Language books in our purchases as well. This section was very popular and helped to support an ASL Deep class.

Was the goal of this project met and how did you measure success?

The goal of this project was met. Circulation statistics show that this section of the library was very popular. Through anecdotal observation during book check out times, the section was often visited by browsers. Many students who speak languages other than English were very happy to see themselves represented in books.



Paul F. Doyon Memorial School

BREAKOUT BOXES

Grant Awardee: Toni Mannette

Awarded Amount: \$800.00

Number of Students Impacted: 80+

What was the purpose of the Mini-Grant?

Breakout EDU games transfer the ownership of learning from the instructor to the student, making it easy to observe how learners approach problem solving and apply their knowledge.

A Breakout EDU game provides learners with many opportunities to fail forward. Every unsuccessful attempt to open a lock forces the player to try again. In addition to the content knowledge needed to succeed in a specific game, all Breakout EDU games require critical thinking, collaboration, creativity, and communication.

How did this grant provide educational enhancement for Ipswich Public School students?

The Break Out boxes provided both digital and physical challenges in many different academic subject areas. Working with the Technology Director, I was able to offer the use of the boxes and advise to colleagues on how to implement their use in the classroom. The boxes were used for the Doyon Family STEAM Night to introduce the challenges to all students.

Was the goal of this project met and how did you measure success?

All grade 4 students were excited and engaged in critical thinking challenges. They sought out the challenges when there was free time and choice opportunities. They persevered through difficult problems and cheered when they were successful. Other grade levels including kindergarten as well as STEAM night coordinators requested use of the breakout boxes.

Any additional Information to share (optional)?

I feel that I am just beginning to learn how impactful these challenges can be and am excited to get the opportunity to use them more next year.



Paul F. Doyon Memorial School

BOOK CLUBS THAT FLOURISH

Grant Awardee: Susan Moore

Awarded Amount: \$5,000.00

Number of Students Impacted: All 3rd- 5th grade students (approximately 180 students) this year and for years to come

What was the purpose of the Mini-Grant?

The purpose of Book Clubs that Flourish was to provide third through fifth-grade students with leveled multi copies of current and relevant literature that encourages discussion and critical thinking. While simultaneously providing grade level teachers with updated resources, lessons, and guidance around creating, managing, and sustaining powerful book clubs. I will quote directly from the professional development book provided to teachers titled *Breathing New Life into Book Clubs* in the forward written by Cornelius Minor, "Dana and Sonja's work is powerful because beyond guiding us into the structures, routines, and lessons that ensure meaningful reading and purposeful talk, they expertly guide us toward crafting the experiences that give children multiple opportunities to live as readers, thinkers and as members of a community. Dana and Sonja understand that whenever our society has been confronted with big questions, well-read young people have always been the answer". Considering our current global issues it is more imperative than ever that we give our students tools and support to keep reading, thinking, and talking.

How did this grant provide educational enhancement for Ipswich Public School students?

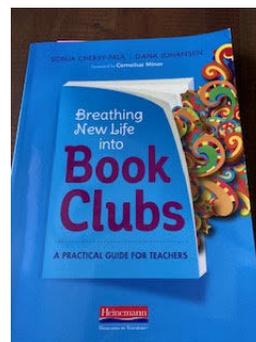
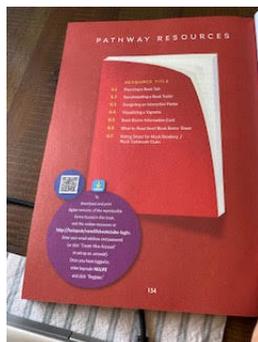
Teachers and students were provided with the resources (over 75 sets of leveled multi copies books) to support student learning from various perspectives and to develop empathy for others. When students think critically and listen empathetically, they will change the world just like well-read students have in the past. Resources purchased will be used for years to come to discuss timely topics such as climate change, healthcare, income inequality, racism, etc. The professional resource, *Breathing New Life into Book Clubs*, provided teachers an additional tool in their toolbox with strategies and suggestions for getting students to interpret texts more critically. An example of a lesson in which students are required to discuss, comment, and chart responses describing mood, atmosphere, tone, perspective, and symbolism provides ease of use for teachers, and effectively engages students in discussions with increased depth and breadth.

Was the goal of this project met and how did you measure success?

Yes, I believe the purpose/objectives were met, and the level of use, teacher feedback, student excitement, and engagement exceeded my expectations. As you may or may not be aware, two of our three fifth grade teachers were new to the grade level and shared their gratitude and appreciation for the resources. This is how one of our fifth grade teachers described the positive impact in the classroom: "The books available were current (and new to the kids) and encouraged deep and rich discussions. These new books allowed the kids to experience the lives of other children that are vastly different than theirs and led them to think about how lucky many of us are. The conversations they had, both teacher-led and amongst themselves, showed me how the stories impacted them, as well as the enjoyment they got from reading these new titles. My new personal favorite: *Out of My Mind*."

Any additional Information to share (optional)?

*Note- Unfortunately, I did not capture photos of student discussion and reading responses before we transitioned to remote learning. I am including some photos of a few of the book titles and the professional development book purchased for all teachers in grades three through five.



Paul F. Doyon Memorial School

EARLY LITERACY-PARENT ENGAGEMENT

Grant Awardee: Susan Moore (and K & 1 Teachers)

Awarded Amount: \$4,800.00

Number of Students Impacted: 120

What was the purpose of the Mini-Grant?

The Early Literacy- A Year of Parent Engagement grant was designed to provide parents/guardians of kindergarteners and first-graders with education, resources, and materials that would enhance student early literacy skills. My hope was to build a trusting relationship with parents and guardians, in which we can work together as a team. Along with the parent information night, student home literacy materials were provided to improve literacy outcomes. Through parent involvement and education, parents/guardians would be equipped to engage in home literacy activities with their children.

How did this grant provide educational enhancement for Ipswich Public School students?

The Early Literacy- A Year of Parent Engagement grant was designed to provide parents/guardians of kindergarteners and first-graders with education, resources, and materials that would enhance student early literacy skills. My hope was to build a trusting relationship with parents and guardians, in which we can work together as a team. Along with the parent information night, student home literacy materials were provided to improve literacy outcomes. Through parent involvement and education, parents/guardians would be equipped to engage in home literacy activities with their children.

Was the goal of this project met and how did you measure success?

The goals of the Early Literacy grant were, for the most part, met, as parents who attended the literacy information night asked relevant questions and were provided with the “dos and don’ts” of how to engage their children at home. Although a follow-up night was unable to be scheduled due to the COVID-19 pandemic, the parent/guardian information night was fairly well attended, and resources from the evening were put in the weekly Doyon news for all to access. It was slightly disheartening that some of the most at-risk student parents/guardians were unable to attend, but again, all students received the home literacy materials. I also took the time to personally follow up with families. It was a wonderful benefit for all of our students and most importantly our at-risk students to be provided with home literacy materials including foam letters, Foundation’s whiteboard, dry erase markers, activity lists, and 3-4 books. My hope is that having these materials enhanced students’ remote learning.

Any additional Information to share (optional)?

Thank you for helping me to begin building a relationship with our parents. The home literacy materials provided an important resource as we transitioned to remote learning.



Paul F. Doyon Memorial School

ORAGAMI-inCREASing STUDENT MATH ACHIEVEMENT ONE FOLD AT A TIME

Grant Awardee: Maureen O'Connell Origami-InCREASing Student Achievement One Fold at a Time

Awarded Amount: \$2,657.00

Number of Students Impacted: 365

What was the purpose of the Mini-Grant?

Michael LaFosse is a trained biologist, professional artist, accomplished author, and teacher. His origami artwork appears in museums world-wide. Every student will have the opportunity to work with Michael as he visits each classroom. The big idea for this project is that students will see the connection between math and art, recognize the use of math in the world, and view themselves as mathematicians. When students are invested and find joy in their math learning, they are more likely to become confident, capable mathematicians.

How did this grant provide educational enhancement for Ipswich Public School students?

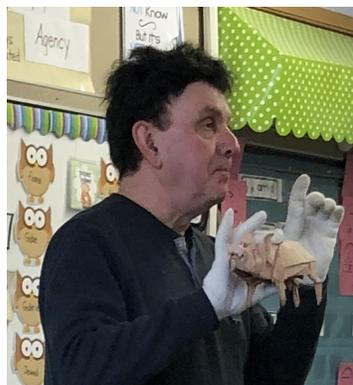
Each Doyon student and teacher had a lesson aligned with the math for their grade with Michael LaFosse. They used important math vocabulary for the grade while making an origami piece, and they saw Michael's process for making museum quality pieces. The grant provided origami paper and books for use in classrooms after the lesson.

Was the goal of this project met and how did you measure success?

Responses on the Lesson feedback form was outstanding. Teachers were impressed with how Michael differentiated content and delivery for each grade level. Since his visit, Origami has been everywhere from classes to EDP to Library. On Family STEAM Night there was a popular origami station. Michael also donated several of his books to the Doyon Library.

Any additional information to share (optional)?

This was an overwhelming success. Teachers would love to have Michael again. Thanks to Jen Spencer for sharing this grant with us!



Paul F. Doyon Memorial School

STRONG, SMART & BOLD (Doyon Portion)

Grant Awardee: Maureen O'Connell

Awarded Amount: \$2,500.00

Number of Students Impacted: 25

What was the purpose of the Mini-Grant?

To provide Girl's Inc. programs to both Ipswich Elementary Schools for the entire 2019-2020 school year.

How did this grant provide educational enhancement for Ipswich Public School students?

Girl's Inc. programs meet the unique needs of girls by providing emotional safety while focusing on increasing self-esteem, decision making, and leadership skills.

Was the goal of this project met and how did you measure success?

Girls participating in the program have had the opportunity to enhance social connections, self-esteem, increase healthy decision making skills and learn skills related to economic self-sufficiency. Girl's inc. will conduct a survey and those results will be shared when available.

Any additional information to share (optional)?

Attendance for 95% of participants was maintained for all three program sessions throughout the year. However, attendance was impacted, some as a result of the school closure, although the program continues to run through zoom sessions.



Paul F. Doyon Memorial School

MATH IS PLAY! SPACE

Grant Awardee: Maureen O'Connell

Awarded Amount: \$4,285.00

Number of Students Impacted: 365

What was the purpose of the Mini-Grant?

The purpose of this grant was to create a joyful, playful space for Doyon students to explore math tools, books, and games. Prior to this year, there has not been a dedicated math space in our building. The Mini-Grant funded stools, books, mathy play things, games, dice, and manipulatives. Some furniture purchases were planned but not purchased. We reused and recycled.

How did this grant provide educational enhancement for Ipswich Public School students?

The creation of this space allowed all teachers at Doyon to access the manipulatives, games, tools and books for use with their classes. Materials were displayed in a way that students and teachers could easily find the materials independently. This increased their usage from when they had to be in a closet or on high shelves. The Mini-Grant helped to provide a welcoming space for regular math groups and after school groups.

Was the goal of this project met and how did you measure success?

Our goal was met. The room and its rich resources were used daily by all K-5 teachers in classrooms and by about 60 students working in the Math Space. Success is measured by the amount of borrowing of resources compared to when they were inaccessible to teachers. Thank you.

Any additional Information to share (optional)?

When school closed due to concerns about COVID-19, we had not ordered tables or bookcases. I had found one table on the roadside that worked well, and brought two extra tables from my house because we were strategizing about the best layout.



Paul F. Doyon Memorial School

#MATH GALS: CELEBRATING WOMEN AND GIRLS IN MATH

Grant Awardee: Maureen O'Connell

Awarded Amount: \$4,580.00

Number of Students Impacted: 200+

What was the purpose of the Mini-Grant?

This grant was inspired by a teacher named Chrissy Newell, who presented at NCTM about the power of girls seeing women in math, in order to see themselves as mathematicians. The grant created an after school group of girls in grades 4 and 5, who met to learn about women who made a difference in math. They supported each other in their love of math. Each girl researched a woman mathematician and created a presentation about her. Plans were made to share these presentations at the District STEAM Showcase. In addition, funds allowed the purchase of books about women in math to be used in classrooms, and for two teachers to attend the NCTM regional meeting in Boston that focused on equity.

How did this grant provide educational enhancement for Ipswich Public School students?

- Upper elementary girls explored the beauty of math and had the opportunity to self-identify as “math people.”
- Students in all classes read inspirational stories about women who made major contributions in the field of math, and interacted with two hall displays.
- By attending the regional conference focusing on equity, the attending teachers grew their capacity to make math a welcoming space for our girls.

Was the goal of this project met and how did you measure success?

These goals were met. This first group of #MathGals was smaller than anticipated (12) but absolutely committed to the project. The rest of the school benefited from the #MathGals books, hall displays, and resources shared with all teachers. Two teachers attended the NCTM regional meeting as planned.

Any additional Information to share (optional)?

When school closed in March, we had planned to expend the remaining funds on additional copies of the most popular of the #MathGals books we had ordered in winter. These funds remain in the account. Thank you for your support!



Paul F. Doyon Memorial School

STEPPING INTO KINDERGARTEN

Grant Awardee: Jena Woodworth

Awarded Amount: \$4,524.00

Number of Students Impacted: All Doyon Kindergarten Students (53 students)

What was the purpose of the Mini-Grant?

The purpose of the *Stepping into Kindergarten* Mini-Grant, was to build a classroom and town-wide Kindergarten community by participating in daily common routines, based on the work and habits of Mister Rogers. Young children need familiar rituals to create a safe, nurturing, and predictable environment in and outside of school. Sharing in this common daily ritual within the classroom community helps to build trusting relationships.

The project provided each Kindergarten student with a new pair of shoes to wear in school. Each day, the students began their educational journey together by taking off their home shoes and putting on their school shoes. At the end of the school day, the children would leave their school shoes and prepare for the end of their school day. The physical act of putting on school shoes made the home to school transition more tangible. At the end of the day, Kindergarten students found comfort in the daily habit that marks dismissal.

How did this grant provide educational enhancement for Ipswich Public School students?

Stepping into Kindergarten provided students with a common daily experience that contributed to the developing foundation of their classroom community. This enrichment gave our young students a concrete object (shoes) and a consistent, daily routine.

"The foundations of social competence that are developed in the first five years are linked to emotional well-being and affect later ability to functionally adapt in school and to form successful relationships throughout life"

-National Scientific Council on the Developing Child, 2004

Was the goal of this project met and how did you measure success?

This year was unique. Our year of community building was interrupted by the implications of the Covid 19 virus. We have experienced measurable success by using anecdotal observations. Unfortunately, we only had 6 weeks of this program before our school buildings were closed. Many children have asked for their sneakers, which gives us some information that the program had an impact. We did not complete our family surveys, due to the lack of time to reflect on the project.

