

**Report # 17-02**

January 5, 2017

**ADVISORY COMMITTEE ON EDUCATION  
REPORT TO COUNCIL**

**SUBJECT:** ACE GRANT PROGRAM – 2016 Final Reports

**BACKGROUND:** The Advisory Committee on Education annually solicits grant proposals from local schools. For the 2015-2016 school year, ACE recommended and the City Council approved funding 21 proposals totaling \$9669.25. When the projects are completed, the proposers submit final reports. In this report, ACE forwards to the City Council some representative final reports for review.

**FINDING:** These reports indicate the success and impact of the ACE grants program.

**RECOMMENDATION:** ACE recommends that the City Council review these final grant reports for their information.

Approved by ACE on 12/6/2016 with a vote of 6-0 with three members absent.

2016\_ERHS ACE Grant\_Project Outcome\_Twu\_2016.docx  
2016\_ERHS\_Newspaper.pdf  
2016\_GES\_ACE Report for Poetry and Puppets.pdf  
2016\_GES\_ACE\_Grant\_Final\_Report\_Form - GES Literacy Games.docx  
2016\_GES\_DrawingFromLife.pdf  
2016\_GMS - Field Trip to National Musuem.pdf  
2016\_GMS\_ACE\_Grant\_Final\_Report\_Form\_FUNG 2016.pdf  
2016\_SHL - Reading for Success.pdf  
2016\_SHLES\_ACE Final Physical Activity.docx  
2016\_SHLES\_ACE final project Trampoline.docx  
2016\_SHLES\_ACE\_Grant\_Final\_Report\_Form Bikes.docx  
2016\_SHLES\_Birdhouse Grant Final Report.doc  
2016\_SHLES\_HandsOnLearning\_ACE Grant Overview .docx  
2016\_SHLES\_Testing Incentives Greenbelt ACE Grant.docx  
2016\_DKFIS\_BoardGames\_ACE\_Grant\_Final\_Report\_Form-DKFI-1.docx.pdf  
2016\_DKFIS\_Library\_ACE\_Grant\_Final\_Report\_Form-DFKI-2.docx.pdf  
2016\_ERHS - New Pep Band Uniforms.docx

## City of Greenbelt ACE GRANT Project Outcome (2016)

**Project title:** Whiteboarding in the Physics Classroom

**Project start date:** February 15, 2016

**Teacher name:** Yau-Jong Twu

### **Project Outcome:**

The \$500 ACE Grant was used to purchase twenty-seven 24" x 36" whiteboards. Each of the three physics teachers, Ms. Twu, Dr. Tebid and Dr. Rigal, received nine boards. The project had benefited about 450 physics students (10<sup>th</sup> to 12<sup>th</sup> graders, 14- to 18-year-olds) in all three physics teachers' classes at Eleanor Roosevelt High School. Although the project end-date is June 15, 2017, we expect to continue whiteboarding activities in future school years.

I have used the whiteboards to encourage student-to-student interaction during problem-solving and lab activities. I believe that whiteboarding has enriched our students' learning experience, because:

- During whiteboarding, students are working together to collectively construct knowledge, explain their reasoning processes, and get feedback from the teacher and each other.
- Whiteboarding allows students to articulate their preconceptions so the teacher can confront and resolve them.
- Whiteboarding provides opportunities for students to learn from and correct their own mistakes, and to learn from the successes and mistakes of others.
- Whiteboarding provides opportunities for students to teach one another and to practice using the language of the science to one another.
- Student collaboration dynamics improves when using whiteboards because they are erasable. Students are more likely to take risks with their work, get better at making mistakes, and therefore make fewer and less substantial mistakes.

And here are what Dr. Tebid and Dr. Rigal said about their use of whiteboards:

- Dr. Tebid: "The whiteboards facilitated group work in my class. It provided the opportunity for students to brainstorm and present their work in a timely and orderly manner. It encouraged innovation as students could learn from how each individual or group presented their work."
- Dr. Rigal: "Whiteboards were used in various instances, during problem solving activities and lab activities. By providing a support for students to show their reasoning, it increased students' engagement, create better opportunity for peer-to-peer teaching, and facilitate students-teacher interaction. Whiteboards were also used as presentation tools at the end of a group activity for students to present their work."

**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**  
Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Audrey Goldberg Ruoff

Position: English and Journalism Teacher

Email address: [Audrey.goldberg@pgcps.org](mailto:Audrey.goldberg@pgcps.org)

School: ERHS

Phone: 301-513-5400

Amount Awarded: \$500

Project start date: March 2016

Project: The Raider Review student newspaper - April 2016 print edition

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

\$500 went toward the production of the April edition of The Raider Review student paper. The paper cost \$778.04 for a run of 1,000 copies of a 12 page issue with 4 pages color and 8 pages black and white.

2. Number and ages of students impacted.

According to Maryland School Report Card online, ERHS has 2,504 students. Those students are grades 9-12. We distributed class sets of newspapers to every English teacher at the school, and delivered a paper to every teacher. We also gave papers out in hallways to ensure that a large percentage of our students are reading the paper. This year, students have developed the paper's readership by selecting different students and groups to write about in each edition, and by using QR codes to encourage students to scan the paper edition and continue to read additional stories and content online at [www.erhsraider.org](http://www.erhsraider.org).

3. Assessment of success of project. Please provide examples of impact.

I am including copies of the April 2016 edition. We really appreciate your support - between the grant money and our fundraising, we were able to publish as a quarterly paper, and the student interest in the paper coming out multiple times a year has been really inspiring for our young journalists! Many teachers have also used the papers in class, in both our higher level English classes, and in some ESOL classes to support knowledge and understanding of both language and culture.

**Subject:** ACE Report for Poetry and Puppets  
**From:** Ingrid Cowan Hass <ingridcowanhass@larkov.de>  
**Date:** 7/6/2016 8:30 AM  
**To:** Jon Gardner <jongreenbelt@yahoo.com>

Dear Jon, Here is the ACE report for 2nd grade poetry project at GES.  
Sincerely, Ingrid

**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**  
Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Ingrid Cowan Hass \_\_\_\_\_ Position: with Brittany Moylan (head 2<sup>nd</sup> grade teacher)  
Email address: [ingridcowanhass@larkov.de](mailto:ingridcowanhass@larkov.de) \_\_\_\_\_ School: Greenbelt Elementary  
\_\_\_\_\_  
Phone: 301 982 9265 \_\_\_\_\_ Amount Awarded: \$405 \_\_\_\_\_  
Project start date: May 9, 2016 \_\_\_\_\_ Project end date: June 16, 2016 \_\_\_\_\_  
Title of Project: **Puppets and Poetry** \_\_\_\_\_

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent. Ingrid C. Hass met with each 2<sup>nd</sup> grade classroom three times (12 visits X \$30 = \$360). Paper, glue and glue gun sticks cost \$45. Fabric for the bodies was donated.
2. Number and ages of students impacted. There were approximately 100 2<sup>nd</sup> graders.
3. Assessment of success of project. Please provide examples of impact. The making of these puppets ignites the children's enthusiasm for the poetry unit. I am always amazed how creative the choices are. The students have a deep connection to their creation and take the task of bringing their puppet to life very seriously. The poems also reflect this. Once the bodies are attached, some students are coached in front of the class. Everyone wants a turn. We practice our 'presentation voice' and how to make the puppet enter and exit. We discuss characterization-how their puppet can move-a rabbit hops but a butterfly floats, for example. I teach them a simple poem and then we sing it with our puppets. I challenge them to make up a melody for their poem. Then each student has a turn on the last visit to present to the class. They practice with their teachers, revise their poems, before I come. The students listening to the presenter hold their puppets as if they are also listening. They make their puppets clap for each presenter. My puppet sometimes asks a student puppet to say one constructive thing about a presentation they just observed. This project gave poetry new dimensions. Many of the students couldn't wait to recite their poem to their families at home.

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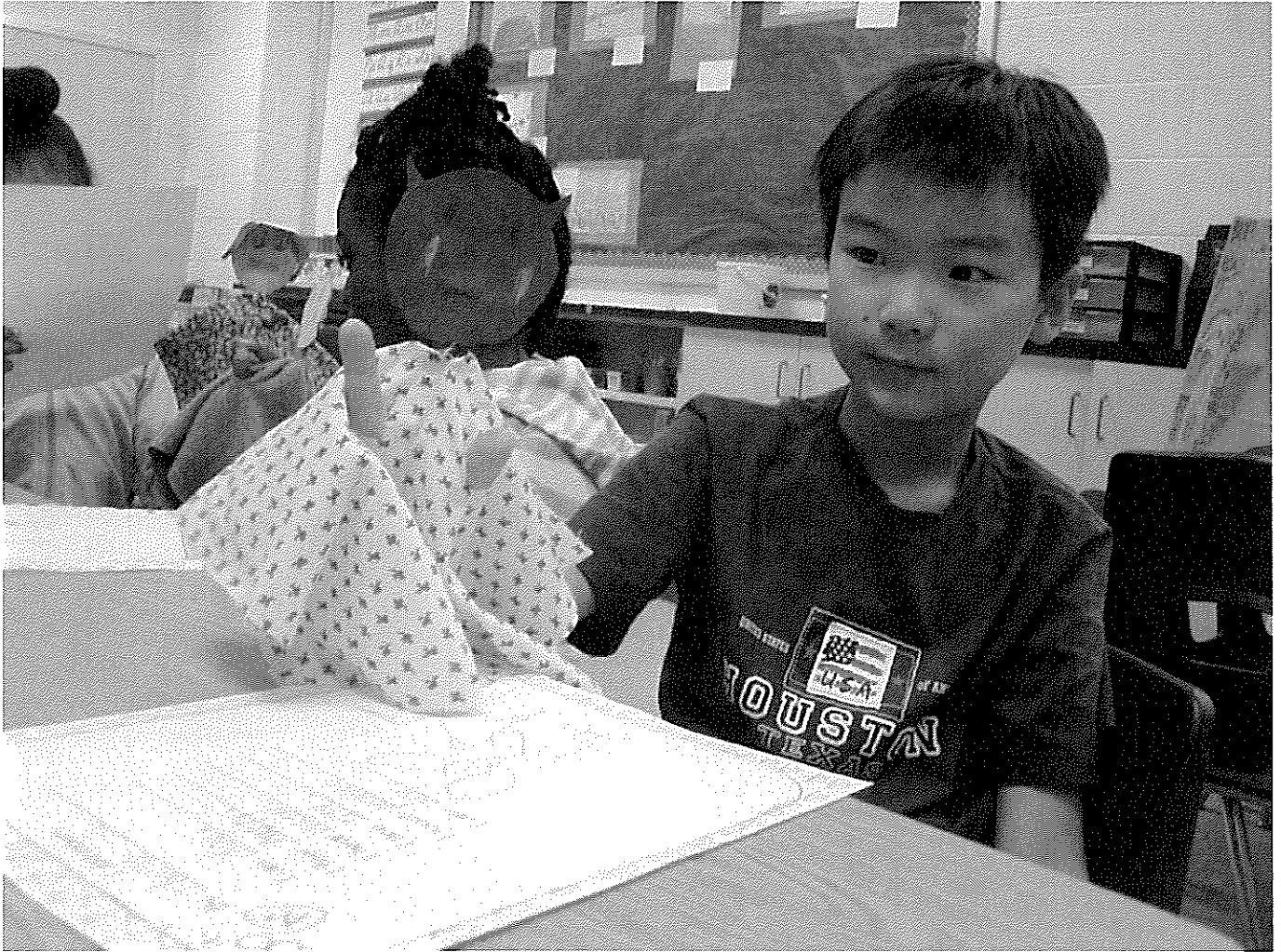
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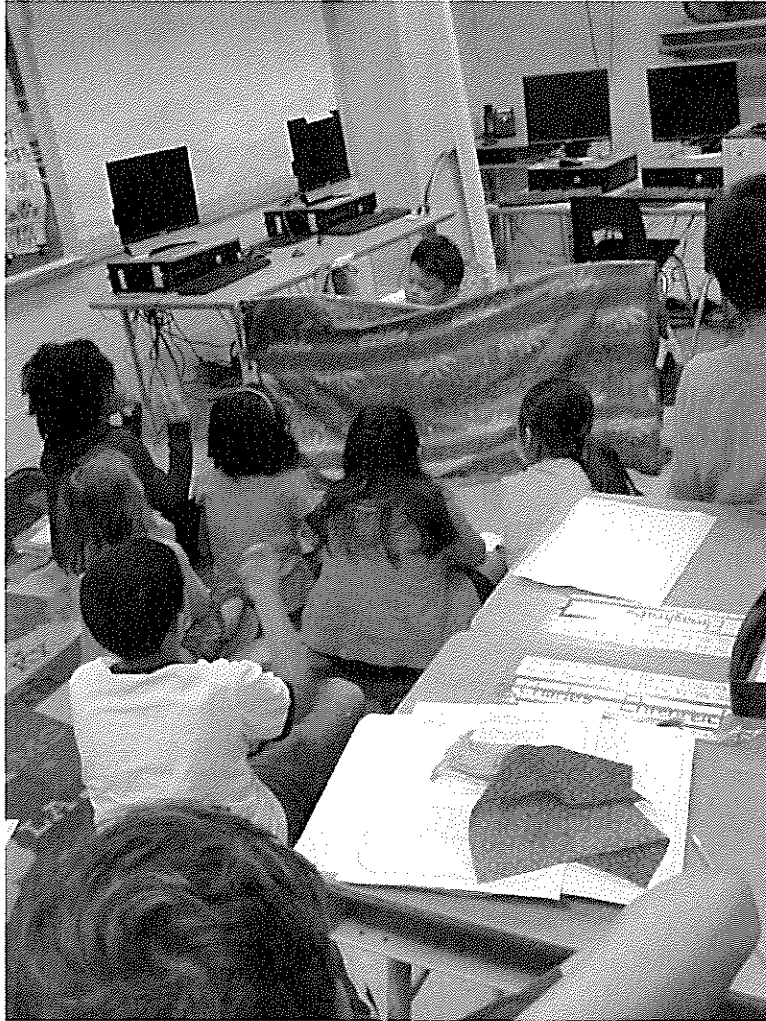


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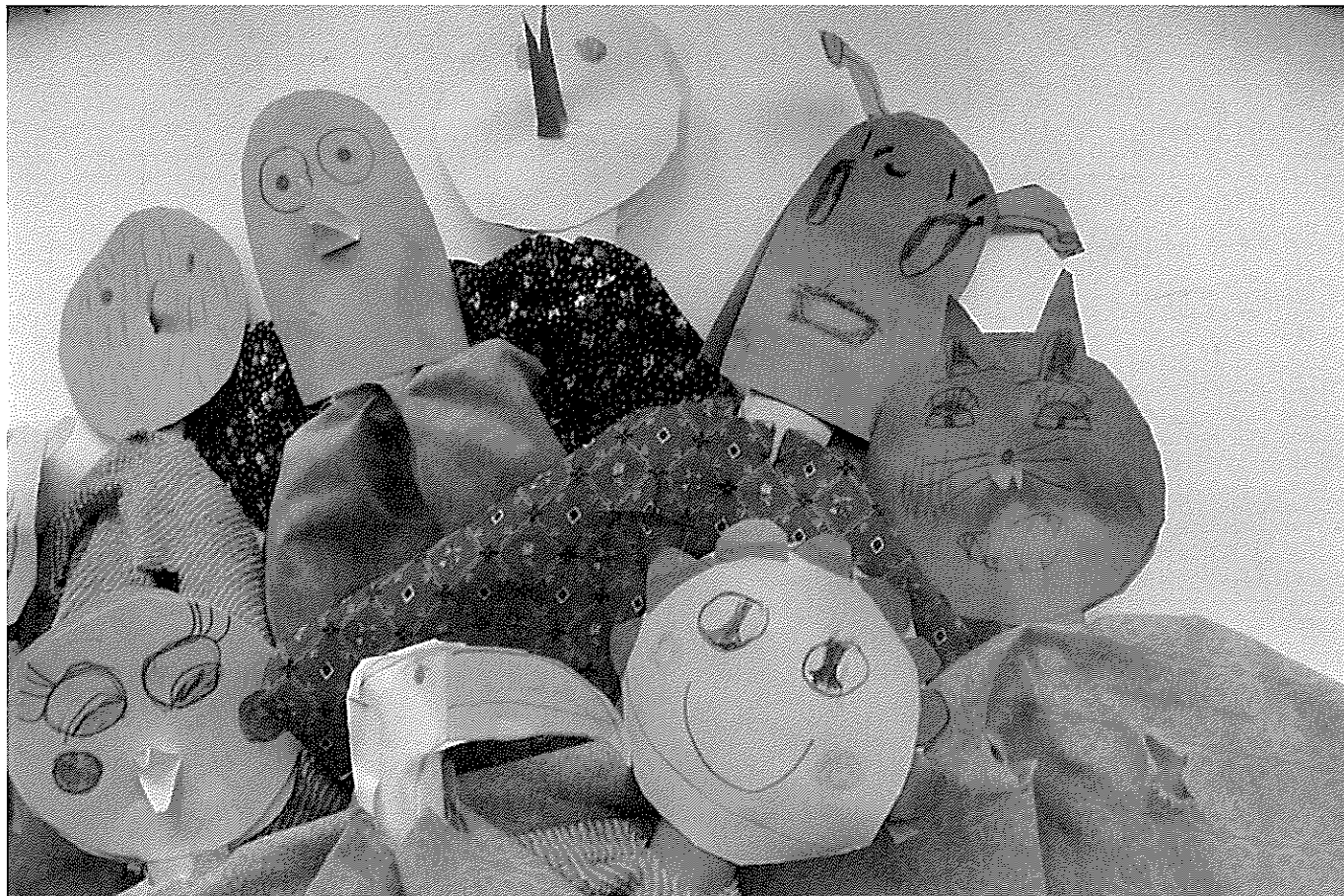
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IMG_1512.JPG	131 KB
IMG_1517.JPG	172 KB
IMG_1518.JPG	167 KB
IMG_1528.JPG	167 KB
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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Myeshia Darden

Position: Fourth Grade Reading Teacher

Email address: myeshia.darden@pgcps.org

School: Greenbelt Elementary School

Phone: 202-386-8302

Amount Awarded: \$500.00

Project start date: May 2016

Project end date: May 2017

Title of Project: Using Board Games to Enhance Literacy

**Section 2: GRANT REPORT (attach additional pages if needed):**

**1. Breakdown of how grant monies were spent.**

The grant monies were spent on the eleven literacy enhancement game centers that were requested in the proposal.

**2. Number and ages of students impacted.**

This project will impact the 85 students in fourth grade. The age range of the students is from 9-11 years old.

**3. Assessment of success of project. Please provide examples of impact.**

As I am taking over this project from the previous teacher, I will not see a large amount of this success until the end of the year. At the end of this project, my students will make improvements in vocabulary, spelling, deductive reasoning, attention to detail, describing characteristics, following directions and reading comprehension. The students will become more responsible for effectively communicating and team building.

*NOTICE: This report will be made public through the Greenbelt City Council website. Photos are appreciated, but identifiable students must have a publicity release form on file with the school.*

Email to: [jongreenbelt@yahoo.com](mailto:jongreenbelt@yahoo.com) or mail to: ACE Grants Program, Greenbelt CARES, 25 Crescent Rd, Greenbelt MD 20770-1891, (301) 345-6660.

OFFICE USE: Date received? \_\_\_\_\_ Report complete? \_\_\_\_\_

**Subject:** ACE grant report Lucy Dirksen  
**From:** Ingrid Cowan Hass <ingridcowanhass@larkov.de>  
**Date:** 7/6/2016 8:20 AM  
**To:** Jon Gardner <jongreenbelt@yahoo.com>

Dear Jon,

Here is the report for the 3rd grade project at GES.

**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Lucy Dirksen \_\_\_\_\_ Position: (science teachers: Joanna Kueffner/Lisa Holinsworth) \_\_\_\_\_

Email address: [ingridcowanhass@larkov.de](mailto:ingridcowanhass@larkov.de) \_\_\_\_\_ School: Greenbelt Elementary \_\_\_\_\_

Phone: 301 982 9265 \_\_\_\_\_ Amount Awarded: \$500 \_\_\_\_\_

Project start date: March 2016 \_\_\_\_\_ Project end date: June 15, 2016 \_\_\_\_\_

Title of Project: **Drawing Journals for Life Science with artist Lucy Dirksen**

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent. \$500 went to Lucy Dirksen who visited the four 3<sup>rd</sup> grade classrooms three times. The supplies for drawing pencils, paper to make the journals, soil, cups, bean seeds, and string for trellis were paid for by the Family Art Fund (PTA and GAVA).
2. Number and ages of students impacted. There were approximately one hundred 3<sup>rd</sup> grade students.
3. Assessment of success of project. Please provide examples of impact. The students were enthusiastically engaged. The beans were planted the week before spring break and each student drew their bean and planted it. Before they left, the beans had sprouted. The plants were thriving inside. Watering was a special event. The teachers took time to do more observation and drawing in between visits of the artist. Planting the plants outside was a great day, with observation and drawing, of course. Unfortunately the cold wet weather in April and May killed many of the plants once they were outside. More beans seeds were planted directly outside, but the rain and cold persisted. Some did survive and sprout, but they did not thrive, with only a few actually climbing the trellis. No beans. (At least not at the end of school!) The children still observed and drew the strawberry plants and the few beans outside. This project will be repeated next year and paid for in full by The Family Fund (PTA and GAVA). Despite the challenges that the weather presented, the project was very popular.



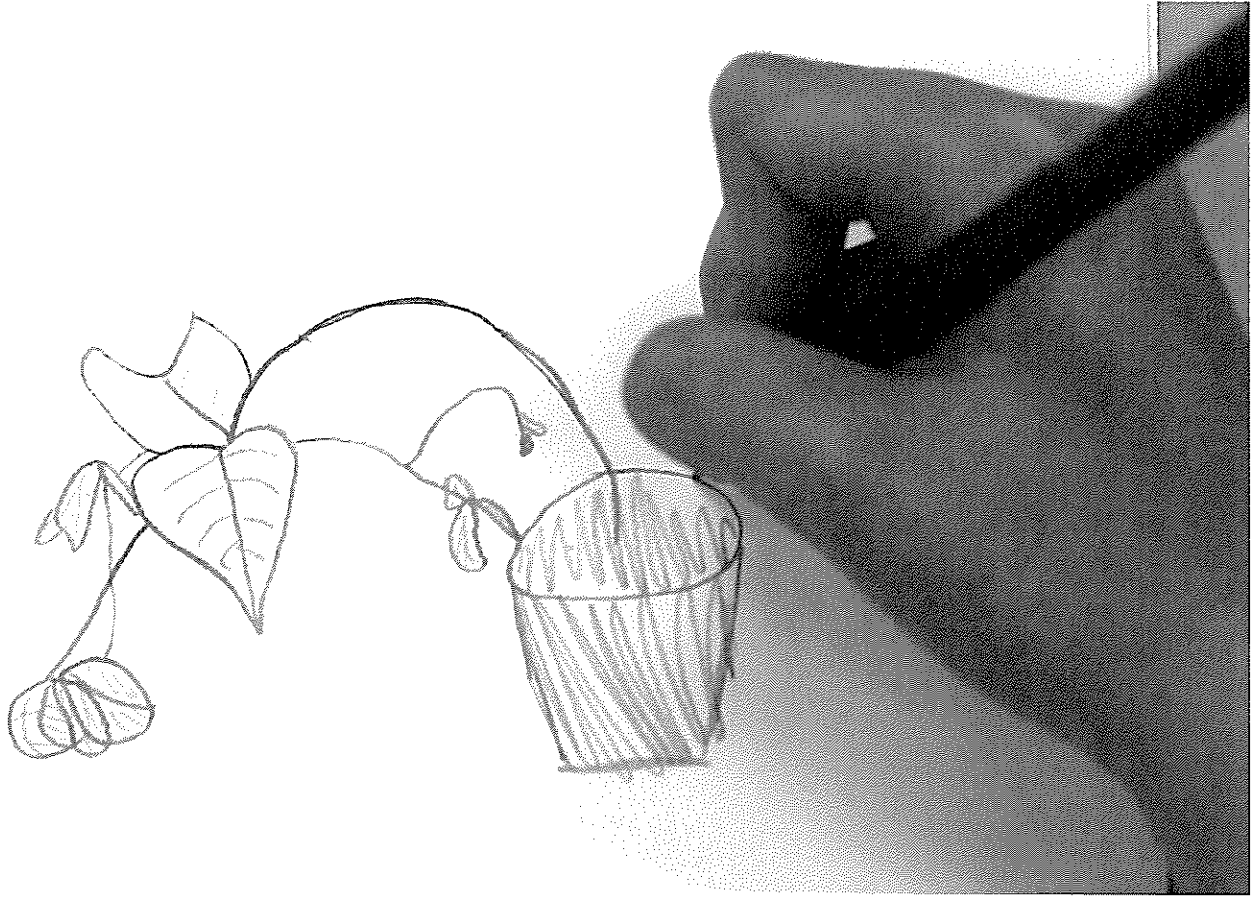
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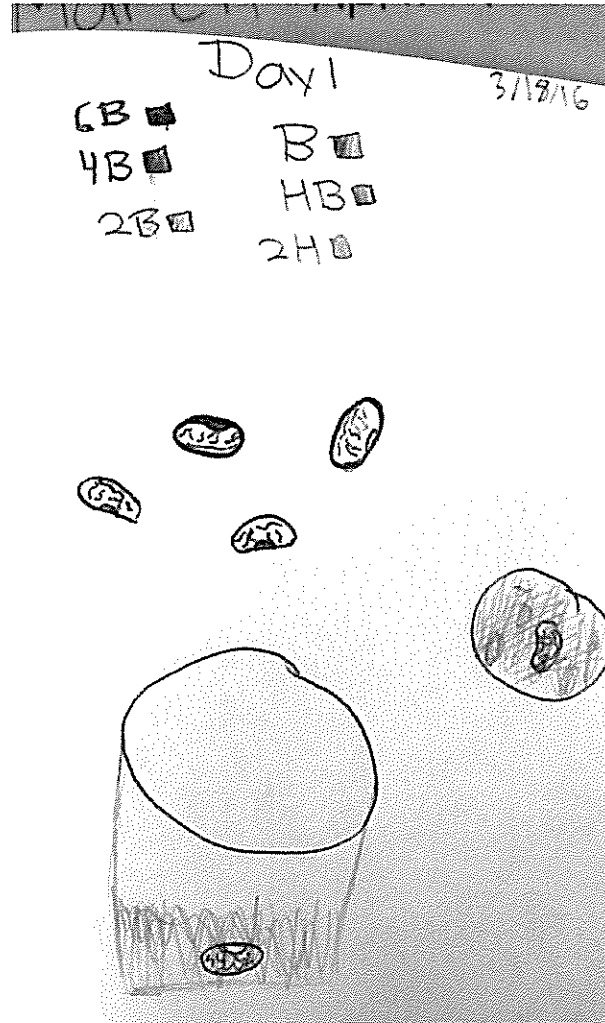


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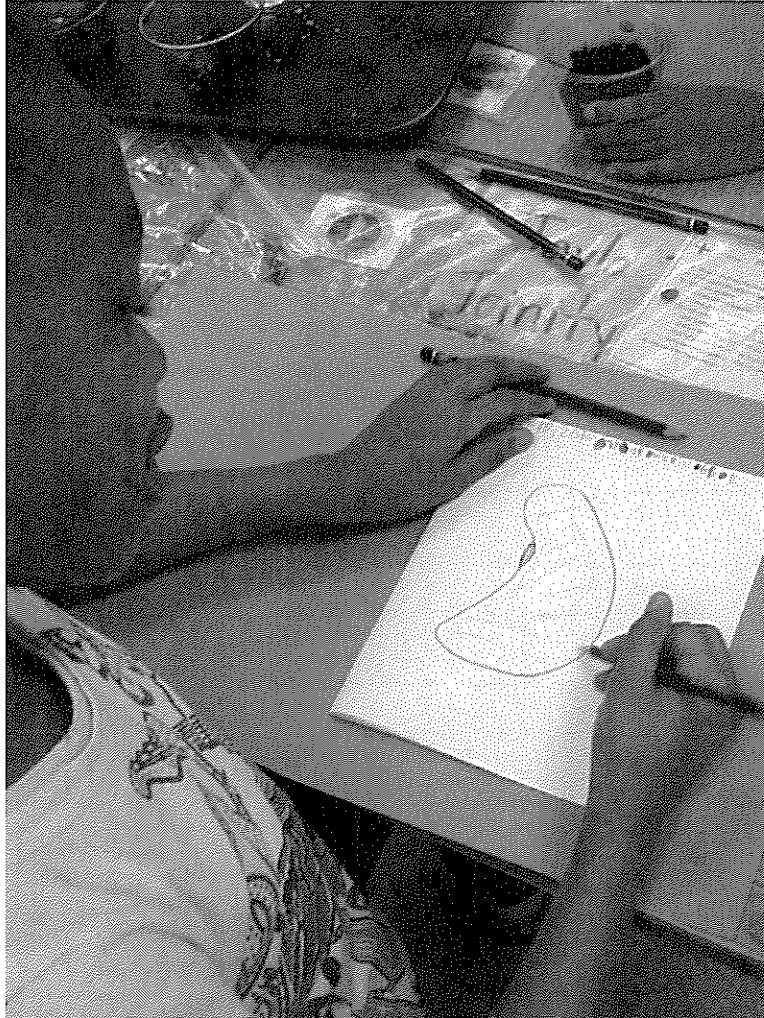
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City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report  
Due date: 45 days after project end date for approved and funded projects.

Section 1: AWARDEE INFORMATION:

Name: Dr. Irina Walstein Position: ESOL Teacher  
Email address: irina.walstein@DGCPS.org School: Greenbelt HS  
Phone: \_\_\_\_\_ Amount Awarded: \$ 500  
Project start date: May 24, 2016 Project end date: May 24, 2016  
Title of Project: Field Trip to the National Museum of Natural History

Section 2: GRANT REPORT (attach additional pages if needed):

1. Breakdown of how grant monies were spent.

\$ 500 were spent for the Dillon's Bus company  
\$ 590 were charged for the bus  
\$ 340 were charged for IMAX tickets

2. Number and ages of students impacted.

Students had to pay \$ 10 for the field trip.  
50 students (ESOL) participated

3. Assessment of success of project. Please provide examples of impact.

Field Trip was a success. Students liked it. Thank you for the financial support. Without your help the field trip would be more expensive and many ESOL students won't be able to participate.

P.S. I included students' feedback

May 31, 2016 I. Walstein





Name Steven George

Date 5/26/2016

Field Trip: National Museum of Natural History

Describe your field trip

Our field trip was to the National Museum of Natural History. There was a lot of interesting things to learn. We learned about mammals, early African peoples and their cultures. We also saw a movie about dinosaurs. We learned about elephants too. The museum was really huge and was so busy. It is so easy to get lost there.

What did you learn?

I learned many things. I learned about most of the mammals and how they live and hunt. I also learned about the African people and their early lives and cultures. We also saw a movie about dinosaurs how they lived and what happened to them.

Write your opinion about your experience.

This was my first time to go to the National Museum of Natural History and it was great. I really enjoyed seeing the mammals and watching the dinosaur's movie.





Name Harla Gabriela Garcia Alvarez

Date May 26, 2016

Field Trip National Museum of Natural History

Describe your field trip

I describe the field trip, the field trip where I go is to big the place of National Museum of Natural History they have some animal exhibits explore the "Exhibits of Native America, African, Andean, and Spanish Cultures and watch the movie in IMAX Theatre. And the last thing to do there someone go to the cafeteria.

What did you learn?

I learn about animal plants the history of the animal how time they live in what year they die. They have animal in some boxes but I think the animals are nice.

Write your opinion about your experience.

My opinion is about I need more time to explore more things because there have some many things to explore about the National Museum of Natural History and the movie is too short.

Name Yasmin A.

Date May 20<sup>th</sup>

Field Trip African History Museum

Describe your field trip

My field trip was great I enjoyed it with my friends I visited a lot of things I learned a lot things about I saw the elephant and I visit a lot things I saw kaka Diana was crazy Jaime and kaka was happy and saw a lot crazy me to I chew gum I eat cookies and played watched movie I saw the gallery I visited the African voices and the...

What did you learn?

I learned about how many countries are there in Africa there are 54 countries I learned about the how many years ago did modern humans come into being in Africa and it is 130,000 years ago I learned about the most important animals of Africa and it is animals I learned about who are the family home in Somalia and that is women

Write your opinion about your experience.

In my opinion about my experience it was great everybody enjoyed specially Diana and kaka we went to a great place to visit there were many people there and there are many places to visit but we don't got enough time to visit the all things.



Name Nima Omer

Date \_\_\_\_\_

Field Trip Waterl <sup>um</sup> ~~Museum~~

Describe your field trip <sup>nice</sup>

The ~~Museum~~ was terrific, but some part wasn't ~~that~~ like for example like in the movie it wasn't that great. I still have learned alot. My favorite part at the museum the ~~Hot~~ <sup>Hot</sup> Dimaninda African voice is my favor and I learned alot about my country.

What did you learn?

I learn alot ~~about~~ about <sup>Hot</sup> Dimaninda, my country (African voice, ~~Mafuse~~ the size of the animals and type of animals and about dinosaurs.

Write your opinion about your experience.

I think is nice but if ~~us~~ we go like at 4:00 pm it will be great. However I think it was a great experience.

Name Walter Miranda

Date May 27

Field Trip ~~Walter Miranda~~ Natural MUSEUM

Describe your field trip

in the museum the part I like when  
I see dinosaur bone because I like learn  
of dinosaur because the dinosaur I have  
much interesting ~~part~~ part like when dinosaur  
stay in the Earth's of million of years  
when the dinosaur ~~die~~ ~~die~~ ~~die~~ Dead  
and dinosaur come how but is bird

What did you learn?

Im learn much think like when people  
in Africa use guns like swords  
and shot guns

Write your opinion about your experience.

my opinion of the ~~MUSEUM~~ museum is  
cool because you ~~to~~ know of people when  
before use guns and you know about  
dinosaur and what is type of clothes  
use in Africa and what people eat

Name Nasif Ruzan

Date May 26<sup>th</sup>

Field Trip ~~Natural~~ <sup>Muse</sup> ~~Museum~~ <sup>e</sup> of Natural History

Describe your field trip

The ~~field~~ <sup>field</sup> was fun. Every thing was ~~even~~ amazing. Most of the was Natural. And Every was real. There were Mummy. There were life butterfly. There some cool staff. Staff.

What did you learn?

~~I~~ learn about where to find and how to find fossil. I learn about Mummies dinosaurs etc.

Write your opinion about your experience.

I think people should visit there because we can learn many things from there.



Jeannette Elizabeth Costa  
Springhill Lake Elementary School  
Second Grade Teacher  
6060 Springhill Drive  
Greenbelt, MD 20770

ACE Grants Program  
Greenbelt CARES  
25 Crescent Road  
Greenbelt, MD 20770-1891  
June 17, 2016

Dear Rosalind Ceasar,

I am writing to inform the ACE Grants program of the outcome from my project. The full funding grant money I received from the Greenbelt Advisory Committee on Education Grants program allowed me to purchase (4) Leveled Read Naturally Encore Intervention kits with included audio CDs, levels 2.0, 2.5, 3.0, and 3.5 from the Read Naturally website.

More students will be impacted, as the kits will be reused for the upcoming 2016-2017 school year. This school year, 2015-2016, twenty-two second grade scholars were impacted. At the beginning of the school year, nine students were reading below grade level. Currently, out of my twenty-two students, I have three students reading below grade level. These three students are newcomers to our country and they are new to the English language. I have enclosed reading data from the beginning of the school year until the end of the school year, with the intervention implemented in the winter. The intervention kit was purchased in the middle of the year and since implemented, it has helped all of my students become engaged and motivated readers, especially since they are reading non-fiction passages.

I believe the Read Naturally intervention kits helped boost my readers' confidence levels, as they were excited to read the passages, which lead to a greater interest in reading. Their Diagnostic Reading Assessment (DRA) scores prove Read Naturally assisted in improving their reading abilities. Thank you ACE Grants Program, for funding our project because fluent reading truly is the *key to success*.

Yours in Education,



Jeannette Elizabeth Costa

Prince George's County Public Schools  
 K-2 Comprehensive Reading/Language Arts Data  
 Combined Report Oct/Jan/May

Teacher	Grade	SWD	LEP	Retained	Intervention Indicator	Text Level	Comp Score	Accuracy Rate	Self Correction Ratio	Letter ID	Known Words	Emergent Behavior	Dictation
Costa	02	N	Y			0				N/A	N/A	N/A	50/3
Costa	02	N	N			38	18	92	1:9	N/A	N/A	N/A	38/11
						40	17	95	1:3	N/A	N/A	N/A	55/17
						40	17	95	1:3	N/A	N/A	N/A	71/21
Costa	02	N	N			14	17	98	1:2	N/A	N/A	N/A	36/9
						24	19	95	1:3	N/A	N/A	N/A	54/13
						28	23	92	1:8	N/A	N/A	N/A	69/19
Costa	02	N	N			24	20	90	0:9	N/A	N/A	N/A	36/8
						30	17	95	1:5	N/A	N/A	N/A	53/16
						40	22	98	1:6	N/A	N/A	N/A	67/19
Costa	02	N	N			38	18	95	1:3	N/A	N/A	N/A	38/9
						40	16	94	1:3	N/A	N/A	N/A	55/17
						40	16	94	1:3	N/A	N/A	N/A	73/22
Costa	02	N	N			34	16	98	1:5	N/A	N/A	N/A	35/10
						38	18	98	1:5	N/A	N/A	N/A	51/12
						40	22	99	1:2	N/A	N/A	N/A	71/19
Costa	02	N	N			44	16	96	1:8	N/A	N/A	N/A	37/11
						44	16	96	1:8	N/A	N/A	N/A	55/18
						44	16	96	1:8	N/A	N/A	N/A	73/23
Costa	02	N	N			24	18	96	1:7	N/A	N/A	N/A	34/9
						30	23	98	0:0	N/A	N/A	N/A	55/18
						40	23	99	1:1	N/A	N/A	N/A	72/21
Costa	02	N	N			20	13	90	1:9	N/A	N/A	N/A	32/6
						28	24	94	0:9	N/A	N/A	N/A	50/12
						34	20	96	1:4	N/A	N/A	N/A	67/14

Prince George's County Public Schools  
 2 Comprehensive Reading/Language Arts Data  
 Combined Report Oct/Jan/May

Student ID  
 Last name

Teacher	Grade	SWD	LEP	Retained	Intervention Indicator	Text Level	Comp Score	Accuracy Rate	Self Correction Ratio	Letter ID	KnownWords	Emergent Behavior	Dictation
Costa	02	N	Y		LL	10	17	90	1:9	N/A	N/A	N/A	31/8
					LL	28	16	95	1:9	N/A	N/A	N/A	55/17
Costa	02	N	N			40	18	99	0:1	N/A	N/A	N/A	72/22
						18	20	96	0:6	N/A	N/A	N/A	29/4
Costa	02	N	N			24	17	96	1:4	N/A	N/A	N/A	54/14
						30	16	91	1:9	N/A	N/A	N/A	63/13
Costa	02	N	N			38	20	96	0:6	N/A	N/A	N/A	37/11
						40	18	94	1:9	N/A	N/A	N/A	54/14
Costa	02	N	Y			40	18	94	1:9	N/A	N/A	N/A	69/18
						2		97	1:2	N/A	N/A	N/A	56/9
Costa	02	N	Y			10	16	90	1:6	N/A	N/A	N/A	33/4
						20	20	94	1:9	N/A	N/A	N/A	53/13
Costa	02	N	N		IG	28	18	91	1:9	N/A	N/A	N/A	70/19
						30	20	99	1:3	N/A	N/A	N/A	38/12
Costa	02	N	Y			34	17	97	1:6	N/A	N/A	N/A	55/17
						40	19	99	1:3	N/A	N/A	N/A	73/23
Costa	02	N	Y		LL	4	20	94	0:3	N/A	N/A	N/A	26/5
					LL	6	18	90	1:3	N/A	N/A	N/A	41/7
Costa	02	N	Y		LL	12	19	90	1:6	N/A	N/A	N/A	69/14
						20	17	90	0:9	N/A	N/A	N/A	39/7
Costa	02	N	Y			30	18	97	1:3	N/A	N/A	N/A	51/14
						34	16	99	0:2	N/A	N/A	N/A	71/20
Costa	02	N	Y			20	16	91	0:9	N/A	N/A	N/A	35/7
						28	18	98	1:4	N/A	N/A	N/A	55/15
Costa	02	N	Y			30	24	91	1:9	N/A	N/A	N/A	72/22

Prince George's County Public Schools  
 K-2 Comprehensive Reading/Language Arts Data  
 Combined Report Oct/Jan/May

Student ID \_\_\_\_\_  
 Last name \_\_\_\_\_

Teacher	Grade	SWD	LEP	Retained	Intervention Indicator	Text Level	Comp Score	Accuracy Rate	Self Correction Ratio	Letter ID	KnownWords	Emergent Behavior	Dictation
Costa	02	N	Y			38	19	97	1:6	N/A	N/A	N/A	37/10
						40	18	95	1:9	N/A	N/A	N/A	54/16
						40	18	95	1:9	N/A	N/A	N/A	72/22
Costa	02	N	Y		LL	14	16	90	1:9	N/A	N/A	N/A	35/9
					LL	30	19	92	1:7	N/A	N/A	N/A	52/14
						40	22	99	1:4	N/A	N/A	N/A	72/22
Costa	02	N	Y			8	19	94	1:6	N/A	N/A	N/A	31/7
					LL	18	17	94	1:9	N/A	N/A	N/A	48/11
						28	20	96	1:2	N/A	N/A	N/A	70/14
Costa	02	N	N			38	18	95	1:9	N/A	N/A	N/A	37/9
						44	19	97	1:6	N/A	N/A	N/A	55/17
						44	19	97	1:6	N/A	N/A	N/A	71/21



**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Stephanie Kohout Position: PE Teacher  
Email address: [Stephanie.kohout@pgcps.org](mailto:Stephanie.kohout@pgcps.org) School: Springhill Lake Elementary  
Phone: 301-518-2328 Amount Awarded: \$500  
Project start date: 3/1/2016 Project end date: 6/15/2016  
Title of Project: Physical Activity Equipment

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

2 Rainbow soccer balls set of 6 \$210.00  
1 Rainbow set of mesh bags, set of 6 \$69.95  
2 Rainbow Set of Vinyl Cones Set of 6 \$89.90  
1 Rainbow Set of Basketballs, set of 6 \$89.95  
2 Rainbow jump ropes, set of 6 \$39.90  
Total: \$499.70

2. Number and ages of students impacted.

875 students, 5-12 years old.

3. Assessment of success of project. Please provide examples of impact.

Students were able to have color coded recess equipment. They used the cones for soccer goals, played both basketball and soccer on the daily and some grades started doing double-dutch with the jump ropes. Everything was color coded and labeled so grade levels would not mix up the equipment. Teachers enjoyed having the equipment to limit the amount of students bringing in their own to play at recess.

*NOTICE: This report will be made public through the Greenbelt City Council website. Photos are appreciated, but identifiable students must have a publicity release form on file with the school.*

Email to: [jongreenbelt@yahoo.com](mailto:jongreenbelt@yahoo.com) or mail to: ACE Grants Program, Greenbelt CARES, 25 Crescent Rd, Greenbelt MD 20770-1891, (301) 345-6660.

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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Stephanie Kohout

Position: PE Teacher

Email address: [Stephanie.kohout@pgcps.org](mailto:Stephanie.kohout@pgcps.org) School: Springhill Lake Elementary

Phone: 301-518-2328

Amount Awarded: \$500

Project start date: 3/1/2016

Project end date: 6/15/2016

Title of Project: Trampolines for CRI classrooms

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

3 40 inch folding trampolines with bar \$159.00

4 36 inch folding trampolines with bar \$279.96

1 36 inch folding trampoline \$36.76

Total \$475.72

2. Number and ages of students impacted.

60 students, 5-11 years old.

Since we downsized one CRI classroom, I used the extra trampoline in my PE class for our health unit. We had 400 students use it ages 5-11 years old too.

3. Assessment of success of project. Please provide examples of impact.

With the help of the motor teacher, our CRI students learned how to use the trampolines independently. Once learned, the students started utilizing the trampoline in the class independently. I asked the teachers how they worked in their classes, and teachers said it helped cut down on behavior issues. When students needed a break they could use the trampoline when needed. As they use this again this year, I wonder if it may impact their BMI scores for the better. The kids really enjoy jumping. One student who is really difficult to reach, finds pure joy on the trampoline. It really did make a difference in our CRI population.

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## City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report

Due date: 45 days after project end date for approved and funded projects.

### Section 1: AWARDEE INFORMATION:

Name: Stephanie Kohout

Position: PE Teacher

Email address: [Stephanie.kohout@pgcps.org](mailto:Stephanie.kohout@pgcps.org) School: Springhill Lake Elementary

Phone: 301-518-2328

Amount Awarded: \$500

Project start date: 3/1/2016

Project end date: 6/1/2016

Title of Project: Learn how to ride bikes

### Section 2: GRANT REPORT (attach additional pages if needed):

#### 1. Breakdown of how grant monies were spent.

500 Hair nets \$18.02

1 Adult helmet \$19.85

9 Mixture of children's helmets \$107.91

Children's bikes- \$349.93

Total \$495.71

#### 2. Number and ages of students impacted.

200 students 8-11 years old, for bikes.

However with the WABA bike program, we also focus on pedestrian safety for kids 5-9 years old, yet no equipment is required. So if you include these students, we impacted 200 more students.

#### 3. Assessment of success of project. Please provide examples of impact.

This project went so well. I had on average 7-10 kids in every class that did not learn to ride, learn to ride bikes within one class. All the other students in the class that did know how to ride, were able to go through a safety course (practicing hand signals, safe turns, and going through random obstacles. This worked out really well. One kid commented, "This is the best day of my life☺!"

On the other hand, I noticed I need to get adult size bikes for 2 of my morbidly obese students (they broke the seat). I also need to get new tires for one bike, and a class size of helmets. This will make the lesson go smoother

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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Heather Stottlemeyer

Position: School Test Coordinator

Email address: heather.watson@pgcps.org

School: Springhill Lake ES

Phone: 301-513-5996

Amount Awarded: 154.35

Project start date: Feb. 1, 2016

Project end date: Nov. 30, 2016

Title of Project: Birdhouse Builders

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

Sandpaper \$2.97

Wagner's Bird Seed \$7.98

12 Stanley Fiberglass Hammers 70.68

4 Creative Hobbies Model Birdhouse Kit Set of 3 47.88

6 Elmer's Wood Glue 17.82

2. Number and ages of students impacted.

12 Talented and Gifted Students in grades 2 and 3 who were studying architecture and structures

3. Assessment of success of project. Please provide examples of impact.

Students were able to follow the directions, manipulate the materials, and have the satisfaction and joy of building/creating their own birdhouse.

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To Whom This May Concern:

First, I would like to thank you so much for providing my students and myself with this grant money. We were able to use this money to buy supplies for centers and reading activities. Below is a break down of what was purchased with the money: (All materials were purchased from Lakeshore Learning)

1. Base 10 Hands-on-Kit \$79.99
2. Base 10 Extra Student Pack ~~5@4.99~~= \$24.95
3. Math in a Flash! Discovery cans Gr.1 Addition and Subtraction \$19.99
4. Visualize Place Value Magnetic Frame \$16.99
5. Tower of Math Games Subtraction \$24.99
6. Tower of Math Games Addition \$24.99
7. Visualize Math Write and Wipe Boards \$29.99
8. Phonics Learning Locks-Vowel Sounds \$29.99
9. Fill-in-the-blank phonics stamp-set 2 \$29.99
10. Vowel Teaching Tubs \$69.99
11. Blends and Digraphs Teaching Tubs \$69.99
12. Exploring Economy Hands-on-Activities Producers and Consumers \$29.99

Some of the materials changed from my original proposal because Lakeshore released new materials from the time the proposal was submitted and when the check was received. I selected materials that would be most beneficial to my students.

The materials that were purchased were used from a first grade classroom. In first grade, this is when students learn how put sounds together and learn how to read. My below grade-level readers really benefited from the learning tubs. Many of them are also ESOL students it was beneficial for them to have visuals and hands-on materials to use. The students had to use the objects to sort into different tubs based on the sounds that they heard. We were able to use the tubs over the span of a few weeks. My students were so engaged, when using the tubs, that students from other reading groups would come over and watch my below-leveled readers work with the tubs.

Another example of a material that was beneficial was the learning locks. I already had some learning locks that had other skills. I placed these in learning centers for independent work. My students have a variety of other centers to pick from, but when I observed, I saw that most students would choose to use the learning locks the most over any other center.

Overall, the materials that were purchased were very helpful in providing a new and engaging way to teach my students new skills. I can't wait to use these materials for my students next school year to see how they perform.

Sincerely,

Lauren Koslow

**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Heather Stottlemeyer

Position: School Test Coordinator

Email address: [heather.watson@pgcps.org](mailto:heather.watson@pgcps.org)

School: Springhill Lake Elementary School

Phone: 301-513-5996

Amount Awarded: \$277.40

Project start date: Feb. 15, 2016

Project end date: Nov. 30, 2016

Title of Project: Testing Incentives

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

\$62.55 for "Be Extra Sharp" Big Test Tomorrow Stickers

\$184.00 for "Test your Best Pencils"

2. Number and ages of students impacted.

Entire student body - 911 students. Students in each grade level received stickers and pencils at different times depending on when the grade level had a standardized test.

3. Assessment of success of project. Please provide examples of impact.

The stickers helped the parents more than anything! They were exciting for the kids, but it reminded the parents that there is to be a test tomorrow. More students came to school better rested, with breakfast, and on time.



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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**  
Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Katrina Dodro & Halima Jenkins      Position: Former and Current PTA Presidents

Email address: dkfipta@gmail.org      School: Dora Kennedy French Immersion

Phone: 301-233-5205 (Halima)      Amount Awarded: \$434.97

Project start date: June 2016      Project end date: October 2016

Title of Project: Just My Size Library

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

- 13-pack Kids Stacking Chair, Blue x 1 (\$239.99)
- Gray Nebula Blue Color-band Table x 2 (189.98)
- Tax (\$25.80)

2. Number and ages of students impacted.

This project was of benefit to all of the smaller children in Kindergarten and 1<sup>st</sup> Grade. There are approximately 200 students in these grades. Second grade students (100 children) also use the furniture.

3. Assessment of success of project. Please provide examples of impact.

Having the smaller furniture has impacted the enjoyment of the library experience for the younger grades. This also promotes literacy, as the smaller children enjoy having a comfortable place to sit while they read books.

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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**

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**Section 1: AWARDEE INFORMATION:**

Name: Katrina Dodro & Halima Jenkins      Position: Former and Current PTA Presidents

Email address: dkfipta@gmail.org      School: Dora Kennedy French Immersion

Phone: 301-233-5205 (Halima)      Amount Awarded: \$434.97

Project start date: June 2016      Project end date: October 2016

Title of Project: Board Games Bonanza

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

French Games purchased from Bonjour Mama French bookstore -- \$105.22

- French Matching Cards – Jeu de mémoire en français × 2
- Spot It! Basic French × 2
- Faisons La Valise × 1
- Faisons Les Courses × 1
- Voyage en France × 1
- Tell Tale in French x 1

English Games purchased -- \$158.17

- Hoot Owl Hoot x 2 (\$31.98)
- Yahtzee x 1 (\$9.19)
- Sorry x 2 (\$19.98)
- Connect Four x 2 (\$ 19.98)
- Clue x 1 (\$10.24)
- Wood 10 Game Set (Checkers, Chess, Backgammon, Chinese Checkers, etc.) x 2 (\$23.98)
- Mancala x 2 (\$13.98)
- Jenga x 2 (\$10.98)
- Dominoes x 2 (\$ 7.98)
- The Tower x 2 (\$9.98)

Games Club items purchased -- \$169.50

- Hasbro 28720 Risk Game x 2 (\$31.98)
- Club Chess Set--Forest Green x 2 (\$29.98)
- Go Game Set x 2 (\$47.00)
- Stratego x 2 (\$ 19.98)
- Clue x 1 (\$10.24)
- Shipping/Fees (\$4.66)

## 2. Number and ages of students impacted.

The Dora Kennedy French Immersion Chess Club serves about 45 students in grades 2-5.

Children who attend the kids activities at PTA meetings vary in age (4-14 years old) and in number, according to attendance at meetings.

Family game nights are for all ages: children, parents, grandparents, family friends, staff, etc.

## 3. Assessment of success of project. Please provide examples of impact.

The Dora Kennedy French Immersion Chess Club serves about 45 students in grades 2-5. This club is led by a parent volunteer. The club teaches children about strategy and logical thinking. All games played in the club are ones of strategy. The addition of Risk, Stratego, Clue, additional chess boards, and Go all expose students to both fun and critical thinking--these are healthy alternatives to screen time.

The remaining French and English games are for use by the general school population, particularly at PTA functions. The PTA offers kid activities at our meetings, to facilitate higher parent participation. We also have planned game nights that are free for Dora Kennedy French Immersion families to boost school community engagement and to be able to offer an activity that will present a financial barrier for participation.



*A sampling of games purchased in both languages.*



*A sampling of French games purchased.*

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**City of Greenbelt Advisory Committee on Education (ACE) Grant Final Report**  
Due date: 45 days after project end date for approved and funded projects.

**Section 1: AWARDEE INFORMATION:**

Name: Rachel Zephir

Position: Director of Bands

Email address: [rachel.zephir@pgcps.org](mailto:rachel.zephir@pgcps.org)

School: Eleanor Roosevelt High School

Phone: 301.345.5393

Amount Awarded: \$500

Project start date: Fall 2015

Project end date: Ongoing

Title of Project: New Pep Band Uniforms

**Section 2: GRANT REPORT (attach additional pages if needed):**

1. Breakdown of how grant monies were spent.

**Money was used to purchase matching T-shirts and hats for Pep Band members.**

2. Number and ages of students impacted.

**35 students grades 9-12**

3. Assessment of success of project. Please provide examples of impact.

**The Pep Band has a more professional look at football and basketball games. It gives the members a sense of belonging to a more accredited ensemble. It has provided us more recognition within the school community and we look to further do this with the purchase of cold weather gear this fall.**

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