

**Report # 19-02**  
January 14, 2018

**ADVISORY COMMITTEE ON EDUCATION**  
**REPORT TO COUNCIL**

**SUBJECT:** ACE GRANT PROGRAM – 2018 Final Reports

**BACKGROUND:** The Advisory Committee on Education annually solicits grant proposals from local schools. For the 2017-2018 school year, ACE recommended and the City Council approved funding 24 proposals totaling \$11,757.62. 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 provides the final grant reports to the City Council to review for their information.

Approved by ACE on 12/14/2018 with a vote of 7-0 with one member absent and one open position.

180630\_GES\_IXL\_MobyMax.docx

181003\_SHLES\_MathNight.pdf

181005\_GMS\_PBIS\_ACE\_Grant\_Final\_Report\_Form.pdf

181005\_SHLES\_WritersWorkshop\_ACE\_Grant\_Final\_Report\_Form.docx

181027\_ACE Grant Final Report Magnolia Book Update 2018.docx

181029\_MES\_ACE\_Grant\_Final\_Report\_Form\_Magnolia\_School\_Supplies\_Store.docx

181101\_MES\_ACE\_Grant\_Final\_Report\_Form.docx

181105\_MES\_ACE\_Grant\_Final\_Report\_Form\_Bass.pdf

191109\_ERHS\_ACE\_Grant\_Final\_Report\_Form.docx

180419\_SHLES\_TerrapinAdventures.docx

180530\_GES\_Butterfly\_Animation.pdf

180614\_ERHS ACE Grant\_Project Final Report\_Twu\_2018.pdf

180618\_ERHS\_AngstMovie.pdf

180624\_SHLES\_MusicalTheater.pdf

## 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: Sharelle Stagg Position: Assistant Principal  
Email address: [sharelle.stagg@pgcps.org](mailto:sharelle.stagg@pgcps.org) School: Greenbelt ES  
Phone: 301-513-5911 Amount Awarded: \$500  
Project start date: September 1, 2017 Project end date: June 1, 2018  
Title of Project: IXL Math Intervention/Enrichment Program

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

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

The initial grant request was to purchase 50 licenses for Math online software titled IXL. After additional research, we determined that IXL was not the best option and that we could purchase another software and reach a greater number of students. With approval from the ACE Grant Committee, we were allowed to change the request and purchase MobyMax licenses. MobyMax is a research-based intervention that provides review, practice and enrichment for not only Math but Reading and Science as well. We purchased 6 teacher licenses, one for each grade level from Kindergarten thru Fifth. Each license allowed all teachers to set up an account for every student in their class!

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

One teacher license per grade level was purchased school-wide. This allowed each student in the school, from Kindergarten to Fifth grade to receive a MobyMax account and login. The total number of impacted students is 600.

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

In the beginning, some teachers took additional time to set up the accounts so that students could begin using them. When we noticed this, we decided to have one of our teachers who experienced earlier success with MobyMax conduct training and provide hands-on assistance to others. After this training, the number of assigned licenses increased. Through out the last few months in particular, teachers were encouraged to share the login information frequently with parents via the weekly grade level newsletters, calls and emails. During School Instructional Team meetings, where students in need of additional academic support were discussed, the team recommended consistent weekly use of MobyMax at home to parents. Several parents and students shared at various points through out the school year that they used the software and found it helpful and engaging!

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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: Tamara Wood Position: Math Chairperson

Email address: tamara.wood@pgcps.org School: Springhill Lake Elementary

Phone: (301) 513-5996 Amount Awarded: \$500.00

Project start date: March 22, 2018 Project end date: April 30, 2018

Title of Project: Family Math Night

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

1. Breakdown of how grant monies were spent. The grant money was used to purchase family engagement math kits. This allowed the opportunity for families to come in and participate with the children with hands on games that would enhance math skills. This project provides materials to support to enhance Family Math Night held twice a year. The math kits contain stations which includes 6 different games: 2 games for each level-beginning, intermediate, advanced.

2. Number and ages of students impacted. The number of the students who came out with their families was approximately 30 families.

3. Assessment of success of project. Please provide examples of impact. Students as well as parents were able to interact with the staff with information not only about math but the upcoming spring assessment as well. School also provided a translator for our non-English speaking families. Parents were not only able to interact with their student's but also able to take home some of the games that the school provided.

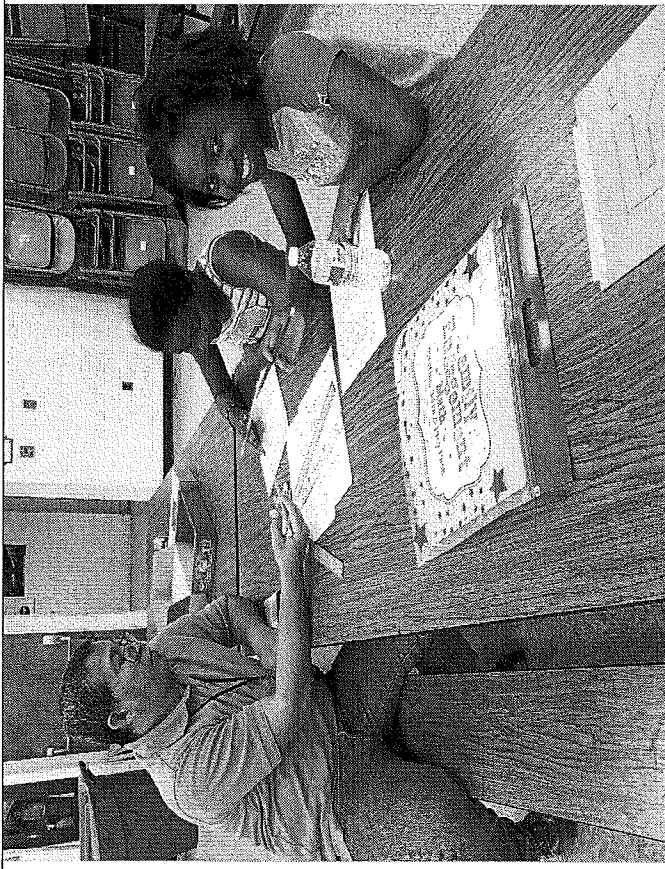
Attached to the report are photos of the event, Power Point presentation, as well as sign in sheets of the staff and families.

*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.*

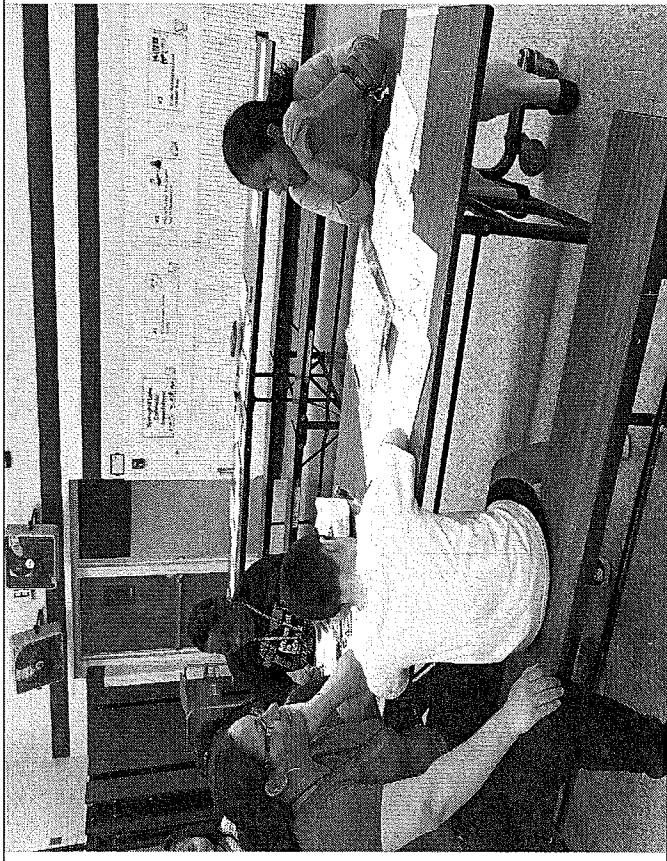
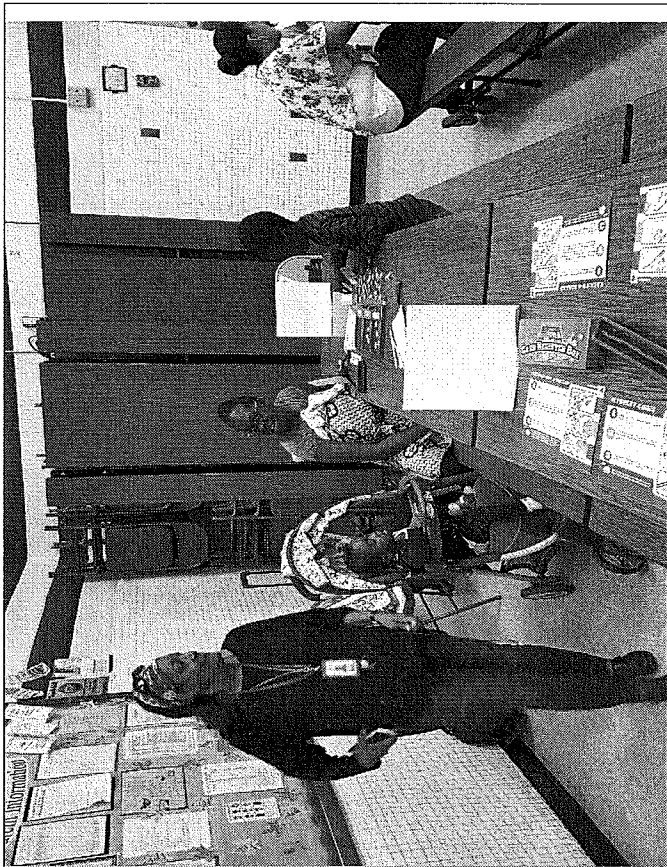
Email to: jongreenbelt@yahoo.com or mail to: ACE Grants Program, Greenbelt CARES, 25 Crescent Rd, Greenbelt MD 20770-1891, (301) 345-6660.

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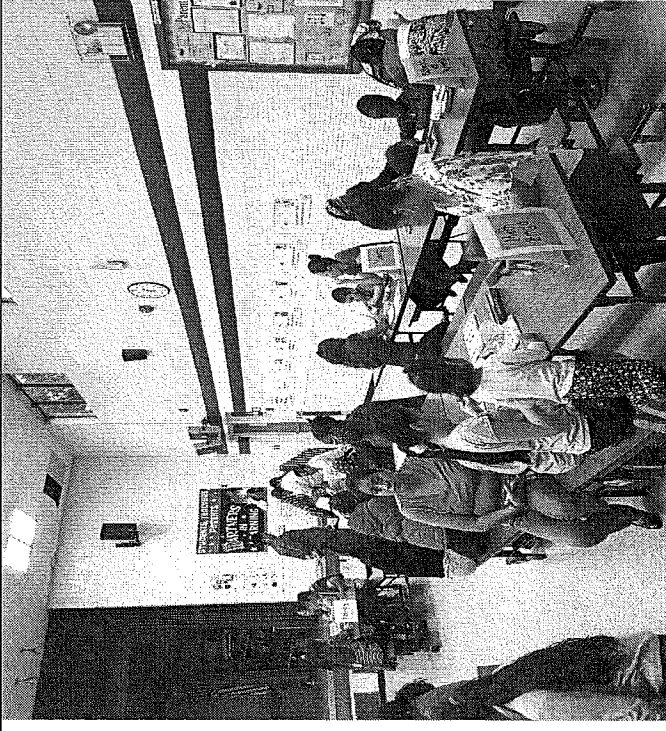
SPRINGHILL LAKE FAMILY MATH  
APRIL 12, 2018



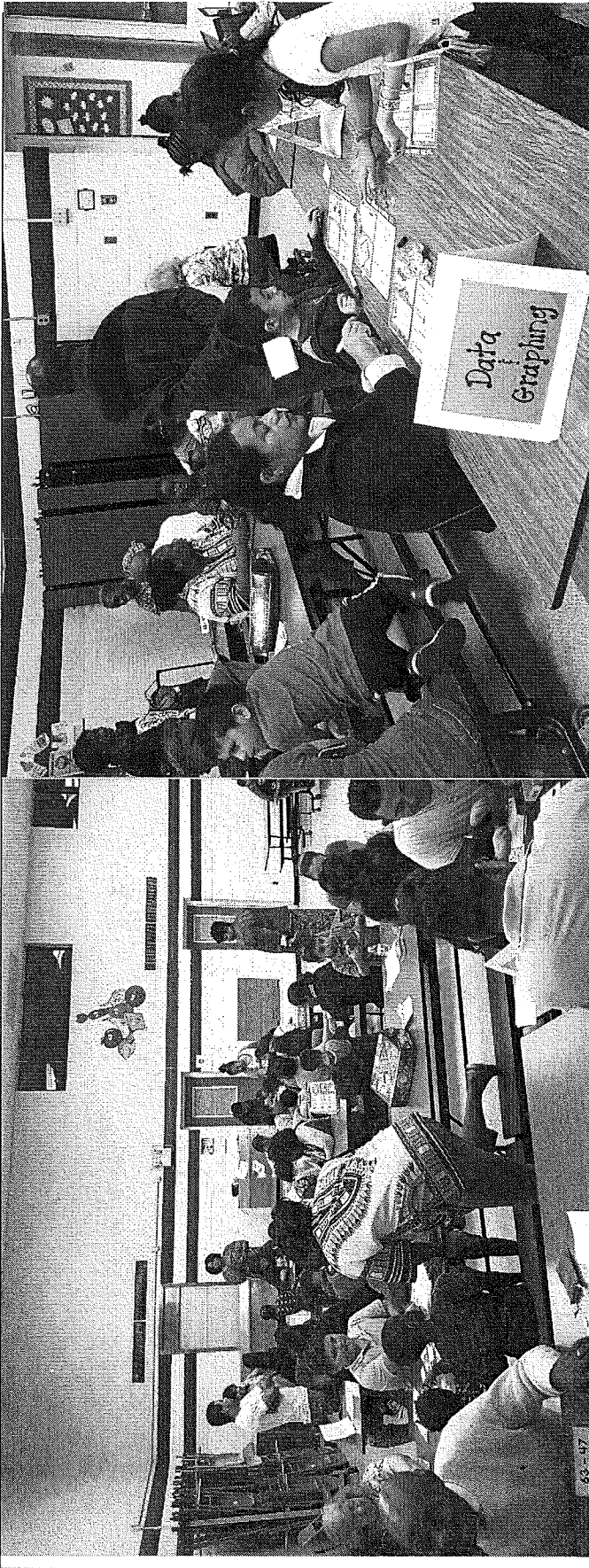
SPRINGHILL LAKE FAMILY MATH  
APRIL 12, 2018



SPRINGHILL LAKE FAMILY MATH  
APRIL 12, 2018



SPRINGHILL LAKE FAMILY MATH  
APRIL 12, 2018





## 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: Camille Butler Position: Teacher and PBIS representative

Email address: [Camille.butler@pgcps.org](mailto:Camille.butler@pgcps.org) School: Greenbelt Middle

Phone: 301-513-5040 Amount Awarded: \$500.00

Project start date: March 2018 Project end date: June 15, 2018

Title of Project:

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

1. Breakdown of how grant monies were spent.

Monies were used to stock our PBIS store, Ice Cream Socials, Holiday Door contest grand prize purchase (Pizza, chips, and soft drinks), Holiday Candy Grams etc. Students used the PBIS Store as an incentive for positive behaviors and academics.

2. Number and ages of students impacted.

1,300 students / 6<sup>th</sup> to 8<sup>th</sup> grade

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

Students were assessed on the amount of Bear Bucks they had in order to redeem them for items from Bear Buck Store, activities, and events sponsored by PBIS (Positive Behavior Intervention Support) Program.

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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: Shana Sterkin Position: Writing Coach/Arts Integration Coor.

Email address: shana.sterkin@pgcps.org School: Springhill Lake Elementary

Phone: 301-513-5996 Amount Awarded: \$500

Project start date: Feb 2018 Project end date: June 2018 & beyond

Title of Project: Advanced Writing Academy: Writing to Share a Message

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

1. Breakdown of how grant monies were spent.

Please see link:

<https://docs.google.com/document/d/1IXavl8kYGgu2VCNJMoOifHIhtg9EZBI008zmmbetxE4/edit?usp=sharing>

2. Number and ages of students impacted.

30 students were impacted in grades 3-5, ages 8-11.

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

The students used the purchased books as mentor texts during their Writer's Workshop sessions at the Advanced Writing Academy. The books were chosen based on the following criteria: a) social justice/environmental topic, b) quality of writing. After reading and analyzing the texts, the students used the books as a reference for their own writing, looking at how the authors crafted figurative language, organized information, and developed their stories. Each grade wrote in the following genres throughout the year to share a message with their readers:

3rd → narrative, biography, fairy tale

4th → narrative, biography, poetry

5th → narrative, biography, nonfiction

See links for an example from each grade level.

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5th grade example → Ruth Bader Ginsburg Biography by Hadia A.

<https://docs.google.com/document/d/1mV7HCfjdsQn8AsK3Wh7mii5lwri9CyyN-CMGe2hv7XA/edit?usp=sharing>

4th grade example → Overcoming an obstacle, Narrative by Angel F.

<https://docs.google.com/document/d/1JMJV-WEU21QJ7vDMKYW4PxlvjVw6tVcgujoDgl34f3E/edit?usp=sharing>

3rd grade example → Environmental fairy tale, by Genesis T.

<https://docs.google.com/document/d/1i6IWWsOakC7KGr-xkJJe8k5nYh6-bYaphJEnLe7FFvWU/edit?usp=sharing>

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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: Leslie Tapscott \_\_\_\_\_ Position: Reading Specialist \_\_\_\_\_

Email address: leslie.tapscott@pgcps.org School: Magnolia Elementary \_\_\_\_\_

Phone: 301-918-8770 \_\_\_\_\_ Amount Awarded: 469.50 \_\_\_\_\_

Project start date: 2/15/2018 \_\_\_\_\_ Project end date: 5/31/2018 \_\_\_\_\_

Title of Project: Book Updates for Reading Club \_\_\_\_\_

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

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

The monies were spent on update the books for the Reading Club, therefore, multiple copies of the following books were purchased:

Wonder by R.J. Palacio 10 copies x \$6.94= \$69.40

Wishtree by Katherine Applegate 10 copies x \$10.46= \$104.60

Stella By Starlight by Sharon M. Draper 10 copies x \$6.42= 64.20

The Crossover by Kwame Alexander 10 copies x \$9.85= 98.50

How to Steal a Dog by Barbara O'Conner 10 copies x \$6.99= 69.90

Ghost by Jason Reynolds 10 copies x \$6.29= 62.90

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

The reading club supports students in 2<sup>nd</sup> through 5<sup>th</sup> grade. Through the monies provided, we were able to purchase multiple copies of culturally relevant and current reading material. The reading material were initially read by the 23 students that participated in the reading club. Through book talks and class presentations, the books were shared among 12 classrooms (3 at each grade level). Therefore, 323 students were impacted by the funds.

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

The project was success because it allowed us to broaden the impact of our reading club. The additional reading materials made it possible for more students to join the reading club, and updating the reading material increased interest in the reading club. Also, once the books had been read in Reading Club, they were able to be checked out by teachers to use in their classroom libraries.

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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: Karen Gibson-Serrette \_\_\_\_\_ Position: President \_\_\_\_\_

Email address: [kgibsonserrette@yahoo.com](mailto:kgibsonserrette@yahoo.com) School: Magnolia Elementary School

Phone: 301-379-5817 \_\_\_\_\_ Amount Awarded: \$500 \_\_\_\_\_

Project start date: 2/16/18 \_\_\_\_\_ Project end date: 6/15/19 \_\_\_\_\_

Title of Project: Magnolia Elementary School Supplies Mobile Store \_\_\_\_\_

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

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

With the assistance of the ACE \$500.00 Grant, Magnolia PTAC, Inc set up a school store. Magnolia PTAC, Inc's Store Project was aimed to assist students, staff and parents in the purchasing of school supplies at the school instead of having to run to the store when the student or staff needed supplies. We purchased school supplies to sell at the school. This worked out well as some students would arrive unprepared for school and were able to purchase the supplies they needed at the school. Our goal is to continue to keep the supplies stocked and to continue selling supplies beyond the 2018-2019 school year.

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

Magnolia Elementary School has over 400 students from pre-K to 6<sup>th</sup> grade (ages 4-12) that will be impacted by the Magnolia School Supplies Store.

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

The Magnolia PTAC School Supplies Store has been successful in providing a needed resource for students and teachers. We have been able to provide students with needed school supplies to enable them to fully participate in class with the necessary educational tools. The School Supplies Store has removed the barrier of access to supplies. We are able to provide supplies at or below cost by purchasing in bulk at discounted prices. We have also been able to supply our youngest students with folders to help them organize their assignments and begin to learn the importance of being prepared to learn. These folders also help to reinforce the positive messages of trust, respect, loyalty, caring and friendship that represent the Extraordinary Magnolia Way!

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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: Shari Cornell Position: Former ESOL TEACHER  
Email address: [scornell@aacps.org](mailto:scornell@aacps.org) School: Magnolia Elementary School  
Phone: 301-918-8700 \_\_\_\_\_ Amount Awarded: \$500 \_\_\_\_\_  
Project start date: 9/1/2018 \_\_\_\_\_ Project end date: 6/15/2018 \_\_\_\_\_  
Title of Project: Urban Artistry \_\_\_\_\_

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

1. Breakdown of how grant monies were spent.

\$500 was spend on a performance with Urban Artistry. This is a dance group that performs while also instilling core values into students. Students were instructed on perseverance, community, education, and other important topics that relates to today's youth.

2. Number and ages of students impacted.

There were about 300 students that were impacted with this grant in grades three through 6.

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

After the performance students were noticeably enlightened from the topics that were discussed. Discussions were had in the classrooms about what they viewed in the performance. Students talked about why it was important to stay in school, and how the community is here to help them.

Students also received the enjoyment of watching a dance performance that they might not have received otherwise. Many of our students do not get the chance to see dance performances outside of school, and this was a major treat for them.

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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: Halima Jenkins Position: Former PTA President / Current VP

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

Phone: 301-233-5205 (Halima) Amount Awarded: \$500

Project start date: February 2018 Project end date: October 2018

Title of Project: Orchestra Upright Double Bass

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

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

The PTA purchased a ½ size Strobel upright bass made by Eastman for the Dora Kennedy French Immersion orchestras from Music & Arts Center for \$1,475.00. The PTA used the \$500 ACE grant money, as well as fundraising from skating events to pay the remaining \$975.

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

The ½ size bass purchased by the PTA serves students in 4th-8th grade. There are approximately 90 orchestra students. The whole orchestra benefits from the contribution of bass players.

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

The PTA purchased a ½ size upright double bass for the Dora Kennedy French Immersion orchestras. This bass is used in school. Bass students are unable to transport their instruments to and from school due to the size of the instrument. Violin, viola, and cello students, however, are able to reasonably transport their instruments to and from school. To that end, bass students need to use school-provided instruments during orchestra classes.

The orchestra teacher Ms. Murray is ecstatic about the additional instrument. In an email, she wrote, "We have the new bass. It is beautiful and shiny and the kids and I love it already!!" In an additional email, she wrote, "Wow! Thank you so much for all of the hard work you and the PTA do."

The \$500 ACE grant has helped to make a positive impact at Dora Kennedy French Immersion.



## 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: Dierdra Benliza-Ray Position: English 11/English 12

Email address: [Dierdra.benlizaray@pgcps.org](mailto:Dierdra.benlizaray@pgcps.org) School: Eleanor Roosevelt High School

Phone: 301-513-5400 Amount Awarded: \$500.00

Project start date: March 2018 Project end date: September 2018

Title of Project: Literature for Female Empowerment

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

1. Breakdown of how grant monies were spent.

Grant monies were spent to assist in covering the cost of classroom copies of *The Color Purple* and *Things Fall Apart*. These books were purchased through Amazon and Barnes & Noble. This allowed each student to have access to copies that were in good condition during class and to take them home in order to complete required reading and activities.

2. Number and ages of students impacted.

Students impacted were between 16 and 18 years old. 150 students were impacted.

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

Students were able to successfully participate in classroom discussions, complete meaningful performance tasks, and make real-world connections.

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

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**Section 1: AWARDEE INFORMATION:**

Name: **Elaine Hutchison** \_\_\_\_\_ Position: **Crisis Intervention Resource Teacher** \_\_\_\_\_

Email address: [elaine.hutchison@pgcps.org](mailto:elaine.hutchison@pgcps.org) \_\_\_\_\_  
School: **Springhill Lake Elementary**

Phone: **301-513-5996** \_\_\_\_\_ Amount Awarded: **500.00** \_\_\_\_\_

Project start date: **3/23/18** \_\_\_\_\_ Project end date: **3/23/18** \_\_\_\_\_

Title of Project: **Terrapin Adventures/Team Building**

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

1. **Breakdown of how grant monies were spent.** We were awarded 500.00. The entire 500.00 was used to fund the trip, the money was paid directly to Terrapin Adventures

2. **Number and ages of students impacted.** 20 students attended the field trip. All students are currently enrolled in our Comprehensive Special Education Program. The students are 4<sup>th</sup> and 5<sup>th</sup> grade age (9-11 year olds).

3. **Assessment of success of project. Please provide examples of impact.** The students participated in several team building activities and also did the zip line and the giant swing. During the team building activities, the students had to work collaboratively to accomplish a goal. The students were very supportive of each other and were also very encouraging to classmates who needed an extra push. Another positive impact was that students overcame fears and were able to do things (swing and zip line) that they were not familiar or comfortable with. Both the zip line and the swing were huge confidence builders. Finally, most of the students would not have had the opportunity to participate in an activity like this had it not been for the ACE grant.

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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: Amanda Salamon Position: 1st Grade Lead Teacher

Email address: amandasalamon@pgcps.org School: Greenbelt Elementary School

Phone: (301) 513- 5911 Amount Awarded: \$450

Project start date: May 7, 2018 Project end date: May 11, 2018

Title of Project: Butterfly Wonder (Puppet Shows and Puppet Making Workshops)

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

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

There were four performances and four workshops (\$50 each visit= \$400) with Beech Tree Puppets. Supplies of colored paper, tape, craft sticks cost about \$50.

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

All four classrooms of 1st graders (ages 6 and 7) participated. There are about 25 students in each class, totaling about 100 students impacted.

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

The students were engaged from start to finish. They were completely absorbed during the lively puppet show. Different pictures of butterflies were then shown, reviewing the life cycle of the butterfly, and discussing symmetry. Students then made puppets(butterflies, large and small caterpillars, crysalis, leaf, egg, etc) to tell their own story of metamorphosis. They were shown how to bring their puppets to life, practiced this, sang songs, put on their own shows, and many did this again for family and friends.

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## Butterfly Wonder Puppet Show at Greenbelt ES

Last week Ingrid Cowan Hass went into four different first grade classrooms at Greenbelt Elementary School to present the show Butterfly Wonder funded by an Advisory Committee on Education (ACE) grant. She then led puppet workshops with each group. The students are learn-

ing about the life cycle of the butterfly. They used their puppets to put on their own show. This program is part of a larger project that celebrates pollinators throughout the grades at the school, culminating in a large mosaic mural which will be installed on the outside of the school this month.



Ingrid Cowan Hass poses with 1st graders as they finish their puppets.

PHOTO BY JACQUELINE LUCY

## The Thoughtful Discussion Group Ponders Justice

by Cathie Meetre

The Thoughtful Discussion Group convenes at the MakerSpace at 7 p.m. on Tuesdays to mull over ideas and consider topics central to the assumptions that govern society. Brett Fishburne was quick to point out that neither politics nor religion are permissible topics of debate. Though one might imagine that there wasn't much left to philosophize about, one would be wrong. Members present on Tuesday, May 8, included Bobby Candey, Pat Scully, Susan Brown, Ann Bowman, Neil McConlogue (who stopped by merely to get an email address but hopped the fence and joined in) and a gentleman who preferred to be known as Dr. Dread III. Though discussion sometimes faltered a little or seemed a tad self-conscious, it was unfailingly courteous and positive-minded with respect shown to the views of others and with minimal interrupting.

Tuesday's topic was justice. What it means, whether it's the same as fairness and how it relates to ideas like the rule of law and the Constitution. While perhaps it would have been easy to stray into perilous political territory, the group did a great job of steering clear of that particular minefield. Indeed, in an hour of discussion the T-name did not come up once. This may be a Greenbelt record.

The pivot for the discussion was the novel *Murder on the Orient Express*. In this Agatha Christie mystery, a man travels on the luxurious steam train across Europe with 12 other passengers and is murdered during the journey. When the train is blocked in its passage by snowfall in the Alps, Inspector Hercule Poirot has enough time to sleuth out the correct conclusion, which is that all the 12 other passengers were complicit and that each one of them had stabbed the victim so it could not be known who struck

the fatal blow.

The train victim had previously been acquitted of the crime of abduction and murder of a child – destroying many lives and affecting each of the 12. The murderers (and the reader) are convinced that he is guilty – though by law he was not. They believe their victim should have been hung by the neck until dead several years earlier and that they are settling the score.

At the denouement, Poirot lets the group of murderers off the hook because, in his view, justice has now been done. So, was that justice? Was it vigilante justice or was it not justice at all but perhaps fairness? Or simply a second crime that went unpunished. It is interesting that a mere mystery novel should raise such fundamental philosophical issues. Does this perhaps explain the continued popularity of Christie's work?

Like so many significant questions, there were no easy answers to be found. But there is pleasure and profit in thought-provoking discussion and rational discourse and maybe answers aren't all they're cracked up to be. The occasion was reminiscent of discussions in the student unions of yore – absent, perhaps, the world-changing passion that goes with being 20 or so – this group being between twice and thrice that age.

There was also no beer, which may also have been a factor in the generally even tenor of discourse. Though it is unlikely the Thoughtful Discussion Group will change the world or even mount a crusade, there is reason to ponder these topics and it is, above all, a very civilized thing to do.

For more information on the group, how to join (just show up) and what the upcoming topics may be, contact Brett Fishburne at [brett@make125.org](mailto:brett@make125.org).

# Heritage Film Festival Honors George Kochell, Ethel Lewis

by Frank Gervasi



George Kochell, wears a super-hero "Mr. Geo" pixel costume, presented to him by current and past students of his GAVA/GATe animation classes, whose films were also screened during the festival. From left: Gregory Foster, Gerald Foster, GAVA President Ingrid Cowan Hass, Olivia Nickel, George Kochell, Vivian Nickel, Ob Cooler, Felix Hass, Christian Horchler and Alexandra Nickel. Hannah Collins (not pictured) and Olivia Nickel won Student Awards for their films, *A Day in the Life of a Pig* and *Learning for Younger Children*.

- Photos by Jimi Lyons

The Heritage Film Festival, in its 13th year, played in Greenbelt Library and around the city on May 17, 19 and 20. Over 35 short films plus numerous animations gave audiences a rich diversity of creative and inspired works. The festival included discussions with the filmmakers, a reception and an awards ceremony held in the city council chambers. Screened at the library and Old Greenbelt Theatre were films by young people and old, with the motto "looking to the future, honoring the past."

This year the festival paid special tribute to Greenbelt's own "Mr. Geo," George Kochell, who has been teaching young filmmakers animation classes for over 20 years at the Greenbelt Access Television studio, located at the Community Center.

Working with GAVA, the Greenbelt Association for Visual Arts, Mr. Geo attained superhero status for his job teaching young people animated filmmaking. Many of his students were in attendance for the honors and screenings of their works.



O.F. Makarah (center), Executive Director of The Heritage Film Festival, presents awards to George Kochell (left) of Greenbelt and Ethel Lewis (right) of the Prince George's County Arts and Humanities Council.

Also honored was Ethel Lewis who for over 20 years has helped and supported creative artists and organizations through the Prince George's Arts and Humanities Council.

O.F. Makarah, the festival executive director, started the festival almost 15 years ago. A California native with a master's degree in filmmaking from UCLA, initiated bringing the festival to Prince George's County.



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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: Lindsey Volk Position: 5th Grade Language Arts Teacher

Email address: lindsey.volk@pgcps.org School: Greenbelt Elementary School

Phone: (301) 513- 5911 Amount Awarded: \$500

Project start date: Feb 20, 2018 Project end date: March 27, 2018

Title of Project: Animation with 5th Grade

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

1. Breakdown of how grant monies were spent.

George Kochell visited on five different days, leading three workshops per day. He was paid \$65 per hour visit (\$195 a da, \$975 for 5 days). The remaining \$475 was paid for by "The Family Art Fund". I-pads and other supplies was supplied by the school.

2. Number and ages of students impacted. There are three 5th grade classes (ages 11 and 12) of about 35 students each (about 105 students in all).

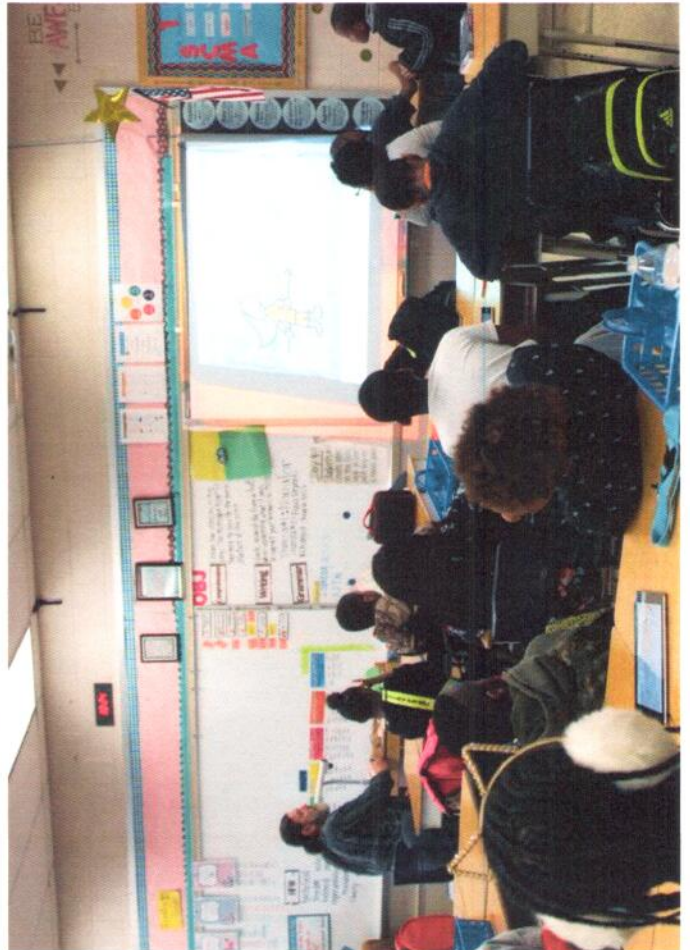
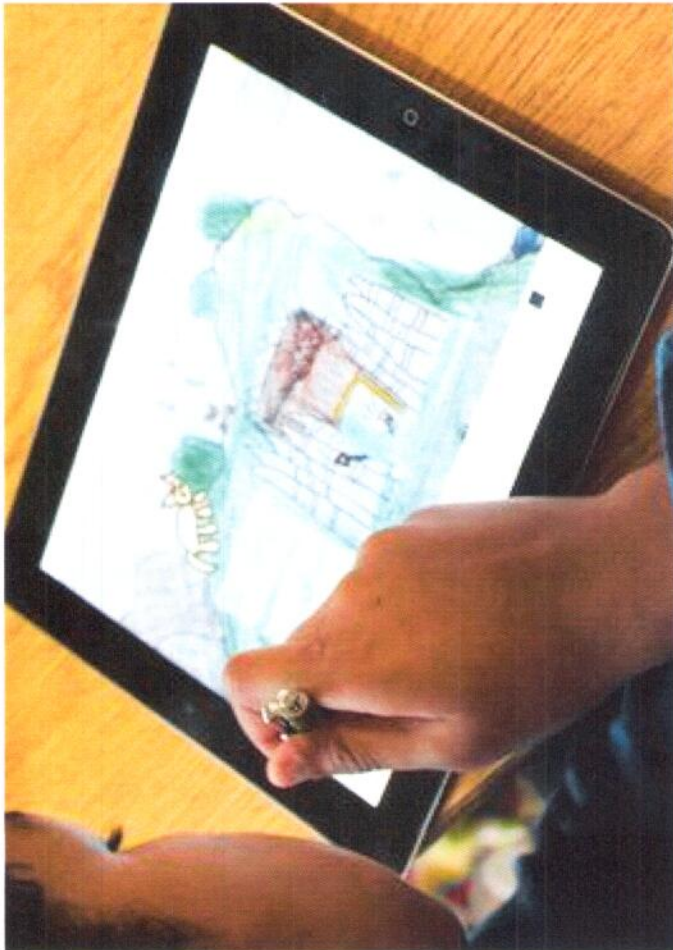
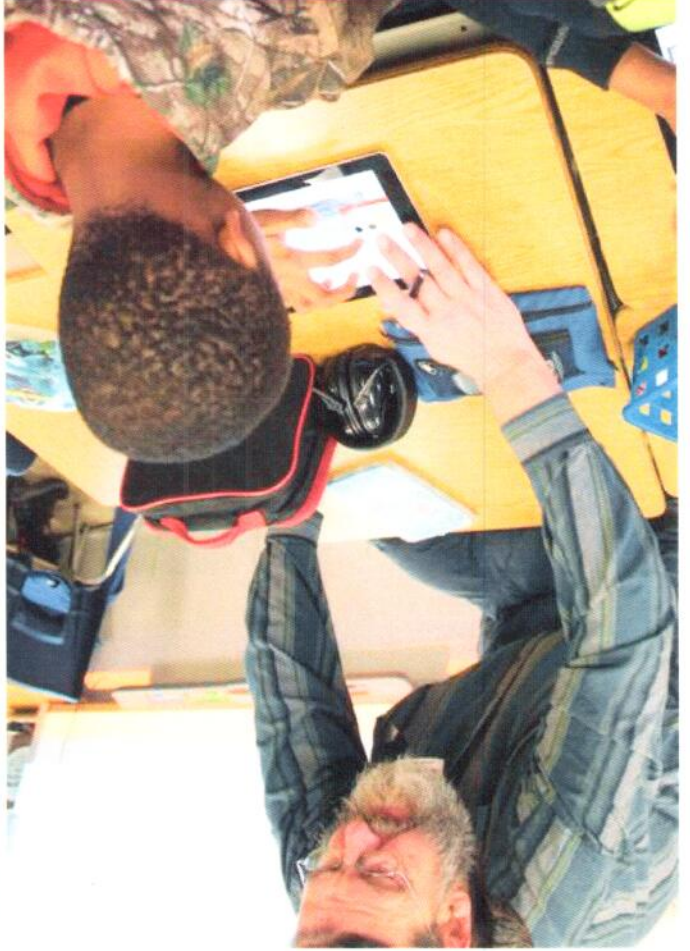
3. Assessment of success of project. Please provide examples of impact.

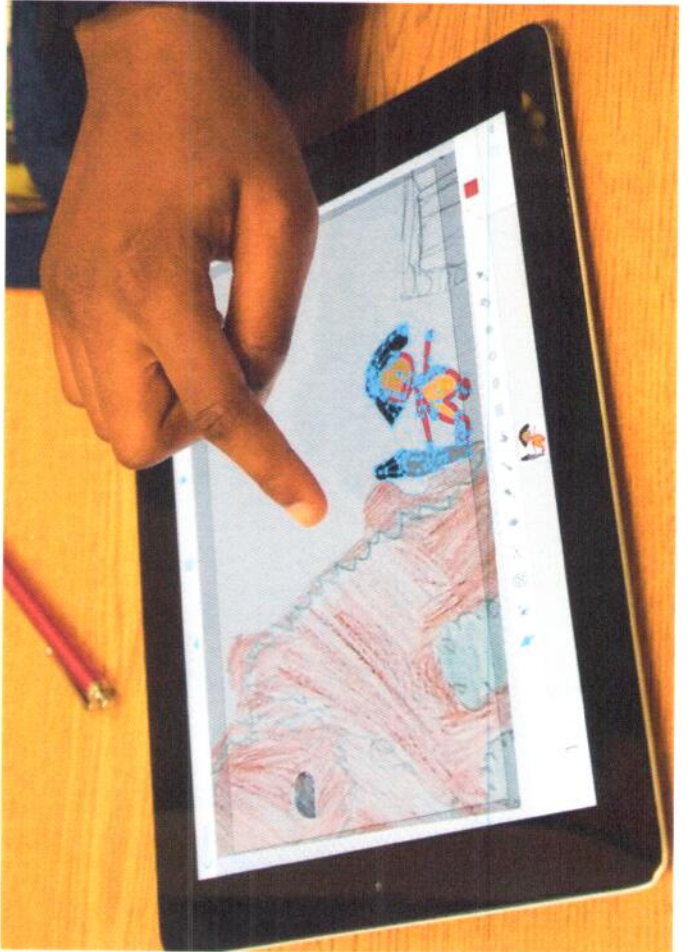
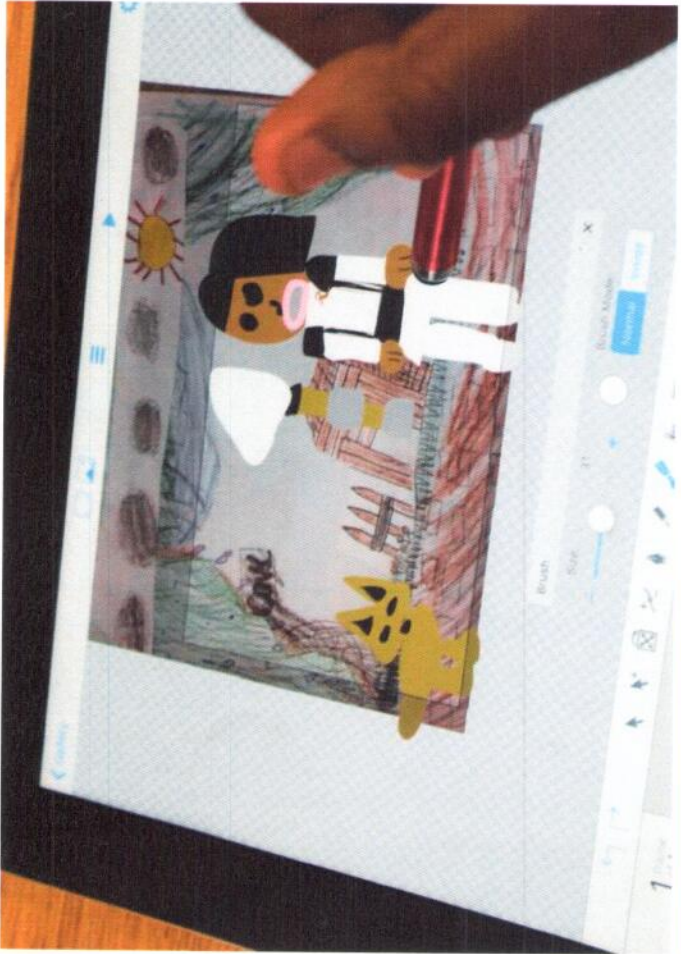
The students used iPads to illustrate and create special effects to depict characters from the text of their favorite book read this year. The focus of the textbook unit was sequencing and summarizing the steps of a process. Readings from the textbook focused on special effects and animation. The students created their own setting and character traits, taken from details in their novels. By the end, the characters were moving animations based on the climax of the story. The students presented their work to the class, parents, and staff on a big screen. They also wrote a summary of the steps they took to create their animation. This project was fun for all involved and the reading skills were easily assimilated by integrating the act of animation.

*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? \_\_\_\_\_







## ACE Grant Helps Bring Local Animation Artist to GES

by Ingrid Cowan Hass

Fifth graders at Greenbelt Elementary School are creating an unusual book report. Local animator and teaching artist George Kochell designed a special project, together with Lindsey Volk, 5th grade language arts teacher and arts integration officer at the school, to enhance the 5th grade reading curriculum. Using iPads to illustrate and create special effects, four classes (about 100 students in all) depicted characters from the text of their favorite book read this year.

Greenbelt Elementary is in its third year of being an Arts Integration School. Volk, clearly enthusiastic about this development, leads training sessions for teachers and has helped lead 'learning walks' to show other schools how to integrate art into their curriculum.

"Integrating the arts brings content to life," she said. "I'm seeing that the lessons that are interwoven with art have improved student engagement, participation and understanding of concepts. The creative process allows students to take ownership of their learning, and that makes it not only more fun to learn, but to teach!"

Volk explains that for this project, the focus is on teaching students sequencing and summarizing the steps of a process. Readings from the textbook focus on special effects and animation. Instead of just reading about how animators in the field work together to create movies with special effects, students were given an opportunity to follow the steps firsthand.

Kochell (also known as Mister Geo) took students through each step of the animation project, including creating their own setting and character traits. Students re-read the texts, looking for descriptive and sensory details to include in their animations. Each detail of their work, down to the color of their character's clothes, was based on evidence from the text. By the end, the characters were moving animations based on the climax of the story.

The best part about practicing these reading skills, said Volk, "is that the students did not have to be taught explicitly. It just came naturally through animating." As an assessment of the skills and standards learned through this project, students then wrote summaries, sequencing the steps they took to create their animation. "This also came with great ease, as they were the ones taking part in the whole process." Students then presented their work on a big screen to their class, parents and administrators.

Kochell has an extensive background in teaching art to children and teens, focusing on drawing, comic books, graphic novels and animation, building on his professional background as a cartoonist. He has led several workshops at Greenbelt Elementary in past years. He has also taught quarterly classes at the Montpelier Arts Center for over 20 years and has been the animation instructor for Greenbelt Association for the Visual Arts (GAVA) at Greenbelt Access Television (GATE) for almost 20 years. In partnership with the Pathways Schools, the media classes were expanded to



Lindsey Volk works with Briana Faxio, Ny'Zell Blair, and Christian Turner.

- Photos by Ingrid Cowan Hass



George Kochell answers a question about the animation process.



Students create a character and setting from their favorite book using a stylus to draw and color their own cartoon elements with the DoInk animation app.

serve at-risk teens eight years ago, which Kochell also leads. GAVA, a local non-profit, formed a partnership with the school's PIA three years ago, creating The Family Art Fund of Greenbelt Elementary School to help bring

local artists into the school. This animation project was funded by an ACE Grant and The Family Art Fund.



## Council Looks at Management And Standing Rules Issues

by Kathleen Gallagher

The city council meeting of March 26 considered document management, software acquisition and standing rules.

### Document Management

Council adopted a resolution for the purchase of an electronic document management system for the city's Human Resources Department. The vendors of the five best proposals made presentations for review by a staff committee, which recommended a Laserfiche Electronic Document System contracted with UnityECM of Poquoson, Va. This year's budget includes \$20,000 for the purchase. Initial costs will be \$24,600, with the city IT Department picking up the costs of a cloud server. In addition, subscriptions will run \$9,600 per year, which will be included starting with the FY 2019 budget. The longer-term plan is to expand the use of this system to other departments, such as police and finance, as well as offices under the city manager's office.

### Planning Software

Council also resolved to purchase

an upgrade to the Utopia Planning Software used by the Planning Department. Among other improvements, city inspectors will be able to use mobile devices to complete inspections, look up past inspections and accomplish other tasks. Currently, inspectors complete paper forms for all their inspections. That information then needs to be entered into the existing Utopia software. The time savings and improved data capture will benefit the entire department. The cost of the upgrade is \$15,000 from Percont Software of St. Petersburg, Fla., which develops and maintains Utopia.

### Standing Rules

A resolution to amend the city council's Standing Rules was introduced at the prior regular meeting, but the document required too much further revision to bring it back for adoption at the March 26 meeting. It was once again introduced for first reading with the intent that it be on the agenda for second reading and adoption on April 9.

## New Deal Café to Screen Film Advocating Plant-Based Diet

On Monday, April 16, Reel and Meal will collaborate with Green Vegan Networking and Compassion Over Killing (COK) to host a screening of The Last Pig with a generous grant from VegFund. The program starts at 7 p.m. at the New Deal Café, following an optional vegan buffet beginning at 6:30 p.m.

In commemoration of Earth Day Month, the single most effective action you can take for the environment is to adopt a plant-based diet, according to the UN.

The Last Pig raises crucial questions about equality, the value of compassion and the sanctity of life. The documentary's soul-bearing narrative follows the protagonist's final year of farming pigs, the struggle to reinvent his life and the ghosts that will haunt him forever. Through sparse, intimate musings, the farmer reveals

the growing conflict of a life spent "peddling in death." The Last Pig is a lyrical meditation on what it means to be a sentient creature with the power to kill.

A representative from COK will address issues covered in the documentary and facilitate a conversation following the film.

Reel and Meal, a monthly vegan meal and film series, happens every third Monday of the month at the New Deal Café and is sponsored by Beaverdam Creek Watershed Watch Group, Green Vegan Networking, Prince George's County Peace and Justice Coalition and Utopia Film Festival.

The New Deal Café is accessible from Greenbelt Metro station by buses G12 and G14.

For more information, contact Cam MacQueen at worldisvegan.com or visit the New Deal Café website at newdealcafe.com.

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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: Yau-Jong Twu

Position: Physics and Research Practicum Teacher & Internship Coordinator

Email address: [yjtwu@pgcps.org](mailto:yjtwu@pgcps.org) School: Eleanor Roosevelt High School

Phone: 301-513-5400 x 82340 Amount Awarded: \$500.00

Project start date: February 15, 2018 Project end date: June 15, 2019

Title of Project: Shifting Toward Student-Centered Science Classroom

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

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

Because of a price drop, we were able to purchase enough boards for 3 science teachers - Ms. Pates, Mr. Ramos, and Ms. Carlos. The \$500 ACE Grant was used to purchase twenty-seven 24" x 36" whiteboards.

27 boards at \$18.99 each => \$ 512.73

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

The project had benefited about 450 students of chemistry, environmental science, and biology (10<sup>th</sup> to 12<sup>th</sup> graders, 14- to 18-year-olds) in all three science teachers' classes at Eleanor Roosevelt High School. Although the project end-date is June 15, 2019, we expect to continue whiteboarding activities in future school years.

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

Here are what Ms. Pates, Mr. Ramos, and Ms. Carlos said about the benefits of whiteboards:

From Ms. Carlos: Usefulness of the Whiteboards in Classroom Discussion & Learning.

1) Very useful in small group discussion and peer group work, emphasizing what they learned in the previous class discussion, thus promoting cooperative learning, concept mapping, and developed fully their skills in problem solving.

2) Students learned to work on group activities and collaborating with the members of the group with more confidence, giving them additional ideas and help on solving problems that they cannot solve by himself/herself.

3) Students can use it as an important material (The whiteboard) to express their ideas by themselves and share among the members of the group, they can be creative on how they want to present their work to the group first and to the class as a whole.

From Mr. Ramos:

-During group formative assessment/ review game at the end of each unit, I post questions on a PowerPoint Presentation and then I have student groups answer on small whiteboards.

-My students used the small whiteboards to write their group's claim, evidence, and reasoning during Argument-Driven Inquiry Activities.

From Ms. Pates: Whiteboard as an Aid to Teaching & Learning:

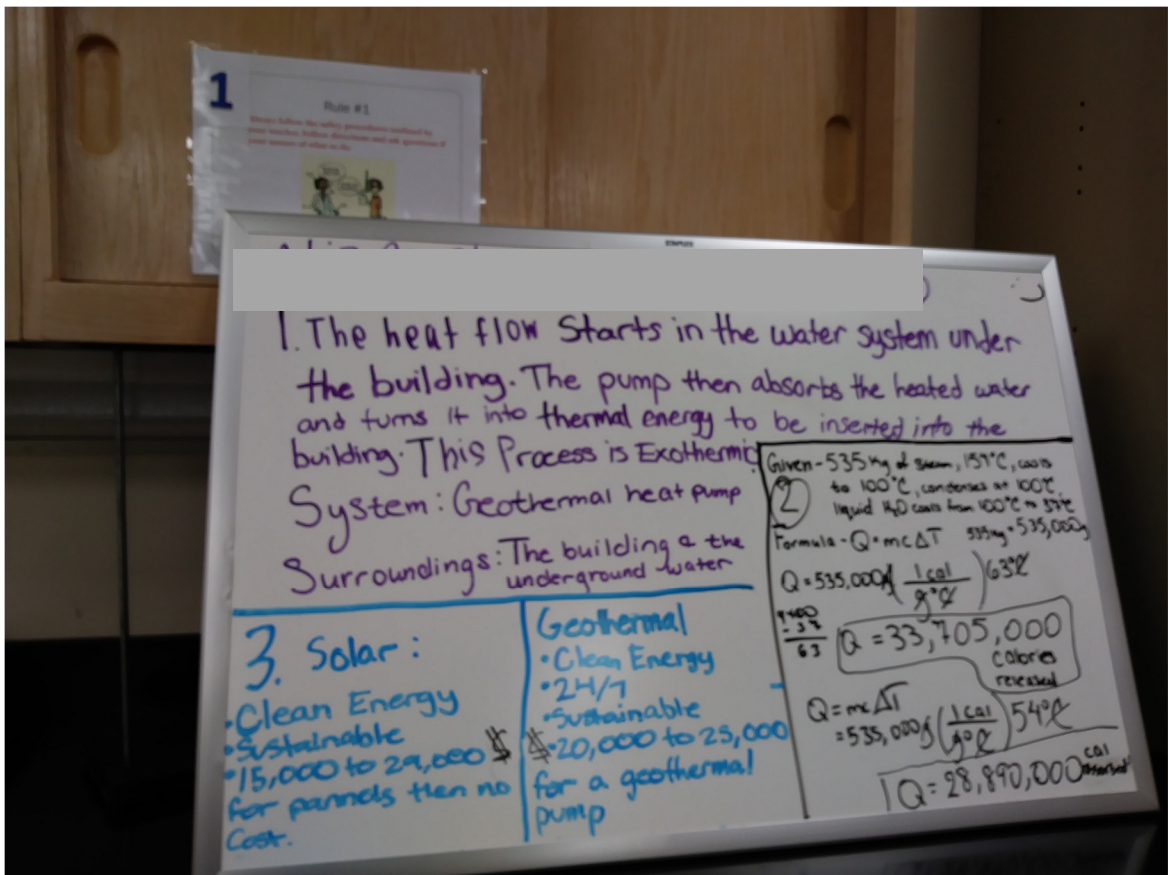
-students used the whiteboard for small group discussions and cooperative learning: concept-mapping, creating diagrams, and problem solving.

-students worked on activities collaboratively using the whiteboard in order to come up with solutions / possible solutions to a problem that they might not be capable to solve alone.

-used as an important and a perfect tool in processing the students' thoughts and in presenting the Lab Report such as an Argument-Driven Inquiry Lab Activity, wherein students will present the problem/question, claim, evidences, and justifications, instead of using the traditional way.

-If a group of students is having difficulty with a particular topic, the instructor modifies easily the lesson to accommodate that need. If the instructor finds that prepared materials are insufficient to convey the topic at hand, the whiteboard can be employed to flesh out the presentation.

Sample Student Work:



2

Rule #2

Never put any material in your mouth. Do not taste any chemicals unless your teacher specifically tells you to do so.

pg 586

43) When 2 objects of different temp. come in contact, heat will flow from the warmer object to the cooler one until both are the same temp. Ex. ice cubes in water melt, making the water cooler.

44) It is important to define the system + surroundings, so you know what is being affected + what is causing the affect.

pg 561

9) given: 181 g of silver  $42.8 \text{ J/}^\circ\text{C}$  Equation:  $C = \frac{q}{m \cdot \Delta T}$

HW  $C = \frac{42.8 \text{ J}}{181 \text{ g} \cdot 1^\circ\text{C}} = 0.24 \text{ J/g} \cdot ^\circ\text{C}$

11) given: 190 g of liquid water  $40.7 \text{ kJ/mol}$  Equation:  $Q = m H_v$

$190 \text{ g H}_2\text{O} \times \frac{1 \text{ mol H}_2\text{O}}{18 \text{ g H}_2\text{O}} = 10.6 \text{ mol} \times \frac{40.7 \text{ kJ}}{1 \text{ mol}} = 431.4 \text{ kJ}$

6.  $Q = mc\Delta T = (10 \text{ g})(0.924 \frac{\text{cal}}{\text{g} \cdot ^\circ\text{C}})(100^\circ\text{C}) = 92.4 \text{ cal}$

GROUP 3

4.  $Q = mH_{\text{vap}} (50 \text{ g})(2257 \text{ J/g}) = 112850 \text{ J} \rightarrow 112900 \text{ J}$

62. a.  $3.5 \text{ moles H}_2\text{O} \cdot \frac{18 \text{ g H}_2\text{O}}{1 \text{ mol H}_2\text{O}} = 63 \text{ g H}_2\text{O} \cdot 79.7 \text{ cal/g} = 5,021 \text{ cal}$   
 $Q = mH_f$

b.  $0.44 \text{ moles H}_2\text{O} \cdot \frac{40.7 \text{ kJ}}{1 \text{ mol}} = 17.91 \text{ kJ}$   
 $Q = mH_{\text{con}}$

c.  $1.25 \text{ mol NaOH} \cdot \frac{82.8 \text{ kJ}}{1 \text{ mol}} = -103.5 \text{ kJ}$   
 $Q = mH_{\text{sol}}$

d.  $15 \text{ mol C}_2\text{H}_6\text{O} \cdot \frac{38.6 \text{ kJ}}{1 \text{ mol}} = 579 \text{ kJ}$   
 $Q = mH_{\text{vap}}$

Thanks to the Greenbelt ACE Grant Program, the physics teachers are still using our white boards (purchased using ACE grant in 2016) in our classes. Now Ms. Pates, Mr. Ramos, and Ms. Carlos also get to implement whiteboarding in their classrooms.

*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: Lauren Cummings Position: President

Email address: [lbcummin@hotmail.com](mailto:lbcummin@hotmail.com) School: Greenbelt Elementary School

Phone: 703-966-1634 Amount Awarded: \$500.00

Project start date: April 21, 2018 Project end date: April 21, 2018

Title of Project: ANGST Movie

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

1. Breakdown of how grant monies were spent.

The \$500 contribution from ACE was matched by a financial donation of \$100 from the elementary and middle school PTA's and high school PTSA, as well as \$150 from Bee Yoga Fusion. All funds were used to pay for the screening fee for the documentary.

2. Number and ages of students impacted.

---

Volunteers from the elementary school and high school tallied attendance at the event as follows:

Greenbelt Elementary School Students - 6

Greenbelt Middle School Students - 2

Eleanor Roosevelt High School Students - 1

Dora Kennedy Students - 1

Kenmoor Middle School Students - 2

Friends Community School Students - 2

Holy Cross Redeemer Students - 5

College Park Academy - 1

Robert Goddard Students - 3

Home School Students - 1

College Students - 1

**Total = 25**

Parents - 32

Community Members - 18

**Total = 50**

---

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

See attached

*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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## Greenbelt Elementary School Parent Teacher Association

66 Ridge Road • Greenbelt • Maryland 20770 • School 301-513-5911 • Fax 301-513-5319

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April 22, 2018

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

Dear Ms. Park:

On behalf of the Greenbelt Elementary School PTA, I would like to thank the ACE Grant Committee for their support of our screening and discussion of ANGST. The film was shown at the Old Greenbelt Theatre on Saturday, April 21, 2018. Our school as well as Greenbelt Middle School PTA and Eleanor Roosevelt High School PTSA advertised the event to their students and parents via numerous social media feeds, direct emails and flyers were also put up in schools and in other locations around Greenbelt such as the CARES office, Co-op grocery store, theatre, and New Deal Cafe. Additionally, Bee Yoga Fusion advertised the film to several local listserves.

The \$500 contribution from ACE was matched by a financial donation of \$100 from the elementary and middle school PTA's and high school PTSA, as well as \$150 from Bee Yoga Fusion. All funds were used to pay for the screening fee for the documentary.

The film aimed to normalize anxiety as something that affects many people and specifically talked to students about what anxiety feels like (heart racing, faster breathing, sweaty) as well as provided information about treating anxiety such as listening for the stillness in the room, holding ice cubes in your hands, refocusing your eyes, breathing techniques, taking your mind to somewhere you feel safe, and talking about your feelings. The film addressed parents directly as well by teaching them how to recognize the symptoms of anxiety and validating their child's feelings, learning how to not enable children by immediately removing them from anxiety producing events, teaching parents how their own anxiety can affect their child and how to be a good role modeling by talking about their feelings when they feel anxious.

Following the film, a discussion was lead by Gretchen Schock, owner of Bee Yoga Fusion, and Donna Behe, Prince George's County Guidance Counselor. Ms. Schock also taught attendees a specific breathing technique to use during an anxiety producing event. During the twenty minute discussion, eleven students and parents asked questions or shared their thoughts. One elementary school student stated that she believes that people do not think about how anxiety can affect everybody and that you can also be feeling more anxiety than you are physically showing to other people. Following this letter is a list of comments volunteers collected from attendees following the film. Of the 25 attendees surveyed after the screening, all stated that they found the film very helpful.

**PTA**<sup>®</sup>  
*everychild.onevoice.*<sup>®</sup>



Additionally, a resource guide produced by the ANGST film makers was emailed to each school's guidance counselor for additional support in the schools.

Factors that may have contributed to turnout were beautiful weather, sporting events, Eleanor Roosevelt Music & Art Festival, and fear that attendance would be stigmatizing.

Volunteers from the elementary school and high school tallied attendance at the event as follows:

Greenbelt Elementary School Students - 6  
Greenbelt Middle School Students - 2  
Eleanor Roosevelt High School Students - 1  
Dora Kennedy Students - 1  
Kenmoor Middle School Students - 2  
Friends Community School Students - 2  
Holy Cross Redeemer Students - 5  
College Park Academy - 1  
Robert Goddard Students - 3  
Home School Students - 1  
College Students - 1  
**Total = 25**

Parents - 32  
Community Members - 18  
**Total = 50**

Overall, we are very pleased with the turnout, in particular from parents who stated that they want to learn how to help their child deal with anxiety. Mayor Pro Tem J. Davis also attended and stated that the film was excellent and very helpful. Several parents and community members asked how this film could be required viewing in each school.

Again, thank you for Greenbelt ACE's support. If you have any questions, please feel free to reach out to me at (703) 966-1634 or lbcummin@hotmail.com.

Best,



Lauren Cummings  
2017-2018 PTA President

## Student Feedback

School	Age	Feedback
Eleanor Roosevelt High School	17	Confirmed that physical issues are related to anxiety, identified core fears, identified issues and ways to cope, learned that I'm not alone.
Robert Goddard	6	Learned that all kids have anxiety sometimes and can't control it. Even celebrities have anxiety.
Robert Goddard	11	Learned to talk to people about how I feel and to be a good friend. Learned tools to deal with anxious feelings.
Greenbelt Elementary School	10	What I'm feeling is normal and other people feel it too. Sometimes people don't know how anxious I really am.
Greenbelt Middle School	11	Learned about core fears and ways to address them.
Kenmoor Middle School	12	Hearing about exposure therapy made me want to try it to help me overcome my anxiety during certain situations.
Kenmoor Middle School	14	Understanding that anxiety branches off of a core fear.
College Park Academy	12	It was helpful to learn tools like the ice cube method for calming anxiety.
Dora Kennedy	12	I liked learning the breathing techniques.
Home Schooled	13	It helped to understand anxiety and how I can be a better support to my friends who may have anxiety. Like the student in the movie, I like to listen to music when I feel anxious.

## Parent/Community Member Feedback

Parent or Community Member	Feedback
Parent	Movie provided a good balance of technical information about anxiety and tips that are simple for kids to do.
Parent	Learning the signs of anxiety, what to look for in child, everyone experiences anxiety differently, the idea that it doesn't last forever and that the more you do something the easier and less anxiety producing it becomes.
Parent	Helpful to learn more about the neurological aspect of anxiety. Would like to help more students be able to see the film.
Parent	Realized that I had more anxiety as a child than I realized. Recognizing how my anxiety may be impacting my parenting.
Parent	Liked learning the ice cube trick and having the resource document to take home.
Parent	Very powerful film. Made me recognize that driving to see the film I felt anxious about being on time and I was reacting to it by wanting to listen to classical music to calm down. Learning about how parenting from a place of anxiety can cause anxiety in kids.
Parent	Helpful to learn new language about how to speak about anxiety. I liked how it broke down different aspects of anxiety like OCD and panic attacks.
Parent	Good reminder that you can have anxiety at all different ages and can feel it in lots of different ways. Helpful to learn how to deal with anxiety.

Parent	I liked learning the tool of focusing your eyes on something close like your hand and then refocusing on something further away.
Parent	Good reminder that everyone experiences anxiety and that it can show up in different ways. Need to learn to share feelings.
Parent	Helping to remember to listen and that I don't have to try to solve my child's problem.
Parent	Learned that I may be more anxious than my child and may be transferring my anxiety to my child.
Parent	Learned that as a parent I'm always trying to do so much for my kids, organizing getting them to their activities, that it's stressful for me. Learning to recognize symptoms of anxiety in others and to be more supportive. Took several resource guides to give out to other families I know.
Community Member	Glad to have learned tools to help a child that I nanny for who has anxiety.
Community Member	Helpful to learn the tool of taking your mind to a place where you feel special and safe. Once you've calmed down to try to identify the core fear.
Community Member	Learning that parents need to trust a child's experience, feelings and what they are saying. Important to listen.

## 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: Wanda Dixon Position: Dramatic Arts Instructor  
Email address: [wanda.dixon@pgcps.org](mailto:wanda.dixon@pgcps.org) School: Springhill Lake Elementary  
Phone: (240) 416-7667 Amount Awarded: \$430.40  
Project start date: Tuesday, 3/5/18 Project end date: June 18, 2018

Title of Project: (Using Theater and Music in Elementary Education to Enhance Social and Academic Growth) ***The Big Bad Musical***

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

1. Breakdown of how grant monies were spent.

Item	Cost
Script	\$7.50 x 14 (\$105.00)
Director's Book	\$20.00
Piano Score	\$20.00
CD Set	\$75.00
Graphics Package	\$25.00
Royalties	\$85.00
Costumes / Props	\$100.00

2. Number and ages of students impacted.

19 Cast Members and Ages:

---

- Big Bad Wolf – 11
  - Evil Stepmother – 10
  - 3 Wolfettes – 10, 10, 11
  - Fairy Godmother – 9
  - 3 Fairies – 7,7,7
  - Red Riding Hood – 10
  - Grandmother Hood – 9
  - Old Shepherd – 9
  - Boy Who Cried Wolf – 9
  - Pig 1 – 10
  - Pig 2 – 10
  - Pig 3 – 8
  - Woodcutter – 8
  - Sydney Grimm – 10
  - Wise Old Man - 9
-

- 4 crew members - 10
  - 5<sup>th</sup> and 4<sup>th</sup> Grade Art Classes (approximately 40 students) used to create setting and stage backdrop – ages 9 & 10.
  - 2 productions were performed for our school audience of 2<sup>nd</sup> & 3<sup>rd</sup> graders on Friday, June 15, and 4<sup>th</sup> and 5<sup>th</sup> graders on Monday, June 18.
  - 1 final production was performed for an audience of parents and families on Monday, June 18, at 6:00pm.
- 

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

There were several goals of this project including:

---

- Increasing reading fluency
  - Understanding mood, tone, and expression in literature
  - Improving communication skills
  - Increasing self-control and discipline
  - Building a positive and confident self image
  - Working collaboratively with others
- 

The original plan was for this musical to be held in the month of March, but due to County and State testing I moved the date back to the end of the school year so as not to interfere with the process of preparing for and administering mandatory testing. I also elected to change the musical title using *The Big Bad Musical*, instead of *The Real Story of Little Red Riding Hood*, to be sure the reading level was appropriate for our students.

As a result of this project teachers of cast members have reported an improvement in students' reading interest and fluency. I was able to define *mood*, and *tone* for students and could determine that students understood these concepts by the way they read and acted out their roles. They eagerly attended rehearsals which were held Tuesday – Thursday after school from 2:00pm-3:30pm. Although the process was tiring and repetitious, they persevered and worked collaboratively with each other to make the musical a success. I was impressed with the efforts of our art teacher to include several students in her 4<sup>th</sup> and 5<sup>th</sup> grade classes in making the backdrop and other components used for the setting and props. Our school audiences were excited and impressed with the performance of their peers and several have asked me about the possibility of also being part of future theatrical productions. This effort has moved our school a step closer to becoming an official Arts Integrated School in our county. For future efforts I will be establishing an afterschool drama club, which will result in an annual theatrical/musical production.

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*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? \_\_\_\_\_

# **Springhill Lake Elementary Presents:**



**Auditions will be held for choral and speaking parts Tuesday, March 6- Friday, March 16 from 8:00am to 8:30am in the music temp.**

- **Complete the audition application and return it to your teacher.**
- **Be prepared to sing a basic music scale (do-re-mi), and read a small script)**

**Springhill Lake Elementary  
Presents:**



**Book by Alec Strum  
Music and lyrics by Bill Francoeur**

**Monday, June 18, 6:00PM  
Springhill Lake Cafeteria**