

**SCHOOL DISTRICT OF CLAY COUNTY – GRANT REVIEW**

Grant Originator: B. Kearney School/Dept: BLC

Grant Title: We Want To Start a Fire - Fire of Learning

Grant Source: Bealls & Whistles for Schools

Grant Proposal Amount: 10,000 Required Matching Funds: \_\_\_\_\_

Goal(s): Grant money requested for upgrades (Document Camera & LCD projector) for 12 classrooms, Professional Development materials & student materials

Goals are related to:  School Improvement Plan  Sunshine State Standards  
 Technology Plan  Other \_\_\_\_\_

Target Population: All BLC students

If project will differ from current Board approved curriculum, state how it will differ: \_\_\_\_\_

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate): N/A
- Staff Participants (Object 0100, other than Board approved hourly rate): N/A
- Per Diem/Travel (Object 0330, other than Board approved mileage rate): N/A

Will there be any:

- Additional personnel:  No  Yes, please list
- Maintenance required:  No  Yes, please list
- Contract service:  No  Yes, please list
- Sub. coverage required:  No  Yes, please list
- Plant Modifications:  No  Yes, please list
- Add. Tech. needs:  No  Yes, please list
- Add. Equip./furniture:  No  Yes, please list

**Please Note: If teachers will require a substitute for grant initiatives, funds must be budgeted into the grant.**

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Installation of LED projector in 12 classrooms  
Installation of document cameras in 12 classrooms.

**Signatures indicate:**

- ✓ All aspects of the proposal have been reviewed.
- ✓ The proposal is within current stand and board rules and regulations.
- ✓ The proposal directly relates to the school's identified needs and goals, School Improvement Plan or District Strategic Plan.

Person(s) applying for grant:  
 Signature(s): Barbara A. Kearney - Intervention/Reading Coach Date: 12-15-10

Principal/Director of affected cost center:  
 Signature: [Signature] Date: 12-15-10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

**FOR DISTRICT USE ONLY**

Division Section: HR SS INST BA CIS [Signature]  Approved  Denied  
 Signature of Assistant Superintendent/CIS: \_\_\_\_\_ Date: 3-1-11

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District Approval to Proceed: [Signature]  Approved  Denied  
 Signature of Deputy Superintendent: \_\_\_\_\_ Date: 3-9-11

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Installation of LCD projector in 12 classrooms  
Installation of document cameras in 12 classrooms.

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- ✓ The proposal is within current stand and board rules and regulations.
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**Person(s) applying for grant:**

Signature(s): Bartonia A. Kearney - Intervention/Reading Coach Date: 12-15-10

Principal/Director of affected cost center:  
 Signature: [Signature] Date: 12-15-10

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Division Section: HR SS INST BA CIS  
 Signature of Assistant Superintendent/CIS: [Signature]  Approved  Denied  
 Date: 3-4-11

District Approval to Proceed:  
 Signature of Deputy Superintendent: [Signature]  Approved  Denied  
 Date: 3-9-11

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**Person(s) applying for grant:**

Signature(s): Barbara A. Kearney - Intervention/Reading Coach Date: 12-15-10

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|--|---|
| Division Section: HR <input checked="" type="checkbox"/> INST <input type="checkbox"/> BA <input type="checkbox"/> CIS <input type="checkbox"/><br>Signature of Assistant Superintendent/CIS: <u>[Signature]</u> | <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied<br>Date: <u>3/3/11</u> |
| District Approval to Proceed:<br>Signature of Deputy Superintendent: <u>[Signature]</u>  | <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied<br>Date: <u>3-9-11</u> |

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**Person(s) applying for grant:**

Signature(s): Barkana A. Kearney - Intervention/Reading Coach Date: 12-15-10

Principal/Director of affected cost center:  
 Signature: [Signature] Date: 12-15-10

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| Division Section: <u>HR</u> SS INST BA CIS                    | Approved <input checked="" type="checkbox"/> Denied <input type="checkbox"/> |
| Signature of Assistant Superintendent/CIS: <u>[Signature]</u> | Date: <u>3/8/11</u>  |
|   |  |
| District Approval to Proceed: <u>[Signature]</u>              | Approved <input checked="" type="checkbox"/> Denied <input type="checkbox"/> |
| Signature of Deputy Superintendent: _____                     | Date: <u>3-9-11</u>  |

## **We want to start a fire (said, "FIAH")!**

**Learning fueled by technology results in a strong student desire to learn and provides teachers the spark needed in the classroom. In addition, a strong mentoring program can extinguish students' at risk behaviors.**

### **The Goal/Objectives of this Grant Request**

Bannerman Learning Center is a last chance school for students of Clay County. Our desire is to light a learning opportunity for our students enrolled in the various programs at this alternative school (Grades 6-12): Severely Emotionally Disturbed; Teen-age Parenting Program; and the Drop-Out Prevention Program for the Discipline Students. Our students and teachers request upgraded technology such as the document camera and LCD projector. These tools are needed to kindle reluctant learners to sustain engagement and become highly motivated learners who share quality work. Students placed here have been burned by classroom failure. BLC serves all at-risk Clay County students. At BLC, our teachers want learning transformed from a one-sided experience to a blaze of shared learning where teacher modeling and students' creations can spark great interest. Increased interest can directly lead to active involvement in learning across all areas of curriculum.

Students enter our program on a continuous basis. The flexibility of document camera offers a hands-on, auditory, and visual approach in meeting student needs. With a variety of learning levels within each classroom, a document camera will help focus student learning. The document camera expands access to learning materials available and not utilized (*online textbooks for every level, video clips, and online resources*) and enhances our teacher's ability to maintain high standards of learning. Igniting student interest will directly lead to active involvement in the learning experience. Classroom distracters disappear. Increased engagement results in increased learning with better retention of skills.

In addition to our desire to provide an electric learning environment, we also recognize that additional interventions are necessary with some of our high-risk students. We welcome the opportunity for dialog within the mentor-student relationship. Our goal is to produce students who will develop responsibility in order to become self-reliant in today's society. We encourage each student to exercise restraint in actions and behaviors, learn respect of others, and respect for themselves.

Our desire is to assist our students to be positive, productive citizens in our community. To help our students, teacher volunteers have created a mentoring program which connects adolescents with adults whom they can turn to for help and advice in an attempt to prevent high-risk behaviors.

After enhancing our classrooms with technology, we wish to enhance our mentoring program, with the creation of a lending library. The movie library will use "Movies of Character" listed in the text, "Teach Like Your Hair's On Fire" by Rafe Esquith. Esquith is a multiple award winning educator and author who write about the importance of the Teacher-Student Mentor relationship. Esquith writes:

"I show my kids terrific films that help them grow in all sorts of meaningful ways. Great movies can help children build character, learn about the impact of good and bad decisions, and be inspired to stand up for their beliefs in difficult situations."

Esquith reports that exposure to selected movies followed by meaningful discussions, help students to connect and relate to the history, literature, and values they wish to understand. Supporting research from Pediatrics and Adolescent Medicine, reports on the role of an adult mentor in influencing high-risk behaviors in adolescents. The results indicate adolescents with mentors were significantly less likely to participate in measured risk behaviors. The conclusion states that this strong positive relationship decreased participation in the risk behaviors which many of our students have engaged. Film was selected as a place to begin the discussion with students due to high levels of student engagement. In addition, the selected movies can present characters of good moral character and message.

#### Character Program Pan and Overview of Grant Request

All students entering BLC will receive great benefit from the enhanced classroom technology. Teacher planning will become better focused with the additional technology tools. Faculty book-study will be based on the highly motivating text, "Teach Like Your Hair's On Fire" and will include weekly professional collaboration. Students served in the mentor-mentee program will include at risk students who are identified from teacher recommendation, discipline referrals, or Response-To-Intervention (RTI) team strategy sessions.

Teacher mentors have volunteered according to student need. Teachers will meet weekly during non-instructional times with the students in need. Students will be encouraged to discuss "Movies of Character". Mentors will check out movies on an individual basis. These movies will be a discussion point to the biweekly conversations as they relate to character building topics and student resolutions.

We expect to engage our learners with upgraded technology and to provide a mentor-mentee relationship which can decrease the risk behaviors which result in discipline referrals, poor classroom performance, and suspension. The teacher-mentee relationship will serve as an intervention for at-risk behaviors which greatly influences student academic success. We expect to see improved student engagement and restraint in actions and behavior. We expect to see a decrease in student discipline referrals on campus. Parents will be notified and included in feedback as well as communication so they can serve as part of the intervention/discussions as necessary. We hope students will demonstrate improved respect of others and respect for themselves. We expect to see improvement in student grades and advancement to the next grade and/or graduation.

#### Character Program Pan Budget

Costs related to this project are related to technology upgrades to our classrooms which will include a document camera and the LCD camera needed for the operation of document camera. Teacher book study will include the book study, "Teach Like Your Hair's On Fire". In addition, the cost of the movie lending library will be included.

- Classroom Document Cameras and LCD projector for 9 classrooms (1,000 X 9)= \$9,000
- Books/Materials 20 X 16.00 each= \$320
- 25 movie titles @ \$25 each= \$625

(additional price information attached)

Students at BLC collaborated, created, and performed a “rap” to illustrate their strong desire to start this fire (said, FIAH) of learning. The technology tools used in the creation of this project included items from a recently awarded mini grant. They included a student microphone and FLIP recorder. The free internet program audacity and county provided movie maker program were also used.



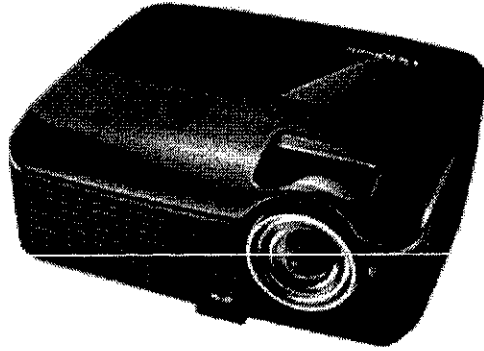


### Projector

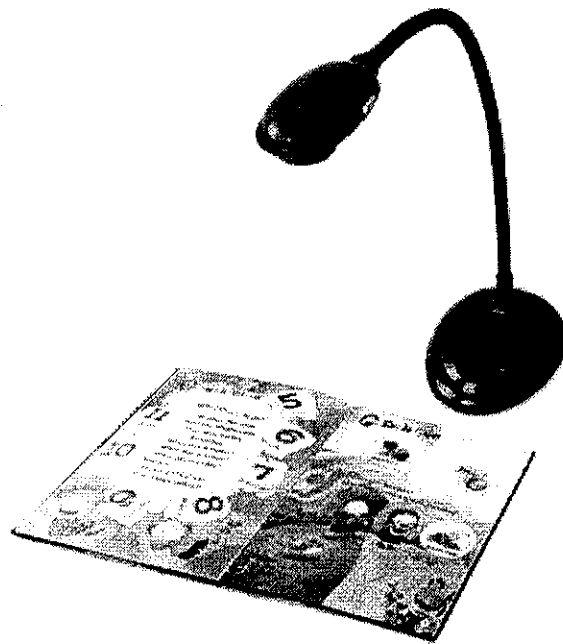
Projector - ViewSonic PJ06211

2500 ANSI XGA DLP, 3 Year Replacement Warranty

~~\$525~~



### Document Camera DC120



DC120: ~~\$321.00~~ - USB powered, Microphone

### Wall Mounted Controller

Wall Mounted Controller- Connect to Projector. Timely Automatic Shutdown. Capabilities for Add-On Components like Wireless Microphone, CATV Tuner, DVD/VCR Player. Ability to Control Volume and Power

SP Controls Pixie DCMT - \$150.00

