

**MAMARONECK SCHOOLS FOUNDATION
GRANT AWARDS FOR
2019-2020**

The Mamaroneck Schools Foundation has approved funding of the following slate of 20 grants for the 2019-2020 school year. The grants, which total \$242,188, will have an impact on all six district schools, as well as on the entire community.

LITERACY AND LANGUAGE ARTS

Chatsworth Social-Emotional Lending Library

Chatsworth

Grantees: Jennifer Solomon, Kristyn Walsh, Tara Graham-Turner, Genine Marie C. DiFalco, Katie Anderson, Lauren Scharfstein

Research shows that social emotional skills are essential for effective teaching and learning, sound decision making, physical and mental health and success in school and beyond. This grant provides for the creation of a new lending library within Chatsworth's library for Kindergarten to Fifth grade children's literature that focuses specifically on real life social situations, emotional growth and challenging experiences. The new books, all in one convenient location, organized by theme and age appropriateness, will aid in teaching the skills of emotional intelligence, allowing teachers and students to more easily have conversations about feelings, behavior and coping strategies. District elementary schools have been implementing social and emotional learning in the classroom through the RULER approach (**R**ecognizing, **U**nderstanding, **L**abeling, **E**xpressing and **R**egulating), developed at the Yale Center for Emotional Intelligence. The Social Emotional Lending Library directly supports this effort.

Building Social and Emotional Resilience Through Literacy

MAS

Grantees: Jennifer Cereola, James Williams

This grant provides a social emotional library in the second grade classrooms at MAS. Each classroom will receive a carefully curated set of books designed to expose students to challenging situations and environments and help them develop personal boundaries, build character, and inspire dreams and a desire to improve their world. These classroom libraries also integrate closely with the Yale RULER program being implemented in our district's elementary schools, allowing teachers and students to use the high quality literature provided to develop the social and emotional skills necessary for academic achievement and physical and mental health.

Murray Fifth Grade Playaway Book Collection

Murray Avenue

Grantees: Gordon Brune, Michelle O'Connell, Kelly Brennan, Aliciane Elkins, Tina Dolan, Ethan Rivel

This grant provides for the creation of a Playaway backpack collection in all of the 5th grade classrooms at Murray. Playaway backpacks pair audiobooks along with their print versions to deliver an educational read-along experience for students. They improve reading

comprehension and retention, expand vocabulary skills and build phonemic awareness and fluency. Each 5th grade classroom will house a collection of Playaways and the classes will share with each other allowing all of the 5th grade students access to a wide selection of book titles. The use of audiobooks supports the district's balanced literacy curriculum and approach and provides an additional layer of support for emerging and striving readers.

Playaway Audio Books at Hommocks

Hommocks

Grantees: Kim Armogida, Nancy Capparelli

Literacy students at Hommocks Middle School are still growing as readers, and many are not yet reading at their grade level. This grant provides these striving readers with an expanded library of Playaway audiobooks, allowing them to listen to engaging, high-interest texts as they follow along in their printed copy of the book. The listener controls the speed of the narrator's voice and can bookmark a stopping point. The Playaways are portable, so can be used in the classroom, at home, or on the go. The use of the audiobooks supports the district's balanced literacy curriculum and provides an additional layer of support for literacy students.

STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATH)

Sustainability at Hommocks: Tools and Profesional Development

Hommocks

Grantees: Betty Comerford and Taryn Delaney

The purpose of this grant is to raise a generation of environmental stewards at our middle school. It provides funds for curriculum consultants from the Center for Environmental Literacy (CELf) to develop strategic interdisciplinary curriculum aimed at teaching sustainability across Hommocks departments and programs. 25 select teachers and staff will work alongside CELf's facilitators as they design programs that integrate sustainability into Hommocks' existing curriculum. This grant also enhances current sustainability programming in Family and Consumer Science by providing storage enhancements to the Hommocks Garden. These enhancements will provide enough tools to engage all students as well as a new storage facility near the garden.

360 Degree Math Classroom

Murray Avenue

Grantees: Selina Hedigan, Gordon Brune, Kelly Brennan, Michelle O'Connell, Alicane Elkins, Tina Dolan, Ethan Rivel

This grant provides professional development in the 360 degree math teaching method and for the installation of white boards in the game room at Murray Avenue School allowing the space to be used as a 360 degree classroom. In this space, all students will work out of their chairs and in their own personalized learning frame on one of the white boards while the teacher circulates and sees the learning as it happens. The teacher can see student misconceptions immediately and provide feedback as well as consistent, positive support to students in real-time. Students also initiate peer-to-peer conversations to clarify and prove his or her thinking, which fosters both collaboration and creativity among the students.

PHYSICAL EDUCATION, HEALTH AND WELLNESS

Elevating Physical Education Through Technology

MAS and Hommocks

Grantees: Scott Gilberti, Scott Miele and Nick Mangan

This grant provides for the introduction of wristwatch heart rate monitors to the physical education departments at Mamaroneck Avenue School and Hommocks Middle School. The technology will raise the assessment capability of the PE instructors to include not just cognitive and psychomotor assessments but fitness-based assessments as well, and will be an exciting and engaging curricular addition for technology-savvy students. The technology allows for immediate download to iPads via Bluetooth and enables both instructors and students themselves to set goals and track progress, helping to increase student enthusiasm for and adherence to fitness goals.

Mindfulness in Earth Science

Hommocks

Grantees: Michael Wing, Jessica Gordon

Earth Science is a high school level class taught in eighth grade. To help reduce anxiety among the students, the Earth Science teachers have perceptively included mindfulness in the curriculum and seen positive results over the last year. This grant will transform a part of each Earth Science classroom into a “mindfulness corner” with beanbag chairs, carpets, tables and lighting providing the students an area with a more relaxed atmosphere and supporting Hommocks’ focus on mindfulness.

CURRICULAR ENHANCEMENT

English as a New Language: Tools for Classroom Integration

MAS

Grantees: Ann Mosquera, Alejandrina West, William Vargas

This grant funds three iPads and peripheral equipment, tabletop easels and chart stands, as well as a substantial collection of books for grades 2-5 for ENL teachers at Mamaroneck Avenue School. ENL teachers provide integrated ENL services to each class where English Language Learners (ELLs) have been placed. On any given day, each ENL teacher typically “pushes in” to multiple classrooms for periods of 30-60 minutes and may also provide some stand-alone ENL to groups of newcomers. ENL teachers work with students on all four modalities - reading, writing, speaking and listening. The purpose of the grant is not only to create flexible workspaces, but to improve ENL instruction at MAS overall. The Ipads, easels, and chart stands will enable ENL teachers to work with groups of students within the classroom while staying true to ENL best practices of providing visual supports and modeling. The books and dictionaries will give ENL teachers and students easy access to books at the appropriate level of the students.

Food is a Process

Mamaroneck High School

Grantees: Bryan Luff, Mario Washington

One of the district goals is to help students be better prepared for the workforce. In the culinary arts curriculum, this includes training in techniques as well as on equipment. This grant provides four new multi-function industrial Robo Coupe food processors for the culinary arts

curriculum. These modern, large, state-of-the-art food processors will improve function, efficiency and experience in the Culinary Arts lab.

OUTDOOR SPACE & LEARNING

Collaborative Outdoor Garden

Mamaroneck High School

Grantees: Liz Clain, Gwen Bettencourt

This grant provides a portion of funding for an interior outdoor garden at Mamaroneck High School. This space has been meticulously planned by the MHS Design Club. The Club, comprised of fifteen students and five faculty members, spent 18 months going through the design thinking process to create a design that serves as an outdoor teaching space, alternative performance space and comfortable environment for students to gather for fresh air while also being low maintenance and sustainable. This grants supports the high school's focus on mindfulness and utilizing spaces in creative ways that encourage collaboration amongst students and between students and adults.

Smart Greenhouse: Cultivating Plants and Minds

Murray Avenue

Grantees: Alison Hazut, Colleen Melnyk

This grant provides substantial funding for a Smart Greenhouse at Murray Avenue School. It will "plant the seeds" to transform Murray's garden-based educational program into a state-of-the-art environmental and STEAM initiative that students and teachers will use throughout the year. The hands-on learning center will be a laboratory for the study of plant science, nutrition, environmental conservation, solar energy, weather, computer programming, and robotics. In addition to the curricular possibilities, this facility will expand current programs, deepen existing partnerships with community organizations, and offer opportunities for sharing and collaborating with all schools in the district. Through this unique district and community resource, students will see firsthand how science is all around them and learn how to harness technology and nature to solve real-world problems.

21ST CENTURY LEARNING ENVIRONMENTS

Research has shown that students thrive when they are offered multiple options to feel comfortable, safe and relaxed in their learning environment. It is also said that when classrooms are designed to support different modes of learning, children are more likely to stay engaged. In addition to fostering students' well-being, increasing academic success and encouraging a collaborative spirit, flexible learning zones inspire classroom learning to move from being teacher and content-centered to become more student-centered and personalized. The following grants support the district's vision to be on the forefront of creating impactful and innovative 21st century learning environments.

21st Century Classroom Redesign at Chatsworth

Chatsworth

Grantees: Rachel Morse, Johanna Scozzafava, Tara Flahive, Katie Anderson, Lauren Scharfstein

This 21st century Chatsworth classroom redesign will transform two third grade classrooms from traditional fixed spaces to fully flexible learning zones. Mobile and flexible furniture such as interchangeable diamond desks, stackable oodle seating, café tables, and adjustable stools,

will allow teachers and students to explore various learning models, including individual, partner, small group and whole class learning throughout a single day.

Optimizing Learning Opportunities in MAS Fifth Grade Classrooms

MAS

Grantees: Jennifer Saul, Anne Marie Finlan, Nicole Bautista, Natalia Ortega, Ian Lambert, Sabra Rivel, Danielle Basile

In response to the knowledge of the impact of classroom environments on student learning and student outcomes, the purpose of this grant is to create positive working environments and multiple learning opportunities for all 5th grade students at Mamaroneck Avenue School. The funds provided will be used to paint the classrooms in warmer colors that help promote calming spaces and to purchase classroom furnishings that support smaller group work and collaboration, including flex-space floor seats and benches.

MAS Library Reimagination

MAS

Grantees: Neill Alleva, Stacy Peebles, Matthew Porricelli

This grant will provide new furniture for the MAS library, re-designing the space to enable choice, flexibility and collaboration among students and faculty. Some of the flexible seating options include cloud and modular soft seating, wobble and adjustable stools and triangular dry erase tables. The redesign will help make the library the heartbeat of the MAS learning community, having a positive impact on student learning, collaborative professional inquiry among teachers, and parent workshops.

Student-Centered Learning at Murray

Murray Avenue

Grantees: Linda Finn, Denise Geertgens, Christine Dizenzo, Arelys Vieira, Anna Grippo, Marni Lipton, Patricia Griffin

In response to the district's work with Fielding Nair, this grant provides for flexible furniture and seating pieces in 6 elementary school classrooms, grades K-4. Flexible seating allows students to have more choice in how they learn and work both independently and collaboratively. It allows students to work in a comfortable environment as well as supports those students with sensory needs and the need for input throughout the day. Tables on wheels and of varying shapes address the space constraints in the classroom and allow for easy movement and reconfiguration. Along with the benefits to student learning, students also develop their understanding of working together as a community to share and care for the various space and seating options.

Flexible Seating Stations

Murray Avenue

Grantees: Kelly Brennan, Alison Hazut

This grant will fund flexible seating stations in a 5th grade classroom at Murray, creating a more flexible and collaborative classroom environment. Carefully selected tables are interchangeable and conducive to a variety of arrangements that the teacher can tailor to the day's activities and instructional goals. As students work with a partner, in small teams, or as a whole group, they will benefit from enhanced sensory feedback and supports for focusing and collaborating.

MHS Classroom Transformation: Collaborative Learning in the 21st Century

MHS

Grantees: Lauren Albert, Liz Clain

This grant applies the flexible seating and collaborative classroom approach at the high school level in the dynamic AP Macroeconomic classroom. Triangular desks, high top tables, adjustable stools, and modular sofa seating will further enable the collaborative learning that is an integral part of the curriculum. The space-efficient and easily moveable furniture will facilitate student-centered group learning, problem solving and simulations. This transformed classroom will serve as a model to teachers and administrators at MHS.

PROFESSIONAL DEVELOPMENT

Next Generation Co-Teaching Best Practices

All Schools

Grantees: Michele Viviano, Nora Mazzone

This grant will bring Dr. Marilyn Friend to the Spring 2020 Superintendent's Conference Day to present on co-teaching best practices. Dr. Friend is an international expert on the subject and is known as the "mother of inclusive education." Her presentation will target clarification of roles and responsibilities of general educators and special educators in co-taught classes. Dr. Friend will also address assessment of the use of the six co-teaching approaches and how to best incorporate into one's practice, discussion of the instructional dimension of co-teaching, and response to questions about co-teaching practices and issues of concern.

Preparing Students with Disabilities for Post-Secondary Success

District/MHS

Grantees: Nora Mazzone, Jennifer Monaco

Students in MHS's Transition Academy Program have significant, complex disabilities that impact all areas of their lives. Many have multiple disabilities and severe receptive and expressive language deficits. Currently, some of these students are in complex jobs, such as service dog training and real estate offices, while others are shredding documents and copying in school offices. District Job Coaches understand how to do the jobs from an adult perspective, but to be most effective, they need training in how to appropriately and spontaneously develop, modify, prompt, and support students so they become increasingly independent and appropriately challenged. This grant will provide funding for district staff to work with ARC Westchester, a local leader in supported employment in Westchester County. Transition Counselor and Job Coaches will be trained in the areas of vocational skills assessment, soft employment skills and the art of job coaching from professionals. Training will consist of monthly on-site instruction and support in both the school setting and community work-based learning sites, as well as two professional development days.