

**M.S.A.D. 75 Education Fund: Trust for Our Future  
Summary of Mini Grant Project Work**

<b>Projects</b>	<b>Funding</b>	<b>Description</b>	<b>Outcomes</b>
2008 - 2009			
Middle and High School iTeams	\$ 650	Student and teacher teams collaborated to integrate technology into learning.	1 Student/Teacher Technology Integration Teams Formed 2 Criteria Specified to Certify Technology Projects
Exploring the Impact of Vigorous Physical Activity on Learning	\$ 600	Students exercised vigorously for one hour before school daily for half a year.	Improved Academic Performance = 75% of Participating Students Made Honor Roll for the First Time
Targeting the Zone	\$2,035	Heart rate monitors were used with 5 <sup>th</sup> graders in PE classes to help them learn their “working zone.”	Students Adjusted Their Intensity of Exercise Based on Their Heart Rate
Collaborative Photography Project; Art, Technology, and Writing with Bowdoin College	\$ 900	5 <sup>th</sup> graders learned basics of photography, technology, and critical analysis. Bowdoin College students provided support.	Final Student Products Displayed In Exhibit At the Frontier Café in Brunswick
<b>Total:</b>	<b>\$4185</b>		

2009 - 2010			
Grandfriends Writing and Interviewing	\$ 500	5 <sup>th</sup> graders developed relationships with seniors at the Highlands Retirement Community through monthly visits and activities.	Students Produced Biographies of Their Grandfriends
Student Leadership Development for Technology Integration	\$ 603	High School members of the iTeam participated in a state-wide leadership conference.	Students Created A Technology Integration Action Plan Designed to Lead Efforts At the High School
Women’s Stories / Women’s Voices	\$ 450	High School students formed book clubs that included community members.	Third Year English Students Participated In A Book Discussion Group with A Community Member
Festival of Books	\$ 664 \$250	Students at Harpswell Islands School developed their own criteria for a “Book of the Year.”	Students Read Six Books And Selected One for the School’s Book of the Year
Morning Exercise	\$ 650	High School students with unhealthy weights were involved in a Summer wellness program.	Collectively Students: -Lost 6.3% Body Fat -Lost 143 Pounds -↑ 34 Levels on Pacer Test
<b>Total:</b>	<b>\$3117</b>		

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2010 - 2011			
Pedal Power	\$2,000	195 students were engaged in the science of converting energy into electricity using bicycles, hand generators, a windmill, a steam power plant and other devices.	-Using a bicycle, students generated enough power to light a light bulb; students visualized electricity and magnetism
Kindle in the Classroom	\$ 880	73 4 <sup>th</sup> & 5 <sup>th</sup> graders used a Kindle (E-book reader) to determine if it would increase reading time of students who were already “readers”; motivate students who were not reading; and provide support for struggling readers.	-Struggling Readers did not improve and really need 1 on 1 assistance from a teacher -Students who were already “readers” did not change -Students on the fence showed the greatest gain but it still required teacher participation
5-2-1-0+8 PE	\$ 400	60 2 <sup>nd</sup> graders participated in one hour of daily physical activity outside the school day. Personal goal setting and weekly educational tips motivated students.	-50% of the Students Completed the Program -Students Completed 1 Month of 30 Minutes of Daily Physical Activity
Community Garden Composting Bins	\$ 380	18 students at the High School implemented a composting program designed to reduce waste and produce enriched soil for the new school garden club.	-Partnered with Cosmic Stone in Community to Build Bins -Students Wrote Another Grant Resulting in Creating 3 Bins -School Kitchen Put Vegetable Scraps Into Bins
Challenge Day	\$1,250	80 High School students participated in Challenge Day, an experiential workshop designed to impact student empathy and positively impact student culture and prevent bullying.	-Program Impacted 100 Students -Developed 25 Student Leaders -Involved 40 Community Members Over the Last Few Years
Therapy Balls	\$1,200	30 5 <sup>th</sup> graders had their chairs replaced with stability balls allowing for “active” learning leading to improved: attention, concentration, memory, posture, core stability, coordination, and balance.	At the end of the year, there was: -58% ↓ in students up out of their seat and away from desk -75% ↓ in students with head down on arm or desk
<b>Total</b>	<b>\$6,110.00</b>		

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2011 - 2012			
Building Community in Harpswell  Abby Svenson	\$ 860	Harpswell Community School 5 <sup>th</sup> graders will engage in a series of team building activities and community service to demonstrate how “all” those from Harpswell and West Harpswell can work together for the benefit of everyone.	Through the opportunities provided by the Trust for Our Future grant, students from the newly consolidated Harpswell school started the year off by learning about each other and how to work together at Chewonki. During the year, they focused on their community involvement through volunteerism, including some transportation costs provided by the grant. Collectively, they volunteered more than 225 hours in the community! The fifth grade students graduated this year with an awareness of their community and ways to bring people together toward a common goal, how to help one another and why this is important to do. They were positive leading examples of how both sides of Harpswell can bridge the gap and work as one in this small community. Students expressed their learning and awareness in recorded statements for the Trust for Our Future video presentation.
Brainology	\$ 700	46 sixth graders and their teachers will use the Brainology computer based program to make growth mindset language, attitudes and habits of mind part of the culture. Students will learn how to help their brains work better. <b>Update:</b> Mindset Works has donated a class program, so now 70 students will be able to participate.	The Brainology project was a great success. Sarah Carr and I were able to collaborate to implement this program with the entire 6West Team of students. Student feedback through surveys, were positive and those who started with "fixed" mindsets moved the most toward "growth" mindsets, just the outcome we had hoped to see.
TAPPING Into Potential	\$ 549	An iPad will be integrated into a second grade classroom, providing students with a variety of ways to explore lessons they are taught.	<p>My project that was funded by the Trust Grant project during the 2011-2012 school year was an exciting opportunity for students and several staff members. Students were able to use and become comfortable with an iPad 2.</p> <p>The goals for the project evolved as the year progressed. As this was a learning opportunity for students, it was also a learning opportunity for me.</p> <p>Students were able to play with the iPad on a rotating basis. They played math games that supported our district curriculum, created stories with characters and used their own taped voices to tell the story, read books at their just right level, as well as a variety of exciting games to support their personal interests.</p> <p>SPED students used the iPad daily to support skills that assisted their learning. One student used the iPad as a behavioral reinforcement. This was earned time during the morning block and the afternoon block.</p> <p>Two students worked with the GT program on a two month project. The students worked with an app called Comic Life. They pursued their interest in comic strips and developed their own comics including storylines. Later they were able to present</p>

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			<p>their comic to the class using the ipad and projector.</p> <p>I figured out how to use this ipad as an assessment tool. I used the video component to tape lower level readers. Later the individual student viewed the recording and was able to recognize strengths and weaknesses and set goals for themselves. I also used this video component to tape strong group club chats. The rest of the class could view this recording to set goals for their club chat.</p> <p>The only part of the whole project that I would improve is to have more than one ipad. No more than 2 students can really benefit from using the ipad at one time. I found that I was very creative and at least 7 students enjoyed the ipad each day and still received their core instruction.</p> <p>Thank you for this powerful opportunity that will continue for more students this year. I hope that this can be a model that the district may invest in for students and teachers.</p>
Experiencing Gettysburg	\$ 500	This project will provide financial support for students who cannot afford to pay for the experiential US History Gettysburg trip.	The grant money enabled three students a chance to take part in the AP US History field trip to Gettysburg PA. In a time of tough economic circumstances these students were able to experience one of America's most historic places thanks to this grant.
Skype Around the World	\$ 391	Using technology to create a "real time" learning situation globally, 250 students at the High School will conduct interviews on culture, language, and traditions with contacts in other places around the world.	<p>Very pleased with how my project "Skype around the World" was received by my students grades 6 - 12. We had real time Skype dates with students and educators in: Leipzig, Germany Bayreuth, Germany Siem Reap, Cambodia Vienna, Austria and another educator used the equipment for Skyping India.</p> <p>Although Skype dates can be set up using our MLTI computers, the Bluetooth camera and high quality microphone enabled the class to partake all together, as opposed to one at a time.</p> <p>I plan to continue using the equipment next year and make other teachers aware of this asset we have in our school.</p> <p>Thanks, Trust for our Future, so much for helping to bring the outside world into our classrooms!</p>
<b>Total</b>	<b>\$3000.00</b>		

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2012 - 2013			
<b>A Splash of Color—Mosaics</b> Sarah Cowperthwaite and Lou Dorogi, MTA	\$696	Students create small mosaic tiles using joint compound and glass tesserae that reflects an interest of theirs. Students were divided into groups and assigned a space in a public location around the school. Roman art and architecture often had a very public presence and function from the amphitheaters to the triumphal arches to the statues glorifying the might of the Empire. Using the medium of mosaics, which were often found in private homes, we created public works that reflect the culture, mission and/or values of Mt. Ararat High School.	The goal of this project was to create a visual representation of “community” at MTA. Students who attend MTA come from several different towns and have attended several different elementary schools. Building a sense of community is important. The students used techniques originated in ancient Rome to create mosaics Working collaboratively they created free standing mosaic boards that represented the different departments within the school. The final products are self-contained and designed for permanent display in the school.
<b>Dragon Tales (Written Language)</b> Barbara Carter, Woodside Elementary	\$541	Students with significant impairment in written output used Dragon Dictation on iPads to formulate writing assignments. The goal was to increase written output to grade level expectations by bypassing the students' weaknesses in spelling, penmanship, writing fluency and organization. "One student who had been struggling with writing, found their "voice" and is now writing chapter books.	
<b>A Kinesthetic Learning Station for the Frontal Lobes! Kapla Blocks</b> Matthew Lunt, Mt. Ararat Middle School	\$99	A Learning Station has been set up for students to visit when they are finished with work early, before school or at lunch. Kapla blocks offer a brain-stimulating activity for the frontal lobes, a critical area of teenage brain development.  Ultimately, student behavior improved, being calmer and at focus while engaged with the blocks.	
<b>Topsham’s Historic Architecture</b> Brian McPherson - Woodside Elementary School	\$585	Fourth grade students will learn about their community through its historic architecture as they view, examine, analyze, draw, write, photograph, produce video, eat, walk, and dance. Using Topsham’s historic districts as inspiration and art class as the vehicle, this project will provide students access to primary sources of the town’s history – its buildings. Student responses to their learning will be presented in an exhibition in a local (historic) venue. I successfully piloted the drawing portion of this proposal last year (see attached photos) and need funding to expand it into a school-community partnership.	Fourth grade students learned about their community through its historic architecture by viewing, examining, analyzing, drawing, writing, photographing, producing videos, eating, walking and dancing! Using Topsham’s historic districts as inspiration and art class as the vehicle, this project provided students access to primary sources of the town’s history – its buildings. The project culminated in a community art exhibit of student work.
<b>Total</b>	<b>\$1921.00</b>		

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2013 – 2014			
S’Cool Moves  <b>FUNDED</b>	366.56	<p>This program involves working with the teacher and students to introduce and instruct movement stations that can be incorporated into the classroom between activities or when the teacher determines that a student(s) may need a focus activity. The thought behind this is that with all of our academic focus we are decreasing recess and increasing academic demands without incorporating movement as a way to promote learning. I would like to purchase more posters for this program and add the next level of Minute Moves which is a continuation of the Focus Moves program. This program will provide teachers with a tool to incorporate movement into their students' day in order to promote more learning and sustained focus/attention. Teachers have been asking about ways to include movement throughout their students' day. Studies show that people need to move every 20 minutes in order to focus and that movement also promotes increased memory. We have many students that seek movement in inappropriate ways throughout their day and this program will offer an alternative. We also have many students on IEPs that state in the accommodation section "motor breaks". This is a great inclusive way to provide those opportunities</p>	
Science Initiative Kids Academy  <b>PENDING</b>	\$500	<p>The Science &amp; Technology sub-committee of the Parent-Staff Vision Team at Williams-Cone School has created the following goal: Students at Williams-Cone will be able to independently set up a controlled experiment by the time they enter 5th grade. Our project, designed to support this goal, is a series of Kids Academies which will engage students in the practices of the scientific method and inquiry-based exploration. Academies will be offered to students in grade K-5 in four sessions throughout the year (October, January, February, April). Our goal is to provide age-appropriate academies for grade-level spans (K, 1, 2/3, 4/5). Each academy will offer four after-school classes, one hour each. During classes, students will be exposed to subjects and materials not often available in the classroom, such as wind tubes and circuit-building.</p>	

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<p>Pedometers for MTA PE 1 class and Outdoor Education PE class</p> <p><b>PENDING</b></p>	\$747	<p>Students in Physical Education 1 and Outdoor education class will be wearing pedometers everyday. They will be tracking their progress online. This is the first time pedometers have been used in MTA High School Physical Education program. Students will be logging steps/miles online and competing against another school in Maine.</p> <p>I foresee the opportunity to collaborating with the math department using the students' online results. Ultimately, I hope this program will increase students' awareness of maintaining their own physical health.</p>	
<p>Design and Construction of a Frisbee Golf Course – Math Science PE Lang Arts</p> <p><b>PENDING</b></p>	\$1500	<p>Students will design and construct a Frisbee golf course on the grounds of the middle school.</p> <p>In the process of doing this project, students will design a small Frisbee golf course using skills they have learned about effective communication, persuasive argument, geometry, economics and time and task management. Students will generate proposals, argue proposals before decision makers, coordinate the purchasing of supplies, and coordinate the installation of the course. Through these activities, students will learn how to plan and implement a major project while applying academic skills to real-world problems. They will see how what they are learning in school is valuable in real life while providing a service to the community.</p>	
<b>Total</b>	<b>\$3113.56</b>		

<b>TOTAL FUNDED TO DATE = \$18,699.56</b>
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