



# 2018-19 TEFFLA Grant Evaluations and Summary of Work

October 23, 2019

# ALC (Community School) PBIS

## \$2500

- We used TEFFLA funds to provide professional development in the area of Upcoaching: consistent language and specific strategies to help students create meaningful life goals (both personal and academic).
- Another portion of the funds supported our advisory teachers with meaningful activities that create community within students. Funds were used to purchase materials such as ceramic tiles, other art supplies, in addition to community building teacher manuals.
- This PD and materials will support advisory groups when the Community School opens in the new Education Center for 2019.
- Positive feedback from staff and the PBIS/Equity group.

# ALC (Community School) PBIS \$2500



# ALC (Community School) Yearbook

## \$768

- ALC students took pictures, created cover art, and worked on creating pages for the yearbook.
- Ordered 125, 32 page yearbooks that students will receive on May 30, at a schoolwide celebration.
- Student: “I have never gotten a yearbook before.”



# ALC (Community School) Vernier Sensors for Modeling Science



\$5000

- Students were engaged and gained a deeper understanding of physics topics through the use of the Vernier probeware.
- The motion sensors helped model the concepts of direction, velocity, and acceleration.
- The force sensor was used in a mass versus weight exploration lab activity.
- The dynamics cart and tracks were used to model the physics behind a collision: momentum and forces.
- The sound sensor was used by students to understand what everyday sounds, like snapping fingers or chewing Doritos, look like as wave patterns.

# ALC (Community School) Vernier Sensors for Modeling Science

- In Earth and Space Science, the three axis magnetic field sensor was used to model sea floor spreading, paleomagnetism and plate tectonics.



# District-wide: 3D Projects to Bridge the Accessibility Gap

\$1720

- Purpose: to provide 3-dimensional tactile objects for students with visual impairments and severe multiple impairments who are unable to access books the way their non-disabled peers do.
- Purchased a 3D printer and rolls of plastic filament for creating 3D objects.
- Also made keyguards to use with communication devices used by nonverbal students. A plastic keyguard over the screen allows the student to select the correct button without activating the others nearby.
- Huge cost savings “over off the shelf” purchases.

# District-wide: 3D Projects to Bridge the Accessibility Gap

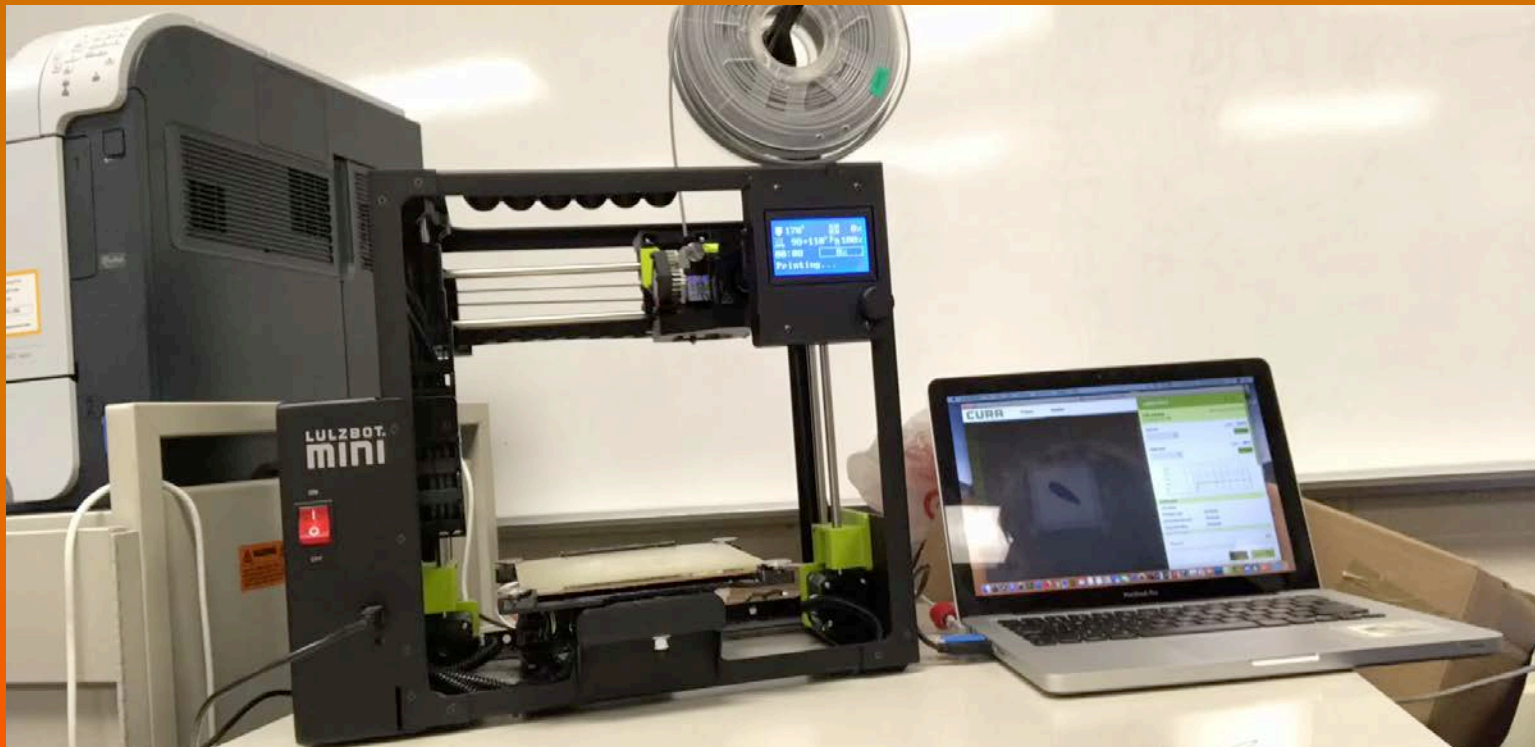
\$1720





# District-wide: 3D Projects to Bridge the Accessibility Gap

\$1720



# Columbus Battle of the Books

## \$1500

- In the competition, teams answer quiz style questions about six books of varying genres that students read for 8 weeks. Team members were required to read at least two of the books, and several students read all the books.
- 8 teams of 42 5<sup>th</sup> and 6<sup>th</sup> grade students
- 20 teams of 80 3<sup>rd</sup> and 4<sup>th</sup> grade students
- All teams celebrated literacy a fun way!
- Books became part of the Guided Reading collection

# Columbus Battle of the Books

## \$1500



# All Elementary Schools: Reading is Elementary

\$1000 - \$2000 /building

- Teachers in all buildings were provided release time to meet with district literacy coaches and/or their literacy teams within the building.
- With coaching, materials, and release time, teachers were allowed the opportunity to plan for implementation of new, more focused literacy strategies to engage all students.
- Collaboration time in some buildings became “TEFFLA Time”

# All Elementary Schools: Reading is Elementary

\$1000 - \$2000 /building

- Teacher comments;
  - We were better able to organize our literacy block to meet the needs of students.
  - I saw an increase in skill development and understanding from students coaching each other on a regular schedule.



# FLAMS: Music Software

\$2680

- “This grant allowed us to fulfill one part of our standards that was previously challenging because we did not own a music notation software for our department.”
- Students loved writing music and it was surprisingly easy for them to catch on how to use the software.
- When composing, students are now not only performing rhythms and “bowings” but are creating rhythms and notes into a melody and then adding dynamics and articulation!

Untitled Project 1

Anna Philipson

Untitled Project 1

1. Flow 1



# FLAMS: Music Software

\$2680

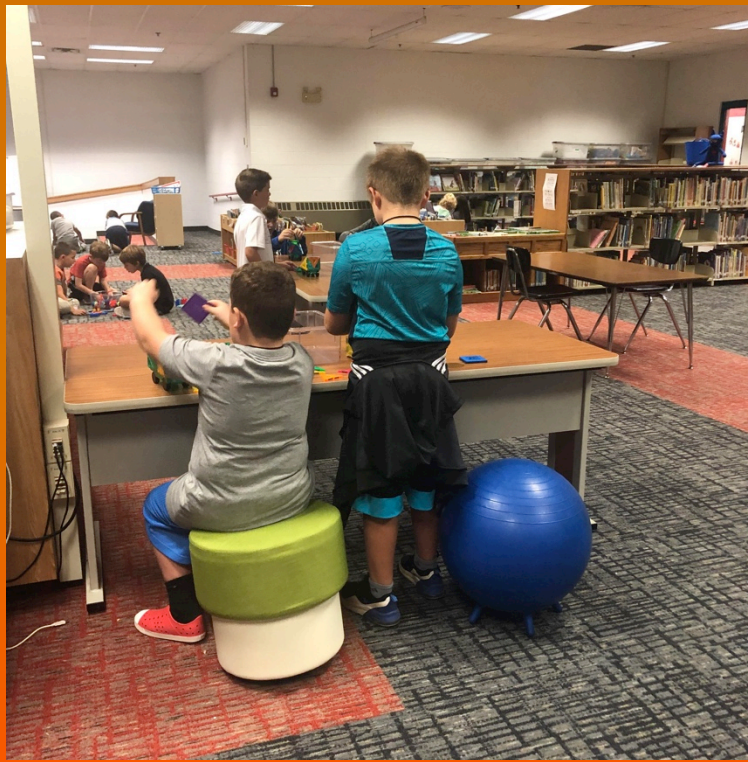


# Wyoming: Media Center/ Makerspace/Innovation Center \$4800

- Goal to create a 21<sup>st</sup> Century Media Center with:
  - Flexible seating
  - Study space
  - Production areas
  - Space that can be reconfigured as needed
- TEFFLA funding compliments PTA funding and Scholastic Book funding
- Part of Wyoming renovation with the Bond.
- First fall of implementation: 2019



# Wyoming: Media Center/ Makerspace/Innovation Center \$4800



District-wide:  
Increasing  
Educational  
Equity  
\$2000

THE FOREST LAKE AFRICAN AMERICAN AFFINITY GROUP  
& THE FLHS BLACK STUDENT UNION PRESENT:

**THE BLACK EXPERIENCE**

Join Us For:

Step Group

Poetry Reading

Songs

Speaker &

Refreshments

WEDNESDAY  
FEB 27  
6:30-8:00 PM

Forest Lake Area Schools  
Celebration of Black History Month!

FOREST LAKE AREA  
HIGH SCHOOL  
AUDITORIUM



# District-wide: Increasing Educational Equity

\$2000

- The Forest Lake African American Affinity Group and the FLAHS Black Student Union combined forces to host Forest Lake's first Black History Month Celebration: ***The Black Experience***
- Featuring a step group experience, a variety of speakers, poetry reading and songs, the event was well attended.
- Student leadership was shining through the evening.
- Plans to continue the event in the future are in the works.

# District-wide: Increasing Educational Equity

## \$2000

### Student Quotes

“The black experience for me was really empowering, and it made me hopeful for the future of BSU and Forest Lake. I believe the Black Experience impacted everyone.”

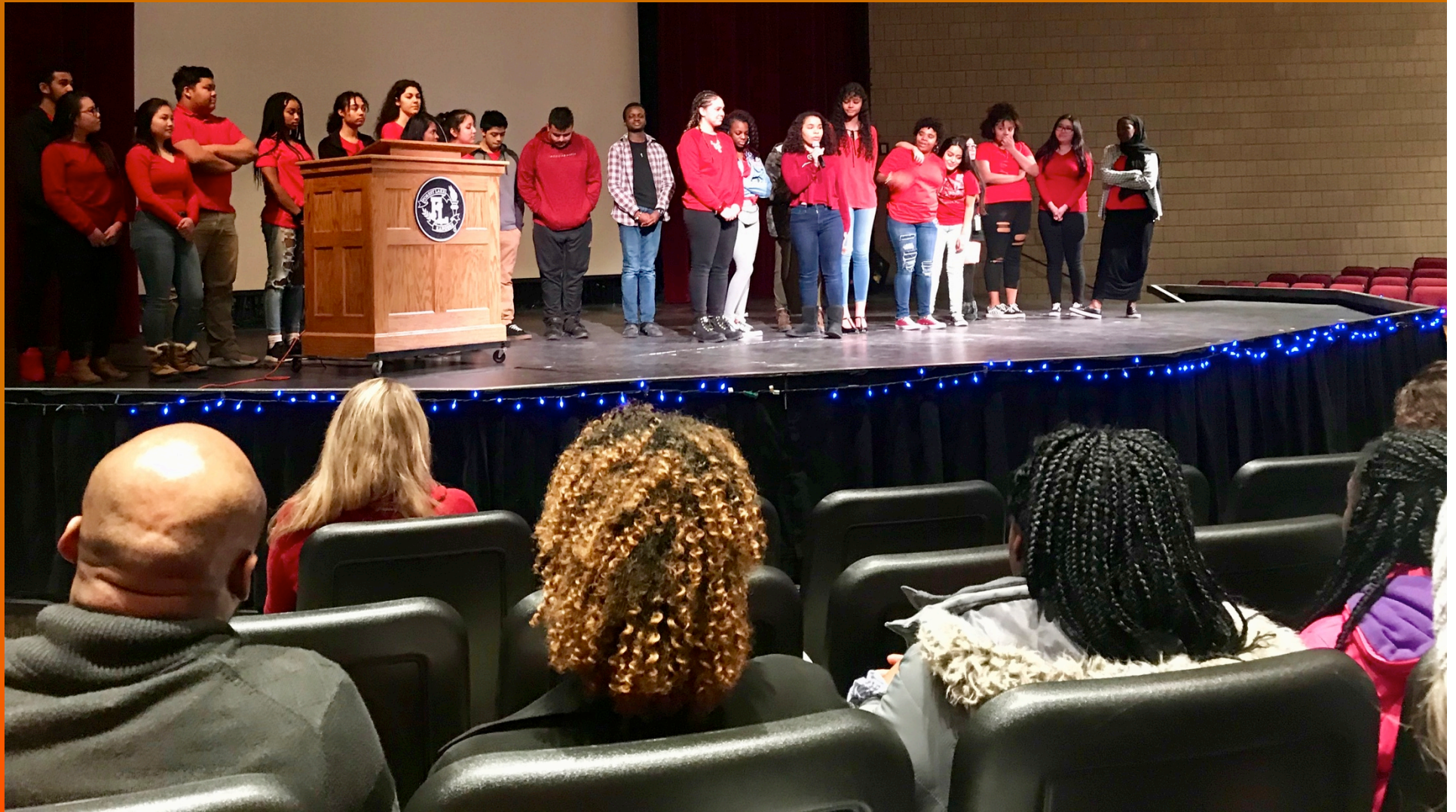
-Anthony Yang

“I loved the vibes that most people had at the event, and I loved how people expressed their feelings.”

-Kaliyah Johnson

# District-wide: Increasing Educational Equity

## \$2000



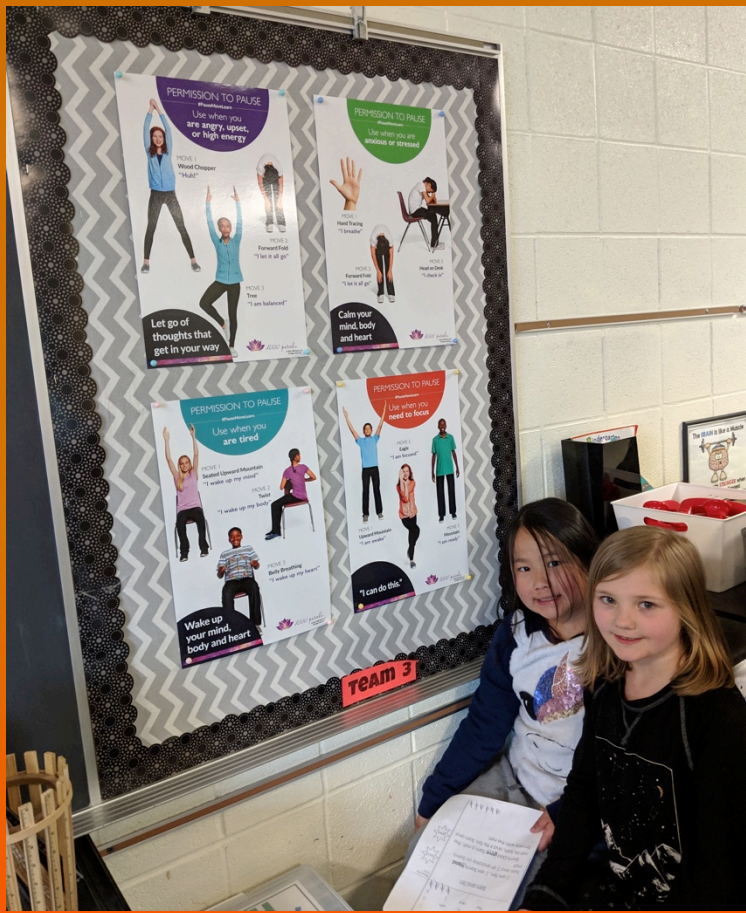
# Wyoming: Mindfulness in Classrooms

## \$4140

- Receiving the grant dollars allowed the school psychologist and school counselor to add to their professional and student libraries and purchase tools for use with students who were unable to stay in the classroom to regulate their behavior and/or emotions.
- All staff training/PD occurred in partnership with Chisago County SHIP.
- 88.2% of teachers who responded have implemented the techniques they learned in the classroom. 94.1% of teachers who responded to the survey would like more training on the topic.

# Wyoming: Mindfulness in Classrooms

\$4140



# Wyoming: Mindfulness in Classrooms

## \$4140

- Staff Comments:
  - “The strategies shared at the training were implemented the next school day in my classroom. I am using them specifically before afternoon transitions when my class's energy level is on high. With the use of the Move Mindfully techniques students in my class are better able to regulate their energy!”
  - I saw results with my students and I appreciate knowing that I have given them tools that they will be able to use to get their minds in a calm manner ready for learning.



# Forest Lake YMCA: The Walking Classroom

\$1650

- Educational program that engaged youth involved with Club Y to learn new things while also engaged in physical activity.
- Brisk 20 minute walks were teamed with youth listening to custom written, kid friendly podcasts that were preloaded on the WalkKit (audio device)
- Listening included health literacy messages and character development lessons
- Students and parents were surveyed for success
- Youth were excited to engage and told parents they “had to be there.”

# Columbus: Hallway Upgrades

\$4000

- Goal to create a welcoming environment for Columbus students and the community.
- Plans to include students in decision-making
- Bottom portion of the walls painted with unique paint that is durable and long lasting.
- Upper portions decorated with quotes, art, and murals to encourage and engage students.
- Some delay in completion due to Summer School in 2019.
- Updates to follow.

# FLAMS: WEB Training for Advisors

## \$5000

- 3 WEB (Where Everyone Belongs) advisors attended a 4 day training.
- WEB is all about building relationships and leaders through active play/activities.
- Participant quote:
  - **“This program is not just about getting new incoming 7 graders comfortable it is about building leaders within our school and creating a culture where everyone belongs.”**
- Success: Building 8<sup>th</sup> grade leaders; engaging staff in similar activities to get all on board with WEB vision.

# FLAMS: WEB Training for Advisors

\$5000



# FLAMS: Mosaic on a Stick

## \$5700

- Mosaic encouraging FLAMS mission and values was designed by students with help of Artist in Residence.
- Grand Reveal for students, staff and community was a success.
- Many students engaged and involved with creation and unveiling.
- Created welcoming entrance to FLAMS for years to come.

# FLAMS: Mosaic on a Stick

\$5700





LILA Destination Imagination Team  
and  
FLAHS Green Ribbon Schools  
\$500 Each

- Evaluations coming in the future.



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