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Look inside for 27 new ways to add spice to your lesson plans!

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Presented by Nova Southeastern University
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Saturday, January 25, 2003
8:45 am – 3:30 pm
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Health Care Professions Building, Davie Campus

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The Broward Education Foundation
954-765-6200

The Education Foundation of Palm Beach County
561-357-7659

Use the registration form found in the INSERT PAGES of this catalog.
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2003-2004 IDEAS WITH IMPACT
About the Idea Catalog

Explore New Teaching Ideas

The teaching ideas found in this catalog were developed and used successfully by teachers who received a Disseminator grant to package and market their teaching strategy through curriculum packets, a visual display and workshops. The projects found in these pages can be used exactly as they are, or modified to meet your classroom’s special needs. We encourage you to use the book as an idea file and keep it handy for easy reference throughout the year.

Attend the IMPACT II Idea EXPO – Presented by Nova Southeastern University

Get New Ideas & Win Prizes!

IMPACT II offers you grant-winning workshops, gift bags, exciting door prizes, a luncheon, and a display exhibition, and the opportunity to interact with more than 50 teachers and visual displays of their projects.

Become An IMPACT II DISSEMINATOR And Be Featured In Next Year’s Catalog

IMPACT II awards $750 Disseminator Grants to educators willing to share the successful teaching strategies that they designed and implemented in their classrooms. Any Broward or Palm Beach County public school educator may apply to be a Disseminator and become a member of the IMPACT II local and national network using the application in the center pages of this catalog.

Request An Idea Packet

An Idea Packet is available for every project featured in this catalog. It contains course outlines, lesson plans, resource lists, student worksheets, and other tools to help an educator adapt the project for their classroom. To obtain one, contact the disseminator listed under the “More Information” section on the profile page.

This year, the Idea EXPO – presented by Nova Southeastern University encourages teachers from Palm Beach County to join their Broward colleagues.

Apply For an IMPACT II Adapter Grant!

To purchase materials to adapt one of the ideas featured in this catalog, you can apply for an Adapter Grant. Here’s how to qualify:

1) Select an idea from an IMPACT II catalog.

2) Request an Idea Packet from the disseminator and discuss your ideas for implementing the project with them.

3) Complete and submit the Adapter application in the center pages of this catalog.

You may also informally adapt the projects on your own without applying for funding. If you use a project on your own, please notify The Broward Education Foundation or the Education Foundation of Palm Beach County so you can be added to the IMPACT II network.

The 2003 IMPACT II Idea EXPO, presented by Nova Southeastern University, will be held on Saturday, January 25, 2003, at the Nova Southeastern University, Health Care Professions Building, Davie Campus, from 8:45 am to 3:30 pm.

To pre-register for the IMPACT II Idea EXPO simply fill out the registration form in the center of this catalog.
The mission of the Broward Education Foundation, a separate 501 (c)(3) non profit organization, is to augment educational resources to assist the School Board of Broward County students and teachers reach their maximum potential and to establish and build an endowment to ensure continuous financial strength for educational enhancement.

Other Programs of the Broward Education Foundation

Endowment Fund
The Foundation Endowment Fund was created to ensure that Broward public school students and teachers will benefit from Foundation programs in perpetuity. These funds will help to further our students’ education and serve as an incentive for teachers to continue using their imagination and creativity to enhance classroom instruction.

Broward Advisors for Continuing Education (BRACE) Scholarship Fund
THE BRACE Scholarship Fund is an established program of the Foundation which awards last dollar scholarships to qualifying students who have exhausted all avenues for financial aid and still fall short of their monetary need to pursue a post secondary education. Long term education may include community college, university or vocational school.

Student selection is based on unmet financial need. BRACE Advisors meet early in the summer and complete a complex screening process to determine this need based on factors such as awarded federal financial assistance, other scholarships, annual household income and more, to ensure these scholarships are awarded to the students who need it the most. To date, the Broward Education Foundation has raised of over $2.4 million dollars for this program.

Citibank Success Fund
For the past eleven years, Citibank has supported the Broward Education Foundation through the Citibank Success Fund, during the 2001-2002 school year, the Foundation awarded 32 grants, totaling over $30,000, which will reach more than 25,000 students in the Broward County School District. Since its inception, Citibank has awarded more than $332,000 in grants to Broward County teachers.

The Broward Education Foundation’s Teacher Grant Fund
The Broward Education Foundation’s teacher grant funds are raised as a part of the IMPACT II program. Thirty-six teacher grants were awarded in the 2001-2002 school year totaling almost $17,000.

Education First – Payroll Deduction Program
The Foundation administers a successful Payroll Deduction Program in the Broward County School District. Each department or school appoints a representative who is responsible for recruitment of pledges and forwarding responses to the Foundation. All proceeds from this program are allocated to the BRACE Scholarship Program, IMPACT II, The Teacher Fellowship Program and Project Opportunity Scholarship Fund for District Personnel.

Project Opportunity Scholarship Fund
The Foundation awards scholarships to public school paraprofessionals and support services personnel who want to become future educators. Funding for the scholarships is generated through the Payroll Deduction Program. Last year, the Foundation awarded 36 scholarships totaling over $14,300.

KIDS IN NEED RESOURCE CENTER
Presented by the SHOPA Foundation
This year the Broward Education Foundation opened the Kids In Need Resource Center, part of a national program sponsored by the School, Home, and Office Products (SHOPA) Foundation for Educational Excellence. The South Florida location is being made possible through a partnership with the Broward Education Foundation, the Broward County School System, and Office Depot stores. The program provides free school supplies and funding to aid students and teachers in low-income, under-funded school districts nationwide.

For more information, write to... Broward Education Foundation 600 SE Third Ave., 8th Floor Fort Lauderdale, FL 33301 954-765-6200

2003-2004 IDEAS WITH IMPACT
The Education Foundation of Palm Beach County

What is the Education Foundation of Palm Beach County?
The Education Foundation of Palm Beach County is a major private-sector advocate for quality elementary and secondary public education in Palm Beach County. It was established in 1984 by a group of education, business, and community leaders who recognized that the schools in our community needed additional financial assistance in order to be able to offer students more than just a core curriculum of activities. As budgets grew tighter and state funds diminished, these business and community leaders charted a foundation to alleviate financial deficits by securing funds and other resources from the private sector to enhance and enrich the educational experiences of Palm Beach County students.

What is the Foundation’s Mission?
The Education Foundation of Palm Beach County is a non-profit, 501(c)(3) organization dedicated to promoting effective educational practices through public-private partnerships, community collaboration, and private-sector resources. The Foundation’s vision is high achievement by all students in Palm Beach County public schools.

What Programs Does the Education Foundation offer?
It has been recognized that there are numerous cases of teaching staff in Palm Beach County who desire to plan, develop and implement various innovative activities, events or special projects for their students that go unrealized due to insufficient funds. Such projects can be invaluable in expanding children’s grasp of academic material and in piquing their interest and excitement in learning about the many wonderful aspects of our world. The Education Foundation provides funds to help teachers implement these projects. In addition, the Foundation publicly recognizes students, teachers, principals and business leaders for their success and their dedication to quality education in Palm Beach County. Our core programs include:

Florida Reads Palm Beach
Florida Reads is an initiative of AmeriCorps, which was started by President Clinton as a modern-day PeaceCorps. Its mission is to help children read well, independently, and at grade level by the end of the third grade. To accomplish this mission, the Education Foundation provides tutorial services on a one-on-one basis to Palm Beach County students who are considered to be "at-risk" due to low performance in basic literacy skills. The program is implemented during both in-school and after-school hours to students in grades K - 3 who read at least one grade level below their current grade.

CitiBank Success Fund
The CitiBank Success Fund is designed to provide small cash grants to educators to support innovative classroom learning projects which encourage “at-risk” students to stay in school. Administered by the Education Foundation of Palm Beach County and sponsored by CitiBank, these mini-grants average $500 each and are awarded in the fall of each school year.

Economic Council William Dwyer Awards for Excellence in Education
In recognition of outstanding achievement, support, and excellence in teaching, the Education Foundation, in partnership with the Economic Council of Palm Beach County, recognizes exemplary teachers for their vested interest in quality public education. Twenty-five teachers are selected as finalists, and one teacher is selected as the Dwyer Award winner in each of five education areas: Elementary, Middle, High School, Special Education, and Career/Community Education. All award recipients are honored during an annual banquet.

Education Foundation Mini-Grant Program
For each "Support Education" (apple) specialty license tag sold in Palm Beach County, $15 is donated to the Education Foundation. These funds are used to provide mini-grants to teachers who develop innovative projects and to support other educational programs for students and teachers in Palm Beach County.

IMPACT II
IMPACT II is a national program that provides teachers with the opportunity to share successful classroom teaching methods. This sharing takes place three ways: through an "Idea" Catalog, curriculum packets, and at an annual Idea Expo conference. IMPACT II is a joint project with the education foundations in Miami-Dade and Broward Counties. At its heart, the Education Foundation of Palm Beach County is about the lives of our children. Within a society growing ever more complex and demanding, education is surely the only tool that carries the promise of a better tomorrow. It is to this tomorrow, and the children that will lead it, that the Education Foundation dedicates itself. Please take a moment to complete and return the form on reverse side and become a "Partner in Public Education."

For more information...
The Education Foundation of Palm Beach County
3336 Forest Hill Blvd., Suite B-102
West Palm Beach, FL 33406
Tel: 561-357-7699
Fax: 561-434-8651
Website: www.palmbeach.k12.fl.us/foundation

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Calendar

AUGUST/SEPTEMBER
CitiBank applications judged
CitiBank Success Fund Awards Ceremony
Education Foundation mini-grants judged

OCTOBER
IMPACT II Idea packets due from Disseminators

NOVEMBER
Print IMPACT II Idea Catalog
Deadline for Education Foundation mini-grants

DECEMBER
Registration deadline for IMPACT II Idea Expo
Education Foundation mini-grants judged
IMPACT II Idea Packets printed
IMPACT II Publishing Party

JANUARY
Deadline for Dwyer Award applications
IMPACT II Idea Expo
Spirit of Youth Awards Banquet

FEBRUARY
Selection of 25 Dwyer Finalists
IMPACT II Disseminator applications mailed

MARCH
Selection of Dwyer Winners
Deadline for Education Foundation mini-grants
IMPACT II Adaptor & Disseminator applications due

APRIL
Education Foundation mini-grants judged
Dwyer Awards Banquet
IMPACT II Adaptor & Disseminator applicants notified

MAY
IMPACT II Disseminator orientation

JUNE
Deadline for CitiBank Success Fund grant applications

JULY
Deadline for Education Foundation mini-grants

*Dates are subject to change
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**Preregister today for the 6th Annual IMPACT II Idea EXPO - Presented by Nova Southeastern University**

For more information, turn to the insert pages.

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**Ideas With IMPACT is sponsored by:**

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  - School Board of Broward County

- Michael S. Long
  - Executive Director of Broward Education Foundation
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John S. and James L. Knight Foundation promotes excellence in journalism worldwide and invests in the vitality of 26 U.S. communities.

The John S. and James L. Knight Foundation believes that one of the central concerns facing education reform and its supporters is how to accomplish change in the classroom. Changes in policy, higher standards and a myriad of special programs are of little value unless they help teachers teach and learn.

That is why for the past 6 years, Knight Foundation has been proud to support the IMPACT II program in Broward County and to help start, in 2000, the IMPACT II program in Palm Beach County. Additionally, Knight Foundation supports the national organization, The Teachers Network – IMPACT II, which helps communities throughout the United States adapt a model for providing small grants to creative teachers to encourage documentation and dissemination of good ideas.

Knight Foundation congratulates all the creative, hard-working teachers in Broward and Palm Beach counties featured in this catalog.
The Project:
Fractals are any variation of extremely irregular curves or shapes that repeat themselves at any scale in which they are examined. Your students’ eyes will be opened to the patterns in nature all around us. They will marvel at how the patterns seem to pop up everywhere whereas the same structures were invisible before. Using Bloom's Taxonomy and Gardner’s Multiple Intelligence Theory along with the visual, auditory and kinesthetic learning modalities, fractals come alive for students!

The Students:
Students in sixth and eighth grades participated in this project. It can be adapted to other ages or achievement levels from K to 12. The size of the group does not matter. It could be from one to 100.

Disseminator:
Anna Lindemann taught in Broward County for five years. She teaches gifted science and has an M.S. in Science Education. She has worked as a chemist in private industry before becoming a teacher. She was voted Tequesta Trace Middle School Teacher of the Year for 2000-2001. She earned National Board Certification in 2001. Her mottoes are: "Science is everywhere" and "Welcome to the House of Knowledge!"

Materials and Facilities:
Imagination, construction paper and pens are all used. Students may be asked to bring in plants, leaves and vegetables. The lessons can be completed in any classroom and need no special equipment.

Resources:
Bibliography, Internet resources, sample lessons, and ideas for implementation will be provided.

Outcome:
The students gain an understanding of the patterns found in nature. Learn how fractals are ubiquitous in the world around us. Utilizing the auditory, visual and kinesthetic learning modalities, students begin to understand and "see" fractals. Incorporate Bloom's Taxonomy as you develop a flair for finding fractals.

Outcome:
The project enables the teacher to step outside the box of the "traditional classroom" and engage students in authentic learning. As the students perform their school-based jobs, they are motivated to improve their communication, social, cognitive and motor skills. The sense of accomplishment increases self-esteem, confidence and responsibility within each child.
The Project:
The purpose of this project is to expand upon the use of commercial educational games and garden activities by including a follow-up, teacher-made worksheet/journal page. These worksheets are designed with graphics to encourage visual learners to read and write functional words and numbers. For example, after assembling a structure out of LEGO® bricks, the students complete (dictates and/or writes) a written summary of what they made and how many blocks of each color were used—or after constructing Mr. Potato Head, students complete a written summary describing what their characters looked like.

The Students:
The project was designed for kindergarten through sixth-grade trainable mentally handicapped students, but it could be adapted to special and general education classes. It is used every day either in centers or after returning from the school garden.

The Disseminator:
Gayle Zavala has been teaching in Palm Beach County for 17 years. She served as a Speech Language Pathologist for 10 years and has taught mentally handicapped and autistic students for the last seven years. Ms. Zavala was a finalist for 1999 Teacher of the Year in Palm Beach County. Gayle achieved National Board Certification in the area of Early Childhood through Young Adulthood Exceptional Needs Specialist in 2000. She has used this project for four years and has instructed her paraprofessional staff on its implementation.

Materials and Facilities:
Commercially and/or teacher-made games are used (i.e., Ants in the Pants, LEGO, Mr. Potato Head, Tile or Peg Pictures.) Also used is a teacher-made worksheet designed with graphics (Boardmaker, Picture This, Writing with Symbols, various Clip Arts) and text. If a class decides to start a garden project, notebooks are used to hold class and/or individual garden journals.

Outcome:
Using visual stimuli (worksheets with symbols, graphics, photos combined with text) creates a powerful tool for teaching functional literacy to students who are visual learners. In addition, the use of commercially made educational games is attractive and motivating to students and is time saving for teachers.

Resources:
Games and software can be ordered from educational catalogs or purchased at retail stores with school funding, grants or PTA/PTO support. Most of the other materials (copy paper, notebooks) are accessible in a regular classroom setting.
The Project:
The Happily Ever After program contains ideas and resources for teaching students mathematical concepts using literature. Familiar fairy tales are used to involve the students in activities, which include measuring, weighing, patterning, graphing, time and money. For example, the story of Rapunzel lends itself to a graphing activity. A picture of Rapunzel, with braids made of yarn, is used to graph the students' favorite fairy tales. The students use barrettes to vote for their favorite fairy tale. This information is then represented in a bar graph. The use of familiar text makes children comfortable in exploring new math concepts.

The Students:
This project has been used with students in kindergarten and third grade. It can be easily adapted in any school with students in kindergarten through fifth grade.

Disseminator:
Lourdes Avellana has been teaching in Palm Beach County for 15 years. During her teaching career, she has been a nominee for the Palm Beach County Teacher of the Year, the William Dwyer Excellence in Education Award, the Palm Beach Post/Channel 12 "I Make A Difference" award and the Palm Beach County Mathematics Teacher of the Year award. Sandy Temple has been a kindergarten teacher in Palm Beach County for five years. She is a math trainer for Palm Beach County and was a nominee for the American Teacher Award. Together, Mrs. Avellana and Ms. Temple have presented their projects locally and at the state level.

Materials and Facilities:
Happily Ever After was implemented in regular classroom settings. Access to paper, art supplies, fairy tales and math manipulatives are necessary. Lesson plans, activity sheets, and complete instructions are provided in the Idea Packet.

Resources:
Fairy Tales can be found in school media centers and public libraries. Field trips to community or professional theaters or fairy tale videos would enhance this program.

Outcome:
Students are motivated to participate in hands-on math activities. This unit also promotes reading when students are encouraged to revisit their favorite fairy tales.

Sponsored by:
John S. and James L. Knight Foundation

MORE INFORMATION
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FAX: 561-243-1548
Email: kteach5@juno.com
Principal: Janice Cover

2003-2004 IDEAS WITH IMPACT
The Project:
It's a Jungle Out There consists of high-interest, high-level math concept activities in the areas of addition, subtraction, patterns, memory, number order, ordinal numbers and word problems. Students manipulate objects as they explore and demonstrate their independent knowledge of math skills. Students may work in small groups, with partners or individually. One of the activities is called Coconut Shake-Ups. The purpose of this game is for students to solve addition equations. Students shake the first coconut and remove a numbered chunk from inside. They then shake the second coconut and remove another chunk. They add the two numbers together and record their equation on their score sheet. As an added skill, the students identify whether the numbers add up to ten (we call two numbers that add up to ten "best friends.") This activity, as are all It's a Jungle Out There! activities, is innovative because it promotes continuous learning where student interest is maximized and achievement is constant.

The Students:
Approximately 25 kindergarten students and 25 first-grade students participated in this project although it could be adapted to many grade levels.

Disseminators:
Marci Frank has been teaching in Palm Beach County for nine years. During that time, she has received numerous innovative grants to help her students with the learning process. Ms. Frank was nominated by her peers for the 2001 William Dwyer Education Award. Lisa Dyer has been teaching in Palm Beach County for 12 years. Mrs. Dyer was nominated by her peers for the 2001 Palm Beach County Mathematics Teacher of the Year Award. Together, Marci and Lisa presented the Breakthrough to Literacy program at The Co-nect to Kids Technology Conference in Atlanta (October 2000), The Florida Reading Association Conference in Miami (October 2001), and the Title I National Conference in Tampa (January 2002). They are veteran IMPACT II disseminators having successfully presented The Math Menu at the January 2002 Idea Expo. Marci and Lisa also presented The Math Menu for parents of Limestone Creek Elementary students in February 2002.

Materials and Facilities:
To present this program you will need an overhead projector with a screen and display tables. There are complete It's a Jungle Out There! program handouts, which include activity descriptions and instructions. Game score sheets are also provided.

Outcome:
Join our safari as we explore It's a Jungle Out There! Watch children crave more math as we involve them in interesting and fun learning games while also creating a positive attitude toward math. We guarantee high levels of mathematical achievement for all students.

Resources:
Not applicable
The Project:
Toolboxes for Math is a manipulative-based homework program. Through the program, students are motivated and challenged to solve critical math questions. Every Tuesday, as part of the homework assignment, students bring home a Toolbox for Math. The boxes (clear plastic shoeboxes) contain a mathematical task card and the necessary manipulatives to complete the task. To introduce the task or challenge, a "review" or easy task card is presented and discussed on Monday. Then, on Tuesday, boxes are taken home for homework. Toolboxes are due back on Thursday, and the tasks are discussed in whole class and/or in small groups. The cycle continues every week, with different mathematical task cards and manipulatives. The task cards are sequenced by level of difficulty. Therefore, individual students will find a level of challenge where success is possible and difficulty is appropriate. The program incorporates higher-level thinking skills throughout the teaching of math.

The Students:
This is a homework activity for the entire third grade class; however, it can be set up for one student, small groups or the entire classroom. Additionally, it can be adapted for all elementary grades.

Disseminator:
Ann Jacob is a National Board Certified teacher who has taught for 16 years. While achieving her Masters degree, she was awarded the FAU Outstanding Graduate Student award. She has received three Citibank Success Fund Grants. This is her first year implementing her program. She believes that of all her innovative programs and grants, this should be the most beneficial to teachers.

Outcome:
Through Toolboxes for Math, students are motivated and challenged to solve critical math questions. Manipulatives are the key to Toolboxes for Math. First, children are naturally motivated if materials are visually attractive and pleasant to handle. Second, manipulatives are a thinking tool. Third, moving materials around leaves no trace, as does a pencil, and thus is risk free. Lastly, certain manipulatives have an inherent mathematical structure. They provide a good context for posing challenges requiring the student to identify the mathematical characteristics of the material. In summary, manipulatives have a role and are essential in problem exploration at all levels of elementary school.

Materials and Facilities:
Toolboxes for Math is a homework activity. The only classroom space needed is storage for the boxes. Each teacher will be provided with over 100 math task cards. Manipulatives range from a deck of cards to tangrams. A complete list will be provided. Also included will be information on how to order manipulatives. Toolboxes are plastic shoeboxes purchased from a dollar store.

Resources:
None.

Sponsored by:
Florida 123ABH Support Education

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2003-2004 IDEAS WITH IMPACT
Chances are, one of your colleagues is a graduate of Nova Southeastern University’s Fischler Graduate School of Education and Human Services. More than 29,000 educators working throughout the country have earned master's, specialist, and doctoral degrees from us, via distance education, since 1972.

Today, these graduates are actively making a difference in the lives of children and families everywhere. FGSEHS features

- innovative field-based and online teacher education programs, which place inspiring teachers in the nation’s classrooms
- educational leaders who implement new and effective programs for success
- social service leaders who impact their communities
- public and private partnerships, which tailor programs to meet the specific needs of students
- training in the latest technology

Ask your colleagues about Nova Southeastern University and the Fischler Graduate School of Education and Human Services—and learn how they are making a difference in the community.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor’s, master’s, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, and national or ethnic origin.
Learning Through Literature Circles

The Project:
Traditional literature circles are groups of students who choose a novel to read together. Learning Through Literature Circles is different because of the group discussion and roles assigned to each student. The roles are Discussion Director, Word Finder, Summarizer, Connector and Profiler. Each student writes in his or her response journal according to his or her role. Lively discussions ensue.

The Students:
This project is specifically geared for students in grades three through eight. Literature Circles works for all achievement levels from challenged to gifted. Teaching reading through Literature Circles allows students to read and learn at their own levels and rates. It gives students choices in what they read, which is highly motivating, and it gives students a sense of responsibility in their own learning.

Disseminators: Ann Jacob
Ann Jacob is a National Board Certified teacher who has taught for 16 years. While achieving her Masters degree, she was awarded the FAU Outstanding Graduate Student award. She has received three Citibank Success Fund Grants. This is her first year implementing her program.

Daryl Ross
This teacher has a Masters Degree in Elementary Education, is National Board Certified, and has been teaching grades one through five for 20 years. She has also worked as a teacher trainer for the Department of Federal Programs. She has presented programs at state and international conferences (RA and IRA). She has been teaching through Literature Circles for five years. She credits Literature Circles as being the catalyst for her students to become lifelong readers.

Materials and Facilities:
This project is implemented in the regular classroom setting. Desks should be arranged in tables of four or five students so that each Literature Circle has a meeting area. An extensive collection of books of various genres and reading levels is fundamental. It is necessary to have folders and baskets to store books. It is advantageous to incorporate a reading center into the classroom.

Outcome:
Teach reading through Literature Circles! Implement an exciting reading program to inspire lifelong readers. Combine the Language Arts elements of reading, writing, listening, speaking and presenting in an authentic and meaningful manner. Win over parents. Boost test scores through real learning.

Resources:
Media Centers may be used for resources and space. The business community may be sponsors when possible.

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The Project:
The project Reading Is A Mind Game helps students master test-taking skills and strategies as they move along the game board. Some of the activities that students will be learning include speed-reading, skimming and scanning, reading comprehension, decoding vocabulary words and outlining. The students will take sixteen lessons, which include audiovisual tools and the opportunity for students to listen, learn and demonstrate their skill mastery. Students are given home play assignments where they continue to practice the skill until the next presentation.

The Students:
Sixth through eighth-grade students participated in this project. This project may be adapted to any age, any group and any class size.

Disseminator:
Linda Reihs has been teaching in Broward County for the past twenty-three years. Linda is a certified Media Specialist, Administrator and K-6 teacher. Linda has received the TDIF Grant, Artist in Education Grant, Broward Education Foundation IMPACT II Grants, Citibank Success Fund Grant, Chapter Two Mini-Grants, Challenge Grant, and Economics Grants. She was the Teacher of the Year in 1991 and 1999. She was also Teacher of the Year at the Broward County Fair in 1994 and the Wal-Mart Teacher of the Year in 1999. Linda has been an IMPACT II Disseminator for the past six years.

Materials and Facilities:
Students need a book and a pencil to participate. Supplies such as a spinner, FCAT mascot (stuffed cat), bell, index cards, paper, pencils, books of choice, and worksheets are necessary to implement the sixteen lesson plans. The instructor needs a small space at a desk or table to present each lesson.

Outcome:
The project Reading is a Mind Game will take each student on an adventure of self-discovery. Through an original game format, students learn techniques and skills to help them become more proficient test takers. Bells ring, timers buzz and FCAT dances down the game board as students master and demonstrate their successes.

Resources:
The lesson plans are posted on the Dimensions Web site where teachers may view each lesson prior to the presentation. Materials may be downloaded and copied for the students.
Pictures are Worth a Thousand Words; Writing Between the Lens!

The Project:
This project was developed to improve the writing skills of students. By incorporating photography into narrative and expository writing, photographs inspired the students and enhanced their visual perception as well as verbal literacy. Most students had never owned their own cameras, so just having a camera was very special to them. The enthusiasm endured because everyone was so involved and every student experienced success in all phases of this project. The students became better writers because they were writing with a purpose. The writing of the students showed that they had improved considerably in their vocabulary and main ideas. With the photographs in hand, the students had a flow of ideas and took great pride in their accomplishments.

The Students:
There were 32 fourth-grade students who participated in this project. The students were very excited about this project and took great pride in their work! I believe that this project would benefit grades three through twelve. I particularly think that this project would benefit ESOL classes as well.

Disseminator:
Leslie Millar is a certified elementary school teacher who has had the opportunity not only to teach in the classroom but also to teach out-of-field media for four years. In the past, she has won Citibank Success Grants, License for Learning Grants and Parent Involvement Grants.

Materials and Facilities:
The only materials needed for this project are the cameras and the film developing. This project took place in and out of the classroom. Students were able to bring their cameras home to take special photos.

Outcome:
When students are writing for a purpose, they become better readers and writers. The photos served as a means to communicate ideas visually and then to transfer these thoughts to the written word. If teachers wish to motivate and improve their students’ writing skills, they should definitely give this a try!

Resources:
If the teacher wanted to be creative, he or she could get a photographer to visit (before the cameras were distributed) to talk to the class about picture taking and composition.

MORE INFORMATION

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Sponsored by:

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2003-2004 IDEAS WITH IMPACT
The Project:
Arthur’s Reading Night encourages students to read and write more and involves their families in the process. The students will take home a favorite Arthur book and read with an Arthur plush character. After completing their books, the students will write in a class journal about their characters’ experiences. At the end of the week, the students have the opportunity to share their journal entries. In class, books are read, and a specific time is set aside to celebrate Arthur’s birthday with a special cooking activity. Students also create reading logs for favorite books, quilts, individual books and puppets. All these activities are shared with family and friends again on a designated "Arthur Reading Night" at school. A showcase of individual student work is available for all to see and admire along with characters from the book.

The Students:
The project is being used with kindergarten students but can be easily adapted to any elementary classroom.

Disseminator:
Linda Schwartz has been teaching in Broward County at Pembroke Pines Elementary for the past nine years and has a total of 18 years teaching experience in Florida. Linda has won Citibank Success Fund grants, TDIF grants, and Disseminator and Adapter grants. Mrs. Schwartz was honored as the Teacher of the Year for Pembroke Pines Elementary.

Materials and Facilities:
Arthur books by Marc Brown, Arthur plush characters, and writing journals are needed for this project. This project is implemented in a classroom setting.

Outcome:
Arthur’s Reading Night is a great way to help students develop a love for reading and writing at an early age. The family becomes involved in the activities and look forward to Arthur’s Reading Night at their house!

Resources:
The school media center, classroom library, home, computer programs and the Internet are all used to implement this project.

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The Project:
The focus of this project is to have students explore Color Theory to determine the impact of color on their lives in school, at home and in the community. Using multimedia resources to research topics related to color theory, students will design, implement and evaluate a scientific study related to color with the teacher serving as a facilitator and resource consultant. Through the activities in this unit, students become information managers, creative and complex thinkers, effective communicators, information system organizers, effective leaders, quality goal setters, scientific investigators and cooperative learners.

The Students:
This unit was initially designed as a workshop for teachers and presented at several national conferences. It was adapted for students and has been implemented in sixth-grade art classes as well as several gifted classes. This unit can be used in any intermediate or secondary classroom for any size class.

Materials and Facilities:
All of the activities can be completed within the classroom setting with the majority of supplies and resources readily available in every school. Extra materials for enhancement include books, art supplies, videos, science equipment and technology software.

Resources:
Field trips include a visit to the Science Museum and the Art Museum. Online sites offer a variety of tools for the further study of color theory.

Overall value:
Colors In Your Life provides a challenging and exciting experience for students in the intermediate grades as well as secondary school. Through hands-on activities and the use of multimedia technology in research, students explore the implications of the use of color as a marketing tool, self-enhancement, medicinal value, and self-esteem booster. The activities in this unit foster creativity through investigation, creative writing activities, and research projects.
The State of Florida
Matching Gifts for Education Program

In 2001, the Florida Legislature funded the Matching Gifts for Education Program for K-12 School Education Foundations. Both the Broward Education Foundation and the Education Foundation of Palm County were recipients of this funding.

Thank you, our elected officials, for your commitment to education!
Your National Parks

The Project:
Your National Parks will allow students to learn about United States history, geography and its environment focusing upon the United States Parks System. Students will learn about and discuss the environmental issues affecting most National Parks. Students will become aware of the special problems we have in our area regarding our water supply and will learn that the decisions they make today will have an impact on our environment in the future. Students will research a national park, write a report, and present a ranger talk about the park.

The Students:
This project can easily be adapted for grades second through sixth.

Disseminator:
Dr. Norman Labush has implemented parts of this program over the past 12 years in second, fourth, and fifth grades. Dr. Labush has worked with students in preschool through eighth grade as a classroom teacher, computer instructor and administrator in both the private and public sector, and is an adjunct instructor for Florida Atlantic University. He has participated in numerous Everglades National Park activities.

Outcome:
Students will learn about our National Parks and gain an appreciation for their beauty, history, and environment. Students will develop research skills, report writing skills, and oral speaking skills.

Resources:
The Internet serves as a great resource for National Parks research. Dr. Labush's site, "Dr. Labush's Links to Learning" (http://www.netrox.net/~labush) has the complete project and additional links for research and reference.

Materials and Facilities:
This project may be completed with supplies that are readily available in the classroom. All presentations are well suited for the classroom setting. Materials to enhance the project include: arts and crafts supplies for prop making, video and audio cassettes, a cassette tape player, video camera, and video tape player.

Sponsored by:

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The Project:
This project was designed to fill a need in the school after September 11, 2001. Students will learn about American history through art and how artists create memorials, art and architecture to reflect the times in which we live. In the first project, students will create a patriotic mural. Students are shown an example of American symbolism in art. Each student will create a patch to put on the large murals. Students will also study the art and architecture of patriots in February during Presidents’ Week.

The students:
All art classes in grades K-5 participated in various patriotic lessons throughout the school year. The students in the K-5 gifted program did also.

Disseminator:
Mary Cavaioi has taught art and gifted students since 1981 in Broward County. She assisted in writing the Art Critical Contest for the county and uses benchmarks and standards to help students understand how art fits into their everyday lives.

Materials and Facilities:
The art projects were completed in an art classroom setting. Art textbooks, big books and portfolios are used for the students to find information. The students will use the Internet and the media center to gather information.

Resources:
Students use the materials in the art classroom, media center and Internet.

Outcome:
The students enjoyed learning about our country’s heritage through art and symbolism. Students love to create art, and this project gave them many opportunities to do that and learn about our country symbols at the same time. The patriotic murals created by the students were used in a float for a parade.

A Salute to Patriotic Symbolism in Art

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Art of the Masters

ORIGINALLY A CITIBANK SUCCESS FUND GRANT

The Project:
Each month the students will study three different famous artists. The students will learn about the history, life and style of each artist including something about the artist’s childhood through the use of books, a computer program, and the Internet and by viewing works of the selected artists. The students will study Michelangelo by viewing the Sistine Chapel, and students will learn how he painted flat on his back on a scaffold for five years. For their projects, the students will tape their paper under their desk or table and draw a crayon angel while lying on their backs. The students will do torn paper drawings like Cézanne. The students will attempt Cubist collages with chalk and colored paper. The final component will be an exhibition of each student’s Art Portfolio and an Art Exhibit.

The Students:
This project is used with a class of kindergarteners. It can be easily adapted to large groups and to any grade level Pre-K through Grade 12 as well as with special needs students.

Materials and Facilities:
Art posters, art supplies and lessons that use the style of art by master artist is needed for this project.

Resources:
Art teachers are a valuable resource for this project. The Internet offers many Web sites with art lessons related to chosen artist and biographies about artists.

Outcome:
Young learners use art as a means of expression that does not rely on verbal or decoding skills. Language is applied, and their vocabulary is increased as the children talk about their art projects. Drawing contributes to the development of writing and written expressions in emergent writers. Each of these projects empowers the children to use the knowledge of art techniques that they develop and venture out on their own creativity as they develop personal, social, physical, language and cognitive growth.

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Sponsored by:
Broward Education Foundation, Inc.
Adding Pizzazz and Glitz to Your Writing Program

The Project:
In September, student writing baselines averaged 1.7 and by testing time in February, the average scores were 3.5 (the rubric used was SMILE, which is a more difficult rubric that the state uses). Students entered writing contests, plays and poetry contests and were self-motivated to write. This year, 26 students had their poetry accepted for publication in a Celebration of Young Poets Spring Edition. This large number of students being accepted earned Wynnebrook Elementary the honor of Poetic Honor School. Two students received top honors and won $500 in savings bonds in The Florida Playwrights Festival, and local actors will perform their plays on stage. Monthly theme writing contests were held and entries submitted increased monthly from 10% of the school population to 45% of the school-wide population entering.

The Students:
At present, the program is being used for third and fourth grade students in a resource room setting and for in-class instruction on a regular class, but it could be modified for all grade levels including ESOL and ESE students.

Disseminator:
Toni Koy has been teaching for 23 years and has received ten grants and over $7,000 in funding for her programs. She has been nominated for the William T. Dwyer Award for Excellence in Education three times and has also been a finalist. Ms Koy was a finalist for the Florida Teacher of the Year and a recipient of the Palm Beach Post/Channel 12 "I Make A Difference" award. Presently she is a writing resource teacher at Wynnebrook Elementary.

Materials and Facilities:
This program can be set up in a regular classroom situation or resource room. Materials such as special paper, gel pens, bare books, markers, crayons, and art and craft supplies are needed. More elaborate items would include cameras, puppets, stuffed animals, marionettes, puppet theaters, an aquarium, and marine touch tank.

Outcome:
Students will be bursting through your classroom door with all types of writing that they have written at home. They will become more confident in the craft of writing, and their self-esteem will soar!

Resources:
A handout listing all the activities and suggestions for successfully implementing this program in whole or part will be provided.
The Project:
The Pet Rock project is an interactive activity that couples the skills of the writing process with knowledge learned from a unit on Earth Science. Each child is given a rock that has been transformed into a "virtual pet." The supplies that are used include wiggly eyes, felt feet and cotton hair. The students are responsible to care for the "pet" for two weeks and document their experiences in a journal. The students will then share their experiences with the class after the two-week project is completed.

The Students:
Third-grade students participated in the Pet Rock project. The ability level of the students ranged from below grade level to above grade level in achievement. This project can be adapted for any grade level. Large or small groups can benefit from the project.

Outcome:
Would you like to see your students become really excited about a classroom project? This project reinforces student achievement in science, the writing process, language arts, and even oral communications. The affective domain is also enhanced because each student has his or her very own pet rock and feels good about the new friend. This project is guaranteed to keep your students actively engaged. As a matter of fact, the excitement is so contagious the teacher will also feel a sense of satisfaction as well.

Disseminator:
Rita Geller is native of Fort Lauderdale, Florida. She attended the University of Florida to receive her BA Degree in Education and she earned her Masters Degree in Education at Florida Atlantic University. Her book, Victoria’s Smile, was published by Scholastic Books and is available in all bookstores. Rita has received several grants and has written and produced three instructional videos for Broward County Schools. Mrs. Geller has been trained and is currently a Broward County Writing Assessor. She has written for many magazines and has been featured in Mailbox Magazine numerous times. In 1999-2000, Mrs. Geller was an IMPACT II Disseminator for her project called Corny Commercials. She represented Ramblewood Elementary as Teacher of the Year in 1997-98.

Materials and Facilities:
The Pet Rock project is a classroom project. The materials are very inexpensive. Supplies such as glue, rocks, wiggly eyes, felt and cotton are needed to make the project a success.

Resources:
The media center, public library, and the Internet are sources where a student can get additional information on various types of rocks.

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Sponsored by:
Broward Education Foundation, Inc.
Learning To Give. Give To Learning.

Resources:
The media center, public library, and the Internet are sources where a student can get additional information on various types of rocks.
For the past three years, the Broward Education Foundation has hosted the most successful one-day fund raising event in Broward County. On May 9th 2003, the legacy will continue with the completion of the 8th annual Broward Education Foundation Scholarship Celebration benefitting the BRACE Scholarship Fund.

Mark your calendar for this fun filled event! We throw aside all conventions about fund raising galas. Forget black ties. Leave all shiny shoes at home. Put away your sequins and flashy jewelry. Don’t bother with the big ‘do. This adventure is about fun! Our Theme, which will be announced in January, will once again be the talk of Broward County.
All preregistered attendees receive a gift bag filled with supplies and incentive items. All attendees present at 3:00 pm are eligible for door prizes. The first 100 Broward teachers to preregister receive a special pass to the Kids in Need Resource Center. The first 100 Palm Beach teachers to preregister receive a special pass to the Resource Depot for free supplies.
The year each workshop appeared in the Idea catalog, the subject code(s) and the grade level(s) are listed after each workshop title. Please refer to the subject codes listed above. Indicate your 1st, 2nd and 3rd workshop choices in EACH session.

**CODES**

A = Art  
CM = Classroom Management  
D = Drama  
FL = Foreign Language  
H = Health  
I = Interdisciplinary  
LA = Language Arts  
LS = Life Skills  
M = Mathematics  
PE = Physical Education  
S = Science  
SS = Social Studies  
T = Technology  
VE = Varying Exceptionalities

**SESSION A**

__A Salute to Patriotic Symbolism in Art__  
(02-03) A, SS, K-5  
Disseminator: Mary Cavaiolii  
Students will learn about American history through art and how artists create memorials, art and architecture to reflect the times we live in.

__Happy Birthday Writers__  
(99-00) LA, C, 4-12  
Disseminator: Sue Ann Baldwin  
Students create and publish personalized happy birthday books for identified disadvantaged children—thus providing writing motivation for older students, and promoting the value of literacy to younger students.

__It's a Jungle Out There__  
(02-03) M, LA, K-5  
Disseminators: Lisa Dyer & Marci Frank  
This program consists of high-interest, high-level math concept activities in the area of addition, subtraction, patterns, memory, number order, ordinal numbers and word problems.

__Classrooms that Work__  
(01-02) LA, LS, K-6  
Disseminator: Joanne Brustad  
This project provides training for teachers to make adaptations for reading activities and how to use materials most effectively.

__Mathematical Board Games__  
(00-01) LA, M 6-12  
Disseminators: Cindy Messing and Gregory Pluim  
Students create math board games and prepare presentations to sell games to toy companies.

__Personal Development__

Grant Writing  
Instructor: Mickie McGuire  
Learn the nuts and bolts of how to write a grant and helpful hints to bring in the money.
__Pet Rocks (02-03) LA, S, K-8__
*Disseminator: Rita Geller*
This project teaches students about science and the writing process by transforming a rock to a virtual pet.

__Put the "I" in IEP (01-02) LS, VE, 6-12__
*Disseminator: Tricia Surinak*
This project is designed to teach students with mental handicaps to advocate for themselves and contribute valuable input during their Individual Education Plan and post-transition meetings.

__Reality 101 (02-03) LA, CM, LS, 5-12__
*Disseminator: Mary Alice Rowley*
The purpose of this project is to simulate an actual work experience for students to learn the correlation between work performance and recognition.

**SESSION B**

__Arthur's Reading Night (02-03) LA, K-5__
*Disseminator: Linda Schwartz*
This project encourages students to read and write and involves their family in the process.

__Colors in Your Life (02-03) A, LA, SS, S, 2-12__
*Disseminator: Sally Finley*
Students explore Color Theory to determine the impact of color on their lives in school, at home and in the community.

__Corny Commercials (00-01) A, LA, 3-12__
*Disseminator: Rita Geller*
Students create products and packaging and then learn how to advertise them.

__Growing Grass People (01-02) A, I, M, S, 2-4__
*Disseminator: Linda Carrey*
Students plant grass in baby bottles and decorate them as grass people.

__Learning Through Literature Circles (02-03) LA, 3-8__
*Disseminators: Ann Jacob & Daryl Ross*
Students group together to read novels and include group discussion with roles assigned to each student.

__Let Me Tell You (98-99) VE, K-12__
*Disseminator: Joanne Brustad*
Let Me Tell You is a show and tell activity for handicapped students.

__Personal Development__
*Grant Writing*
*Grants Administration Department:*
Learn how to write a grant and learn which grants are available to teachers.

__Personal Development__
*Personal Investment Planning*
*Instructors: Mark & Janet Fried*
An introduction to personal investment planning in these troubled times. Subjects include: economic basics, inflation, the power of compounding, introduction to stocks, bonds, mutual funds, risks and rewards, retirement planning, life insurance, and estate planning.

__Planning Your Life Through Mathematics & Technology (02-03) LA, M, T, 3-12__
*Disseminators: Ami Corbett, Diane R. Cortese & William DeKlavon*
Students develop a life plan by projecting their lives in the year 2015.

__Scraps From the Past (98-99) A, LA, SS, 4-12__
*Disseminator: Sue Ann Baldwin*
Students design a first person point of view scrapbook on a famous person.

__Real Books by Creative Students (01-02) a, la, t, 2-8__
*Disseminator: Hilda Goldfarb*
Students create, illustrate and publish a book, while learning different computer software.

__Who Said That? (01-02) LA, T, K-12__
*Disseminator: Melode Gorman*
Students enhance their writing skills by taking pictures and composing and writing dialogue for the pictures.

**SESSION C**

__And the Envelope Please... (02-03) LA, M, T, SS, S, I, K-12__
*Disseminator: Marlen Veliz*
Students will be given the opportunity to design and create an ecologically sound work/study space using the principles of xeriscaping.

__Develop a Flair for Finding Fractals (02-03) M, S, LA, K-12__
*Disseminator: Anna Marie Lindemann*
Using the auditory, visual and kinesthetic learning modalities, students begin to understand and see fractals in nature and even food. Food Fight!

__Family Math Night at Red's BBQ (02-03) M, K-12__
*Disseminators: Greg Pluim, Darissa Roberts & Carol Mark*
Students will go to Red's BBQ Restaurant and complete math word problems related to the restaurant's menu.

__Happily Ever After (02-03) LA, M, K-5__
*Disseminators: Lourdes Avellana & Sandy Temple*
Familiar fairy tales are used to involve students in mathematical concepts, which include measuring, weighing, patterning, graphing, time and money.

__Hip Health Fair (02-03) S, H, LA, LS, T, 6-12__
*Disseminator: Julie Joyner*
Student groups select a topic directly pertaining to health, research the topic, build a display board, obtain handout materials and present the information to visiting class groups in a convention-style setting.

__Inspirational Focus Group (02-03) CM, LS, 5-12__
*Disseminators: Dena Blumenthal & Jodi Samson*
This program will provide students the school-to-career connection through information and experimental on-site job exploration of various careers and vocations.

__Job Shadowing, Cameras & Careers (01-02) LA, LS, M, 4-12__
*Disseminator: Leslie Millar*
At-risk students are taught how school relates to the real world or work.

__Outdoor Classroom (02-03) LA, M, S, 3-12__
*Disseminator: Wendy Chapman*
Students will be given the opportunity to design and create an ecologically sound work/study space using the principles of xeriscaping.
As Broward County Teacher of the Year 2002-2003, I salute the IMPACT II Disseminators for their dedication to the teaching profession. Let's hear it for teachers! Accomplished teachers know "Best Practices" are really the best if they are shared. The Broward Education Foundation is providing a true foundation for classroom teachers to build a "common sense" networking system to share incredible and innovative strategies. The teachers in IMPACT II - showcase their expertise to confirm what really matters to all accomplished teachers: helping student reach their academic goals.

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**Personal Development**

Effective Meetings That Save Time  
*Instructor: Mona Gordon*

This workshop provides participants who have responsibilities for planning and leading meetings with the skill/tools necessary to be successful.

**Stop and Think About It!**  
(01-02) LA, LS, M, 2-5  
*Disseminator: Norman Labush, Ed.D.*  
This project provides an opportunity for students to practice a variety of critical thinking skills.

**Traveling Through the Decades**  
(01-02) I, LA, S, SS, 4-8  
*Disseminator: Sally Finley*

Students will investigate the people and events of the decades between the years 1950-2000 while developing skills of research and reading comprehension.

**Wings and Things**  
(01-02) I, LA, M, S, K-12  
*Disseminators: Dawn Basso & Linda Schwartz*

Students learn about the life cycle stages as they raise caterpillars to butterflies.

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**Ant Antics** (02-03) LA, M, S, 2-6  
*Disseminator: Georgia Brown*

Students research ants on the Internet, library, and schoolyard field trips to discover ant locations.

**Art of the Masters**  
(02-03) A, LA, SS, Pre-K-12  
*Disseminator: Tara Dukanauskas*

Students learn about the history and life styles of famous artists.

**Games & Gardens, Let's Read All About It!** (02-03) LA, M, S, LS, K-6  
*Disseminator: Gayle Solis Zavala*

The purpose of this project is to expand upon the use of commercial educational games and garden activities by including a follow-up, teacher-made worksheets and/or journals.

**Jobsville, USA**  
(02-03) LA, M, S, SS, I, K-12  
*Disseminator: Bari Laakmann*

Students make an in-depth study of careers that interest them.

**News You Can Use**  
(02-03) I, LA, M, S, SS, K-6  
*Disseminator: Janet Janke*

This project uses the newspaper as a current textbook for in-depth instruction.

**Personal Development**

Time Management and Goal Setting  
*Instructor: Mona Gordon*

This class is based on the Franklin Covey Agenda Book and is the tool that participants will learn how to use in the class. Participants will save an average of three to seven hours of work time by using this time-management system.

**Pictures are Worth a Thousand Words; Writing between the Lens**!  
(02-03) LA, T, 3-8  
*Disseminator: Leslie Millar*

Students incorporate photography into narrative and expository writing. Photographs inspire the students and enhance their visual perception as well as verbal literacy.

**Reading is A Mind Game**  
(02-03) LA, 5-12  
*Disseminator: Linda Reihs*

This project helps students master test-taking skills and strategies as they move along a game board.

**Spicy Social Studies**  
(02-03) LA, SS, T, 3-12  
*Disseminator: Jamilah Shakir*

Students will become archaeologists for the day to study ancient Indian tribes.

**Suzie's Suitcase (01-02)**  
A, LA, K-4  
*Disseminator: Lou Ann Leffler*

Students are encouraged to read by bringing home a suitcase filled with books. Parents, puppets and rewards help to get the children to read.

**Toolboxes for Math**  
(02-03) M, LS, K-5  
*Disseminator: Ann Jacob*

This program is a manipulative-based homework program. Through the program, students are motivated and challenged to solve critical math questions.

**Your National Parks**  
(02-03) LA, SS, 2-6  
*Disseminator: Norman Labush, Ed.D.*  
Students will learn about and discuss the environmental issues affecting most National Parks.

---

As Broward County Teacher of the Year 2002-2003, I salute the IMPACT II Disseminators for their dedication to the teaching profession. Let's hear it for teachers! Accomplished teachers know "Best Practices" are really the best if they are shared. The Broward Education Foundation is providing a true foundation for classroom teachers to build a "common sense" networking system to share incredible and innovative strategies. The teachers in IMPACT II - showcase their expertise to confirm what really matters to all accomplished teachers: helping student reach their academic goals.
ELIGIBILITY

All Broward and Palm Beach County public school educators working with students in any subject area.

SELECTION CRITERIA

The project must fit into the curriculum. It may be a social issues project, business/industry related project, multicultural project, a project that uses computers in the subject areas, or any other innovative project.

The goals and objectives need to be definable, and the project must demonstrate student improvement.

The project must have a high potential for adaptation at low cost and involve easily accessible materials. Adapting the project should cost from $50 to $400, or involve more expensive, but already available school resources.

When two or more teachers are submitting an idea together, only one application should be used that includes information on all the teachers involved.

An original project that has been implemented successfully for more than one year.

APPLICATION DEADLINE

The application must be postmarked by MARCH 24, 2003.

IMPACT II NETWORK BENEFITS

IMPACT II assists teachers in marketing their ideas to other teachers.

Teachers’ ideas are highlighted in the Idea Catalog, which is sent to 24,000, Broward and Palm Beach County public school teachers and are online at www.TeachNet.org

Disseminators are honored at events attended by leaders from the educational and business communities. Teachers gain recognition among their colleagues and the community.

Disseminators receive training in presentation skills and networking strategies.

IMPACT II teachers are part of IMPACT II the National Teachers Network -- based in New York City.

Partnerships Disseminator grant category
Sponsored by:

We are looking for projects in all the usual curriculum areas (i.e. reading, writing, arithmetic, science, etc.) In addition, this year the Broward Education Foundation has received a grant to also solicit projects that involve a business/community partner. Examples of how the business/community partner may be involved include but are not limited to the following: incorporate the theme of the business/community partner in the project, require student trips to the partner location for hands on learning experiences, incorporate partner volunteer time. Projects that require a specific business/community partner for replication will not be considered highly adaptable. We look forward to your submissions and, of course, we are always open to creative, unusual projects that increase student achievement.
I. GENERAL INFORMATION (Please TYPE your application, all information must be complete.)

(Application may be computer generated)

Name ____________________________________________ School ____________________________

School Address _____________________________________________________________________________________________________________

School Telephone _____________________________ Fax __________________________

Home Address ___________________________________________________________________________________________________________

Home Telephone _____________________________ E-mail __________________________________

PROJECT TITLE (short, creative And to the point!) __________________________________________

I hereby apply to become an IMPACT II Disseminator __________________________________________

I support this application __________________________________________________________________________________________________

(REQUIRED) Principal’s Signature / Date

II. DISSEMINATION INFORMATION

I/we are willing to:

A. Make an instructional booklet on how to implement your project?  Yes   No

B. Present workshops to teachers, participate in events and attend occasional meetings? (required)

   After school   Yes   No
   On Saturday   Yes   No

C. Make a display of your idea?  Yes   No

When do you use this idea?  All year   During ___________________________________________________________________

What is the source of your idea and what adaptations have you made? (Please specify if it was originally a Teacher Mini-Grant or Citibank Success Fund Grant or other Grant.)

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Which teaching materials are developed and which will you develop in order to disseminate your idea? Please check all the appropriate column(s) below.

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<thead>
<tr>
<th>TEACHING TOOLS</th>
<th>DEVELOPED</th>
<th>WILL DEVELOP</th>
<th>NOT APPLICABLE</th>
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<tr>
<td>Instructional Objectives</td>
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<td>Lesson Plans</td>
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<td>Resource List</td>
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<td>Student Work Sample(s)</td>
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<td>Bibliography</td>
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<td>Other - Specify</td>
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PLEASE ATTACH SAMPLES OF ALL THE MATERIALS YOU CURRENTLY HAVE DEVELOPED.
II. DISSEMINATION INFORMATION CONTINUED...

How has this program benefited your student’s academic achievement (i.e. test scores, attendance, attitudinal changes, student projects...)?

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How might you help another teacher adapt this project?

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What is the estimated cost for a teacher to adapt the project? (Please give both a low-end and high-end estimate.)

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Have you ever presented this project? If so, where, when and for whom? How many people were in attendance?

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Why are you applying to be an IMPACT II Disseminator?

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Please attach a profile of your project to this application (see following page for details).
III. CURRICULUM IDEA PROFILE (to be used as your page in next year’s catalog)

Please include with your application a profile of your project using the format that appears below. After each heading, provide the requested information. If you are selected, this ONE-page profile will be used as the primary copy in showcasing your idea in next year’s catalog. The length of your profile, including headings and the More Information section, should be at least 500 words but no more than 800 words.

CURRICULUM AREA(S): List one or two areas of major focus.

QUOTE: Include a quote from a student, parent, or administrator (with name) that brings your project to life.

TITLE OF PROJECT: Make it interesting and descriptive.

THE PROJECT: Describe your program clearly and concisely. Start with a one-sentence description of the purpose of the project. Elaborate with examples of what students do and learn. Provide at least one detailed example of a classroom activity. Explain what is innovative about the way you teach concepts and skills. You may include a story about how the project affected a particular student.

THE STUDENTS: Tell how many students participate in the project, including grade or age, level of achievement and how often they meet. State whether or not the project can be adapted to other ages or achievement levels, and/or used with larger or smaller groups.

DISSEMINATOR: Give your teaching experience; mention awards and/or grants. How long have you used the project? Do you need assistants (paraprofessionals, volunteers)?

MATERIALS AND FACILITIES: Describe the setup (space, equipment) and materials needed (books, supplies). Mention materials you have prepared for teachers interested in adapting your project.

RESOURCES: Include such resources as field trips, use of school media center, public library, the internet, contributions and loans from parents or institutions, and guest speakers.

OUTCOME: Write a few sentences that “sell” your project. Describe the project’s best features, innovative aspects and contributions to student achievement (cognitive and affective). Explain why teachers would want to adapt it for their classes.

MORE INFORMATION: Your name, your school, school address (include zip code and mail code), school telephone, fax number, e-mail address and principal’s name.

PHOTOGRAPH: Include a non-returnable color photograph (no polaroids) suitable for reproduction that projects a visual statement of your project. Try to include a close-up photo of 1-3 students working on a project.

Deadline is March 24, 2003. Send an original, typed application and four (4) copies of your application with four (4) self-addressed mailing labels to:

(For Broward County teachers) The Broward Education Foundation, 600 SE 3rd Avenue, 8th Floor, Fort Lauderdale, FL 33301
(For Palm Beach County teachers) The Education Foundation of Palm Beach County, 3336 Forest Hill Blvd., Suite B 102
West Palm Beach, FL 33406

This application may be photocopied and distributed to other educators.
Deadline: March 3, 2003  
The grant period is for the 2003-04 school year.

### 1. GENERAL INFORMATION (Please TYPE. All information must be completed for consideration).

| A. Name ____________________________________________ | B. School __________________________ |
| C. School Address ___________________________ | Zip Code __________________________ |
| School Telephone ___________________________ | School Fax __________________________ |
| D. Home Address ___________________________ | Zip Code __________________________ |
| Home Telephone ___________________________ | E-Mail __________________________ |

### 2. PROJECT INFORMATION

A. Title of Project (as it appears in the catalog) __________________________ Year catalog was published ________

B. Disseminator’s Name(s) __________________________________________________

C. You are **REQUIRED** to make direct contact with the Disseminator(s) of the project you are interested in adapting BEFORE a grant can be approved. Priority is given to attendees of the workshop at the EXPO.

   I made contact via: (check all that apply);  
   - [ ] Workshop/Expo  
   - [ ] Telephone  
   - [ ] Visit  
   - [ ] Letter/E-mail  
   - [ ] Other (specify) __________________________

If no contact was made, please state why: __________________________

### 3. IMPLEMENTATION INFORMATION

A. Who are the students that will be involved in your adaptation? Number? __________________ Grade level? ________  
   Ethnic distribution? __________________________

B. When will you begin using this project? Date: (School year 2003-04): ____________ For how long?: ________

C. What is the educational need for this project in your class? *(Use one additional page if necessary.)*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
D. How will you implement the project with your students and your curriculum? What changes will be made from the original project ideas? Will you be adapting the project to fit with a current theme or event? (Use one additional page if necessary.)

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F. Are you willing to help the Disseminator disseminate this idea?  

☒ Yes  ☐ No

4. BUDGET INFORMATION

A. What materials are needed to adapt this project to your class? Be specific. (Use one additional page if necessary.)

<table>
<thead>
<tr>
<th>Item and Description</th>
<th>Cost</th>
<th>Source of funds (this grant, school funds, in-kind, other)</th>
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TOTAL REQUESTED $  

5. COMMUNITY AND SCHOOL RESOURCES

A. What other persons, if any, will be involved in implementing this project? (i.e. teachers, specialists, library media specialists, para-professionals, parents, other volunteers)

___________________________________________________________________________________________________________________________________________________________________________

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B. What other resources does your school have to assist in adapting this project? (i.e. library materials, equipment, instructional materials, community agencies)

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6. ADMINISTRATIVE SUPPORT (TO BE COMPLETED BY SCHOOL PRINCIPAL)

A. I support implementation of this project during the 2003-04 school year.  

☒ Yes  ☐ No

B. May the applicant be released to visit the Disseminator’s school for consultation?  

☒ Yes  ☐ No

C. If the application is successful, would you be willing to assist the teacher in obtaining funds to continue this project for the coming school year?  

☒ Yes  ☐ No

D. Principal’s Comments

___________________________________________________________________________________________________________________________________________________________________________

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Applicant’s Signature  Principal’s Signature  Date

Deadline is March 3, 2003. Send an original, typed application and four (4) copies of your application with four (4) self-addressed mailing labels to:

(For Broward County teachers)  The Broward Education Foundation, 600 SE 3rd Avenue, 8th Floor, Fort Lauderdale, FL 33301

(For Palm Beach County teachers)  The Education Foundation of Palm Beach County, 3336 Forest Hill Blvd., Suite B 102, West Palm Beach, FL 33406

This application may be photocopied to distribute to other educators.
In addition to the profiles found in this publication, more than 155 IMPACT II Disseminator projects from the previous 5 catalogs are also available to be adapted. For more information on a project or to receive an Idea Packet, please contact the teacher directly. A descriptive profile of past project ideas can be found on IMPACT II - The Teachers Network Web site at: http://www.teachnet.org

To apply for an Adapter Grant on a past Broward IMPACT II idea or an idea from this year’s catalog, contact the teacher disseminator and complete the Adapter application found in the insert pages of this catalog. Please contact, the Broward Education Foundation at 954-765-6200 or the Education Foundation of Palm Beach County at 561-357-7659 for more information.

Before applying for an Adapter Grant, you must contact the teacher disseminator. The annual Impact II Idea Expo on January 25, 2003 is an excellent opportunity to contact the teacher disseminator and attend a workshop on the idea. Preregistration for the Impact II Idea EXPO can be found at the beginning of this insert section.
Please help
The Broward Education Foundation
and The Education Foundation of
Palm Beach County

Buy the
Education
License
Plate!

1. Clip the coupon from the bottom of this page and attach it to your calendar as a reminder. When you receive your notice to renew your tags in the mail, fill out the coupon and send it in with your renewal notice.

2. Add $27 (if you are due to renew your decal but not your license plate) or $17 (if you are renewing your decal in a year when you have to get a new license plate) to the fees specified on your renewal notice. Remember, $15 is a tax deductible donation for the Education Foundation of Palm Beach County and Broward County.

3. Mail your check and the coupon with your renewal forms and you will receive your new license plate and tag decal in the mail a few weeks later!

The Florida Education License Plate can also be purchased at your local tag agency, whether your tags are up for renewal or not.

Proceeds in Broward & Palm Beach Counties support the Broward Education Foundation, & the Education Foundation of Palm Beach County.

Thanks for your support!

*Every five years, the department of transportation asks you to get a new license plate. If it is time for you to renew your plate, it will say so on your renewal forms.

Clip this coupon and attach it to your calendar on your birth month. When you receive your notice to renew your tags in the mail, fill out the coupon and send it in with your renewal notice.

Please change my License plate to the Florida Education License Plate.
Enclosed is the $27 fee.
— Thank You.

Name: ____________________________________________________________
Address: __________________________________________________________
City: ____________________________________________________________
State: ____________________________________________________________
Zip: _____________________________________________________________
Phone Number: ____________________________________________________
As Superintendent, I salute the 2003 IMPACT II Disseminators for their dedication to the teaching profession. The IMPACT II program gives Broward County's most talented teachers a way to share their ideas and proven teaching techniques with others, therefore strengthening the entire school system. The Broward Education Foundation has helped motivate the private sector to support our teachers and students. My thanks also go out to the business community that makes the Broward Education Foundation's many programs possible.

Dr. Frank Till,
Superintendent of Schools
School Board of Broward County

Our Broward teachers have created an incredible set of teaching ideas. Their initiative, resourcefulness and innovative teaching ideas make the IMPACT II program the success that it is. Not only do teachers create these ideas, but they also take the time to share these ideas with their peers. I encourage all Broward County teachers to use the 2003 IMPACT II Idea catalog as a resource book for creative low-cost teaching ideas.

Lois Wexler,
Chairperson,
School Board of Broward County

I am delighted that the IMPACT II program is once again available for the dedicated teachers of Broward County. This program has proven to be successful in giving our teachers the opportunity to learn new and innovative teaching curriculum for the classroom. The Idea Catalog is a wonderful resource to have in any classroom. I want to thank both the Broward education Foundation and its many contributors for collaborating on such a worthwhile project.

Dr. Abraham S. Fischler
Chair, Broward Education Foundation
President Emeritus, Nova Southeastern University

“Technology & Life Skills Profiles

VOICES OF SUPPORT”
And the Envelope Please...

The Project:
And The Envelope Please... is a simple way of getting students to increase their vocabulary from all subjects throughout the curriculum. Each student will receive an envelope with a root word, prefix, or suffix. Then, in groups, students will create new words by brainstorming or looking the words up in the dictionary. Students are encouraged to use these new vocabulary words throughout the day. The students will record on an index card or sticky note pad the ways in which they were able to use these words throughout the day. At the end of the day, the students will share and compare the different ways of using these words. Students will also read newspapers and magazines to find other ways these words may have been used.

Students select one of their favorite newly-created words by making a mnemonic of this word. Mastery of the vocabulary is determined by the use of the word maps and charts. Finally, students demonstrate their ownership of these words by creating stories, poetry, sentences and journal entries.

The Students:
The students who participated in this project are fifth graders, but this could be easily adapted to any grade level. This unit of study is ongoing throughout the year.

Disseminator:
Marlen Veliz has taught for a total of fourteen years in both Catholic and Broward County Public Schools. Marlen was nominated and named 1996 Teacher of the Year for St. Lawrence Catholic School. Ms. Veliz loves to teach students in a fun, exciting way where they engage in their learning.

Materials and Facilities:
This project can easily be executed in the classroom. Envelopes and a clip art program that has pictures of the base words that you are using to simply enhance projects and activities will be needed to implement this program. In addition, dictionaries, current events, magazines, and newspaper resources will also be needed.

Outcome:
Students are highly motivated and interested in learning new vocabulary that they now have mastered. After the activities, students also share their word compositions or new vocabulary with their classmates and find synonyms to their words. In addition, students use these words throughout their daily activities and find other ways in which they can incorporate these words in their language.

Resources:
The school, public library, Internet, newspapers, current events and magazines are all great resources for this project.

MORE INFORMATION
MARLEN VELIZ
Sawgrass Elementary
12655 NW 8th Street
Sunrise, Fl 33323
Ph: 954-845-7150
FAX: 954-845-7167
E-Mail: Veliz@bellsouth.net
Principal: Alonzetta Gibson

Sponsored by: [Image] Broward Schools Credit Union
Planning Your Life Through Mathematics and Technology

The Project:
The purpose of this project is to have students develop a life plan by projecting their lives in the year 2015 or any other year in the future. Students are expected to choose a career and include a job description, state employer, location of and services provided, educational requirements, net and gross monthly salaries, and other skills necessary to be successful in their careers. Students research where they are going to live, what type of transportation will be needed including insurance and gas, health/life/mortgage insurance, food, toiletries, furniture, and utilities. Students will make a graphical representation of the budget expenses illustrating the percentages of the expenses to the net income. Students will write a one-page paper on their career, financial, and personal goals for the future and how this project has affected their career decisions at this time.

The Students:
Approximately 450 eighth-grade students will participate in this project. Included in this group are the ESE, ESOL, advanced, and compensatory mathematics students. This project is adaptable to all grade levels between third and twelfth grades and all achievement levels.

Outcome:
The Planning Your Life Through Mathematics and Technology project teaches students to research information on the Internet and in CD-ROM libraries, use of reference books, use of word processing, spreadsheet, and presentation computer programs. This project will allow the students to visualize and synthesize the necessity of carefully calculating their life choices and how these choices will affect them now and in the future. These higher critical thinking skills will help students prepare for the FCAT and to thoroughly think through all choices to make a good decision based on careful research and prior knowledge.

Disseminators:
Diane Cortese has nine years teaching experience. She has taught sixth-, seventh- and eighth-grade mathematics, seventh- and eighth-grade science, sixth-grade social studies and eighth-grade reading. Diane received the Title VI grant in 1995 for the implementation of a dropout program called "Understanding New Ideas Through Education and Discipline." Ami Corbett has been teaching seventh- and eighth-grade mathematics for five years. Ami received the 1999-2000 Teaching Innovative and Practicing Strategies grant. William DeKlavon has been teaching sixth- through ninth-grade mathematics for 14 years.

Materials and Facilities:
The Planning Your Life Through Mathematics and Technology project is completed in the classroom. Computers will be needed and should be equipped with word processing, spreadsheet, and presentation programs and Internet access. The materials needed are clear folders, diskettes, graphic CDs, copies of the Occupations Digest, and printing paper. Several examples of completed projects are kept in the classroom to show students what their final project should look like. For the first year of the project, a sample was created to show the students.

Resources:
Although it may not be necessary if computers are available in the classroom, the school media center and the public library are excellent resources. If the Internet is not available in the classroom, students can access it at home or from a classroom school computer lab. Parent involvement is strongly suggested since students' parents are living their future now and can assist the students on how to obtain information and open discussion on budget planning.

Sponsored by:

AMI CORBETT
E-Mail: amifsu21@aol.com
DIANE CORTESE
E-Mail: drcortese710@cs.com
BILL DEKLAVON
E-Mail: jkbdek@bellsouth.net
Walter C. Young Middle School
901 NW 129th Avenue
Pembroke Pines, Fl 33028
Ph: 954-437-0500
FAX: 954-437-0514
Principal: Gale M. Petro
The Project:
The Teen to Teen Hip Health Fair allows students to obtain knowledge by the most tested and proven method known - the method used by medical and nursing schools. "See one, Do one, Teach one" ensures that the student understands the concepts, is capable of doing what is necessary to use the information and feels secure enough to share the information with his or her peers. The teen-to-teen concept prevents the judgmental obstacles that adult/child teaching can encounter. The two to three student groups select a topic pertaining directly to teen health, research the topic, build a display board, obtain handout materials and present the information to visiting class groups in a convention-type setting. Many projects have interactive activities, such as the SADD/MADD drunk driving prevention booth. Special goggles simulate vision under the influence of alcohol, and students try to walk a straight line taped to the gym floor and complete other roadside sobriety tests. Students quickly and safely learn how their coordination suffers when they are under the influence of alcohol. Last year fifty students stood in line for an hour to experience the humiliation of a roadside sobriety test administered by the "teen police."

The Students:
100 high school students form the core group of presenters. One Student Director is responsible for all aspects, including scheduling, work assignments, and media relations. Class time is allotted once a week until the last month when it increases to twice weekly. Planning starts four months in advance.

Disseminator:
Julie Joyner, RN, has been the Medical and Allied Health Program Coordinator in her high school for the past five years. In 1999 and 2000, she was a "School Teacher of Excellence." In 2000, she was the Radio Shack Corp. National Teacher of the Year winner. In 2000, Ms. Joyner was the Wal-Mart Corp. National Teacher of the Year award winner. In 2001, she was a Dwyer Award finalist, a school nominee for District Teacher of the Year, and again, a School Teacher of Excellence. In 2002, she became a Dwyer Award finalist again.

Materials and Facilities:
A one-classroom project would not require any additional space or equipment. Tables are preferable; however, even desks can be adapted. Booklets are available for small (classroom), medium (media center), or large (gymnasium) size health fairs. Most teachers have been to health fairs and can adapt their own ideas here too.

Outcome:
Hip Health Fair guarantees that students will learn the material in the lesson they present, ranging from drunk driving, drug abuse, teen pregnancy or suicide prevention. Knowledge obtained by extensive research, documentation and illustration followed by six hours of repeated dissemination to a diverse group will not be lost.

Resources:
Topics are selected based on student interest. Initial research begins in the classroom with text and reference books, Internet access and discussion of available resources. Media center time allows for Internet use and access to the reference section. Professionals from outside agencies are used as support only. For example, the student may invite the local American Lung Association to help with a project on smoking cessation. The adult can provide brochures and stand by the table to monitor information and provide specifics that are not directly related to research, such as how to get to the closest branch office.
The Project:
Students will make a list of careers that may interest them, break it down, and choose one profession to explore. Students will read books about their chosen careers, use regular and electronic encyclopedias for in-depth background information, history and development, and explore the Internet seeking current information regarding education requirements and salaries. The students become the professionals. They develop their own tools of the trade from props to costumes. They create a script explaining the basics of who they are and what they do, and they prepare to present their careers on stage.

The Students:
Third-grade students participated in this project. The project can be adapted to all age and ability groups ranging from kindergarten to high school.

Outcome:
Jobsville, U.S.A. is a project that will actively engage every student in your classroom and meet the individual needs, learning styles and ability levels of your class. Students will cover multiple areas of the curriculum, investigating a topic of personal interest, while following a step-by-step development and evaluation process. Students will research the facts, investigate information, and then demonstrate mastery in an authentic setting.

Sponsorship: School Board of Broward County Employees

MORE INFORMATION
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Few things are more important than sharing knowledge. It is what builds character, tests our limitations and makes us more compassionate, intelligent people. That is why events such as the IMPACT Expo are so crucial. They allow teachers to share their experiences, so that all students benefit. Without opportunities like these, we would be unable to construct a network of support that helps us, as educators, become more skilled at what we do. I wish to recognize the teachers of Palm Beach County, who are attending the Expo, for taking the time to share their work and the Education Foundation for its involvement in this event. Your efforts are brightening the future of education.

Dr. Art Johnson, Superintendent, School District of Palm Beach County

The IMPACT Expo embodies teamwork. Individuals from various backgrounds come together to achieve a common goal of academic success for all students. The teachers of Palm Beach County who attend the IMPACT Expo are confirming what we all know to be true, that teachers in Palm Beach County are dedicated professionals who care about the quality of education our children receive.

State Representative Shelley Vana, President Palm Beach County Classroom Teachers Association

Teachers who think ‘out of the box’ are the ones who will take our educational system to its next level. They will chart brand new territory with their innovation and determination. I respect the teachers attending the IMPACT Expo for their vision, tenacity, ingenuity and spirit. They are pioneers, who are creating and sharing programs today that will serve our students for years to come. As Chairman of the School Board of Palm Beach County, I wish to thank the Education Foundation of Palm Beach County, on behalf of the Board, for its support of the IMPACT Expo and our participating teachers.

Tom Lynch, Chairman of the School Board of the School District of Palm Beach County

One of the true elements of leadership is the ability to be a role model for others, to help others reach their potential and to give them the tools and information to do so. Teachers have always been leaders – leaders in the classroom and leaders in the community. With this IMPACT Expo, Palm Beach County teachers are now solidifying their stature as leaders within their profession, demonstrating to their peers how they can become better educators with unique ideas, proven methodologies and successful programs. I am proud that the Education Foundation of Palm Beach County can play an important part in making this worthwhile exchange of information a reality, and I proudly recognize all the dedicated leaders within our School District.

D. Culver Smith III, Chairman of the Education Foundation of Palm Beach County, Inc.
The Project:  
Students will research ants on the Internet and in the library as well as on schoolyard field trips to discover ant locations. Students will use divergent thinking to design a model of an ant. Students must submit a design plan listing metric measurements, ant physiology, construction materials, and self-evaluation of their models. The models are labeled with a number and are displayed in the library. The scale drawing and design plan are laminated in a folder marked with a letter. Students visiting the library may select a folder and try to match the design drawing and description with one of the models. The reward for each correctly matched identification is a plastic ant. Other activities that enhance the ant experience include making ant traps from film cans and straws, collecting specimens to use under the microscopes, displaying identified ant vials, and designing ant experiments. Students also learn techniques of population studies, binary classification, Venn diagrams, and graphs.

The Students:  
Six fifth-grade classes will participate in this program. This project is easily adapted for 2nd, 3rd, and 4th grade.

Disseminator:  
Georgia Brown has 18 years of teaching experience in Florida. She is National Board Certified and an AIMS Education Foundation Trainer. Georgia has received the Presidential Award, the Florida Science Teacher of the Year Award, Lee County Teacher of the Year Award, the Golden Apple Award and the Toyota Tapestry Grant.

Materials and Facilities:  
Recycled materials are used in most of the activities. Plastic ants, straws, sandpaper, crayons, and Ziploc® bags are available at Party Outlets or Wal-Mart.

Resources:  
Data collection tables and graph templates are available to extend the activities. The school library can be used to display the models and provide research opportunities for a literacy "ant" hunt. The school's art teacher can assist with antic poster lessons.

Outcome:  
Outcome: What could be more fun than going on an ant hunt in the school library? That's where students display their model ants. Students must become ant detectives to match the model with its schematic plan and description. Tools such as meter tapes help solve the ant mysteries. Make a match and win an ant. Students collect ants in other ways as well. They design their own ant farms from recycled materials, and then create science fair investigations. The opportunities are endless to bring to science, math, and language arts together on six crawly legs.
America’s First People: Native Americans

The Project:
The various hands-on activities, research, and exploration of customs and traditions, students gain a deeper understanding of a people whose lives were closely linked to the environment in which they lived. Students will learn to appreciate the difficulties and hardships these people endured while they battled mother nature for survival and will learn firsthand how fragile life can be as they become farmers, growing crops typically grown by Native Americans. As part of the culminating activities, the students invite their parents to a Native American presentation in which they dress in costumes and tell their families all about the tribes that they have researched.

The Students:
Third- and fourth-grade as well as gifted and highly gifted students participated in this project. This unit can be easily adapted to meet the needs of older and younger students and can be adjusted according to the ability of the students.

Disseminator:
Arlene Manville has been teaching for three years in Broward County. She has been selected twice as Math Teacher of the Year for Chapel Trail, and this year she was also selected Social Studies Teacher of the Year for Chapel Trail. Before teaching, she was a freelance writer. She has collaborated on books with college professors and written curriculum for private schools. Arlene has also served on curriculum writing teams for Broward County, working both on PRIMES Math Curriculum and the Gifted Math Curriculum. She has worked on grant-writing teams before and has received an Adapter grant.

Materials and Facilities:
Teachers should have a collection of Native American legends and resource books available in the classroom throughout the course of implementation of this unit; a reference list is included in this packet. There should be sufficient room in the classroom for students to create and store 3-D habitat displays while they are working on them. If the garden portion of the unit is to be implemented, students need to have easy access to an area in which they can grow vegetables.

Outcome:
This program includes lifelike classroom simulations in which students learn about and engage in a cultural exploration of the customs and traditions of Native Americans. The hands-on, integrated nature of this program motivates even the most reluctant learners as they develop an appreciation for the richness and diversity of these people. Possibilities for adaptation are endless, making this program academically appropriate for students of varying abilities.

Resources:
Access to the Internet and reference material is important for the research portion of this unit. Parent contributions of materials and supplies lower the cost of implementing this unit. It is beneficial to have a parent or other individuals help prepare the land for planting if the area selected has a hard rocky surface. Field trips to the Native Village or to the Miccosukee Indian villages are recommended follow-up activities but are not an essential element of the program.

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The Project:
Students will become archaeologists for a day. Each student will choose an ancient Indian Tribe that he or she has learned about and create five artifacts similar to those that may have been used by the Indians. The students will decorate shoeboxes with pictures and words that represent tribes. Then, the students will fill the shoeboxes with soil and bury the artifacts that they created. The students are also responsible for digging up the artifacts and describing and labeling them based on the information they learned.

The Students:
Fifth-grade students participated in this program, but the program can be adapted to any grade level social studies program.

Disseminator:
Jamillah Shakir has been a fifth-grade teacher for eight years. Jamillah’s goal is to make social studies fun, exciting, and very memorable for her students. This is the first year she has used this project, and the students have really enjoyed it.

Material and Facilities:
The students will need basic materials such as paper, colored pencils, markers, magazines, clip art, shoe boxes, and soil. The creation of the projects and the presentations will take place in the classroom.

Resources:
The students will need the regular classroom social studies book to implement this project.

Outcome:
The students enjoy this hands-on assessment approach to learning. They have been able to put their knowledge to work in project form. The students are given the opportunity to create something that shows exactly how particular historical data looks in their eyes.

Spicy Social Studies

Sponsored by:
Bank Atlantic
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News You Can Use

The Project:
News You Can Use attempts to use the newspaper as a current textbook for in-depth instruction in reading, writing, science, social studies and math. A bulletin board of current news articles, separated under the headings of city, county, Florida, United States, world and universe, is in place in the classroom. New articles are discussed and added to the board. Articles of interest are discussed during Guided Reading. Students look for key words to find specific information. Then, using the "Read, Think and Explain" format of the FCAT, they answer a question based on what they have read. Political cartoons are studied for their true meaning. Articles on special events (Space Shuttle, Olympics) are collected into a scrapbook and are laminated and bound.

The Students:
Any grade level would be appropriate for News You Can Use. Teachers select material from the newspaper appropriate for the grade they teach. Students show a great interest in the news. It is a change from the other materials they are used to reading in the classroom. They can also participate by locating interesting articles in their newspapers at home to bring in and share in the classroom.

Disseminator:
Janet Janke has taught all grades from K - 6 for the past forty years in six different states.

Materials, Facilities and Resources:
Access to a daily newspaper is necessary to locate News You Can Use. A bulletin board, scissors, construction paper and glue will complete this task.

Outcome:
News You Can Use is easy to implement in the classroom. Once teachers are aware of the possibilities, they will easily find the resources from their daily newspapers to use with their students.

MORE INFORMATION
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THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Partnership Profiles

Partners In Education, Inc. in cooperation with its sponsor

Salomon Smith Barney and the Community Investment Fund Program

is proud to support the Impact II program with the Partnership Fund. Through this special fund, teachers now have the resources to develop and implement hands-on learning activities that connect students with business and community.

Since 1983, Partners In Education, Inc. has worked to improve student achievement by cultivating and integrating business, community and school resources for all students in Broward County Public Schools. Salomon Smith Barney supports Kids and the Power of Work (KAPOW) at Mirror Lake Elementary and employees to serve as Youth Mentors.

We congratulate all the creative and hard working teachers awarded grants featured in the 2003 Ideas Book. The Board of Directors of Partners In Education, Inc. and the entire family of Salomon Smith Barney/Citigroup businesses encourage you to continue to provide students with exciting new opportunities for learning as we pledge to continue our support of this program.
Inspirational Focus Group
ORIGINALLY A CITIBANK SUCCESS FUND GRANT

The Project:
Students will meet on a weekly basis with the facilitators outside of class for one hour. One of the goals of the group will be to decrease self-defeating attitudes and behaviors through learning skills such as realistic goal setting, organizational strategies, time management and self-evaluation. These skills will be taught through worksheets, overheads, speakers and practice. The group will work to improve academic achievement as compared to previous grades and test scores through the monitoring of signed planners weekly, setting up tutoring when necessary, and having constant contact with teachers. The program will provide the school-to-career connection through information and experimental on-site job exploration of various careers and vocations. Field trips and guest speakers from community partners such as Advanced Cable Company, Publix, Motorola, the Sun-Sentinel, and the Florida Panthers will give students a birds-eye view of what work in the real world is like.

The Students:
This program will target seventh- and eighth-grade students who are capable but who are unmotivated, not working up to potential and at-risk for dropping out.

Disseminators:
Jodi Samson has been a social worker in Broward County Schools for fifteen years. She has received the IMPACT II Adapter and Citibank Success Fund grant awards. This program has been implemented for the past couple of years. Dena Blumenthal has been the Peer Counseling Coordinator at Forest Glen Middle School for the past 13 years. Prior to that she was a social studies teacher. Mrs. Blumenthal has been a group facilitator for groups such as divorce, bereavement, anger-management, and dropout prevention as well as the sponsor for SADD and tutor club.

Materials and Facilities:
A consistent meeting room, which could be used as a classroom, or a large conference room is necessary. A chalk or dry eraser board and an overhead projector are necessary. Journals and personal planners are needed for each student for parent signatures.

Outcome:
This program is unique in that it focuses on both the academic and the affective improvement of the student. It keeps students interested and motivated with incentives and constant attention for positive progress. Weekly group sessions will use nontraditional methods of intervention to focus on necessary skill acquisition for self-motivation, goal setting, and completion of school. As a result, students will improve academic achievement, decrease dropout rate, and increase self-motivation to succeed and work toward a long-range goal or career.

Resources:
Access to a bus and driver for on-site career explorations is necessary. A good working relationship and contact with Community Partners are needed because you will be calling to arrange for your on-site career explorations and speakers.

MORE INFORMATION
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Principal:  Devarn Flowers

Sponsored by:

2003-2004 IDEAS WITH IMPACT
The Project:
Outdoors Classroom is a wonderful project that will allow students the opportunity to design and create an ecologically sound work/study space using the principles of xeriscaping. A timeline is established for clearing the area, providing a speaker on xeriscaping and submitting designs. The school will hold a school-wide contest to select viable design models and then participate in making the design a reality.

The Students:
All fourth- and fifth-grade students will participate in the project. This project can be adapted school-wide or for selected grades or classes.

Disseminator:
Wendy Chapman has four years of full-time teaching experience and eight years of substitute experience. She teaches a fifth-grade class, serves as advisor for the Student Council and the student newspaper. With Mrs. Chapman’s assistance, the Student Council members were able to conduct a fund-raiser and use the proceeds to beautify the pod areas. Her newspaper students write articles about environmental issues and concerns to share with student and staff. Mrs. Chapman has served as PTO president for two years, SAC Chairperson for five years and SAF Chairperson for two years.

Materials and Facilities:
We are working with a fenced-in area approximately 50 feet by 50 feet. Based upon the design, our Partners in Education will assist us in purchasing or creating items such as benches, tables, pathways, and decking.

Outcome:
To help create useful space for students while teaching them ecological values, the students will create an overgrown area that was once a garden into an outdoor classroom. Students will have a new outdoor area to use as an extension to their classroom. This will also be a location for the "Book Buddies" to meet and promote interaction between students of different grade levels. Students will show pride in ownership as a result of their participation in planning and creating the outdoor classroom.

Resources:
The South Florida Water Management District TAG Gymnastics and Flamingo Gardens will donate appropriate plants. If possible, Wheelabrator will have decking walkways and benches made of recycled materials. Other partnerships will be asked to assist with the financing or provide manpower.
The Project:
The purpose of this project is to simulate an actual work experience for students to learn the correlation between work performance and recognition. Student participants clock in and out of class each day, and the curriculum concentrates on school-to-work transition and language arts skills. The teacher, or the employee, determines a payment schedule for the students or employees based upon their academic performance. For example, every grade the students earn on their work translates into earnings, and at the end of every two weeks, students are paid with incentives based upon their performance. Those who work the hardest and earn the highest number of academic points earn the most incentives. The computation of the student incentives also includes deductions for being late, absent without a valid excuse, and behavior problems. Students also have an opportunity to work overtime by serving as school guides for activities such as Career Day and PTSA meetings. Field trips to various businesses and guest speakers are used to reinforce the classroom activities.

The Students:
This project has been used with eighth-grade students, usually ages 13-15, who have been identified as being at risk due to their poor performance and lack of motivation in school as determined by their report card grades, attendance figures, and standardized test scores. This project can be implemented with a larger number of students if funding permits and can be easily adapted to other grade levels.

Disseminator:
Mary Alice Rowley has been teaching Language Arts for twenty-six years and also has a Master's degree in reading. She has used this project throughout her teaching career. Other grants and awards she has received include a Title VI federal grant, several Citibank Success Fund grants, IMPACT II Disseminator and Adapter grants, Broward Education Foundation Teacher Grants, TDIF Grants, nomination for Teacher of the Year and recipient of an Outstanding Young Educator Award.

Materials and Facilities:
A classroom situation is best for this project. A time clock and such incentives as gift certificates are essential for the success of this program. Career Education books and videos, which detail the education, duties, and salaries of various careers, can enhance the goal of teaching the students the importance of education in obtaining a career they desire.

Resources:
Field trips to local businesses, such as banks, fast food restaurants, and grocery stores enhance the classroom activities. Such contributions as gift certificates or volunteer time as guest speakers from parents or institutions are needed to keep the motivation level high. Business and community partners are invaluable to this project. The school media center, public library and Internet are used for career research for the students to extend their learning beyond the classroom.

Outcome:
This project generates enthusiasm among the students and gives them a taste of the real world. The best part of the program is the students’ awareness that those who perform to their best ability will achieve the greatest awards and recognition. After the first payday, a marked increase in the students’ participation is evident. Even the most unmotivated students strive to improve not only their academic standing but also their attendance and behavior records in order to earn the incentives and recognition for a job well done.

Reality 101
ORIGINALLY A CITIBANK SUCCESS FUND GRANT

MORE INFORMATION
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Broward Education Foundation, Inc.
Learning To Give... One To Learning

2003-2004 IDEAS WITH IMPACT

-37-
Family Math Night at Red’s BBQ

The Project:
Students will go to Red’s BBQ restaurant and complete math word problems related to the restaurant’s menu. The students are given a question sheet that coincides with their grade level. While the students are ordering, eating and talking, they are completing the math questions sheets. To complete the questions, the students may use cash boxes that are on the table, the menu for information, and various strategies to solve the problems related to the restaurant. Before attending the Red’s Family Math Night, an employee from the participating business partnership speaks on the morning announcements to talk about the program and ask some math questions. Students will submit the answers, and correct responses are awarded a prize.

The Students:
This project was used with students in kindergarten through fifth grade. The project allows all students to participate. The questions are geared to all grade levels and provide students the opportunity to use problem-solving techniques in real-life situations. The students are provided with immediate feedback from the administrators, teachers, and staff who are hosting, serving and helping around the restaurant. This project can be adapted to any grade level.

Disseminators:
Carol Mark has been an administrative assistant with the Broward County School Board for four years. She has actively assisted with creating and writing applications for many of her school’s awards and grants. Gregory Pluim is a ten-year veteran of Broward County Schools, is currently an assistant principal, and in the past has taught all grades kindergarten through college. In the past, Greg has received Teacher Minigrants, Citibank Grants, DOP Grants and two $10,000 Artists in Residency Grants. Darissa Roberts has been teaching in Broward County for the past three years and currently teaches third grade at Silver Lakes Elementary School in Miramar. The school has used Red’s Ribs and ‘Rithmetic for the past two years to improve student achievement and to get parent and community involvement. We have improved the program each year. The project does require volunteers from the staff to serve, grade, and promote the event.

Materials and Facilities:
To complete this project, a partnership needs to be established with a local restaurant and restaurant menus need to be borrowed so that the school can develop a math transaction sheet based on the menus. In addition, copies of fliers need to be made and sent home regarding each night’s events, and coin boxes with play bills and coins may be provided at the restaurant to assist students with their transactions. The facility would be the community restaurant where a partnership has been established.

Resources:
The restaurant should be prepared to supply an award, maybe in the form of a dessert, to all student participants who actively complete all menu transactions.

Outcome:
The Red’s Family Math Nights’ best features are that it has parents and students actively participating in enjoyable math-based activities of an application rather than a computation nature and it seeks to internally motivate students by giving math computation relevancy.

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Principal: Irene Cejka
## 2001 - 2002

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2002 Year-End Gift Ideas

As you consider your year-end tax planning, we hope you will consider making good use of the income tax charitable deduction. Your 2002 year-end gift can significantly reduce your income taxes, while providing meaningful support to education.

No matter what your income, if you itemize, you can almost always lower your income taxes through charitable giving. The amount of the income tax savings will depend on your tax bracket.

EXAMPLE: If you are in a 31% income tax bracket in 2002, and you itemize your deductions, a $1,000 gift to us by December 31 will save you $310 in 2002 taxes.

Here are some of the best 2002 year-end gift ideas. We would be pleased to provide you with further information. Also, we urge you to discuss your tax planning with your accountant or other professional advisor.

A Brief Guide...

Gifts of Cash

If you itemize, you can lower your 2002 income taxes simply by writing us a check by December 31. There is no easier way to garner a 2002 year-end charitable deduction! Make sure your envelope is postmarked by December 31; if it is, your gift will qualify as a 2002 gift even if it is not received by us until the first week of 2003.

Some employers will match your charitable gifts, meaning your gifts are worth even more. Although the School Board does not participate in the Matching Gift program, if you file jointly, and you spouse's company or firm has a matching gift program, simply enclose the form along with your check.

Gifts of cash are fully deductible – up to a maximum of 50% of your adjusted gross income. For example, if your adjusted gross income for 2002 is $50,000, up to $25,000 of charitable gifts may be deducted over as many as five subsequent years.

Gifts Of Stock

If you own stock, it is almost always more tax-wise to contribute stock than cash. This is because a gift of appreciated stock generally offers a two-fold tax saving. First, you avoid paying any capital gains tax on the increase in value of the stock. Second, you receive an income tax charitable deduction for the full fair market value of the stock at the time of the gift.

To The Benefits

EXAMPLE: If you purchased some stock many years ago for only $1,000, and it is now worth $10,000, an outright gift of the stock to us would result in a charitable contribution deduction of $10,000. In addition, there is no capital gains tax on the $9,000 of appreciation.

Make sure you have owned the stock for a "long-term" period of time (this generally means that you have held the stock for more than one year) to qualify for these significant tax advantages. Your gift of stock should be postmarked by December 31. In the alternative, a stockbroker or trust officer can arrange for a year-end gift of stock from your account.

Gifts of appreciated stock are fully deductible – up to a maximum of 30% of your adjusted gross income.

For Example, if your adjusted gross income for 2002 is $100,000, up to $30,000 of long-term appreciated stock and other property gifts may generally be deducted in 2002. Any excess can generally be carried forward and deducted over as many as five subsequent years.

Life Income Gifts

If you own stock, which is paying you little in dividends, a "life-income" gift may be appropriate year-end gift.

You could transfer the stock to us and establish a "charitable remainder trust" or "charitable remainder annuity trust" that would provide you with 5% or greater annual return. This income would be paid to you and /or a loved one for life, after which the assets would be distributed outright to us. Through such an arrangement, you would be increasing your income and making a meaningful (and tax-deductible) contribution to us at the same time.

Example: Suppose Mrs. Barnes, age 70, purchased some stock many years ago for $10,000 and that stock is now worth $100,000. But, she receives only $2,000 per year in dividends, or a 2% yield. By transferring the stock to a charitable remainder trust and specifying that she wanted a 6% return for life, she could:

1. Triple her annual income (from 2,000 to 6,000);
2. Avoid the capital gains taxes that would otherwise be incurred on a sale of the stock; and
3. Be entitled to a charitable contribution deduction of approximately $54,000. (The amount of the deduction depends upon the age of the donor, the rate of return specified in the trust, the size of the gift, and other factors.)

For Further Information

What a year for tax planning – especially year-end tax planning! The 2001 Tax Act (officially called The Economic Growth and Tax Relief Reconciliation Act of 2002) provides for a myriad of tax relief measures – some are immediate while many are phased-in over the next ten years.

The bottom line for most taxpayers is this: individual income taxes are at their highest levels in 2002 – because of the phase-in of many of the tax relief measures. For most taxpayers, this means the strategy should be to accelerate deductions into 2002, while (to the extent feasible) deferring income until 2003. Check with your accountant for details.

We would be pleased to provide you, your attorney, your accountant of your tax advisor with additional information and assistance. Keep in mind that the information on this page is necessarily general in nature. You should contact your own professional tax advisor to learn how this general information relates to your individual circumstances. Thank you for your interest and support. Please call or write if you have any questions!
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