

Annual Report 2017





Our Mission

Since its organization in 2014, the mission of the WJCC Schools Foundation has been to partner with our community to provide resources to enrich teaching, inspire learning, and maximize innovative opportunities for all students in the Williamsburg-James City County School Division.

As in many school divisions, the Williamsburg-James City County Public Schools are asked to do more with less federal, state, and local funding each year. This reduced funding diminishes discretionary resources available for programs and projects outside of minimum needs and requirements. Working with the W-JCC School Division, individuals, and community partners, the WJCC Schools Foundation seeks to create a sustainable, positive impact in our schools through our primary initiative, Innovative Learning Grants.

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The Innovative Learning Grants Program

- Encourages teacher-initiated dynamic and innovative lesson plans
- Rewards creative instructional approaches to learning with grants up to \$2,000
- Facilitates the implementation of transformational programs for our students
- Complements the W-JCC School Division strategic plan

Enriched by Your Support

Inspired by Students

Innovated by Teachers

President's Message

**Board President Clarence Wilson
with Innovative Learning Grant winner
Tracy Holland, Norge Elementary**



Photo credit: Helen Oderisi

Dear Friends,

As we reflect on 2017, I am proud to say the WJCC Schools Foundation continues to fulfill its mission of partnering with you to fund learning opportunities that will have a widespread and lasting impact on Williamsburg-James City County students. Thanks again to outstanding community support, the Foundation awarded a total of 26 Innovative Learning Grants to 44 teachers and administrators in 13 schools, totaling \$39,333 at our Grant Awards Celebration in February. Over the last three years, we have awarded nearly \$100,000 to teachers with a vision to transform education. I am also excited to report that, after listening to our teachers, we have added a second grant cycle this year and will award more grants later this spring.

Seeing the numbers is impressive, but it is even more rewarding to see how the Innovative Learning Grants are implemented in our schools. In October, we highlighted the impact of several of our 2017 grants at a reception at the Muscarelle Museum. Attendees had the opportunity to manipulate student-designed robotic vehicles and engage in a virtual reality experience. We also heard tales of a kindergarten chick-hatching experiment.

In our annual report, we use Innovative Learning Grant recipients' stories to further demonstrate the impact of these grants in the classroom. Passionate teachers speak about integrated learning and new possibilities for their students.

We are proud that 100% of the donations we receive for the Innovative Learning Grants program support grants. All expenses of the Foundation are underwritten by restricted grants and sponsorships, and all activities and programs are made possible through countless volunteer hours. With your contributions, we will continue to promote community engagement and provide support for educational programs that foster creative approaches to education in W-JCC schools.

We truly are Enriched by your support. Inspired by students. Innovated by teachers.

Sincerely,

Clarence Wilson



Year in Review

Fall Reception



Stonehouse Elementary teacher Kimberley Hundley shared results from her grant, "What Came First, the Chicken or the Egg?"

We were happy to honor our 2017 Innovative Learning Grant winners and show appreciation for all of our donors at the Muscarelle Museum in October. A light reception, sponsored by First Advantage and Dr. Aaron and Lee De Groft was followed by teacher presentations and the opportunity for attendees to experience firsthand some of the innovative lessons being implemented in our schools.

Christmas Parade

The Williamsburg Christmas Parade provided a wonderful opportunity to demonstrate the Foundation's cooperation with Williamsburg-James City County schools. What fun to have mascots from all 15 schools march with board members and families as part of this annual community tradition.



Grant Awards Celebration

Our annual Grant Awards Celebration has become an event that board members, donors, school division teachers and administrators anticipate with excitement. The February 2018 Awards Celebration, sponsored by TowneBank, kicked off at Lafayette High School and was no exception. After the presentations at Lafayette, participants boarded school buses to take the celebration across the school division.



By the Numbers

\$96,734

has been awarded to **109** teachers in support of **68** grants since 2016.

Over **8,500** individual students, representing nearly **75%** of the total students in W-JCC Schools, currently benefit from these grants.

Over **5,000** hours have been donated annually by volunteers in support of the administrative operations of the Foundation.

\$84,831

was given by **212** individuals, businesses, and foundations in 2017 in support of Innovative Learning Grants and in sponsorship of administrative activities.

100%

of the donations for the Innovative Learning Grant Program support grants. All expenses of the WJCC Schools Foundation are underwritten by restricted grants, sponsorships, in-kind donations, and volunteer activity.



Grants Making an Impact in the classroom

For the past three years, Jamestown teacher Alisa Smith and Matoaka teacher Kim Holloway have partnered to provide unique, interactive lessons for Spanish language students. High school students have worked with 3rd graders to form language connections through reading activities, writing a Spanish language story, and now, providing outreach to Latin American heritage students in W-JCC schools.



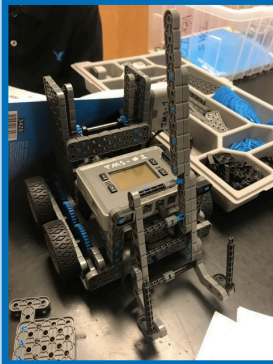
“Thank you for giving my high school students the opportunity to teach and learn from our elementary school friends.”

I became teary-eyed recently when a group of my students told me they would never forget the experience of teaching Spanish to the third grade students. They truly appreciate and enjoy the experience. Watching a student, who is not always academically successful, master a concept, because she is motivated to know the content to teach our third grade buddies could not make me happier!

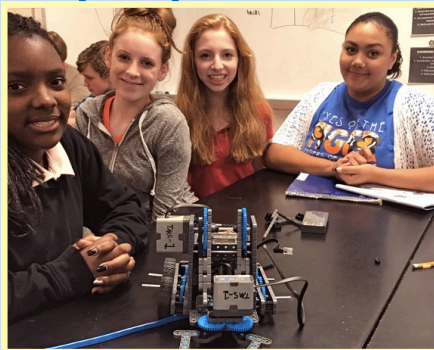
-Alisa Smith



STEM Exploration with VEX IQ Robotics



For their grant, "Design, Create, Collaborate," Toano Middle School teachers Jaclyn Beck and Melissa Chai introduced students to multiple technologies using VEX IQ Robots. Students collaborated with a team to write design briefs, draft original designs, and record results and modifications in an engineering journal. By building and operating their own robots, students also gained time management, conflict resolution, and communication skills.



As teachers, it was so exciting to see how some of our most challenging students shined as leaders throughout this project, even coming during lunch to troubleshoot and solve issues with the functioning of the robots.

- Jaclyn Beck, Melissa Chai

"Our students were excited and eager to come to class for this project. We were pleased to see that they were self-motivated and able to formulate their own plans for how they would complete the tasks while troubleshooting and solving problems along the way."





Innovative Learning Grants Winter 2018

CLARA BYRD BAKER ELEMENTARY

Connecting Families, Students and Classroom through Technology

Alison Cobb

• *Building the connection between home and school while engaging students in 21st century skills will be possible through the use of the interactive SeeSaw app. With SeeSaw, each student will have their own digital portfolio and have the ability to “show their learning” by posting videos, photos, drawings, text, PDFs, and links. SeeSaw allows both teachers and parents to view and comment on posts in the student’s portfolio.*

Wiggle to Learn

Jessica Chrismon, Jessica Workinger

• *In school, students are expected to sit and work for long periods of time. However, their brains are just not wired that way, and students often struggle with behavior due to the nature of the traditional classroom. Hokki stools are ergonomic seats that enable students to keep moving while sitting still, and will allow better attention and focus for learning.*

JB BLAYTON ELEMENTARY

Learning to Code with LittleBits

Cheryl Holzschuh

• *With LittleBits coding platforms, students will use color-coded, magnetic, reusable building blocks to solve problems by creating new, useful or imaginative solutions; apply knowledge and skills to generate innovative ideas, products, processes, and solutions; exhibit a tolerance for ambiguity; and learn perseverance to work with open-ended problems. Coding is a fundamental 21st century skill, and it is important to provide students with academic real-world coding experiences and opportunities.*

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Photo credit: Helen Oderisi

JAMES RIVER ELEMENTARY

Classroom Calming Corners

Darcie Badami, Jennifer Smith

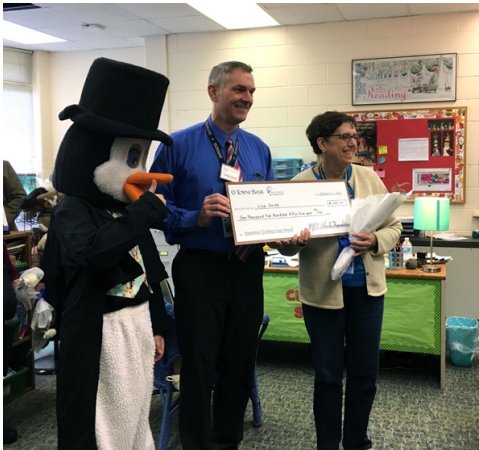
- 33 classroom “calming corners” for students will provide a safe place to manage emotions, such as frustration, that may otherwise escalate and lead to disruptive behaviors which interfere with student learning. Social-emotional learning (SEL) is an important component of the educational experience, and calming corners help students to better focus in the classroom. Calming corners may include: plastic baskets, wooden clipboards, vinyl bean bag chairs, and stress balls.

LAUREL LANE ELEMENTARY

Adjustable Learning — Modern Classrooms for Modern Students

Amelie Smucker

- In a classroom that serves kindergarten through fifth grade students for language arts, math, social skills, behavior interventions, and more, an interdisciplinary classroom environment that is welcoming and comfortable for all learners is essential. Flexible seating options have been implemented in this redesigned classroom, but table heights remain fixed. The purchase of height-adjustable tables will accommodate students’ various sizes and sitting needs throughout the day to support their posture and enhance learning.



Building Up and Letting Off STEAM

Lisa Smith

- Student engagement in hands-on STEAM activities is only one part of producing the successful scientists, coders, engineers, artists, and mathematicians of tomorrow. This project will address the “before and after” of STEAM, by providing sets of nonfiction texts matched to STEAM challenges, which will be used as tools for building background knowledge prior to experimentation. It will

also provide professional materials for use by teachers as they guide students in writing about and presenting the results of their investigations after experimentation.

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Code Songs of the Underground Railroad and Today

Gia Chambers, Helen McClain,
Rebecca Watkins



Songwriter and storyteller Reggie Harris visited with two first grade classes and a collaborating 5th grade class before an all-school assembly, which totally captivated the students. They sang and used sign language (another form of 'code'). The students were so interested, over 40 hands shot up with questions that were thought-provoking and insightful. I was so proud of our students! Again, I can't thank the Foundation enough for helping us bring this project to fruition.

- Helen McClain



- *This multi-grade-level collaborative project combines music, history, and technology to educate and inspire our students to reflect on the power of words and music to affect change. It will begin with an interactive school-wide presentation of code music during the 1800s, and then individual classes will work with volunteers from the College of William & Mary to combine computer programming concepts with various musical elements to create and record new, original music using code.*

MATOAKA ELEMENTARY

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Coding to Learn and Achieve Great Educational Outcomes

Sue Sydow

- *This grant funds 33 licenses for CodeConduct, to foster the important skills of problem-solving, logic, communication, and perseverance. Unlike other coding programs, CodeConduct provides an intense, simulated game experience and self-paced approaches to projects through which students learn the fundamentals of coding skills (C++, Python, Java).*

Young Minds Can Code

Katie Knaul, Sue Sydow

• Introducing the basics of coding in kindergarten and first grade learners can foster perseverance for learning across all subjects. This grant funds Club Packs of 3 Dash and 2 Dot Robots. These robots can be used to accomplish specific tasks to which young learners can relate, allowing them an early experience in learning to code.



Photo credit: Helen Odenisi

La Comunidad Latina y Nosotros

Kimberly Holloway with Jamestown High School teacher Alisa Smith

• La Comunidad Latina y Nosotros is a community outreach and literacy program to bring books and reading practice to Latin American heritage children in our W-JCC public schools. The multi-cultural language program will connect elementary and high school students through the study of bilingual books and prepare them for a community workshop targeting at-risk Latino students in our schools. We hope to not only bring books and a love of reading to the Latin American heritage children, but also to develop a relationship between Latin American heritage Williamsburg residents and our local school community.

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MATTHEW WHALEY ELEMENTARY

Growing Math Minds for Dreambox

Tiffany Lindfors

• In response to more rigorous Math SOLs and current math unit assessment data, this project targets the math achievement of kindergarten and first grade students by providing more technology (iPads) in the classroom. With additional iPads, teachers can set up Technology Centers to move more students more frequently through the division-provided, personalized computer adaptive program, Dreambox, each day.

Junior Engineering

Debbie Besnier, Diana Linkenauger,
Kris Van Deusen

• The creation of a mobile STEM classroom, with the use of organized, subject-specific STEM containers, will infuse engineering into all subjects and allow students to develop creative solutions to STEM problems, either individually or collaboratively.

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Language Discovery Boxes

Anya Bobrinskaya, Dr. Ann Colorado

• *With increasing numbers of English Learner Newcomers (students who speak no English) in our schools, we are utilizing new approaches to help them experience high achievement in school by providing a welcoming learning environment. The creation of four Language Discovery Boxes for Newcomers to use each day in class will focus on building academic and social language in a fun, hands-on, interactive way.*



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Success for All

Bryan Cole

• *This project will provide iPad minis for five English language learners and/or students reading at least one year below grade level. Using iPad minis to read appropriately-leveled books and have other meaningful learning experiences will allow these students to improve their reading skills, increase their vocabulary, access the curriculum, and improve their language skills in general.*



Photo credit: Helen Oderisi

NORGE ELEMENTARY

Making Makers: STEM and the Future of Innovation

Jamie Collins

• *This project proposes a high-tech classroom Makerspace, promoting innovation in elementary gifted students and Emerging Scholars. Incorporating technology and robotics into the engineering process challenges students in ways that the*

current SOL curriculum does not. Access to iPad presentation apps will provide students with real-world experience and inspire innovation by collaborating, inventing, problem-solving, failing, and refining the process.

Working as a T.E.A.M.

Tracy Holland

• *With the “T.E.A.M. Bag” (Together Everyone Achieves More) program, all second grade students will be provided the supplies needed to strengthen their skills at home. Our T.E.A.M. Bag program will allow everyone to work together to practice skills, academic achievement, and family involvement, strengthening the connection between home and school.*

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STONEHOUSE ELEMENTARY

Cycle to Success

Carmen Gaten

• *Students learn in a variety of ways, and more students are coming to school as kinesthetic learners. These students learn best when given the opportunity to be physically active during their school day. The Desk Cycle provides students with the opportunity to stay physically active while completing their work, promoting attention to classwork and ensuring success.*

“Stems” in the “Kindergarden” – Watch Creative Minds Grow

Kimberley Hundley, Dawn Padden

• *STEM (Science, technology, engineering, and mathematics) is important in a kindergarten classroom because it pervades every part of children’s lives, and it is never too early to introduce hands-on and minds-on activities. Aztec blocks, tinker toys, and other STEM-based manipulatives will allow students to work individually and in groups to develop life-long skills at an early age.*

HORNSBY MIDDLE SCHOOL

Creating the Constitution Escape Room Challenge!

Evan Pfeiffer

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• *Working with Room Escape of Williamsburg to design a civics-related escape room that focuses on the creation of the U.S. Constitution will produce an innovative learning project to promote teamwork and creativity while incorporating role-playing, problem solving, and effective content review in a fun, engaging setting. Students will master content and skills covered by the Virginia SOLs while engaging in the VDOE’s project-based learning initiative, challenging them to apply their content knowledge in a collaborative learning setting.*



Photo credit: Helen Oderisi

TOANO MIDDLE SCHOOL

Learning French through Interactive Story Time

Anne Mapp

- *Storytelling is a key factor in teaching language and culture. By providing appealing French-language books, students can read, act, and build upon the stories in order to learn a second language in a variety of engaging ways.*



Photo credit: Helen Odenisi

Too Big, Too Small ... “Just Right” Reading Massage Chair Program

Terri Seward

- *“Just Right” Reading Massage Chairs with iPads and headphones provide access to books, electronic books, and audiobooks in a unique and relaxing setting. Struggling readers, who rarely spend time in a library and may avoid reading time, will be scheduled for reading chair sessions twice a week and be given support to access reading resources beyond the school day.*



Photo credit: MJ Devaney

JAMESTOWN HIGH SCHOOL

Creating Characters through Costumes

Harvey Stone

- *For many young actors and technicians the costume is the character, but rarely can they fully see an idea through to completion because of cost. Creating costume idea boards and executing costume/accessory designs is*

expensive. Typically, costume instruction at the high school level relies heavily on theory, and then we use “found objects” like paper towel rolls, fabric scraps, and coat hangers to create “models.” This project will allow students enrolled in Musical Theatre and Technical Theatre courses to not just create designs, but also to pitch those designs, and ultimately execute designs for costumes and/or costume accessories.

Learning in the Third Dimension

Patricia Habersham, Amanda Morris

- *This grant funds a 3D scanner that attaches to any iPad. It can be used to scan and create 3D images as well as augment reality. Teachers across curricula will collaborate to plan lessons that engage students through the use of iPads, virtual reality, and 3D imaging in the classroom. Student applications include virtual travel to Rome, rain forest exploration, 3D-printed models of ancient fossils, and even digital dissections.*

LAFAYETTE HIGH SCHOOL

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Interactive VR (Virtual Reality)

Monica Schauffler, Amy Wallisch

- *With HTC VIVE, an interactive virtual reality system, students will be able to create life-size designs and virtual environments inspired either from their imagination, or from historical locations. Learning will come alive during these authentic and engaging programs, providing our students with 21st century skills and experiences.*

Our job is to make sure we create an environment where students feel like they can do anything.

- Archie Jefferson

Men of Vision and Purpose

William Capers, Jr., Archie Jefferson, Andre McLaughlin

- *Men of Vision and Purpose (MVP), is a male mentoring program that provides comprehensive activities that promote personal development, academic improvement, confidence, self-discipline, and drive for our male students. This program is designed to provide the inspiration, motivation, and consistency that young men need to reach their full potential. By fostering positive relationships and group experiences, students in the MVP Program will be prepared to model the mission of the program and positively influence their peers.*



Photo credits: Helen Oderisi



WARHILL HIGH SCHOOL

Seeing is Believing: Virtual Reality in the Classroom

John Aughenbaugh, Tiffany Cannon, Matt Lichtel, Nicole Throckmorton, Lois Wine

- *Virtual reality viewers will allow students to experience English and Engineering curricula in a radical new*

way. They will be able to visit content in a 3D environment with the feeling that they are in a real place, imagining they are walking through a Shakespeare set, or viewing an object in 3D that they have created on their computer.



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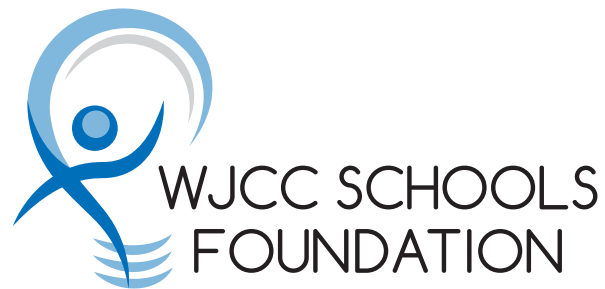


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