



# Press Release

## **Eudora Schools Foundation Announces 2018 Teacher Excellence Grant Recipients**

**Friday, October 5, 2018; Eudora, KS:** The Eudora Schools Foundation (ESF) announced today the award of more than \$10,000 in Teacher Excellence Grants to 24 teachers in the Eudora school district. Teachers apply for grants for innovative programs that enhance students learning and success in the classroom. Since 2006, the Eudora Schools Foundation has funded more than 100 projects totaling more than \$80,000 in classroom educational initiatives across the district.

"Eudora Schools are rich with projects, programs and strategies that elevate our students to a level where they learn deeply and remarkably. Surely this is teacher excellence!" said Claire Harding, ESF President. "The Eudora Schools Foundation Board is given the privilege to reward such excellence with our yearly grants. For this opportunity we must acknowledge and thank our committed, generous community of donors."

The chosen projects will have a beneficial effect on students from Kindergarten through 12th grade. Examples of the grants proposed include STEM projects, books and advancement curricula, technical education, career and college readiness, and cross-curricular education. Grants were awarded to the schools in the following amounts:

Eudora Elementary: \$2,274  
Eudora Middle School: \$4,039  
Eudora High School: \$4,363

Individual school grants and award recipients are listed below:

### Eudora Elementary School

- Stop Animation – enables 5<sup>th</sup> grade students the opportunity to learn an exciting new video skill of bringing static objects to life on screen using iMovie. Introducing these techniques will allow students to use them for future school projects or even pursue as a career. Students will use their creativity in developing their own animation video in their computer technology classes. One of the first stop animation videos students will work on is an internet safety animation that they will each create to help fellow students understand the importance of online safety. Grant Recipients: Ashli Olivera and Jill Stutler
- Kindergarten STEM – allows kindergarten students the opportunity to explore and experience the world of science, technology, engineering, and math (STEM). The students will be able to use the materials in their classrooms to develop an understanding of how the realms of STEM work. Introducing these concepts at a young age will help prepare our students for what they will need now, and in their future. We are providing our kindergarten students with a foundation to strengthen their skills in the STEM pathways as their school careers continue. Grant Recipients: Lynae Soderholm and Meaghan Orlando
- Qball – allows students to use a throwable microphone ball to actively engage in classroom discussion and learning. Students can move around freely in their classroom answering questions so every student can hear them with the use of the mobile microphone. The Qball promotes an active engaged classroom and cooperative learning activities. Grant Recipient: Heather Moore
- Kano Computer Kits – provides students the opportunity to build their own computer and then explore various coding platforms such as Python, Linux, JavaScript, and Coffee Script. These kits allow students to pursue their coding interests, graphic design, game design, story development and design, and engineering design to address real world problem solving. These coding opportunities allow these students to dabble into future career possibilities. Grant Recipient: Barbie Hartwell

Eudora Middle School

- Cardinal Broadcast – provides middle school students the opportunity work as a team to create, record and edit daily school video announcements. Through this fun and engaging video technology and use of journalism, students will strengthen their reading, writing, and communication in a real-world setting. Students will take leadership roles and deliver news and announcements to their peers in an effective and creative medium. Students will no longer only be receivers of information, but also gathers, creators, and producers. Grant Recipient: Cynthia Andrews
- Crazy Chromosomes – enables seventh grade students to have a better understanding of heredity and genetics by using hands-on manipulative kits. Students will gain a better understanding of how they we are made and how all organisms are made over time. These materials will make meaningful, hands-on connections for students to understand the big picture of life sciences and how cells contribute to the function of living organizations, how different traits are passed on through generations, and how passing along traits leads to diversity. Grant Recipient: Kyle Stadalman
- DNA & Immigration – provides seventh grade students a cross-circular opportunity to explore the concept of immigration through DNA. Students will collaborate in their science, social studies, applications, and English language arts courses to understand the concept of immigration and survival while reading and discussing the book *Refugee* by Alan Gratz. Students will also trace their ancestry while working in teams to discover their heritage through genealogy sites and a select number of DNA testing kits. The objectives are for students to garner new information on their heritage, world immigration, and human survival using science, history, and English Language skills. Grant Recipients: Kyle Stadalman, Ryan Jacobs, Angie Kennedy, and Cynthia Andrews
- Gagaball – enables the middle school student success class to build a Gagaball pit for the new outdoor fitness and learning center. Students will use a hands-on approach to learn all kinds of trades in building the outdoor recreation court. Students will pour concrete and build the pit from the ground up with the end result of of all middle students being able to use the court during power hour and various times. Gagaball is an extremely popular youth game that combines dodging, striking, running, and jumping with the objective of being the last person standing in the court. Grant Recipient: Mitchell Tegtmeier
- School Video Production – enables students to learn the ins-and-outs of video production on a smaller scale. The grant funds the purchase of cameras where students can work in small groups to creative video and movies on subjects related to class materials. Video production allows students to work with teachers across all subject areas. Grant Recipient: Angie Kennedy
- Spanish Integrated Performance Assessments – allows middle and high school students to be informed about their progress in second language acquisition and state their proficiency level. This proficiency assessment information can help students set individual learning goals based on their strengths and challenges, and guide them toward continued language study. These Spanish language assessments are useful because students are expected to show what they can do rather than just what they know. Grant Recipient: Melanie McQueen
- Tu Puedes! Spanish Apps – allows middle and high school students the opportunity to use Spanish native speaker audio and video clips to increase foreign language comprehension. When students are provided with enough comprehensible input through listening and reading, the natural output is speaking and writing. Spanish Tu Puedes! listening comprehension apps will help provide the foundation for students' interpersonal and presentational communication. The goal is to build students' confidence and proficiency in interpretive skills which encourages them to continue to pursue their language studies as lifelong learners. Grant Recipient: Melanie McQueen

Eudora High School

- Airbrush Auto Collision Refinishing – allows students in the advanced custom refinishing class to advance their skills in the auto field significantly by providing the tool to learn custom airbrush artwork and refinishing. This auto airbrush kit allows students to be trained in these techniques and will give them a good head start when they graduate. These students will have a more competitive advantage in the job market. Grant Recipient: Chris Paxton
- Strive for Success Materials – provides the popular Franklin Covey book, *7 Habits of Highly Effective Teens*, for use in freshman orientation and strive for success classes. Students have the opportunity to learn strategies and skills to gain new understanding of their potential in both academics and college and career readiness. These materials will help student develop their own leadership capacity for now and in the future. Grant Recipient: Jessica Johnson
- Human Body Systems Model – enhances high school health careers students' knowledge and understanding of medical terminology by using a model of the human body systems. These models allow for students to hold, remove parts and visualize the body systems. They provide fantastic hands on participation and visual demonstration to help students be successful as they learn terminology and prepare to become certified nurses' aides in the course. Grant Recipient: Danielle Young
- Mathematics Team – creates a competitive team of students who will participate in math competitions and events throughout the state. This opportunity provides an excellent learning experience for high school students to build upon their collaborative skills and help transform their mathematical mindsets to a more positive and global perspective. Mathematics is not a subject that is stagnant, rather it is a very active and growing field, and expanding our students' knowledge and breadth of understanding of the mathematics field is the ultimate goal. Grant Recipient: MaryJo Swann
- Scientific Board Games – provides a fun and engaging platform for students to interact with often difficult-to-learn scientific concepts through a set of science-themed board games: Compound, Evolution, and Cytosis. The games provide an opportunity to engage students in creative and competitive play that will aid in their mastery of these basic scientific concepts and also encourage higher order thinking in students. Through their interactions with the games, students will be able to watch new species evolve, or see elements joining at the atomic level to form more complex compounds, or follow the path of an enzyme as its synthesized inside of a living cell. Grant Recipient: Eric Magette
- Spanish Audiobooks – allows high school student enrolled in Advance Spanish the opportunity to improve their literacy, vocabulary, comprehension, and background knowledge through the use of audiobooks recorded by native speakers. Students will have access to a variety of high interest, compelling, comprehensible electronic books for different Spanish speaking countries: Spain, Bolivia, Guatemala, Mexico, and the Dominican Republic. These audiobooks will engage students with differentiated interests and varying proficiency levels, going beyond the limitations of textbooks. The combination of reading with native speaker listening makes this an extremely valuable teaching tool. Grant Recipient: Kim Lancaster
- Womens' Peer Mentor Book Club – joins a diverse group of high school women to achieve a common goal of empowering themselves and each other to become more compassionate and open-minded young people through a peer mentor book study. The book club fosters conversations with classmates about social/emotional issues and how this discussion and engagement can bolster the women's own self-esteem, but also learn how to experience compassion rather than aggression toward peers who come from different background. The goal is to not only change how they experience school and peers now, but to create a positive change of attitude that can last a lifetime. Grant Recipient: Susan DeVoe
- World History Library – fosters students' ability to comprehend text, respond to a work of historical literature, and to foster students' love of reading by developing a classroom history library. It demonstrates to students that textbooks are not the only sources of historical literature. The goal is to encourage students to be life-long learners of history and introduce them to books that make history even more relevant, fun, and interesting. Grant Recipient: Chris Durkin

The Eudora Schools Foundation is a nonprofit organization (501(c)(3) that generates resources, builds relationships, and champions public education in Eudora Public Schools. Founded in 2006, the Foundation exists to enhance the quality of education through partnerships with the community. Expenditures are primarily directed toward enhancing classroom instruction and impacting the broadest number of Eudora students.