



The Education Fund's



2006-2007 Citibank Success Fund

Also featuring Citigroup Team Mentor Grants



The Education Fund


The Education Fund enlists the support of the private sector to improve Miami-Dade schools and bring excellence to public education.

This work reaches all 350+ schools and 20,000+ teachers in Miami-Dade public schools, and benefits hundreds of thousands of students.

Currently, The Education Fund offers more than a dozen different initiatives to help our public schools. The Citibank Success Fund/Citigroup Team Mentor Grant program is one example.

The Education Fund also raises funds for public school projects, acts as a fiscal agent, and seeks out innovative ways to help our public schools educate all of our children.

The Education Fund is making a difference in the lives of children by:

- \$5.3 million in free supplies for classrooms
- 2,000+ struggling students provided with the one-on-one tutoring they needed to learn to read
- \$1.7 million in classroom grants to teachers
- 7,533 refurbished computers and training for underprivileged children and their families
- 1.2 million trilingual *Parent Resource Guides* to help parents get involved in our public schools
- 4,216 hours of in-class mentoring to help new teachers
- \$386,227 in funding for the arts in our public schools
- 5 million+ media impressions in a campaign to educate the public on teaching quality
- \$3.4 million leveraged in leadership training to help assistant principals assume the role of principals in our hardest-to-staff schools
- And more! 



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A Message from the Citibank Florida President

It is with great pleasure that I present the 2006-2007 Citibank Success Fund and Citigroup Team Mentor projects in this publication. Through these grants, teachers create success stories in our public schools. I congratulate and thank the teachers who take up the challenge and point the way toward success for our at-risk students.

Since 1987, the Citibank Success Fund has been expanding the learning experiences of more than 168,000 at-risk students in Miami-Dade County by facilitating highly-engaging active learning projects. Hard-to-reach students, under the skilled direction of a caring teacher, are motivated to learn with projects, such as Show Me the Money, where students role play jobs in the financial field to experience the right way to handle money; Earning Your Way, where incarcerated youth learn business techniques and master employability objectives; and yet another, My Miami, in which students create photo essays for a book on the diverse cultures of Miami.

We not only bring successful school experiences to our youth, but also to beginning teachers through the Citigroup Team Mentor program. These grants allow veteran teachers to collaborate with beginning teachers on a classroom project. The teamwork imparts management skills to the beginning teacher and showcases new and invigorating ideas to the veteran teacher.

Both of these programs, under the Citigroup umbrella, are possible thanks to the support of Miami-Dade County Public Schools and all the business and civic leaders who participate in the community grant judging. We also applaud our administrative partner, The Education Fund, whose partnership with Citibank Florida and the Citigroup Foundation illustrates how a shared vision and commitment to support our public schools can make a difference in teachers' and students' lives.

On behalf of Citibank and the Citigroup Foundation, we are proud to present the 2006-2007 Citibank Success Fund and Citigroup Team Mentor Grants. Success is written throughout each one!

Carlos J. Dávila
President
Citibank Florida

A Message from the Chair of The Education Fund

The Citibank Success Fund, launched in Miami-Dade County nearly 20 years ago, is an award-winning program that Citigroup Foundation has spread around the world. The program's greatest accomplishment is getting to the heart of hard-to-reach students and sparking their enthusiasm for learning.

This publication showcases tomorrow's success stories. You'll read about teachers who go beyond textbooks to make their daily lessons meaningful to students who, in turn, are inspired to learn. We applaud these teachers for their extra efforts on behalf of their students and also Citibank for partnering with The Education Fund to introduce these at-risk students to success in the classroom.

Through the Citibank Success Fund, Citibank and Citigroup Foundation have invested nearly \$3/4 million in Miami-Dade County Public Schools students. This investment reflects Citibank's long-term commitment to our county's at-risk students and serves as a continued inspiration and challenge to the entire community. Citibank understands that a good education for students is the responsibility of the community at large.

Gary M. Pappas
Chair
The Education Fund





Citibank Success Fund

In 1988, recognizing the seriousness of the dropout problem, Citibank stepped forward to support successful dropout prevention efforts and encourage new ideas by creating the Citibank Success Fund. The Citibank Success Fund provides small cash grants to educators for developing innovative, easily replicable, grassroots programs that provide students with an opportunity to succeed and to associate that success with continued school attendance. Because of The Education Fund's experience in administering such programs, Citibank asked The Education Fund to help set up and run the Citibank Success Fund.

Applying

The Education Fund's Citibank Success Fund grant applications are mailed to schools in the spring. Miami-Dade County Public Schools are instrumental in promoting and disseminating applications and information about the grant opportunity throughout the school system. Teachers can also apply online at www.educationfund.org. Applicants are required to submit their grant proposals by May 1st.

Judging

In June, The Education Fund pre-screens all applications, checking for completeness and adherence to the guidelines. The second stage of the screening process is a community grant reading, sponsored by Citibank, which is held in July. Business and civic leaders throughout Miami-Dade County are invited to participate in the event as volunteer judges.

The volunteer judges are divided into teams of four or five individuals and include a local educator/technical advisor. All team members rate each grant following the criteria given. These scores are then discussed and compiled for a final team rating. Following the grant reading, an Ed Fund staff member averages and tabulates the scores and ranks the applications. Based on the scores, a funding recommendation is submitted to The Education Fund's board of directors for certification.

Winning

The Education Fund's Citibank Success Fund grant recipients are recognized by their peers and the business community at an awards reception sponsored by Citibank in the fall. At the reception, the winning teachers receive their grant checks along with forms to document the results of their proposals. At the conclusion of their projects, recipients submit their reports and financial data to The Education Fund.



Citigroup Team Mentor Grants

The Education Fund's Citigroup Team Mentor Grants provide an incentive for collaboration between new and veteran teachers. This collaboration centers on classroom based, student learning projects that provide common ground for veteran teachers and new teachers to work together. Grants range from \$1,000 to \$1,200.

Many of the grants encompass the standards of the National Board for the Profession of Teaching Standards. These standards reflect the developmental levels of the students and subjects being taught and are useful as professional development tools for teachers at all levels of performance. The teacher teams are composed of a mentor (a veteran teacher with more than five years of experience) and one or more beginning teachers with less than three years of teaching experience.

Program implementation begins in September and is completed by June. In their final reports, the teacher teams evaluate their mentoring relationship. Applications are due in May and are available online at www.educationfund.org.



The Citigroup companies in Florida are proud to continue their support of The Education Fund

Elementary

A Taste of Success in Science

This program encourages 150 fifth-grade students to notice science concepts in the everyday world around them. In this inquiry, students see science taking place in the kitchen and become kitchen chemists as they observe, collect data and analyze experiments centered on food stuffs. Exciting and motivating activities include working with lemon fizz, diffusion and dissolving rates in kool aid, making a red cabbage acid indicator, curds and whey, and a substance colder than ice.

Arlene Trotter
Crestview Elementary

Book-Making Center

This project creates an incentive center for students to complete independent work. Supplies, ranging from construction paper, scalloping scissors, rivets, and hole punches to ribbons and laminating paper, are available for students to illustrate and decoratively bind the stories they have written. When students complete five of their own books, as an incentive they will receive a bonus gift through Scholastic – a Klutz Book Making Kit to make more books at home with their parents.

Susan Rosenthal
Kenwood K-8 Center

Business Club

Student groups are assigned to five companies, each consisting of a CEO, vice-president, treasurer, and a secretary. Students are exposed to business principles and the skills needed for success in business through a series of guest lectures, field trips and group projects.

To further learn the principles of banking, investment and taxation, students receive a bi-weekly “paycheck” based on conduct, demonstration of knowledge of the topics covered and completion of company assignments.

Deen H. Tyler
Brentwood Elementary

Curious George Learns to Read!

This is an incentive, theme-based reading program for 60 struggling readers in first and second grade. The yearlong program will take that little monkey, Curious George, through the steps of learning to read: phonics, vocabulary and comprehension. Curious George books, bookmarks, posters, puppets, computer software, and teacher-made activities will activate enthusiasm for learning to read!

Linda Askari Blanchfield
Royal Palm Elementary School

Image..., Imagine..., Integrate!!!

This project is aimed to expand the remedial Reading/Language Arts program to help at-risk students improve their reading and writing skills. For these struggling students, traditional-type classrooms that deliver instruction through lectures, chalkboards, books, paper and pencil, have proven to be ineffective. The project targets different modalities, aural, visual and kinesthetic, in order to reach all children. Students are exposed to motivating and engaging learning experiences that utilize digital cameras and educational software to strengthen reading and writing deficiencies while acquiring technology skills.

Myriam C. Garcia
Amelia Earhart
Elementary School

Infusing African-American Literature into Media Curriculum

Using the state-mandated African-American history curriculum as a focal point, early childhood classes will also be taught with film, web resources and age-appropriate literature giving potential dropout students both oral and visual support. Students master a greater understanding of African-American history by using an ongoing unit of study rather than being taught the subject matter in isolation during African-American history month in February.

Shari Klasner, MA and
Stephanie Lee-Harris, PhD
Golden Glades Elementary

The M.A.D. Program – Making Advanced Differences

Designed for fourth- and fifth-grade zone school students with stanines of level 2 or 3, this program is designed to increase their stanines by at least one level. To accomplish these goals, students need positive alternatives to the negativities they seem to accept as their norm. M.A.D. builds students’ character and develops social and critical-thinking skills through community-service activities. To become good role models, students receive conflict-resolution training and develop, through high-interest games, their socialization skills. After training, students placed in community service learn first-hand the difference they can make as active citizens in the community.

Willie Mae Inniss
Shadowland Elementary School

Mathematical Novels

This program teaches students the various mathematical strands with the aid of literature and manipulatives. Students are introduced to new math concepts by a grade-appropriate picture book that is funny and educational. Students then take control of their learning by using manipulatives related to the book to explore the concept they learned. Additionally, teachers can emphasize positive behavior through the Money & Check System, which teaches students how to maintain a checking and saving account.

Vanessa Paneca
Ben Sheppard
Elementary School

My Miami

After researching the history of Miami-Dade County, students will take a field trip to an Amish community, Miami Beach, Little Haiti, Micousukee Indian Reservation and the Redlands. Students will document what they learned about these cultural communities with photos and essays which will be incorporated into a hard-bound book entitled, My Miami. The book and artifacts the students create to represent one of the communities will be shared with parents at a special publishing party.

Carol Newport
Meadowlane Elementary

Proud Poets & Wonderful Writers

This project encourages good writing by showcasing works in Bare Books, an internet site that can be read and shared by others. The goal is to get second-graders proficient in writing by the fourth grade. With the journaling genies, a Bare Books item, students can write aided by creative designs. The line guides also help keep the writing neat in appearance. The eye-catching results can be prominently displayed in the school to draw interest in writing.

**Katrina Anderson and Jan Dennard
Ruth K. Broad
Bay Harbor Elementary**

Reading Between the Lens

This project combines the promotion of literacy with the use of photography. Fourth- and fifth-grade students, more than half in special education, form a photography club. Once students learn to take photographs, they are given their own disposable camera to take pictures of words they find in the community (billboards, posters, signs, store names, etc). Guest photographers, including award-winning photographer, Monte Zucker, give tips to the students. Throughout the school year, students will showcase their photographs in the library and on bulletin boards. They also bind their photos, including captions, in a book, and present them in a read-aloud format to the kindergarten and first-grade classes.

**Mildred Boveda, Mickey Weiner (NBCT) and Harold Zimmerman
Myrtle Grove Elementary School**

Recipe for Success

Cooking activities that directly correlate to lesson plans and benchmark skills will be used to integrate math, science and reading around a series of themes. To share their successes, students create a class cookbook by sequencing their cooking steps in a comic-strip format, illustrating preparation, cooking, eating and clean-up.

**Michelle Svayg
Eneida M. Hartner
Elementary**

Scoring Your Way to Effective Reading

ESE students with problems using spoken or written language will be part of a high-interest, interdisciplinary thematic reading program. Recorded books that are part of the Accelerated Reader program will also be utilized as will peer and choral reading to develop proficiency.

**Cynthia Baugh
Dante Fascell Elementary**

Show Me the Money

Students will master money skills through simulated activities as they role-play the jobs of bank loan officers, tellers, retail cashiers and financial advisors. The reason for this program is for children to become savvy when dealing with money early-on because of its impact in our daily lives.

**Melissa Alonso
Oliver Hoover
Elementary School**

Special Messenger

School should be exciting for everyone, but can be very stressful for ESE (Exceptional Student Education) students who may feel unsuccessful and inadequate. With this program, students become more involved in the school because of the opportunity to interview and write articles about school or the community for a class newspaper. They visit *The Miami Herald* to learn how to publish an article and a broadcast outlet to learn how to report a story. They now are prepared to report the news during the morning announcements in front of the entire school.

**Natha P. Lloyd-Cure
R.R. Moton Elementary**

Start Write, Stay Right

This project promotes FCAT writing skills in the primary grades as first-grade students write, edit, illustrate and publish their own literary works. Each student decorates a shoe box that serves as a publishing kit. Each kit includes a composition journal to practice pre-writing skills and story mapping as well as crayons, craft items, hole punch and card stock to illustrate and publish completed stories.

**Shannon Mack Green,
Ruth Williams, Marie LaMour, Pamela Randall,
and Joanna Novick
Norland Elementary**

Super Scientists

To reach mastery on the fifth-grade FCAT science test, 175 third-grade students will be part of this take-home science project that reinforces the science skills taught in the classroom as well as increase parental involvement in student learning. The take-home science kits, which are housed in the media center, include hands-on experiment materials, a journal, follow-up activities and a list of relevant web-sites to explore.

**Byrna Berman
Ojus Elementary**

The Wannado Micro-City

This project extends the learning environment into a hands-on, real-world math lab, which acts as a micro-city to increase students' knowledge of financial literacy. Students are exposed to everyday uses of math in banks, mortgage and insurance companies, surveyor's office and more. Giving students the ability to role play various jobs disguises the learning that takes place within this active-learning setting.

**Mariette Francois
Toussaint Louverture
Elementary School**

You and Me ... Under the Sea

In this year-round interdisciplinary study of the ocean and its inhabitants, students are immersed in a learning environment that brings the sea to life in the classroom. An ocean adventure is used as a backdrop to learning across the curriculum with everything from seashells as math manipulatives to sand and water science lessons to songs from the high seas. With the ocean in their backyard, at-risk students may be motivated and inspired to continue this unit of study for the rest of their lives.

**Margie Love
David Lawrence Jr,
K-8 Center**





A Flair for Fluency

In an effort to improve fluency, thereby increasing comprehension skills, struggling readers will use various strategies – read-alouds, timed oral readings, recording readings, listening to audio books – to practice fluency skills and then record children’s books on tape. The books and tapes will be donated to a daycare facility.

Danielle T. Ellis
Richmond Heights
Middle School

Celebrate Us

Through this program, students, parents, community members and educators work together to educate, motivate, and embrace the diverse cultures that make up the community. “Celebrate Us” takes a new and different approach to the study of geography by incorporating the culture of the students and community into the educational process. Students participate in hands-on activities that focus on all aspects of their heritage and create a presentation that represents their individuality and their family’s country of origin.

Patti Ward
Oak Grove Community
School – 6th Grade

Cutting Up Card Shoppe

“Cutting Up” is for at-risk students who perform at levels 1 and 2 on the Reading FCAT. The program aims to improve reading skills and foster enthusiasm for independent reading. The goal is to empower students with entrepreneurial skills in a card-making business to effect positive change in their lives. Students use die-cuts and card stock to create greeting cards, which will be sold to the school community.

Alice Haxton
North Beach Elementary -
6th Grade

CO-OPERASIZE

Cooperative games are designed to promote genuine cooperation and empathy among middle-school students during their physical education classes. The giant balls are stimulating pedagogical tools that result in a myriad of valuable learning experiences such as “planet pass” and “math facts.” The kinesthetic activities also encourage group problem-solving and stress decision-making and goal-setting skills.

Suzanne Wojcik
Nautilus Middle School

Enthobotany or Role of Plants in Society

This program creates an engaging, interdisciplinary project that links schoolwork to real life. Students examine how and why people use and conceptualize plants in their local environments. Students act as enthobotanists gathering data from families and friends about plants and the role they play in their lives. By doing so, they learn the historical importance of plants on cultural development, medicine, clothing (dyes & fibers), and construction materials as well as contemplate the future relationship of humans with the land.

Dr. Suzanne Banas
and Allison Lincoln
Richmond Heights
Middle School

MICE (Multiple Intelligence Center Experts)

Eighth-grade students are exposed to different methods of instruction – from rap music to puzzle cards and board games – to teach science objectives to fourth-grade students. The mentor MICE develop and present the lessons so that the younger students of different abilities, interests or needs experience equally-appropriate ways to learn.

Sandy Witt
Miami Springs
Middle School

SCIENCES (Science Creates Innovative, Exploratory, Nurturing, Cross-Curricular Excellent Students)

SCIENCES helps 200 predominately Haitian eighth-grade students who are below grade level to improve science, reading and writing scores through a variety of innovative activities. Participating in the local botanical Fairchild Garden Challenge, students work in cooperative groups and plan environmental projects, such as planting and nurturing a butterfly garden, that compete in the county-wide contest. As part of the challenge, they create posters, collages and a book about their garden project.

Monica S. Gross
North Miami Middle

Westview Globetrotters

This program provides sixth-grade students with a worldview that stretches across every degree of latitude and longitude. Through a variety of learning strategies that addresses their different learning styles (visual, auditory, tactile and kinesthetic), students gain awareness of the people, places and possibilities that surround them.

Vanady Daniels,
Assistant Principal, and
Allison L. Requejo
Westview Middle School

The MAD Scientist: Masters, Acquires and Demonstrates Science

Engaging hands-on activities for struggling below grade level students help to break down the scientific method into a language that students understand and enjoy. Science is taught with a twist as in-house fieldtrips and workshops such as learning chemical science in “Playing with Polymers” and discovering their many shapes and forms; physical science with “Matter of Fact,” building wacky molecular concoctions; energy science by building and flying gliders in “Stunt Planes;” and environmental science in “Earthworks” by working with geodes and making their own ultraviolet detectors.

Wajahat Quadri and
Kim Martinetti
Norland Middle School





High School

Exploring Ecology

This program will be implemented in a high-need, low performing Title 1 school with 50 high-school students enrolled in intensive reading. Students engage in an in-depth, interdisciplinary study of South Florida's ecology that culminates in presentations on their research projects. It's aim is for students to become aware and involved in the environmental sustainability of their community as well as to increase their academic expectations, achievement levels, and school attendance and decrease the number of suspensions by providing a series of stimulating and enriching academic activities which include creating an Everglades terrarium, maintaining a salt-water aquarium and snorkeling the coral reefs.

Gemma Torcivia
Miami Central Senior High School

Nine Dragons/Nine Reasons to Stop Violence in our Schools

Through theatric performance, participants, both cast and audience, learn to address drop-out and gang violence via performances and post discussion. The play, "Nine Dragons," deals with conflict resolution as two different tribes on an island fight for the land. The conflict is resolved by nine powerful dragons residing on the island who each represent one reason why violence is unnecessary.

Daphnie Sicre
North Miami Beach Senior High

Parent Exhibit

Over the course of the school year, seventy-five ninth graders will become proficient in reading skills tested on the FCAT through several projects that manifest themselves on each student's artistically-designed "web of life" display board. Family, education, heritage, and career goals are explored using internet research, digital camera and scanners. Acquiring new technology skills not only motivates students but prepares them for the workforce. After students work on the first segment – the family – of the "web of life" board, parents are invited to a special viewing. This is an opportunity to persuade parents to sign their children up for free FCAT tutoring after-school and on Saturdays.

Patricia L. Gamble
Miami Senior High

Teen Expressions Poetry Slam

Students in intensive reading classes write, publish, and then recite their original poetry in front of an audience of their peers, teachers, family, and community members. The project provides an avenue for students to explore many forms of language, vocabulary and a creative form of self expression.

Corrine Richardson and Lorraine Grochowski
Booker T. Washington Senior High

The Things We Carry

Students see images of the Iraq war and hear about soldiers being killed, but they have few avenues in which to express their feelings. Some of these students have family members in the military. Most of the other students do not have a direct connection and seem oblivious to the situation and uninformed. Through this program, students see the war through the soldiers' perspective as they read "The Things They Carried," use higher order thinking skills through Bloom's Guide and apply note-taking skills. Then, after reading news articles on the conflict, they publish and express their own point of view in various media.

Marlene Cabrera
Felix Varela High School

The Secret to Success

This program is designed for Parenting/Child Care and Consumer Science classes to teach the importance of planning, decision-making, and money-management skills – all essential for a successful life. The focus of the program is to change the way students make choices. After interactive activities that present a myriad of facts and ideas, students create a realistic life plan to help guide their future choices and decisions.

Gussie Bowen
Miami Beach Senior High

The VIP Program: Violence Intervention and Prevention

This program addresses the students placed in the Intensive Reading classes – ones who have scored at level 1-2 on the FCAT and need help using language to communicate. Many of these students are frustrated because they haven't acquired the skills to communicate their feelings and ideas and often resort to aggressive behaviors to get attention. This type of behavior takes them out of class for suspension, resulting in even less learning and perpetuating the circle of violence. Through this program, cutting-edge novels that deal with teen protagonists grab the students' attention and act as a springboard for discussion.

Mary Joffe and Marlene Cabrera
Felix Varela High School

ALTERNATIVE & SPECIALIZED

Busy Beads Business

Busy Beads creates a simulated work setting which gives severely emotionally disturbed and educable mentally handicapped students various opportunities to master employability objectives. The students create a school-based jewelry-making business where they decide the type of jewelry to make, choose color patterns, gather materials and price the product. Through this project, students gain experiences to help foster independence and future opportunities for employment.

Ana Mendez
Specialized Development Center-South

Earning Your Way

This program for incarcerated youth is designed to generate hope and change mindsets by embracing entrepreneurship. The focus is on writing an effective business plan, investing finances, building a rapport with banks, improving credit scores and understanding the repercussions of unethical behavior. Once the groundwork is laid, the students develop a feasible plan to create a small business.

Bonita Carroll
Juvenile Justice School

Extra, Extra, Read All About it!

Through a monthly publication that features student work, parent information and community partnerships, students learn teamwork and put into practice new technology and writing skills. This enables the school's emotionally handicapped students to explore careers in the journalism field while developing collaboration and technology skills.

Julie Ann Boele
Ruth Owens Kruse Educational Center

Walk with Me

An interdisciplinary, intergenerational community history project aims to increase the ESE special diploma students' technology skills, writing, etiquette, and appreciation for their community. As students investigate their community's history, they interview a senior citizen to help them better understand the history and growth of their area. Students who become actively involved in the project by taking pictures, conducting interviews, researching, writing poetry, developing a booklet and planning a banquet, are more likely to attend school regularly.

Shirley Thomas and Bobby Miller, Sr.
Miami Douglas MacArthur South Senior High



Citigroup Team Mentor Grants

Becoming an Effective Teacher: An Action Plan

In conjunction with an e-learning course on classroom management, beginning teachers read the noted "First Days of School" by Harry and Rosemary Wong. Then, the mentor works with them to plan needed changes in classroom management. As part of the national board model, the mentor, who is a math department chair, videotapes beginning teachers' mathematical lessons, which are then viewed and improvement strategies discussed.

Sandra A. Daire, Eduardo Guzman, Daniel Alvarez and Barbara Velunza Felix Varela Senior High School

Botanical Adventures through Your Senses – Bringing the Adventures Home

Science and photography teachers create an outdoor classroom via a greenhouse where students grow crops and learn about field botany through digital photography. Science students plant different fruits and vegetables and replant in containers until harvesting. They work together with the photography students to select and display their data collection on presentation boards that are displayed at a community gallery.

Eloisa Mesa and Juan E. Cabrera Design & Architecture Senior High

I'm Looking at Someone Special: A Photographic Journey

This project develops the students' awareness and pride in their family and community and increases their ability to effectively communicate through visual images and written statements. The participating students, who are classified Severely Emotionally Disturbed or

Emotionally Handicapped, improve their coping and social skills by combining reading, writing, art history and fine arts. Students are trained in portraiture and how to tell a story through pictures. Then, they take photos of the community, discuss the results in class and make individual scrapbooks. The best photos are enlarged and chosen for an exhibit.

Melinda Fedorko and Erica Lee Irving & Beatrice Peskoe Elementary

Investigating Math through Art

This project allows teachers and students to investigate the mathematics found in art by creating lessons highlighting the relationship. Students view art videos and create art projects that explore math concepts such as geometric shapes in art, proportions, distance and angles. After exploring these math concepts, students create a final work of art illustrating comprehension of the concepts.

Isis T. Silva and Daniela Schwimmer Joella C. Good Elementary

It's in the Bag!

This program, developed by National Board Certified Teachers, covers just about every question or problem a new teacher might encounter. A bag full of useful and workable ideas, tips, strategies and activities is helpful to new teachers to assimilate successfully to the teaching field. Their collaboration includes joint lesson planning, coaching, observations, reflection activities, modeling, and peer-coaching techniques.

Ana Cruz and Sylvia Rappaport Liberty City Elementary School

Rallying Around the 3-Rs: Research, Resources & Refreshments

In order to cultivate a community of learners, once a week, new teachers and National Board Certified mentors are invited to share ideas along with refreshments. New teachers are invited to come with specific topics in mind to discuss with the mentors. Lesson plans, interdisciplinary projects and thematic units are explored so that a professional collaboration is established.

Mickey Weiner and Jessica Grayton Myrtle Grove Elementary School

Reflecting on Differentiating Instruction to Improve Student Achievement

This project will further the skills of the veteran teacher, allowing for an opportunity to conduct action research and develop successful teaching practices that are responsive to the specific needs of students and teachers at various sites. The participating new teacher benefits from the learning community created as a result of the research, reflection, mentoring, modeling and coaching that is inherent in the project/relationship. The new teacher learns skills and strategies in classroom management, differentiated instruction, design and implementation of experiential/discovery learning activities, self-reflection and action research.

Valerie Morris, Jenita Lyons, Louise Muscarella-Daxon and Anthony Armbrister Miami Edison Senior High

Spectacular Scientists

This project is designed to prepare 4th-grade students for the 5th-grade FCAT as well as to ensure new teachers are promoting hands-on science. This project teams three new teachers and one veteran to implement eight hands-on science kits that students can experiment with at home to reinforce classroom learning.

They're able to explore science at their own pace, in a comfortable environment, with their parents to support them.

Dina Adler and Byrna Berman Ojus Elementary School

Writing Our Way to Success

Students currently lack opportunities to express themselves through writing. This project entails creating a student-initiated newspaper, which gives students practice in different types of writing, including those tested on FCAT Writes. It also solves the dilemma of eighth period, an extremely difficult time of the day when teachers are dealing with tired and apathetic students. Because students learn best while having fun, students look forward to this end-of-the day writing enrichment.

Kelly Welsh and Elizabeth Lennox Madison Middle School

Zora Neale Hurston Festival

Students expand their knowledge of the themes in the book "Their Eyes Were Watching God" through text rendering, collages, and evaluative essays. They also gain appreciation about the life and experiences of Zora Neale Hurston, while they grasp a new culture, time period and lifestyle. Other novels that tie in thematically are studied so students can identify how themes are evident in different texts. To further their study of the author, the students attend the Zora Neale Hurston Festival in Eatonville, Florida, the setting of the novel. Here students participate in activities and discussions about the novel and how it relates to Florida's people and heritage.

Keisha McIntyre-McCullough and Michelle Chanda Singh Robert Morgan Educational Center





Six Ways to Help The Education Fund Spread Excellence:

1. Buy a "Support Education" license plate! The Education Fund receives \$20 from the sale of each education license plate sold in Miami-Dade County – and from renewals each year!
2. Designate The Education Fund through your payroll deduction program. Just fill out your payroll deduction contribution card and write in The Education Fund as your donation recipient.
3. Honor a loved one by making a donation in their name.
4. Designate The Education Fund as a beneficiary in your will.
5. Donate stock or property.
6. Make a cash donation or use your credit card to donate online at www.educationfund.org.

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