ABOUT YOUR PROJECT

Please answer each of the following questions. If more space is needed, please attach extra pages. Please avoid using names of specific teachers and/or schools in your responses as all grants are blinded for review.

PROJECT TITLE: Camp Write-On!

PROJECT DESCRIPTION

1. Briefly describe the project, please include the project's goals and how they will be attained and measured.

"Camp Write-On!" will transform our 6th-grade classroom into a five-day creative writing retreat; a space where students can discover their writing voices, reflect, and connect through storytelling. This immersive experience will simulate the feel of a writing camp or retreat, complete with workshops, snacks, journals, and creative stations that promote voice, imagination, and confidence as writers.

The retreat will occur once per semester and will be assessed through a variety of journal submissions and presentations with a specific focus on writing fluency, confidence, and idea generation.

Innovation and Enhancement of Learning

2. Explain what makes this project innovative. How will assist you in meeting the needs of our students? Please be specific and provide data to support the need if possible.

This project is innovative because it reframes writing instruction as an immersive, student-centered experience rather than a traditional classroom task. Instead of short, segmented writing periods focused primarily on assessment, Camp Write-On! provides extended, uninterrupted time for students to write, reflect, collaborate, and share in a low-pressure, high-engagement environment. This approach mirrors authentic writing practices used by professional writers and addresses a growing need for both academic and social-emotional support.

Many middle school students struggle with writing confidence and stamina. National data consistently show that fewer than one-third of middle school students perform at or above proficiency in writing, and classroom experience confirms that reluctance, fear of "getting it wrong," and limited opportunities for choice often prevent students from fully engaging in the writing process. In addition, post-pandemic learning has highlighted increased student needs in areas such as focus, self-expression, and emotional regulation. Institute of Education Sciences, National Center for Education Statistics, U.S. Department of Education. Writing 2011: National Assessment of Educational Progress at Grades 8 and 12.

This project meets those needs in several key ways:

- **Choice-based writing workshops** allow students to select topics and genres that matter to them, increasing motivation and engagement, especially for reluctant writers and students with learning differences.
- **Extended writing time** builds stamina and fluency, skills that are difficult to develop during short class periods.
- **Multisensory and creative materials** (journals, art supplies, visual prompts) support diverse learning styles and help students who struggle with traditional text-only instruction.
- **Social-emotional integration** through mindfulness, reflection, and peer sharing helps students develop confidence, empathy, and a sense of belonging.
- **Authentic audience opportunities** (open-mic sharing and portfolio creation) validate student voice and reinforce that writing has purpose beyond grading.

By transforming the classroom into a retreat-like environment, this project removes common barriers to writing and replaces them with curiosity, creativity, and community. The result is not only improved writing output, but a measurable increase in student confidence, engagement, and willingness to take risks as writers; outcomes that directly support both academic achievement and student well-being. Additionally, excitement is generated year to year and is a project students will anticipate positively.

AUDIENCE & SUSTAINABILITY

3 (a). Describe the student population targeted by this project. Might this project be repeated with new students in future years? Explain.

This project targets all students in our 6th-grade Writing classes, a diverse group of learners representing a wide range of academic abilities, backgrounds, and learning needs. The student population includes general education students, English language learners, gifted students, and students with identified learning differences in areas such as written expression, attention, and processing speed.

Sixth grade is a critical transition year in which students move from learning foundational writing skills to applying them more independently. Many students at this level experience anxiety, reluctance, or decreased confidence in writing as academic expectations increase. This project is intentionally designed to support both reluctant and confident writers by offering choice, creativity, and multiple entry points into the writing process. Flexible workshop formats, multisensory materials, and peer sharing opportunities allow students to engage at their own level while still being challenged to grow as writers.

Camp Write-On! can be repeated with new students in future years. The structure of the retreat, workshop lessons, and many materials (decorations, lesson plans, and writing prompts) are reusable. Journals and consumable supplies can be replenished at minimal cost, making the project sustainable beyond the initial grant funding.

Because the retreat model emphasizes student voice, reflection, and authentic writing experiences, it can be easily tailored to different cohorts of students, themes, or curricular goals. This ensures long-term impact, allowing the project to become a meaningful annual experience that supports literacy, creativity, and student well-being across multiple years.

3 (b).How many students will be served?

Depending on the varying class size of any given year, the project will serve between 100-130 students.

PROJECT EVALUATION

4. How will you evaluate the success of this project? What data, criteria, assessments, surveys, statistics or other measures will you use to assess its impact?

The success of Camp Write-On! will be evaluated using a combination of student writing samples, reflections, and teacher observations aligned to the Pennsylvania Core Standards for English Language Arts.

1. Student Writing Artifacts
Each student will complete a mini writing portfolio containing at least three original pieces (narrative, imaginative writing, and poetry). Writing will be assessed using a grade-level rubric aligned to:

- **CC.1.4.6.A–D** (writing clear narratives, developing real or imagined experiences, using effective technique and descriptive details)
- **CC.1.4.6.T** (writing routinely over extended time frames)

Growth will be measured by comparing writing samples completed prior to the retreat with those produced during and after the event, focusing on idea development, voice, organization, and writing stamina. Growth will also be measured from the first semester retreat to the second.

2. Student Reflection and Self-Assessment
Students will complete brief pre- and post-retreat reflections measuring changes in:

- Writing confidence
- Willingness to take creative risks
- Comfort with sharing writing

These reflections align with **CC.1.5.6.A–D**, which emphasize collaborative discussion, presentation, and reflection on ideas.

3. Engagement and Participation Data
Teacher observation checklists will document student engagement, time on task, and completion of writing activities during each workshop session. High levels of participation will indicate increased motivation and sustained focus during extended writing time.

4. Indicators of Success

- 100% of students complete at least three original writing pieces
- The majority of students report increased confidence and enjoyment of writing
- Observable improvement in writing stamina and engagement during subsequent ELA units

This evaluation approach ensures that project impact is measured through authentic student work, reflection, and alignment to Pennsylvania ELA standards, demonstrating both academic and social-emotional growth.

BUDGET

5. Please provide the following information for the items you intend to purchase for this project (please include shipping costs, if applicable). If some of the items you will use to carry out this project are being paid by using funds from sources other than the GEO Grant (i.e., the school district, other grants, etc.) please include these items but enter zero (0) for the amount. This will let the reviewers know that the project is completely sustainable even if the Foundation is not financing the entire budget. Attach additional pages if necessary. Briefly describe any items that may be unfamiliar to the application reviewers.

Please consider your "ideal" request and also what you would be willing to accept if funds are limited. (For example, if 20 items for your classroom is ideal, but you would accept 5 or 10 and have students work in groups please indicate that below.)

	ITEM	UNIT PRICE	TOTAL	TOTAL* (if you will accept less based on funds available)
1	Bulk composition notebooks	$50 per 80 x 2	$100	
2	Journaling Pens- bulk	$20.99 per 100	$20.99	
3	Stickers/Tape- creative elements	$8.99 per 300 stickers $12.99 bulk box washi tape	$ 22.00	
4	Guest Author/Speaker	Approx $200	$200	
5	Decorations- Lights, banners, tablecloths (already have)	$0	$0	
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
		BUDGET TOTAL:	342.99	

IMPORTANT NOTE: In order to ensure that projects including technology are priced properly, employees requesting technology or technology related items must submit prices for review to Adam Swinchock, Director of Instructional Technology. **Technology proposals without his signature will not be considered by the committee.** Please also consider allowing for a 2-4% increase in pricing as pre-holiday prices typically increase in the new year when we are purchasing the items.

Required for proposals including technology items:

Signature: _____ Date: _____