

1. Responsive Classrooms Resources

Amount Requested: \$1,124

Submitted by: Kati Walsh, teacher

Describe the Need:

Responsive Classrooms is a program adopted district wide to help create community, teach social skills and help children form positive relationships in their classroom communities. Randall teachers have started Responsive Classrooms by implementing Morning Meetings in their classrooms, changing our teacher language and implementing logical consequences among many other things. All of these things have already been showing many positive outcomes for students in areas such as academics and relationships. The only problem is that we are sharing too few resources for too many teachers! As the PBS coach, my job is to support the teachers in implementing Responsive Classrooms. Their top request is more resources.

In looking at the guidelines for this grant, the guidelines state:

- Address a specific need of the Franklin-Randall community.
- Benefit a large number of Franklin-Randall students.
- Have no other avenue for funding (district, school, corporate, parent, etc.)
- To encourage close and effective relationships among Franklin-Randall children, parents, schools, and the community.
- To provide a forum through which parents, teachers, and administrators can communicate on pertinent issues of general importance or urgency.
- To develop united efforts among parents, teachers, administrators, children, and the general public to secure for every child the highest advantages in physical, intellectual and social education.
- To sponsor and promote involvement in events and programs that encourage a sense of community both within each campus school, and among the communities of Franklin and Randall Schools and their surrounding neighborhoods.

This grant would address all of the above guidelines.

Goals:

This grant will fulfill a need for resources to help teachers implement Responsive Classrooms. Mr. Wallace has already told me we don't have funding for these resources. The district also doesn't provide funding for these resources.

Benefits:

These resources will help create a positive and strong community in our Randall classrooms and school wide in many ways. Some of these ways include giving teachers resources to create meaningful Morning Meetings, setting up their physical spaces of their classrooms aid in creating community, incorporating math and literacy into Morning Meetings, planning for a strong start to their school year, helping parents and teachers to work together, changing our teacher language to be more supportive and positive as well as many other things.

Budget:

- \$595 Responsive Classroom Resource Library
- Book titles: *one copy of each book
- \$24 Interactive Modeling
- \$24 How to Bullyproof Your Classroom
- \$22 80 Morning Meeting Ideas for Grades 3 6
- \$19 What Every 3rd Grade Teacher Needs to Know
- \$19 What Every 4th Grade Teacher Needs to Know
- \$19 What Every 5th Grade Teacher Needs to Know
- \$24 Lively Learning
- \$18 Creating a Safe & Friendly School
- 14 copies of The Morning Meeting book at \$24
- \$12 Zenergy Chime (quantity: 2)

total: \$1,124

Are there other funding sources: No

How will you provide accounting to the PTO?

Invoice of purchases

2. Presentation Station

Amount Requested: 2243

Submitted by: Michelle Reis Olsen, Randall Librarian and Computer Teacher

Describe the Need:

Presentation Stations are becoming standard in classrooms in MMSD. Our Randall teachers are currently sharing presentation stations which means that they don't have access to this crucial resource when they need it. We are asking for one presentation station (includes cart, document camera, laptop, data projector and locks). We have the need for 7 more presentation stations, but are just asking for 1 in this grant cycle.

Goals:

The presentation station will be readily available for use within the classroom when the teacher needs it, rather than occasionally. Teachers are asking for presentation stations because they see how engaging this technology is for students and how it makes their teaching more effective and efficient.

Benefits:

Presentation stations allow teachers and students to share student work, to model strategies, to show

3D items such as math manipulatives and science demos. Document cameras connected to the internet enable the entire class to view the information, allowing the teacher to navigate the information with the class. Our ultimate goal is for each classroom to have a presentation station so that teachers can access this technology throughout the day, and not just at scheduled times.

Budget:

The following items and prices are found in the MMSD Presentation Station Purchasing Standards:

- Cart \$276
- Vostro Laptop \$605.00
- Data Projector \$810.00
- Document Camera \$515.00
- Locks \$37.00

Total is \$2243.00

Are there other funding sources: No

How will you provide accounting to the PTO?

We will take pictures of the presentation station being used by teachers and students and we will also write a letter to the PTO.

3. Materials update to work with children and parents in social/emotional/affective areas

Amount Requested: 500

Submitted by: Jayne Roth Mohoney (and Margaret Murray), School Psychologist and School Social Worker

Describe the Need:

We work individually, in small groups, classrooms, and school wide with children. We also work closely with parents and staff members to provide information and interventions to prevent, educate, and intervene when there is a need. To these ends, we are sorely in need of materials that are relevant. We offer many lunch bunches, often with a finished product, such as model cars, puzzles, oragami, and knitting. We need to purchase these things for both Franklin and Randall. We also would like to purchase some books that would be relevant for both the children and parents at Franklin-Randall.

Goals:

We will have necessary materials and updated resources for children, parents, and school staff.

Benefits:

Social/emotional/affective development is critical to the overall development of children. Often, we can prevent problems with early interventions. This money would give us the resources to update our materials.

Budget:

We would use 250.00 for each school. About half of that amount would be used for consumable materials in our work with children. The remainder (approximately 125.00) would be used to purchase books for use with individual students, staff, and parents.

Are there other funding sources: No

How will you provide accounting to the PTO?

We will itemize purchases on an excel spread sheet for your perusal.

4. Classroom Library for Room 210 (Ms. Virginia Vormann)

Amount Requested: 350

Submitted by: Lousia Kamps and Beth O'Callaghan, parents

Describe the Need:

This grant would create a reading library for Room 210 at Franklin, Ms. Virginia Vormann's second grade classroom. Ms. Vormann is a new teacher at Franklin and has yet to develop a full classroom library. Both our children were assigned to this newly created classroom on October 2nd and have since reported, along with many of their peers, wishing the classroom had a collection of books kids could dive into during their free reading time. We communicated with Ms. Vormann about this, and she plans to ask parents to donate what books they can from home to create a new library. This would be wonderful for her and the kids. However, we feel it would helpful to secure additional funding to purchase new (and/or used) chapter books, as well early non-fiction readers on animals, science, history, math, world cultures, engineering, etc. We strongly hope you will consider funding this grant to help our new teacher, Ms. Vormann, build up her classroom library. Thank you for your time and consideration.

Goals:

Our goal in securing funding is to ensure that the classroom's collection is truly well-rounded, so every child will be able to find a story or (ideally) stories they can get excited about. In collaboration with Ms. Vormann, subject-area gaps in the collection of books donated by families would be filled with the funds from this grant. With volunteer help from parents we jointly plan to scour thrift shops looking for appropriate books, and, with the input of Ms. Vormann and students, order additional books from Scholastic.

Benefits:

As previously noted by Ruth Harms, the Instructional Resource Teacher at Randall , educational research has identified classroom libraries, that contain a wide variety of genres, reading levels, and authors, as essential components of a well supplied classroom. Our schools will benefit by having individual students become better, and engaged, readers. Additionally, this funding will help Ms. Vormann reach parity with other Franklin and Randall teachers in regards to implementing the new district-wide literacy model, which aims to provide students with rich, varied, reading materials in their own classrooms.

Budget:

\$100 to be spent by volunteer parents at area thrift/charity stores on used books. \$250 to be spent by Ms. Vormann (in collaboration with students) on a Scholastic order.

Are there other funding sources: No

If there are other funding sources, please describe:

While there is no other identified source of funding, parents are actively donating used books from their own homes to enhance the existing library.

How will you provide accounting to the PTO?

We will provide copies of receipts and book orders to the F-R PTO. We will also take, and share, photos of the students enjoying their new classroom library in Room 210.

5. Individual Compact Disc Players for Students

Amount Requested: 300

Submitted by: Lorimer Cushman, 2nd Grade Teacher

Describe the Need:

The three 2nd Grade teachers (Mr. Cushman, Mrs. Miller, and Ms. Vormann) recently received the MONDO curriculum in our classrooms. One component of this curriculum is to read leveled texts with and accompanying cd. Three hundred dollars would provide enough funds to purchase 18 individual cd players @ \$14.99 + tax (we have 62 students between the three classrooms) or enough for each classroom to have 6 cd players. This would provide one reading group/day with the opportunity to listen to the texts we already have, to the cds we already have, either at their seat or somewhere else in the classroom.

Goals:

To increase reading proficiency, especially amongst our struggling readers, in order to close the achievement gap.

Benefits:

One component of Balanced Literacy Instruction is to provide "listening stations" for students. This would enable our 2nd grade students to have "mobile" listening stations and a reasonable cost.

Budget:

Coby CXCD329 Personal CD Player with 60 Sec. Anti Skip and Stereo Headphones

Currently \$14.99 X 18 = \$269.82

These are current prices on Amazon.com and are subject to change. This is the reason for requesting \$300, to provide some cushion if prices fluctuate.

Are there other funding sources: No

How will you provide accounting to the PTO?

We will provide pictures of our students using these cd players, write a letter detailing the benefits students receive from using them while also including quotes from our 2nd graders, thanking the PTO for these gifts.

6. Read Your Heart Out

Amount Requested: 825

Submitted by: Michelle Reis Olsen, Randall Librarian and Computer Teacher

Describe the Need:

Read Your Heart Out Day is being planned throughout the district in conjunction with National African American Parent Involvement Day, and supports the family involvement and cultural relevance components of the MMSD Achievement Gap plan. Participating schools across the district invite parents to school to read to classes and to attend a soul food luncheon provided by the school. We are asking for funds to pay for the luncheon. Parents who read at Franklin on this day will be invited to our luncheon.

Goals:

We hope that our observance of Read Your Heart Out Day and National African American Parent Involvement Day increases parent involvement and family engagement in our school.

Benefits:

Welcoming African American parents to our school builds positive family and community relationships, which in turn builds academic success.

Budget:

The funds will be used to purchase a catered or semi catered soul food luncheon. The amount we are

asking for is based on last year's luncheon price. There are also some other costs associated with this event, which will be paid for through profits from the Randall School Book Fair.

Are there other funding sources: Yes

If there are other funding sources, please describe:

Randall School Bookfair

How will you provide accounting to the PTO?

We will take pictures of the event, and also write a thank you letter

7. Scientific Aqua Squad: Bugs and Biodiversity

Amount Requested: 200

Submitted by: Andrew Fayram, parent

Describe the Need:

The teachers and administration at Franklin/Randall are excellent. However, instruction time is precious. Bringing scientific field experiences to the classroom provides some of the benefits of a field trip while maximizing classroom time. I would like to augment the science and math curricula by providing hands on learning experience related to water quality, indices of biotic integrity, and the concept of biodiversity in general. Linking these concepts to everyday experiences and local resources is essential to promote stewardship and scientific curiosity.

Goals:

I currently work for the Wisconsin Department of Natural Resources in the Bureau of Watershed Management. I have a Ph.D. in biological sciences and have young children who attend Randall and Franklin. The program teaches children about how to determine water quality in streams using aquatic macroinvertebrates and has been warmly received by students, teachers, and parents in the past several years. The program has been dubbed the "Scientific Aqua Squad" and the presentation has been presented to over 400 children in the last 3 years and they all seem to be very excited by it. The program includes both a short presentation and a hands on sorting activity with aquatic macroinvertebrates from a local stream (none of them bite) along with one or two worksheets I have modified and developed (available upon request) which provide an indication of the overall water quality based on the organisms present and some calculation (addition and single digit multiplication). I can be tailor the material from preschool to 5th grade with increasingly difficult concepts and math.

I would like to expand the program outside of my employment with the DNR and provide this program to additional interested students and teachers. I propose to make the program available to six classrooms whenever interested teachers would like. I can attend a more limited number of classes (as well as Super Science Saturday) as part of my employment but would like to be able to expand the

exposure of the program. The cost would be \$200 and would cover time for instruction, the costs of collecting the invertebrates, the associated worksheets, and equipment.

Benefits:

The students would have an increased understanding of their local environment, the stressors on it, and the ways that science and math can be useful in measuring some aspects of its status, thereby increasing scientific curiosity and environmental stewardship. In addition, the students will be exposed to the direct application of science and math to assess and manage local water resources that they experience on a daily basis.

Budget:

-Transportation to collection site: \$25

-Printing costs for worksheets: \$25

-Instruction: \$25/class * 6 classes: \$150

Are there other funding sources: No

How will you provide accounting to the PTO?

I will provide a summary report outlining the dates and classrooms attended.

8. Franklin Tree Bench

Amount Requested: 100

Submitted by: Randy Primozic, Parent

Describe the Need:

There is no place where parents can sit when they are waiting to pick up their kids after school.

Goals:

To promote a social parent atmosphere during the pick up wait time. I'm proposing a hexagonal bench that would circle around the large tree by the main entrance of the school. This would become a gathering place for parents to relax and socialize while waiting for the kids to get done with school.

Benefits:

Promotes community.

Incorporates the use of recycled building materials to illustrate extending the life of stuff that might have been thrown out.

Budget:

- 2x6 framing for the backrest, legs, and apron \$25
- 3D 8x4-inch galvanized carriage bolts \$33
- 3D 8-inch galvanized locking washers \$3
- 3D 8-inch nuts \$5
- 2-inch deck screws \$24
- 3-inch deck screws \$16

Are there other funding sources: Yes

If there are other funding sources, please describe:

I have used cedar decking boards that were recycled from a neighbor. The boards are used but if they are flipped over are in good shape. There are some existing nail holes but otherwise the boards will be sanded and I have wood stain from Madison Clean Sweep. I will cover any additional costs out of pocket if needed.

How will you provide accounting to the PTO?

Just come outside and have a seat under the shade tree.

9. Social Studies

Amount Requested: 100

Submitted by: Virginia Vormann, Teacher - 2nd Grade

Describe the Need:

I am requesting a grant that will enable me to purchase the news magazine, "Time For Kids".

Goals:

I will implement this magazine for my integrated writers workshop and for social studies.

Benefits:

After looking at the standards for social studies I have determined that it will fulfill: Geography Performance Standard #1, History PF # 2 & 3, Political Science PF #1, 2, 3, Economics PF # 1, and Behavioral Science PF # 1 & 3.

Budget:

Time for Kids cost is \$4.42/student. I have 20 students in my class plus one for the teacher. With shipping and Handling this equals \$100.00 for the year.

Are there other funding sources: No

How will you provide accounting to the PTO?

I will provide a receipt from the purchase and a letter to accompany it.

10. Ipad for Entire Class

Amount Requested: 3,500**Submitted by: Shannon Dolan, Franklin LMS****Describe the Need:**

During the 2011-12 school year, Franklin began the process of acquiring ipads as a state of the art electronic educational resource for students. Using various funding, we have been successful with securing 7 ipads for Franklin. Given the recent common core standards in addition to Franklin moving toward a technology model for our REACH classes, we are in need of providing more technology hardware for our students. For maximum benefit, we will need to increase the number of ipads. This would be the current best practice for meeting technology and curricular standards.

Goals:

Our goal this year at Franklin is to obtain enough ipads to provide one per student within one class, ultimately ~21 ipads total. Our staff is presently looking at all options in order to fund this initiative.

Benefits:

During this technology age, we are hoping to assist our students with keeping up with The skills required to access high quality educational resources are now available via digital applications (apps). We feel the ease of use of an ipad is very appropriate for our primary students. By completing our set of ipads for an entire class, these devices will drive instruction both for our LMC/REACH periods as well as for classroom instruction. The ipads will be available for teachers to 'checkout' for use in their classroom in order to meet curriculum standards. The ipad has been highly recommended for use with special needs and TAG students as well.

Budget:

7 ipads @ \$500 ea. totally \$3,500 (or any number that can be provided to help us meet our goal.

Are there other funding sources: No**If there are other funding sources, please describe:****How will you provide accounting to the PTO?**

A report in the form of a letter will be provided, indicating the use & success for our ipad initiative at Franklin. Using our new ipads - we will also be able to provide photos and/or video clips! Thank you for all you do for the F/R community.

11. Matching funds for classroom easel

Amount Requested: 175

Submitted by: Nicky Cote, Teacher

Describe the Need:

Matching funds to help off-set the cost of a classroom easel for room 106 at the cost of \$350.00.

Goals:

My classroom did not have a classroom easel. One was purchased for my classroom. It is the same model found in each classroom at Olson Elementary and one that was used during the Responsive Classroom training that many Randall teachers took this past summer. I am piloting this particular model to see if it is one that would be beneficial to have in all 3rd grade classrooms.

Benefits:

The new easel is being used on a daily basis across all curriculum areas. We use it every morning during our Morning Meeting as part of Responsive Classrooms. It is used during word study so that I can implement the new Fountas & Pinnell curriculum and the required daily lessons, activities and student routines. The easel is magnetic which allows it to be used with magnetic letters for word work during small guided reading groups. I use it with the whole class during science lessons, as well as during math with both large and small group lessons. One side of the easel has lines and we use it for shared writing and modeling writing. It is also a great place to display our anchor charts for the different content areas.

Budget:

easel \$350.00 (matching PTO funds of \$175.00)

Are there other funding sources: No

If there are other funding sources, please describe:

The easel has already been purchased. We are hoping that the PTO will grant \$175.00 to help pay for the purchase.

How will you provide accounting to the PTO?

We can provide pictures of the students and teachers using the easel on a daily basis, as well as a letter describing how the easel is used in the classroom.

12. Focus on Non-fiction

Amount Requested: 1200

Submitted by: Ruth Harms, Instructional Resource Teacher

Describe the Need:

The new Common Core State Standards in Literacy adopted by Wisconsin and being implemented by Madison this school year asks that informational texts be 50% of the texts taught in school. Our new literacy scope and sequence focuses on informational texts for the equivalent of 2 of the 4 quarters. Though we have been increasing our non-fiction titles, teachers are asking for more. Teachers are teaching groups of students not only the content of the books but how to read non-fiction. For that we need multiple copies of each title. As we differentiate in each classroom and each grade level, we need titles and content that is new and fresh each year for the students.

This money could also be used to enhance our selection of e-book titles (in the LMC collection) as Michelle and I work closely together. Some e-books are limited usage, meaning only one student can access that book at a time. The bookroom's collections are multiple copies and we can purchase more e-book licenses so groups of students can access at once. This expands the bookroom's role as our access to technology improves.

Teachers still use mostly hard copy texts for their guided reading and literature circle groups.

We are hoping our PTO will continue to set aside \$ for the book rooms at both Franklin and Randall. Thank you!

Goals:

Teachers have provided names of books and content areas where they need more resources. Books are categorized by reading level but also cataloged by topic. Teachers are able to use multiple copies of non-fiction in a variety of ways. . . important because students read non-fiction differently than fiction. Reading level in nonfiction is not as critical. Struggling readers are often more motivated and interested in non-fiction. We need many more titles to meet the needs of all of our students and teachers.

Research also has a priority in the new Common Core State Standards. Many short research projects are emphasized over the format of a long research project. We need hard copy books to supplement online resources.

Benefits:

More resources for teachers and students.

Budget:

Still being developed with continued input from teachers and recommendations from MMSD's Dept. of Curriculum and Assessment in the content areas of Math, Science and Social Studies.

Are there other funding sources: No

If there are other funding sources, please describe:

In other years the MMSD has provided funding for book rooms. Last year and this year there will be no funds set aside by the MMSD for Randall for this purpose.

How will you provide accounting to the PTO?

A list of the titles and number of copies purchased will be given to the PTO if requested.

13. Digital piano keyboard for Franklin

Amount Requested: 599.99 or \$699.99

Submitted by: Barbara Chusid, music teacher

Describe the Need:

In the music class room, the students' singing is usually accompanied by piano or guitar, played by the teacher. Although our district-issued upright piano is functional, it is sometimes difficult and cumbersome to use with small children. It is a large piece of furniture and in order to see the students, the teacher either needs to stand behind it, which is a rough playing position, or turn it sideways and crank one's neck to face the students. The other problem is volume -- the piano is quite loud, especially when the sound board is facing the children. If the piano is too loud, then the students can't hear themselves and singing suffers.

Goals:

A digital piano would address these two problems. While the sound is not as rich as an acoustic piano, it is much smaller, and the teacher can sit at it at the front of the room and face the students with ease. It is much easier to give feedback to students, to be physically closer to them and to listen to and observe them while playing. The volume is much more adjustable and there are several tone colors to choose from. Having a variety of keyboard sounds beyond basic piano allows accompaniments to be tailored more specifically to the songs. The two choices of digital pianos I've listed are both very good quality and I tried both of them at the recent music teacher's convention in Madison. They each have a standard 88 key keyboard which is "weighted" -- they feel like real acoustic pianos to the player.

Benefits:

In addition to benefiting instruction in the music room, the digital piano is much easier to move into other rooms, or even outside, when the need arises. For use in large areas, such as the gym, the piano can be plugged into the sound system or an external amplifier.

I don't think I would be making this request had I not just finished teaching for five years at another Madison elementary school which owned a digital piano (purchased before I arrived). As a classical musician, I was not prepared to like it, but very soon I began to appreciate its size, mobility and sounds and especially the opportunity to be close to, and in clear sight of the students.

Budget:

I'm giving you the option of two digital piano "bundles" (stand, pedals, stool) which are fairly similar but offer a range of price depending upon how much money you see fit to spend on this proposal. Both are considered fine choices, the only caveat that a salesperson gave me was that the Yamaha was slightly better made than the Casio (he said the keys loosened quickly). Given a choice, I'd prefer the Yamaha, but if \$100 would be better spent on another grant, the Casio seems fine. I chose a reputable Wisconsin music dealer, Kraft Music.

These are "either/ors" -- we only need one keyboard.

1. Casio Privia PX-130 Red Digital Piano COMPLETE HOME BUNDLE - \$599.99 with free shipping

<http://www.kraftmusic.com/casio-px-130-privia-red-digital-piano-complete-home-bundle.html>

OR

2. Yamaha P-95 Digital Piano - Black COMPLETE HOME BUNDLE - \$699.99 with free shipping

<http://www.kraftmusic.com/yamaha-p-95-digital-piano-black-complete-home-bundle.html>

Are there other funding sources: No

How will you provide accounting to the PTO?

I can submit recordings of students singing with the piano and use it in large concerts for parents to hear.

Thank you so much for considering this request. I'm really enjoying teaching your children.

Barbara Chusid

14. iPads as a Tool for Teaching Students with Speech, Language and Social Communication Disorders

Amount Requested: 518.95

Submitted by: Kate Von Bergen-Donnelly, Speech-Language Pathologist, Randall

Describe the Need:

I am Randall's speech-language pathologist (SLP). I would like to purchase an iPad, iPad case and apps to use with Randall's speech-language students. With the wide range of speech-language disabilities supported, it would be helpful to have a tool that could help me meet the needs of all of my students in a modern, motivating and efficient way. I work with students with articulation, phonological, fluency (stuttering), voice and language disorders. I support them both through their academic course work and with speech-language specific activities. There are available apps that support every area of speech-

language, as well as academics. Many of the SLPs in the district are already using iPads for therapy. They report the iPad is a fantastic resource for both the SLP and the students.

I think Apple says it best with their description: iPad apps are expanding the learning experience both inside and outside the classroom. From interactive lessons to study aids to productivity tools, there's an app for every learner & iPad inspires creativity and hands-on learning with features you won't find in any other educational tool on a device that students really want to use. Powerful built-in apps and apps from the App Store like iTunes U let students engage with content in interactive ways, find information in an instant, and access an entire library wherever they go & iPad takes learning to a whole new level.

Goals:

Goals-

1. To increase student progress toward meeting targeted Individualized Education Program (IEP) goals. This will be done by providing more motivating and novel therapy ideas/materials based on the iPad and available apps. It will also be done by increasing SLPs progress monitoring tools which help monitor student's growth.

2. To decrease amount of time SLP spends planning therapy and creating materials. This will be done by selecting apps that have been researched and proven to appropriately and effectively target a wide range of speech-language therapy goals.

Benefits:

There are many possible benefits to student and school by the Speech-Language Pathologist (SLP) incorporating technology into therapy activities. Some advantages of using iPads and their apps in school settings are:

Increased Motivation: Students enjoy using technology. There are anecdotal reports suggesting a higher rate of student involvement when technology is incorporated into academic activities. iPads are age-appropriate and motivating for all levels of children and abilities.

Time and Cost Saving: Therapy materials available at the touch of a button, no materials or copying required. Having Apps that address a variety of targeted speech-language disability types will allow for the SLP to spend less time planning therapy and more time focusing on actual interactions/interventions.

Improved Progress Monitoring: There are apps that track student progress help the SLP to monitor growth and evaluate target goals.

Adaptability: The portability of size as well as the wide variety of apps/tools make the iPad extremely adaptable for use with all students on the speech-language caseload in all settings.

Support Tools: There are Apps that have support tools such as visual times, visual schedules and symbols that can be used with visual learners or students with Autism.

Internet Access: When used with the buildings Wifi capability, it allows the iPad to access the internet anywhere within the school without needing a computer. It provides efficient access to the internet and all of the internet based resources that are available.

Functional Therapy Activities: By making therapy activities motivational and functional, it allows students to better generalize targeted skills to other environments. The iPad offers many Apps/activities that provide more realistic scenarios for application of skills. Students do learn best through first hand experience. The interactivity involved in the use of an iPad is very engaging for all students.

Practice with Responsible Technology Use: Using an iPad during therapy would provide students with practice using technology, which is a skills that all students will need to be successful. Many of my students may have had minimal experience using a tablet based technology. Practice in a controlled setting would be valuable.

More time on task/focused therapy: With little or no set up required for each therapy session and increased student motivation, it will allow therapy sessions to be more efficient and effective with our time. Students may spend more time working directly on their speech-language goals.

Budget:

iPad2 16 GB - \$329 (discounted from \$399 with education pricing)

iPad 2 Defender Series Case/Stand (Otter Box) - \$89.95

Money to purchase apps for speech-language therapy - \$100.00

Are there other funding sources: Yes

If there are other funding sources, please describe:

I have an annual speech-language budget of \$164 that I could use the remaining \$93 to put towards the purchase of an iPad or accessories. In the future I could possibly use my annual budget to purchase new apps to support the children on my caseload.

How will you provide accounting to the PTO?

I will provide documentation(letter or report) of how the iPad was used in therapy by a description of how the iPad was used for:

1. Language therapy session
2. Fluency therapy session
3. Social language therapy session
4. Articulation therapy sess

15. iPads for One Current and Unknown Number of Future Projects (WITHDRAWN)

Amount Requested: XXX

16. Franklin-Randall Chess Program

Amount Requested: 569.35

Submitted by: Michelle/Bettine Jensen Goodwin/Lipman, Parent/TAG Coordinator

Describe the Need:

In response to parent interest and an effort to develop additional learning activities at the elementary school level as part of the district's Talented and Gifted (TAG) Division, the Franklin-Randall TAG Coordinator piloted a chess program in Spring 2012. Children were asked by their classroom teacher if they would like to learn how to play chess during the lunch recess, for 20 minutes, one day per week and the parents of those children who expressed interest were sent a registration form. With these limited recruitment efforts, the response was greater than anticipated. By the end of the school year, over 90 children at Franklin and approximately 60 Randall students were participating in the chess program.

A total of 20 chess sets were purchased by Franklin, with Randall contributing the 8 sets that they had at their site. These were shared between the two schools. This required the TAG Coordinator to pack up each chess set and transport them to and from Franklin and Randall each week, which took a significant amount of time.

To accommodate the level of interest in the Franklin-Randall Chess Program and to run the program more efficiently, this grant is requesting financial support from the Franklin-Randall PTO to purchase 28 additional chess sets, six chess timers, six chess demonstration sets and two chess workbooks. This would eliminate the need to transport the sets between schools and allow for additional flexibility for scheduling (i.e., the programs could be held on the same day if a parent volunteer is willing to coordinate at one of the schools), as well as add additional instructional tools to the program (e.g., timers and workbook).

Goals:

The goal of the Franklin-Randall Chess Program is to expose students of all abilities to problem-solving and mathematical skills at an early age by teaching chess. The program attempts to differentiate among varying skill levels by assigning participants to three groups based on their prior exposure and

knowledge of chess. The Yellow Group introduces new players to the various chess pieces, how they move and how to arrange them on the chessboard until they are ready to begin play. The Green Group was composed of students who understand how to play chess. They were given weekly reminders of strategies to practice as they played. This was done by Parent Volunteers over-seeing this group. The Blue Group is comprised of more experienced players who receive instruction on chess strategy from a teacher volunteer.

Benefits:

Chess has long been regarded as a game that can have beneficial effects on learning. Several studies suggest that exposure to chess can enhance memory, boost spatial and numerical skills, increase problem-solving capabilities, and strengthen logical thinking. While this is viewed as a fun game for students to play with one another, it also serves as way to enhance their learning. (For a thorough review of the research, please see Benefits Of Chess For Academic Performance And Creative Thinking <http://www.vivacityinc.com/chess/Articles/BenefitsOfChess.pdf>)

The schools themselves benefit by being responsive to the kinds of activities that parents view as important and desirable school activities. The results of the PTO survey published in the May 18, 2012, show that individuals who participated in the survey rated the issue of Providing on-going or multi-week enrichment programs like chess club, Lego league and the foreign language program at a 4.09 on a 5 point scale.

A long-term goal is to explore creating an afterschool chess club to give students that develop a passion for chess a way to play for longer periods of time, similar to other schools in the area (e.g., Shorewood Elementary, Madison Country Day School, West High School, etc.). It is hoped that an afterschool club could utilize the existing chess sets and the chess sets and equipment purchased, if this grant is approved, in partnership with the PTO and the TAG program.

Budget:

- 28 Chess Sets @ \$7.50 Per Set \$ 210.00
- 6 Hanging Chess Demonstration Sets @ \$21.95 Each \$ 131.70
- 6 Chess Timers @ \$25.95 Each \$ 155.70
- 2 Chess Instructional Workbooks @ an estimated \$25.00 Each \$ 50.00
- Shipping Charges \$ 21.95

TOTAL \$ 569.35

Items to be purchased from the 2012 USCF Sales Buyer's Guide

Are there other funding sources: No

If there are other funding sources, please describe:

The Franklin-Randall Chess Program held during school hours does not have funding from other sources. If the afterschool chess club moves forward, that would be a fee-based afterschool program.

How will you provide accounting to the PTO?

To ensure that the PTO is informed of the outcomes of the grant, a written summary confirming procurement of the chess sets, timers and workbooks will be submitted along with a description of how the program is currently being structured and how the mater

17. Franklin Grounds Improvements

Amount Requested: 1,000

Submitted by: Daniel Scanlon, Parent

Describe the Need:

The grounds of Franklin Elementary School need numerous improvements for increased safety and beautification.*

* These efforts will be coordinated with Principal Hanson.

Goals:

These improvements include the following:

Plant perennials in the planting bed near the school sign.

Plant annuals in pots near entry doors.

Install earth berm between asphalt and sandbox area to reduce erosion and wash out.

Develop playground fence signs (use donated canvas banners and embellish with letters to spell out messages that could be changed out).

Benefits:

Safety.

School pride.

School pride in students will foster civic pride later in life.

Budget:

Top soil (berm) \$300

Plants \$350

Pots \$200

Signs \$100*

Clean Up Event refreshments \$50

*The signs require more discussion with Principal Hanson.

Are there other funding sources: Yes

If there are other funding sources, please describe:

It is possible that additional materials to fulfill the goals of the project may be donated. We are planning to request that people bring pot luck refreshments for the Spring Clean Up Event and that parents provide sewing labor for the letter embellishment on the proposed signs.

How will you provide accounting to the PTO?

We plan to organize another grounds clean up event in the spring to install the improvements requested in this application. We will provide the PTO with pictures and a letter after the spring event.

18. Headphone Replacements

Amount Requested: 700-850

Submitted by: Ellen Boyle, teacher

Describe the Need:

Hello! I am writing this grant on behalf of many Franklin teachers: Tonya Rasmussen, Deb Schmidt, Angie Olrich, Rita Miller, Beth Lohide, Amy Turkowski, Barb Rowe, Tracey Kennedy, Sheryl Rowe, Sarah Daines, Moses Prasad, Benjy Moffit and myself (Ellen Boyle). We are all in desperate need of new headphone sets in our classrooms. The intention of this grant is to replace the broken headphone sets that we have in our classrooms. We are NOT looking for entire classroom sets, but rather replacement sets to combine with current working sets. With the increased amount of technology present and the constant need to differentiate our instruction to meet the learning needs of all our students, we have found ourselves relying more and more on small group listening centers, technology projects, and book clubs. These activities allow the children to engage in meaningful independent activities, while at the same time free up the classroom teachers to work on focused small group instruction such as leveled reading groups, math intervention/enrichment projects, English Language vocabulary lessons, Writing intervention/enrichment groups, social skill lessons, etc& the list goes on and on. These small group, teacher led lessons are essential to the growth of our students, and it seems that as class sizes and academic demands/expectations grow we as teachers are spread thinner and thinner. We rely on these independent listening activities to help our classrooms function. Now imagine the chaos that ensues when one, two, three, sometimes four sets of headphones are on the fritz! The serene, focused, working environment you tried SO HARD to create is destroyed with screams of, I can't hear the story! My headset is broken! There's a weird shaking sound! No matter how hard you prepare and test the headphones it seems like daily malfunctions are inevitable. This isn't surprising considering a majority of the current headsets we are using are from the early 80's. They are cracked, broken, un-adjustable, and no longer fit the new/smaller headset jacks on current technologies (tape players, laptops,

computer speakers, etc.). I have researched several different bands, styles, models, etc and propose the 2 following options. We need 75 new sets of headphones (to replace the broken ones in the 14 classrooms listed above) . One pricing option is for Foam headphones (compatible with PC/Macs, CD/audiocassette players, DVD s, and include jack adaptors for large and small headphone jacks. These cost \$8.64 each for a total of roughly \$650. The other option is for a more durable leather set that is sure to last longer (think big earmuff style). They are also compatible with all types of media, include jack adaptors and have the added luxury of individual volume control. These sets are currently on sale for \$10.39 for a total of roughly \$780. The second option is preferred by all teachers and obviously the best long term solution to this problem.

Goals:

New headphones will be distributed to classroom teachers to use at their own discretion. The old broken headphone sets will be transformed into noise blockers for children with sensory issues.

Benefits:

Explained above& .independent focused students equal teachers who are able to do small group instruction that meet the learning needs/levels of all their students.

Budget:

Option #1

Demco Catalogue B ST153-0283 HA-2V Foam \$8.64 Total: $\$8.64 \times 75 = \648

Option #2

Demco Catalogue ST139-5024 DEMCO Headphone \$10.39 Total: $\$10.39 \times 75 = \780

Shipping costs around \$30

Are there other funding sources: No

If there are other funding sources, please describe:

How will you provide accounting to the PTO?

We would be happy to send pictures and letters with updates and gratitudes.

19. Pathways to the Common Core

Amount Requested: 743.34

Submitted by: Brienne Carlson, Franklin Instructional Resource Teacher

Describe the Need:

This school year, Madison Schools are implementing the Common Core State Standards (CCSS). Over the past two years, current teaching staff have had a minimal amount of time to get an overview of how the standards were organized into strands and had some time to look at Literacy and Math standards at their grade level. Teachers still feel they need more time to process the CCSS, discuss the language of the standards and come to an understanding of what they really mean. With 2012-2013 being an implementation year, staff feel a sense of urgency to gain control of these standards and use them in planning for instruction.

Goals:

The goal is to provide staff with an opportunity to look collectively at the Common Core State Standards and unpack them, so that grade level teachers have a shared understanding of their grade level standards, as well as have a clearer picture of what is expected of students in the previous grade(s) and beyond. Pathways to the Common Core is co-authored by the writer of MMUSD's writing resource, Lucy Calkins, and walks teachers through the standards as well as gives some background on how and why they were written. Accompanying this book bundle is a professional development resource that I as Instructional Resource Teacher, find particularly helpful in guiding teachers through this process of meaning making. I have read sections of this book already and find it to be something I refer back to often. It was also a recommended read at a reading conference I attended in the spring. I believe that we can build time into our staff meetings, team meetings and professional development Mondays to slowly read Pathways and digest the standards together. This grant would provide classroom teachers and support staff with the Pathways text.

Benefits:

It is important for teachers to have a clear understanding of these articulate, rigorous grade-level expectations. These standards identify the knowledge and skills students need in order to be successful in the long run. By processing the standards together, staff will see the cumulative progression of skills and feel more confident in preparing rich, rigorous lessons for students in order for them to access these standards as well as access their prior knowledge. I believe we will see student achievement increase as a result.

Budget:

Pathways to the Common Core Book Study Bundle \$337.88 x2= 675.76 (For a total of 30 books and 2 professional development guides)

Shipping 10% of total order=67.58
675.76 (cost of books) + 67.58 (S+H)= \$743.34 total

Are there other funding sources: No

If there are other funding sources, please describe:

No other source.

How will you provide accounting to the PTO?

I can provide an outlined sequence of when the Pathways chapters are being read over the course of second semesters/possibly into summer and the outcomes of each session. I can also gather feedback from teaching staff in regard to their reactions and how

20. Computer Headphones

Amount Requested: 295.28

Submitted by: Kristin Faber, 5th Grade Teacher

Describe the Need:

60 Highsmith Personal Headphones (two class sets). One for each student to use in the classroom during computer access time for various programs that require students to hear information, instructions etc.

Goals:

Our classrooms have access to desktop computers as well as a number of wireless portable netbooks. We often access computer programs that require hearing information. We would like to have the students to be able to access a headphone set to use during their computer use time.

Benefits:

All computer desktop stations as well as portable netbooks will have headphones available for students to use when needed. All students will have their own headphones to access for the school year that would be "their own" to use. Having a separate headphone for each student will be beneficial in ease of access as well as good hygiene practice.

Budget:

Highsmith Personal Headphones purchased through the Demco Supply Catalog

60 headphones purchased (\$4.63 each)

Grand total of \$295.28 with shipping included

Are there other funding sources: No

If there are other funding sources, please describe:

How will you provide accounting to the PTO?

Provide receipts of purchase, write a letter to the PTO, take photos of the kids using the new headphones and provide these to the PTO.

21. Improvisational Comedy “Playshops” and Performance for Franklin School.

(Late submission)

Amount Requested: 1650.00

Submitted by: Benson Gardner, Parent

Describe the Need:

This proposal fills 4 different needs:

- 1) Students are always in need of unusual, inspiring experiences to liven up their education, and give them enthusiasm and a feeling of connection to school.
- 2) Exposure to local groups and businesses is important for students, both in terms of their feeling of connection to the community outside school, and in terms of them knowing about the kind of lives they might like to lead one day.
- 3) Arts experiences can be difficult to find or to fund, and to offer theatrical experience generally requires some extra effort in these early grades.
- 4) Students need to learn skills of creativity, concentration, self-awareness, confidence/positive risk-taking/love of mistakes, cooperation, community, hard work, and enthusiasm.

Goals:

We would hire Madison's most experienced improvisational comedy troupe, Monkey Business Institute, to lead several older Franklin classes using the group's "playshop" format (in other words, workshops that are fun). On a subsequent day, the troupe would return to deliver an improv performance for the students.

The playshops are a fun way for students to test some unusual abilities--such as "yes and-ing" any idea from another person, or using bodily pantomime to create an imaginary reality--and learn new ones. All improvisational performances force participants to embrace every action of themselves and their partners (even the "mistakes"), and to simply "go with it," "make it work." Concentration is essential, and tends to come naturally because of the entertaining nature of the activity. Community cooperation is also an indispensable ingredient for making collective improvisation work and again, the enjoyment of the activity provides a natural incentive to build this attitude of togetherness.

The performance would be a fun chance for students to see an exciting, uncommon activity which is the pursuit of grown-ups in their community. It will also serve as an inspiring example of the high level of expertise that can be attained, with hard work, of the skills they learned on the earlier day. This will bring the skills live and help inspire them toward the ideal of achievement.

Benefits:

Collective improvisational performance is a time-tested means of building group cohesiveness, enthusiasm, concentration, and positivity. Monkey Business Institute has provided classes for youth in the past and is experienced with using its playshops to encourage these skills. The group's weekly performances include an all-ages show, so the performers are used to performing for children.

In the end, through watching themselves and/or others succeed in creating even tiny pieces of theatrical stories--without knowing exactly what they were doing (an improviser succeeds despite lacking an exact plan), students will gain a glimpse of the truth that everybody's inner abilities reach beyond what is possible to completely understand or predict.

Budget:

2 hours of playshops for approximately 8 classes:

For purposes of the playshops, the approximately 8 classes would be grouped into 3 sections (of 2-3 classes each). Each section would receive 40 minutes of instruction, for a total of 2 hours instruction

(Master Instructor @ \$400/hour + Assisting Instructor @ \$150/hr + Volunteer Assisting Instructor @ \$0/hr) x 2 hours = \$1100 - \$100 Monkey Business Institute discount for non-profits = \$1000.

Monkey Business Institute Standard Remote Performance = \$750 - \$100 non-profit discount - \$650.

Total: \$1650.

Note that exact plans have yet to be made with teachers and Principal Britta Hanson, although at least one teacher has expressed interest. If for some reason interest is low, this project is easily downscale-able, with extra funding reverting back to the PTO.

Other Sources of Funding:

Franklin parent Benson Gardner is a member of Monkey Business Institute and will donate his time for the playshops. This is an in-kind donation of \$300. He is also donating his organizational time to help plan the activities in cooperation with the troupe and appropriate staff at Franklin.

Accounting to PTO:

We will ask parents, school staff, or other volunteers to take pictures of the playshops and the show, and we will ask participating teachers to send a quick email to Benson Gardner saying how the events went from their perspective. All these materials will be forwarded on to the PTO.