

Franklin-Randall Spring 2013 Grant Applications

1. Title: #758 TAG art!

Amount requested: \$500

Submitted by: Kati Walsh (teacher, Randall)

Description of need: With the testing focus in education right now, much is being lost in the way of education for our students. Many students are being pulled from art and music, classroom teachers are not allowing as much time for creative thought because they are preparing for tests, classroom teachers don't want to allow kids to be pulled from other times for the extra art time TAG art kids need and the students are the ones who are suffering.

Goals of program, how will program fulfill this need: I would like to use my 2:30-3 time during my contracted day and add a half hour of my own time (3-3:30) to allow time for a one hour, once a week TAG art class.

Benefit to students and school: The Randall TAG art kids who are currently under served will be getting the art time they need as TAG art students to be successful. I have 15 kids in mind right now. I would like to keep it a small group but would be willing to include up to 20.

Budget: \$150 for my own time
\$200 for supplies

Other funding: None

Letters of support: Yes

Reporting plan: I will provide receipts for the supplies and I can document my time spent teaching as well. I will also document, in photos, the students' experiences as well as have a student art show at the end to show their work.

2. Title: #759 Ipads for student use

Amount requested: \$3500

Submitted by: Shannon Dolan (librarian, Franklin)

Description of need: In order to meet instructional goals, Franklin is working to access the vast number of online educational resources that are now available to students. We would like to have more wireless devices available in both the library and the classrooms. The ipad is a district approved tablet that provides an unlimited number of educational applications, many cost-free. In order to use Ipads with an

entire class, we need an additional 7 tablets. This would provide 1 Ipad per 2 students, allowing students to work in pairs or to work at a center using Ipads.

Goals of program, how will program fulfill this need: Provided with additional Ipads, students will utilize them in all environments throughout the school. The Ipads have been determined to be an excellent tool for assisting with meeting educational standards in all curricular areas to include writing, research, math, literacy and media production. Students will be provided with specific instruction as to how to use the 'touch-based' tablet including the virtual keyboard and will learn about and use the multiple functions of the device.

Benefit to students and school: Using the Ipad as an instructional tool, our students; will be have access to additional resources in order to meet educational goals, will be better prepared for future use of educational digital devices (for both instruction and testing situations) and will be engaged & highly motivated to learn!

Budget: Cost per Ipad = \$500 x 7 = 3500

Other funding: No

Letters of support: No

Reporting plan: Pictures and letters can be emailed to the PTO as well as posted on the Franklin LMC libguide (webpage). Use of the tablets will also be delineated on the report card.

3. **Title: #760 Presentation Station**

Amount requested: \$52282 (less \$400 from other sources)

Submitted by: Michelle Reis Olson (librarian, Randall)

Description of need: Presentation stations are becoming standard in MMSD classrooms. Our Randall teachers are currently sharing presentation stations which means they don't have access to this crucial resource when they need it. We are asking for one presentation station (includes cart, document camera, data projector and locks). We have the need for 6 more presentation stations but are just asking for 1 in this grant cycle.

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

Benefit to students and school: 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 teachers 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 throughout the day, not just at scheduled times.

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

Cart \$275.99
Data Projector \$810
Document Camera \$515.00
Locks \$37
Speakers \$48
Laptop Computer \$872.00 (Dell Latitude E5530)

Other funding: The Randall Bookfair fund can contribute \$400.00 towards this project.

Letters of support: No

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

4. **Title: #769 Psych/Social work materials**

Amount requested: \$334.45

Submitted by: Peg Murray (social work, Franklin and Randall)

Description of need: The school psychologist and social worker need games, puzzles and manipulatives to help students calm down, interact and engage with us. The materials are used with individuals and small groups.

Goals of program, how will program fulfill this need: As support staff we use materials everyday as tools to establish relationships with children so that they can relax and open up with us to work on issues and skills.

Benefit to students and school: The proposed materials allow psych and social work to do their jobs in gaining the trust of students so that they can use those relationships to help students adjust to school and overcome barriers that are preventing them from fully participating and achieving in the educational environment.

Budget: Please see hard copy in PTO mailbox.

Other funding:No

Letters of support:Yes

Reporting plan: Much of our work with students is confidential, but we will provide photos (with parent permission) and anecdotal reports.

5. **Title: #772 Playground Equipment Storage**

Amount requested: \$125

Submitted by: Sheryl Rowe (teacher, Franklin)

Description of need: We need a piece of storage equipment to house our seasonal playground equipment/materials when they cannot safely or appropriately be used outside. At the current time, we need to bring our sand toys, rakes, shovels, jumpropes, etc. inside during the seasons they cannot be used safely or effectively. Finding storage room in our school is very difficult.

Goals of program, how will program fulfill this need: I will purchase a lockable storage bench to store these materials during off-seasons.

Benefit to students and school: Recess time on the playground is important to the social and physical development of our students. When children have a greater variety of appropriate activities and materials to choose from, they are busier and have less conflict. We would like to keep the equipment we have in good condition and in proximity to the playground.

Budget:

Rubbermaid XL Deck Box -----	\$119
Lock -----	\$ 6
Total:	\$125

Other funding: I tried soliciting help from parents via the school newsletter, but had no responses.

Letters of support:No

Reporting plan:Picture/letter

6. **Title: #778 Special Education PEG**

Amount requested: \$250

Submitted by: Suzanne Buchko (parent, Franklin and Randall)

Description of need: Parents of kids who participate in special education often feel isolated and do not have natural allies within the larger school community to talk about their needs, their challenges, their frustrations and their triumphs. Because

of privacy regulations, parents often do not know if any other children in their child's classroom are receiving services related to special education, and it is not always easy to form natural friendships between families who are experiencing similar challenges. Families with children entering school and experiencing the IEP or 504 process for the first time can be overwhelmed by the part that they are expected to play in their child's education. Although the school day is designed to be inclusive, kids with challenges are often not included in social gatherings of their peers and do not feel comfortable joining after school activities like scouting or sports.

Parent Empowerment Groups were designed, in part, to form and strengthen connections between families, between educators and families, and between the PEG group and the larger school community. Parents of kids who participate in special education are a discrete group of people who may benefit from such a formal group structure.

Goals of program, how will program fulfill this need: The goals of a Special Ed PEG are:

- To encourage community across grade levels of families of kids who participate in special education.

- To provide a place where parents can talk frankly about their school experience and their hopes for their children.

- To provide a forum where teachers and administrators can educate parents about aspects of special education.

- To foster awareness of school activities and community programs in which kids with challenge can participate.

- To facilitate friendships across grade levels between children who face similar challenges during their primary education.

- To provide a voice to this unique community in the planning of PTO activities to better include kids with challenges.

The Special Ed PEG would host a weeknight meeting four times during the school year for discussion, presentations and fun. Pizza would be provided and families would be asked to bring drinks and desserts. Childcare and/or activities for children would be planned.

Benefit to students and school:A Special Ed PEG has the potential of creating a community which would support the unique needs of families with children participating in special education. Statistically about 14% of students in public school receive some special education services. A group dedicated to the unique needs of these families could help these parents to be more involved in their child's education and in our schools.

Budget: The requested budget of \$250.00 would provide funds for pizza at PEG meetings and a small honorarium for speakers.

Other funding:No

Letters of support: No

Reporting plan: The Special Ed PEG will provide a written report in the Spring of 2014, about the activities of the group. Members of the PTO Board will be invited to attend at least one of the PEG meetings.

7. **Title: #790 Literacy Assessment Professional Development**

Amount requested: \$2,808.00

Submitted by: Brienne Carlson (Franklin IRT)

Description of need: Due to our tight Monday afternoon professional development schedule and the addition of Mondo materials to our classrooms, I feel I don't have enough time to provide staff with a comprehensive overview of Mondo assessments. Assessments are a critical component of the teaching and learning cycle. Without an understanding of how to administer the new Mondo assessments with fidelity, our scores become an inaccurate depiction of student understandings and skills. With some Franklin staff already using the materials and others just picking it up, it would be a perfect time for everyone to have this professional development and be on the same page. I am asking for a half day sub release for each classroom teacher, ELL, Reading Recovery and Special Ed teachers. Franklin staff have been asking for this assessment training, so that staff can come to common understandings around administering and scoring the assessment. Goals of program, how will program fulfill this need: My goal is to give grade level teachers and support staff the time to participate together in a hands-on session with our Franklin Reading Recovery teacher, Instructional Resource Teacher and Principal to learn how to properly administer the Mondo Text Reading Level assessment and discuss the use of running records to monitor student progress in between formal assessments. In addition, I want staff to be able to learn how analyze the assessments and determine next steps for instruction. Using our data, I plan to lead staff through a demonstration of how we use multiple data points to determine a child's reading stage and prescribe the proper reading diet for that child. My goal is to give staff the opportunity to try out this new assessment before we begin using it officially in the fall.

Benefit to students and school: All staff will have a consistent understanding of how to formally assess with the Mondo Reading assessment and how to properly take a running record and analyze it to determine next steps for more targeted instruction. Most importantly, this professional development opportunity will directly benefit our students and the quality and rigor of the instruction we provide to them.

Budget: 9 full day subs x \$216 a day = 1,944.00
8 half day subs x \$108 = 864.00
Grand Total \$2,808.00

Other funding:No

Letters of support:No

Reporting plan: I will provide the PTO with the PD agenda and feedback from staff on their key "take-aways" from the day.

8. Title: #794 Promethean Board for students and teachers on the second floor of Randall Elementary School

Amount requested: \$4,145.30

Submitted by: Kristin Faber, Cristina Hogetop, Karen Kampa (Randall teachers)

Description of need: The students and teachers on the second floor would benefit from access and daily use of a Promethean Board. Our request would fill the need for access to interactive media tools on the second floor of our building. Randall School currently has a mobile Promethean Board for students and teachers to access on the first floor of the building. This interactive media tool has been used on a daily basis across curricular areas, allowing students to be exposed to the latest technology in education. We would like the same access to technology for students on the second floor.

Goals of program, how will program fulfill this need: Our goal is to increase multi-media, multi-modal, multi-literacy teaching and learning across curricular standards on the second floor of the building at Randall School. We believe that access to 21st Century Technology (Promethean Board) will enhance student engagement as well as meet a wide variety of learning styles.

Benefit to students and school: All teachers and students would have access to this advanced technological tool, especially students and teachers on the second floor at Randall School. Research shows that technology plays a large part in effective learning in the 21st Century. Current Wisconsin State Assessments / Technology Standards require students to be able to navigate computer technology for success in their future. Access to current technology, such as a Promethean Board, would allow for auditory, visual and kinesthetic learning styles to be addressed during each academic lesson. With the use of a Promethean Board, real time, formative assessment takes place on a continuous basis. Differentiated instruction and collaboration among teachers and students is accomplished with ease. Having a Promethean Board on the second floor at Randall School would allow for more students to benefit from access to and experience with manipulating computer technology.

Budget:

ActivBoard	595
Pro Mount -LCD	500

Pro Range 95" ActivBoard with Mount System and LCD short throw projector - 2 x Teacher & 2 x Student ActivPen 50 included.

ActivInspire Professional Edition available FOC	\$3695.30
Installation Interactive Whiteboard Mobile Solution	\$450.00
TOTAL:	\$4,145.30

Other funding: No

Letters of support: Yes

Reporting plan: We will submit a letter as well as pictures documenting use of Promethean Board during the 2013-2014 school year.

9. Title: # 797 Digital personalized learning curriculum – a professional development proposal

Amount requested: \$3,300

Submitted by: Jone Kiefer (teacher, Randall)

Description of need: Randall School, like many schools within MMSD, has fallen well behind other schools and school districts in meeting the needs of personalized learning pathways for student by leveraging technology. Many models exist and more emerge everyday. Students should and can move along their learning continuum at their own pace with the proper curriculum tools. Technology makes this once hard to imagine possibility and reality.

Goals of program, how will program fulfill this need: The proposal is premised on the idea that learning depends on quality instruction. To that end, we are requesting support to provide professional development experiences for a team of Randall teachers in each of the three grade levels served for the purpose of creating a common set of curricular tools that can be employed among the classrooms in which these staff teach. The proposal envisions four (days) of professional development for this project. We anticipate having at least two teachers from each grade level participate, or a total of at least six teachers.

The process would engage curricular expert(s) for support in identifying the appropriate curricular tools to leverage personalized learning at randall School. The expert(s) would spend time in preparation for two (2) days of on-site professional development by organizing curricular tool options from the myriad available. The options would be presented virtually in advance of a face-to-face work time for the participating staff. During the F2F sessions the expert(s) would review options and address questions of the staff.

The staff would then use the the final two (2) days of time planning out their year long calendar in which the implement these curricular tools. The plans would not be overly ambitious, but would create a genuine sense of success.

The focus on tools would leverage the existing environment at Randall School. For example, The Google Apps for Education (GAPE) suite would be a primary option. Blogger is the Google blog tool and could be a resource for student writing journals. Google Sites would create options for student e-portfolios. Google Docs create options for student reflections and collaboration. The tools are free and are supported by the MMSD.

One other local resource we intend to explore in this effort is the UW_Madison Games, Learning, and Society Center (GLS). Games-based learning - along with personalized learning - is growing quickly as evidenced by the identification within the Horizon K-12 2012 emerging technology trends :

<http://www.nmc.org/horizon-project/horizon-reports/horizon-report-k-12-edition>

Fortunately for Randall School, the GLS is located very near the school on campus adjacent to the newly opened Wisconsin Institutes for Discovery (WID) Center, and for which it is also affiliated. We intend to pursue the GLS team as a possible expert resource for gamification in personalized learning curriculum. Such tools include the use of project-based learning software that touches on curricular domains such as civics, STEM, and problem-solving.

These are only some examples. The expert(s) would help us focus on what is most appropriate to the Randall School community.

Benefit to students and school: We intend to share our work on a regular and recurring basis with our colleagues. We plan to do this via staff meetings and grade level planning events. We anticipate presenting at PTO meetings, and - possibly - maintaining a project blog throughout the year, again for reflection purposes. Not to limit our learning to Randall, we can - and must - share our curricular tools and reflections with our colleagues across the entire district by leveraging the digital nature of the experience. The MMSD subscribes to a virtual meeting tool - Blackboard Collaborate (or might even try Google Hangouts) - which we can use to host sessions with our district colleagues for this sharing purpose.

Regardless, of method, we fully intend to document our curricular tool collection digitally and share it broadly. One of the major problems we face as educators is rework - each teacher re-creating the search and create tasks associated with curriculum development. Instead, we must be more strategic and coordinated in collaborating on curriculum development and then sharing these efforts collectively. We do not have the precious time to waste on such efforts when it should be focused on our students.

Budget:

Digital personalized learning curriculum experts - \$500/day x 3 days = \$1,500

Teacher stipends - 6 teachers x \$300/teacher = \$1,800

TOTAL PROJECT - \$3,300

Other funding: No

Letters of support: Yes

Reporting plan: Our efforts to document and share our products and experiences among the Randall community and more broadly with our MMSD colleagues is the greatest form of accountability. If our work can be leveraged to save other's time by identifying high quality curricular tools that align to key learning standards and outcomes, we will have accomplished our goals.

10. **Title: (To be submitted) Franklin Grounds Improvement**

Amount requested: \$1000

Submitted by: Daniel and Amy Scanlon (parents)

Description of need: (from last year's application, may be amended) The grounds of Franklin Elementary School need numerous improvements for increased safety and beautification.*

*These efforts will be coordinated with Principal Hanson.

Benefit to students and school: (From last year's application, may be amended)

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.

Other funding: (From last application) 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.

Letters of support: Unknown

Reporting plan: 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.