

## **Franklin-Randall PTO Board Meeting Agenda**

November 15, 2016 – 7:40 – 8:30 pm.

Franklin Elementary School Library Media Center

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1. Call to order
2. PTO-funded project story – Marvelous Math Morning - 3 min.
3. Approve October meeting minutes (Sara)- 2 min.
4. Treasurer’s Report (Chris) – 3 min.
5. Resolution to approve funding for ’16-’17 grants. (Sara) – 10 min.
6. Resolution to add \$1,650 to Franklin ’16-’17 Cultural Arts budget (roll over from unspent ’15-’16 funds). - 3 min
7. Fundraising update (Lindsay) – 5 min.
8. Spring Membership meetings (Berta) – 6 min.
9. Parent Empowerment Group Meetings (Tonya and/or Ellen) – 7 min.
10. Discussion of priority agenda items for upcoming meetings – 8 min.
11. 60-second updates (Colleen) – 3 min.
  - a. Increasing listserv and Facebook members
  - b. Capital Fund
  - c. Adopt-a-school
  - d. Other items

1) Name

Sarah Daines

Phone Number

(608) 556-3274

Email Address

sarahmdaines@gmail.com

Position (e.g. parent, teacher, etc.)

4K Teacher

Proposal Title

Spanish Language Class at Madison College

Dollar Amount of Request

\$155

School

Franklin

Description of Need

Our 4K program includes children that are English Language Learners (ELLs) but does not provide direct support from an ESL teacher. I have just received my ESL Master's from Edgewood College in hopes of meeting the needs of these learners and families, in an effort to lessen the achievement gap that is seen in ELLs district wide.

Another step I could take is to learn some more Spanish. Although many first languages are represented in our classes, the majority of ELLs speak either Spanish or Hmong.

I am requesting tuition to cover a non-degree Spanish course at Madison College. The amount also covers the cost of the required textbook. The course runs from 10/24-12/12.

Goals of Program - How will your program fulfill this need?

Over the course of the eight week class I will learn basic Spanish phrases, body parts, family relationships, time, colors, numbers, basic commands, and foods.

Benefit to Students and School

4K Spanish speakers will benefit from my knowledge of Spanish to bridge and transfer meaning from their native language to English. Their native language will also be strengthened, which research shows helps boost English acquisition.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

Tuition \$135

Textbook ~\$20

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.

None

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

I will write a letter and include samples of my learning and pictures of myself using what I have learned with my students.

**\* committee combined rubric score 88.75/10**

**\* recommended for full funding**

**2) Name**

Marissa Prater

Phone Number

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Email Address

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Position (e.g. parent, teacher, etc.)

Art Teacher

Proposal Title

Art Improvements

Dollar Amount of Request

\$800.00

School

Franklin

Description of Need

Art supplies to improve the art program!

At the beginning of the year I completed a supply inventory, and realized I didn't have much to work with. I have plenty of scissors, more rulers than I could ever use, a few paintbrushes, and some faded construction paper. Every project I plan I have to basically start over from scratch with supplies (order paper, paint brushes, paint, etc...) and my budget for the year is slowly disappearing. I would like to ask for a financial boost from PTO so I can continue ordering supplies.

Goals of Program - How will your program fulfill this need?

We will be using a variety of mediums in the Art room.

Benefit to Students and School

Students will benefit by having the chance to experience a variety of art mediums and projects, and also build their foundational skills. The school will benefit from having a curriculum rich art program, and students will be better prepared as they move on to Randall Elementary.

Evaluation of Program

I will evaluate the success of the art program by planning curriculum around a variety of art processes and mediums.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

Amaco Teacher's Palette Glazes \$500.00- variety of colors

Printmaking supplies

Brayers- 10 in total 122.90

Ink-True Flow Water Soluble Block Printing Ink \$200.00

Other funding - Is your project/event funded by any other source, including donations from parents?

Yes

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

Pictures of students engaged in the process of creating projects, and pictures of finished work.

**\*\*grant committee combined rubric score 90/100**

**\*\*recommended for full funding**

### 3) Name

Anne Marie Streeter

Phone Number

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Email Address

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Position (e.g. parent, teacher, etc.)

Randall Instructional Resource Teacher

Proposal Title

Book Room Update

Dollar Amount of Request

\$765

School

Randall

### Description of Need

The Randall book room needs to be updated with both new titles and by replacing some old favorites. It has been several years since we have purchased any new books for our book room collection. Randall teachers all rely on the Randall book room to access sets of leveled, high-interest books for use in their classrooms. We need to update our collection with more recent titles that are both engaging and representative of our changing community.

Goals of Program - How will your program fulfill this need?

Our goal is to give teachers and students access to new, high-quality literature and informational books that can be used during reading instruction or independent reading. In an effort to continue our work on equity, we also want to provide students with texts that represent a more diverse and dynamic population.

Benefit to Students and School

We want all students to be excited about reading; this is key to promoting their reading growth. By providing students with high-quality literature that is both culturally diverse and challenges their thinking, we hope to engage students and increase their reading proficiency. We also want students to have access to informational texts that are current and promote their non-fiction reading skills.

Evaluation of Program

Teacher teams will be selecting book titles with the help of our library resource teacher. Teachers will evaluate the success of their book choices by monitoring the level of engagement

of their students. We will also be able to monitor the use of the books by reviewing our check-out system.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

Each grade-level will select 5 titles to purchase for the book room (a total of 15 titles). We will purchase 7 books of each title and each title will likely cost and average of \$6 (15 x 7 x \$6 = \$630

One title that is used by 5th grade has worn out and needs to be replaced - this is a full classroom set that is shared (each book will cost \$4.50/book) 4.5 x 30 = \$135

Total = \$630 + \$135 = \$765

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

We will provide a report of all the titles purchased and students letters detailing their impressions of the new titles ( this is a great writing assignment that will further their literacy learning!).

**\*\*grant committee combined rubric score 90/100**

**\*\*recommended for full funding**

#### 4) Name

Molly Papier

Phone Number

(970) 406-1597

Email Address

mollypapier@gmail.com

Position (e.g. parent, teacher, etc.)

Parent

Proposal Title

Moodle Book Grant

Dollar Amount of Request

\$400

School

Randall

#### Description of Need

5th grade teacher Kristin Faber uses the Moodle educational learning platform to enhance existing learning environments. Moodle (acronym for modular object-oriented dynamic learning environment) extends and tailors learning environments using online, student communities. The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience.\* According to Faber, "We struggle to get a hold of

enough copies of Moodle books to have available for the students. We do not have enough have enough books available for several reading levels to use for reading instruction groups.”  
Goals of Program - How will your program fulfill this need?

Faber has provided a list of Moodle book titles to be purchased that would provide multiple copies to students and expand the program so that all levels of readers can participate.  
Benefit to Students and School

Moodle book theme 'Disabilities' supports & promotes 5th graders' empathy and understanding of those with challenges different than their own. Wonder, a Moodle disabilities book title by R.J. Palacio, centers around how students deal with a child with a rare medical facial deformity. Another Moodle theme, 'Survival' contains titles like Yellow Star, by Jennifer Roy. Written in free verse, it depicts life through the eyes of a young Jewish girl whose family was forced into the Łódź Ghetto in 1939 during World War II.

Moodle builds a strong and positive school community that includes children, teachers and parents. Children build writing confidence through the Moodle program by posting their thoughts & getting feedback; they may see that their ideas are shared, appreciated or even opposed by others whose backgrounds differ from the student who posted. This exposure to different points of view is important for 5th graders' emotional, social and intellectual growth.

Moodle complements the school day experience by enriching the school reading curriculum by allowing students to use their beloved technology to post thoughts online that get instant feedback from their peers. This contrasts the typical feedback from their teacher.

Evaluation of Program

Weekly Moodle responses are required from all Moodle participants to help evaluate their understanding / comprehension of the book read. The higher level thinking questions ask students to provide text evidence to support their reasoning, which also helps teachers evaluate student understanding. Significant connections to a wide variety of books and topics through their weekly Moodle responses can be observed. These connections are sometimes ones that would not have been discovered had they not been able to be exposed to the wide variety of Moodle books.

With a larger number of Moodle book titles available to the whole classroom, the teacher can form smaller groups of non-Moodle students in a "guided book group". This will in turn foster a greater sense of community with all students in the classroom to talk about similar books, even though the students might not be at the same reading level.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

Amount requested: \$400

The teacher will have to do a combination of ordering from two book vendors to get all the titles, so total dollars spent is estimated.

Blue Jasmine Unavailable 8.58

The Boggart 5.19 5.43

The Ear, The Eye, and the Arm 5.19 6.99

Esperanza Rising 4.54 4.99

The Heart of a Chief 5.19 6.99

I Was a Rat 4.54 6.99

The Island on Bird Street 4.52 6.95

Journey to Topaz 8.00 7.99

Junebug and the Reverend Unavailable 7.99

Project Mulberry 4.54 5.28

Red Ridin' in the Hood: And Other Cuentos 11.69 17.99

S. Scrapbook: Our African American Heritage Trip 2.00 2.78

The Talking Earth 3.89 5.20

The Watson's Go to Birmingham-1963 5.19 6.00

The Wright 3 5.19 5.82

4 Copies of Title Vendor 1: \$278.68 Vendor 2: \$423.88

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.

No other funding sources; Letters & statement of support included here.

Letter of Support: Michelle Reis, Librarian

I am the Library Media Technology Specialist at Randall School. and am writing in support of the grant to buy more books for Moodle participation. I've seen lots of excitement and engagement from students who have participated in Moodle in previous years. Students who haven't been in the Moodle group often come to the library to ask for the books they see their classmates reading. However, the library has only 1 or 2 copies of each of those titles. If there are more books available, more students will have access to those titles, and we will be able to increase the number of students who participate in Moodle.

Statements of Support: 5th grade students

Moodle lets you get to know other people you wouldn't have normally gotten to know.

Moodle allows me to talk to other kids about books I have read and see their opinion. I like to get feed back from other kids about my responses and learn other kid's opinions on some of my favorite books.

It's totally awesome! In most normal reading groups, you get assigned things to do for each chapter, and then it's a cliff hanger until you get to the next meeting, and I almost always finish early, which makes it especially frustrating whereas in Moodle you can read your book to your heart's content and put a response to the question in your very own way instead of, say, writing down word for word the definition of a boring old big word that was found in the chapter that you had to read.

In Moodle, we are a lot more independent then in a reading group. We can the book right away or kind of take it slow. We don't have to read a certain amount then stop. Also, it gives us a break from the normal reading group.

Moodle has a fun factor because it's like your own private work usually you'd be in a reading group where everyone reads the same books but the other people can learn about the book you read and maybe they'll be inspired or exited to read it for themselves.

I feel like the book *Out of My Mind* made you really see and feel what it would be like not being able to speak. Really all of the Moodle books have made you feel so much empathy for other people, and made you realize how lucky you are.

Will you be submitting any letters or emails in support of your application?

Yes

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

Receipt for book purchase will be filed.

Mrs. Faber will evaluate the impact of the increased number of Moodle books available to the students in the classroom by keeping track of how many students have read each of the titles. She will use this information to assess which titles need more copies. Titles checked out by a large number of Moodle students will be purchased in the future.

**\*\* grant committee combined rubric score 94/100**

**\*\*recommended for full funding**

**5) Name:** Kristen Beshay

**Phone Number**

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**Position (e.g. parent, teacher, etc.)**

Teacher

**Proposal Title**

Non-Fiction Moodle Books

**Dollar Amount of Request**

\$401.20

**School**

Randall

**Description of Need**

Third graders at Randall will be participating in computer-based discussions about literature using a program called Moodle. Our third grade team would like one complete collection (to share) of biographies. This group of books is called the "shell." Students read some or all of the books, and their discourse centers around weekly questions that are applicable to any book in the shell. This way everyone is able to participate, no matter which book from the shell they are currently reading. Moodle is engaging, interactive and used in many classrooms throughout the MMSD, so students can interact with others in different schools, as well as different classrooms within Randall.

In the past we have tried checking out books from the public library, but many titles were not available. Moodle activity was limited because some students did not have access to the literature. We have successfully used Moodle in with fiction, but this year we see a need for non-fictional texts. The incorporation of the book series "Who Was?" will expand students' knowledge of famous people from around the world throughout history. The 125 biographies we are requesting fall into the following categories: athletes, artists, civil rights activists, entertainers, entrepreneurs & inventors, explorers, scientists, writers, American historical figures and world historical figures. We will acquire one copy of each book, and they will be rotated throughout the third grade classrooms.

Moodle addresses the following 3rd grade common core standards:



## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
6. Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of reading and Level of text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

## READING STANDARDS: FOUNDATIONAL SKILLS

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING STANDARDS

### Text types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - b. Develop the topic with facts, definitions, and details.
  - d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

Production and distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## COLLEGE & CAREER READINESS ANCHOR STANDARDS FOR SPEAKING & LISTENING

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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## SPEAKING & LISTENING STANDARDS

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking

one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

## COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Choose words and phrases for effect.

### Vocabulary acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## SOCIAL EMOTIONAL LEARNING STANDARDS

### SELF CONCEPT

Lifelong Learner: Set and achieve goals to enhance personal success

\*Students will identify goals for personal and/or academic success.

### SOCIAL COMPETENCE

Respect Others: Identify and respect multiple points of view by discovering commonalities and embracing differences

\*Students will demonstrate an ability to present their own point of view.  
\*Students will identify commonalities they share with peers.  
\*Students will recognize and respect that individual differences are important to self and others.  
Social Skills: Build and maintain positive relationships through effective communication, cooperation, and conflict resolution

\*Students will work cooperatively with partner and in small groups.  
Responsible Choices: Apply critical thinking skills while making decisions, following expectations, staying safe, and advocating for oneself

\*Students will follow rules and directions as determined by school.

## ACADEMIC STANDARDS FOR INFORMATION AND TECHNOLOGY

### Media and Technology

#### A.4.1 Use common media and technology terminology and equipment

\*identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, storage medium, file, memory)

\*identify and explain the functions of the computer system (e.g., monitor, central processing unit, storage devices, keyboard, mouse, printer)

\*demonstrate proper care and correct use of media and equipment

\*demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer, speakers)

\*save and backup files on a computer hard drive, storage medium, or server

\*demonstrate how to open and run a software program from a local storage device or network server

\*create, save, move, copy, retrieve, and delete electronic files

#### A.4.3 Use a computer and productivity software to organize and create information

\*identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, paste)

\*produce a document using a word processing program

\*edit a word-processed document using a spell checker

\*demonstrate the text editing features of a word processing program (e.g., bold face, italics, underline, double spacing, different size and style of fonts) to produce a finished product

\*use a prepared database template to enter and edit data, and to locate records

#### A.4.4 Use a computer and communications software to access and transmit information

\*describe and explain an on-line information network

\*generate, send, retrieve, save, and organize electronic messages

\*log on and view information from preselected sites on the Internet

### Independent Learning

#### C.4.1 Pursue information related to various dimensions of personal well-being and academic success

\*identify topics of interest and seek relevant information about them

\*recognize that information can be used to make decisions or satisfy personal interest

\*recognize that accurate information is basic to sound decisions

#### C.4.3 Develop competence and selectivity in reading, listening, and viewing

\*identify materials that reflect diverse perspectives

#### C.4.4 Demonstrate self-motivation and increasing responsibility for their learning

- \*contribute to group or classroom decisions about learning objectives
- \* apply prescribed criteria for judging success of learning projects

#### The Learning Community

##### D.4.1 Participate productively in workgroups or other collaborative learning environments

- \*share information and ideas with others • respect the ideas of others
- \*participate in the development of individual and workgroup tasks and priorities

##### D.4.2 Use information, media, and technology in a responsible manner

- \*return all borrowed materials on time
- \*identify the school's rules on student use of the Internet and other resources
- \*demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy
- \*employ proper etiquette in all forms of communication
- \*recognize that altering or destroying another person's program or file constitutes unacceptable behavior
- \*differentiate between copying and summarizing
- \*recognize that using media and technology to defame another person or group constitutes unacceptable behavior

##### D.4.3 Respect intellectual property rights

- \*recognize that reports or articles they write must be put in their own words

##### D.4.4 Recognize the importance of intellectual freedom and access to information in a democratic society

- \*acknowledge the right of classmates to express opinions different from their own

#### Goals of Program - How will your program fulfill this need?

When participating in Moodle literature discussions, students are required to reflect upon their reading in order to respond to complex comprehension questions. After submitting their own responses, they can read responses written by others. They then engage in back-and-forth dialogue with multiple students, in multiple places, around the same common questions. Students are required to ask a question every time they answer one, in order to keep the discussion flowing.

#### Benefit to Students and School

Students benefit from the opportunity to communicate with kids within as well as outside of the classroom. Discourse centered on shared literary experiences helps students engage with one another on an elevated level. Increased access to technology helps build computer skills. We have had great success using Moodle in the past with fictional literature. This year we would like to expand our repertoire to include the non-fiction series of "Who Was?" biographies for kids.

#### Evaluation of Program

We will evaluate the success of our program by monitoring student responses, after both the handwritten stage and the online entry. We will also observe the online discussions that develop by keeping track of participation quality and quantity. The information we collect will be used to inform further instruction.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

We have a quote from INTERSTATE BOOKS4SCHOOL for 125 biographies from the "Who Was?" series. The books they need to order are 35% off the publisher's price, which comes out to be \$3.89 each. The books they have in stock are \$2.00 each.

80 books at \$3.89 each = \$311.20

45 books at \$2.00 each = \$90.00

TOTAL = 125 books for \$401.20

The itemized list below is copied from their quote and contains all 125 titles:

Ord	ISBN/SKU	Title/Description	Dept	Author	Status	Price	D %	Extended
1	9780448453309	Who Is Barack Obama? ( Who Was...? )	BKS	Edwards, Roberta	Out	\$5.99		
35						\$3.89		
1	9780448463322	Who Is Bill Gates ( Who Was... )	BKS	Brennan, Patricia	Out	\$5.99	35	\$3.89
1	9780448464619	Who Is Bob Dylan? ( Who Was...? )	BKS	O'Connor, Jim	Out	\$5.99	35	\$3.89
1	9780448487038	Who Is Bruce Springsteen? ( Who Was...? )	BKS	Sabol, Stephanie	Out	\$5.99	35	\$3.89
1	9780448486970	Who Is Derek Jeter? ( Who Was...? )	BKS	Herman, Gail	Out	\$5.99	35	\$3.89
1	9780448478920	Who Is Dolly Parton? ( Who Was...? )	BKS	Kelley, True	Out	\$5.99	35	\$3.89
1	9780448488462	Who Is Elton John? ( Who Was...? )	BKS	Anderson, Kirsten	Out	\$5.99	35	\$3.89
1	9780448479477	Who Is George Lucas? ( Who Was...? )	BKS	Pollack, Pam	Out	\$5.99	35	\$3.89
1	9780448482385	Who Is Gloria Steinem? ( Who Was...? )	BKS	Fabiny, Sarah	Out	\$5.99	35	\$3.89
1	9780448490151	Who Is Hillary Clinton? ( Who Was...? )	BKS	Alexander, Heather	Out	\$5.99	35	\$3.89
1	9780448461922	Who Is Jane Goodall? ( Who Was...? )	BKS	Edwards, Roberta	Out	\$5.99	35	\$3.89
1	9780448486772	Who Is Jeff Kinney? ( Who Was...? )	BKS	Kinney, Patrick	Out	\$5.99	35	\$3.89
1	9780448489377	Who Is Malala Yousafzai? ( Who Was...? )	BKS	Brown, Dinah	Out	\$5.99	35	\$3.89
1	9780448426754	Who is Maria Tallchief? ( Who Was...? )	BKS	Gourley, Catherine	Out	\$5.99	35	\$3.89
1	9780448483153	Who Is Richard Branson? ( Who Was...? )	BKS	Burgan, Michael	Out	\$5.99	35	\$3.89
1	9780448482361	Who Is Stan Lee? ( Who Was...? )	BKS	Edgers, Geoff	Out	\$5.99	35	\$3.89
1	9780448479354	Who Is Steven Spielberg? ( Who Was...? )	BKS	Spinner, Stephanie	Out	\$5.99	35	\$3.89
1	9780448488585	Who Is Stevie Wonder? ( Who Was...? )	BKS	Gigliotti, Jim	Out	\$5.99	35	\$3.89
1	9780448483214	Who Is Wayne Gretzky? ( Who Was...? )	BKS	Herman, Gail	Out	\$5.99	35	\$3.89
1	9780448478906	Who Was Abigail Adams? ( Who Was...? )	BKS	Kelley, True	Out	\$5.99	35	\$3.89
		Who Was Alexander Graham Bell? ( Who Was...? )	BKS	Bader, Bonnie	Out	\$5.99	35	\$3.89
1	9780448464602	Who Was Alexander the Great? ( Who Was...? )	BKS	Waterfield, Robin H	Out	\$5.99	35	\$3.89
1	9780448484235	Who Was Andy Warhol? ( Who Was...? )	BKS	Anderson, Kirsten	Out	\$5.99	35	\$3.89
1	9780448424972	Who Was Annie Oakley? ( Who Was...? )	BKS	Spinner, Stephanie	Out	\$5.99	35	\$3.89

1 9780448455860 Who Was Babe Ruth? ( Who Was...? ) BKS Holub, Joan Out \$5.99 35 \$3.89  
1 9780448483054 Who Was Beatrix Potter? ( Who Was...? ) BKS Fabiny, Sarah Out \$5.99 35 \$3.89  
1 9780448483085 Who Was Blackbeard? ( Who Was...? ) BKS Buckley, James Out \$5.99 35 \$3.89  
1 9780448437644 Who Was Charles Darwin? ( Who Was...? ) BKS Hopkinson, Deborah Out \$5.99 35 \$3.89  
1 9780448479675 Who Was Charles Dickens? ( Who Was...? ) BKS Pollack, Pamela D Out \$5.99 35 \$3.89  
Who Was Christopher Columbus? ( Who BKS Bader, Bonnie Out \$5.99 35 \$3.89 Was...? )  
1 9780448463339  
1 9780448449852 Who Was Claude Monet? ( Who Was...? ) BKS Waldron, Ann Out \$5.99 35 \$3.89  
1 9780448439020 Who Was Daniel Boone? ( Who Was...? ) BKS Kramer, Sydelle Out \$5.99 35 \$3.89  
1 9780448483115 Who Was Edgar Allan Poe? ( Who Was...? ) BKS Gigliotti, Jim Out \$5.99 35 \$3.89  
Who Was Ernest Shackleton? ( Who BKS Buckley, James, Jr Out \$5.99 35 \$3.89 Was...? )  
1 9780448479316  
Who Was Ferdinand Magellan? ( Who BKS Kramer, Sydelle Out \$5.99 35 \$3.89 Was...? )  
1 9780448431055  
Who Was Frank Lloyd Wright? ( Who BKS Labrecque, Ellen Out \$5.99 35 \$3.89 Was...? )  
1 9780448483139  
Who Was Frederick Douglass? ( Who BKS Prince, April Jones Out \$5.99 35 \$3.89 Was...? )  
1 9780448479118  
1 9780448479385 Who Was Frida Kahlo? ( Who Was...? ) BKS Fabiny, Sarah Out \$5.99 35 \$3.89  
Demuth, Patricia Out \$5.99 35 \$3.89  
Brennan  
1 9780448479859 Who Was Galileo? ( Who Was...? ) BKS  
1 9780448482354 Who Was Gandhi? ( Who Was...? ) BKS Rau, Dana Meachen Out \$5.99 35 \$3.89  
1 9780448482606 Who Was Genghis Khan? ( Who Was...? ) BKS Medina, Nico Out \$5.99 35 \$3.89  
Who Was George Washington Carver? ( BKS Gigliotti, Jim Out \$5.99 35 \$3.89 Who Was...? )  
1 9780448483122  
Who Was Harriet Beecher Stowe? ( Who BKS Rau, Dana Meachen Out \$5.99 35 \$3.89 Was...? )  
1 9780448483016  
1 9780448479132 Who Was Isaac Newton? ( Who Was...? ) BKS Pascal, Janet B Out \$5.99 35 \$3.89  
1 9780448483023 Who Was J R R Tolkien? ( Who Was...? ) BKS Pollack, Pamela D Out \$5.99 35 \$3.89

1 9780448483078 Who Was Jesse Owens? ( Who Was...? ) BKS Buckley, James Out \$5.99 35 \$3.89

1 9780448483207 Who Was Jesus? ( Who Was...? ) BKS Morgan, Ellen Out \$5.99 35 \$3.89

1 9780448454061 Who Was Jim Henson? ( Who Was...? ) BKS Holub, Joan Out \$5.99 35 \$3.89

1 9780448483047 Who Was Joan of Arc? ( Who Was...? ) BKS Pollack, Pam Out \$5.99 35 \$3.89

Who Was Johnny Appleseed? ( Who BKS Holub, Joan Out \$5.99 35 \$3.89 Was...? )

1 9780448439686

1 9780448488509 Who Was Jules Verne? ( Who Was...? ) BKS Buckley, James Out \$5.99 35 \$3.89

1 9780448482972 Who Was Julia Child? ( Who Was...? ) BKS Edgers, Geoff Out \$5.99 35 \$3.89

1 9780448480831 Who Was Julius Caesar? ( Who Was...? ) BKS Medina, Nico Out \$5.99 35 \$3.89

Demuth, Patricia Out \$5.99 35 \$3.89

Brennan

Who Was Laura Ingalls Wilder? ( Who BKS Was...? )

1 9780448467061

1 9780448479033 Who Was Louis Braille? ( Who Was...? ) BKS Frith, Margaret Out \$5.99 35 \$3.89

1 9780448483108 Who Was Marie Antoinette? ( Who Was...? ) BKS Rau, Dana Meachen Out \$5.99 35 \$3.89

Dubowski, Cathy Out \$5.99 35 \$3.89

East

1 9780448465005 Who Was Maurice Sendak? ( Who Was...? ) BKS

1 9780448488530 Who Was Maya Angelou? ( Who Was...? ) BKS Labrecque, Ellen Out \$5.99 35 \$3.89

1 9780448484105 Who Was Michael Jackson? ( Who Was...? ) BKS Stine, Megan Out \$5.99 35 \$3.89

1 9780448479552 Who Was Muhammad Ali? ( Who Was...? ) BKS Buckley, James Out \$5.99 35 \$3.89

1 9780448479330 Who Was Nelson Mandela? ( Who Was...? ) BKS Pollack, Pam Out \$5.99 35 \$3.89

1 9780448457154 Who Was Paul Revere? ( Who Was...? ) BKS Edwards, Roberta Out \$5.99 35 \$3.89

1 9780448448398 Who Was Queen Elizabeth? ( Who Was...? ) BKS Eding, June Out \$5.99 35 \$3.89

1 9780448481821 Who Was Queen Victoria? ( Who Was...? ) BKS Gigliotti, Jim Out \$5.99 35 \$3.89

1 9780448479590 Who Was Rachel Carson? ( Who Was...? ) BKS Fabiny, Sarah Out \$5.99 35 \$3.89

1 9780448461465 Who Was Roald Dahl? ( Who Was...? ) BKS Kelley, True Out \$5.99 35 \$3.89

Who Was Roberto Clemente? ( Who BKS Buckley, James, Jr Out \$5.99 35 \$3.89 Was...? )

1 9780448479613

McDonough, Yona Out \$5.99 35 \$3.89



Zeldis

1 9780448454429 Who Was Rosa Parks? ( Who Was...? ) BKS

1 9780448466873 Who Was Sally Ride? ( Who Was...? ) BKS Stine, Megan Out \$5.99 35 \$3.89

1 9780448483092 Who Was Seabiscuit? ( Who Was...? ) BKS Buckley, James Out \$5.99 35  
\$3.89

1 9780448479651 Who Was Sitting Bull? ( Who Was...? ) BKS Spinner, Stephanie Out \$5.99 35  
\$3.89

McDonough, Yona Out \$5.99 35 \$3.89

Zeldis

1 9780448486789 Who Was Sojourner Truth? ( Who Was...? ) BKS

Who Was Susan B Anthony? ( Who Was...? BKS Pollack, Pam Out \$5.99 35 \$3.89

)

1 9780448479637

Who Was Thomas Alva Edison? ( Who BKS Frith, Margaret Out \$5.99 35 \$3.89  
Was...? )

1 9780448437651

Mannis, Celeste Out \$5.99 35 \$3.89

Davidson

Who Was William Shakespeare? ( Who BKS  
Was...? )

1 9780448439044

McDonough, Yona Out \$5.99 35 \$3.89

Zeldis

Who Was Wolfgang Amadeus Mozart? ( BKS

Who Was...? )

1 9780448431048

Who Was Woodrow Wilson? ( Who Was...? BKS Frith, Margaret Out \$5.99 35 \$3.89

)

1 9780448484280

1 9780448439068 Who Were the Beatles ( Who Was... ) BKS Edgers, Geoff Out \$5.99 35 \$3.89

Who Were the Brothers Grimm? ( Who BKS Reed, Avery Out \$5.99 35 \$3.89

Was...? )

1 9780448483146

Who Were the Three Stooges? ( Who BKS Pollack, Pam Out \$5.99 35 \$3.89

Was...? )

Order Subtotal: \$311.20 NOTE: THIS IS A PROPOSAL

1 Who Is J K Rowling? ( Who Was...? ) 2.00 2.00

1 Who Is Michelle Obama? ( Who Was...? ) 2.00 2.00

1 Who Was Abraham Lincoln? ( Who Was...? ) 2.00 2.00

1 Who Was Albert Einstein? ( Who Was...? ) 2.00 2.00

1 Who Was Alfred Hitchcock? ( Who Was...? ) 2.00 2.00

1 Who Was Amelia Earhart? ( Who Was...? ) 2.00 2.00

1 Who Was Anne Frank? ( Who Was...? ) 2.00 2.00

1 Who Was Ben Franklin? ( Who Was...? ) 2.00 2.00

1 Who Was Betsy Ross? ( Who Was...? ) 2.00 2.00

1 Who Was Bruce Lee? ( Who Was...? ) 2.00 2.00

1 Who Was Clara Barton? ( Who Was...? ) 2.00 2.00

- 1 Who Was Davy Crockett? ( Who Was...? ) 2.00 2.00
- 1 Who Was Dr Seuss? ( Who Was...? ) 2.00 2.00
- 1 Who Was Elvis Presley? ( Who Was...? ) 2.00 2.00
- 1 Who Was George Washington? ( Who Was...? ) 2.00 2.00
- 1 Who Was Harriet Tubman? ( Who Was...? ) 2.00 2.00
- 1 Who Was Harry Houdini ( Who Was...? ) 2.00 2.00
- 1 Who Was Helen Keller ( Who Was...? ) 2.00 2.00
- 1 Who Was Henry Ford? ( Who Was...? ) 2.00 2.00
- 1 Who Was Jackie Robinson? ( Who Was...? ) 2.00 2.00
- 1 Who Was Jacques Cousteau? ( Who Was...? ) 2.00 2.00
- 1 Who Was John F Kennedy? ( Who Was...? ) 2.00 2.00
- 1 Who Was King Tut? ( Who Was...? ) 2.00 2.00
- 1 Who Was Leonardo Da Vinci? ( Who Was...? ) 2.00 2.00
- 1 Who Was Louis Armstrong? ( Who Was...? ) 2.00 2.00
- 1 Who Was Marco Polo? ( Who Was...? ) 2.00 2.00
- 1 Who Was Marie Curie? ( Who Was...? ) 2.00 2.00
- 1 Who Was Mark Twain? ( Who Was...? ) 2.00 2.00
- 1 Who Was Martin Luther King Jr? ( Who Was...? ) 2.00 2.00
- 1 Who Was Milton Hershey? ( Who Was...? ) 2.00 2.00
- 1 Who Was Mother Teresa? ( Who Was...? ) 2.00 2.00
- 1 Who Was Neil Armstrong? ( Who Was...? ) 2.00 2.00
- 1 Who Was Pablo Picasso? ( Who Was...? ) 2.00 2.00
- 1 Who Was Robert E Lee? ( Who Was...? ) 2.00 2.00
- 1 Who Was Robert Ripley? ( Who Was...? ) 2.00 2.00
- 1 Who Was Ronald Reagan? ( Who Was...? ) 2.00 2.00
- 1 Who Was Sacagawea? ( Who Was...? ) 2.00 2.00
- 1 Who Was Steve Irwin? ( Who Was...? ) 2.00 2.00
- 1 Who Was Steve Jobs? ( Who Was...? ) 2.00 2.00
- 1 Who Was Theodore Roosevelt? ( Who Was...? ) 2.00 2.00
- 1 Who Was Thomas Jefferson? ( Who Was...? ) 2.00 2.00
- 1 Who Was Ulysses S Grant? ( Who Was...? ) 2.00 2.00
- 1 Who Was Walt Disney? ( Who Was...? ) 2.00 2.00
- 1 Who Was Winston Churchill? ( Who Was...? ) 2.00 2.00
- 1 Who Were The Wright Brothers? ( Who Was...? ) 2.00 2.00

Grand Total: \$90.00

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

We will submit a report to the PTO, detailing how the funds were used and including a receipt from our book vendor.

**\*\* combined grant committee rubric score 90/100**

**\*\*recommended for full funding**

6. Name

Diane Kopan

Phone Number

(608) 204-2292

Email Address

dkopan@madison.k12.wi.us

Position (e.g. parent, teacher, etc.)

School Secretary

Proposal Title

Supplementary Milk Fund

Dollar Amount of Request

\$800.00

School

Franklin

Description of Need

Currently low-income students that qualify for a free or reduced lunch only can receive a milk for free if they take a full lunch (as per USDA standards). We are requesting the grant to provide milk to a student without the low-income family being charged the cost of the milk. This saves the school/district the cost/waste of ordering excess lunches to only provide the milk.

Goals of Program - How will your program fulfill this need?

This program will fulfill the need for a milk for student's in need without the family being charged and without creating waste in food/funds for the school/district.

Benefit to Students and School

The student benefits from having a nutritious drink with their lunch and this will not create additional waste from unwanted/uneaten meals.

Evaluation of Program

We will be able to track success by the amount of milk requested each day from a low-income student.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

Currently we are being charged about \$75/month for milk from low-income families. We anticipate the cost of \$75-80 each month to provide this. Cost for this school year would be estimated at \$800.00

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Will you be submitting any letters or emails in support of your application?

Yes

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

The Franklin kitchen charges an account for this milk cost and we can provide itemized documentation of this account for grant purposes.

**\*\*grant committee combined rubric score 90/100**

**\*\*recommended for full funding**

## 7. Name

Kathy Viner

Phone Number

(608) 204-2292

Email Address

kaviner@madison.k12.wi.us

Position (e.g. parent, teacher, etc.)

4K teacher

Proposal Title

Playhouses for 4K Corral

Dollar Amount of Request

\$800

School

Franklin

## Description of Need

The 4K program has enjoyed a playhouse in the "4K Corral" for almost a year now. It is beginning to suffer from continuous play and we would love to replacement it and add to our "tiny house village" as it is one of the most popular places for 4K children to play. Older children have also enjoyed playing inside it. 4K friends spend 35 minutes outside everyday as part of our program. Adding to our village will allow for more children to enjoy being creative and imaginative. Dramatic play helps children build strong language skills and problem solving skills. Goals of Program - How will your program fulfill this need?

The tiny house village will allow children to take on the role of someone else, use their imagination, make sense of experiences through pretend and express ideas using words. It also helps children build self-confidence and self-esteem. Most importantly, adding to the village will allow more children to enjoy pretend play using these amazing houses.

## Benefit to Students and School

These houses will benefit everyone at Franklin; particularly 4K children. This year we have some very little 4K friends. Some of them aren't able to climb and play on all of the structures because their bodies aren't ready. Play houses give everyone a play space to play and lend themselves to what 4K children do best; pretend! However, these houses are great for all kids to play in and certainly aren't limited to 4 year olds.

## Evaluation of Program

The smiles on their faces and the sound of laughter!

Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

These items are available on Amazon.com and qualify for free shipping on October 20, 2016. I added extra money in case they went up in price by the time we place the order.

Step 2 Neat and Tidy II Playhouse \$176.30

Step 2 Neat and Tidy Cottage \$145.00

Step 2 Naturally Playful Countryside Cottage Tan/Brown \$299.00

Again, all three of these qualify for free shipping on October 20, 2016 but I'm not sure if that will be the case if/when we place the order which is why I added an additional amount to the request.

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Will you be submitting any letters or emails in support of your application?

Yes

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

Pictures and encouraging parents to stop by Franklin School to see our "Tiny Village."

**\*\*grant committee combined rubric score 85/100**

**\*\*recommended for partial funding at the cost of the playhouses less shipping: \$620.30**

#### 8. Name

Neighborhood House Community Center

Phone Number

(608) 255-5337

Email Address

andy@neighborhoodhousemadison.org

Position (e.g. parent, teacher, etc.)

Executive Director, Andy Millman

Proposal Title

Cooking Club

Dollar Amount of Request

\$250

School

Franklin

Randall

#### Description of Need

Neighborhood House Community Center provides free one-on-one mentoring and after-school clubs for children in the Greenbush and Vilas neighborhoods. Historically, the majority of the kids who come here after school are from Franklin and Randall schools. Every spring, after their UW mentors leave campus, Neighborhood House offers programs to bridge the span between the end of the UW schedule and the end of the elementary school schedule. These programs are targeted towards the kids who were in the mentoring program and now are searching for other after-school activities. Last spring we held our first "Cooking Club." This grant, if awarded, would help us strengthen the program by helping us purchase some much-needed kitchen equipment along with the ingredients for five classes.

Goals of Program - How will your program fulfill this need?

"Cooking Club" is one of four programs we will offer in the spring of 2017. Last year all the students who attended our first "Cooking Club" were from either Franklin or Randall. The goal of all four programs is to provide students with an educational, stimulating and fun after-school activity. "Cooking Club" teaches kids the basics of cooking and baking, including: following recipes, measuring, food safety, appliance use, and presentation.

Benefit to Students and School

According to a report from the "Afterschool Alliance," "approximately 4 in 5 parents overall (79 percent) and nearly 9 in 10 parents of after school program participants (88 percent) agree that after school programs can help children develop social skills through interaction with their peers" and "almost 3 in 4 parents (73 percent) and 4 in 5 parents of participants (83 percent) agree that after school programs can help reduce the likelihood that youth will engage in risky behaviors, such as commit a crime or use drugs, or become a teen parent." [www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM\\_National\\_Report.pdf](http://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf)

We agree that there are many benefits to children, families and communities in providing safe and supervised after-school activities. There's an added benefit if the activity is offered for free, which ours is. "Cooking Club" provides that safe, supervised and free program AND teaches a practical skill. In addition, kids get the opportunity to work together to create fresh and healthy after-school snacks.

#### Evaluation of Program

Attendance: How many kids signed up?

Retention: How many kids stayed with the program?

Skills: Based on our observation, how well did students acquire the skills that were taught?

Feedback: What were the students' opinions of the program?

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

Kitchen items - \$150

Food and baking ingredients for four sessions - \$100

Other funding - Is your project/event funded by any other source, including donations from parents?

Yes

Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.

There are no other funding sources for this program.

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

We will send you copies of all receipts.

**\*\*grant committee combined rubric score 85/100**

**\*\*recommended for full funding**

#### 9. Name

Andres Garcia

Phone Number

(608) 520-0515

Email Address

andresmgarcia@gmail.com

Position (e.g. parent, teacher, etc.)

Parent

Proposal Title

Lead testing of school drinking water

Dollar Amount of Request

200

School

Franklin

Randall

Description of Need

As highlighted by the recent crisis in Flint Michigan, exposure to lead can cause brain damage, particularly in young children. Seven of eight elementary schools in Corvallis, Oregon recently discovered lead levels in their drinking water above the EPA action level: [http://www.gazettetimes.com/news/local/report-lead-in-water-at-nearly-all-corvallis-elementary-schools/article\\_0d7985cf-225b-5f1d-8d4b-c12731d4f6a5.html](http://www.gazettetimes.com/news/local/report-lead-in-water-at-nearly-all-corvallis-elementary-schools/article_0d7985cf-225b-5f1d-8d4b-c12731d4f6a5.html) . MMSD has not tested school drinking water for lead since the early 1990's, according to Mike MacDonald, MMSD Facilities Manager. He notes that at that time MMSD tested water at electric water coolers throughout the District. Based on the test results, MMSD replaced water coolers identified as containing lead as well as some plumbing supply piping at Randall School. MMSD recently installed two lead-free filtered bottle filling stations at Randall Elementary and will be installing two more during the month of October. Water from these drinking fountains is filtered whether drinking from the spout or using the bottle filler. However, we are relying on MMSD water test results from the early 1990's to assume that the remaining water fixtures are safe. Public Health Madison & Dane County recommends periodic drinking water testing to guarantee adequate water quality.

Goals of Program - How will your program fulfill this need?

Public Health Madison & Dane County can provide water sample bottles and is certified to test the drinking water that is collected for lead.

Benefit to Students and School

Ensuring that water from all of the drinking fountains at Franklin and Randall is safe

Evaluation of Program

A key output will be the test results, and an important outcome will be increased knowledge about the drinking water quality at Franklin and Randall. If the test results reveal unsafe levels of lead, the significant outcome will be the prevention of any further damage to children's health at Franklin/Randall, and hopefully at other schools as well.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

The Public Health Madison & Dane County fee per sample for lead is \$25. I am proposing to test four water fountains at each school for lead (a total of eight samples = \$200). (Testing for bacteria, chemicals or other metals costs extra.)

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Will you be submitting any letters or emails in support of your application?

No

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

A receipt and test results from Public Health Madison & Dane County can be provided.

**\*\*grant committee combined rubric score 71.2/100**

**\*\*recommended for full funding**

**10. Name**

Kathi Seiden-Thomas

Phone Number

(773) 343-1851

Email Address

seidenthomas@gmail.com

Position (e.g. parent, teacher, etc.)

Parent, PTO Wellness Committee Co-Coordinator

Proposal Title

Healthy Active Students are Better Learners

Dollar Amount of Request

\$1,084.35

School

Franklin

**Description of Need**

Last year the Wellness Committee conducted a quantitative needs assessment via surveys. All Franklin staff and over 100 Franklin families participated and indicated their priorities in the area of health and wellness. Here is what we learned:

\*\*For families, the #1 priority was increasing physical activity, a priority reported by 56% of all families. Here is how it broke down by demographic group

-100% of African American families reported it was a priority

-69% of White families reported it was a priority

-31% of Asian families reported it was a priority

-28% of Latino families reported it was a priority

\*\*For staff, increasing physical activity during recess and in the classroom was the top priority

Research shows that physical activity benefits both student health and academic performance. In this brief from Active Living Research [http://activelivingresearch.org/sites/default/files/ALR\\_Brief\\_ActiveEducation\\_Jan2015.pdf](http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf), we see compelling evidence to support increased physical activity during the school day. Here are a few highlights:

\*\*Immediately after just one session of physical activity, children can increase their attention and memory, and reduce inappropriate behavior, such as being unfocused and causing others to become distracted.

\*\*Brain scans show that after 20 minutes of physical activity: students tested better in reading, spelling & math and were more likely to read above their grade level.

One in three kids in the United States is overweight or obese. \*\*Obese youth have elevated risk for health problems like heart disease, type 2 diabetes, high blood pressure, unhealthy blood cholesterol patterns, and other health risks related to cardiovascular disease. Obesity can also have serious ramifications for kids' cognitive development and affect school attendance.

Goals of Program - How will your program fulfill this need?

1. Increase physical activity in the classroom

The Franklin Staff would like to pilot the use of new equipment to support physical activity in the classroom. Not only would students realize the health benefits of additional movement but the classroom equipment will also provide an outlet for a student who needs additional movement to re-focus or re-energize. Equipment in the classroom will keep them in the classroom and not remove them from the learning environment (e.g. hallway).



The Wellness Committee contacted several WI school districts that have successfully integrated physical activity into the classroom (e.g Oregon, Appleton, Neenah) and learned that pedal desks are inexpensive, space-conscious, portable, quiet and easy to use.

Franklin is interested in piloting one pedal desk in each of the five second grade classrooms and one pedal desk in the Special Education resource room. Because the pedal systems are highly portable, they can be placed under any chair or table in the classroom and could be moved to other classrooms as well.

## 2. Increase physical activity at recess

At recess, playground supervisors and volunteers communicate that although the playground space is large, kickball and soccer games interfere with other activities because they “bleed,” which makes it difficult for students not participating in these group games to engage in other activities. Using portable soccer goals would help to corral the balls in these games, making additional play space available for other students. Cones will help to further delineate spaces/zones on the playground, which is a proven way to support active recess by making space for many different activities available.

Benefit to Students and School

Benefit to Students and School\*

Beyond the benefits listed in the previous section, the “Read and Ride” program has proven impact in schools around the state and country. Here are a few highlights as well as two links to articles that describe the strategy.

\*\*Read and Ride programs now exist (at least informally) in 30 states across the country, and educators all over are getting behind the trend.

\*\*The biggest benefit of all is that students get an extra chance to activate their brains by activating their bodies,

\*\*“It is a dream come true in teaching when you have a struggling student, and just by getting them moving, you see them be able to focus their attention on the lesson.”

\*\*Since the rider controls the speed and intensity, each student can set their own pace, and there's no scrutiny or pressure — and no one ever gets picked last.

<http://www.upworthy.com/this-simple-yet-brilliant-idea-is-making-kids-smarter-and-healthier>

<http://www.actionforhealthykids.org/success-stories/1160-biking-in-the-classroom>

Evaluation of Program

We will provide an exit slip to students and staff about the impact that being able to exercise and read at the same time had on them. We will also survey the teachers who utilized this and if it is successful, will look at other funding options to add to Read and Ride equipment to additional classrooms.

In terms of the new recess equipment we will gather and document feedback from playground staff and volunteers to learn the successes, challenges and recommendations for the future.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested.

Unspent funds revert back to the PTO. Total of list should match amount indicated above.

Please place each item in your budget on a separate line with its cost.

(Apologies for the formatting, we couldn't insert our table)

Item: Desk Cycle

[http://www.moving-minds.com/classroom/deskcycle1?sku\\_id=14113#](http://www.moving-minds.com/classroom/deskcycle1?sku_id=14113#)

Unit Cost: \$160.98

# Units: 6

Total Cost: \$965.88

Item: Portable soccer goals (indoor/outdoor) [https://www.amazon.com/FORZA-Flash-Pop-Up-Target-Goals/dp/B017NR6EOS/ref=pd\\_lpo\\_200\\_tr\\_img\\_3?\\_encoding=UTF8&refRID=Y6VKNS01G5SH4JTSKMNA&th=1&psc=1](https://www.amazon.com/FORZA-Flash-Pop-Up-Target-Goals/dp/B017NR6EOS/ref=pd_lpo_200_tr_img_3?_encoding=UTF8&refRID=Y6VKNS01G5SH4JTSKMNA&th=1&psc=1)

Unit Cost: \$88.98

# Units: 1 (set of 2)

Total Cost: (\$88.98)

Item: Cones [https://www.amazon.com/World-Sport-Orange-Twelve-Cones/dp/B00OYOC3X0/ref=sr\\_1\\_18?s=sporting-goods&ie=UTF8&qid=1476784374&sr=1-18&keywords=orange+cones](https://www.amazon.com/World-Sport-Orange-Twelve-Cones/dp/B00OYOC3X0/ref=sr_1_18?s=sporting-goods&ie=UTF8&qid=1476784374&sr=1-18&keywords=orange+cones)

Unit Cost: \$29.49

# Units: 1 (set of 12)

Total Cost: \$29.49

Other funding - Is your project/event funded by any other source, including donations from parents?

No

Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.

n/a

Will you be submitting any letters or emails in support of your application?

Yes

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

We will take photos of students using the new equipment and will share a year end report with the PTO, which will include a quantitative and qualitative summary of evaluation results.

***\*\*grant committee combined rubric score 78.3/100***

***\*\*recommended for partial funding for soccer nets pending teachers letters of support for desk cycles at \$118.47. Would also need to obtain pavement-ready soccer net quote.***

11) Name

Benjy Moffit

Phone Number

(608) 204-2295

Email Address

bmoftit@madison.k12.wi.us

Position (e.g. parent, teacher, etc.)

Bilingual Resource Teacher

Proposal Title

Bayview's ESL Summer Study Program

Dollar Amount of Request

\$2,500

School

Franklin

Randall

#### Description of Need

Recent data obtained from MMSD indicate that 70% of Bayview youth graduate from high school. This figure is lower than the average rate of 86%. Additionally, Bayview's elementary age youth are struggling to reach math (22%) and reading (12%) proficiency levels when tested in grades 3 and 5. To address these disappointing statistics, Bayview has implemented several programs focused specifically on math and literacy; however, staff are critically aware that much more needs to be done to close the achievement gap between Bayview youth and other MMSD students.

Ninety-five percent of Bayview youth are from immigrant and/or refugee families and more than ten different languages are spoken by the families who live here. During the school year, most Bayview youth receive English as a Second Language (ESL) program services. These tailored services provide much-needed language, cultural and emotional support for Bayview youth and their families. However, during the summer months, when these programs are not available and/or comprehensive, Bayview students lose academic ground and their confidence levels decline. Addressing the educational needs specific to Bayview's multicultural, multilingual and low income community is vitally important.

Goals of Program - How will your program fulfill this need?

An estimated 30 unduplicated youth who live at Bayview and are enrolled in Kindergarten through 5th grade at Franklin and Randall Elementary Schools will participate in Bayview's annual ESL Summer Study program. The following objectives will be reached:

- Increase proficiency scores in math and reading for students in Kindergarten through 5th grade
- Increase confidence levels in reading aloud and/or one-to-one with an adult/teen
- Increase confidence levels raising hands, answering/asking questions, and speaking in front of others

Benefit to Students and School

To achieve the above stated goals, Bayview staff will implement the 2017 Bayview ESL Summer Study program. Three certified ESL teachers from Franklin and Randall Elementary Schools will be hired to teach morning summer study classes in Math and Reading that will take place at Bayview's International Center for Education and the Arts. The program will run for six weeks, Monday through Friday from 9:15am to 12pm, coinciding with MMSD's summer school program. The program includes the following components:

- 1) Planning meeting between Bayview staff and MMSD teachers to identify program goals and specific learning objectives
- 2) Development of Math and Reading curriculum focused on addressing individual student needs/gaps
- 3) Mandatory Monday through Friday morning ESL Summer Study classes
- 4) Pre and post student assessments
- 5) Program evaluation and summary

Based on pre and post assessments conducted during the summer of 2016, 75% of student participants gained ground in reading and math. The remaining 25% of students remained at the same levels. Significantly, none of the students experienced summer learning loss.

According to the three Randall and Franklin teachers who taught in the program, Bayview's ESL Summer Study program is a vital project that connects students to learning during the summer months. Additionally, the learning is taking place in an environment the students and their

parents are already familiar with. Most children age 7 and up attend the "After School Program," during the school year, that gives homework support in the Bayview Community Center. The parents know the staff from Bayview and the teachers from F-R, and are comfortable communicating with them at the Summer Study. There is less of a language barrier because there is staff who speak both Hmong and Spanish.

Another benefit to the Bayview ELL Summer Study is that any student is welcome with parent permission, even if they are ABOVE the qualifying assessment scores needed to qualify for MMSD summer school. Without the program, teachers feel that their work at the beginning of each school year would be much more challenging. Given that the teachers are often working with current and/or future students gives the teachers, students and parents the opportunity to develop more meaningful connections. The more connected the students and teachers are to each other, the more learning will take place in the classroom. Additionally, class sizes are much smaller than they are during the academic year. Typically, classes range in size from eight to 14 students per teacher, giving students and teachers more one-to-one time. The students would work directly with an ESL teacher for 6 weeks.

#### Evaluation of Program

In spring 2017, Bayview staff and MMSD teachers will meet to discuss the upcoming summer program. Student test scores from the 2016-17 academic year will be reviewed and learning outcomes identified. During the first week of Bayview's ESL Summer Study, teachers will conduct a pre-assessment of students to assess their current skill levels in reading, writing and/or math. A final assessment will be conducted at the end of the six week program to evaluate individual student performance and learning gains, gaps and/or losses. Teachers will be asked to aggregate their classroom data and complete a final evaluation summary.

Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

Budget: \$9,650

Bayview's ESL Summer Study program is a component of our annual All Around the World Summer Camp (an eight week program that includes academics in the morning and recreation/arts/culture in the afternoons). The amounts listed below provide a budgetary overview of the ESL Summer Study program only.

Personnel (hiring three ESL certified MMSD teachers): \$9,150

Program supplies and materials: \$500

Other funding - Is your project/event funded by any other source, including donations from parents?

Yes

Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.

Other funding sources: City of Madison Office of Community Services (funding available for Bayview's year-round youth programs, including its afternoon recreation-based Summer Camp program); MMSD's Summer Food Service program will provide breakfast and lunch throughout the six week program; Bayview will seek additional funding from Madison Rotary Foundation and Cuna Mutual. Last year the Hmong Parent Empowerment Group at Franklin-Randall provided a cooking class to raise funds (\$200). We could plan another fundraiser to help the summer study program at Bayview.

Will you be submitting any letters or emails in support of your application?

Yes

The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?

Benjy Moffit and Tonya Rasmussen will provide data of student progress and photos of the students in action.

***\*\*combined grant committee rubric score 80/100.***

***\*\*recommended at partial funding of \$500.00 for materials and supplies due to language on the PTO qualifications and eligibilities page: "Funding for staff time is strongly discouraged."***



Colleen Johnson &lt;cvjohnson38@gmail.com&gt;

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**PTO GRANT**

4 messages

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**Yvonne Wullschleger** <ywullschlege@madison.k12.wi.us>  
To: Colleen Johnson <cvjohnson38@gmail.com>

Thu, Nov 3, 2016 at 2:35 PM

Dear PTO Board,

Bayview Center is the only location in the Franklin/Randall community that offers ESL Summer School Program for our students. Bayview's summer program is particularly designed to help underachieving minority students from our school. Bayview parents and their children benefit immensely from this program.

Bayview Center's Summer School teachers know well the individual needs of Bayview's Franklin/Randall students. They are aware of ESL students abilities and areas they need to improve. Teachers tailor the curriculum based on those needs, and help students reach high standards.

Parents and students feel very comfortable working with staff and teachers they already know. Students are not shy of actively participating, an area all ESL students need to grow. The benefits of working with ESL certified teachers during the summer are reaped in the Fall.

To have this opportunity available for this group of underrepresented students is invaluable! Help us close the OPPORTUNITY Gap for the students at our school by supporting Bayview's Summer School Program!

Yvonne Wullschleger  
Spanish Bilingual Resource  
Latino Parent Group Coordinator  
Franklin/Randall School

Sylla Zarov and John Wallace  
Principals  
Franklin and Randall

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**Yvonne Wullschleger**

Bilingual Bi-cultural Resource Specialist  
Franklin Elementary  
204-2292 204-2295  
Randall Elementary  
204-3300 204-3285

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**Colleen Johnson** <cvjohnson38@gmail.com>

Thu, Nov 3, 2016 at 3:46 PM

To: "ptoboardfr@googlegroups.com" <ptoboardfr@googlegroups.com>, John Wallace <jjwallace@madison.k12.wi.us>, Sylla Zarov <szarov@madison.k12.wi.us>  
Cc: "ywullschlege@madison.k12.wi.us" <ywullschlege@madison.k12.wi.us>

PTO Board, John, and Sylla,



Colleen Johnson &lt;cvjohnson38@gmail.com&gt;

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**{Franklin-Randall PTO Board} Fwd: Letter of Support for 2nd Grade Read and Ride Grant**

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**Sara Campbell** <sleifheit1@gmail.com>

Mon, Nov 7, 2016 at 12:33 PM

Reply-To: sleifheit1@gmail.com

To: ptoboardfr@googlegroups.com

Cc: Alan McMillan &lt;alan.mcmillan@gmail.com&gt;

Hi board,

With the attached letter of support the grant committee now recommends full funding for the desk cycle grant by Kathi Seiden-Thomas. Thanks, see you next week.

----- Forwarded message -----

From: **Sylla Zarov** <szarov@madison.k12.wi.us>

Date: Friday, November 4, 2016

Subject: Letter of Support for 2nd Grade Read and Ride Grant

To: [Grants@franklinrandallpto.org](mailto:Grants@franklinrandallpto.org), Sara Campbell <sleifheit1@gmail.com>

Hi there,

I have attached a letter of support for the 2nd grade Read and Ride Grant. I printed out pictures and showed all 2nd grade teachers involved and they approved the size and are excited about the idea.

Thank you for your time,

Sylla

Sylla D. Zarov

Principal

Franklin Elementary

(608) 204-2305

szarov@madison.k12.wi.us

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You received this message because you are subscribed to the Google Groups "Franklin-Randall PTO Board" group.

To unsubscribe from this group and stop receiving emails from it, send an email to [ptoboardfr+unsubscribe@](mailto:ptoboardfr+unsubscribe@googlegroups.com)

[googlegroups.com](mailto:ptoboardfr+unsubscribe@googlegroups.com).

For more options, visit <https://groups.google.com/d/optout>.

**letter of support.pdf**

48K

October 26, 2016

Dear Franklin-Randall PTO Grant Review Committee,

We are writing this letter of support for the PTO Wellness Committee's request for funding (submitted by Kathi Seiden Thomas) to implement the "Healthy Active Students are Better Learners" project in our school.

We were excited when we were approached with this opportunity. We learned that using pedal desk systems in the classroom was effective and well utilized at other schools in Dane County and across the country and believed that it would be a worthwhile addition to our classrooms.

We look forward to piloting the use of this new equipment. Not only would students realize the health benefits of additional movement but the classroom equipment will also provide an outlet for a student who needs additional movement to re-focus or re-energize. Equipment in the classroom will keep them in the classroom with their peers and not remove them from the learning environment.

Additionally, we support the idea of new equipment on the playground to help create "playground zones" so that all students have a space for the activity of their choice.

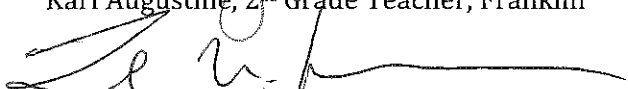
Sincerely,



Sylla Zarov, Principal, Franklin



Kari Augustine, 2<sup>nd</sup> Grade Teacher, Franklin




Lorimer Cushman, 2<sup>nd</sup> Grade Teacher, Franklin



Rita Miller, 2<sup>nd</sup> Grade Teacher, Franklin

Sheryl Rowe, 2<sup>nd</sup> Grade Teacher, Franklin



Marissa Pigott, Cross Categorical Teacher, Franklin

