

2011 GRANTS

The following grants were awarded in 2011 for the 2011-2012 school year:

Program: Khan Academy in the classroom

Target: Meadowbrook 5th Grade Students

Program Description: As we strive to provide students with the tools they need for success in the 21st Century, we are constantly adding new technology to our class experiences. The Bill and Melinda Gates Foundation recognized Online educator and innovator, Salman Khan, for creating a library of amazing video tutorials that students around the world are using to further their learning. You can see these for yourself at www.khanacademy.org. My students and I have used many of these videos to support independent learning and curricular goals. Now, I want to provide the students with the tools and training to create their own "Khan Academy" style videos. I hope to use Bamboo electronic tablets and microphone headsets to allow students the opportunity to demonstrate and share their strategies with this innovative approach. We push our students to achieve higher level "Blooms Taxonomy" skills which call for students to create, evaluate, teach and explain their process in problem solving. By having students write problems for math class, work out the problems in a technology based format and publish them to a class website for others to use, this will be accomplished in a unique way. They will use technology to collaborate, share and grow as problem solvers therefore achieving higher level skills that are required of our 21st Century students.

Program: Assessing Student Achievement in Science

Target: Central Middle School Grades 7 and 8 Science

Program Description: We are currently piloting a 1 to one 1 computer model in 7th and 8th grade science. Students currently are assessed in traditional ways as well as electronically. We are currently developing our curriculum so students have access to digital as well as hands on activities and assessments. Currently in Chemistry we have found that students are more engaged, working more independently and achieving at their maximum. The hybrid classroom has allowed student access to a greater variety of hands on learning activities. We would use this grant to expand the online activities available to students, including assessment tools so students can self-monitor their progress. We would like to purchase a 1-year license to GIZMOS from Explore Learning.com

Program: PDR...T! (Plan, Do, Review...Together!)

Target: Blair Elementary School Grade 1

Program Description: As we continue to work to blend our communities we plan to have our English speaking and Spanish speaking 1st grade classes work together for a portion of one afternoon each week. Students will work together to plan their own project/activity goal, complete the project/activity together and then write about its outcome in their PDR...T! Journals. Students will then look ahead to future sessions as they discuss possible projects/activities to be completed together

Program: Listening to Learn

Target: Hadfield Elementary School Kindergarten

Program Description: We are requesting grant funds to purchase materials to create a listening center to be used during Readers' Workshop. The money would provide individual CD players with headphones and books that include read along CDs. This would allow children to hear books being read to them to gain fluency skills. It is also very helpful at the kindergarten age to help students practice comprehension skills, as the books they are able to read on their own are not very complex. These materials would also greatly benefit our ESL students, by allowing them the maximum amount of opportunity to hear spoken language in the form of books being read to them.

Program: Banting's Bilingual Library

Target: Banting Elementary School

Program Description: Banting Elementary School is a school that includes 50% and growing of our student population who are bilingual. This is growing as a result of our newly developed program entitled Dual Language. A dual language classroom consists of 12 Native Spanish Speakers and 12 Native English Speakers who learn both languages together. It is very important to celebrate both of the languages. When you walk into Banting's Library, you see a variety of books. It definitely makes you want to pick a book and read. However, as you look at the library, a majority of the books are in English and less than a fourth are in Spanish. In order for these students to be readers in both languages, we need to provide them with books in both languages. My goal is to increase the amount of Spanish books in Banting's library to continue to celebrate and demonstrate to the students the importance of both languages.

Program: Math Games that Motivate Learning

Target: Lowell Elementary Grade 3

Program Description: Participants will use the contents of the various math games to develop skills targeting the third grade School District of Waukesha math curriculum expectations and Wisconsin State Standards. Math Games that Motivate specifically focus on the areas of telling time, elapsed time, counting money, making change, spending wisely, saving money and probability.

Research supports that differentiated instruction and a hands-on approach is necessary to reach all students. Antiquated approaches from the past rely on memorizing information and practicing concepts through the use of worksheets. Attempts to develop ideas without employing the process skills lead only to rote learning and knowledge that is confined to the situation in which it was learned. Students learn best by experiencing real-work mathematical situations and developing solutions to strategic problems, which require higher-level thinking. Allowing children to experience and think about the concepts they are studying "enhances the depth of their content understanding, their interest in the subjects they are learning, and their retention of the material." (Swartz, 2008, *Educational Leadership*)

Program: Trout in the Classroom

Target: Waukesha Randall STEM Academy 4th Grade

Program Description: I would like to expand a program I implemented at Waukesha STEM Academy-Randall Campus this year. It is based on a program called Trout in the Classroom that was developed by Trout Unlimited. Our school acquired trout fingerlings from the Department of Natural Resources. Fourth grade students raised the trout in our school in a coldwater aquarium, and then released the trout into Minooka Pond. The students were involved in each step of this process on a daily basis. The grant proposal is for purchasing aquarium materials and a chiller to allow more students to actively participate in this project.

Program: Positive Behavior Intervention and Systems Classroom Recognition

Target: Horning Middle School

Program Description: The idea behind supporting this positive recognition system is because Horning Middle School is not where every student wants to be. It is a safe environment, with loving and devoted staff, with hard-working students. This describes most of the population at Horning Middle School. However, a small minority of students and staff have a negative perception of what Horning Middle School is, the traditions that are carried out here, and what consists of a great day here at Horning. The significance of this positive recognition system is to change our culture and habits here at Horning Middle School. We have a tradition, "a Tradition of Success". This success must include our devotion toward making students' and staffs' lives here at Horning are better. To make them feel like they are in an environment where learning can be safe, fun and positive will be our goal, and the staff and students can change this perception while utilizing LearningEarnings.com

Program: ALEKS (Assessment and Learning in Knowledge Spaces) Math

Target: iQ Academy

Program Description: ALEKS is an online math program that uses an artificial intelligence engine to assess and provide specific learning with standards-based content for grades 3-12. After assessing a student, ALEKS targets gaps in an individual student's mathematical knowledge and delivers highly-targeted instructions on the exact topics the student needs to focus on for mathematical understanding and success.

Program: Applying lessons found in Tuesday with Morrie

Target: Waukesha West High School Juniors

Program Description: Toward the beginning of the school year, students in my English 11 class will be given 10 dollars each and a letter explaining the reason for the money. With this money, students will be asked to do something for someone. They must use their imagination and see how far 10 dollars can go. At the beginning of the project, and possibly at different stages throughout, school and local media will be contacted and invited into the classroom so the community can see the student's creative process at work. Students will have until the end of the second semester to complete this project. When all is said and done, students will respond to the following prompt: What did you do for someone that made a difference? From the students' responses and from the overall project, I hope to empower students to work together and make positive choices that impact their community.

The two projects below have agreed to collaborate with one another to use resources efficiently and to benefit student learning:

Program: Growing Students: Seed for a Lifetime

Target: Waukesha West High School, grades 9-12, Special Education Dept.

Program Description: This project based learning endeavor will engage Waukesha West High School students with disabilities to use 21st century skills while incorporating many aspects of the high school curriculum to grow, produce, market and sell plants in the school greenhouse.

Program: Cultivating Connections with Growing Power

Target: White Rock Elementary Grades 4 and 5

Program Description: Cultivating Connections with Growing Power is about implementing Project-Based Learning, science curriculum, and community collaboration together in one, unforgettable program for elementary students. The potential to develop a program such as this will take teaming up with the local community and visiting Growing Power, a national nonprofit organization and land trust supporting people from diverse backgrounds, and the environments in which they live, by helping to provide equal access to healthy, high-quality, safe and affordable food for people in all communities. Growing Power implements this mission by providing hands-on training, on-the-ground demonstration, outreach, and technical assistance through the development of Community Food Systems that help people grow, process, market and distribute food in a sustainable manner. Growing Power has made national news through their success through connecting communities and educational projects. The founder, Will Allen, was named in this last year's Time Magazine top 100 most influential people. A fifth grade teacher and myself will organize an in and out of class project for 5th graders to complete 2 projects at Growing Power headquarters in Milwaukee. This project-based learning initiative will be started and measure at White Rock Elementary School.

Program: AVID College Visits (recommended for funding with the Duckett Fund)

Target: Waukesha South High School

Program Description: The purpose of this proposal is to provide the AVID students at Waukesha South the opportunity to visit several different colleges around the state of Wisconsin. This portion of the AVID curriculum will allow students to be exposed to many different colleges and post-secondary educational environments over the course of their 4 years at Waukesha South.

Program: Waukesha South Freshman Welcoming Committee (FWC) (recommended for funding with the Hollub Fund)

Target: Waukesha South High School

Program Description: Waukesha South's Freshman Welcoming Committee (FWC) is currently planning two significant activities that are aimed at providing a smoother transition from middle school to high school for incoming freshmen. These two activities are the Freshman First Day and a Halloween Costume Dance. Both of these activities have been offered the past several years and they are very successful. These two events have helped incoming freshmen develop a relationship with the school, staff, and other students which have led to smoother transitions to the new environment. Other activities and community service projects are being discussed for possible implementation during the school year.