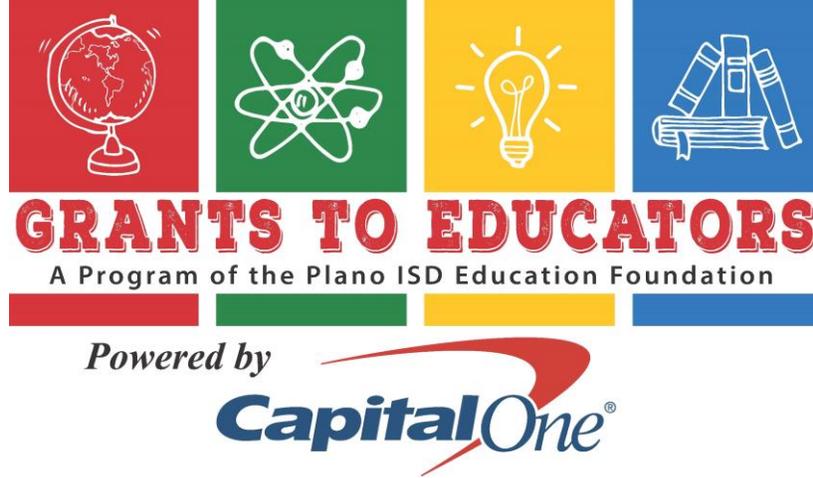


Applicant: Kelly Aguirre

Location: Hendrick Middle School

Project Name: Sensory Solutions 2.0

Project Summary: My campus serves students in two centralized programs, one for students with significant autism and the other for students with emotional disturbances. My campus also educates several students with intellectual disabilities and visual impairments. The benefits of inclusion for these students range from increased social interactions, peer role models for academic instruction, social and behavior skills, increased access to general education curriculum, and an acceptance of individual differences. Most or all students in special education have identified sensory needs, in addition to their significant emotional needs. This in turn affects their ability to focus in class due to over or under-stimulation. Being proactive and managing stimulation levels for these students will maximize student's potential for future success. My student's sensory needs could be well managed with the addition of sensory items. By providing students with access to these items within the general education setting, they do not have to leave the classroom and miss instruction. Teachers are able to positively impact students school day and close the opportunity gap by providing skills and tools to help students independently self-regulate.; By empowering students, educators can positively impact their present and future relationships, academic achievement, and adulthood in an inclusive society.

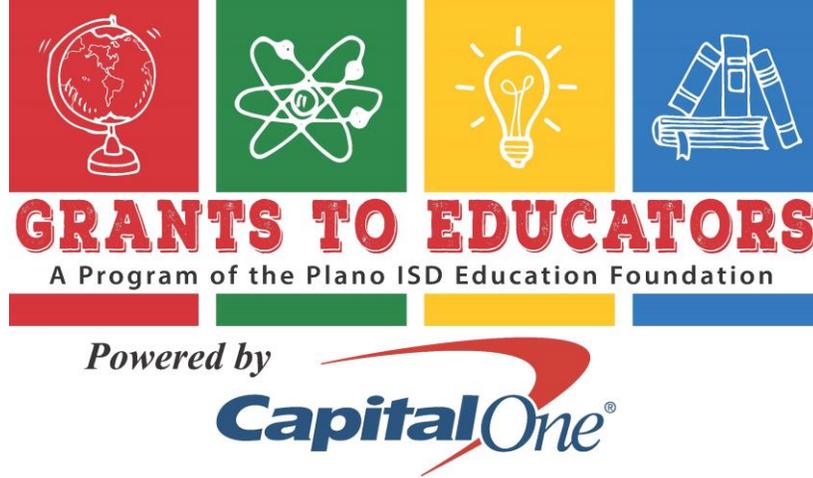


Applicant: Penny Aguirre

Location: Plano East Senior High School

Project Name: Visit and View: Expanding Humanities Education in American Studies

Project Summary: Students in American Studies will visit the Dallas Museum of Art to experience exhibitions that will supplement their instruction in the humanities, which is an integral part of instruction in American Studies. The course itself combines instruction in history and English in a humanities based synthesis class in which students learn to read and analyze written and visual texts. The trip to the DMA will allow students to view various art pieces that they would otherwise not be exposed to.

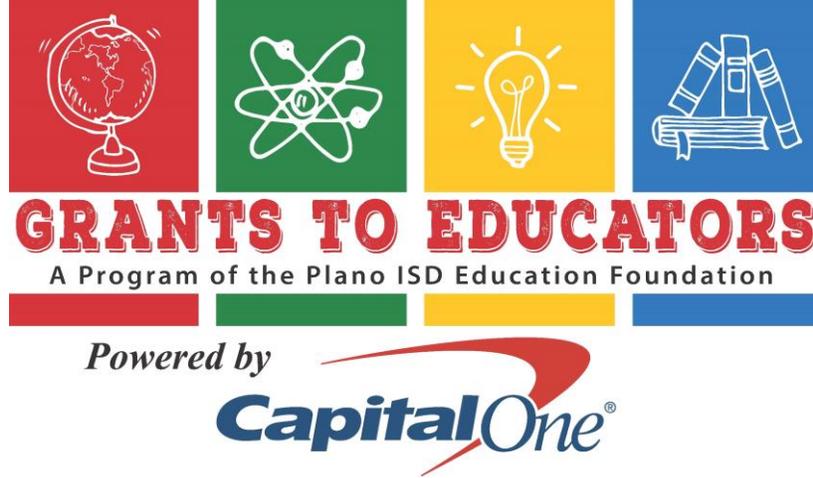


Applicant: Tiffany Alexander

Location: Frankford Middle School

Project Name: Level Up

Project Summary: Through Level Up, our campus would love to excite our students about their potential as college students. We plan to host a College and Career Readiness Fair in the spring semester to do just that. The fair will consist of three rotations: ; 1. A campus tour at The University of Texas at Dallas-students will have the opportunity to learn about the college experience from real college students in the collegiate environment.; 2. A Reality Fair hosted by InTouch Credit Union-this highly interactive job fair offers students not only the opportunity to learn earning potential for various careers, but also to learn how fair their money can take them.; 3. College and Career Rotation with various colleges and university representatives along with career institutes.; Research conducted by Inside Higher Ed concludes that "colleges favor students who show 'demonstrated interest' -and they way they measure it puts students without money at a disadvantage..." Although the AVID program promotes college readiness, only a small percentage of our students will have an opportunity to visit college campuses through the program. As a Title I campus, our mission is to provide more exposure to all of our students and increase student enrollment in rigorous courses.

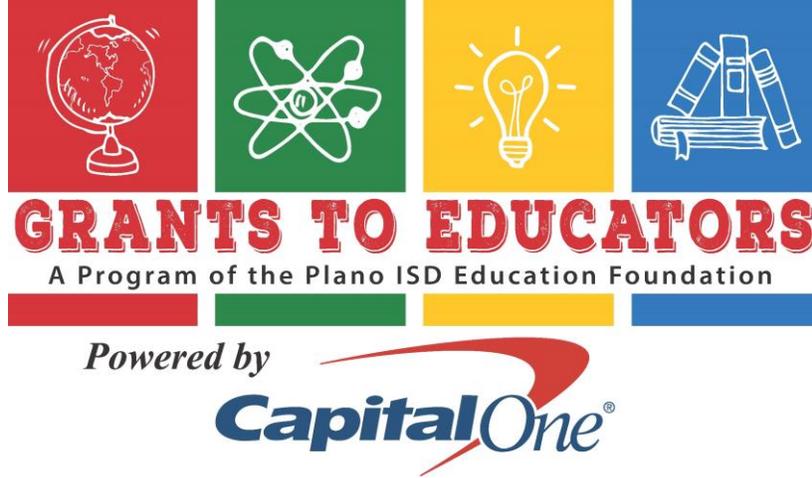


Applicant: Adriane Anderson

Location: Jasper High School

Project Name: No Strings Attached: Interactive Soft Sculpture Puppets

Project Summary: Students will learn how to construct, sew, and create patterns of soft sculptures in the form of a performance puppet. The students will design their own characters, create a sewing pattern, and put together a movable puppet that will be performed in class. The students will also use our green screen and create a 3-5 minute short with their puppet to learn video editing, lighting, sound design. These will not be the average sock puppet but a more substantial soft sculpture similar to Muppets.

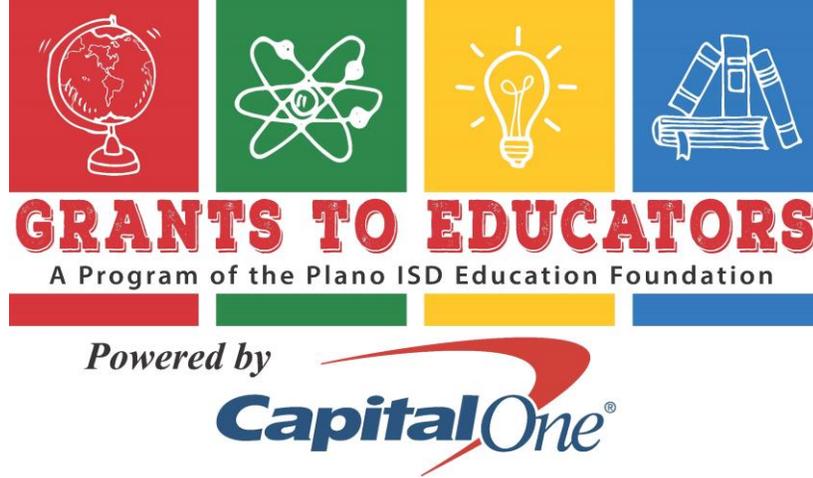


Applicant: Angela Armstrong

Location: Wyatt Elementary School

Project Name: Emphasizing Empathy Through Biographies

Project Summary: Our campus has a diverse population of students who would benefit from learning about people from other places, cultures, and economic levels. The biography genre allows students to understand and ‘experience’ the lives of current and historical figures who have made a positive impact on society. This provides an excellent opportunity to open a dialogue about empathy – ‘How would you feel if you were in _____’s shoes’, ‘Were _____’s emotions understandable in the situation?’, ‘What would you have done differently/the same and why?’, ‘How did _____ promote kindness in their community?’ While biographies are a favorite choice of reading in our library, I often find the need to provide my students with a larger selection of high-interest biography series titles to maintain their enthusiasm in the genre.

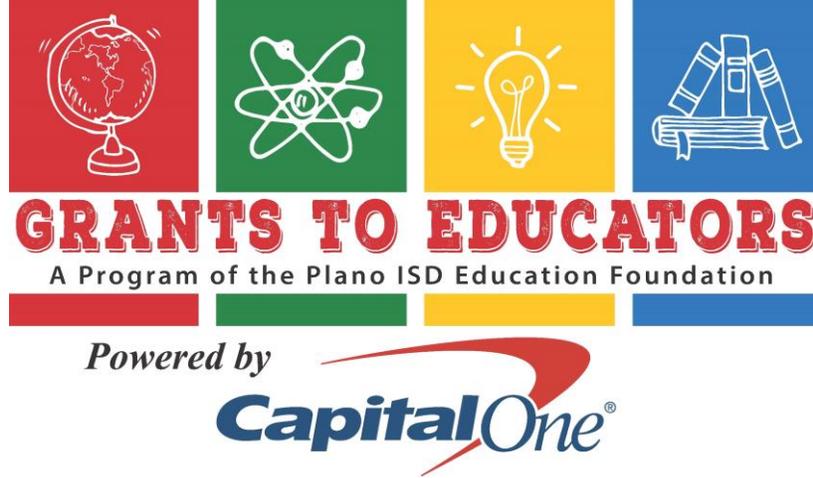


Applicant: Katherine Aycock

Location: Renner Middle School

Project Name: Maker Kit

Project Summary: A Maker Kit is a mobile version of a makerspace which students can check out and take home to participate in STEAM activities. Makerspaces “meld science and technology with art and design in collaborative and creative ways” and “encourage higher-level thinking, exploration, inquiry-based learning and active engagement in STEAM”. Although the library is full of books that encourage students to be makers, some students lack the resources and materials to move beyond static learning and bring concepts to life by creating things based on what they’ve read. Since library makerspaces are open to all students, they are ideally placed to provide equity, help close the achievement gap, and create opportunities for student-centered, inquiry driven learning. ; ; This grant funds the initial phase of Maker Kits to create 21 STEAM kits that students can check out from the library and take home. The kits are low tech--origami, calligraphy and hand lettering, knitting, jewelry making, and duct tape crafts--and high tech--MakeyMakey, Ozobot, and green screen. Each Maker Kit comes with a nonfiction book explaining how to use the materials in the kit, information cards directing students to online tutorials and video, and all the materials students need to complete the STEAM activity.

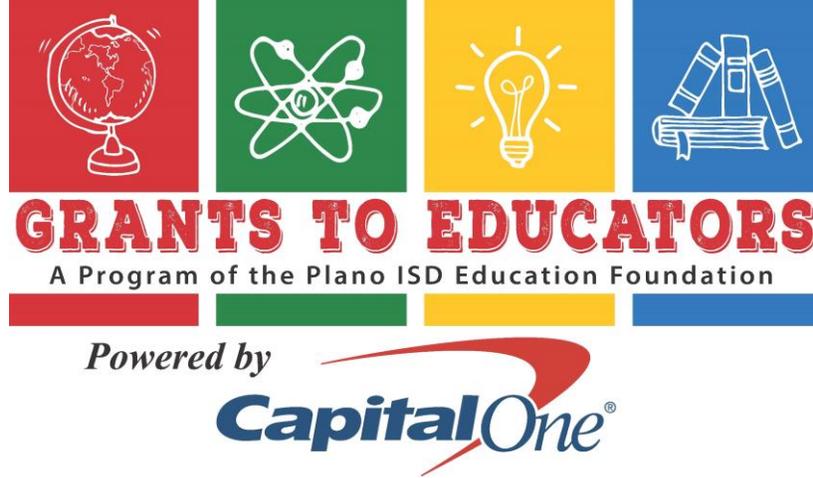


Applicant: Keri Bennett

Location: Haggard Middle School

Project Name: Developing Social and Emotional Learning through Reading

Project Summary: Social and Emotional Learning (SEL) in education frequently occurs in group activities like sharing or restorative circles. However, reading about different cultures and difficult situations can provide students with an individual opportunity to develop understanding and empathy. Increasing the library's collection of books that have examples of SEL at work will offer students additional opportunities to recognize these skills, and, more importantly, be more likely to practice them.

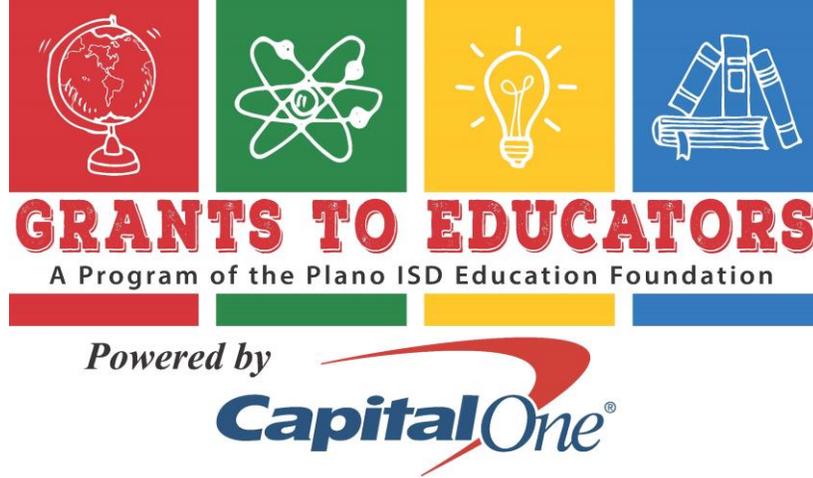


Applicant: Kimberly Birch

Location: Davis Elementary School

Project Name: Assistive Listening Device: Cochlear Implant

Project Summary: Students with special needs often require additional support to become successful. Students who rely on assistive listening devices such as cochlear implants require daily equipment checks, battery charging or replacement, and frequent part replacements. Because of the cost and model-specifications of these replacement parts, school budgets are not typically able to provide replacement parts or batteries during school hours. Therefore, when a student's cochlear implant battery depletes during school hours, the student does not have access to sound until they arrive home to charge their battery. The loss of access to sound greatly affects the student's ability to access instruction and communicate with peers and adults. I propose the purchase of one battery unit per model of cochlear implant (Cochlear, Advanced Bionics, and MedEl) be housed at the school campus in the event a student's device battery depletes during the school day. By purchasing a battery unit for each of the three cochlear implant brands, teachers will be able to restore sound access to a student for the duration of the school day. A central location, check out system, and advocacy program will be in place to ensure the accessibility and success of this lending program.

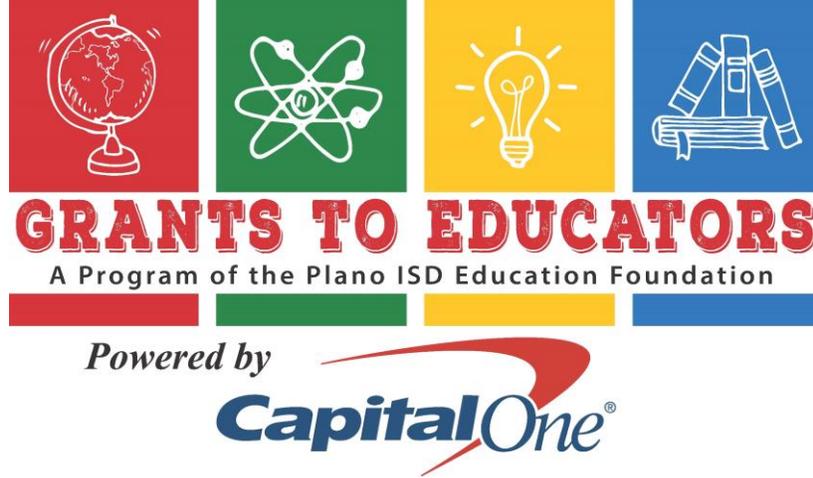


Applicant: Lauren Blacketer

Location: Rasor Elementary School

Project Name: Rhythm Path: Day of Drumming

Project Summary: The Day of Drumming Program is a one-day event that will allow every single student on campus to play a traditional African djembe in a drum circle. Each grade-level will be part of the drum circle during their 50-minute Specials time. Every student will play a drum, learn about the music and culture of West Africa, sing traditional songs, learn rhythms, and participate in part-work and improvisation. The program's instruction is soundly based within the state's music curriculum and allows music teachers to supplement their lessons with hands-on experience.

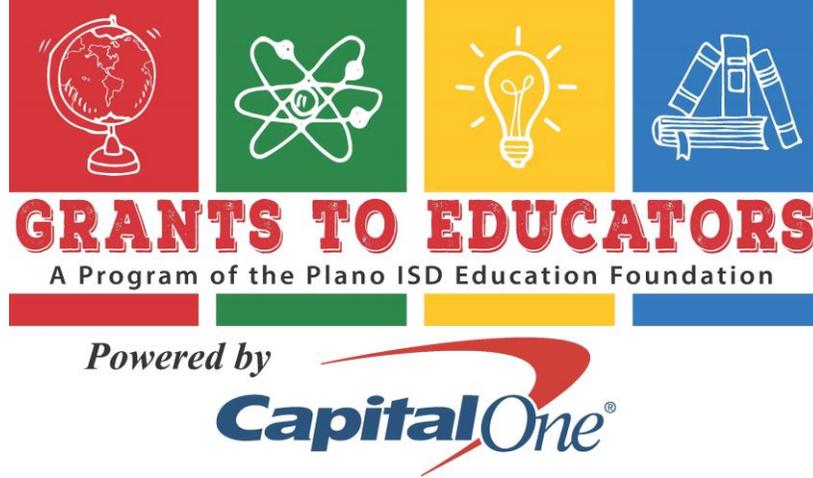


Applicant: Stacy Blackstone

Location: Plano West Senior High School

Project Name: Knowledge of Experience

Project Summary: One of the goals of the Centralized Structured Class is to increase the student's experiences while decreasing the behaviors. By introducing students to new experiences, we can also help teach them new coping mechanisms which will increase their opportunities and job possibilities in the future. Our learning starts in the classroom while we are introducing and practicing the new skills, then we take our students out into the community to further practice our newly learned skills.

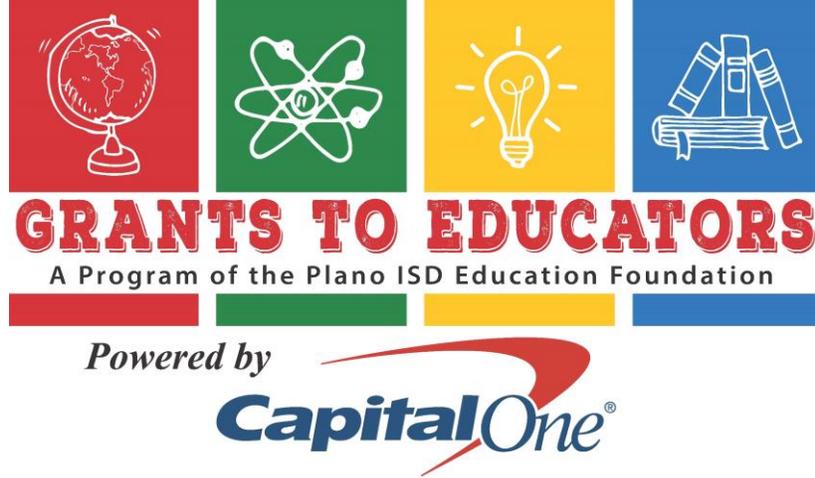


Applicant: Carol Bohnstengel

Location: Mathews Elementary School

Project Name: Special Friends, Special Needs, Special Equipment

Project Summary: On our elementary campus, we have a Self Contained Structured Classroom (CSC) to serve a growing number of children with profound developmental disabilities. More than half of these students are non-verbal. They all face significant physical, emotional, and intellectual challenges. These students attend a 25 minute Fitness class twice a week designed specifically to their developmental needs and abilities. They also integrate into a 50 minute general education P.E. class twice a week. We would like to provide specialized equipment to help these and other special needs students on our campus enhance their experience in the gym so they are able to participate more fully with their peers.

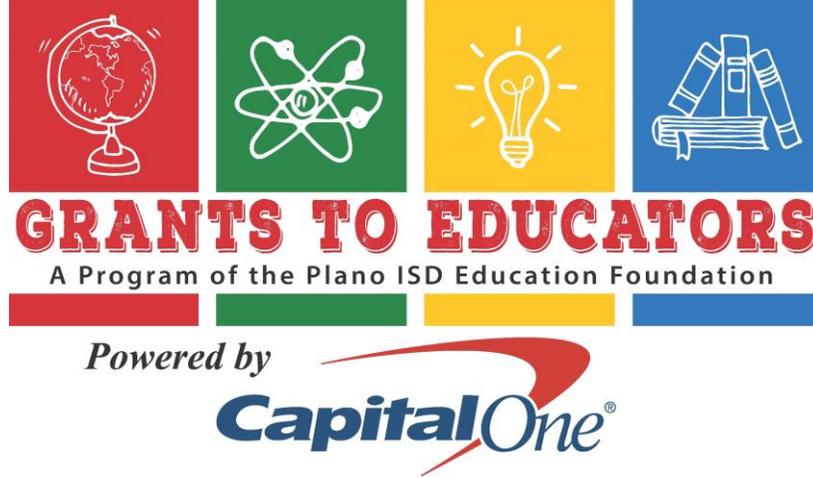


Applicant: Loretta Bradshaw

Location: Stinson Elementary School

Project Name: Social (Emotional) Butterflies

Project Summary: This project will create a Sensory Garden to promote Social Emotional Learning practices, provide an outdoor lab area for Science, Technology, Engineering, Art and Math (STEAM) challenges, and offer needed experiential training for our visually impaired/autistic students.; The garden will be constructed in the outdoor, common area between our third and fourth grade wings according to the following plan;; 1. Level the surface and re-sod (The PISD Energy Dept has visited our campus and graciously agreed to handle this aspect as well as check for proper irrigation); 2. Revitalize the soil in the 4 raised beds to ensure success of new plants; 3. Purchase, plant and maintain researched sensory plants; 4. Purchase, install and maintain hardscape sensory furnishings; 5. Train campus teachers on benefits and proper use of sensory gardens; 6. Establish a rotating system allowing all grade levels access to appropriate environmental, STEAM and social emotional learning opportunities; 7. Develop a care-taking plan and work with campus PASAR team to allow students a chance to participate in the upkeep of the garden; 8. Evaluate goals, expected outcomes/successes, and determine what future additions will most benefit our students

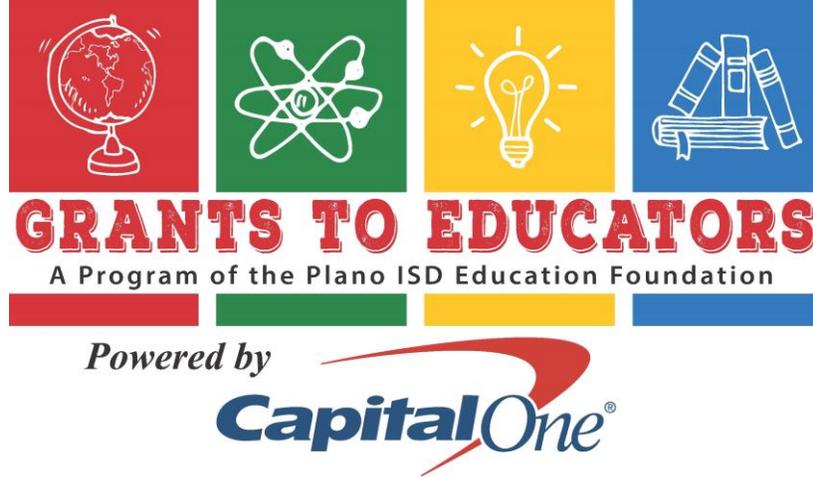


Applicant: Ashley Brown

Location: Bird Special Programs Center

Project Name: R.I.S.E Up Academy

Project Summary: Over the years, we have seen an increase in the need for a mentoring program on our campus. This year, we will be implementing a new program that we are calling R.I.S.E Up (Respect, Integrity, Service, Education). ; In our middle school grades, this program will incorporate a character building curriculum taught by a group of mentors. Each month, we will focus on a different character trait (Leadership, Respect, Trust, Citizenship, and Kindness), and students will learn important skills to help them make positive choices at school, at home, and in the community. One Saturday a month, students will have the opportunity to participate in an on-campus workshop where they will learn about trust, respect, leadership, kindness, and citizenship through team building activities, guest speakers, local events, and group mentoring. Current students as well as students who have left our program will be given the opportunity to participate in these events. We will also be participating in an off campus event to put these skills into practice.; In our Elementary program, mentors will be paired with students. These mentors will meet with students each week, and will participate in a monthly event with their students.

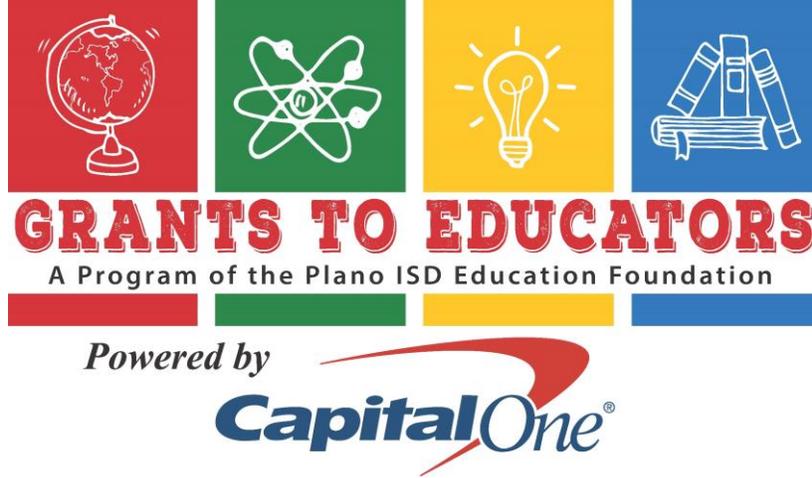


Applicant: Ruth Byerly

Location: Frankford Middle School

Project Name: Positive Behavior Intervention Supports Store Supply

Project Summary: PBIS, or Positive Behavior Intervention Supports, is a framework that maximizes the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. The PBIS framework teaches, models, and reinforces positive behaviors. When students display positive behaviors which have been explicitly taught by our staff, such as staying safe, being on-task, being accountable, and being respectful, they are rewarded. At our campus, one way we reward students is with a token economy; we pass out 'bucks' that can be redeemed at our 'store'. To extend the program to reach all students at our campus, we need to supplement the store with a variety of items. We also need funding for materials needed to make materials, such as a 'luxury lunch' area for our cafeteria. I am humbly requesting a grant to help supply our campus PBIS token economy, our campus 'store'. As a PBIS campus, providing adequate reinforcement is essential to the effectiveness of the program, and extending the program to meet the needs of all students is a necessary factor in creating and maintaining a safe and positive learning environment.

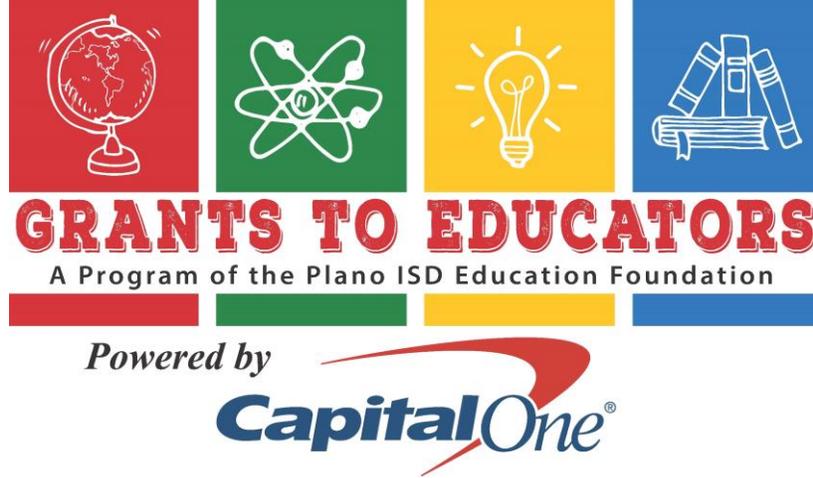


Applicant: Sherri Callahan

Location: Meadows Elementary School

Project Name: Making Authors

Project Summary: A lack of exposure to examples of literacy greatly affects my students' writing; therefore they struggle. If my students are not exposed to great written language, they do not see writing as a goal that they can achieve. They see it as another subject to learn. Writing can bring moans and groans to any classroom. Just a mention of the word can often bring tears, refusal and crumpling of papers. I am observing a great need to form connections between the abstract and concrete through the use of Mentor Texts, books that will inspire writing in my classroom. In bringing Mentor Texts to my classroom I will be able to enhance my lessons, while my students expand their knowledge of different writing styles and different writers. My goal is that this library will bridge a gap between the books we read and the writers that they can become.

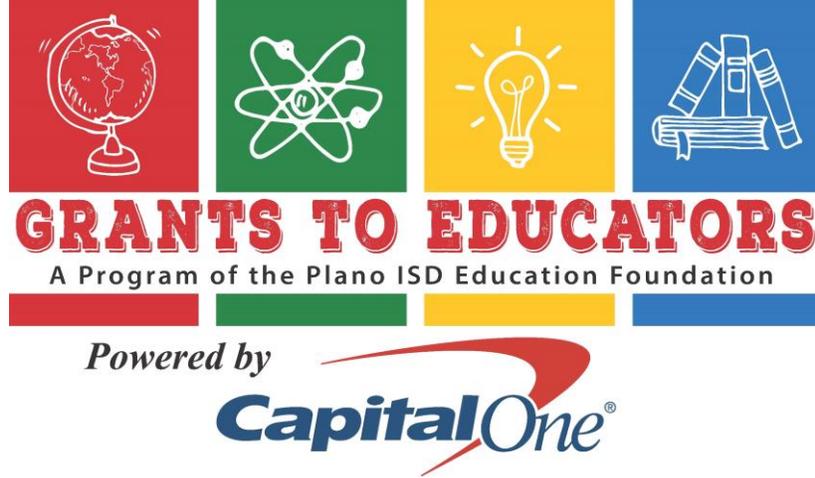


Applicant: Maricela Callan

Location: Hickey Elementary School

Project Name: Strong Students Leadership Retreat 2018-2019

Project Summary: “Leaders become great, not because of their power, but because of their ability to empower others” Our Strong Students Leadership Retreat will be a day of leadership development with guest speakers and breakout sessions throughout the day. Cross Creek Ranch will serve as a pristine setting to inspire our campus student leaders to become those who serve with pride, lead with experience, and inspire others to impact our school and community.

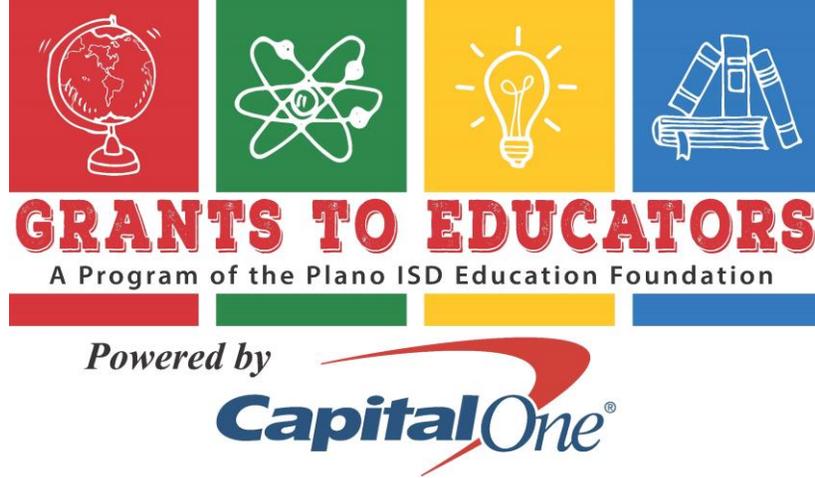


Applicant: Melissa Candelaria

Location: Davis Elementary School

Project Name: Spanish Literacy Library for Bi-literacy and Newcomers

Project Summary: I want to be able to select chapter books for Spanish guided reading lessons in order to foster literacy in my students' native language using a variety of literature that is more relevant and interesting to the kids. As of now, we do not have any materials available that fit this description other than the McGraw Hill readers that accompany the curriculum.

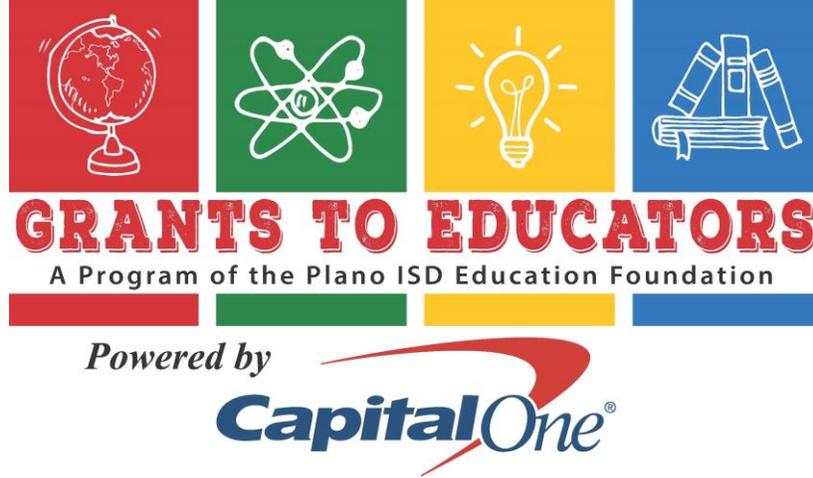


Applicant: Jeannette Cardona

Location: Meadows Elementary School

Project Name: Read, Write & Play

Project Summary: Fun, hands -on, standard based materials to help families practice fundamental reading skills at home , that will develop a love for reading, and improve their fluency, and comprehension.

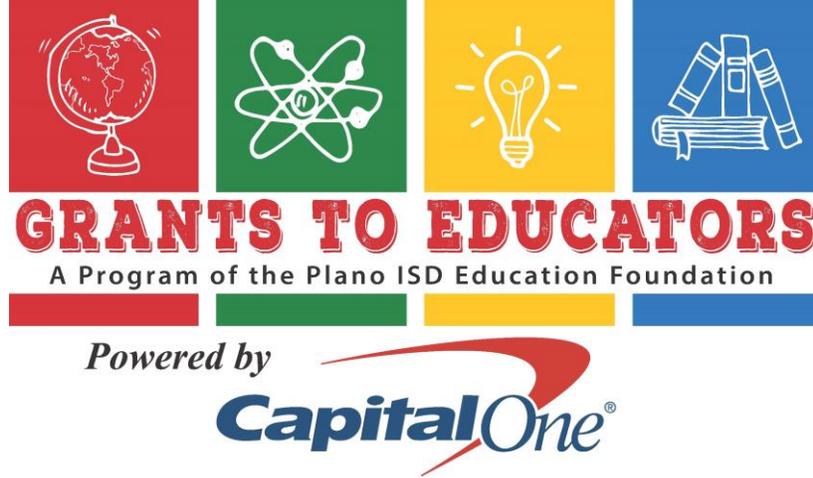


Applicant: Elizabeth Carson

Location: Plano Senior High School

Project Name: Plano of the APES

Project Summary: In AP Environmental Science (APES), students become landscape architects hired to design and install an environmentally beneficial, native plant landscape on campus with the goal of increasing biodiversity and soil health, reducing resource use and erosion, and regulating and purifying storm water runoff on campus. The project design spans the entire first semester and incorporates all topics and materials dealing with ecology, conservation, and natural resource management with focus on restoring the Blackland Prairie. Each group will carry out a series of benchmarks consisting of hands on labs and activities throughout the semester. The end product is a landscape architectural concept design, including landscape architectural diagrams and models, and a presentation pitch. The winning design will be implemented throughout the spring semester. The winning team will act as project coordinators (landscape designers) and oversee the planting and creation of the landscape.

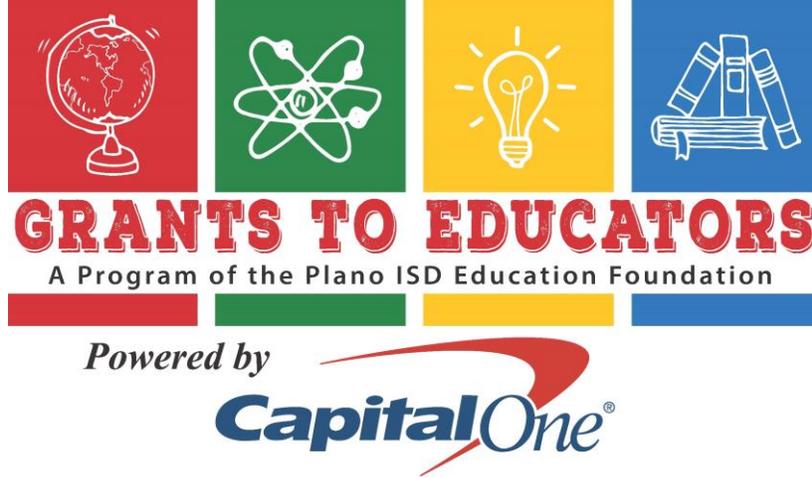


Applicant: Shelby Chesnut

Location: Shepton High School

Project Name: Facilitating Oral Administration for Students with Disabilities and Dyslexia

Project Summary: Oral administration is an accommodation readily provided by student IEP, 504 or CMIT plans. To facilitate Oral administration, students are encouraged to go to an alternative location for assessments. In that location is a 2nd staff member available to provide that service. Experience is that students are reluctant to use the accommodation needed because it makes them appear different. Exam C-Pen readers allow students to independently access their accommodation. This will increase the number of students getting the support they need.

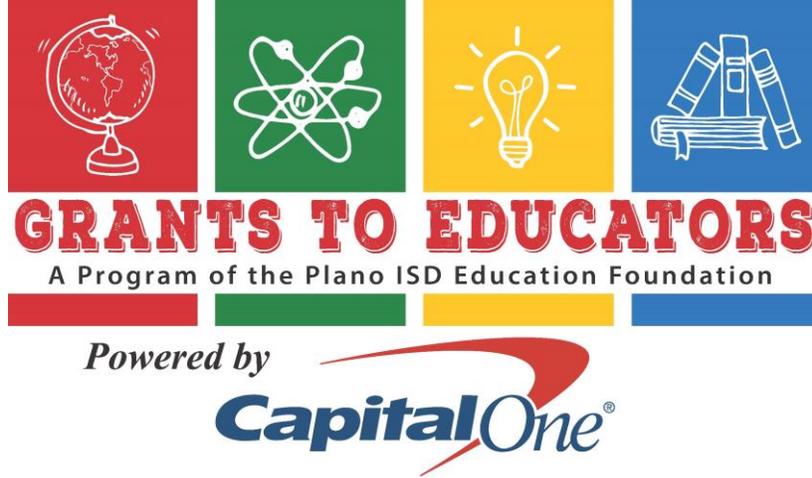


Applicant: Sarah Chism

Location: Vines High School

Project Name: Noteworthy Nonfiction: Expanding Access and Interest

Project Summary: This grant will purchase a broad range of nonfiction titles for a classroom library designed to create personalized learning experiences through reading self-selected texts in order to develop students who are better informed global citizens.

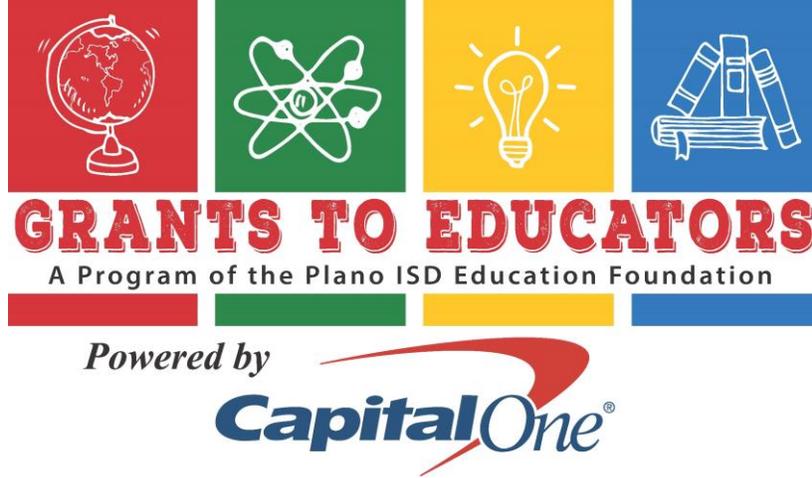


Applicant: Catherine Chomistek

Location: Daffron Elementary School

Project Name: It is All Logical

Project Summary: Students will have fun engaging in exciting smart games with peers while meeting weekly from 7:00-7:30 am to play logic games to increase cognitive skills. Students will have the opportunity to learn with these games, along with their peers. Parents will be encouraged to check out the games to take home and work with their children.

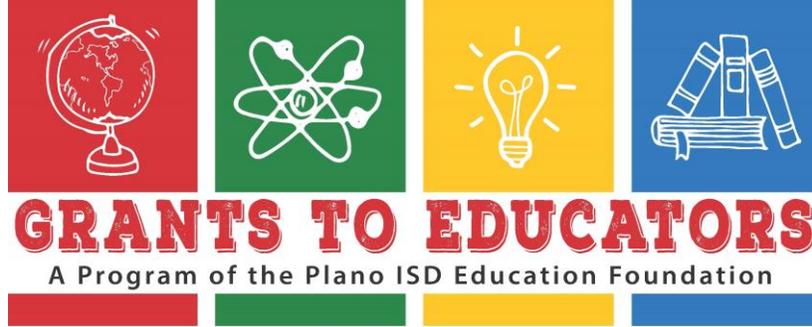


Applicant: Karen Compton

Location: Plano East Senior High School

Project Name: Making Marvelous Molecule Models

Project Summary: The funds would go towards purchasing model kits for teacher and student use. The idea is to get enough sets for students to work in pairs to build models of molecules. This will enable the students to better visualize the molecule geometry / shape, bond angles, etc.



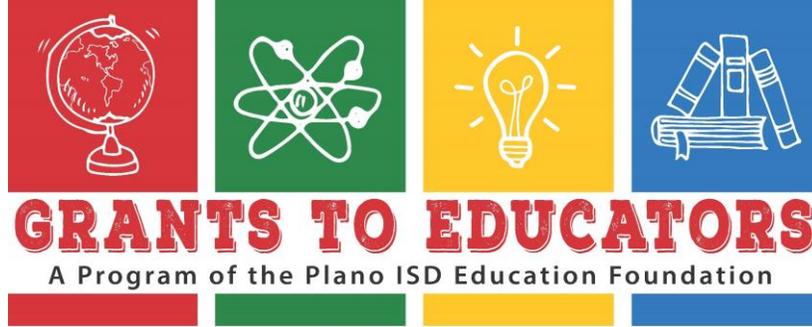
Powered by
CapitalOne[®]

Applicant: Carrie Cormack

Location: Christie Elementary School

Project Name: Podcast It Is

Project Summary: Podcasting is the stage for students to communicate their knowledge and understanding of a variety for writing forms and science content. Students research, develop and publish the show content (based on science subject) then prepare transitions and audio effects to enhance their segments of the podcast.



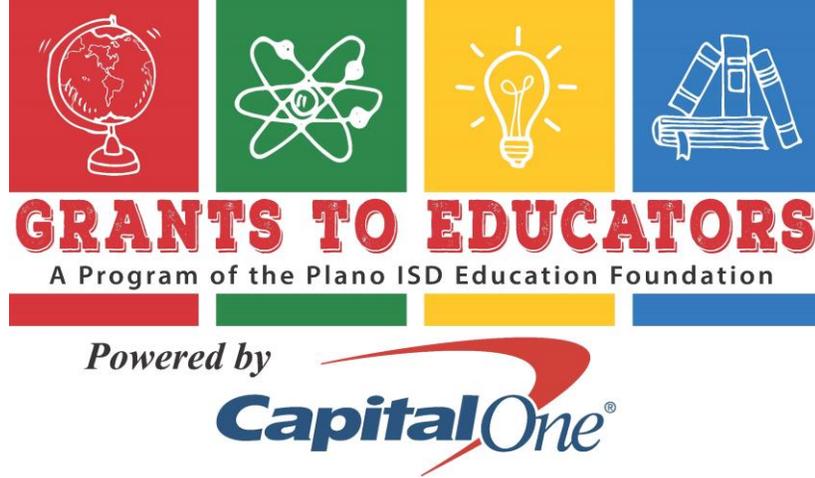
Powered by
CapitalOne[®]

Applicant: Melissa Coronilla

Location: Davis Elementary School

Project Name: Gyration Mouse Remote Access

Project Summary: This grant will supply 18 classrooms with a wireless mouse so that teachers will be able to increase instruction time by reducing the number of interruptions to lessons when using technology. Due to the increase in the use of technology during instruction, teachers need to be able to access the technology seamlessly to avoid lag in instruction, loss of student attention, and manipulate the technology to increase student understanding. A wireless mouse, such as the Gyration, will allow teachers to control the display without having to leave the front of the room repeatedly to control the technology from the desktop.

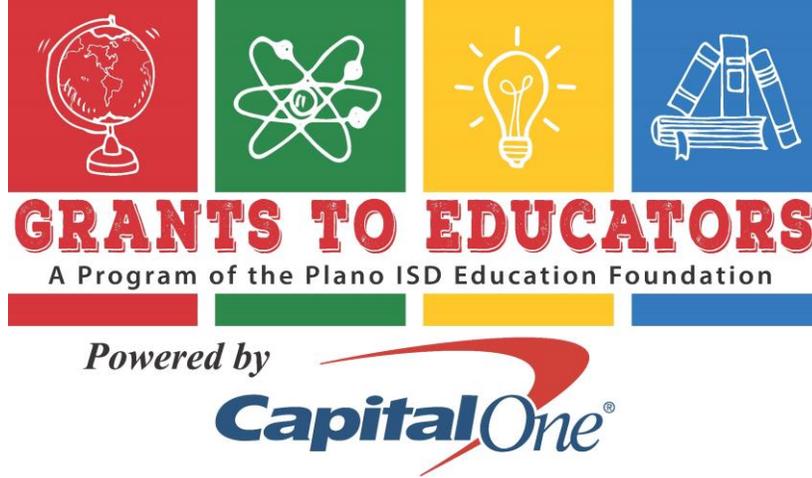


Applicant: Melissa Corpuz

Location: Clark High School

Project Name: Pressed for Inspiration; Printing our Identities

Project Summary: The students will explore their identity as it pertains to the place they call home. They will create a map of this place and edit that image in photoshop to be printed onto printmaking paper. The students will layer a block print of themselves on top. The students will then include white, gel pen, illustrations of their 'home' in the negative space. Upon completion, the students will display their work on campus and discuss, with viewers, what identity means to them and how their identities contribute to our school culture.

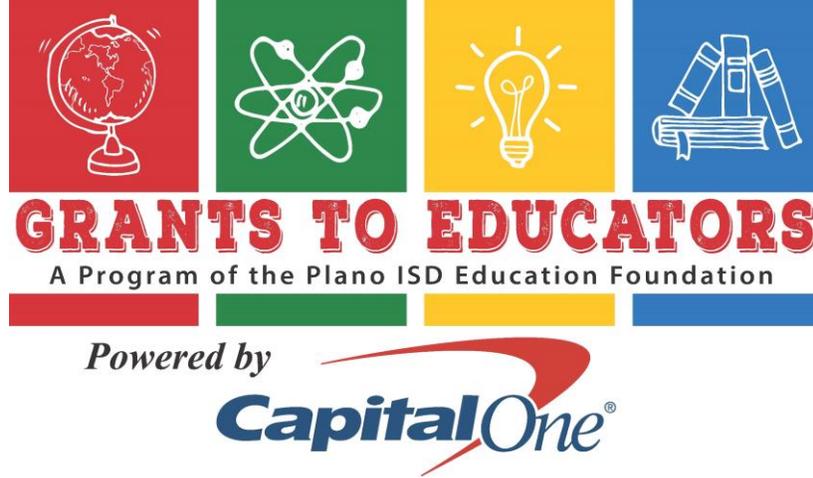


Applicant: Libby Crowley

Location: Sigler Elementary School

Project Name: Planetary Voyage

Project Summary: We will go to the Dallas Arboretum for the class on Planets.; Planetary Voyage ; 3rd-8th Grade; Travel through the solar system and beyond in our Globe Theatre. During this program, students view 360-degree imagery of the planets through NASA satellite views projected on our five-foot-tall OmniGlobe. They discover what makes each planet unique, including our irreplaceable planet Earth. This captivating program ensures high student engagement as they become the experts on a wide range of science topics.

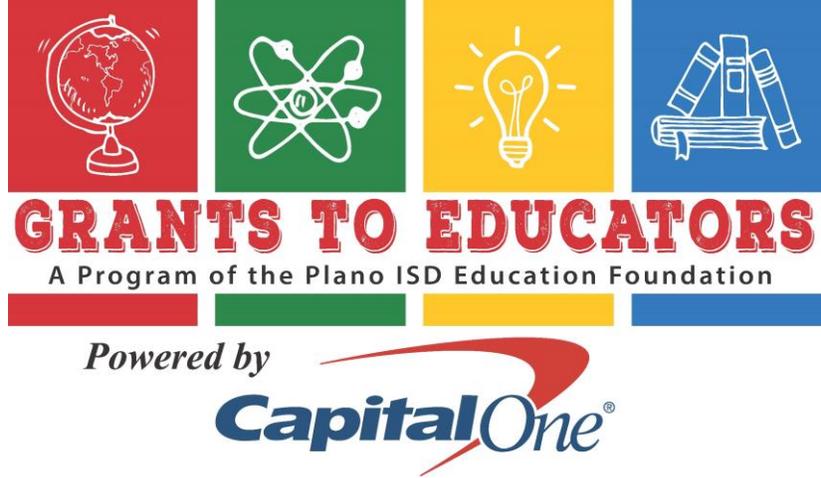


Applicant: Doreen Cruz

Location: Hendrick Middle School

Project Name: Welcome to America: Three Cheers for Building Literacy and Background Knowledge

Project Summary: The purpose of this project is to build background knowledge as well as student literacy using high interest novels in the content areas of Math, Science and Social Studies.

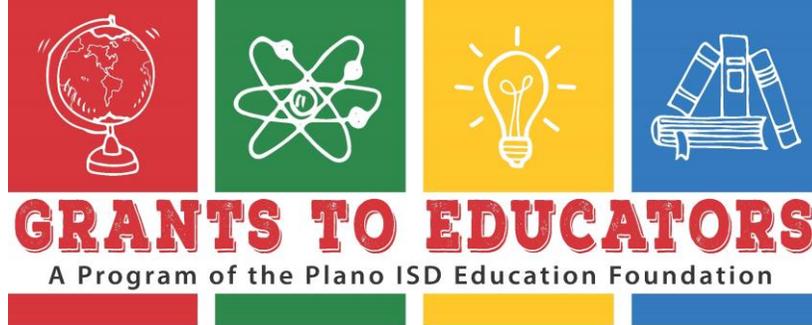


Applicant: Janice Cruz

Location: Meadows Elementary School

Project Name: Hands on, Brains on

Project Summary: Students are more engaged and learning when they are involved in hands on activities. When learners are moving, touching and talking it activates multiple areas of the brain. The purpose of this grant is to provide bilingual kindergarten teachers with hands on materials/manipulatives in Spanish. Materials can also be sent home with students to reinforce learning at home.

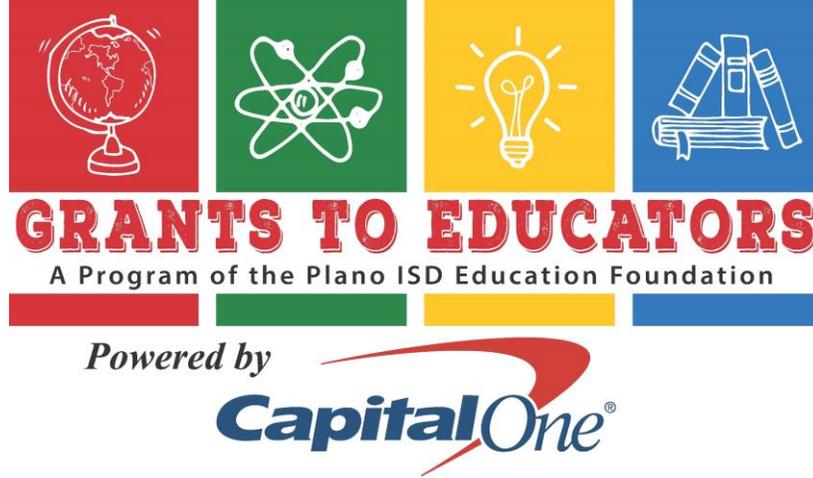


Applicant: Ashley Dantzler

Location: Huffman Elementary School

Project Name: Little Free Library

Project Summary: Last year, my students researched movements around the world and came up with the idea to place a Little Free Library out front of our school. My students shared 'sunshines' and 'clouds' each morning in morning meetings and almost each day, one student said their cloud was that they did not have access to books on weekends due to transportation or monetary costs. My class created a Little Free Library for out front of our school that we maintain and keep organized. My students wanted to continue the project and have a Little Free Library placed in the middle of the apartment complexes that feed into our school to help our entire community. 'Take A Book, Leave A Book.' Free books for the entire community.

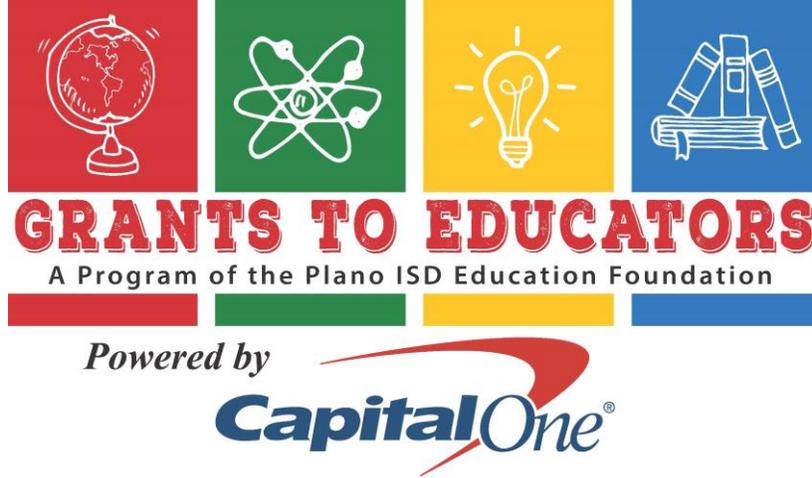


Applicant: Douglas Darracott

Location: Plano West Senior High School

Project Name: AP Art History Field Trip to Fort Worth Museums

Project Summary: 100 students will be divided into 5 groups of twenty and will rotate throughout three museums: Kimbell, Amon Carter, and the Modern.; Here are the seven sites; 1. Permanent collection of the Modern Art Museum of Fort Worth (1st half); 2. Permanent collection of the Modern Art Museum of Fort Worth (2nd half); 2. Architectural tour of the Kimbell; 3. Permanent European collection of the Kimbell Museum of American Art; 4. Permanent Asian collection of the Kimbell Museum of American Art; 5. Special Bernardo Bellotto exhibition at the Kimbell; 6. Permanent Collection of the Amon Carter (1st half); 7. Permanent Collection of the Amon Carter (2nd half)

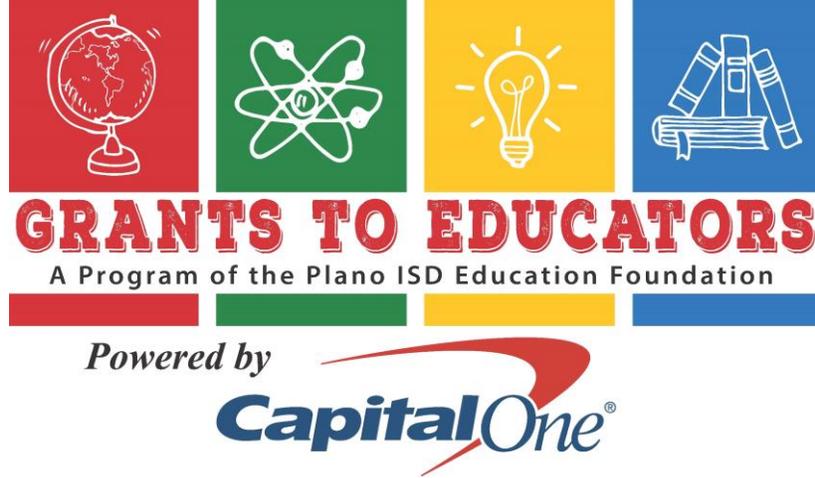


Applicant: Laila Davari-Gil

Location: Carpenter Middle School

Project Name: Student Learning Endeavor; Perot Museum Visit to Carpenter

Project Summary: This grant will provide 6-8th grade students an opportunity to see science in action. This on-campus learning program provided by the Perot Museum aims to expose students to new experiences and can increase engagement in science.

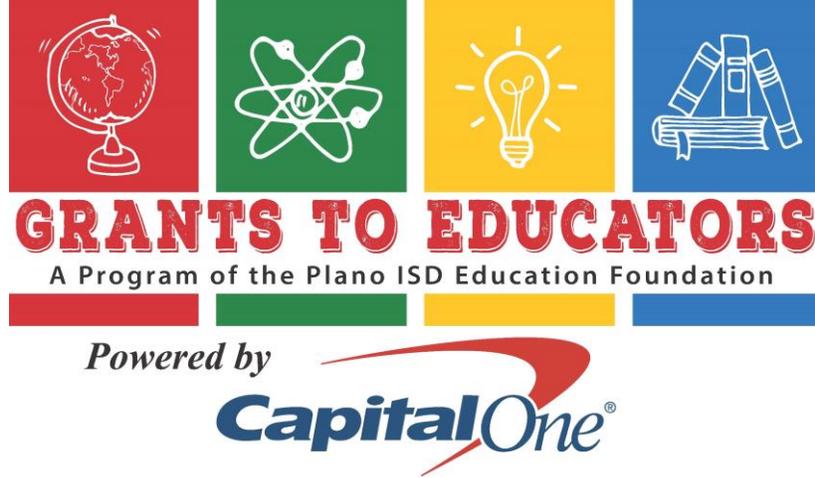


Applicant: Sarah Depetris

Location: Plano West Senior High School

Project Name: Drawing Goes West: A Fort Worth Museum Cultural Enrichment Experience

Project Summary: Our AP Drawing students will be able to go on a field trip to the Fort Worth Arts District, visiting the Kimbell Museum of Art and the Fort Worth Modern Museum of Art. Our students will be documenting their museum experience and sharing via Instagram as well as creating follow-up art works reflecting on their museum experience. The works will be exhibited in a collaborative, follow up exhibition and included in their AP portfolios submitted to college board.

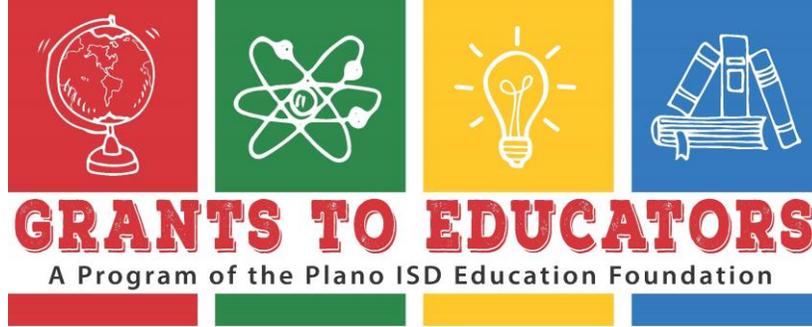


Applicant: Bryan Dixon

Location: Hendrick Middle School

Project Name: Social-Emotional Development: Equipped to Excel

Project Summary: Our campus, like many across the district serve students from diverse social and economic backgrounds. Over the last two years, our campus has focused on meeting not only the academic needs of our students but their social emotional needs, as well. The benefits of social emotional learning range from increased academic achievement, pro-social behaviors (kindness, sharing and empathy), improved attitudes toward school, reduces depression and stress among students, and an acceptance of individual differences. Every student that we serve has different motivation for engaging in learning, behaving positively, and performing academically. When the social emotional needs of students are not being met it affects their ability to focus during classroom instruction, students tend to engage in risk-taking behavior, and develop negative relationships with peers and adults. Being proactive and deliberate in our training of staff members to deliver explicit lessons in the classroom that teach and model social and emotional skills, providing opportunities for students to practice, refine, and apply those skills throughout their school day will maximize student's potential for future success. By providing emotional support for our students, we will empower them to become responsible, productive, and contributing members of the global community.



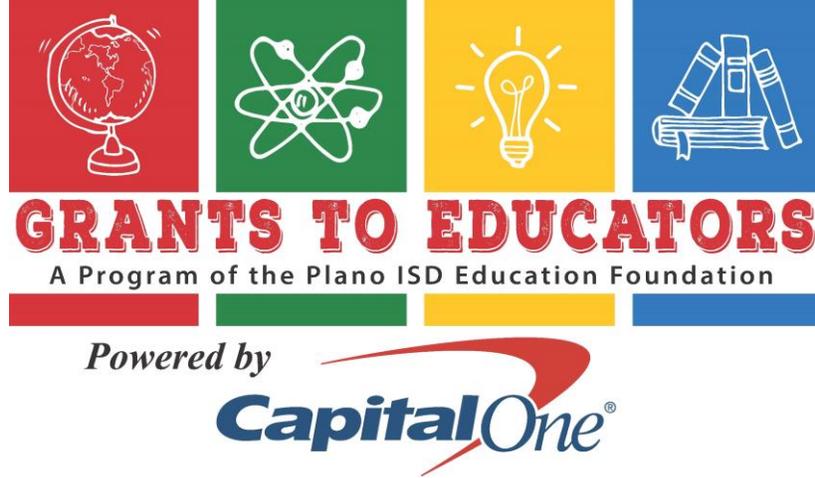
Powered by
CapitalOne[®]

Applicant: Malia Eddy

Location: Jackson Elementary School

Project Name: Growing Social Thinkers

Project Summary: For Growing Social Thinkers, I am requesting funding to purchase curriculum materials to help build students' social skills. Using the materials I purchase, I am hoping to teach students the building blocks to navigate the social world, such as by understanding others' perspectives, participating in conversations, negotiating with others, problem solving, accepting differences of opinions, and understanding expected and unexpected behaviors in different situations. Teaching these skills will help to improve the students' emotional well-being, as well as their academic and future success.

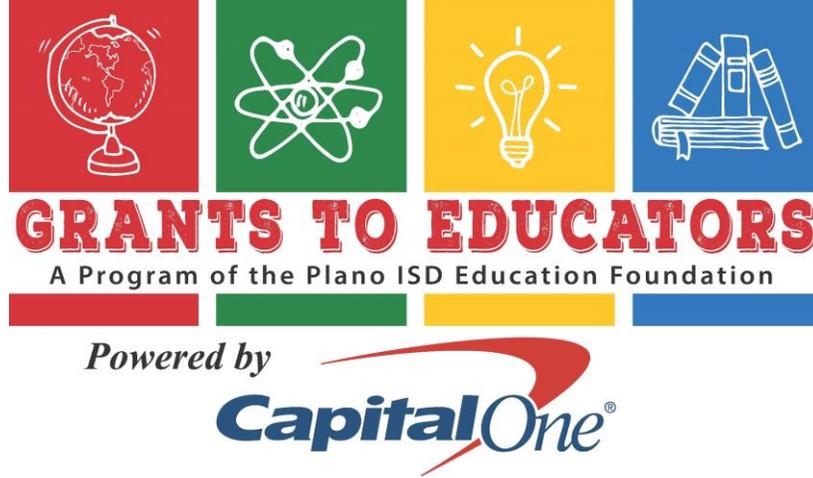


Applicant: Elizabeth Edenkrans

Location: Murphy Middle School

Project Name: Using Student Choice to Develop Student Voice

Project Summary: Our curriculum embeds time for students to read independently on a daily basis. It is vital to make sure that students have a current and wide variety of literature in order to meet their diverse interests as well as ability levels. This project will support the 6th grade teachers in providing access to relevant literature in the consistent development of classroom libraries to be filled with high interest and grade level appropriate reading options .

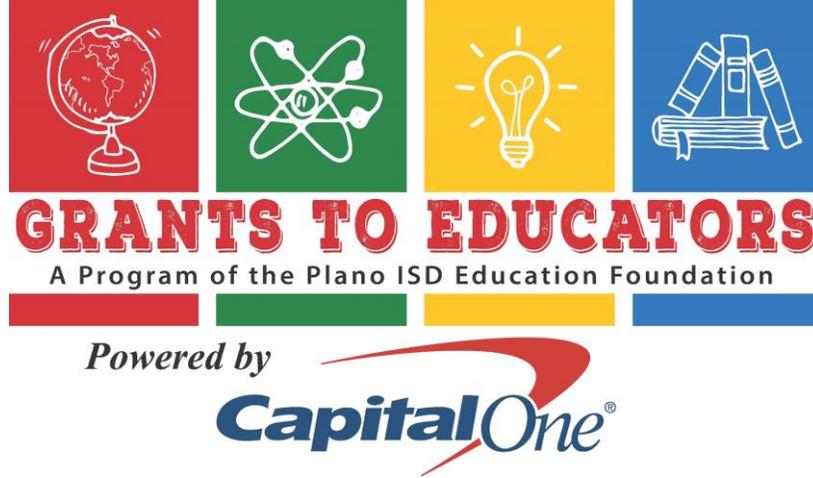


Applicant: Jamie Edmondson

Location: Harrington Elementary School

Project Name: Hooked on Books

Project Summary: Hooked on Books is both a book club and collection of novel sets selected to help “hook” readers on books at their reading level and to help strengthen student’s ability to self select appropriate books in the future. The collection will focus on the first book in a series or on authors who have written many books. Novel sets will be used with book club groups led by the librarian or may be used by all classroom teachers for reading instruction. Students will discover the pleasure of reading, desire additional literacy experiences, and gain skills needed to become successful lifelong learners.

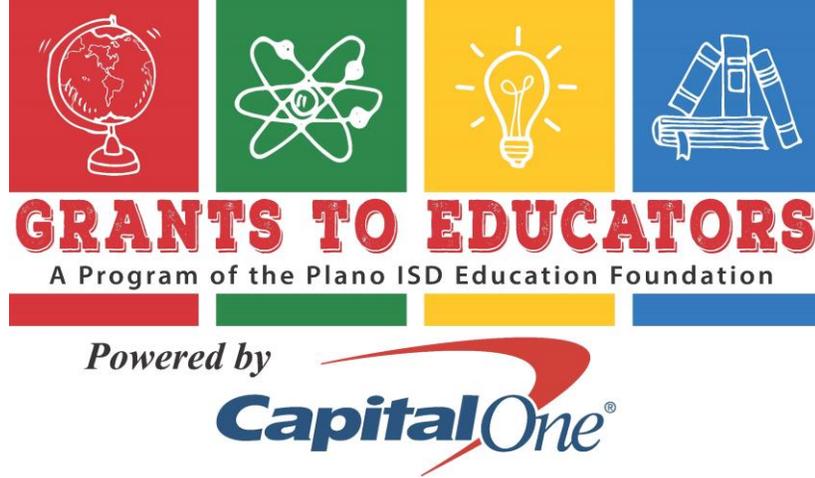


Applicant: Julie Eiben

Location: Armstrong Middle School

Project Name: Interactive Intervention

Project Summary: Interactive Intervention is an initiative focused on actively engaging students during academic intervention, as well as creating a collaborative environment for parents and staff members during Campus Monitoring and Intervention Team (CMIT) meetings and 504 meetings through the use of innovative technology.; Academic intervention is most effective when students are active in their learning. The technology tool, Touchjet Pond, is a small portable projector that accesses cloud servers and allows any material to be used interactively. The projector turns a plain wall or simple table surface into a “touch screen” through infrared light stylus pens, which students can use to fully engage in the lesson. This technology works much like a Smart Board, and produces endless possibilities for allowing students to interact with the material being taught, leading to better understanding and resulting in student growth and progress. ; The Touchjet Pond includes presentation software which allows information to be shared and worked on from personal devices, such as Chromebooks, while displaying the information for the group. This ability allows true collaboration during CMIT and 504 meetings, resulting in increased focus, efficiency, and productivity.

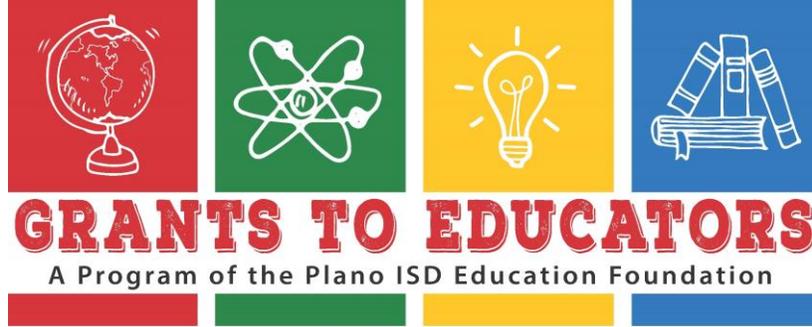


Applicant: Ashley Ek

Location: Haggard Middle School

Project Name: Social Emotional Learning: Second Step Program

Project Summary: Educators would use the new Second Step Middle School Program, which is a first-of-its-kind SEL (Social Emotional Learning) curriculum that's modern, web-based, and responsive to the needs of today's students and educators. It's underpinned by the latest research in adolescent brain development and social psychology, and it's been refined through multiple pilot programs in classrooms across the country. The result is a program that doesn't just help kids do better in school. It helps them do better in life. ; ; For each grade, 6th through 8th, the program is fully loaded with a year of weekly Second Step SEL lessons. There are nearly 200 activities, program training, professional learning for staff, and an abundance of additional resources—such as lesson plans to extend SEL throughout the day, SEL rubrics, and much more. ; ; The program's lessons, which take approximately 25 minutes each, are projected from a web-based portal and require little prep time. They address four key areas of SEL. Those areas are: mindsets & goals, values & friendships, thoughts, emotions, & decisions, and serious peer conflicts.



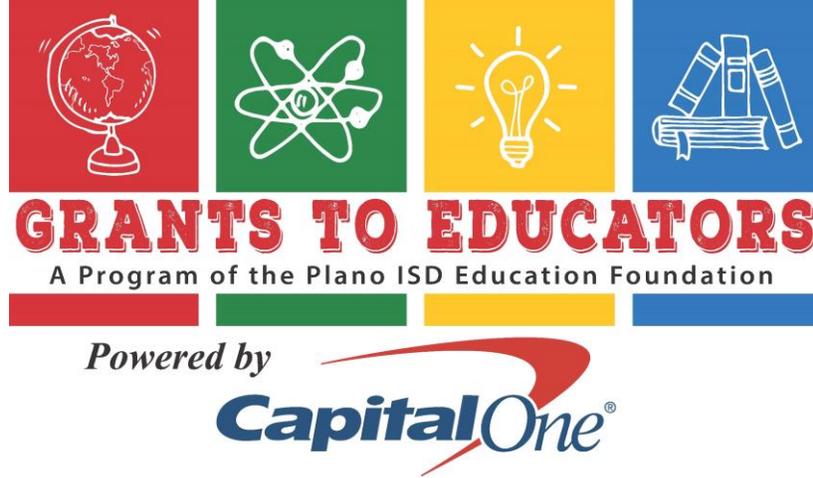
Powered by
CapitalOne[®]

Applicant: Jennifer Erp

Location: Memorial Elementary School

Project Name: Calm Down Baskets

Project Summary: We are continuing to develop our Social-Emotional learning practices schoolwide and want to create and replenish our calm-down baskets. They are filled with sensory and calming items for every classroom in the building.

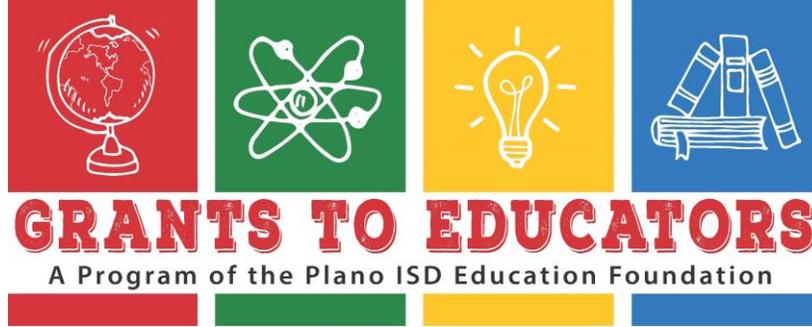


Applicant: Martha Feist

Location: Mendenhall Elementary School

Project Name: New Experiences Club

Project Summary: New Experiences Club is an after school program that will meet twice a week to provide our students with new, real-world experiences to enrich their vocabulary and language skills. Students will choose two clubs a semester from over fifty choices offered by all professional campus staff and UT Dallas college students. Students will not only acquire new vocabulary and take away interesting experiences but will also learn problem solving strategies through STEAM activities, such as robotics, coding, cooking, gardening, chess and many more.



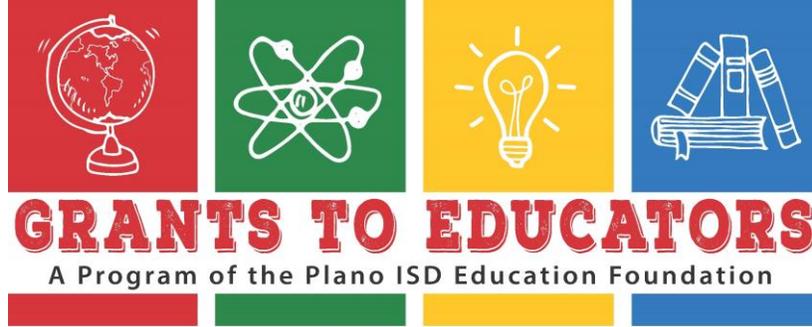
Powered by
CapitalOne[®]

Applicant: Jennifer Fernberg

Location: Bowman Middle School

Project Name: Movement for Engagement

Project Summary: As the PISD parent-teacher conferences are nearing, how many times will parents be told, “your child is a pleasure to teach, but he or she cannot stop moving”? Is it possible that educators are unaware that many students that have a need for movement in order to self-regulate their sensory processing system. This allows a student to either increase or decrease their own arousal level to a modulated state where they become calm, alert, and ready to learn.



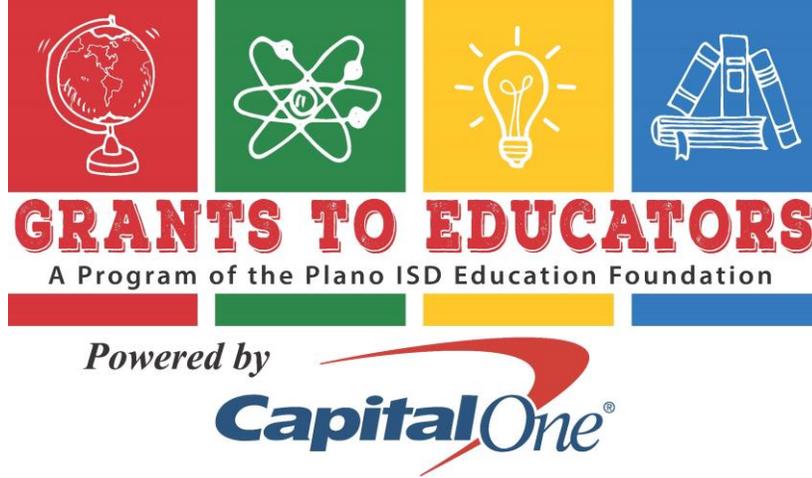
Powered by
CapitalOne[®]

Applicant: Rebecca Finley

Location: Memorial Elementary School

Project Name: Leap into Learning

Project Summary: We are asking for 6 leap pads per kindergarten classroom, 5 classrooms. We plan on using these leap pad reading tools to allow our students to explore books and build their reading skills using technology in a more interactive style. Leap pads allow students to listen to stories, select words to reread and hear, interact with the story and respond to it, and develop comprehension skills. This tool aligns with kindergarten TEKS in the areas of English Language Arts and Technology building off the core skills needed to develop strong reading, vocabulary, and language skills. We are asking for money to buy the leap pads themselves and english and spanish books for them.

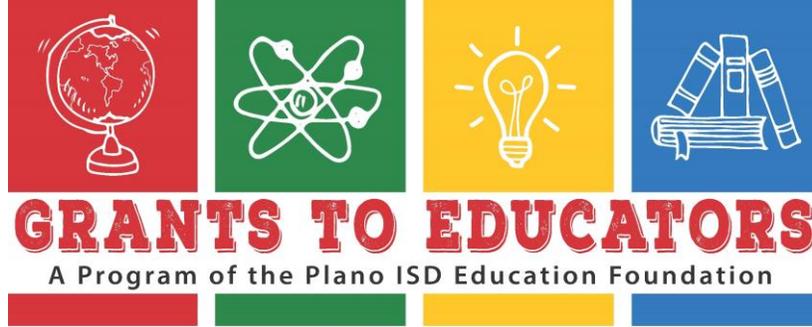


Applicant: Hattie Fowler

Location: Dooley Elementary School

Project Name: Problem Solving to Build Cognition

Project Summary: Our grade level and campus has a focus to build cognition and problem solving abilities in our students. Our particular grade level has seen the need to focus on critical thinking strategies in mathematics. In addition to modeling and practicing problem solving strategies, I want to be able to introduce more real-world and hands-on situations through games and puzzles. The goal is for these experiences to translate into mathematical problem solving situations given to them on more formal assessments.



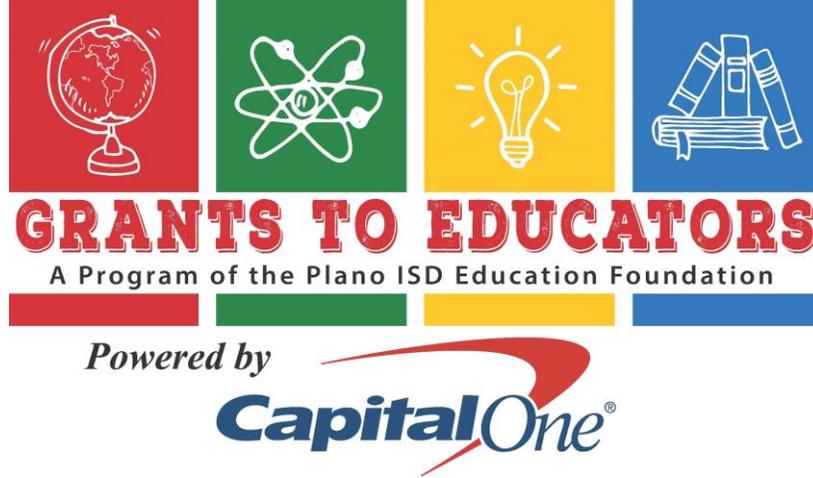
Powered by
CapitalOne[®]

Applicant: Jeannie Freeman

Location: Schimelpfenig Middle School

Project Name: Newcomers Technology Support

Project Summary: Newcomers (students new to English) are being mainstreamed in English classrooms with inadequate ESL supports in place. Research shows that placing technology in the hands of non-English speaking students aides in emotional and lingual success as they assimilate into the English language.

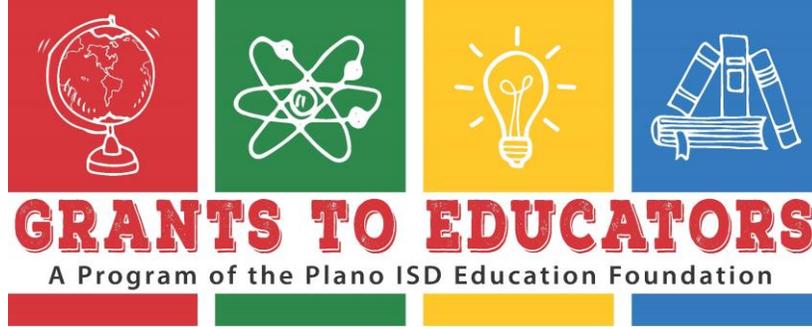


Applicant: Kelly Froemming

Location: Wells Elementary School

Project Name: Brainpower Breakout

Project Summary: Breakout EDU is an immersive learning game platform. Using Breakout EDU games and kits, all students (K-5) will have opportunities to strengthen and develop their critical thinking and problem-solving skills. Students will work collaboratively to solve challenging puzzles that will often require them to think differently than they are used to. As puzzles are solved, students will use solutions to open a series of locks that ultimately lead to the final goal of "breaking out."



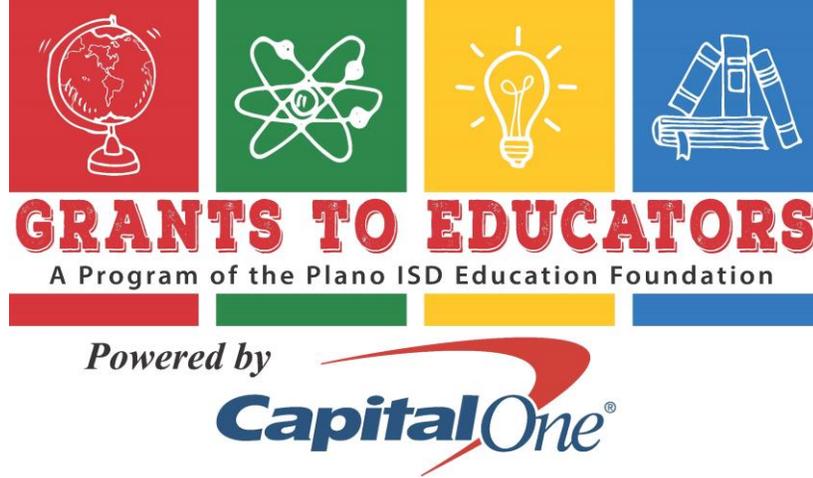
Powered by
CapitalOne[®]

Applicant: Angelica Fruscella

Location: Christie Elementary School

Project Name: Headsets with Microphone for Telpas

Project Summary: Our ESL and Bilingual students will benefit from a set of headphones with microphones. They will have a greater chance at being successful and passing the Telpas since we would be providing them with many opportunities to practice throughout the year to speak and record their voice.

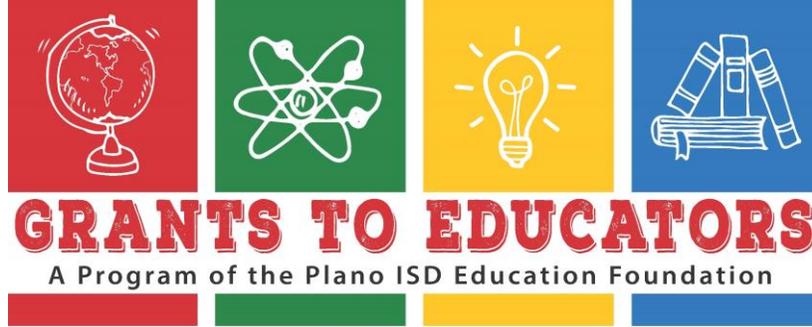


Applicant: Debbie Gallegos

Location: Jackson Elementary School

Project Name: Kindergarten-Big Centers

Project Summary: The purpose of this grant is to improve and update the resources we use during big center time. Our desire is to provide new and engaging materials to our big centers. Our goal is to expose students to creative and critical thinking through dramatic play and STEAM activities. These improved centers will allow opportunities for collaboration where students will experience hands on learning and will form a unique way of problem solving by using STEAM kits and other resources. There are currently many materials in our big center that reference outdated technology, are broken beyond repair and have been damaged through continuous use for the last 15 plus years.



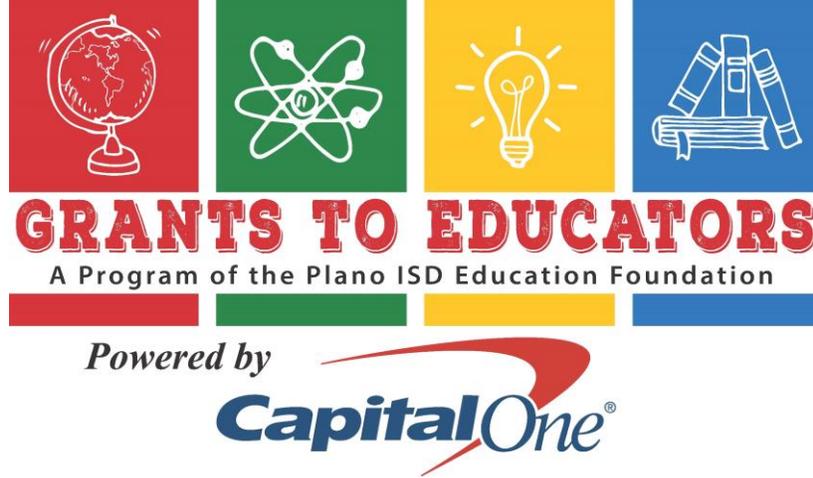
Powered by
CapitalOne[®]

Applicant: Allison Garrison

Location: Plano Senior High School

Project Name: Picture Perfect

Project Summary: My goal is create a permanent collection of student artwork for our campus - promoting the visual arts, recognizing student accomplishment and assisting with the beautification of our campus. Exhibit frames ranging in size from 18x24 - 24x26 with hanging hardware will need to be purchased to display the work collected from our students.

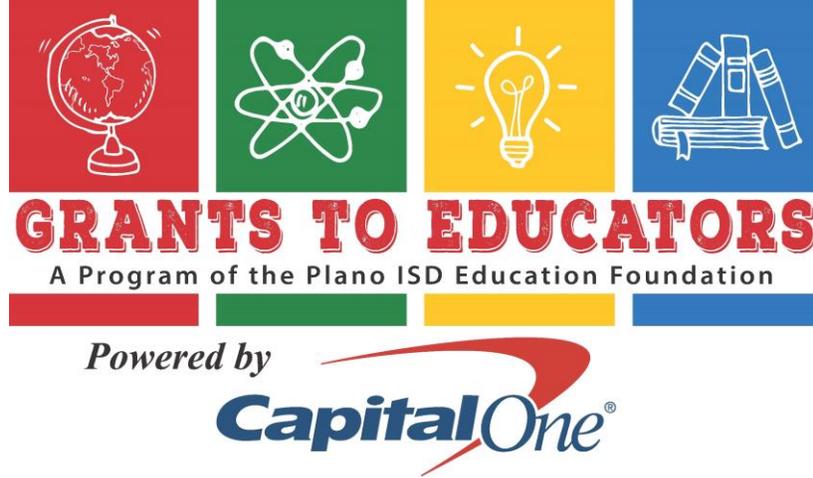


Applicant: Patricia Garvin

Location: Otto Middle School

Project Name: Chapter Books for All Learners

Project Summary: As a Middle School Special Education English Language Arts and Reading teacher whose students are in a Co-Taught Classroom with General Education peers, I see my students struggle when choosing the “just right” book to read independently. Either the popular books (the ones that they see their friends checking out) have a lexile level that is too high and out of reach or books are on an appropriate level, but the subject matter is “elementary” and not appealing. I watch as my students pretend to read, pretend to understand, and pretend to be who they dream to be. A reader.; ; Having access to age appropriate books at a lower reading level will allow my students to become better readers. They will feel inspired to read a book cover to cover, and they will feel empowered to make reading a part of their daily lives. So many of my students enjoy graphic novels, this is wonderful However, making the leap to chapter books is a struggle. By having a class library that is full of chapter books for struggling readers at the middle school level, my students will not need to pretend any more. They will be real readers.

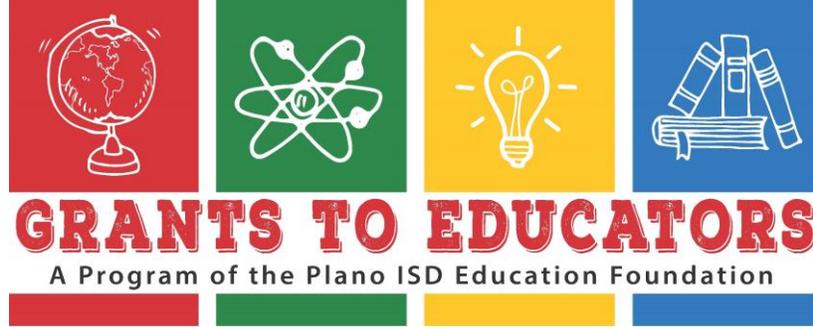


Applicant: Erin Graham

Location: Davis Elementary

Project Name: Parent Resource Room

Project Summary: Create an intentional and purposeful environment where parents feel welcomed, connected and engaged. ; Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children’s and adolescents’ learning and development. This relationship between schools and parents cuts across and reinforces children’s health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.; Engaging parents in their children’s school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and tobacco, alcohol, and other drug use. Additional studies have found that parental involvement is more important to student success, at every grade level, than family income or education.



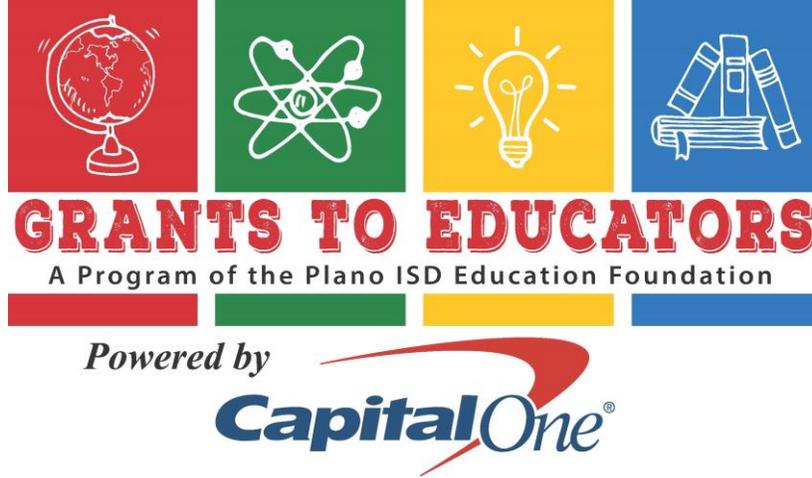
Powered by
CapitalOne[®]

Applicant: Susan Gulley

Location: Hunt Elementary School

Project Name: student strummers

Project Summary: We hope to get a class set of guitars to better instruct our students in note reading and chord structure in music.

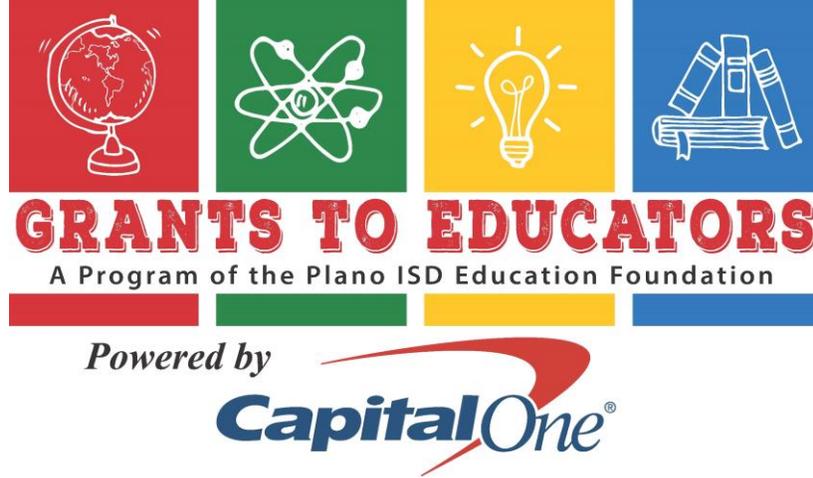


Applicant: Tommy Guynes

Location: Plano East Senior High School

Project Name: Community Connections

Project Summary: Community Connections will sponsor professional luncheons with employers, classroom presentations by local business leaders/parents related to specific careers and, support a penpal program connected with an area senior living community. The three methods of career exploration will target at-risk students with the aspiration of sparking interests toward specific in-demand employment areas. Community Connections will connect students with members of the business community and senior adults with career fields aligned with student interests. Our students will benefit from the career experiences of adults in our city. Sharing stories through classroom presentations, small group luncheons and a penpal program will provide opportunities of mentoring and career discovery.

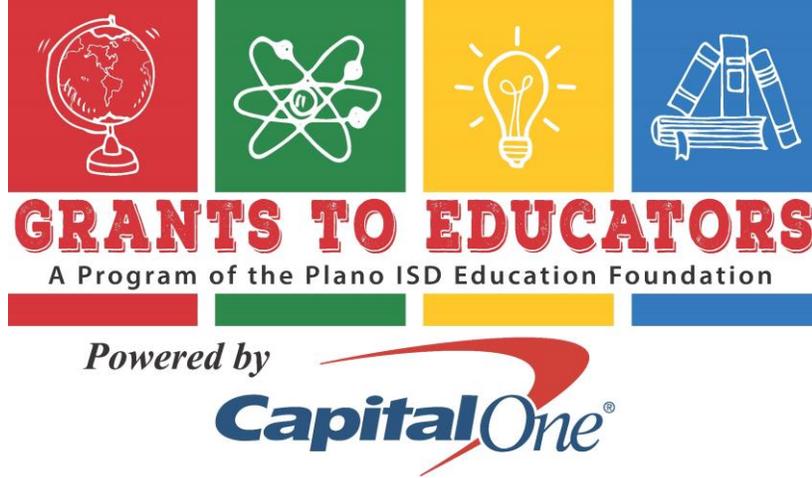


Applicant: Nimet Hajee-Bata

Location: Carpenter Middle School

Project Name: ESL Saturday School

Project Summary: Our school would like to offer English Learners ESL Saturday School to enhance literacy skills to accelerate academic language growth and build metacognition. This will help them access content material and prepare them to meet state standards in STAAR reading and math assessments. This year we plan to offer classes on Saturday from 8:30 a.m. to 10:30 a.m. for 6th, 7th, and 8th grade English Learners. Students will spend one hour in math and one hour in Reading. We will include writing strategies for English Learners in 7th grade. ESL Saturday School will be instrumental in the success of English Learners' academic achievement.

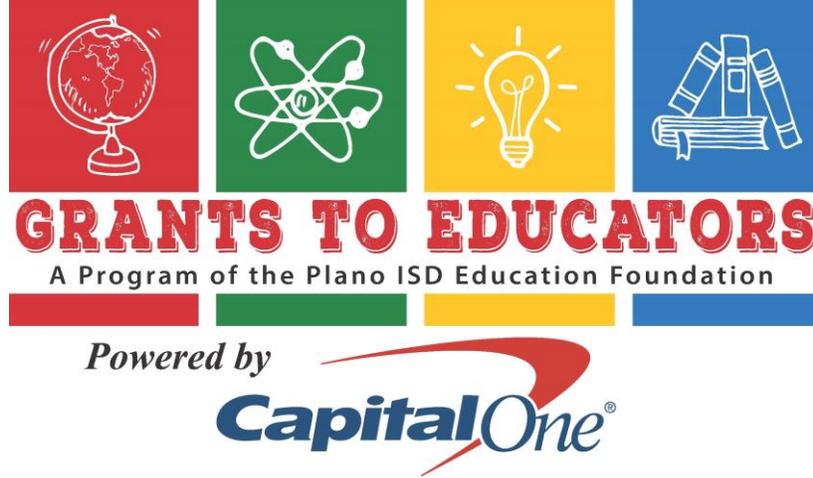


Applicant: Kristin Haney

Location: Armstrong Middle School

Project Name: College Campus Visit

Project Summary: The annual College Campus Visit is geared toward educating students about life at a college campus. Students are not just provided with knowledge of what life is like, but they EXPERIENCE life on a college campus (dorm life, class sizes, clubs and organizations), benefits of a college education and college entrance requirements. Students will visit a major Texas university where they will tour the campus, participate in enrichment activities, receive information about the campus from actual college students and faculty, and eat lunch in a college cafeteria. Students are always excited about our culminating activity of shopping at the campus bookstore.

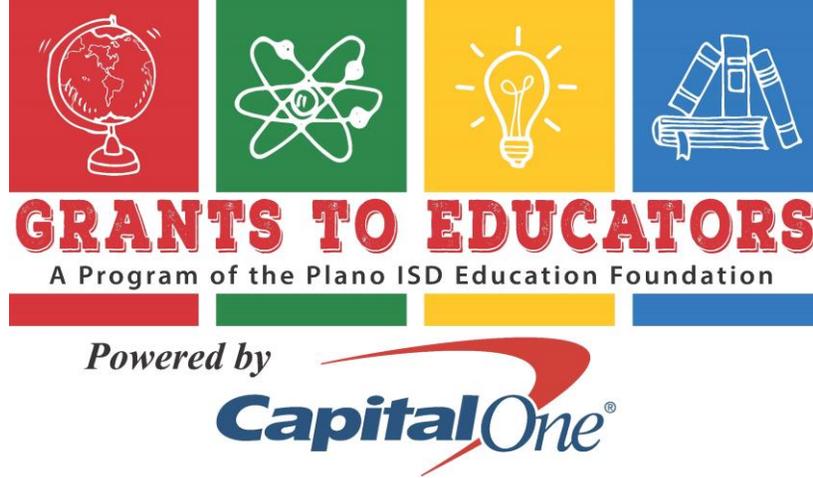


Applicant: Alyssa Hanna

Location: Meadows Elementary

Project Name: Lights, Camera, Action: 5th Graders Live with Language & Literacy

Project Summary: The goal of this grant is to enhance our morning announcement system in a way that increases student participation and engagement. Additionally, we want to expose our students to opportunities that provide training and development in future careers.

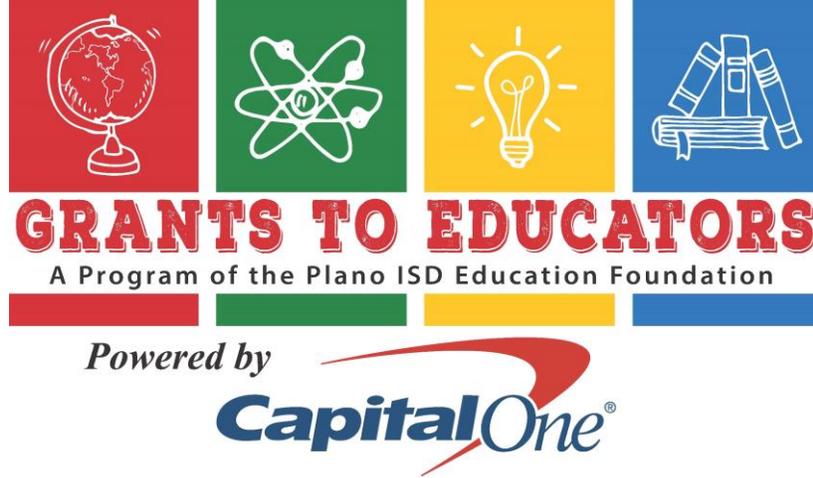


Applicant: Karen Harmon

Location: Otto Middle School

Project Name: Book Club

Project Summary: Book Club will meet every other week starting September 21 and last throughout the school year until April 2019. By supplying 10 copies each of 15 new and popular titles of paperback books more students will be able to participate. Combining these 10 books of each title with what our library has and what we can get from the public library our students will be able to be involved with no need for money.; Book preservation materials will allow for the books to be used several times over by our book club students and others book clubs within the school district. The use of journals for reflection will foster discussion, creativity, and improve writing skills.

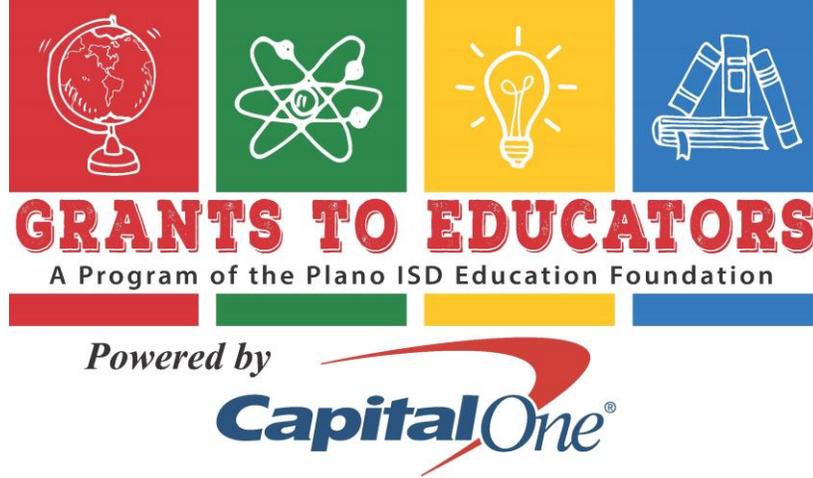


Applicant: Zarinah Hayes

Location: Otto Middle School

Project Name: Graphic Novels Grow English Learners' Literacy

Project Summary: Research has indicated that graphic novels (both fiction and non-fiction) can help facilitate English Learners' language acquisition by enabling EL's to understand figurative language, help them explore topics that are culturally-relevant and age appropriate, and help EL's decode cultural norms.

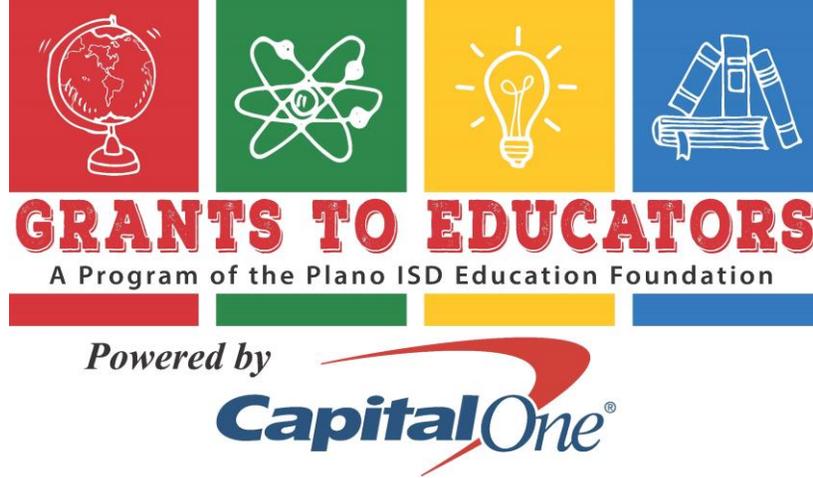


Applicant: Christina Henderson

Location: Christie Elementary School

Project Name: Flocabulary for Elementary Engagement

Project Summary: Flocabulary is an educational website that combines Hip-Hop music with educational concepts. From Fractions to Figurative Language, Flocabulary engages students by using catchy music to teach essential concepts and vocabulary across all content areas. Instead of sitting and reading from a textbook, our 21st century students are able to learn in a language that makes sense to them. The Flocabulary YouTube channel offers a free taste of all that Flocabulary has to offer. Please visit the following link for more information: https://www.youtube.com/user/FlocabularyYT/featured?disable_polymer=1

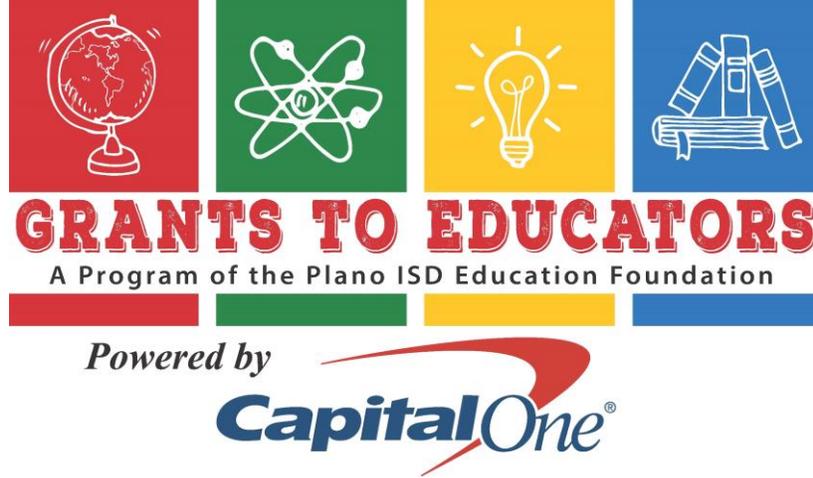


Applicant: Terri Hernandez

Location: Boggess Elementary School

Project Name: Pull Up A Chair

Project Summary: I am excited to add some pizzazz to ESL and Tier 3 classroom by adding a variety of flexible seating options. I want to add Surf Desks, Air Stability Wobble Ball Cushions, Exercise Balls , CanDo Inflatable Donut Balls, Camping Chairs and more to my room. This addition will meet the needs of a variety of learners with a welcoming environment that is a fun place to visit and grow academically. Along with inviting, I want to create that has the ability to change as needed. This ability to change will also enhance the social emotional learning while we also promote our acquisition of English and close our educational gaps wit Tier 3.

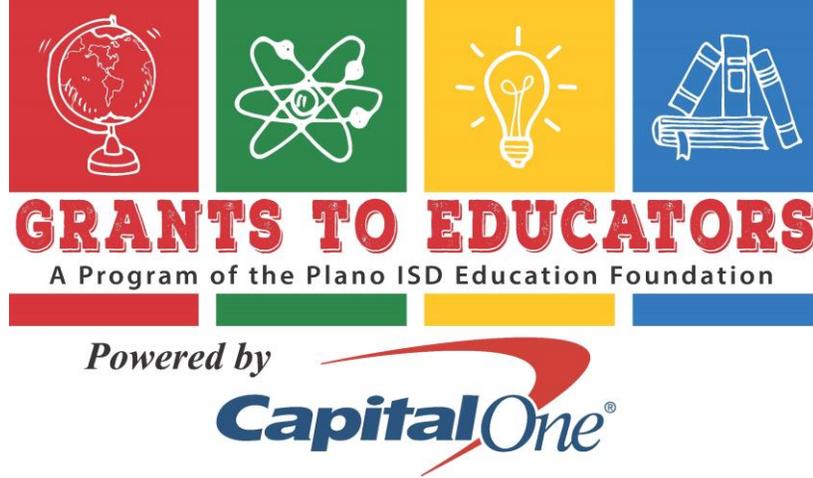


Applicant: Thomas Hinkle

Location: Plano East Senior High School

Project Name: Magical History Tour

Project Summary: I will use virtual reality headsets to incorporate virtual reality tours in my ESL world history, US history, and government lessons. This will allow students to get a first-person experience of important places and events that are being covered in class.

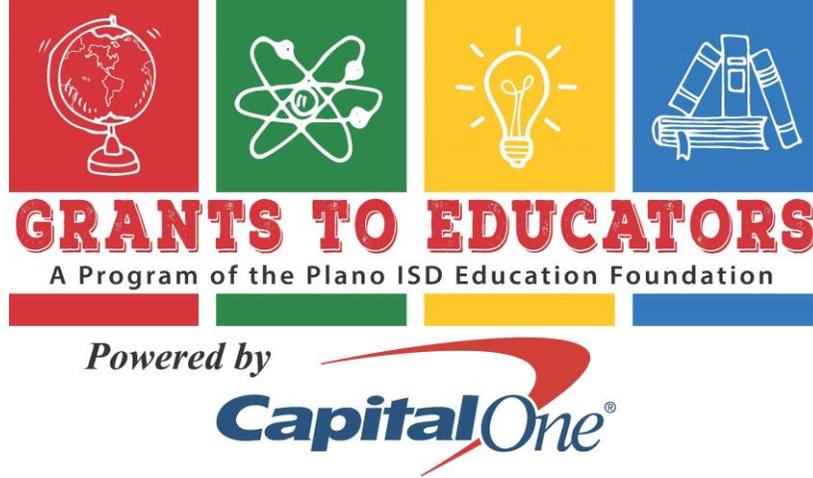


Applicant: Janice Hughes

Location: Bird Center Family Education and Guidance Services

Project Name: School-Age Parent Program: Bonus Bucks Incentive Program

Project Summary: The Bonus Bucks Program provides incentive and reinforcement for school-age parents to remain in school, achieve academic success, and develop positive parental behaviors. Students earn bonus bucks throughout the semester and may redeem them at the end of semester celebrations for relevant items, such as: diapers, bottles, baby clothes, blankets, children's books, and car seats. This program promotes responsible decision-making and acknowledges success at a trying time in a young person's life. All students in Plano ISD who are pregnant or parenting a child are eligible to participate in the program.

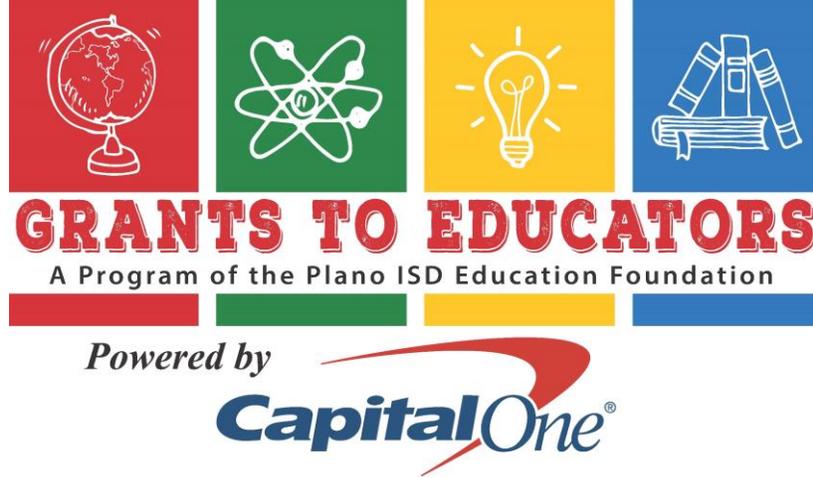


Applicant: Michelle Janah

Location: Memorial Elementary School

Project Name: Play to Learn, Learn to Play

Project Summary: This project is designed to provide structured games for recess that students can play together or with staff. Games will be purchased for indoor and outdoor use to help kids with cooperation and collaboration as well as providing opportunities for critical thinking.

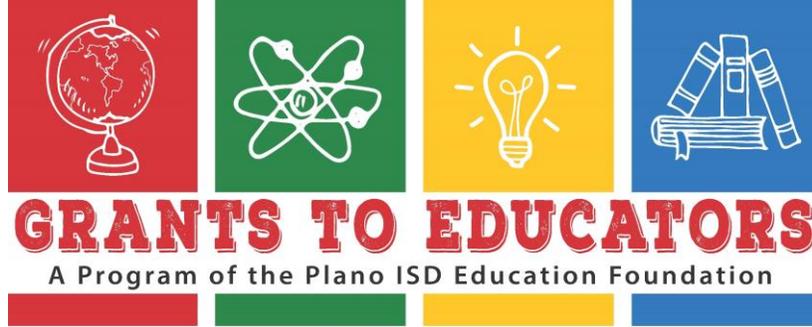


Applicant: Lilly Jensby

Location: Huffman Elementary School

Project Name: STEMgineers: Empowering Girls in Elementary

Project Summary: STEMgineers is designed to empower girls in elementary to pursue interests in Science, Technology, Engineering, and Math. Through; action-based, content-rich, and highly engaging challenges, our third through fifth grade girls will not only deepen their knowledge and understanding of STEM subjects, but also grow their capacity to become innovators and problem-solvers of tomorrow.



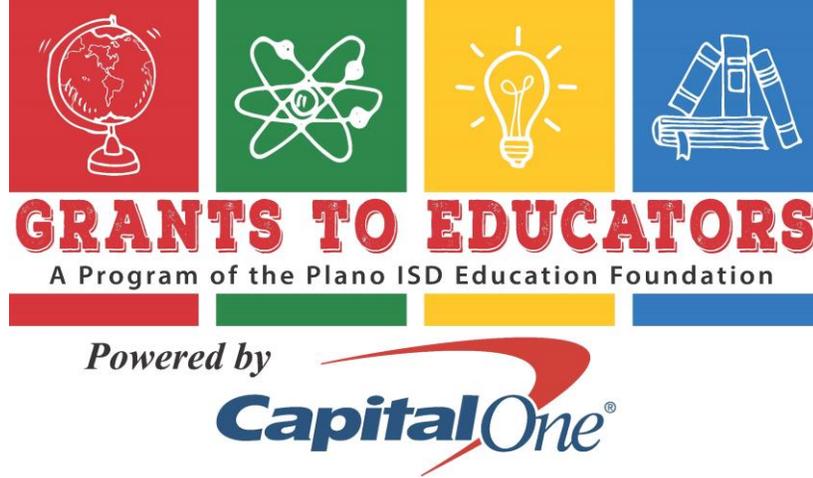
Powered by
CapitalOne[®]

Applicant: Jean Jones

Location: Hickey Elementary School

Project Name: Wiggle While You Work

Project Summary: Technology continues to solve everyday problems. The wobble stool technology allows students to have controlled freedom of movement which engages their body and mind, and in turn increases their focus, participation, and core strength.; ; Decreased muscle tone and the constant need for movement and sensory input contribute to fidgeting, sliding off chairs, and slouching into positions that interfere with listening, writing, reading, and participating. Providing flexible seating for students where they can wiggle and have that controlled freedom of movement while they work has helped and will continue to help improve student attention during independent and collaborative tasks.

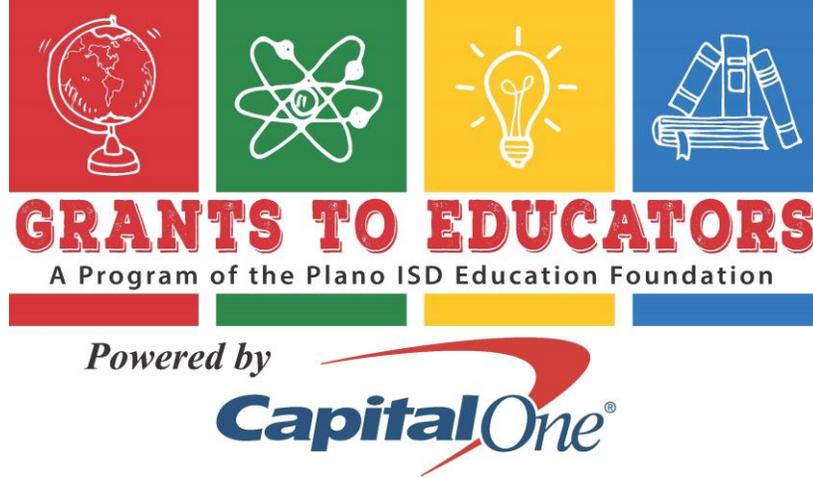


Applicant: Kaya Jones

Location: Christie Elementary School

Project Name: Tinker Belles

Project Summary: “I have never been good at math and science, it’s not my thing.” What? Wait Tinker Belles is taking this fixed mindset and transforming it into a GROWTH mindset. Through inquiry-based projects that challenge girls to think critically and deeply, that will create a love of learning and a resilience that is essential for great accomplishments.

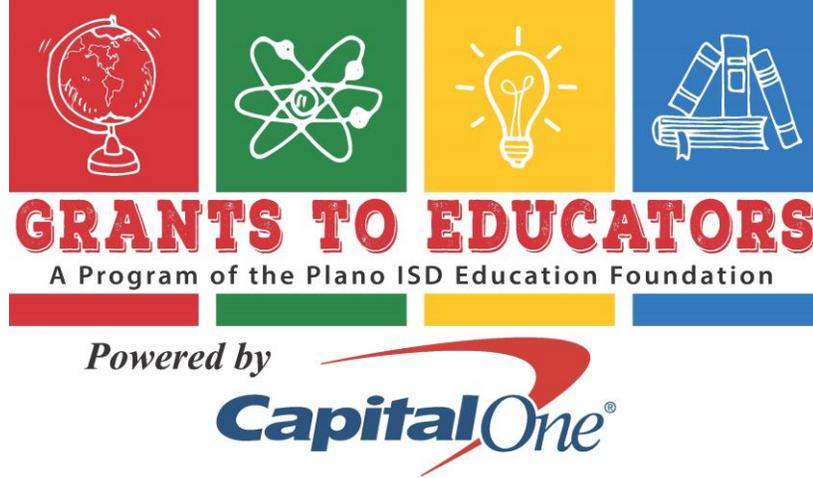


Applicant: Roslyn Jones

Location: Meadows Elementary School

Project Name: Student Success Initiative for Reading

Project Summary: We would like to purchase materials that can be used by students to practice reading and writing skills using a multi-sensory approach.

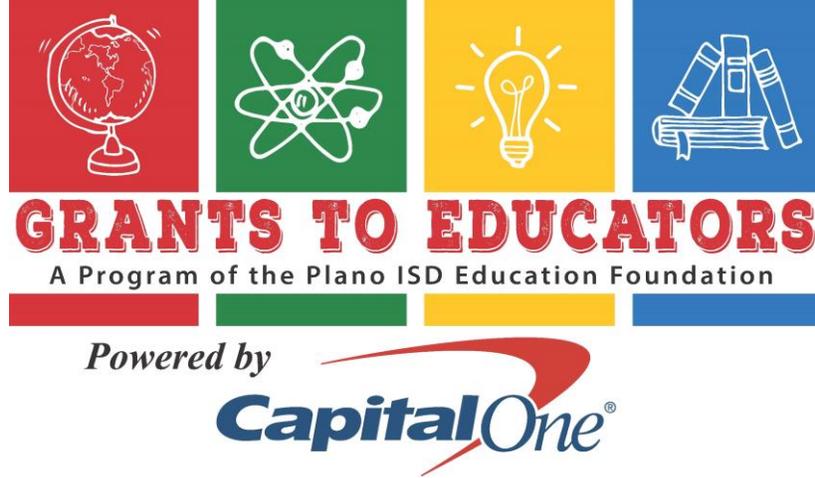


Applicant: Janet Jordan

Location: Carpenter Middle School

Project Name: Social Emotional Learning---Reset Room

Project Summary: By restructuring ISS (newly named the Reset Room), we hope to use that space as a place for students to learn more about their emotions and how to deal with them here at school in relation to their teachers and peers. ; We cannot control what happens at home, but if students can learn to deal with their emotions, identify them and verbalize them, I hope that will give them a voice here at school which will foster their sense of being a part of a positive community that they will then want to protect instead of destroy.; I want students to understand that they are justified in feeling negative feelings, but also understand that there are positive ways that society deems acceptable in regards to handling them. I want to help cut down on the pipeline to prison for our students. ; With the funds, I intend to purchase books, workbooks, books for teacher/student book study workshops, motivational posters, lighting, incentives for teachers who visit and tutor their students while in Reset and anything else that we need to transform that room into a space where emotional learning can be fostered along side with academics.

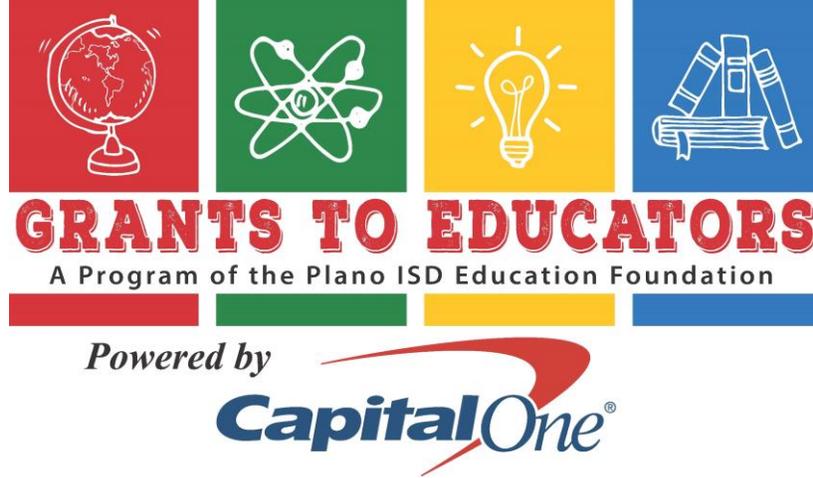


Applicant: Bryce Kennaugh

Location: Meadows Elementary School

Project Name: Movin' Minds

Project Summary: Research supports that school-based mentoring impacts positive outcomes for children including improved attitudes about being in school, enhanced academic motivation and achievement, improved social skills and behavior, strengthens peer, student, and family relationships and increases a sense of belonging in the school community. We are teaming up with PESH and two local churches to create a mentoring program that will have life-long benefits for all students with the use of gigantic/life-size games to generate excitement and enthusiasm and increase engagement with not only the students, but also the mentors.

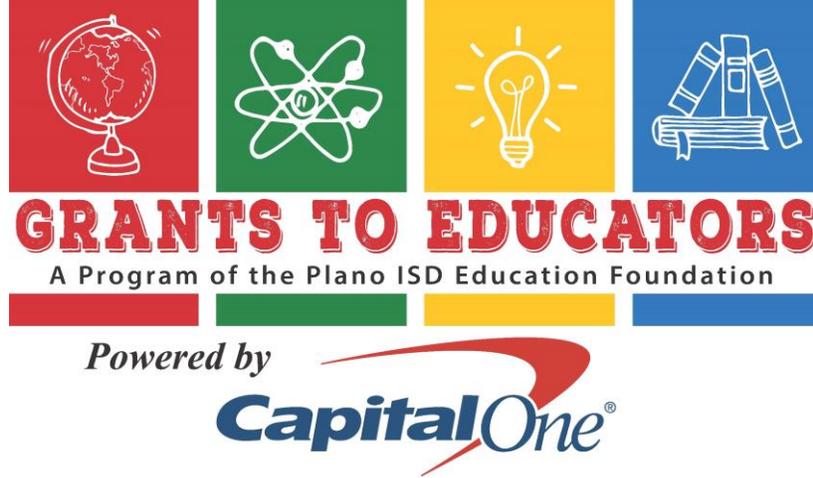


Applicant: Alexander Kirton

Location: Weatherford Elementary School

Project Name: Social Emotional Learning and Music

Project Summary: My idea for the cool-down space is driven by an initiative I discovered that provides a free mindfulness application and tools for classroom teachers called the “Calm Schools” initiative and the Mindful Schools 6-week online training. The Calm Schools program is used in over 1,000 schools and focuses on encouraging self-awareness, mental focus, and emotional resilience with engaging breathing and stretching exercises that are easy to follow for the student independently and collectively. The Mindful Schools initiative addresses the entire population, not only those who are experiencing challenges with coping. social-emotional During music class time, students will have the opportunity to utilize the cool-down space, which will consist of an ipad and headphones for calming music, anti-anxiety gadgets.

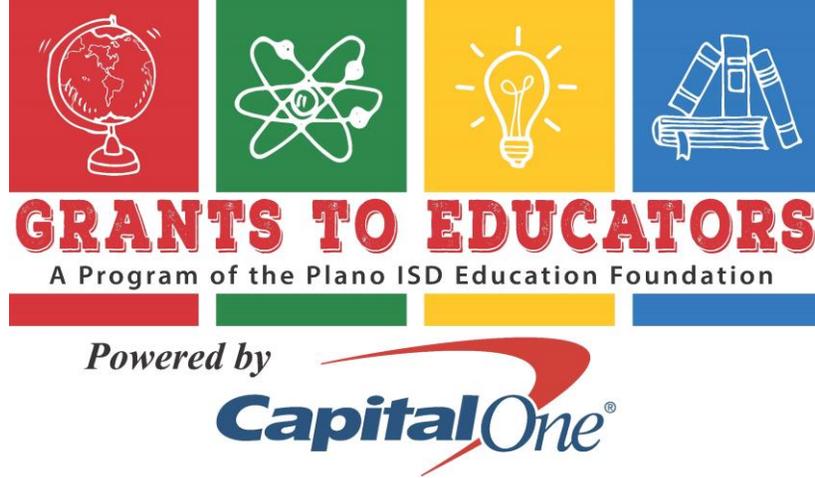


Applicant: Carol Knoles

Location: Hendrick Middle School

Project Name: Read 3,000

Project Summary: In an effort to increase reading comprehension, the library will launch a school-wide reading initiative to encourage students to read a variety of books for fun. Studies show that the more we read the better we comprehend, the more vocabulary we know, the better we spell, and the more complex thinking we can do. The goal is for every grade level to read 1000 books for the year which would equal 3000. Students are encouraged to read a minimum of four extra books of their own choosing, one per 9 weeks. They will be able to earn special paper badges that they can show off under a chromebook or binder plastic cover. Badges will be based on genres and topics so that students can potentially earn a variety of badges. As a means of accountability and to prove they have actually read the different books, students will be required to create a video book review or a book trailer using technology to promote the book in question. These book reviews or trailers will be posted on a webpage that will serve as a repository of book recommendations for other students to look at and be inspired to read for themselves.

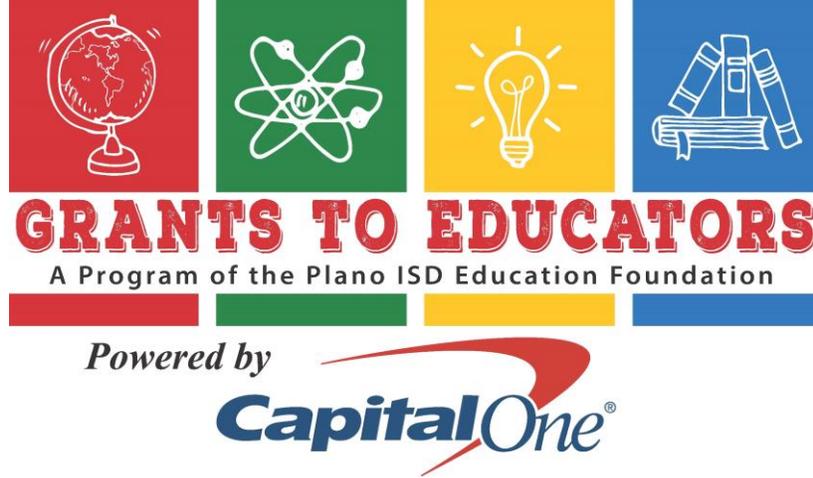


Applicant: Lindsey Leathers

Location: Hickey Elementary School

Project Name: Google Assistant for Classroom Literacy

Project Summary: Technological advances have enabled us to have information at the tip of our tongues. Students will engage in discourse with the Google Home Mini to improve articulation and communication skills. The Google Home Mini is a hands-free, voice-controlled device with a built-in speaker. This simple but powerful tool is an economical way to equip a classroom with an abundance of literacy tools and content resources while creating a fun and novel way for students and even teachers to stay engaged and enhance student learning.

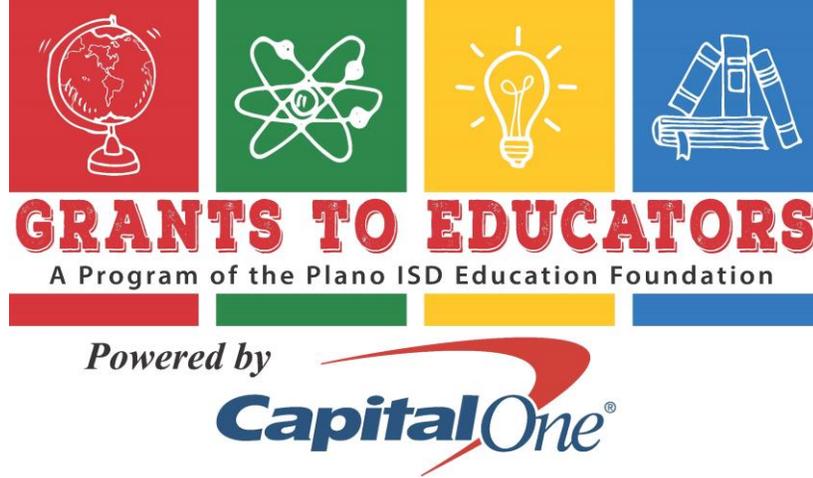


Applicant: Mysti Lecrone

Location: Beaty Early Childhood School

Project Name: Multicultural Classroom Libraries

Project Summary: This project will bring a variety of multicultural fiction and non-fiction texts for classroom purposes, such as interactive read-alouds and as part of classroom libraries for student use. The goal for this project is to provide a culturally responsive classroom where diversity and acceptance are exhibited through materials and communication with the goal of deeper connections both socially and academically for students.

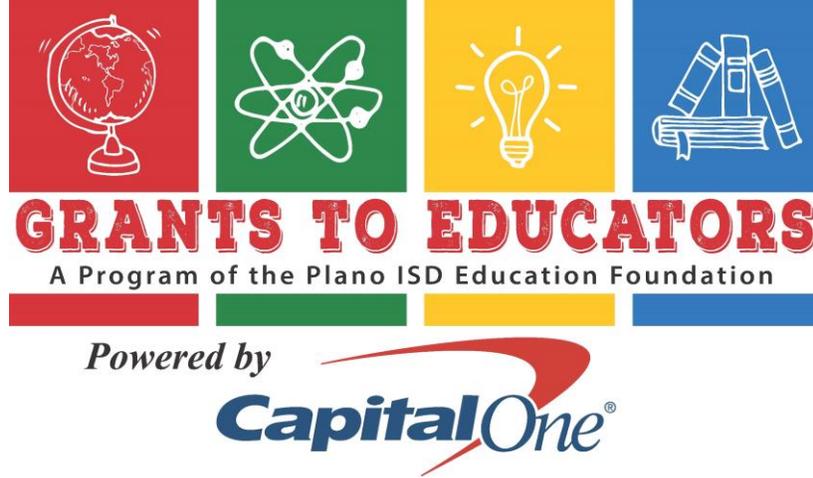


Applicant: Christine Leftwich

Location: Thomas Elementary School

Project Name: Board Game Club

Project Summary: During indoor recess, I have noticed many children do not know how to play common board and card games. ; These games are a chance for children to build social skills and relationships through conversation. Many children find their friends and family are wrapped up in technology. In today's world, interacting over a screen has taken precedence over interacting face to face. ; Children learn about fairness. They learn to accept life's successes and failures gracefully. One important part of learning about failure is learning not to give up and to try again. Through board games, students learn that a loss is a temporary situation, and with repeated tries, success will eventually occur. Often children will give up in the middle of playing a game if they are not winning. Board games help children learn to finish a task to their best abilities.; I envision that this club will meet twice a month after school. Parents will be invited to attend with their children. As a title one school, we are eligible for a free supper from PISD FANS department. Students and parents will play in groups of 3-6 and enjoy a meal together.

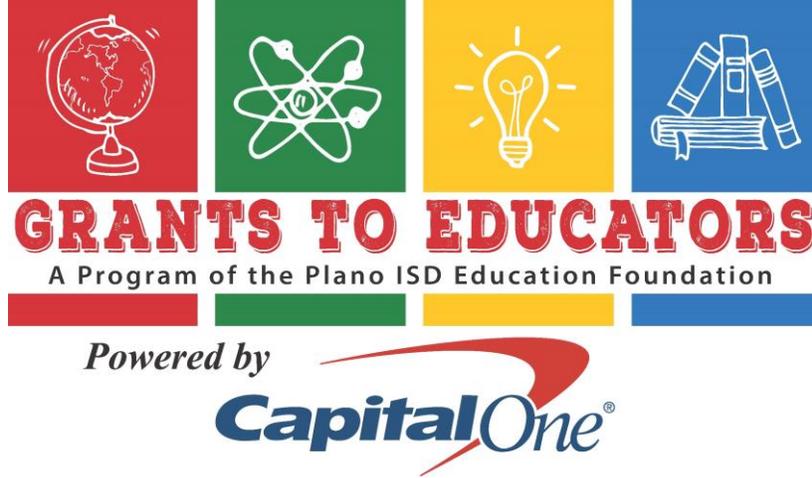


Applicant: Jennifer Lopez

Location: Haggard Middle School

Project Name: Fun Flexible Seating Choices for Students with Special Needs

Project Summary: All of the students that I teach and serve are Special Needs and served through Special Education. I am hoping that will the added option of flexible seating choices the students will be able to continue to achieve success in the classroom. The flexible seating allows movement, mobility, bouncing, wobbling, wiggling and thus can be an outlet to help achieve success for any student while still able to be working/reading. Many of my students suffer from a variety of learning, sensory, or emotional challenges and provided these choices will hopefully help or aid the student to gain more success in academics or emotional needs. It can also be an area or a space as a "cool-down" zone if the student's emotions are too hard to be able to clearly communicate what is going at the moment. Hopefully with the added flexible seating in the classroom it may also build a students confidence in learning or social needs.

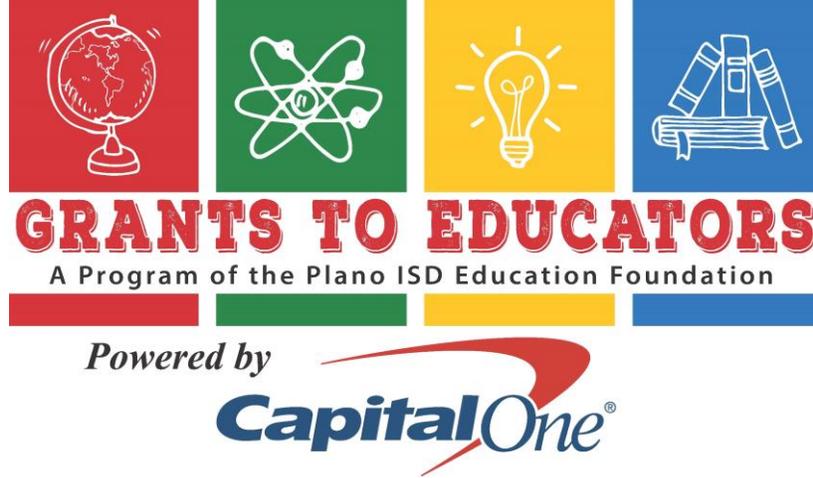


Applicant: Deanna Lowenthal

Location: Mathews Elementary School

Project Name: "CataBOLT" Students' Curiosity

Project Summary: Students in the 21st century need hands-on application of technology. The Sphero Company has created the world's first app-controlled, Bluetooth SMART robotic ball that can be programmed by drawing on a screen, using Scratch blocks, or writing JavaScript programs. My hope is that the innovators of tomorrow can find a creative outlet for organic learning with these app-enabled robotic balls by fusing modern technology with robotics, math, computer science, and engineering.

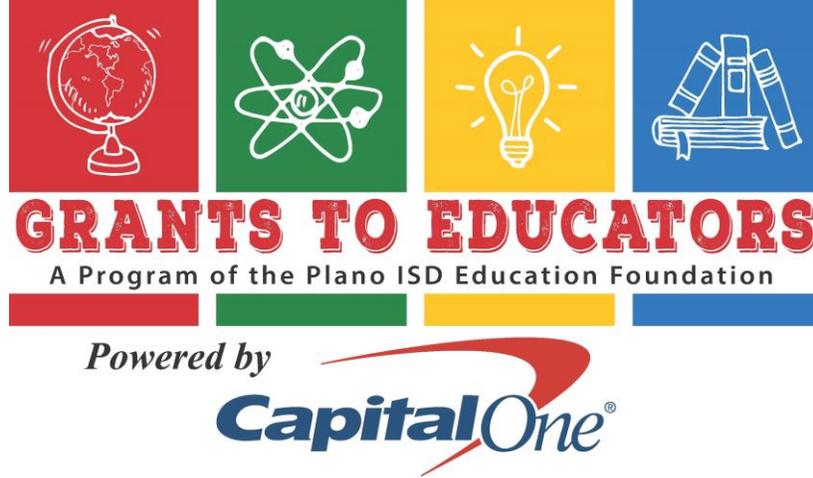


Applicant: Mary Lyon

Location: Haggard Middle School or Vines High School

Project Name: V-B Mapping Our Assessments with Pictures: The Farewell Tour

Project Summary: This is the final year for the Grant renewal request for VBMAPP project, which provides consistent visual supports, pictures, instructions, and data forms for the Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP). The VB- MAPP Assessment is a research-based program used to evaluate language, social skills, academic reading, writing, and math skills for children with Autism Spectrum Disorders and other Developmental Disabilities. This project provides visual materials to be used to not only for assessment, but also to support functional communication and intervention strategies for students with autism and developmental disabilities as they journey from elementary, middle and high school campuses.

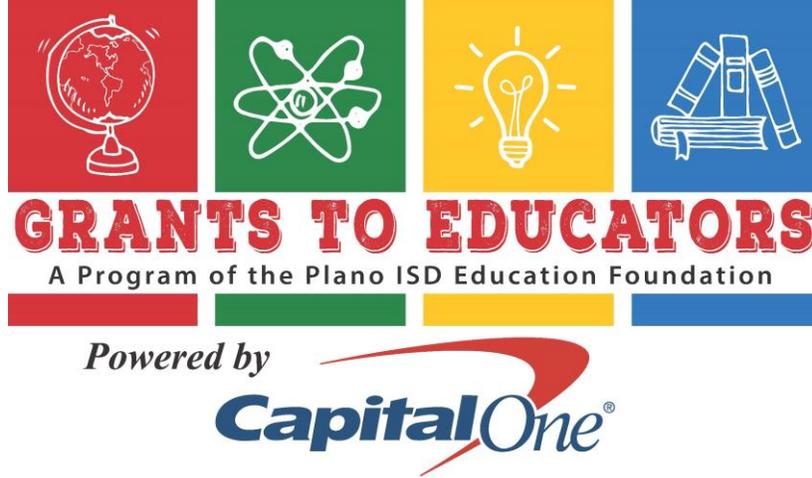


Applicant: Ramy Mahmoud

Location: Williams High School

Project Name: Experiencing a World of Wonder

Project Summary: So much of our understanding of the world around us comes from our previous experiences. Although many kids in our district are lucky to be exposed to a variety of engaging moments, many on our campus are not granted these luxuries. In science, one cannot appreciate the amazing scope it plays in our world without first seeing these components in action. With your help, we'd like to give every 9th grade student on our campus the chance to find their own passion and connections to science by visiting the Perot Museum of Nature and Science. We had the honor of receiving a grant 2 years ago (Last year, our grant proposal was unfortunately not selected). What we realized was, not only had most of our kids never been to a museum, but many of our kids had never even been downtown. To see these teenagers transform into little, gitty children as they stood in awe of the incredible exhibits brought tears to my eyes, and we'd so desperately like the opportunity to see that through the lens of our new 9th grade class.

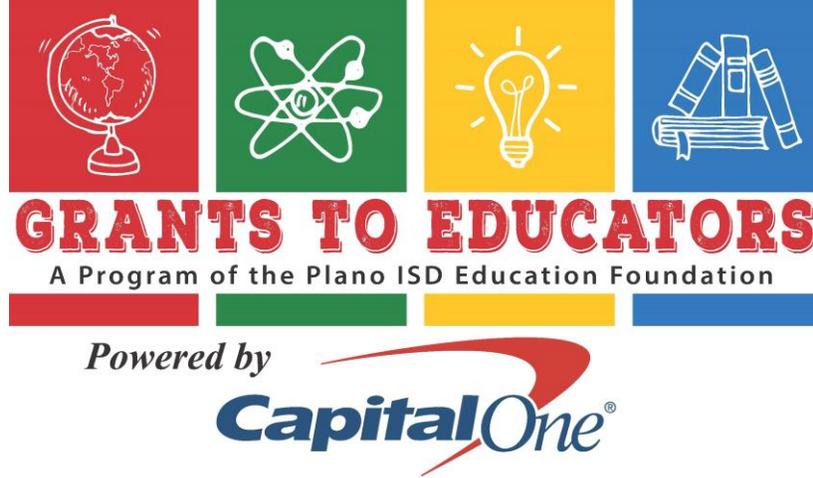


Applicant: Thomas Martinez

Location: Clark High School

Project Name: Potters' Wheel for Empty Bowls community outreach

Project Summary: The addition of potter's wheels to our ceramics program will greatly enhance the range of skills learned by sculpture students. As it stands, students are limited to hand-building techniques that produce bulky and imperfect vessels. In order to advance the 3D program (which has grown by 25 students this year), and prepare students for the rigor of their future art classes or careers, they must learn how to properly use a potter's wheel and create more advanced vessels.

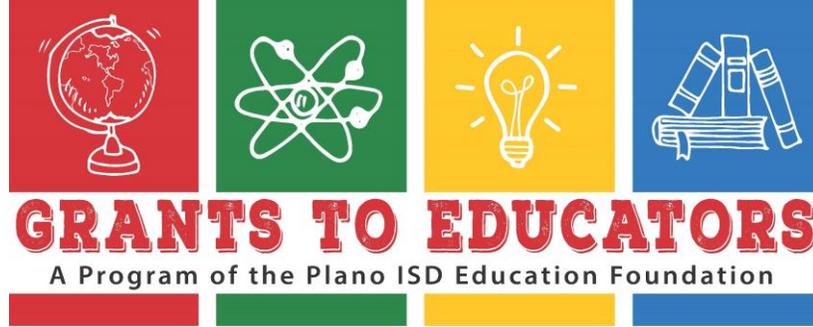


Applicant: Maria Mata-Gonzalez

Location: McMillen High School

Project Name: Reading for Success

Project Summary: Growing up, I remember The Giving Tree: my five-year-old self was intrigued with a tree that stood by a little boy throughout time. Books became my giving tree as my summers were spent absorbed in them; each one giving me its own story. As the chapter of my elementary years closed, I leafed through the pages of my middle school years but with less of an allure that books gave me from an earlier time. As I entered high school, reading became more of a chore; I lost my love of reading during those years. Had I been able to choose my own selections, would I have lost the love of reading? That's what I want to give to our students. The Reading For Success Collection is a top-notch assortment of books for student and teacher led book groups that can be utilized in the classroom. I want to instill in our reluctant readers a desire to read. My hope is we will reach our students and, by embracing a new love of reading, create a new pathway of more challenging literature for them. Like the giving tree, let's do our part and give our students everything we can offer.



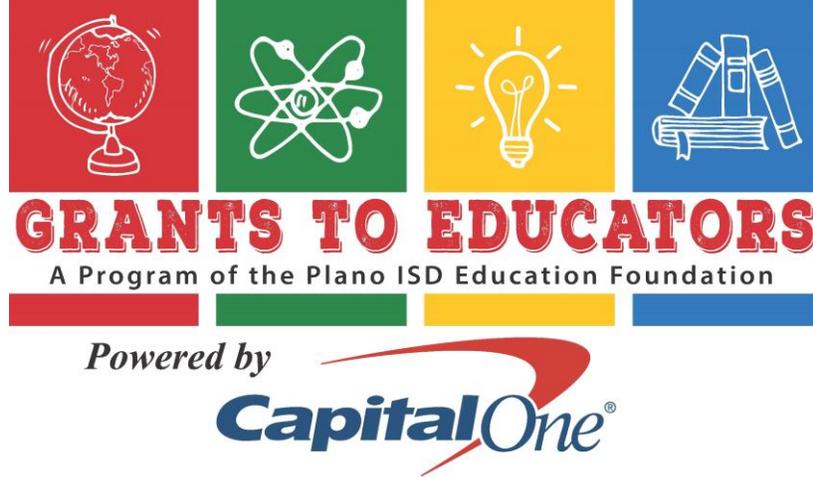
Powered by
CapitalOne[®]

Applicant: Susan McNamara

Location: Wilson Middle School

Project Name: Disruptive Thinking

Project Summary: The ELA department will read, complete a book study, and utilize the strategies in in the book, Disruptive Thinking: Why How we Read Matters. Our department will collaborate and intentionally evaluate and improve our instructional methods to improve student performance this year and in the future.

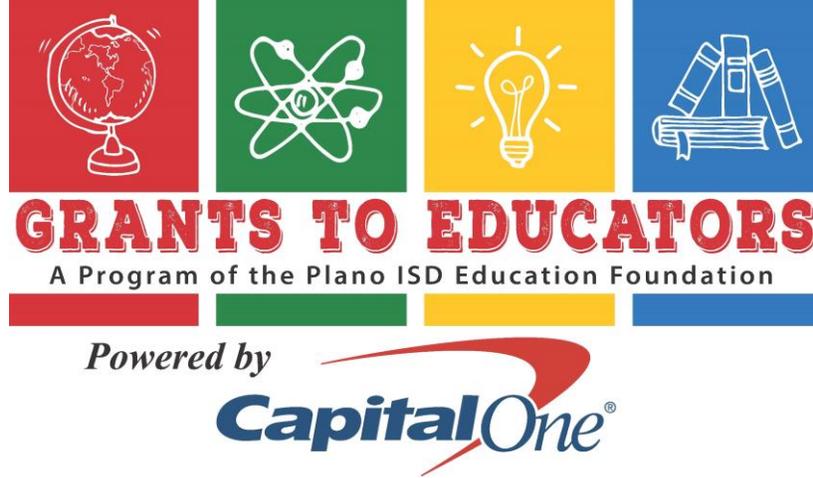


Applicant: Cindy Miller

Location: Williams High School

Project Name: Reclaiming the Plaza Marquez

Project Summary: Our school has two large under-utilized courtyard areas, which are overgrown. We are reclaiming this space for student and staff use through a series of improvements. Last year we bought and built a pergola in one of the courtyards. This year, we want to complete the project by providing additional seating including reclaiming the existing tables and possibly benches, as well as buying rocking chairs.

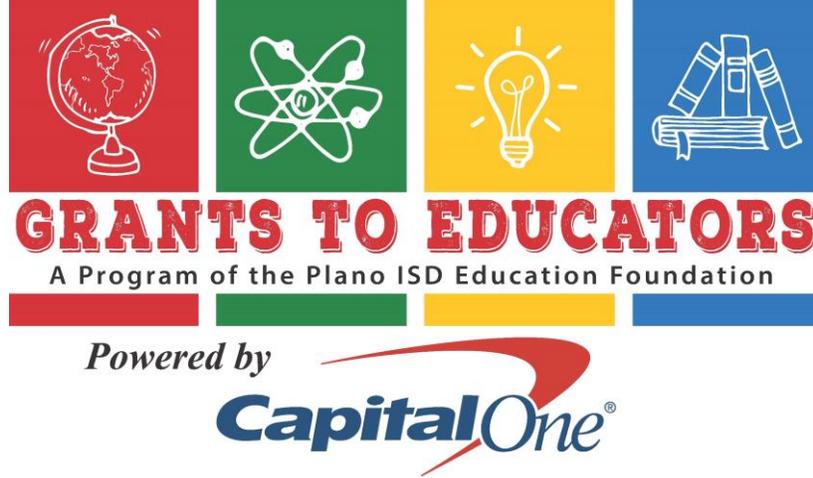


Applicant: Elizabeth Moman

Location: Rasor Elementary School

Project Name: Kinetic in Kindergarten

Project Summary: Kindergarten students go to big centers daily, one of the center options is the discovery station. We would like to use kinetic sand in this center. It will improve fine motor skills, which directly impact handwriting and dexterity. It will improve problem solving skills which correlate to academic success as well as higher order thinking skills. Students will also work together and improve their social skills.

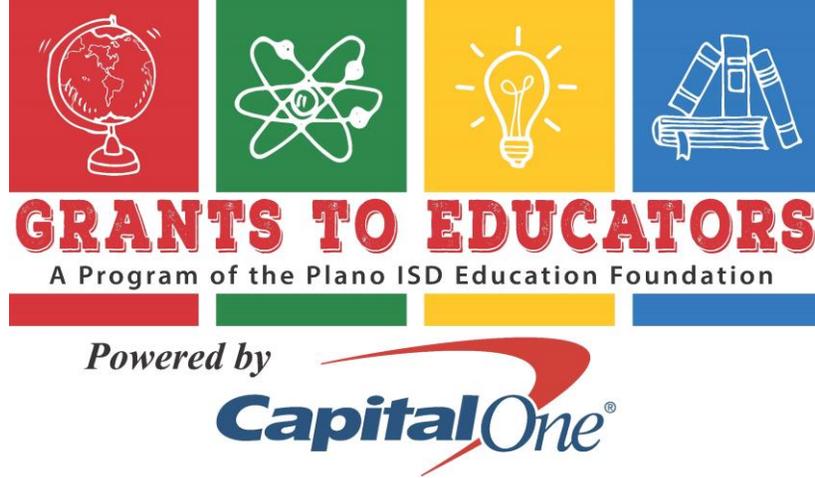


Applicant: Michael Murtaugh

Location: Murphy Middle School

Project Name: Classroom Comfort

Project Summary: The project is to purchase a set of wobble chairs, wobble cushions, and comfy floor seats as alternative seating for a Basic Level middle school classroom from Lakeshore Learning.

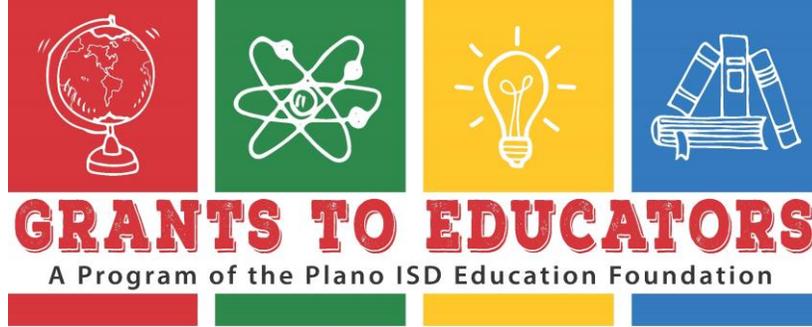


Applicant: Aleli Nucum-Jones

Location: Meadows Elementary School

Project Name: Hop, Skip and Jump to Fact Fluency

Project Summary: Number fluency has been shown to be an area of growth for our campus. Multiplication fluency, in particular, hampers student success in mathematics. Many are unable to progress to solving multi-step problems because they lack the speed and automaticity of knowing their basic multiplication facts. Our students spend a bulk of their energy on figuring out a multiplication fact (in some cases they have to write down multiples of a number to arrive at the correct fact) and fail to solve problems correctly. These multiplication mats will make memorizing their facts social, interactive and fun. Because students can be grouped into teams for competition, they learn to be good sports and magnanimous losers. They also help sharpen their social skills, an area that all children need. Hopping, skipping and jumping helps with gross motor skill development. As a resource for the entire school, mats can be shared and used by all classrooms, including in P.E. and fitness classes, making the impact of the resources even greater.



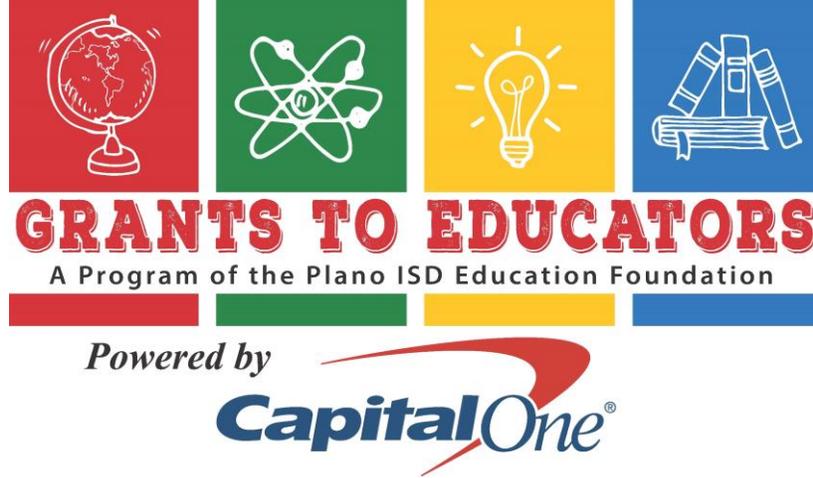
Powered by
CapitalOne[®]

Applicant: Christine Pao

Location: Carlisle Elementary School

Project Name: 3..2..1..Read

Project Summary: Third grade students use reader's theater books to help with fluency, comprehension and building reading confidence. Reader's theater gives students a real reason to enjoy reading aloud. This project will motivate students and enrich their learning because it requires reading material that will add rigor to their literacy skills.

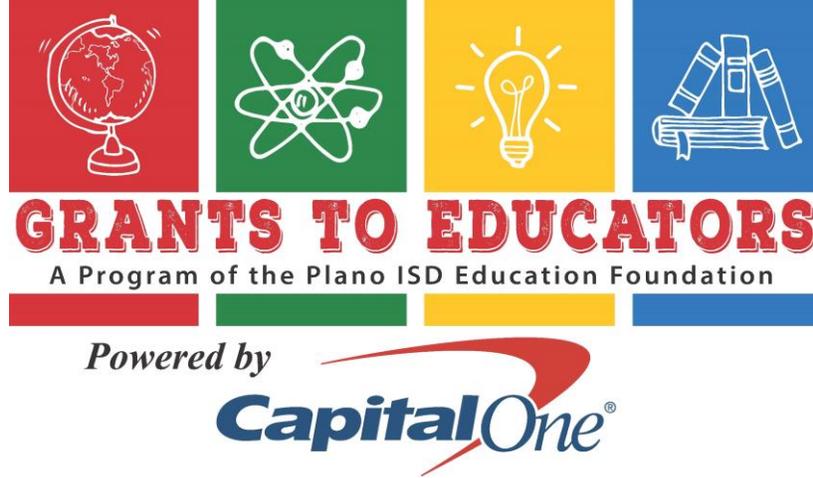


Applicant: Sophia Pickle

Location: Christie Elementary School

Project Name: End of Year Musical

Project Summary: We intend to direct and produce an end of year musical with the students at our school. Aladdin Jr. is our musical of choice, though this decision will be based on price and available funds. Auditions will be open to anyone in the school and will begin the last two weeks in January. Rehearsals will run a couple two to three times a week, with a concluding performance in May. Funds will be allocated to the purchase of sheet music, accompaniment, and performance rights, materials for costume creation (costume made made my music teacher and me), materials for the production of a simple, streamlined set, and show programs for the audience. We predict a cast of approximately 60 students. The show is expected to run about an hour from curtain to curtain. We do not intend to charge for tickets, though this decision will be based on total funds available. Our music teacher will head the instruction of musical numbers (for chorus members and leads) while I will take the lead helping students with memorizing lines, character development, and blocking scenes. Choreography will be a joint effort.

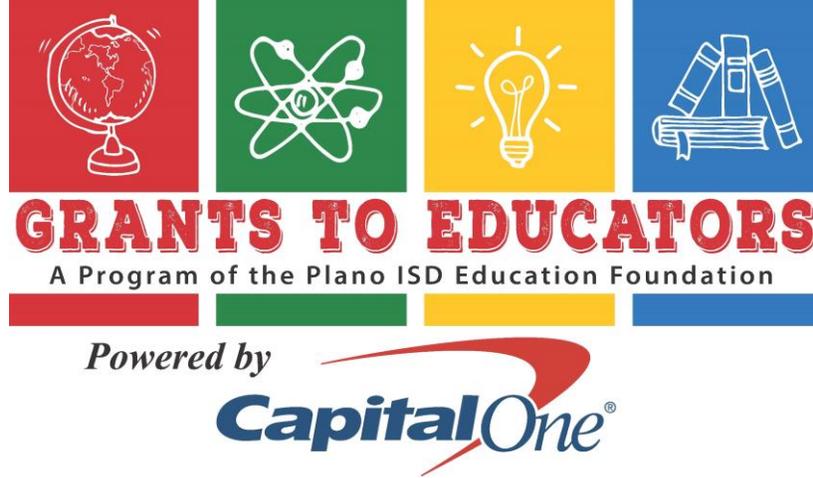


Applicant: Johnnie Pierce-Wise

Location: Plano East Senior High School

Project Name: Models for Mindset

Project Summary: Modeling has become a rapidly popular method in teaching, and rightfully so as it allows students to see and understand concepts that otherwise may otherwise be not to scale or hard to represent. Many of these models demonstrate small-scale processes, that otherwise, students are unable to see. With this grant, we aim to both purchase modeling kits for our physics students, as well as build our own. We strongly believe that allowing students to visualize the physics will reignite the flame for science that is often present in small children but seems to have been lost by the time they reach our classrooms. ; ; Generally, these models are non-consumable and we will be able to utilize them for years to come, also allowing us to track student progress from year to year as more models become available. We expect to have a three-year model with increasing measurable understanding that maximizes the student to money ratio. Data tracking will occur in the 2nd semester and may develop into a district-wide physics initiative.

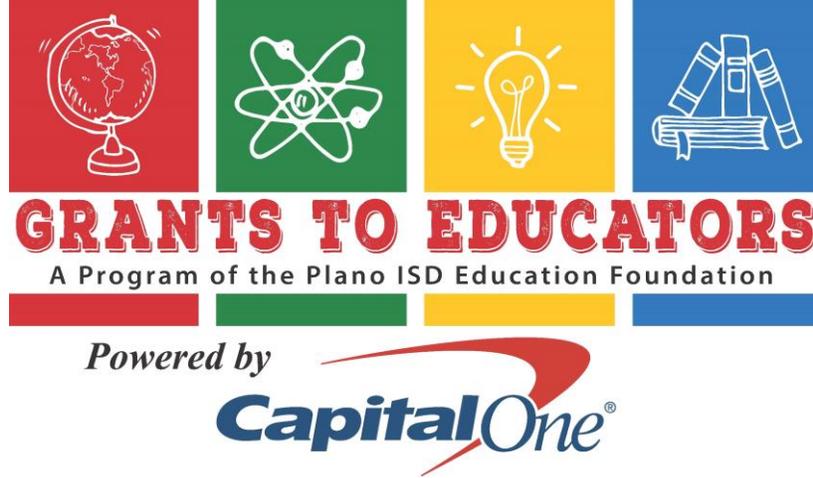


Applicant: Katherine Pinkham

Location: Clark High School

Project Name: Art With Infinite Possibilities: Virtual Reality in the Art Room

Project Summary: How can we give our students infinite possibilities with finite resources? The answer is simple; technology integration will allow students to alter their realities. With the help of google's virtual reality platform "Tilt Brush" students will be able to enter a digital space where there are no limits to student creativity. Students are armed with a palette that includes traditional drawing and painting media, as well as virtual media like light, stars, smoke, etc. Students are able to draw or sculpt in mid-air. This means that they can then walk around and in between their work. Given the time and space, students could create a room full of art that would encapsulate the viewer on all sides. With the innovation of virtual reality in the classroom, the limits of creativity are truly shifted away from what the teacher or the school can provide. Virtual reality is going to have a spectacular impact on our lives and the lives of future generations. It's time for students to learn today, how to use the tools of tomorrow.; The lesson to be taught (in congruence with the technical skills required to use this equipment) will focus on the career applications of Tilt Brush.

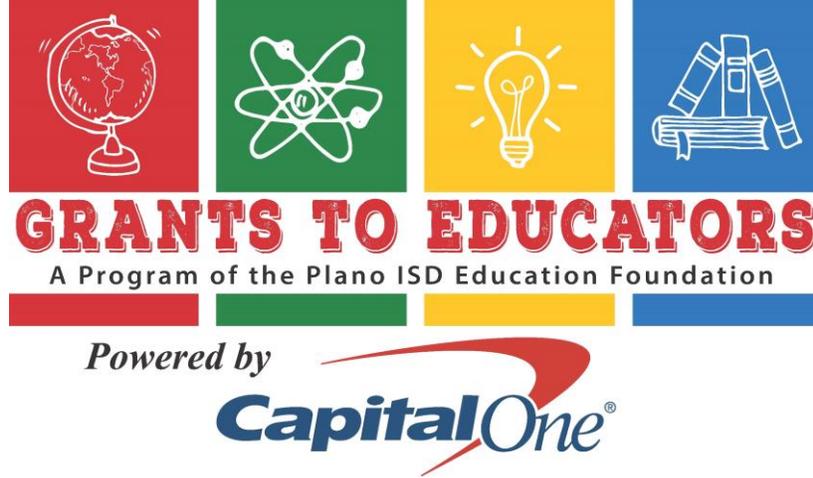


Applicant: Katherine Radke

Location: Andrews Elementary School

Project Name: Kids Inquiry Conference (KIC) 2018-2019

Project Summary: Kids Inquiry Conference is an event that uses the foundational ideas of the typical science fair and “KIC”s it into high gear. The students will work in teams to choose a topic, design a science investigation, execute the scientific process, reflect on the results, and write a research article to be published in a yearly KIC book. Groups will then have the opportunity to share their findings with younger students, peers, teachers, parents, and community members through engaging presentations in a conference-like setting.

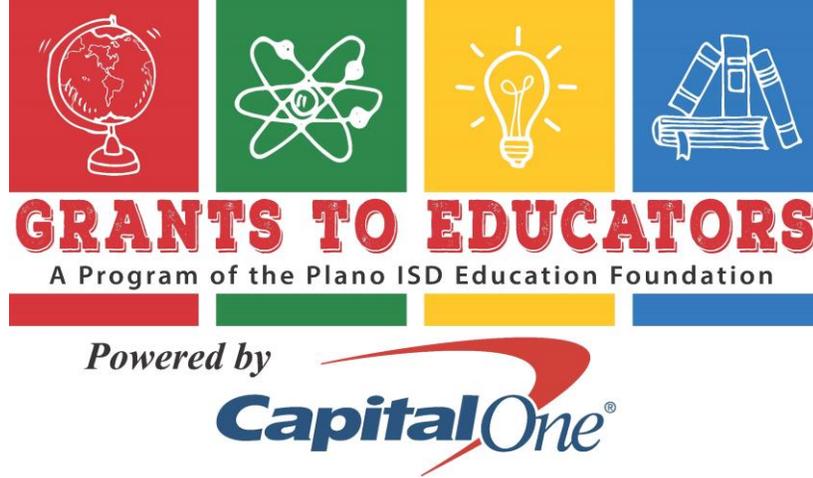


Applicant: Ellyn Reese-Fautsch

Location: Meadows Elementary

Project Name: Kinesthetic Classroom

Project Summary: Our Title One school faces a myriad of challenges each year requiring staff to provide creative, effective solutions to difficult situations that appear in our classrooms. These range from off task behavior to emotional dysregulation which can severely disrupt the learning environment. The goal of this grant is to promote a kinesthetic classroom to address the unique sensory needs of our special education students.

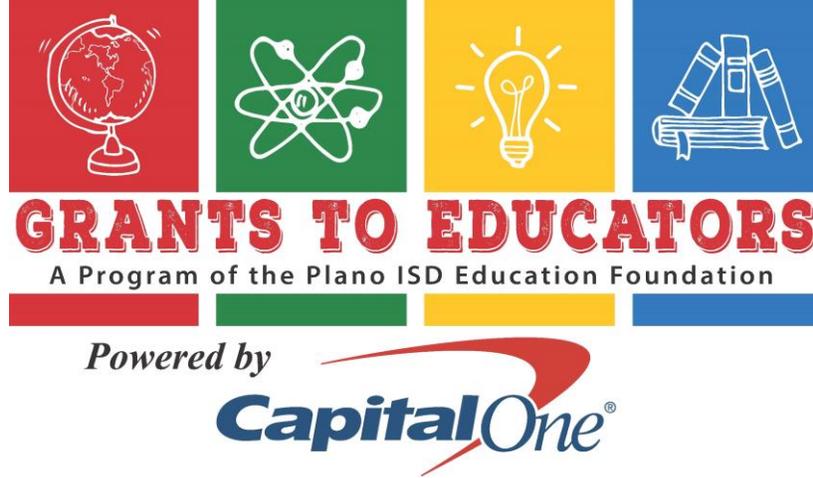


Applicant: Sandra Reina

Location: Beaty Early Childhood School

Project Name: Lighting up the Future for Children in the Active Learning Classroom (ALC)

Project Summary: “Communication is a crucial human right because of its role in our basic need for interaction with other people, supporting individuals’ input into decisions that affect their lives, promoting greater independence in everyday life, allowing people to express their feelings, and supporting people’s participation in their community” (Goldbart & Caton, 2010). While typically developing students learn to communicate through the use of words, some of the most common ways that people with complex communication needs communicate is through the use of Augmentative and Alternative Communication (AAC) which includes cause and effect switches, facial expressions, gestures, objects, symbols, pictures, and signs (Goldbart & Caton, 2010). As one could imagine with the number of different ways that children with complex communication needs can communicate there would likely need to be a variety of items to provide an individualized communication system for each student. This grant supports funding for many essential tools that would allow our students who are in our Active Learning Classroom with eligibilities ranging from Autism and other health impairments (Down Syndrome, Cerebral Palsy, etc.), to visual, auditory, and orthopedic impairments, and intellectual disabilities to make improvements in their ability to become effective and strong communicators.

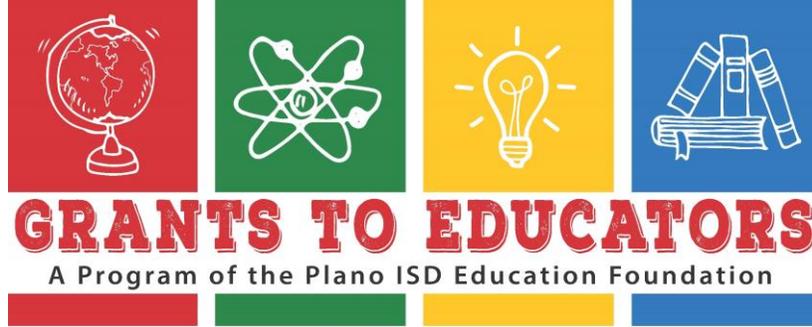


Applicant: Leah Rhodaback

Location: Hickey Elementary School

Project Name: Light it UP

Project Summary: Students in the experiential learning classroom (ELC) learn through play and experiencing information in several different modalities. ELC students are sensory seekers and have in the past loved having a light box for numerous activities. The ability to have a light box all year long will encourage visual regard, communication, fine motor opportunities, and the extension of literary stories. Math and science instruction would also be impacted by obtaining a light box. This would allow experiential learning alongside providing sensory needs to a multitude of learners for years to come.



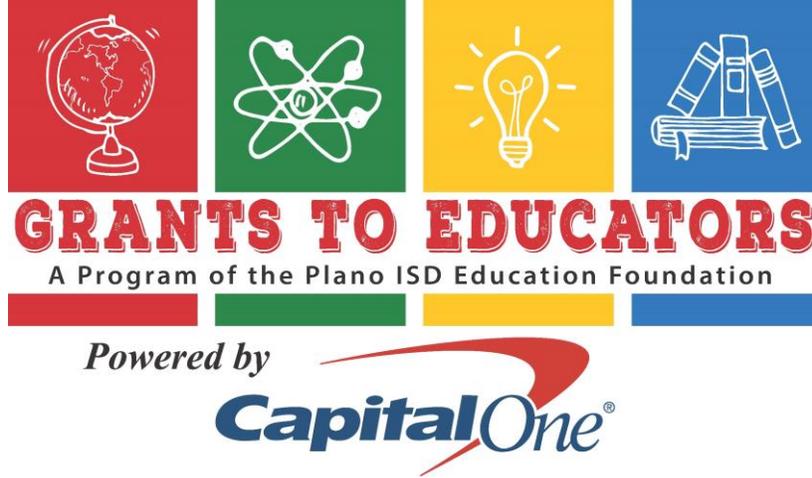
Powered by
CapitalOne[®]

Applicant: John Richards

Location: Sigler Elementary School

Project Name: Approaching the Unfamiliar and Unanticipated

Project Summary: To facilitate opportunities for students to learn how to "approach the unfamiliar and the unanticipated" through playful learning and problem solving using LEGO robotics.

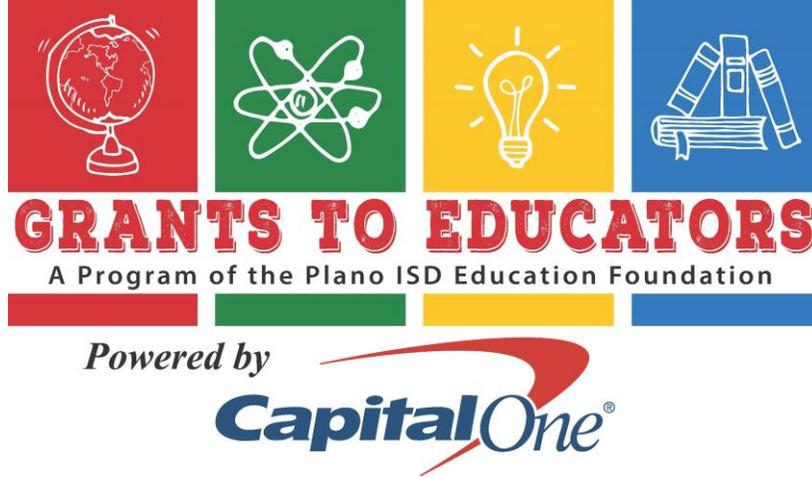


Applicant: Kennitra Robertson

Location: Otto Middle School

Project Name: PAWSitivity is PAWSible

Project Summary: Five years ago, our campus made a commitment to implement the PBIS (Positive Behavioral Interventions and Supports) program. The purpose of the PBIS program is to recognize and reinforce positive student behavior. Students may face many challenges as they learn and grow in school which can cause a decrease in confidence and effort. This program focuses on the positive aspects of behavior and learning to encourage students to take risks, reward positive outcomes, and to promote good citizenship by using a ticket system. Students are excited to earn "bucks" from teachers, counselors, and administrators when they exceed campus behavior expectations. "Bucks" may be redeemed for teacher rewards or they can spend their "bucks" in the school store on prizes and school supplies. Overall, this program greatly contributes to the positive climate and culture of our school. We choose to celebrate positive behavior, academic achievement, and excellent citizenship.

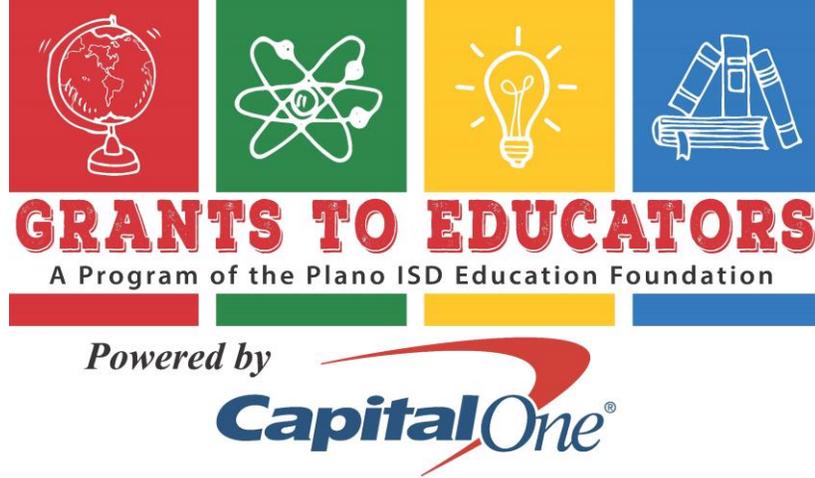


Applicant: Jaime Ruiz

Location: Hickey Elementary School

Project Name: Warning. Sensory Overload. Must Move Now.

Project Summary: Integrating sensory tools and strategies will help to increase students' self regulation and decrease distractibility. Motion takes learning to another level and helps students to offload their energy through movement. Having these sensory tools in place will impact all learners in the classroom by enhancing and creating an environment that is conducive to learning and produces academic and behavioral successes across all content areas.

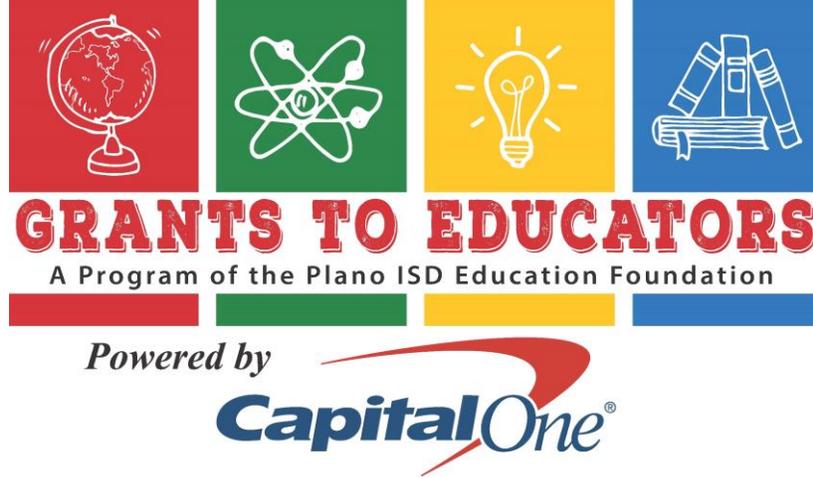


Applicant: Mikel Salsgiver

Location: Clark High School

Project Name: Bring Dissection Back to Biology

Project Summary: Our goal as science educators is to develop in our students a passion for science and learning. This cannot be accomplished through lecture or worksheets alone. The best way to nurture is through hands-on experience. Nowhere is this more evident than through dissection. Help us bring back this highly valuable and rarely experienced process that can help revitalize a true passion and appreciation for all life science.

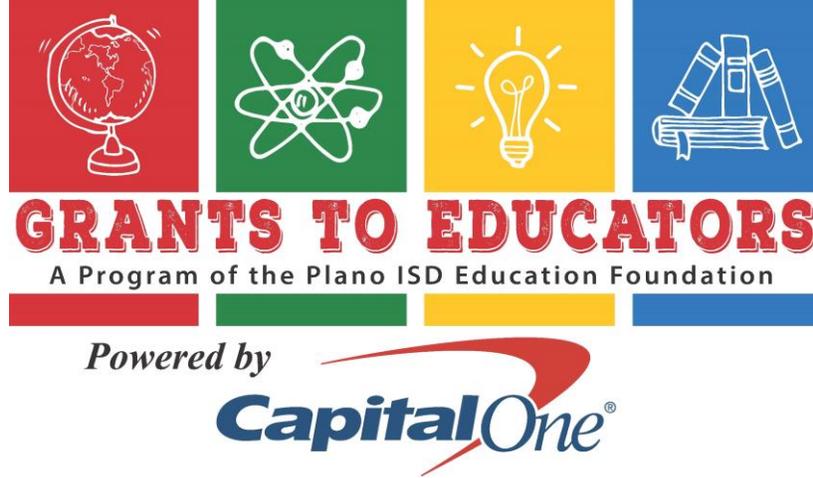


Applicant: Stacy Samuels

Location: Plano West Senior High School

Project Name: 3D Printing the Way to Tomorrow's Leaders

Project Summary: My goal is to have all of my robotics students proficient in 3D modeling and printing. We compete through the organization FIRST Tech Challenge (FTC), and to be more competitive, we create custom parts to enhance our robot's ability to score points and ultimately win. While that is the students' goal for having a 3D printer, I believe this is a crucial part of STEAM and something that will make them competitive in their future careers as leaders. With thousands of jobs across the country that require 3D modeling and printing skills, this is an opportunity I feel will greatly impact their lives many years after high school. Each student will work through multiple software programs with well-developed tutorials and then engage with the engineering process by designing and printing a part then redesigning to make the part better.; ; The incredible benefit of having a 3D printer is this project will be repeated every year with all of my robotics students so the number of students will increase. This project can be replicated with the same goals year to year, and juniors who complete the project this year can help as seniors next year while benefiting themselves.

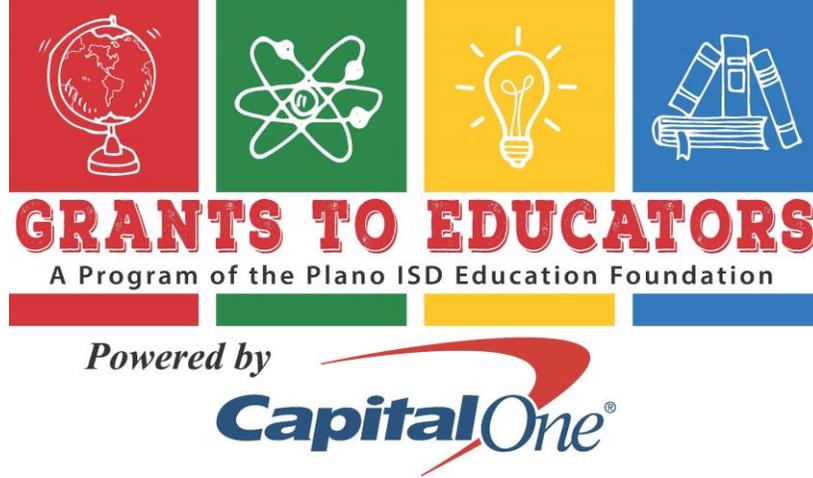


Applicant: Lori Scaglione

Location: Boggess Elementary

Project Name: Break Out to Break In 2 Limitless Opportunities

Project Summary: Breakout EDU is an immersive learning game platform. Students will have access to activities in a wide variety of subject areas that provide active learning opportunities to students through Breakout EDU games. Players will use collaboration and critical thinking skills to solve a series of challenging puzzles to open the locked box. Breakout EDU provides opportunities for students to build problem solving skills by forcing players to try and try again until they "get it". Ergo, fostering grit and growth mindset along the way.

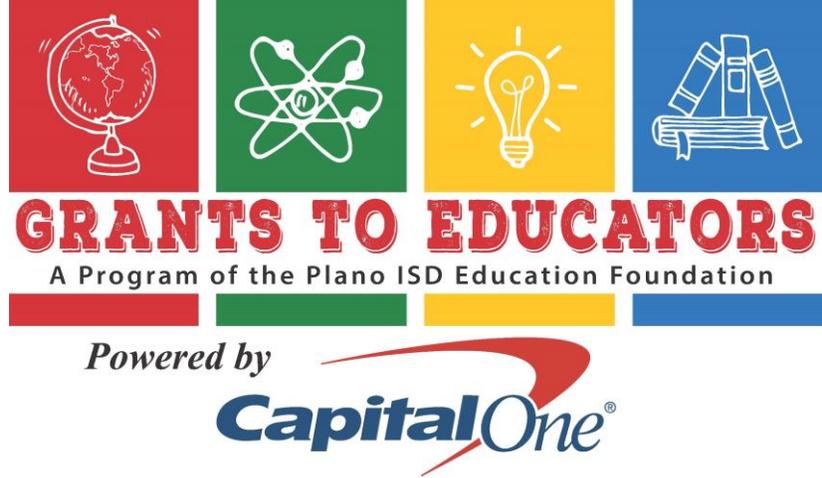


Applicant: Deborah Schmittou

Location: Vines High School

Project Name: Picture This: Embracing Picture Books with High School Students

Project Summary: For years, picture books have primarily been used with elementary age students but in recent years, teachers and librarians for secondary students have understood the value of this medium for older students. This literacy project will energize and build our library collection of picture books, offering more choices to our teachers to incorporate in the classroom setting, thus offering social-emotional connections with their students, as well as developing higher order thinking skills.

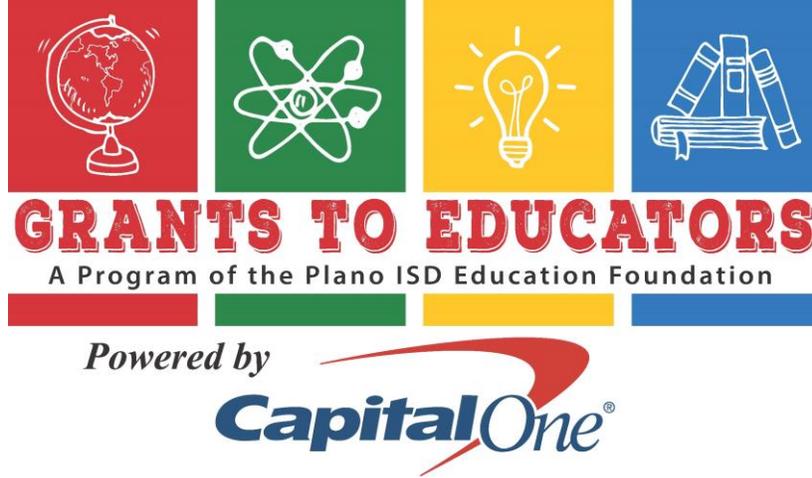


Applicant: Lisa Scott

Location: Wilson Middle School

Project Name: Lunch Bunch Book Clubs

Project Summary: Grade-leveled (6th, 7th, & 8th) book clubs that meet bi-weekly during lunch. Students can check out books to take home and/or read during free reading in English class.

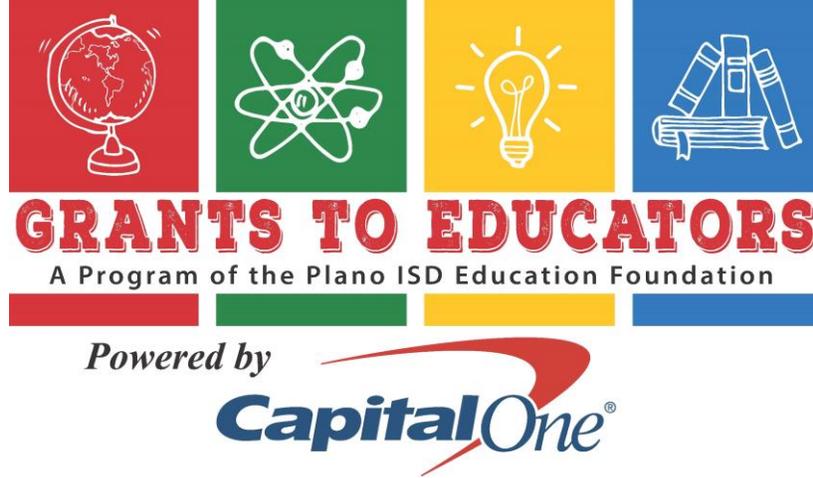


Applicant: Heather Stevens

Location: Stinson Elementary School

Project Name: Thinking Out Loud Literacy

Project Summary: Thinking Out Loud Literacy provide students with a new avenue to become stronger readers and writers through the use of their own voice. The grant will provide me with the financial means to purchase five audio recording devices to be shared among students in the fourth grade. All students will be using the devices as they move through the writing process and as a tool to foster growth in reading accuracy, intonation, and fluency.

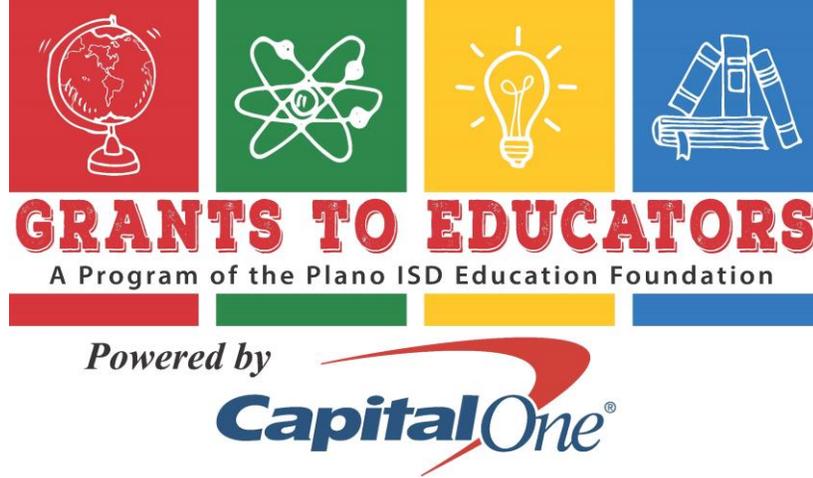


Applicant: Terri Stout

Location: Daffron Elementary School

Project Name: Engineering Girls for a STEM-gineering World

Project Summary: Fourth and Fifth grade girls will dive into a world full of STEM-rich activities. Girls will be encouraged to develop their spatial skills by designing and building a wide variety of structures, and will be given opportunities to work collaboratively to solve real world problems. This program will include guest speakers, field trips, and a variety of hands-on exploration. By supporting and encouraging girls to build on their STEM skills, we help girls fully develop into the problem solvers of tomorrow.

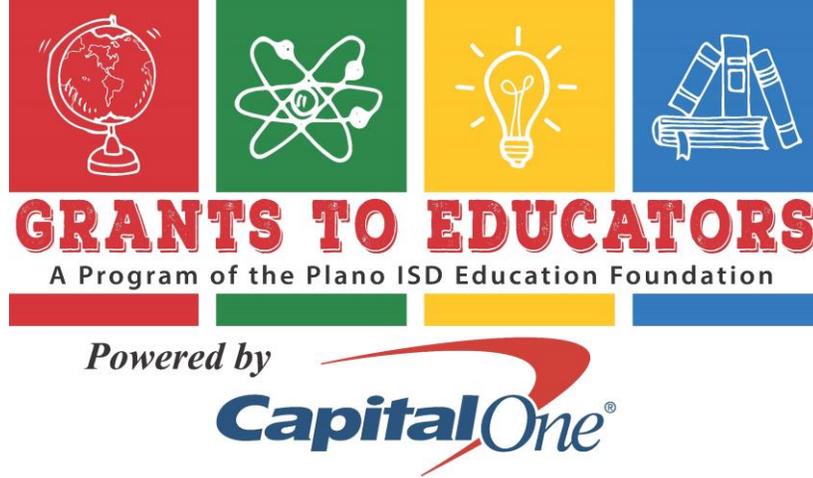


Applicant: Jacqueline Sullins

Location: Schell Elementary School

Project Name: Breakout EDU Kits

Project Summary: Breakout EDU Kits provide fun engaging, collaborating ways to learn new educational skills. Each kit contains a large and small box, 8 different types of locks, 1 hasp, 1 deck of reflection cards, red lens viewer, UV light, invisible ink pen, blank thumb drive, and 2 hint cards. Each kit provides access to hundreds of online standard-aligned games for ALL grade levels for a 12 month period. Students work together in small groups to complete clues that unlock a lock. More clues are given to unlock more locks to finally unlock the final box and be the first group to "breakout". Students use inquiry, technology, experiences and collaborate to work through the clues to solve problems that show their understanding of a concept or topic.

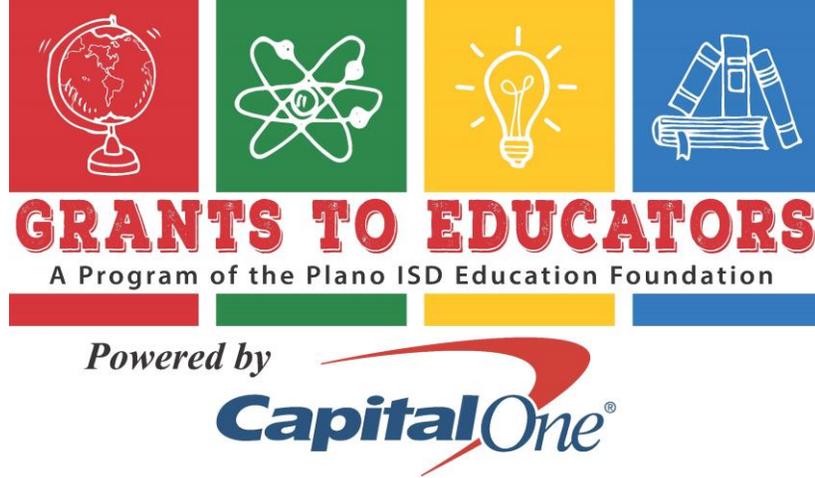


Applicant: Melissa Svec

Location: Meadows Elementary School

Project Name: P.A.W.S. Headed to College: Preparing the AVID WAY to Success

Project Summary: P.A.W.S. is a program that our campus received a grant for many years ago that we would like to bring back because of its impact on our students. It supports the AVID Elementary philosophy by cultivating intrinsic motivation in the underserved student populations present on our campus. We would like to give our fifth grade students the opportunity to visit the University of Texas - Dallas campus in Richardson, which will plant a vision of future academic success in their minds.

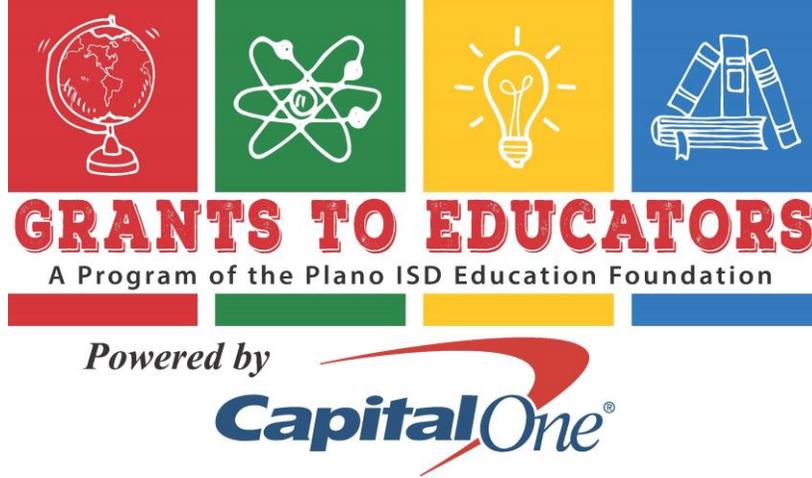


Applicant: Jennifer Thompson

Location: Memorial Elementary School

Project Name: Monthly STEM Crates for STEM Girl's Club

Project Summary: Provide STEM crates for STEM Girl's Club meetings to expose students to the possibilities of working in the STEM field using literature and hands on activities to increase prolong interest in STEM fields.

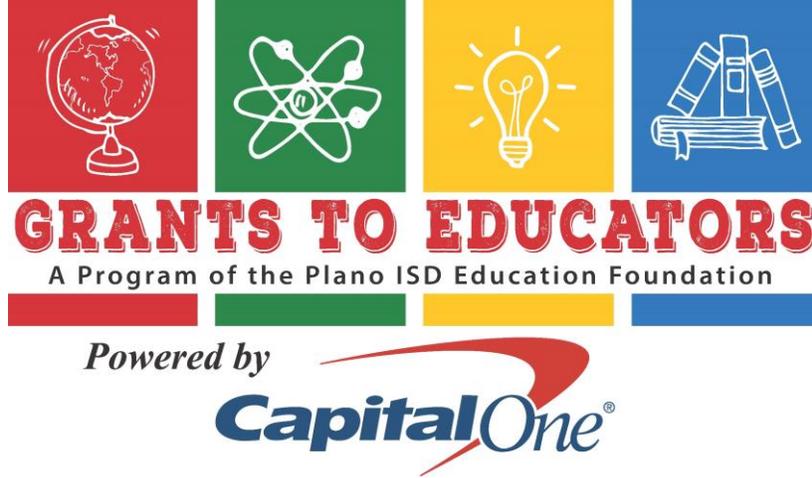


Applicant: Lauren Thompson

Location: Plano East Senior High School

Project Name: Empowering Students for a Global Community

Project Summary: Funding for this project will enhance students' engagement and provide choices for how they demonstrate mastery of skills in my English class. By including more high-interest, challenging works for them to read in Book Clubs, students will feel they have more input in their learning outcomes and be exposed to a broader variety of texts that prepare them for their college experiences and for participation in a global community.

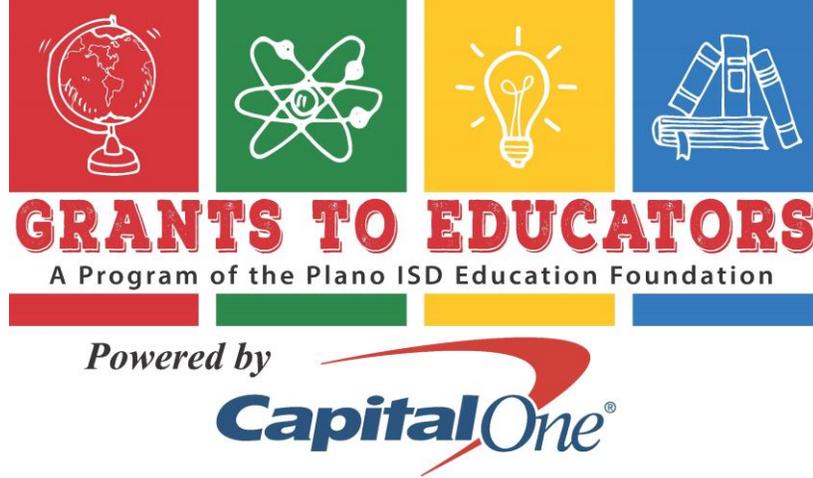


Applicant: Stuart Thresher

Location: Hendrick Middle School

Project Name: Science Club

Project Summary: Science Club is an after school club that is open to ALL 6th, 7th, and 8th graders in the building. This club meets 1-2 times per month to discuss scientific topics ; as well as, work on scientific projects/labs. In other words, this is a fun club open to all students to generate interest in science. Last year was our first year and it was a great success. More girls than boys attended which was great news since we need more female scientists in the world. I funded all the projects last year with my own money. Since the club was a success last year, I have decided to ask for this grant. Some of the awesome projects we completed last year included: frog dissections(biology), rat dissections(biology), pumpkin growing/carving (botany), For Valentines Day we dissected pig/sheep/cow hearts(biology), homemade kite making (physics), and many other interesting topics/discussions.

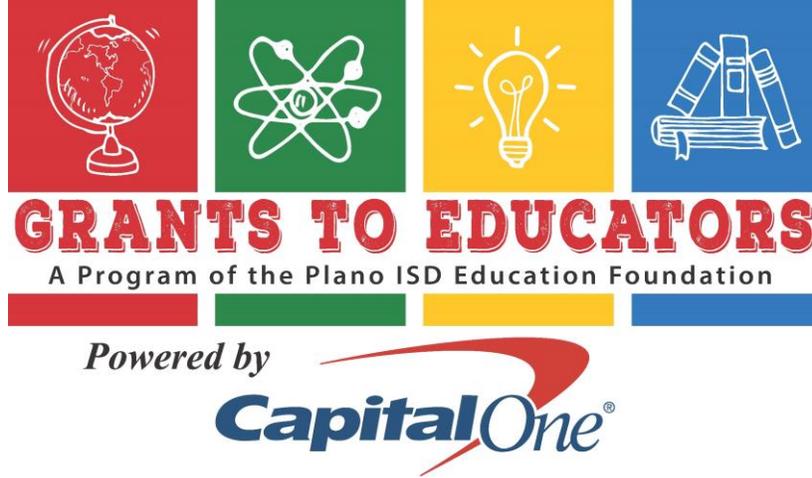


Applicant: Kenisha Tousant

Location: Weatherford Elementary School

Project Name: Partners of Purposeful Planning

Project Summary: Partners of purposeful planning will allow a team to plan effectively, gather and unpack TEKS across content areas, and dissect the UBDs and Social Emotional Learning curriculum. Teachers will also use and analyze data that will lead to intentional planning to drive instruction and foster a data-driven culture within the school.

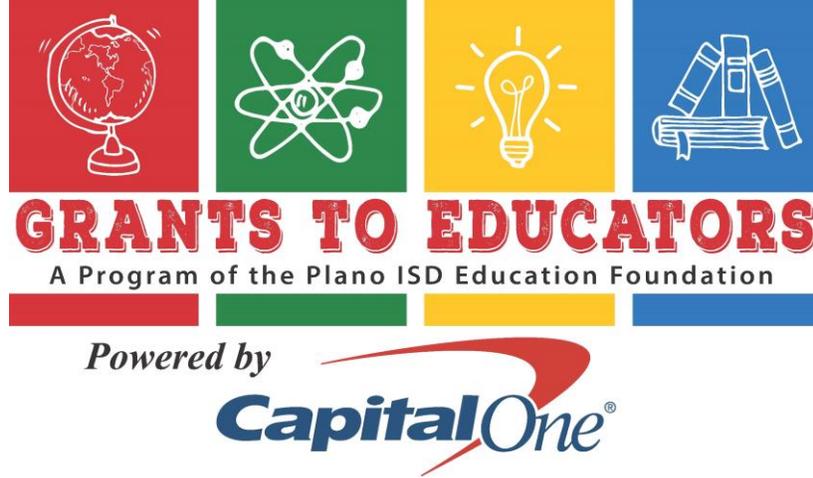


Applicant: Dung Tran

Location: Hickey Elementary School

Project Name: Escape Missions for Math Mastery

Project Summary: You've been challenged to solve clues and puzzles to open locks to find treasures and escape from the adventures that await you. Do you take on the challenge? Students will eagerly join the mission to escape. All while reviewing content knowledge skills and using inquiry and problem solving to complete their mission. Teachers will easily assess their students' mastery of each Math unit through these collaborative escape room challenges.

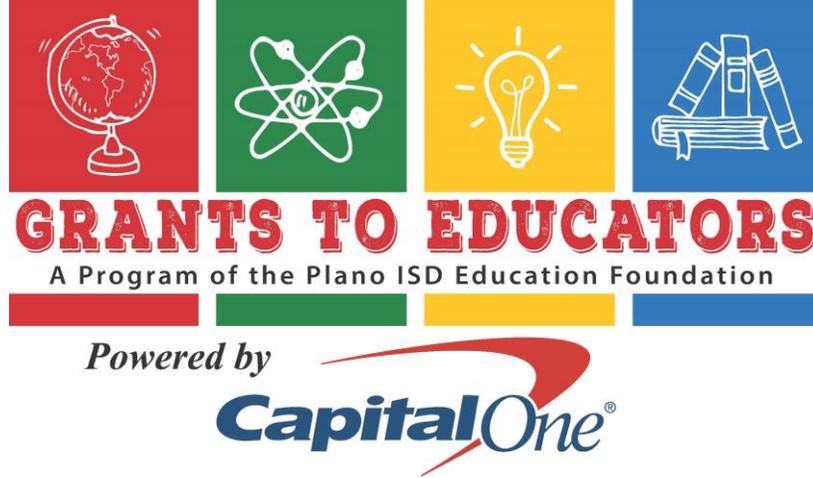


Applicant: Kristen Trost

Location: Andrews Elementary School

Project Name: Breakout EDU

Project Summary: Breakout EDU is an immersive learning game platform. Teachers will have access to activities in a wide variety of subject areas that provide active learning opportunities to students through Breakout EDU games. Students will have a multitude of learning opportunities including critical thinking, collaboration, creativity, and communication to solve a series of puzzles to open a locked box. In addition to critical thinking skills and cooperative group work, students will build problem solving skills and perseverance by forcing players to try and try again until they reach the goal.

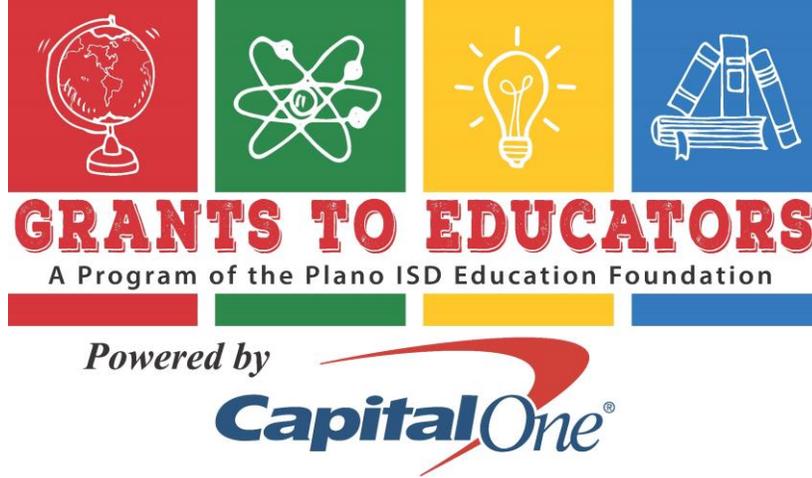


Applicant: Deborah Tubbs

Location: Davis Elementary School

Project Name: 2nd Graders Treat People With Kindness

Project Summary: With a library of books on social emotional topics (such as kindness, empathy, friendship) and direct instruction using these books, students will enhance their social emotional growth and develop empathy, compassion and kindness for one another and the community around us. They will learn that even the smallest of kindnesses can have great and lasting influence. The students will have authentic opportunities to apply their newly developed skills in year-long service projects which will support our school and the local community.



Applicant: Lori Turnbull

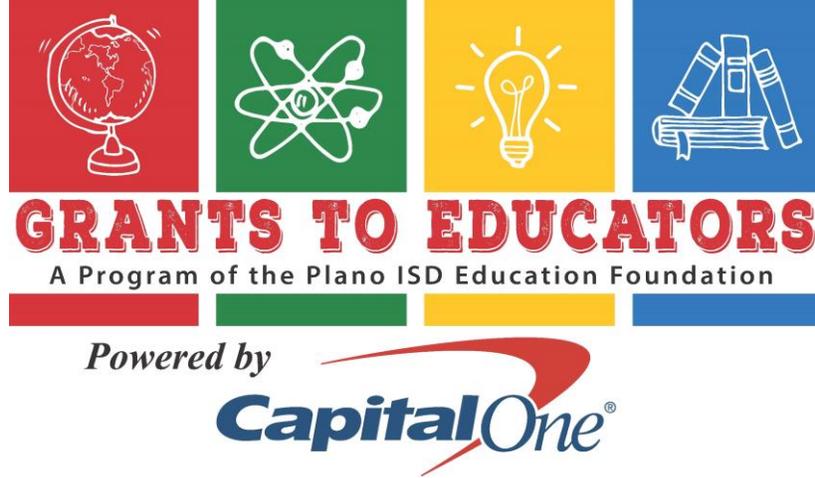
Location: Hughston Elementary School

Project Name: Creating Next Generation Geniuses

Project Summary: .The stimulating high energy Generation Genius videos and activities will be utilized to take a deeper dive into science and engineering standards and practices. They will provide differentiated instruction in order to enhance critical thinking skills while challenging students predict outcomes, compare theories, and engage in scientific debates. The students will use problem solving skills to develop a wonder for science and practice rigorous problem solving. Students will analyze and evaluate information further igniting classroom discussion. This will enhance our instruction by making connections with content standards and will serve as a great supplement to scientific reasoning and applying critical thinking to problem solving in everyday life.



Plano ISD
EDUCATION
FOUNDATION

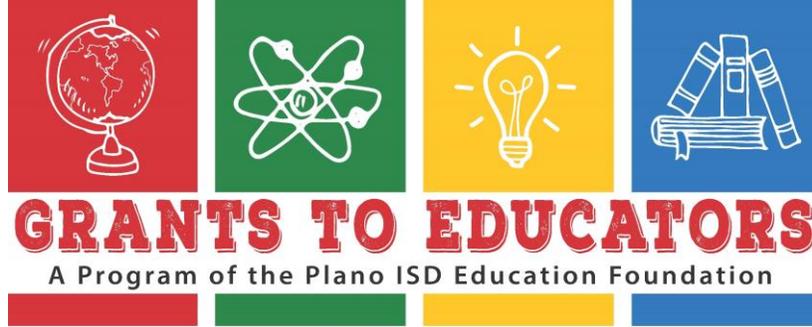


Applicant: Martha Umana

Location: Forman Elementary School

Project Name: Reading 4 Joy

Project Summary: We will create a book club for students that meet class expectations. Students will be giving the option to vote for a book to read for fun. They will be part of part of a Reading Club that will meet once a week after school to reflect on the book they choose to read. ; During his reflection, students will be guided to develop/improve the reading strategies;; Activate prior knowledge/Predict, Questioning, Visualize, Monitor/clarify, draw inferences and summarize.; The strategy is to develop this skills while student read for fun, to help them get deep understanding while reading, and to transfer this skills to academic work. ; We will meet 1 day per grade level 2nd, 3rd, 4th and 5th. Students will be motivated to keep their behavior as well as academic work to keep being part of the club. An information letter will be sent home with the clear conditions of participation.



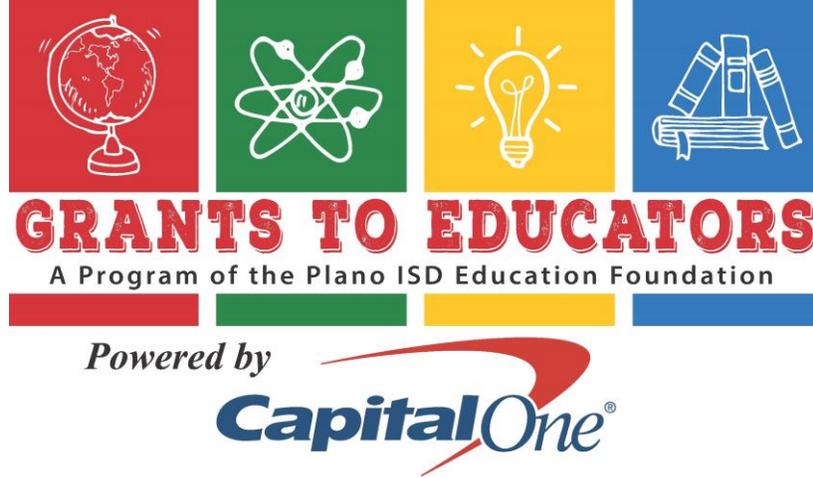
Powered by
CapitalOne[®]

Applicant: Karyn Unterbug

Location: Haggard Middle School

Project Name: Social Skills and language learning

Project Summary: The aim of this project is to build the social curriculum for our students that are deaf and hard of hearing. Many social skills are learned through incidental learning, a skill that is lacking or difficult for these students. This would include the Think Social curriculum, apps, and green screen technology for students to direct and act out social scenarios, and The Story Grammar Marker tools to retell personal stories and build language.

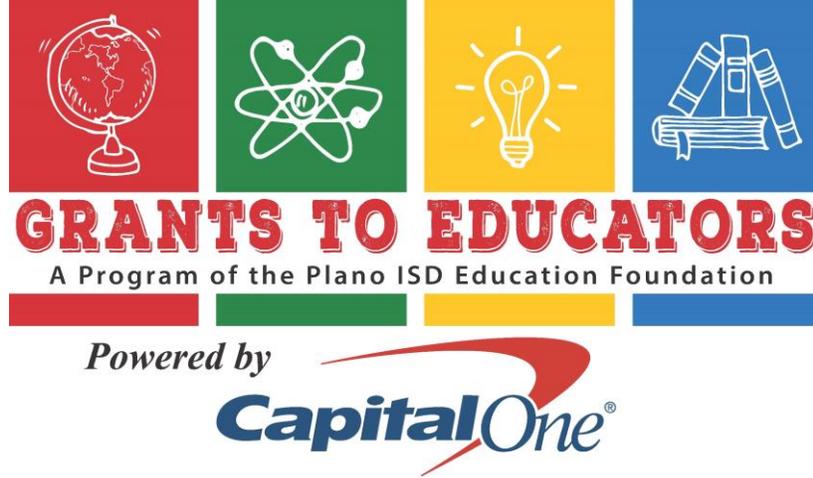


Applicant: Vickie Vega

Location: Meadows Elementary School

Project Name: Growing Language through STEM

Project Summary: To provide STEM kits for classrooms in grades K-3 . Each STEM kits includes materials with a task and writing extension activity. There will be 12-15 different STEM kits in each class, each with a different problem solving activity. STEM kits will also be sent home to encourage parental involvement. Kits will be in both Spanish and English for Spanish speaking parents. Through regular use students build background knowledge and develop language as they problem solve.

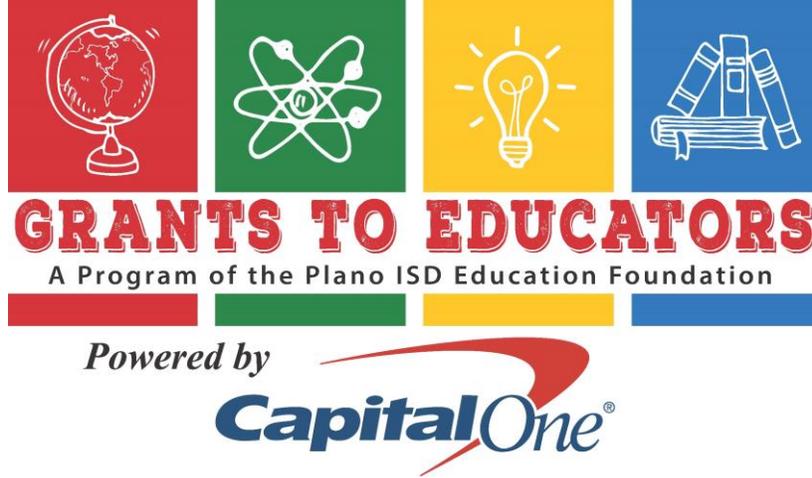


Applicant: Wen Wang

Location: Plano West Senior High School

Project Name: Enriching student's access and exposure through more community experiences

Project Summary: Our high school students with special needs require exposure to everyday activities beyond our classroom setting to prepare them to operate more independently after graduation. Currently our students with special needs have limited access to the outside community and surrounding environment beyond the classroom. This grant would enable us to provide our students with opportunities to obtain resources and experiences to create more awareness and exposure to the community by participating in various activities outside of the classroom through potential field trips and outside activities. By providing students with the classroom curriculum supplemented by community activities outside the classroom, we have the ability to help them grow through more enriched learning opportunities and directly interact with community citizens to better prepare them with readiness activities upon graduation.

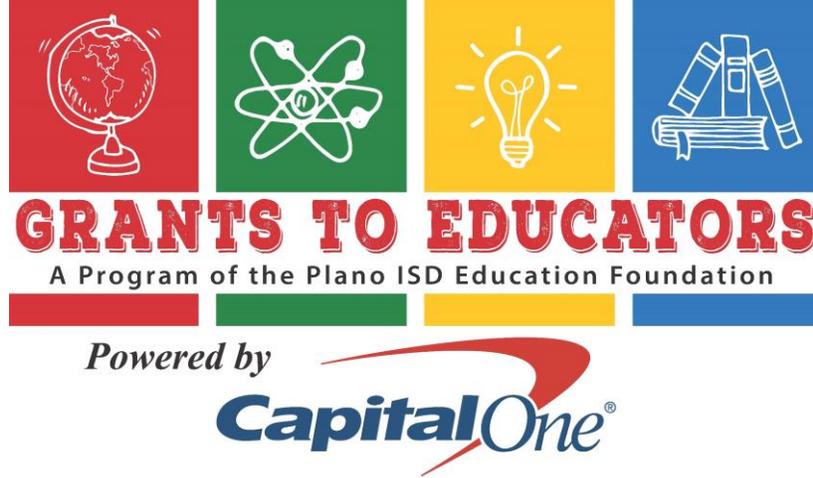


Applicant: Alexis Wilkinson

Location: Clark High School

Project Name: AVID 212

Project Summary: At 211 degrees, water is hot. At 212 degrees, it boils. One extra degree of effort can yield incredible results. The AVID 212 grant will offer student incentives for academic success on our campus. By rewarding students for their individual accomplishments and positive behavior, they will begin to recognize that making one degree of change in their study habits can equal success in high school and acceptance into the college of their choice.

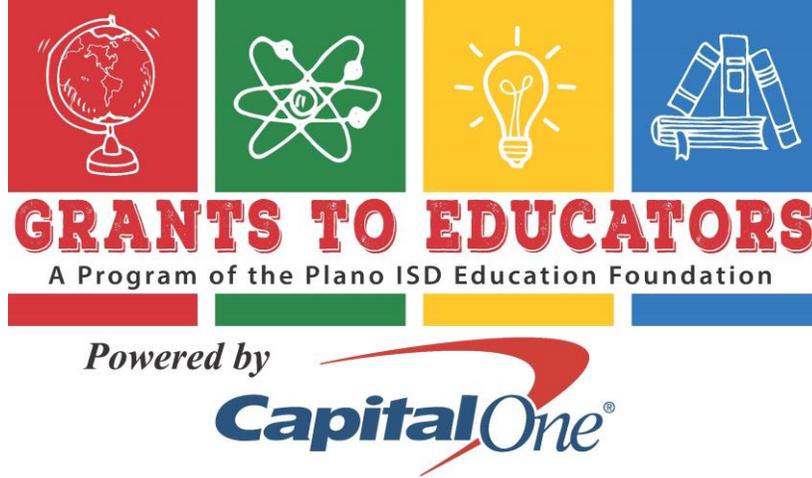


Applicant: Dawn Wood

Location: Andrews Elementary School

Project Name: Escape the Monotony with BreakoutEdu

Project Summary: BreakoutEdu kits are an immersive learning platform providing hands on learning opportunities that can both introduce and enforce TEKS.

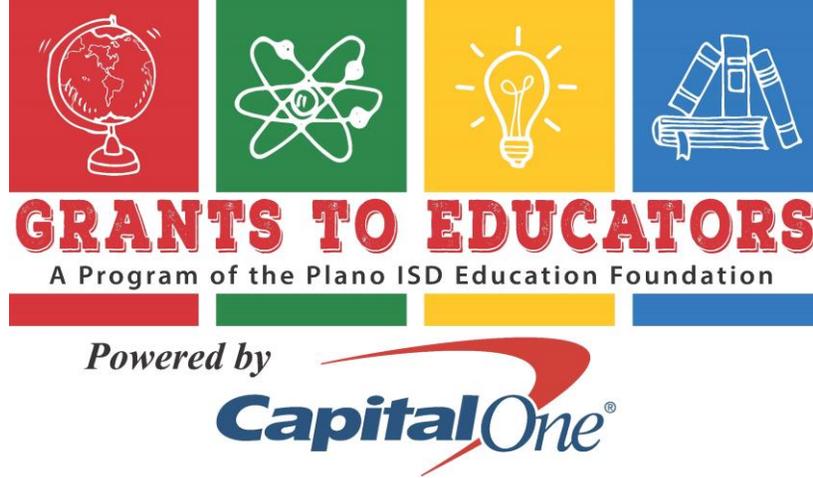


Applicant: Shing-Yi Yang

Location: Williams High School

Project Name: Forensics 101 for Everyone

Project Summary: To develop a true passion and appreciation for science, students need to experience real-world, relevant, and practical applications of the material we teach through lecture. In the world of biology, nowhere is that application more engaging than within the world of forensics. With your help, we'll create "Forensics 101", where students will run a real DNA fingerprint through gel electrophoresis using simulated "DNA" from teacher suspects across campus to solve the crime.

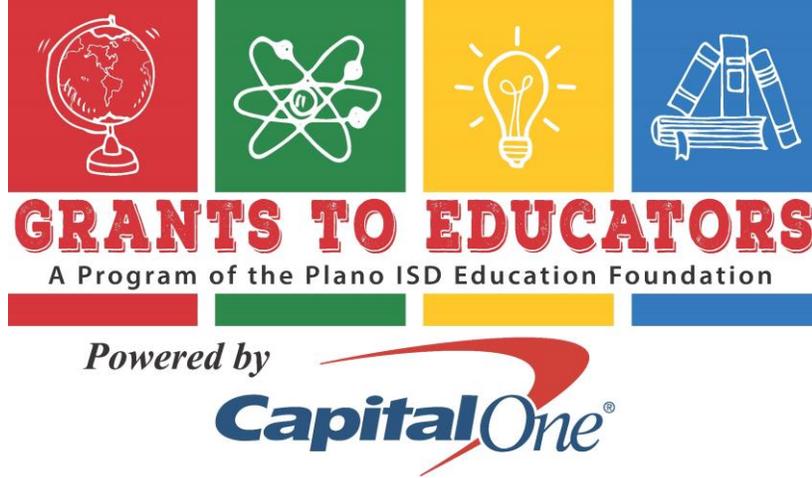


Applicant: Barbara York

Location: Davis Elementary School

Project Name: Second Step Social Emotional Learning Program

Project Summary: Our campus staff has embraced the principals of Social Emotional Learning. Social Emotional Learning is a process in which students can learn to better understand, manage and express emotions. These lessons improve social skills in the classroom as well as provide effective relationship skills for a lifetime. Teachers meet with students during morning circle time which helps employ their energy and potential through short activities that teach them important life skills such as cooperation, responsibility, empathy and self-control. In addition, our school team works together to identify students who may need additional support outside of the classroom environment. As counselor, I would work with staff and students on this project to support the teaching of social emotional skills. We have a rich range of diversity in our school including Deaf Education and General Special Education departments. Students are often in need of extra support. The Second Step Social Emotional program is an evidence-based program and recognized nationally. The following units are included in the Second Step Social Emotional Kit :Skills for Learning, Empathy ,Emotion Management, Friendship Skills and Problem Solving. .



Applicant: Jamie Zellner

Location: Plano East Senior High School

Project Name: Collaborative Learning Lounge

Project Summary: To create a collaborative space in a sizable, largely-unused alcove outside of 3 ESL classrooms. It would be a gathering place for our students for tutorials, lunch, reading time, and socialization. It will help build a welcoming "community feel" for our international students who not only need academic support, but also need a place to gather with friends and feel comfortable. It will be a non-threatening environment, close enough for help from or interaction with teachers, but separate enough to feel like their own space. It will be a perfect place for our peer tutorial program, a quiet corner for studying or reading, or a place to meet friends for lunch.