

Alfred Newman Bright, Athulya Bright

Renner Middle School

Teaching Vocabulary with Digital Camera

Teaching Vocabulary to ELL Students is very significant. Learning vocabulary words for the first time English learners was very overwhelming. Exposure to lot of vocabulary words in various modalities helped to not only learn and remember the words, but also have active engagement and fun experience of the whole learning process. I want to implement a way to ELL Students to actively engage and learn vocabulary terms. Using a Digital Camera, students take photographs of various items in school. They can take pictures of things inside school. Students get an opportunity to explore the technological skills of using a digital camera such as on/off, zoom, delete pictures. Once the images are taken, we look at them and learn the words of the pictures. Students can verbally describe their observations, ideas and analysis in addition to listening to their classmates. Now they can see a visual representation of the picture as they learn the vocabulary words. This practice provides needed scaffolding for processing and organizing their thoughts.

Artigues, Kimberly

Andrews Elementary School

The Genius Generation

The stimulating Generation Genius streaming service for schools will be used to bring the Next Generation Science and Engineering Standards to life through fun, funny, and educational videos for grades K-8. Generation Genius has partnered with the National Science Teachers Association to offer lessons in English, Spanish, and Mandarin languages. Each grade-specific lesson will help the teacher spark interest and curiosity in students. The video lessons include a teacher guide, DIY activity, vocabulary, online quizzes, exit tickets, and fun interactive Kahoot quizzes to quickly check for student understanding. Formative and Summative assessment is built into each lesson. The engaging Generation Genius videos and activities will be utilized to take a deeper dive into the science and engineering standards and practices. Differentiated instruction will be provided to enhance critical thinking skills while challenging students to predict outcomes, compare theories, and engage in scientific debates. 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.

Beauchamp, Georgia

Memorial Elementary School

All Boats Float on a Rising Tide- Kennedy

There is a great need for teachers to have at their disposal tools to increase differentiation within their classrooms for all students. The Depth and Complexity Icons, created by Sandra Kaplan and Bette Gould, are visual prompts designed to help students go beyond a surface-level understanding of a concept and enhance their ability to think critically. These include Language of the Discipline, big ideas, details, patterns, ethics, trends, unanswered questions, multiple perspectives, over time, and across disciplines. These critical thinking tools help students dig deeper into a concept and understand it with greater complexity. Teachers can differentiate any lesson by deepening learning objectives and student activities. Teachers' time is precious and there is always the difficulty of meeting the needs of all students. These icons can be used across any discipline without a lot of extra time and effort on the teacher's part, yet provide the rigor that is needed for all students. The project name is to imply that when we provide this differentiation for all students they will, at any level, rise to the challenge. The Depth and Complexity materials needed will help teachers achieve this at our school.

Beazley, Penelope

Armstrong Middle School

Hungry for Books

Among the many educational challenges presented to students, parents and teachers since the onset of COVID and the resulting changes in schools, including PISD, one of the most tangible hurdles is the unavailability of real books for our learners to read at home as well as at school. English teachers require 25 minutes (minimum) of nightly reading for our sixth graders, and we are being told by our students, "But I don't have anything to read at home." Many of their media resources at home (magazines, TV, etc.) are in another language besides English. Presently, our sixth graders cannot visit our library or borrow books from their classrooms due to the risk of contagion of the virus. Therefore, we are requesting the acquisition of new, engaging paperbooks for our 200 students to borrow, take home and read, share with their families, bring back to school, "quarantine" the books for a while, then be enjoyed by other students to repeat the process.

Benson, Misty

Otto Middle School

PBIS PAWSitive PAWSibilities

Our campus is committed to implementing a structured Positive Behavioral Interventions and Supports (PBIS) program. PBIS is a proactive approach that is used to improve school climate and promote positive behaviors. It calls on schools to teach positive behavior strategies and reward those desired behaviors and is as important as teaching core subjects content. Due to the need to transcend face-to-

face and virtual environments, we must revamp our current systems. This is a campus wide program utilized by all staff for every student to celebrate positive behavior, citizenship, academic achievement, and attendance. Students are awarded "vital bucks" that are then redeemed for various rewards from their teachers and the school store.

Boles, Ann

Carpenter Middle School

A Series of Fortunate Students

In our beginning of the year reading survey, I was saddened to discover that more than half the of the boys in my three classes answered that they had not finished a book that wasn't assigned to them in the last year. When asked why, the overwhelming answer was "there aren't any books that I like." When I looked at my classroom library, I had the typical books about sports and non-fiction topics of interest, but few book series. Another key point was that my students would read more if they had access to more books. More than half of the students from my campus are from from low-socio-economic backgrounds. Watching the expression on a student's face when s/he is told that the book that s/he is reading during class may be taken home so that it can be read at home is priceless. Many of us take for granted the access to quality texts. Many of my students' homes are not literacy-rich. By having an extensive classroom library, I can allow my students to borrow (and return) a book that s/he has fallen in love with. Hopefully, this starts him/her on a lifelong journey as a reader.

Bradshaw, Loretta

Stinson Elementary School

Peace Begins with Me

This semester we started a new Peace and Positivity Club to counteract the effects of 2020 on our campus. We would like to expand our reach through a community project in coordination with 29 Pieces.org. We will need to purchase consumable art supplies to participate.

Cadet Martinez, Evelia

Memorial Elementary School

Education Galaxy for Academic Growth and Student Engagement

Our goal in using Education Galaxy is to provide our students with high level and differentiated practice of the state standards in an engaging way. Education Galaxy is an effective Tier 1, 2 and 3 online solution for instruction, practice and assessment, that is designed to build confidence and support all learners. Education Galaxy is available in English and Spanish, which makes it perfect for our bilingual classrooms. Through the program, our students will receive their own personalized study plan that will allow them to see exactly how they are performing in each individual TEKS standard. Students are able to work self-

paced, or teacher directed. They use their study plans to practice important concepts while teachers pull formative assessment reports to identify the strengths and weaknesses of their classroom and individual students.

Callahan, Sherri

Meadows Elementary School

Creating Social Thinkers

Often my students have a lack of social skills that affects them throughout their entire educational experience. Our students struggle with their emotions, and how to interact with their teachers and peers on a daily basis. Of all the trainings that I have attended, those that have focused on a child's emotional well being have made an impact on my heart. The trainings that have talked about the trauma response and how our little ones are affected I believe are of the utmost important to address . Especially during this uncertain times , our littles need to know that their feelings, their emotions their thoughts are all ok and acceptable. I have seen an incredible need for teaching social skills directly to our students, but also being able to bring stories and ideas into all my classes that I visit as a reminder that there is a great need for direct social skills instruction.

Carson, Elizabeth

Plano Senior High School

Plano of the APES

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 a 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.

Chomistek, Catherine

Daffron Elementary School

A Book In Hand

During this difficult time we are using on line learning and technology to provide reading sources for our youngest readers in both face to face and virtual learning classrooms, Our students are craving hands on

reading materials to learn with and from. This program will provide a beautiful, well written book for each of our K, 1 and 2 students. This grant will allow our students in our Title One, Bilingual school, in grades K,1,and 2 to receive a We Both Read book to supplement or begin a home library. The book provides support for the parent while reading with their child. it will provide relevant and useful reading at home for parents and students. A book will be chosen for each child based on reading level and interest and be mailed or given to the child to be read at home with the parent, including Spanish books for our bilingual students.

Curtis, Indira

Memorial Elementary School

Reading A-Z

COVID has presented many challenges within school districts. As a Title One campus, we feel the need to give our students every opportunity to be successful. To help ensure their success we need to get books into their hands. Reading A-Z will help us accomplish this. It will allow students the opportunity to have a book on their reading level at home.

Deaton, Hannah

Armstrong Middle School

Cameras for Creating Life-Ready Students

My project is providing students in Yearbook on my campus with 2 DSLR camera starter kits to learn basic photography, editing, and manual settings on a high-quality camera! Currently my students are using point and shoot cameras that are nearing 10 years old, and I would love to work with them to teach them photography skills they can carry forward with them in life!

Erp, Jennifer

Memorial Elementary School

Transforming Behavior One Student at a Time

We have implemented a schoolwide positive behavior support system and we are looking for funds to purchase tangibles for our school "store", where students can cash in their points for prizes. Our students are earning points for displaying positive behaviors in all areas and we want to reward them for these excellent choices. Our students were very excited about this opportunity and worked hard to earn and save points for these prizes and are eager to continue this program for the 2020-2021 school year.

Fossier, James

McCall Elementary School

Project Eye Care

During the pandemic, school systems have had to act quickly to continue to provide quality instruction to students. In order to accomplish this feat technology was needed more than ever. With a large portion of our student population working from home and many other teachers going paperless it is now more important than ever that we think of possible long term problems that may arise from extensive 'screen-time'. Blue light that is emitted from computer screens, phones and other technology devices cause excessive strain on the human eye. Blue light exposure may increase the risk of macular degeneration, which in the long run can possibly cause permanent vision loss. Blue light also has been shown to cause eye strain that can cause headaches. My proposition to combating this potential serious problem is a simple one. I would like to obtain a grant to be able to purchase blue light blocking glasses for each student at our school. I ask that you please consider granting me the required funds and potentially save students from future eye problems.

Franco, Vernadeth

Otto Middle School

Spanish Fiction Books and Beyond

With this grant, we will purchase popular middle school-appropriate books that are available in English and Spanish. 58% of the student population are Spanish speakers. Also, Spanish as an elective subject has become the preferred choice for most non-Spanish speakers. Our library has very limited books in Spanish. Students are always waiting for weeks for the Spanish titles to be available for check out. We would like to enhance our Spanish books section in our library. These books will help both our English Language Learners and our students learning Spanish. First, when learning a second language, it is best to encourage them to improve in reading their home language. This way they have a better foundation for learning their new language. Children who learn to read in their native language first will have an easier time learning to read in their second language than children who never learned how to read in their first language (Anstrom, 1999). For our English speaking students who are learning Spanish, reading Spanish books reinforces what they are learning in their new language. Our paramount goal is to provide a wide selection of Spanish books that will eventually foster the love for reading.

Handler, Lauren

Andrews Elementary School

POP Rocks for ELLs

BrainPOP ELL is an interactive proficiency-based English language learning online program for students. The collection of engaging lesson units encompass the four language domains (listening, speaking, reading, and writing) assessed annually through TELPAS. BrainPOP ELL provides a Placement Test to

identify the appropriate level for students, progressing from beginner to advanced, in all domains. All English Language Learners, regardless of their current language proficiency level, will benefit from the short, animated movies as well as interactive games, quizzes, and targeted vocabulary support. BrainPOP ELL tracks student progress and growth for teachers to monitor and adjust language development instruction. This program will help reinforce and make learning language skills more enjoyable by using technology.

Harmon, Karen

Otto Middle School

Page Turner Project

We will purchase 10 copies of 18 titles of books to offer to all of Plano ISD Secondary Schools for Book Clubs. We will cover the books to make them last, advertise to every Secondary School, and share with their Book Clubs. We have the potential to reach every secondary campus in Plano ISD.

Hellmann, Amanda

Plano West Senior High School

EKG and Phlebotomy Equipment For Patient Care Technician Students

The Health Science department at Plano West Senior High and Plano East Senior High schools have recently updated their certification credentials for students in the Practicum of Health Science course. Previously the students were offered the opportunity to certify as nursing assistants, which teaches students hands on basic patient care. From this year forward, the new advanced certification offered will be Patient Care Technician (PCT) which is a national certification that focuses not only on nurse aide patient care, but in addition performing and interpreting electrocardiograms, and phlebotomy skills on patients. We are requesting the grant to allow both programs at Plano West and Plano East to purchase 2 new EKG (electrocardiogram) machines and a set of 5 phlebotomy IV trainers for students to practice hands on learning and mastery of the EKG and phlebotomy skills.

Hernandez, Terri

Bogges Elementary School

ABC to XYZ

Learning the English language is a challenge due to the different sounds that vowels represent as well as some consonants. Immigrants and new comers to the US and in our district often come with a first language that does not have any cognates with the English language, which present challenges while learning the language, letters and sounds simultaneously with the delivered curriculum. Students from countries that do not have Spanish as a first language are not able to receive support in their native language, so they are dependent on visuals and phonemic awareness and phonics delivery to learn the

language. In grades higher than KN and 1st the time allotment does not always lend itself to dedicated phonics instruction. I am requesting the Touch Phonics multi-sensory program for my campus to be used with ELLs that are identified as struggling with phonemic awareness. This program will also be used in conjunction with English Language Development for immigrants and newcomers to our district.

Hobbs, Tara

Weatherford Elementary School

Keep Your Hands On

Keep Your Hands On will allow all students in need to have the manipulatives and charts necessary to achieve success in their math classroom as well as at home. Now more than ever, teachers are finding it more difficult to string together enough hands-on manipulatives for their students to have their own instead of a community shared bin. With Keep Your Hands On, students will have a pre-made "toolbox" designed with their learning in mind.

Imper, Sierra

Haggar Elementary School

Pre-K "Wheellie" Likes Trikes

We are looking to receive a grant to purchase tricycles for our Pre-K grade level. These tricycles will be used during recess to help develop a child's visual processing abilities while in motion, while teaching pedaling and balancing skills. These are key gross motor skills that Pre-K students work on throughout the year. The Grow-With-Me tricycles evolve with the child through several developmental stages so that we can meet the needs of all the students that enter our Pre-K program. We currently have 14 Face-to-Face Pre-K students. In a typical year our Pre-K program serves up to 36 students.

Jacobson, Bethany

Haggar Elementary School

Learning Outside Beyond the Benchmark

As our students have returned to campus we have felt a need to change up our learning environments. For so long our students were required to be at home and in front of their computers. We strive to provide our students with the best learning experience, and to do that we feel time away from the computer and engaging them in an open environment would be beneficial. With this project, not only would we be able to create that environment but also continue the social distancing required by the current pandemic situation. This funding would give us the ability to build 18 benches that would be distributed across the campus grades PreK-5th. These benches would allow teachers and students to take their classes outside to experience learning beyond the traditional standard.

Johnson, Colin

Forman Elementary School

Banking Success

Proposal: We are requesting five ATM Banks and five Cash Registers, one for each of our five classes so that students can make purchases, deposit cash rewards, and estimate how many points for cash value they need to save for certain items. Each week, students will check their balances, solve problems in their math notebooks, purchase items, and learn how the ATM Banks and Cash Registers work. Reason for proposal: Providing real-world mathematical word problems and operations makes learning more enjoyable and increases mathematical literacy. As a grade level, we are looking for engaging ways for our students to become proficient in their mathematical literacy, such as interpreting multi-level word problems with up to three-digits using the four operations. Currently, students may earn Class Dojo points for completing assignments, participating, being on task, and showing their work on assessments. These points turn into a prize value from items donated to the school. While we see academic and behavioral growth using Class Dojo, students will become more mathematically literate and engaged in their learning with real-world, and interactive methods as proposed.

Kaufman, Trisha

Memorial Elementary School

RAZ-KIDS Reading/Writing/Vocabulary Program

Raz-Kids is an award winning resource that provides a library of differentiated books at 29 levels of difficulty and five writing developmental levels of differentiated instruction. Raz-Kids also provides Vocabulary A-Z, which is a digital solution for helping K-5 students build vocabulary and increase reading comprehension. Students can utilize the program to practice reading, writing, and vocabulary at school, at home or on the go. It encourages closed reading skills and the reading and writing connection with interactive tools and constructed response quiz questions. Teachers can easily track individual and classwide progress.

Kay, Jennifer

Centennial Elementary

Wilderness Leadership School

I would like to attend training at the American Wilderness Leadership School (AWLS) in Jackson, Wyoming. The school offers hands-on lessons focused around the North American Model of Wildlife Conservation as well as engaging take home lessons on conservation education that have been integrated into K-12 math, science, language arts, social studies and physical education.

Kincaid, Amy

Jackson Elementary School

I See Me/Yo me veo: Library Literature Support for Bi-lingual Learners

Since our school added over eighty bi-lingual students this year from other schools' bi-lingual programs due to Plano ISD district population shifts, our library needs to accommodate these learners by providing them with rich literature in which they can see themselves. Especially curricular projects like fifth grade's Living Wax History Museum event in the Spring, children choose a biography to research and present a speech like they are that person. Since the biography chosen such a personal choice for the students, the bi-lingual children need to 'see themselves' in the biography choices so we need more Spanish language and bi-lingual biographies from which they can choose. Similarly, library lessons based on based on literature reflective of our diverse student community will be used to reinforce important reading skills. Adding award winning books, like the Pura Belpré Award winner list, promotes a celebration of Latin culture. Increasing our number of Spanish and bi-lingual high interest books ensures that our bi-lingual students have choices in their language of the most popular books. This, in turn, causes circulation numbers to increase because our bi-lingual students have plenty of literature to read in their language and can find books with characters like themselves.

Kirton, Alexander

Weatherford Elementary School

No Place for Hate Campus Library

Last year (2019-2020) was the beginning of our journey in becoming a No Place for Hate Campus sponsor with the Anti-Defamation League. As campus we form a student based committee, took a campus-wide pledge to against Hate, Injustice, Bias and Extremism, and completed 3 campus wide activity that reflect our commitment. We received the NPH for hate designation for 2019-2020 and are continuing our efforts in the current school year. No Place for Hate is a program that empowers students with information and support, in building a learning community of inclusiveness, respect, and equity. In support of this effort, this grant will fund resources that support this movement. The ADL selects a book every month, focused on bias, extremism, injustice, along with lesson plans that the entire campus can use to help provide further discussion in and outside of the classroom. Purchasing these shared resources to help our school foster a more equitable and inclusive climate.

Lyon, Mary

Haggard Middle School

Lights, Camera, Action: Let's model

Students benefit from visual supports and models to learn new information and skills. Lights, Camera, Action-Let's Model involves modeling for Alternative Augmentative Communication (AAC) device users and social skills training to facilitate functional communication, literacy and appropriate social

interactions at home, at school and in the community. We would like to purchase AAC apps for classroom iPads so teachers, speech pathologist and staff have access to the programs so they can model appropriate AAC use for students. We also want to purchase a digital subscription for social skills lessons which include video modeling to improve student's ability to join in conversations, collaborate with peers, develop friendships and advocate for the things they want or need. Light Camera, Action Please Help us model.

Mahon, Paula

Mendenhall Elementary School

Pear Deck for Google Slides

Pear Deck is a Google add-on that is simple to use and user friendly for lesson creation integration whether it's for asynchronous or synchronous learning either in a virtual or face-to-face environment. . The Pear Deck campus package will come with training. In the meantime I have encouraged my team to use the premium trial for 90 days and have offered myself to teach them how to use it. Here I will share with you the document link that I am working on for 3rd grade. Take a look at the HOW TO VIDEOS in it and see what it's all about and how we've been using it for the Grammar lessons using the premium trial. We are also currently using it for virtual Esperaza intervention. However, this tool can be used with any subject. It's even great for virtual Art drawing/coloring and showing problem solving steps in Math. Plus, it's also great for accommodations and interventions since you can easily add audio to Google slides to read directions or give "how to" instruction for Asynchronous Learning (or station work in the classroom)

<https://docs.google.com/document/d/1xiJYuQ0Y4MYmWqqCYVkjNx22kf1c7gBZZHj0riFM1Q8I0/view>

Manthey, Sarah

Hedgcoxe Elementary School

Challenge Island VIRTUAL Field Trip

During these crazy times of Covid our sweet kindergarteners will not get to take their annual trip to the Crayola Factory. We love this trip because it allows for students to learn about science and engineering. Challenge Island is a program that allows for students to learn STEAM lessons through hands on science and engineering experiments. This specific company is offering virtual field trips this year where they will bring all of the materials to the school and the VIA Zoom teach these hands on science experiments. Throughout a variety of experiments the students are able to learn to do things hands on, as well as learn to try new techniques if their first idea does not work. We were lucky enough to have this field trip come to us last year and the students had so much fun and learned so many new things! With so many things not able to happen this year with the pandemic we are hoping to bring some light to kindergarten with this really fun project!

Mason, Makaila

Isaacs Early Childhood School

Sensory Solutions for Engaged Outdoor Learning

Each day our young students spend 30-60 minutes outside in our playground space during our outdoor learning times. ELC, ALC, Strive, Elevate, and Focus students have difficulty accessing traditional playground equipment and traditional child to child interactions due to social, cognitive, and physical learning differences. By increasing sensory opportunities in our outdoor learning spaces, we can encourage engagement and interaction between our special education students, other students, adults, and the outdoor environment. We are seeking funding to purchase auditory materials (windchimes and music walls), visual materials (spinners, windmills, windsocks), and tactile materials (garden plants, chalk drawing spaces, sensory bins for natural materials, and exploration tools). Students will be able to utilize these sensory materials during outdoor learning time alongside their typically developing peers with the engagement of special education staff. In order to promote the highest effectiveness of these new materials, part of the approved funding will be used to access training for our staff from leading experts in early childhood outdoor learning.

Mata-Gonzalez, Maria

McMillen High School

Reaching Out Remotely

During these trying times, we have found our remote (and some face-to-face) learners have fallen by the wayside. We want them to know they have not gone unnoticed. We'd like to put a spotlight on our remote learners, visit with them, and let them know they are still a strong presence on our campus and in our lives by not only recognizing them by gifting them with a book, goody bag, and a note to let them know we see them.

Miller, Amanda

Williams High School

Remastering Mastery

In this time of social distancing and reduced contact, teachers have had to completely rethink instruction in order to deliver meaningful content without the benefit of shared hands-on materials. In science, this is been incredibly challenging because so much of science is collaborative. We have spent countless hours converting lessons into digital formats, but have struggled to find a program that allows us to give meaningful and timely feedback. Enter: GoFormative. The free version of this program has allowed us to create formative and summative assessments that let students have some hands-on practice like they would with some of our district-provided curriculum materials. However, the free version is limited by the types of questions, the number of documents that can be uploaded, and the ability for a team to collaborate on documents. Therefore, we are seeking funding to purchase premium

accounts for the Biology team in order to maximize our ability to design meaningful, interactive lessons, track growth, and increase our ability to give quality feedback.

Miller, Kimberly

Plano Senior High School

EKG Equipment For Patient Care Technician

The Health Science department at Plano Senior High school has recently updated their certification opportunities for students in the Practicum of Health Science I course. Previously the students were offered the opportunity to certify as nursing assistants with the Texas Department of Health and Human Services, which taught students hands on basic patient care. This year we will be changing the certification that is offered to students to Patient Care Technician which is a nation wide certification that allows students the ability to not only learn the basic patient care skills but also learn how to perform and interpret electrocardiograms and perform skills necessary to perform phlebotomy on patients. We are requesting the grant to allow our Health Science program to purchase 2 new EKG machines for students to demonstrate mastery of the EKG skill.

Nucum-Jones, Aleli

Meadows Elementary School

Feel it, Think it, Learn it: SEL Stories

I teach students with special needs who thrive on routine, procedure, and structure, all of which have been disrupted by the pandemic. I may be the teacher on record and the adult in the room, but every single day my students teach me more than they could ever imagine. The year 2020 has monumentally disrupted our lives, but most especially the most vulnerable among us--our children. What started out as spring break in our district became a long summer and fall of uncertainty and fear. The social and emotional upheavals in our children's lives--especially my special needs students--have to be addressed with the same effort as their academic goals. Through the power of storytelling and reading, my students can begin to negotiate, understand, and transform their fears, anxieties, and worries and emerge stronger from this pandemic. By providing them these beautifully illustrated and written books, I can target language, reading and writing skills, as well as social and emotional issues.

Pao, Christine

Carlisle Elementary School

Discover the World

Have you ever wondered what it would be like to step out of your house and go some place you've never been before? As an elementary student, there are limitations of where you can go. Most students rely on imagination which is important, but what if we as teachers could bring that imagination to life?

That is what I hope to gain from this request. I want our students to be able to 'Discover the World' and be able to travel where no other student has gone before. With the way things are going in our world it is now extremely limited, especially due to COVID-19. Trying to stay socially distanced and being safe and healthy is our top priority. With the accessibility of VR Headsets, all students in the virtual and face to face learning environment will be able to learn with innovative technology.

Piatt, Kathryn

Jasper High School

An Abundance of Books Part 2

Last year, I began the work of gathering high-interest SSR books for my students that made my classroom library more reflective of the diversity in the world. Last year, I got an excellent start at building an inclusive library where my students could see themselves reflected either within the characters in the books or in the person writing the book. I would like the opportunity to continue that work. It is always important to me that my students know that I see them and value them for exactly who they are and the background they come from. The books available in my class also need to reflect my values as a teacher so that my students see that I value and respect them for exactly who they are. There is comfort and a feeling of acceptance when students realize the books on the shelves were written by or include a character who has had similar experiences in the world or shares similar cultural beliefs. Finally, access to a diverse library means all students have the ability to learn more about those that look and believe differently in hopes of creating more compassionate and empathetic members of our community.

Pollard, Lauren

Meadows Elementary School

Whisper Phones to Increase Literacy Development

Third Graders will utilize a whisper phone or phonics phone to amplify their words while reading aloud. Practicing with a whisper phone can not only increase phonological awareness and fluency, but it can also help build confidence in kids who do not typically enjoy reading aloud in class.

Romanczukiewicz, Claudia

Haggard Middle School

Expansion of Spanish classroom library

I would like to expand my book library in my Spanish language middle school classroom. While students are learning a new language, it is recommended that they read a variety of books in the language they are learning. Having a classroom library enables my students to build reading stamina and enjoyment, to see vocabulary and grammar in context, to acquire vocabulary and cohesive elements. I will have a book

club where students will collaboratively read books in the target language that are appropriate to their proficiency level.

Sellers, Tiana

Centennial Elementary

Sensory Room

In order to improve on our campus-wide social-emotional learning program, which includes morning meetings, calm down areas in each classroom and Positive Behavior Intervention Support (PBIS), a sensory room will be a necessary addition. The sensory room will provide equipment and tools to support students who need regulation strategies in order to be able to effectively learn in the classroom. The room will be accessible to all students on our campus. The tools and equipment that will be in the room will be engaging, innovative, and provide personalized support for our students.

Shaw, Nancy

Jackson Elementary School

Books for Kids

The Books for Kids Project Committee is honored to provide personal books to Title 1 students on 18 Elementary campuses. These books give them visual and print access to concepts that promote PISD's STEAM (Science, Technology, Engineering, Arts, and Math) and Social-Emotional goals. The Books for Kids Project involves the following: Securing funding through grants and donations for 3 giftings per year in grades 1-5 Purchasing the most appropriate books for the students' interests and reading levels Applying book plates to each book Packing books for each Title 1 school Delivering books to each Title 1 school THIS PROCESS INVOLVES OVER 50 VOLUNTEERS.

Simmons, Laura

Armstrong Middle School

CORE store for Families

As part of our Social/Emotional Learning initiative, we would like to provide our community with its very own CORE store to meet the needs of our families. The store will be stocked with essentials such as hygiene products, basic school supplies, clothing, soap, laundry detergent, shampoo/conditioner and other basic needs. This will benefit all of our students who need to be taken care of emotionally, physically, and mentally so their learning is not disrupted by the hardships they face outside the campus.

Stout, Terri

Daffron Elementary School

Engineering Girls for a "STEM-gineering World"

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.

Strecker, Deborah

Plano Senior High School

Engineering Design & Development Team Projects

Engineering Design and Development is the capstone course of the Project Lead The Way engineering curriculum. Students choose a problem they care about then confirm through market and patent research that a viable solution does not in fact exist. Next they work in small teams to research, design, test, and construct a solution to an open-ended engineering problem of their choosing. The product development life cycle and design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside professional engineers at intermediate milestones during the project. At the conclusion of the course students formally present their year's work to the engineering panel, their parents, and peers. The EDD course allows students to apply all the skills and knowledge learned in previous engineering courses to innovate or invent an original solution to a problem their team has chosen. This course also engages students in time management, resource management, market analysis, and teamwork skills, a valuable set for students in the future.

Sullins, Jacqueline

Schell Elementary School

Diversity Picture Book Club

Discover by exploring others' cultures and diversity. We learn through reading and gain experiences and knowledge through quality reading materials that are relevant and interesting. Students need to see themselves reflected in and celebrated in books. Students will choose new diverse picture books and have discussions in picture book clubs. This year our book clubs are virtual for face to face and school@home students so they all have the opportunity to participate. Picture books are not just for the younger students but for everyone. Once these books have been read and shared in our picture book clubs the next step would be to add these picture books to our free little library so it becomes a more diverse free little library for our community. What better way than to share books and discuss them with others.

Suri, Neenu

Robinson Middle School

Growing with Explorative, Innovative, Imaginative, Creative and Analytical tools

My vision is to bring joy and smile in students when learning. Learning helps them to grow and become mature adults. Various STEAM hands-on activities will encourage hand and eye coordination, fine motor skills, and problem-solving. example-The crocodile wall activity panel .The engaging and innovative STEAM activities will be utilized to bring the fun of science, technology, engineering, art, and math education for our students. It will help boost their confidence and self-esteem; thereby, increasing their creativity, confidence, and imagination. Hands-on Math manipulatives will support math practice and develop their analytical skills. The age-appropriate materials will also support their learning in the classroom through individual and collaborative knowledge. Giving my special kiddos a variety of sensory solutions would also encourage communication skills, choice-making, and other skills needed for daily living. It also fosters a parent-teacher-student relationship. Thus the project is of utmost importance to me for growth of our students under our care.

Thornal, Dayle

Memorial Elementary School

Spanish Language Library Collection Development

Our project proposes to increase and update our Spanish language picture and fiction library collections to better serve our dual language student population. We are striving to provide our bilingual population with an adequate collection of materials in terms of size, quality, and age to help advance their bilingual literacy. This project relates to Plano ISD's strategic plan in terms of our Culture of Community.

Vincer, Dusty

Plano East Senior High School

I'm a PRO at Protein Detection

Protein detection is used for clinical diagnosis, treatment, and biological research. This project will allow students to conduct a series of advanced laboratory experiments in which they identify proteins using the Sodium Dodecyl Sulfate PolyAcrylamide Gel Electrophoresis (SDS-PAGE) analytical technique to separate proteins based on their molecular weight. Equipment purchased with these funds will foster critical thinking, develop important lab skills, and introduce an electrophoretic technique widely used in biotechnology, biochemistry, molecular biology, forensic science and other life science laboratories.

Yarbrough, Sandi

Isaacs Early Childhood School

Social Emotional Tool kits

Last year we embarked on providing social emotional tools and resources for our students because we know children with strong social emotional health demonstrate self-control, communicate well, problem solve, are empathetic, grateful, resilient, optimistic and compassionate. Basically, all the traits we admire in our peers--the people with whom we want to work and be friends. The curriculum teaches our youngest learners about their brains and by equipping our youngest learners with these tools, skills, and resources we have seen increased ability to self-regulate. The vital component of social emotional guidelines found within the Texas prekindergarten guidelines prepare our students to better understand and manage emotions in a safe, supportive environment using the tools and resources provided. We would like to continue and extend this effort especially in these unprecedented times, our students must have this social emotional support.