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## 2021 Plano ISD Education Foundation Grants to Educators Grant Recipients

**Campus:** Andrews Elementary

**Teacher/Librarian:** Lynn Varnau

**Amount Requested:** \$543

**Project Name:** "Walk This Way"

**Project Summary:** Our students will be able to "Walk this Way" following sensory pathways in various grade level hallways throughout the building. Within the sensory pathways, students will discover learning activities that incorporate skills from various curricular areas all while using physical movement.

**Campus:** Armstrong Middle School

**Teacher/Librarian:** Lorraine Miller

**Amount Requested:** \$500

**Project Name:** Makerspace for Daffron

**Project Summary:** I would like to start a Makerspace program in the Daffron library. The materials purchased will be used by the whole school, during library time or to be checked out by teachers. The materials will include manipulatives and construction sets made from different materials to supplement the robots and legos that we already have.

**Campus:** Armstrong Middle School

**Teacher/Librarian:** Julie Eiben

**Amount Requested:** \$1500

**Project Name:** Merge: Learning through Augmented Reality

**Project Summary:** Merge Edu is an educational platform that uses the technology of augmented reality, simulations, 3D models, and interactive lessons and activities to engage students in their learning, while using embedded quizzes and assessments to monitor student progress. Merge Cube works with the learning platform to put the models into students' hands. Merge Edu uses cutting-edge spatial computing technology to create true-to-life, digital teaching aids and simulations for students' learning. These tools are amazing alternatives to physical teaching aids for science and STEM, and can be used in remote and in-person settings. Using the hands-on digital teaching aids and interactive simulations in Merge EDU, students will be engaged in active learning rather than passive observation. Abstract and complex concepts will become concrete, and students will be able to remember what they learned for longer because the learning was a multi-sensory experience. Through the use of the Merge Edu platform and the Merge Cubes, all students in health, physical education, and science classes will be able to explore augmented reality models and simulations to enhance their learning and prepare them better for their future learning and careers. Click this link [What is Merge?](#) to discover more about Merge Edu and Merge Cube

**Campus:** Beaty Early Childhood School

**Teacher/Librarian:** Coleen Referente

**Amount Requested:** \$1000

**Project Name:** If They Grow It, They'll Eat It

**Project Summary:** Young children learn best when utilizing various senses. By growing an edible garden, students will learn using all their senses. Gardening is a fun way to teach healthy eating, provides engaging and moderate exercise, it builds a sense of confidence, develops STEM and analytical abilities, teaches responsibility, is science, creates environmental stewards, and teaches patience.

**Campus:** Beaty Early Childhood School

**Teacher/Librarian:** Rachel Grinnell

**Amount Requested:** \$1500

**Project Name:** Communication in a Complex World

**Project Summary:** It was Daniel Webster who said, "...if all my possessions were taken from me with one exception, I would choose to keep the power of communication, for by it I would soon regain all the rest." This quote is the driving force behind this grant. Without communication, there is nothing that we can gain or regain. The students in the Active Learning and Experiential Learning Classrooms on our campus have some of the most complex medical, academic, and communication needs. The students in these classes are not 'typically' developing, therefore, the way they learn is also not one that is 'typical'. This grant will aid our students in increasing their communication abilities by providing a variety of experiences so they are able to communicate more things and with more people in their life. These experiences will include being exposed to sensory stories and a wide variety of switch activated and cause and effect toys. Communication includes but is not limited to requesting, commenting, protesting, making choices, showing affection, directing attention, answering questions, asking questions, greetings, and refusing appropriately. By improving communication, our students will be able to gain access to a world that they otherwise would not.

**Campus:** Bethany Elementary

**Teacher/Librarian:** Ryan May

**Amount Requested:** \$1309

**Project Name:** COOLing Down

**Project Summary:** This project aims to create a COOLing down zone where students with a wide range of sensory, stimulation, and self-calming needs can learn to self-regulate emotions without leaving the classroom. Students will have the opportunity to use items provided in the sensory area to calm down, self soothe, safely release anger, and work through frustration in a safe area. A cool down zone can also be a helpful transition for students who might be currently taking frequent breaks or walks outside of the classroom because they struggle with focus or sensory stimulation. This cool down zone can increase time in class without sacrificing the necessary breaks these students need.

**Campus:** Boggess Elementary

**Teacher/Librarian:** Stacey Martin

**Amount Requested:** \$1324.28

**Project Name:** Pre-K Learning Through Literacy

**Project Summary:** Pre-K is a new program to our campus. Pre-K students learn best when teachers read aloud using quality, age-appropriate literature to engage students in their learning across all curriculum. We are in need of a wider variety of literature to choose from for our daily whole group lessons in reading, math, science, social studies, art, and social emotional learning.

**Campus:** Bowman Middle School

**Teacher/Librarian:** Tracie Chambers

**Amount Requested:** \$1500

**Project Name:** Find Yourself in a Book

**Project Summary:** As a campus serving a very diverse student population, it is crucial that our library collection also reflects cultural diversity through literature. This project will allow me to purchase 100 new books to add to our campus library. These books will cover a variety of topics such as: diverse families, folklore, homelessness, immigrants and refugees, learning disabilities, LGBTQIA+, mental health, physical disabilities, poverty, and urban. When books mirror the lives of students, deeper connections are made and students begin to form a positive association with reading. Through this grant opportunity, students identifying with these diverse topics will feel recognized and supported through literature.

**Campus:** Brinker Elementary

**Teacher/Librarian:** Carla McCraw

**Amount Requested:** \$220

**Project Name:** VB-MAPP Real Mini Object Materials

**Project Summary:** A few years ago, other Speech-Pathologists in the district were given grant money to make kits to go along with our District-provided Verbal-Behavioral Milestone and Placement Program. We were given a lot of flashcards to go along with our kits. One thing that was not included, but that is vital for some students accessing the alternate assessment, were real objects. I would like to use grant money to purchase mini objects to accompany my kit to help my special education students reach their fullest potential on this assessment program.

**Campus:** Brinker Elementary

**Teacher/Librarian:** Brandy Griffith

**Amount Requested:** \$1500

**Project Name:** SchoolCycle

**Project Summary:** The student population I serve is mostly comprised of children with hyperactivity and impulse control issues. They struggle with behavioral expectations, academic expectations, and their self-efficacy suffers as a result. If a student believes that he or she can not do something, then he or she will feel frustrated and inadequate. The students I serve try their best to focus on the teacher and complete the work they should be doing, but are not able to be as successful as they could be due to the tight schedule full of academics with little time or resources for movement and breaks. These kids are in desperate need of a mode to release excess energy and frustration in a positive, productive manner. I personally purchased five yoga balls and have found great success through increased classroom engagement, decreased levels of off task behavior, and there is excitement to get to come to my room. I can only imagine the positive impact a bike work station could have on my classroom!

**Campus:** Carpenter Middle School

**Teacher/Librarian:** Nimet Hajee-Bata

**Amount Requested:** \$399

**Project Name:** Summit K12

**Project Summary:** Our newcomer and intermediate students struggle with academic vocabulary. The Summit K12 academic vocabulary boosters in science, social studies, and math were offered last year when the Multilingual Academic Services bought Summit K12 to prepare our newcomer and intermediate students for TELPAS. I believe these academic boosters were instrumental in one of our 8th grade beginners, who spoke no English and had been in U.S. schools for two years, to score "Approaches Grade Level" in STAAR reading, math, science, and social studies. We continue to use the Summit K12 program for TELPAS preparation. However, the academic vocabulary boosters are not included this year. We have to buy the program separately. Students can also use the program at home, and parents can watch, help, or learn academic vocabulary with the student.

**Campus:** Carpenter Middle School

**Teacher/Librarian:** Ann Boles

**Amount Requested:** \$741

**Project Name:** Let's Get Graphic

**Project Summary:** As part of my students' beginning of the year activities, they completed a reading self-analysis form and I conducted individual reading conferences with each student. When asked their favorite genre, I heard the same answer again and again: graphic novels. As a veteran teacher of more than twenty years, I am late to the graphic novel game. Until very recently, I am embarrassed to admit that I was of the

(false) opinion that graphic novels weren't "real" reading, therefore, I avoided adding this genre to my classroom library. After doing some research, and finally really listening to my students' preferences, I found that students LOVED graphic novels and that my priority needed to be to encourage students to read what they wanted, not what I thought they should read. As I survey classroom libraries, I find that we are all lacking in what our students want the most: graphic novels. This grant seeks to change that and provide our students with more of their chosen genre.

**Campus:** Carpenter Middle School

**Teacher/Librarian:** Erin Ayers

**Amount Requested:** \$920.09

**Project Name:** Classroom Modeling System

**Project Summary:** This project is meant to provide teachers, support staff, and therapists with the equipment needed in order to model communication throughout the classroom. Often, our students are provided with devices through the assistive technology team in Plano ISD. This grant will provide us with the ability to model and grow independence for the students utilizing these voice output devices.

**Campus:** Clark High School

**Teacher/Librarian:** Kristin Eoff

**Amount Requested:** \$500

**Project Name:** Books to spark a love of reading

**Project Summary:** As we return to on-campus classes after online learning, we face many challenges exacerbated by the absence of students from campus for more than a year. Many students were at home without access to books and have fallen behind in reading skills because their schoolwork used short, online texts instead of books. This fall, we are reinstating daily self-selected reading as a way to improve students' reading and language skills and to encourage students to connect with books. Unfortunately, our classroom libraries have not been updated for several years, and we would love to obtain more high-interest books, particularly those for our more reluctant readers. In addition, we need more books that reflect students' diversity so students can see protagonists who look like them and undergo similar experiences. I would like to purchase books that feature characters of different races, backgrounds and genders so that all my students will be able to find books that speak to them and inspire them to love reading. Finding books they enjoy will not only help improve their reading and writing skills but also help their social-emotional learning during this time when so many students feel isolated and stressed by events beyond their control.

**Campus:** Clark High School

**Teacher/Librarian:** Kristin Eoff

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**Campus:** Daffron Elementary

**Teacher/Librarian:** Terri Stout

**Amount Requested:** \$1272

**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 (if available due to COVID restrictions), 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.

**Campus:** Daffron Elementary

**Teacher/Librarian:** Ellen Miller

**Amount Requested:** \$1500

**Project Name:** "Your PAW-sibilities are Endless"

**Project Summary:** Enhancing student success and increasing motivation by creating a schoolwide PBIS store and student data motivation wall.

**Campus:** Daffron Elementary

**Teacher/Librarian:** Julie Duncan

**Amount Requested:** \$911

**Project Name:** Drum Up Some Fun, Drum Up Some Friends

**Project Summary:** The use of tubano drums in ensemble drumming in the elementary music classroom facilitates a multitude of benefits both musically and non-musically. This project focuses on the addition of a set of three tubano drums and the supporting curriculum to my elementary music classroom. The new drums and resources will allow students to experience ensemble drumming and utilize music from around the globe.

**Campus:** Daffron Elementary

**Teacher/Librarian:** Paula Diaz

**Amount Requested:** \$2721

**Project Name:** Manipulating the Mind thru Mathematics

**Project Summary:** As Academic Specialists, we would like to provide our students with a tub of math manipulatives when they are in small group with us. Manipulatives are used to engage students in hands-on learning in math. Manipulatives can be used to help students communicate their thinking and explore concepts concretely. When students manipulate objects, they are able to understand and internalize math processes. They are also able to remember what they did and explore what they were thinking when problem solving. Manipulatives give students ownership of their own learning in a fun and confident way.

**Campus:** Forman Elementary

**Teacher/Librarian:** Jill Thornton

**Amount Requested:** \$1000

**Project Name:** Meaningful Discovery For Prek

**Project Summary:** Most students that come into PreK need a lot of practice with fine motor, phonological awareness and math number sense. Not only can they learn in the classroom, but they can also learn outdoors as well. We are wanting to engage students in outdoor learning to promote a meaningful discovery. We are asking for a variety of materials that will help promote an engaging and meaningful discovery that is outdoors. Students need to learn problem solving and we can do that by having a variety of engaging ways to learn and play outdoors. We are asking for a variety of materials to create a meaningful outdoor discovery such as: a garden (rocks and soil), a climbing wall, trucks, items to create sidewalk chalk course, sidewalk paint to create small groups, shovels, chalk, water hose and an outdoor white board.



**Campus:** Forman Elementary

**Teacher/Librarian:** Griselda Ruvalcaba

**Amount Requested:** \$1500

**Project Name:** Social Emotional Cool down kits

**Project Summary:** I am writing to request a grant to buy materials that will allow every class teacher and the two counselors to have a calming down kit. As we know, the entire world has been going thru trauma because of a pandemic. Families have lost loved ones, their jobs, homes, and their stability which has caused students to develop anxiety, depression, anger, etc. and we are seeing this in the classroom. There has been a recent significant spike in the number of students who arrived at school dysregulated. It is our job as educators to not only teach academic content, but also to teach children to learn to identify their feelings and give them the tools to calm down. This grant money would allow us to purchase the different self-regulation tools and buckets necessary to create our calm down kits that will help students self-regulate. Once the students learn to self-regulate, they will also increase their academic learning. Some of these self-regulation tools will be things like bubbles for deep breathing, sensory balls, crayons for drawing and coloring, bean bags for a calm down center and other fidget toys. .

**Campus:** Guinn Special Programs Center

**Teacher/Librarian:** Christina McDuffee

**Amount Requested:** \$1200

**Project Name:** Campus Gardening

**Project Summary:** Our school garden needs to be restored and updated. We have a pergola with a table and benches for the students, but the canopy that provides shade is worn out and tearing. This needs to be replaced. I would also like to add a table, umbrella, and 4 chairs to provide an additional space for students to do work during spring and fall when the weather is pleasant. We lost some of the plants during the last harsh winter, so I hope to add flowers, shrubs etc. Our school has a garden club that meets daily. Funds to purchase such things as gloves, a new hose, a hose sprayer, soil, mulch, and yard decorations would be useful for stimulating the students' excitement in maintaining and learning from gardening.

**Campus:** Haggar Elementary

**Teacher/Librarian:** Tyler Overton

**Amount Requested:** \$999

**Project Name:** You Can't Stop the Beat

**Project Summary:** "Make music the best part of every child's day." This piece of advice from a former music teacher influences everything I do in my classroom. Creating a space full of joy that makes every student feel welcome and inspired to pursue their passions is my goal every single day. There's nothing quite like the joy that comes across a students' face when you bring out a drum in music class. Adding more drums to the music classroom gives more students the opportunity to connect their learning in an exciting, engaging way.

Drumming has a wide variety of benefits including social learning, fine and gross motor development, left-brain right brain communication, and community building. Adding quality instruments into the classroom allows students to demonstrate high levels of musicianship and teaches them to work with others to create something unique and expressive.

**Campus:** Haggar Elementary

**Teacher/Librarian:** Kecia Cate

**Amount Requested:** \$500

**Project Name:** Cate's Cafe

**Project Summary:** Cate's Cafe Project Summary: Cate's Cafe is a classroom store for teachers run by ESL students at Haggar. The purpose of this store is for students to practice social and academic language while providing a monthly service for teachers. Each grade level will have an opportunity to stock the store with items, advertise the store, and run the store during their ESL class. Each month, students will advertise and prep items for the store. Students will assemble bags of play money for each teacher on campus. On a designated day, teachers will be able to purchase hot chocolate, coffee, water, snacks, and various fidget/sensory toys for their classroom. Students will use structured sentence stems to ask questions and respond with appropriate courtesies. This project will provide various learning opportunities for english learners. Students will practice english speaking skills by taking and fulfilling store orders. Students will discuss financial literacy topics such as economics, budgeting, supply and demand, and scarcity. Students will practice Math skills by identifying and counting currency. Students will practice writing skills by making advertisements for the store and writing a persuasive paper about why teachers should shop at Cate's Cafe.

**Campus:** Haggard Middle School

**Teacher/Librarian:** Claudia Romanczukiewicz

**Amount Requested:** \$500

**Project Name:** Get Keyed Up and Get Keyed In For Success

**Project Summary:** This Grant Request, Get Keyed Up and Get Keyed in for Success would provide activities and incentives to support Keeping Education Your Stepping Stone Program (KEYSS). KEYSS is a curriculum based program sponsored by Plano ISD Student and Family Services that provides social/emotional and academic supports for students to remain in school with the goal to become the first in their family to graduate from high school and achieve their higher education goals to reach their educational potential. The Grant would allow for the purchase of much needed motivational materials/books, crafts/ activities and gift cards/incentives that would foster the development of social/emotional relationships and academic support systems so these students can learn ways to help/support each other and feel like they are successful and have a place where they are accepted and belong.

**Campus:** Haggard Middle School

**Teacher/Librarian:** Claudia Romanczukiewicz

**Amount Requested:** \$500

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**Campus:** Haggard Middle School

**Teacher/Librarian:** Lori Peters

**Amount Requested:** \$1500

**Project Name:** Classroom Library for Deaf and Hard of Hearing Students

**Project Summary:** Typically-developing middle school students can walk into their school library and choose from thousands of books at their fingertips. Libraries are designed to match student reading levels, relate to their varied interests, and provide representation of their diversity. Unfortunately, this is not the case for their Deaf and Hard of Hearing peers. The majority of the Deaf and Hard of Hearing students in our program have literacy levels below the threshold of a typical middle school library. When they walk into the library, they encounter walls of books beyond their grasp - a resource was not developed with them in mind. I am proposing the development of a rich, diverse, accessible classroom library for our Deaf and Hard of Hearing students in order to provide them with a literacy experience equitable to their typically-developing peers. Teachers of the Deaf would select books tailored to 1) students' Lexile ranges (between Pre-K and 1st grade), 2) a variety of interests in order to meet individual needs, and 3) as many representations of Deaf and Hard of Hearing characters as possible. Those three ingredients - readability, interest, and representation - are the key to developing reading fluency and stamina for this underprivileged group.

**Campus:** Haggard Middle School

**Teacher/Librarian:** susan oursbourn

**Amount Requested:** \$1500

**Project Name:** Equipping Deaf Education Classrooms for Students with Autism Spectrum Disorder

**Project Summary:** Deaf Educators in Plano ISD strive to provide students with language-rich environments using both signed and spoken language. Increasingly, Deaf and Hard of Hearing students are arriving with

multiple complex disabilities, such as Autism Spectrum Disorder (ASD) and teachers are rising to the challenge by acquiring new skills and strategies to serve them. One thing we cannot acquire without funding is equipment and tools to turn our language-rich classrooms into sensory-rich environments for students with additional disabilities. With funds from the Plano Education Foundation, our Deaf and Hard of Hearing students with ASD and other disabilities can thrive - reaching academic, functional, and social-emotional goals.

**Campus:** Haggard Middle School

**Teacher/Librarian:** Mary Lyon

**Amount Requested:** \$2900

**Project Name:** Show and Tell -Show Me So I Can Tell You

**Project Summary:** Students benefit from visual supports and models to learn new information and skills. The Show and Tell -Show Me So I Can Tell You Plano ISD Education Foundation Grant Proposal -is a multicampus grant proposal that would provide needed classroom Technology/programs and materials that will allow teachers and staff to show the students who use Alternative Augmentative Communication (AAC) devices how to use the devices to communicate in functional everyday academic and social situations at school and at home. With the Grant Money we would like to purchase 2 ipads with AAC APPS that are used by our students so the campus staff can become knowledgeable and proficient in modeling appropriate AAC use for students. We also want to purchase age appropriate newspaper subscription that supports AAC use, literacy and functional communication for the classrooms so student can learn to use the devices to talk about current events, share ideas, and opinions with each other using their AAC devices.

**Campus:** Harrington Elementary

**Teacher/Librarian:** Michelle Lu

**Amount Requested:** \$1000

**Project Name:** Making Sense of Us

**Project Summary:** From a young age, children are encouraged to explore the world using the five senses. STEAM sensory play has shown benefits in Elementary aged students by building nerve connections, alleviating anxiety, enhancing language skills, developing problem solving skills and promoting creativity. Sensory bins and fidgets also give our students the tools to learn regulation strategies, which supports our campus-wide social emotional learning and Positive Behavior Intervention Support (PBIS). As the Special Education Resource Team, we would like to create a sensory library in our classrooms, available to all grade level classrooms, as well as Elevate and Connect. We would like to compile 25 - 40 themed sensory bins that teachers could check out from the resource classrooms. The sensory bins would have a range of age appropriate themes to support all grade levels. In the sensory library, we would like to provide fidget tool kits for calm down areas in the classrooms. Teachers would have the opportunity to rotate the fidget tool kits (after the kits are sanitized and cleaned!), which will help keep students' engagement and interest. We believe the sensory library would increase positive behavior and learning environment in the classrooms and therefore, increase students' academic success.

**Campus:** Harrington Elementary

**Teacher/Librarian:** Jamie Edmondson

**Amount Requested:** \$1500

**Project Name:** I Don't Want to Wait for this Queue to Shorten

**Project Summary:** I Don't Want To Wait for this Queue to Shorten would supplement the library's collection with multiple copies of popular books (both series and stand-alone titles) that kids really want to read. It would cut down the time students were waiting in a holds queue for popular titles.

**Campus:** Haun Elementary

**Teacher/Librarian:** Sarah Tudor

**Amount Requested:** \$1365

**Project Name:** Virtual Field Trip through Sci-Tech Discovery Center

**Project Summary:** This grant would provide an incredible and memorable learning experience for 3rd grade students. With so many restrictions still placed on the learning environment due to Covid, teachers are having to find new ways to keep students actively engaged. The students impacted by this grant will be involved in a virtual learning lab trying their hands at engineering a pinball game in a tinkering class for beginners. [Tiny Tinkerers] This grant would also provide a WOW show that would be held on our campus. [Invisible Forces] Sci-Tech experts will explore Newton's Laws of physics, chemistry, liquid nitrogen, and combustion in an exciting and engaging presentation. WOW Shows cover a wide range of STEM TEKS including force, matter, and energy. This is an exciting opportunity for students to interact with their learning objectives in a way that keeps them safe and is still very engaging.

**Campus:** Haun Elementary

**Teacher/Librarian:** Sarah Daigrepoint

**Amount Requested:** \$1500

**Project Name:** The magic of Roald Dahl books

**Project Summary:** My vision is to create a magical world of Roald Dahl books in the third grade. I want to bring joy and excitement to reading in the third grade through Roald Dahl book clubs and Yoto players. This will start by purchasing sets of various Roald Dahl books for every classroom and a Yoto player. Teachers can target reading groups based on reading level and the library can coordinate various steam activities based on the current book in the classroom. Listening to the story and following along with the book allows all learners to grow tremendously. It will also create a culture of readers who love the iconic author Roald Dahl.

**Campus:** Head Start

**Teacher/Librarian:** LeKeysha Brown

**Amount Requested:** \$1424

**Project Name: Letting Literacy Come Alive: 3-D Phonics Intervention Program**

**Project Summary:** Alive Studios is a research based technology software system that turns physical objects, letters, sounds, and actions into digital products. Alive Studios Letters Alive is a supplemental phonics program that uses augmented reality (3D without glasses) and gaming technology to teach phonics, letters, and social emotional skills in a fun and engaging way. The letters actually come alive and pop out of the screen. Alive Studios has revolutionized the interactive word wall and letter cards. The software system turns letters, sight words, and picture cards into audible moving objects. Each card shows the letters, makes the sounds and has a realistic representative pop out of the card and makes the sounds of the letter and the animal or object representing the letter. For students, that need a challenge and know their letters and sounds, have an option for the cards can be placed in a sentence and the visual will change and read the sentence. After interactive with digital 3-D program I would love my students to actually make the letter with a Nano 3-D printer for kids. This is a hands on way to create and have ownership of projects that connects learning and technology.

**Campus:** Hedgcoxe Elementary

**Teacher/Librarian:** Sarah Manthey

**Amount Requested:** \$700

**Project Name: Challenge Island**

**Project Summary:** Challenge Island is a STEAM based field trip experience for students. This field trip allows for the students to learn through building and using their imagination. This experience is really wonderful for this year with our new push for Inquiry and Innovation! The students are able to make rollercoaster, zip lines, a map of their community, and slime! These activities all tie in to our state standards all while allowing our young students to learn through play and exploration.

**Campus:** Hedgcoxe Elementary

**Teacher/Librarian:** Karen Berry

**Amount Requested:** \$773.4

**Project Name: Library 2.0: Enhanced Read-Alouds and Better Book Clubs**

**Project Summary:** The students at our school love library class, and they have come to expect quality read-alouds and reading experiences when they visit the library. I would like to complement two aspects of our library program in order to increase its effectiveness, relevance, enjoyment for our elementary students: First, I would like to request a year's subscription to the Novel Effect app. This voice recognition app adds sound effects to select books as I read them aloud. Hundreds of titles are available, and enhancing the read-alouds in this way would increase engagement for our kindergarten through 3rd grade students. Parent

volunteers will benefit also from seeing how sharing stories in fun ways benefits their students. Secondly, I would like to acquire three sets of diversity-related novels, which I would use for 4 th and 5 th grade book clubs: Wonder by R.J. Palacio (about respecting people with disabilities) Save Me a Seat by Sarah Weeks (about valuing and working together with people of different cultures) Crossover by Kwame Alexander (about the African American experience of two pre-teen boys) These book sets would be used for both independent and group reading as well as for in-depth discussion and extension activities during scheduled book clubs.

**Campus:** Hendrick Middle School

**Teacher/Librarian:** Joy Prather

**Amount Requested:** \$700

**Project Name:** Putting the FAB in Engineering and Design

**Project Summary:** This grant will allow our campus to pursue engineering and design process learning for all students using the sustainable and affordable method of creating paper 3D models by combining the FabMaker Studio program with Silhouette die-cut machines and intentional teaching and creation opportunities through before and after school workshops, a dedicated club, and library lessons.

**Campus:** Hendrick Middle School

**Teacher/Librarian:** Kelly Aguirre

**Amount Requested:** \$750

**Project Name:** Reinforcement items for SpEd classrooms

**Project Summary:** Students in special education often work with some sort of token reinforcement system in exchange for working on their assignments, or for working on replacement behaviors for target/problem behavior. These items typically consist of some sort of edible snack, or items for a classroom store/treasure box. Teachers often spend their own money to allow these reinforcement systems to take place in their classrooms.

**Campus:** Hickey Elementary

**Teacher/Librarian:** Harley DeVincent

**Amount Requested:** \$800

**Project Name:** Inclusive Class Libraries: I See Me

**Project Summary:** Our third grade class libraries need an upgrade with culturally diverse and inclusive books that represent the students in our classes. We want to ensure that our students find passion in reading books of their choosing that reflect who they are as people inside and outside of our class community. In addition, we want all of our 21st century students to learn about the cultures that are reflective on our campus.

**Campus:** Hightower Elementary

**Teacher/Librarian:** Cynthia Jones

**Amount Requested:** \$1500

**Project Name:** There are never enough sensory items.

**Project Summary:** Working with autistic children over the last 2 years, I have come to appreciate the effectiveness of sensory breaks for all students but especially students with autism. My grant proposal is to provide funding to purchase additional sensory items which can be prohibitively expensive. In our self-contained rooms, Elevate and Strive, sensory breaks are crucial to help the students be successful both academically and socially. Sensory breaks are used to help a student calm down after a stimulating activity like going to their general ed class for inclusion or after a challenging academic lesson. We use sensory items so much that they are part of our behavior intervention plans and accommodations. Many of these items are used in the general ed setting to help a sped student interact with their peers. Having that fidget or stress ball can help a student stay in a class with their peers instead of going to their focus teacher's classroom where they are by themselves. Sensory items vary from kinetic sand to ooze tubes to vibrating cushions. Each child has a different "menu" of items that help them. It helps to have a variety to reach each student.

**Campus:** Hightower Elementary

**Teacher/Librarian:** Melinda Carr

**Amount Requested:** \$1171

**Project Name:** SEL Toolboxes

**Project Summary:** Our campus would like every single classroom to have SEL toolboxes. The toolboxes will contain items such as squish balls, fidgets, breathing techniques, a timer, sensory objects, stress balls, and other sensory choice items. These items will help students de-escalate when feeling frustrated, overwhelmed, or extremely emotional.

**Campus:** IB World School at Huffman Elementary

**Teacher/Librarian:** Catherine Conner

**Amount Requested:** \$700

**Project Name:** Maker Space

**Project Summary:** A Maker Space is a collaborative work space inside a school, library, or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools. They provide hands on learning, help with critical thinking skills, and even boost self-confidence. Huffman Elementary provides Maker Space stations during scheduled weekly library visits. In order to build experiences, Huffman needs additional materials and supplies.



**Campus:** Isaacs Early Childhood School

**Teacher/Librarian:** Makaila Mason

**Amount Requested:** \$1500

**Project Name:** Let's Play Together: Sensorimotor Inclusion Library

**Project Summary:** All young children are natural scientists and explorers as they grow and develop through their experiences in the world. For our young special education learners, they may be faced with extra challenges, adversities, and some would say disadvantages, but nonetheless these young students are still active scientists and explorers. As our school has grown and changed in recent years, we have been faced with meeting a greater variety of needs, which requires a greater variety of materials. Child development research shows us the ways in which young children grow and develop and the research on play and cognitive development offers fundamental information that allows us to work with young learners in appropriate ways. By introducing sensorimotor play materials into our classrooms, we can seek to find more inclusion opportunities for all students to play alongside their peers, meet students at their current developmental level, and work together as a team (teachers and parents together) to meet the diverse range of abilities of our students. Let's play together, and make each day filled with engagement, interaction, and excitement!

**Campus:** Jackson Elementary

**Teacher/Librarian:** Nancy Shaw

**Amount Requested:** \$3000

**Project Name:** Books for Kids

**Project Summary:** The Books for Kids Project Committee is honored to provide personal books to Title 1 students on 19 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 appropriate books for the district's STEAM goals and the students' reading levels Applying book plates for each book Packing books for each Title 1 school Delivering books to each Title 1 school THIS PROCESS INVOLVES OVER 50 VOLUNTEERS

**Campus:** Jackson Elementary

**Teacher/Librarian:** Amy Kincaid

**Amount Requested:** \$1070

**Project Name:** Pre-Kindergarten Reading Zoo Buddies

**Project Summary:** Since the Pre-Kindergarten class sizes at our campus continue to grow every year and it is important to encourage a strong literacy foundation for the youngest learners, the money for this grant will purchase English and Spanish Pre-K level library books to borrow and a mini stuffed animal for each Pre-K student ( Reading Zoo Buddy ) to keep at home. Since several students are frequently absent due to various illnesses, they will now have a reading zoo buddy to encourage continuous reading at home. Pre-Kindergarten

library books will be purchased for students to check out to read to their zoo buddy. William Teale, president of the International Literacy Association, said when you pair reading with a toy or stuffed animal, kids become a part of the story...and will start to show interest on their own. (Teale, 2017) In the CNN Stuffed Animals Reading Study (Teale, 2017) he states that children reading to a stuffed animal causes them to look at pictures in a book, and they'll start to use some of the words in the book. With parent/guardian support, reading for enjoyment promotes an atmosphere conducive for continued skill development when students read to their stuffed animal at home.

**Campus:** Jasper High School

**Teacher/Librarian:** Jami Emanuel

**Amount Requested:** \$1200

**Project Name:** Small Group Counseling

**Project Summary:** Given the emotional toll many of our students have faced in the past 18 months due to COVID, we are finding that students have a great need to express their feelings without judgement or a place to feel accepted whether to talk about social emotional needs or to discuss academics and college readiness. Small group counseling is an area that we would like to improve on our campus when meeting and working with students. A classroom space has been provided by our campus to conduct multiple six to seven-week small group sessions on the topics of: social emotional health and college and career readiness. We would like to use the grant funds to purchase group counseling materials for our lessons, art supplies to conduct activities with the students, small pieces of furniture (such as comfortable chairs and bean bags), tools to promote mindfulness (stuffed animals, fidget items, stress balls etc.), and décor (pillows, an area rug, pictures, wall art) to make the space feel welcoming. We are excited to have this opportunity to enhance our counseling program this year for the benefit of our students while also advocating for a successful school year through self-care, academic success and college readiness.

**Campus:** Mathews Elementary

**Teacher/Librarian:** Stacey Noble

**Amount Requested:** \$1500

**Project Name:** Diverse Students Mirrored in Books

**Project Summary:** I want to leverage the Mathews Elementary Library's diversity-related resources so that marginalized students will be fully served and represented in our library program thus engaging reluctant readers. I believe that by offering a variety of books that focus on all the differences, diversities, nationalities, holidays, and cultures of the students in our school those students will be able to see themselves in the literature and become more engaged in reading. I believe that by providing more diverse books in the Mathews Elementary Library it may facilitate deeper connections with the books read and train students on critical thinking and empathy early on. I would use the funds provided through the grant to purchase such books for checkout in the Mathews Elementary Library. Students need mirrors and windows in the books that they read.

**Campus:** McCall Elementary

**Teacher/Librarian:** Michael Thibodeaux

**Amount Requested:** \$1450

**Project Name:** A Closer Look, Adjustable Height Desks, and a Videography upgrade

**Project Summary:** Having a quality Compound Microscope to use on things brought in from our school garden will really help give our students a hands on experience that can't be matched by simply watching a video. The second part of this grant is to address teacher's being able to have the choice to sit or stand while they spend countless hours planning and creating lessons before and after the regular school hours. The aim this year is to provide three adjustable height desks to the teachers at our school that will use them. There are many benefits to standing versus sitting and having an adjustable height desk converter is one step toward getting those health benefits for some of our teachers. Lastly, an entry level DSLR for our students will help them to easily craft a student led video that documents our school's quest to become a green school.. The current cameras our students have access to are well over six years old and are only designed to take still images.

**Campus:** McMillen High School

**Teacher/Librarian:** Amy Johnson

**Amount Requested:** \$1500

**Project Name:** The Wonders of Wireless

**Project Summary:** The biggest wonder that we have about wireless is "What can we do to make this move easier for our students?" Students who are low SES seem to be the most intimidated when it comes to learning effective ways to use their chromebooks. This project will aim to make chromebook use easier and more efficient by providing wireless mice to low SES and other at risk students via KEYSS referrals, CIS referrals, English department referrals. I would like to provide 140 wireless mice to students in that priority order (KEYSS members first, CIS referrals second, referrals from teachers in the English department third). I would also like to provide the first set of batteries to students who receive a wireless mouse, so whatever the cost of the mice will have to be shared with the cost of enough batteries for each one. I would enlist the help the office manager to help determine these costs, but I have an idea of the cost of a wireless mouse (\$10 or less) and batteries are priced at \$25 for 100. Each wireless mouse uses 2 AA batteries. My campus office manager will assist with finding most cost effective products for this project.

**Campus:** McMillen High School

**Teacher/Librarian:** Stephanie Jackson

**Amount Requested:** \$770

**Project Name:** Dallas Holocaust and Human Rights Museum Student Group Tour

**Project Summary:** Every year, Texas students are given the chance to be educated about the Holocaust and to prevent future atrocities, during Holocaust Remembrance Week, that is designated by the governor.

For Holocaust Remembrance Week 2022, I would like a chance to take 115 10th grade World History Honors students to visit the newly remodeled Dallas Holocaust and Human Rights Museum, to allow students a first-hand chance to learn how to combat prejudice, racism, inequality, and indifference.

**Campus:** McMillen High School

**Teacher/Librarian:** Newton Buliva

**Amount Requested:** \$600

**Project Name:** Wireless Mice for ESL Students

**Project Summary:** Technology is indispensable in today's classrooms and educational settings. Students in Plano ISD already use technology in classroom in every class period. As in other schools, there has been an increase in English language learners in our school. Many of them come to school with very rudimentary knowledge of how to use personal computers like the Chromebooks that are issued to every student. To make matters even worse for ESL students, they have to learn how to manipulate school work using fingers on the tiny fingerpad on the Chromebooks. The wireless mice would allow the students to easily click and drag objects in their lesson and also use all the tools available on Chromebook. So as to make their use of the Chromebooks easier and more enjoyable, we are requesting for funding to buy these mice.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Carly Wise

**Amount Requested:** \$1000

**Project Name:** Virtual Reality Headsets for Underprivileged Children

**Project Summary:** Resuming face-to-face instruction has had some small victories, however, students are still being limited in their experiences and exposure to enrichment activities. Field trips, camps, clubs, presentations, and special events have all been canceled/suspended as the battle with COVID continues. Students from low-socio backgrounds, who are already limited in their exposure to educational experiences outside of school, look to their educational institutions to provide them. With schools unable to provide these experiences, students are missing out on a vital part of their educational instruction. Practically everyone can still remember a field trip they once took during their school years, which demonstrates how powerful field trips really are. Denying students this critical piece of their educational progression is disparaging, even destructive. It is the goal of this grant to provide students with these opportunities without them even having to leave the classroom. This could be done by using augmented reality or virtual reality all-in-one headset devices. The students could explore places all over the world in a realistic and educational way. Not only would our students learn about the world around them, but they would be able to visit places that otherwise they would never be able to go.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Maricela Romeo

**Amount Requested:** \$629.34

**Project Name:** Sensory Tools

**Project Summary:** Let s give ALL Meadows Bulldogs the opportunity to have access to strategies and tools to help students feel calm, focused and manage stress so they can experience academic success and are able to develop skills to problem solve! There s no doubt that supporting students with the right strategies and tools will support them in their personal and academic growth. Due to Covid and lack of opportunity, our students have experienced an increase in stress and general anxiety. Now that students are attending school in person, social anxiety symptoms such as becoming fearful easily, clinging and having excessive crying are more evident than ever before. Students require multiple strategies and tools to self-regulate in order to access learning. These sensory tools are also called fidgeting tools. Having a sensory fidget or other type of tool with sensory appeal nearby ready to squeeze, rub, stretch or manipulate offers alternate stimulation to the nervous system. Toys and tools for sensory seekers and fidgety kids are essential for our kiddos overall well being and they can be used quietly at the students desk without disrupting the learning environment.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Aleli Nucum-Jones

**Amount Requested:** \$1475.19

**Project Name:** Game On: Play, Laugh and Learn

**Project Summary:** Schools face a myriad of challenges each year, but the past two years have been extraordinary because of the ongoing pandemic. Physical, mental, and emotional isolation continue to directly affect our students, resulting in social skills deficits manifested in dysregulation and off-task behaviors. Our mission of educating, nurturing, and caring demands from us more creative and effective strategies. The goal of this grant is to provide our students with tools to teach and practice social skills that can help them navigate the uncertainties and awkwardness of face to face interaction, especially after almost 18 months of virtual classes. Students will be encouraged to interact with their peers as they play carefully curated games and tools in a safe, caring, quiet environment. While playing, students learn to communicate, listen, take turns, make decisions, follow rules and directions, respect peers, collaborate, plan, solve problems, and most important of all, accept victory and loss with equal grace.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Amanda Hightower

**Amount Requested:** \$440.96

**Project Name:** Cozy Corner

**Project Summary:** Many of our students this year are struggling with maintaining focus on tasks, even ones they enjoy. I purchased a few sensory items out of pocket and created a breathing center to help with

emotional regulation. My students have been showing huge progress towards better emotional regulation with these supports and an increase in active listening. I would love to be able to provide not only a greater variety of support but also allow for a more durable breathing area for my students as well as other students in the grade level. This grant would allow for the grade level teachers to start implementing a private place of safety and security for their students as well as sensory items to help students increase attention spans and active listening in the classroom.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Wendy Esquivel

**Amount Requested:** \$650

**Project Name:** Makerspace

**Project Summary:** I want to build a Makerspace area for students. Makerspace has been proven to be an effective way to support mental rigor, by providing students with different engaging activities that foster inquiry, creativity, learning, help with critical thinking and problem solving skills. Makerspace boosts self-confidence, and is a way to help to prepare those who need the critical 21st century skills in the fields of science, technology, engineering and math (STEM). Different materials are needed to create Makerspace, which can range from a piece of paper to a 3D printer. The possibilities are endless. The idea is to create a Makerspace area in the school where teachers can take their students once a week to use all the engaging activities. Also I will be creating an after school Makerspace Club with different activities for students to enjoy, and eventually a club during Saturday mornings where students and parents can participate.

**Campus:** Meadows Elementary

**Teacher/Librarian:** Stacey Cale

**Amount Requested:** \$1490

**Project Name:** Sensorize

**Project Summary:** Schools face a myriad of challenges each year, but the past two years have been extraordinary because of the ongoing pandemic. The physical, mental, and emotional isolation continue to directly affect our students, resulting in dysregulation and off-task behaviors that disrupt the classroom learning environment. Our work of educating, nurturing, and caring demands from us more creative and effective strategies. The goal of this grant is to provide our students with a safe, calm and quiet environment where they can refocus and reflect on their actions, and learn and practice coping skills and strategies. We are dedicating a sensory room that will be equipped with tools to help with visual, tactile, auditory and ambulatory needs, so that students can successfully transition them back to their learning.

**Campus:** Memorial Elementary

**Teacher/Librarian:** Dayle Thornal

**Amount Requested:** \$1500

**Project Name:** Spanish Language Library Collection Development

**Project Summary:** Our project proposes to continue increasing and updating our Spanish language picture and fiction library collections to better serve our bilingual and dual-language student population. We are striving to provide these students with an adequate collection of materials in terms of size, quality, and age to help advance their bilingual literacy. A Spanish language collection that equals our English language collection in terms of providing choice, relevance, and variety - both in terms of themes and reading levels - is needed to truly be responsive to our dual language and bilingual student population. This project relates to Plano ISD's strategic plan in terms of our Culture of Community.

**Campus:** Memorial Elementary

**Teacher/Librarian:** Christy Pine

**Amount Requested:** \$676

**Project Name:** Level Up Your Thinking

**Project Summary:** Breakout EDU provides an engaging, collaborative platform to level up students' understanding of the TEKS by presenting them with a series of puzzles and problems to solve. As students apply their knowledge and skills to critical thinking and observation skills, they will decode the combinations to a series of locks on a box. Grit and perseverance will be keys to the students finding success and "breaking out" of the locks.

**Campus:** Mendenhall Elementary

**Teacher/Librarian:** Veronica Harrell

**Amount Requested:** \$1500

**Project Name:** My Very Own Book

**Project Summary:** We desire for students to have access to books at home. This program will allow all elementary students in this school the opportunity to earn a book to take home every 9 weeks. This project will promote reading with positive incentives and teacher motivation throughout the program.

**Campus:** Mitchell Elementary

**Teacher/Librarian:** Shawn Netherland

**Amount Requested:** \$1083

**Project Name:** Where's the Books? Reading for Success

**Project Summary:** In the beginning of the year reading survey for third grade students, we were saddened to discover that more than half the students in our grade level had not read any books over the summer. When asked why, students mostly replied that they didn't have any books they liked, or they didn't like to read. Equally saddening, we discovered that fifty four percent of our third grade scholars read below grade level. More than half of the students from our campus are from low-socio-economic backgrounds, and forty eight percent of our third grade students are economically disadvantaged. Our students would read more if they had access to more books. Many of us take for granted the access to quality texts. Many of our students' homes are not literacy-rich. By having an extensive grade level library, we can better teach our students at their instructional level during guided reading, and we can allow our students to borrow, share, and read books of high interest on their independent reading level. Hopefully, this starts him/her on a successful, lifelong journey as a reader.

**Campus:** Murphy Middle School

**Teacher/Librarian:** Lauren Paz

**Amount Requested:** \$400

**Project Name:** Introduction to the NME Training Series

**Project Summary:** This project allows for basic training in the Neurosequential Model in Education (NME). This is a 5 hour introduction course that outlines and details the principles that drive this neurodevelopmentally-informed, biologically based program. The program relates the concepts to teaching and the learning process. This program educates about brain development and developmental trauma and what that might look like in a classroom, as well as how to best help these students.  
<https://www.neurosequential.com/nme>

**Campus:** Murphy Middle School

**Teacher/Librarian:** Errica Green

**Amount Requested:** \$1004

**Project Name:** Yesterland

**Project Summary:** This will be a fun and educational field trip for our special needs students in the great outdoors. If we take the trip in the fall the students will learn interesting facts about animals and explore the pumpkin growth cycle. If we take the trip in the winter we will learn about planting, growing, grooming, and harvesting pine and cypress trees. This will give the students a chance to not only learn about farming in a way that lets them be hands-on but, they will also learn about transportation and riding the bus considering most of our students are carpooling.



**Campus:** Otto Middle School

**Teacher/Librarian:** Jena Aspden

**Amount Requested:** \$1500

**Project Name:** Social Emotional Learning Committee

**Project Summary:** This project is for a staff led committee devoted to student & staff social-emotional learning/well-being (SEL). SEL helps not just the students, but also the staff thrive not just within the educational setting but also in daily life. This committee is designed to provide stress reduction and grounding activities for staff majority of the time to work on increasing our teacher retention rate. We feel it is in the best interest of our students and families to have staff stay year after year rather than having 25% or more new staff every year. We also believe that due to the ongoing trauma from Covid-19, we need to take care of our staff to curb the chances of burnout. One big issue that arose from last year was that the staff was isolated throughout the year due to covid protocols and lacking in staff bonding activities. By focusing on our staff SEL we know that the staff will have their cups filled to take the strategies and energy gained to their students, creating a more positive learning environment.

**Campus:** Pearson Early Childhood School

**Teacher/Librarian:** Jennifer Shelton

**Amount Requested:** \$1500

**Project Name:** Communicate Beyond the Classroom

**Project Summary:** We are a team of educators, a pre-k teacher and speech-language pathologist, who serve students in an early childhood school. We work with children who present with a variety of skills to communicate and connect with each other. Our early childhood campus family is made up of neurotypical and neurodiverse students. Within the classroom, students may communicate with spoken language, sign language, and visual supports such as communication boards. Many students enter early childhood schools with limited language skills, which presents challenges in the classroom, cafeteria, and playground. Our project presents a solution for easing communication frustrations between students of different linguistic backgrounds by providing a means for all students to connect: playground visuals. We are advocating for two large low-tech communication board visuals to equip educators with tools so students can communicate beyond the classroom.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Dawn Thompson

**Amount Requested:** \$739

**Project Name:** Rehabilitation Unit

**Project Summary:** Students in Practicum of Health Science have the opportunity to learn and practice various medical procedures in our lab. These students will go on to study physical therapy, nursing, or even go

to medical school to become doctors. The supplies we have are a little out-dated, and we have several needs at this time. This week students are learning about patient rehabilitation and mobility. For some procedures we have to use pictures found online, and we have used some very old equipment to demonstrate procedures but they are not suitable for our students for practice. Students are not getting to have a full experience due to the lack of supplies. We would love to have these items to complete this unit of study with real hands-on skills practice.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Deborah Strecker

**Amount Requested:** \$400

**Project Name:** Lack of Clean Water

**Project Summary:** 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. This year there will be a single project to solve a problem related to an important worldwide problem: Lack of clean water.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Gifford Robert

**Amount Requested:** \$1500

**Project Name:** SOAR Expansion and Growth Project

**Project Summary:** SOAR, or Student Organized Academic Refinement, is a student-led organization based in PISD at Plano East. Currently, the organization supports more than 400 students in achieving their academic goals with a variety of projects including peer-to-peer tutoring, hosting study sessions before tests as well as offering service opportunities related to their academics. The grant will allow SOAR to be able to serve the students better by providing an easier pathway by allowing the students to be able to have a more user-friendly portal. Furthermore, the grant will allow SOAR to be able to offer a wide variety of events outside of just zoom calls. Specifically, the money provided by the grant will go toward building a better web service by purchasing a server from AWS (Amazon web services). This will allow SOAR to store more data and material created by the students in a secure location. This will allow the SOAR officer team to post updates on the website with more efficiency and will allow the user to interact with the website's features in a more efficient

and streamlined manner. Furthermore, the website will be made to look more appealing and thus will facilitate SOAR's growth.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Scott McCleneghan

**Amount Requested:** \$1500

**Project Name:** Engineering Reference Library

**Project Summary:** If my grant proposal is accepted, I will purchase engineering reference and text books to support the Aerospace Engineering and Engineering Design and Development courses. These books will permit students to deepen their understanding of aerodynamics, as they work on various projects in the curriculum and permit me, the instructor, to extend lessons for students who desire more challenging work than the curriculum provides. In Engineering Design and Development, a semi-independent study course, teams of students chose their own project each year. I never know which direction the projects will go. These broad reference and textbooks will support students, annually, permitting them to work on projects that they are passionate about. Many of these works are authored by pioneers in their fields, von Karmán and von Mises, among others. I have chosen them as they are timeless, seminal works. These books will be available for the other engineering courses as well, Introduction to Engineering Design, Engineering Science, and Digital Electronics. This start of an engineering library is directly targeted at approximately 30 students per year. However, including the other courses, the potential is for an additional 160 students per year that will be able to take advantage of the library.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Lisa Lambert

**Amount Requested:** \$1500

**Project Name:** AVID College Visit

**Project Summary:** I would like to be able to take the AVID students on an additional college visit this year. Due to many of the trips taking place in the spring semester these students lost two years of opportunities to visit college campuses. Due to the times that colleges have tours/visits we are required to take chartered busses. The bus quotes for two of the schools I am considering is right at \$3,350. The district budget provides \$18 a student, but charter busses far exceed that budget. Based on distance and the time of the tours charter busses are our only option. Receiving a grant to go towards that cost would make it much easier to take these students on an additional visit.

**Campus:** Plano East Senior High School

**Teacher/Librarian:** Brian Grunkowski

**Amount Requested:** \$1000

**Project Name:** Live Theatre Across the Curriculum

**Project Summary:** Live Theatre Across the Curriculum is an initiative to bring literacy skills and character building skills to the stage. The goal of this project is to bring high quality theatre to young students. Elementary school students will travel from their home campus and attend a live performance of a children's play presented by PESH Theatre students free of charge. Teachers will receive a curriculum guide to use the playscript in their classroom through several disciplines. Students will each receive a guide to understanding the play as well as engaging activities to further aid with comprehension skills. The focus of both guides will be literacy. A copy of the play performed will be given to teachers so they can use in their classrooms as they wish.

**Campus:** Plano ISD Academy High School

**Teacher/Librarian:** Amy Willerson

**Amount Requested:** \$1500

**Project Name:** Don't Judge a Book by its Cover

**Project Summary:** One of the challenges that our students face is access to a large selection of high interest books for them to read at home as well as at school. We would like to build the campus library using student voices to add books that are more reflective of the diversity in the world so that students can find a connection to either the characters or the authors with their own lives, experiences, and diverse backgrounds. We hope that by providing access and exposure to a diverse library we can facilitate their ability to become a more compassionate and empathetic member of the community.

**Campus:** Plano Senior High School

**Teacher/Librarian:** Elizabeth Carson

**Amount Requested:** \$1500

**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 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.

**Campus:** Plano West Senior High School

**Teacher/Librarian:** Sarah Mateo

**Amount Requested:** \$1500

**Project Name:** Emmy Award-Winning Television Editor Mentorship

**Project Summary:** This grant will provide an invaluable opportunity to engage in a week-long intensive workshop with Emmy Award-Winning Television Editor, Mary DeChambres, ACE . Mary will share her extensive firsthand knowledge attained while attending Sam Houston State University, during her years of teaching, and on her various primetime and network projects (Real World, American Ninja Warrior, Project Runway, etc). PISD students will actively participate in the creative process and learn the techniques used in editing for reality television.

**Campus:** Rasor Elementary

**Teacher/Librarian:** Pamela Echols-White

**Amount Requested:** \$1219.87

**Project Name:** Page Turners for Little Readers

**Project Summary:** This project will provide 104 books for our youngest and our struggling readers on campus. All titles requested are high interest, short, early readers.

**Campus:** Rasor Elementary

**Teacher/Librarian:** Nicole Copeland

**Amount Requested:** \$300

**Project Name:** Love of Reading

**Project Summary:** I would like to purchase some updated books for the first grade team. Our curriculum offers suggestions on books to read and we often are playing them on YouTube. The demographics of kids we have are often not read to enough at home, which as teachers we know how important this is for their growing minds. So, we want to be able to purchase these books to share as a team to read them outloud for our students! They need to see how we hold a book, use expressions, and hear the vocabulary from their own teacher!

**Campus:** Renner Middle School

**Teacher/Librarian:** Anna Hensley

**Amount Requested:** \$710

**Project Name:** "Breathing Life into History"

**Project Summary:** The purpose of the "Breathing Life into History" program is to create a 7th grade classroom library that provides students with engaging, easily accessible fiction and nonfiction books that extend their learning. The books will be cataloged with the Libib library management app and housed in social studies classrooms. This program aligns with the mission of RMS and supports the school's 2021-22 goals because recent testing data shows that over the last year and a half many of our students experienced losses in learning across all subject areas including social studies. The classroom library can help combat the decline in testing scores in a couple of ways: reading and access to books is consistently tied to academic success, and giving students increased access to books and interesting reading material will allow them opportunities to gain reading fluency and deepen their reading comprehension. Furthermore, when teaching centuries worth of events in a handful of months, a teacher rarely has time to delve into the details and fascinating stories that make up the big picture. Reading fiction and nonfiction books that highlight those stories that are a part of Texas and American history will help spark interest in the subject matter overall.

**Campus:** Rice Middle School

**Teacher/Librarian:** Jennifer Childers

**Amount Requested:** \$1500

**Project Name:** Graphic Novels in Classroom Libraries

**Project Summary:** The goal for my project is to provide access to graphic novels for our 7th and 8th grade students. Middle school students love graphic novels, especially reluctant readers. Students can still acquire all the literacy provided from chapter books, and they appeal to reluctant readers. Students are expected to choose their own novels to read for self-sustained reading every day to build literacy skills. Having access to high-interest books in classroom libraries is important to build interest in reading and to foster a love of reading. Students who find joy in reading are more likely to continue outside of the classroom through their adult years.

**Campus:** Rice Middle School

**Teacher/Librarian:** Daniel Anaya

**Amount Requested:** \$1000

**Project Name:** From Old School to New School - Using the Fundamentals of Literacy to Teach Fundamentals of STEM

**Project Summary:** The overall goal is to build a library of fiction and non-fiction books, reference materials, and purchase a shelving system to house the library. This library will serve to engage, pique interest, spark curiosity, and involve students in STEM disciplines by honing their reading and literacy skills, while providing text for STEM related activities. Specifically, fiction books will include a varied selection of "choose your own adventure" stories where students make choices that determine the final outcome of the plot. This type of story closely emulates many fundamental principles in STEM fields such as flowchart design of a computer programming algorithm or the utilization of a decision matrix in the iterative, engineering design process. Non-fiction books include an assortment of titles that serve as an entry point into a particular subject through informational texts, give insight into the lives and history of prominent figures or STEM professionals, provide a glimpse into STEM-related career opportunities, and expose students to the diverse backgrounds and experiences of STEM practitioners. The collection of books will be utilized in career and technical education elective courses and Advisory, where there is focused reading time built into the weekly schedule.

**Campus:** Robinson Middle School

**Teacher/Librarian:** Neenu Suri

**Amount Requested:** \$1101

**Project Name:** Come watch our special learners grow and explore with STEAM based activities and tools

**Project Summary:** I am blessed to be special education teacher whose work is challenging, demanding and at the same time rewarding! I work with students affected by Autism spectrum, speech impairment and other disabilities. It is imperative for me to create an environment which is stimulating, engaging, and appealing to bring calmness and focus to the students having issues with sensory or hyper activeness. Various STEAM activities will be utilized to bring the fun of science, technology, engineering, Art and Mathematics with Hands-on activities provided by Museum visiting the school campus. The learning curriculum provided by ABC Mouse in all the subjects will help our kids grow critically, mentally and socially. The individualized, customizable entertaining animated activities each teaching specific learning topic will help to boost their self-confidence, self-esteem there by, motivating their creativity and imagination. Sensory tools and activities bought from the grant will help to keep classroom managed with less behavioral problem. Social emotional learning which I will like to implement will have music corner and listening corner to enhance their learning in their SEL world and help them to better cope when in their difficult environment. All the teacher resources will help in the classroom management and collaborative learning.

**Campus:** Robinson Middle School

**Teacher/Librarian:** Sarah Napier

**Amount Requested:** \$1483

**Project Name:** History Is Fun For All Learners

**Project Summary:** In middle school social studies our students have to learn a ton of new information, in 8th grade alone there are over 110 events and more than 40 significant individuals that students must know. But it's not just enough for them to be able to identify the events and people they also have to be able to apply that information. It's no wonder then that some students can find social studies to be boring or overwhelming, both of which causes their motivation to lag and for students to not reach their highest potential. So as social studies teachers we have to create engaging and innovative learning experiences that challenge our students to meet high expectations, while also showing that history is, in fact, fun for everyone! With the materials purchased through this grant all of our 6-8th grade social studies classes will have the opportunity to learn the content in fun, innovative and interactive ways while also working on important skills such as critical thinking, collaboration, and communication. These learning experiences will lead to increased student engagement in social studies, and when are students are engaged they are ready to reach their highest levels of learning.

**Campus:** Robinson Middle School

**Teacher/Librarian:** Rhonda Dye

**Amount Requested:** \$500

**Project Name:** Self Selected Reading

**Project Summary:** Plano ISD recognizes the importance of students reading during the school day. In some cases, reading in school is the only opportunity students have to read. Because of this, Plano ISD has implemented into our 6th grade language arts curriculum, twenty minutes of self selected reading each day. Twenty minutes isn't a lot of time, but our hope is that students will use that time to explore different genres and build stamina, and at the same time, build vocabulary. It is imperative that each teacher have an in-class library with fresh, up-to-date books that interest an array of students.

**Campus:** Robinson Middle School

**Teacher/Librarian:** Amber Davis-White

**Amount Requested:** \$500

**Project Name:** Razorback Blog

**Project Summary:** The Razorback Blog is a student club that organizes and constructs public relations materials for the official Robinson social media pages. The club allows student engagement and growth within the public relations and tech industries.



**Campus:** Schell Elementary

**Teacher/Librarian:** Jacque Sullins

**Amount Requested:** \$900

**Project Name:** StoryWalk

**Project Summary:** A StoryWalk is a fun engaging reading activity for students during recess and with their families after school hours. A picture book will be displayed in a waterproof pouch attached to a fence for viewing and changed out each month. Since there are two playgrounds on our campus we would like a StoryWalk for grades 3-5 students and another one for grades K-2 students with picture books to match the grade levels that represent our diverse student population. We want students to see themselves reflected in and celebrated in books. The StoryWalk project was created by Ann Ferguson of Montpelier, VT and developed in collaboration with the Kellogg-Hubbard Library. When promoting our StoryWalk we will give credit to the original owner. StoryWalk supports literacy by allowing students to read aloud daily, learn new vocabulary words, make predictions and have discussions thus increasing reading, language and communication skills. Participating in a StoryWalk with a parent after school hours provides the same opportunities for students while enjoying time with family. This project would provide students with reading opportunities with each other in a fun and engaging way.

**Campus:** Schell Elementary

**Teacher/Librarian:** Alisa Meli

**Amount Requested:** \$478

**Project Name:** Origami Club

**Project Summary:** Children love origami. They love creating something three-dimensional and tangible from a simple, flat piece of paper. I would like to start an origami club through Google classroom at my school. I am projecting around 250-300 students participating in the origami club. I am requesting funds for origami paper for the students to create around 20-25 origami projects per student. This project is designed to include many areas of study from art, mathematics, culture, and social awareness. The project would be offered to all students in two Google classroom; one for K-2 and one for 3-5 grades. The projected goal is to get 50% student participation, which would be between 250-300 students. Each of the 250-300 participants will complete a variety of origami projects with the hope that each participant will eventually fold 3-4 paper cranes by the end of the school year to meet the goal of 1,000 paper cranes.

**Campus:** Schimelpfenig Middle School

**Teacher/Librarian:** Jeannie Freeman

**Amount Requested:** \$1500

**Project Name:** Reading Schoolwide

**Project Summary:** The unprecedented events of the past year and a half have led to reduced literacy among our students. This is reflected in their assessment scores (STAAR & MAP) as well as in reduced interest

in reading as a whole. This year, our school wide initiative is to encourage students to be active readers in all of their classes. In an effort to support that, we are asking for money to purchase books that students can read in their history, math, science, elective, and special education classrooms. These books will be carefully selected by a team of English and curriculum specific teachers to ensure they will provide rigorous reading levels on topics that are of particular interest in that given classroom. For example, in science class, students may read about outer space, engineering, or zoology, and in history they may have access to a rich selection of historical fiction reads. These selections may be chapter books, academic journals, or other reading material selected by the selection committee.

**Campus:** Schimelpfenig Middle School

**Teacher/Librarian:** Cindy Collenburg

**Amount Requested:** \$2800

**Project Name:** Mirror Modeling for Communication

**Project Summary:** This is a request for a Grant for a project that will provide 3 iPads with communication applications as an additional resource for campus staff to model functional communication simultaneously to students that also have the same communication systems. The modeling will be to students who are nonverbal and/or low verbal that use these communication systems to express their wants/needs.

**Campus:** Shepton High School

**Teacher/Librarian:** Marcie Ashford

**Amount Requested:** \$900

**Project Name:** Night at the Opera

**Project Summary:** Humanities students will attend the dress rehearsal of The Barber of Seville, a production of the Dallas Opera, at the Winspear Opera House on Wednesday, March 16. The Dallas Opera works with educators and schools to provide free tickets to dress rehearsal performances of their season's events. While tickets are complimentary, transportation is not. We are requesting funds for PISD bus transportation to the performance. Humanities students at our campus are required to experience and critique local arts events each quarter. Since many of our students in the class find it challenging to attend live performances, we hope to bring back our annual Night at the Opera field trip. All of our students will be also be writing, producing, and performing opera in class and will find a live, world-class performance of The Barber of Seville a great help as they create their own operatic masterpieces. .

**Campus:** Skaggs Elementary

**Teacher/Librarian:** Kathryn Blake

**Amount Requested:** \$1299.95

**Project Name:** Sensory Stations

**Project Summary:** As a campus, we have identified the rising need for students to have access to resources to self regulate their emotions. After the last two years of the pandemic, this need has only increased. Our goal is to provide our students with as many options as possible for this. Emotional regulation is a skill that all Plano ISD graduates should have to become productive and positive members of society. As a campus, we are striving to meet their needs in this with a variety of options for the individual needs of each student. One step to reach this goal is adding sensory zones on our campus. We are seeking a grant to add sensory zones in our main hallway for students to use to help emotionally regulate themselves as needed. This sensory input can be an invaluable tool in emotional regulation. Having this in the main hallway will allow for easy access to all students, including our students with physical needs that require assistive chairs and walkers.

**Campus:** Stinson Elementary

**Teacher/Librarian:** Robin Stokes

**Amount Requested:** \$1341

**Project Name:** For The Love of Reading

**Project Summary:** Did you know that not all books are audiobooks? Additionally, not all assignments are electronic. Therefore, with a convenient device such as the Reader Pen, all printed books can be reviewed, enjoyed, and made audible to struggling readers. Even more, assignments that do not include a text-to-speech options because they are on paper can be with the effortless assistance of the Reader Pen. This audible device is universal, easy to use, and most importantly provides the opportunity to create a love for reading.

**Campus:** Stinson Elementary

**Teacher/Librarian:** Loretta Bradshaw

**Amount Requested:** \$1222

**Project Name:** Planting Seeds for the Future, Deepening Roots

**Project Summary:** This project will help restore and revitalize our campus Sensory Garden (Grant from 2018-19), two additional campus gardens and furnish our Eagle Scout built greenhouse. Our campus incurred damage to our gardens from last winter's snow storm. There are also areas that need routine maintenance and upkeep, and tools need to be replaced. Our original garden grant was used 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. We expanded the gardens to 3 areas on campus. We revitalized the soil in the 8 raised beds and filled with plants, including student grown seasonal vegetables. We engaged a Boy Scout to complete his Eagle project by constructing a

greenhouse. We have expanded our gardening program to engage our PASAR students, and families have been able to Adopt a Plot to help with the huge task of upkeep. The energy that this project has brought to our school is amazing! Students are excited to see what is happening in the gardens as they pass by. We would love to continue this project with new plants and tools.

**Campus:** Stinson Elementary

**Teacher/Librarian:** Shelly Bedard

**Amount Requested:** \$450

**Project Name:** Let it GLOW

**Project Summary:** In this day and age, social-emotional learning and student engagement have never been more important. We have multiple students enrolled now on our campus that have not been in an actual classroom in over a year and a half. This prolonged absence from a traditional school setting has had a lasting effect on so many children. Now, more than ever students have a significant need to feel welcomed, safe, engaged, and ready to learn again in their classrooms! By using these immersive teaching tools, students will be allured into an enchanting school environment where they are motivated to learn again. Student engagement will rise, and as a result, we will see an increase in overall positive student behaviors and academic achievement. When students are excited and inspired they will achieve more and retain the vital information being presented in their lessons. These enticing educational GLOW tools will not only motivate children to learn but also make them LOVE being IN SCHOOL again!

**Campus:** Thomas Elementary

**Teacher/Librarian:** Jessica Pagan

**Amount Requested:** \$924.21

**Project Name:** Brown Bag Bluebonnet Book Club

**Project Summary:** Brown Bag Bluebonnet Book Club will meet once a week to discuss a wide range of book genres. Ten 4th grade students will be selected to read book from the 2021-2022 Bluebonnet book list. They will commit to reading 6 chapter books, 5 picture books, 1 graphic novel, 1 short story anthology, and a poem anthology. The students will also be creating book talk to encourage their peers to check out the books as well. The goal of this book club is to instill a love of reading all sort of titles and to engage in authentic and meaningful conversations about literature. The books will also expose the students to culturally diverse characters and themes.

**Campus:** Thomas Elementary

**Teacher/Librarian:** Kim Krumwiede-Wilcox

**Amount Requested:** \$1500

**Project Name:** Thomas C-Space (Makerspace)

**Project Summary:** The grant is for purchasing materials to add to the Thomas C-Space (makerspace) so that students grades K-5th will engage in a unique monthly exploratory learning experience during library class that combines literacy skills with STEAM critical thinking skills.

**Campus:** Thomas Elementary

**Teacher/Librarian:** Daniela Kerpens

**Amount Requested:** \$1500

**Project Name:** I See Myself in Books

**Project Summary:** We'd like to have books in our literacy library that match the demographics of our population. We would like our students of color to see themselves in the literature they have available in their classrooms. Rationale: These demographics of students tend to overall be struggling readers. Representation in literature is extremely important. We believe that students who can see themselves within the text will connect more to the text. Reading texts where characters are similar to them gets them excited about reading which can spark a love of reading. As teachers, we see that many students have simply not fallen in love with reading. If we can encourage students to enjoy reading we know their skills will improve because of their new desire. Also, creating a library of multicultural books allows our staff who are not minority access to additional and new literature they can use within their classrooms. It is extremely important that minority students feel seen and heard from their non-minority teachers and we know this can be done simply by exposing them to a variety of resources.

**Campus:** Weatherford Elementary

**Teacher/Librarian:** Angela Wilson

**Amount Requested:** \$1049.79

**Project Name:** Books That Heal Kids

**Project Summary:** Our students need to feel seen, heard and listened to. Many of our students need guidance and direction on how to effectively regulate their emotions and learn how to deal with difficult situations such as divorce, loss, grief and anxiety to name a few. In today's world, students are dealing with more stress, depression and anxiety which will inevitably spill over into the classroom. By having the ability to build a library full of resources, I will be better equipped with the tools to help all students build awareness and develop strategies to add to their ever growing toolbox.

**Campus:** Weatherford Elementary

**Teacher/Librarian:** Rachel Ashby

**Amount Requested:** \$1491

**Project Name:** Los Libros Me Hacen Sonreir (Books Make Me SMILE)

**Project Summary:** Reading motivation and engagement strongly impact reading ability. We all remember the excitement of a Elementary Book Fair days. We couldn't wait to spend our piggy banks on brand new books. Unfortunately, students in Bilingual and Dual Language (who are already disproportionately economically disadvantaged) struggle to gain access to the same relevant, high-interest texts as their peers. I would like to increase student proficiency in reading by providing 3rd-5th grade Bilingual teachers with Spanish language, high-interest texts in their classroom libraries. Providing these books for classroom librarians will allow students to connect with peers as they discuss their reactions and understandings about the books they are reading. Seeing friends engage and get excited over books creates a kind of reverse "peer pressure," which helps students to place a higher importance on reading in general. When importance on reading increases, so does the amount of time "practicing" reading, which leads to higher growth and performance. As students begin to grow and authentically engage with texts, they self-efficacy as a reader, and eventually as a student in general, grows as well. By providing access to high-interest texts and helping students discover what they like to read, we can create stronger readers overall.

**Campus:** Wells Elementary

**Teacher/Librarian:** Elizabeth Mathews

**Amount Requested:** \$2000

**Project Name:** Playground Augmentative Assistive Communication Board

**Project Summary:** At Wells Elementary, we have several students who use assistive technology to communicate. There are times, however, when the speech-generating device is not practical, such as when students go to play on the playground. In these instances, students still need the means to communicate. This is a request for funds to build communication signage on the Wells playground to support students' communication. Students who are non-verbal and use high and low-tech communication devices are often unable to communicate effectively on the playground. Communication boards will enable all students to use visuals to express their wants and needs on the playground.

**Campus:** Williams High School

**Teacher/Librarian:** Eric Petrinowitsch

**Amount Requested:** \$1500

**Project Name:** Modernization of Front Ensemble and Band

**Project Summary:** Our band has had an ongoing goal to become modern and competitive, as many schools in Texas have become successful and staples of the marching band world through the use of modern innovations in instrumentation, electronics, and sound systems. The front ensemble of our marching band is the biggest proponent of creating a modern sound for many bands. This includes the use of synthesizer,

speakers, sound systems, mallet stations, and many more, of which we are requesting funding to support getting this equipment and implementing it into our marching and concert band season.

**Campus:** Williams High School

**Teacher/Librarian:** Ramy Mahmoud

**Amount Requested:** \$1500

**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 of our students are lucky to be exposed to a variety of engaging moments, many 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!

**Campus:** Wilson Middle School

**Teacher/Librarian:** Lisa Scott

**Amount Requested:** \$1500

**Project Name:** Launching Language

**Project Summary:** Launching Language makes Playaway Launchpads available for check-out by English Language Learners. At home, these students are able to practice English skills they are learning in school and help them to become more fluent in English.