



Plano ISD
EDUCATION
FOUNDATION

GRANTS TO EDUCATORS

2017-2018 Award Winners

Grant Title: **In The Zone**

Lead Teacher: **Mary Landingham and Meagan Gilleland**

School: **Andrews Elementary**

Amount: **\$1,500**

Additional Teachers: **Phil Parlin**

Summary: We want to purchase a class set of strapless, wrist heart rate monitors for students to wear during fitness/PE class. The students will be able to monitor their heart rate while doing different exercises. This will help students understand more about their heart rate – especially their resting and target heart rate. This will also lead to an understanding on the importance of fitness of daily physical activity in their lives. With the obesity levels of elementary students rising each year and the absenteeism from health related illnesses, teaching the students at an early age how to manage their heart rates and exercise levels in the Moderate to Vigorous Physical Activity (MVPA) will educate them for life.

Using our new heart rate monitors, we hope to participate in fun games and activities during the month of February, which is Heart Awareness Month.

Grant Title: **KIC- Kids Inquiry Conference 2017-2018**

Lead Teacher: **Katie Radke**

School: **Andrews Elementary**

Amount: **\$500**

Additional Teachers: **Mandy Rains, Shelly Van Doren, Maiesha McKendall, Catie Coons, Katie Radke**

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

Grant Title: **Sewing With Excellence**

Lead Teacher: **Mary Archer**

School: **Armstrong Middle School**

Amount: **\$750**

Additional Teachers:

Summary: This grant will provide additional supplies needed to continue the sewing club as well as providing support for sewing machine repairs.

Grant Title: **Flex Works**

Lead Teacher: **Julie Eiben**

School: **Armstrong Middle School**

Amount: **\$1,500**

Additional Teachers: **Glenda Rouse**

Summary: Flex Works is an initiative focused on transforming the traditional learning environment into spaces where students are given a variety of choices and opportunities as to how they will receive instruction based on their preferred learning styles. Flex Works will explore the connection between an active environment and a student's ability to pay attention, work collaboratively, and self-manage behavior.

Over a 1-3 year period, the Flex Works initiative will transform the campus Special Education classrooms into Flexible Learning Environments. The pilot spaces will yield empowered, self-directed learners and more personalized instruction, which will foster greater interaction and communication between students. By enhancing engagement, exploration, and purposeful application of learning, a dynamic and exciting approach to learning can be achieved. The modern spaces created in a flexible classroom can better meet the needs of these 21st century learners as we move forward with the district technology initiative of one-to-one devices for each student.

Grant Title: **Sensory Fidget Boxes**

Lead Teacher: **Ellen Germain**

School: **Armstrong Middle School**

Amount: **\$1,500**

Additional Teachers: **Laura Faber, Jessica Sheridan, Behavior Specialist, Ashley Ballou, Occupational Therapist**

Summary: The "Sensory Fidget Boxes" project is designed to provide classroom teachers with resources that allow students to use self-regulation strategies in order to remain productively engaged. During the first year, approximately twenty boxes will be available for checkout on a rotating basis across three grades to ensure all students have access to the materials. A classroom expectation of "How to use your fidget" will be included in the box as well as teacher introduction of how the materials will be handled.

Grant Title: **Gardens to Growth**

Lead Teacher: **Kimberly Harvey Jordan**

School: **Armstrong Middle School**

Amount: **\$1,500**

Additional Teachers:

Summary: In this particular project, we will be taking the students to the Botanical Gardens of Fort Worth. We will be navigating the Japanese Garden Tours and getting a guided tour to explore nature and art.

Grant Title: **8th Grade - Money Matters**

Lead Teacher: **Lisa Sniggs**

School: **Armstrong Middle School**

Amount: **\$1,500**

Additional Teachers: **8th Grade Team**

Summary: As a summary of the middle school math financial literacy strand, the 8th Grade Team wants to take our students to the Bureau of Engraving and Printing Western Currency Facility in Ft. Worth, Texas. This facility is one of two federal facilities that prints paper money in the country. Students will get to watch a video about the printing process and different careers inside the facility before taking a self-guided walking tour of the printing floor observation deck. Students will also complete a scavenger hunt on the exhibit floor to learn about the history of currency and printed money in the United States.

Grant Title: **Theatre on the Road**

Lead Teacher: **Robyn Tatman**

School: **Armstrong Middle School**

Amount: **\$1,500**

Additional Teachers:

Summary: Students will take a trip to Dallas for a tour of a professional theatre facility and to watch a theatrical performance.

Grant Title: **Books for Kids**

Lead Teacher: **Janice Lauten**

School: **Barron Elementary**

Amount: **\$3,000**

Additional Teachers:

Summary: Books for Kids is to provide personal books to Title 1 Elementary students, who might not otherwise have educational media of their own. Age appropriate books are distributed to schools and are given to the students to read and own.

Grant Title: **"My Voice Counts Too"**

Lead Teacher: **Elsy Scott**

School: **Beaty Early Childhood School**

Amount: **\$1,000**

Additional Teachers: **Virginia Crosby**

Summary: The purpose of this project is to improve the expressive communications skill in young students with disabilities, who are also non-verbal.

These students have a great potential and their receptive language is many times high, but sometimes they don't have the opportunity to express their skills and participate at the same level as their typical peers in the same learning curriculum. In order to close the gap with the general education environment, and to have the same academic progress as their peers, they require additional support.

Grant Title: **The Magic of Words**

Lead Teacher: **Gerry Shows**

School: **Beaty Early Childhood School**

Amount: **\$750**

Additional Teachers: **Iffat Zaidi, Mysti Lecrone**

Summary: Studies have shown that the size of a person's vocabulary directly affects reading comprehension. Children from low income families are at a severe disadvantage. By first grade, children from high-income families are likely to know almost twice as many words as children from low-income families. This puts low-income children at a significantly higher risk for school failure ("The Magic of Words, Teaching Vocabulary in the Early Childhood Classroom", p. 4).

Grant Title: **Communicating Fantabulous Functional Fun!!!!!!**

Lead Teacher: **Kristin Meggers**

School: **Beverly Elementary**

Amount: **\$1,465**

Additional Teachers: **Katie Sralla**

Summary: Teaching non-verbal children to communicate through play using structured play bins.

Grant Title: **School-Age Parent Program: Bonus Bucks Incentive Program**

Lead Teacher: **Jan Hughes**

School: **Bird Center Family Education and Guidance Services**

Amount: **\$1,500**

Additional Teachers:

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

Grant Title: **Ozobot Bits for Coding**

Lead Teacher: **Martha Champion**

School: **Carlisle Elementary**

Amount: **\$1,000**

Additional Teachers:

Summary: Technology and coding has become an important part of every classroom. I believe the earlier you can get kids interested in coding then they are more likely to stay interested and learn more. I would like to have a classroom kit of ozobot bit robots to teach my students how coding works with coding by color and then coding by using ozoblockly.

Grant Title: **Imagination and Wonder**

Lead Teacher: **Larae Fabrega**

School: **Centennial Elementary**

Amount: **\$810**

Additional Teachers: **Jeannie Morrison, Ashley Immel, Feri Ghahremaninia**

Summary: Have you ever watched a young child play? Their imagination is endless. The most beautiful thing! They can be anyone or anything-a princess in the highest tower waiting for her favorite movie to start, a dinosaur eating their favorite cheese pizza, or a kite flying overhead looking for that special friend.

Some of the greatest minds in history are the most imaginative.

I want to give my kindergarteners a place of imagination and wonder. Where anything can happen!

Grant Title: **Fab Lab**

Lead Teacher: **Julie Moreno**

School: **Centennial Elementary**

Amount: **\$1,313**

Additional Teachers: **Miya Switser**

Summary: Fab Lab is an after school club for upper grade level girls that creates a passion for science, technology, engineering, and math (STEM) all while boosting leadership, self-esteem, and life-long learners in those respected STEM fields.

Grant Title: **Calming Corners**

Lead Teacher: **Staci Newton**

School: **Centennial Elementary**

Amount: **\$1,500**

Additional Teachers: **Michelle Hollingsworth, Terry Turner, Ruchi Bhatia, Melissa Caudle**

Summary: As a school focusing on the social emotional learning (SEL) of all students this grant is being written to allow the Special Education department to support all General staff and students by providing calming corners in every classroom. These areas will allow students who may be experiencing difficulty regulating their emotions to calm down without disrupting the classroom, teacher or school building. Last year our department implemented calming corners in the Special Education classrooms and we are excited about the opportunity to collaborate, share and support our colleagues in General Education by teaching and training them on the calming areas and providing one in every classroom. As the experts in SEL for using calming corners, we are certain all students and teachers will benefit from this project.

Grant Title: **One book, One School**

Lead Teacher: **Sara Stewart**

School: **Centennial Elementary**

Amount: **\$1,039**

Additional Teachers: **Julie Moreno, Sarah Vartabedian, Paula Parmley, Andrea Landon**

Summary: Imagine the impact of one parent reading a book with his/her child. Now, multiply that impact by having every family in the same elementary school reading the same book at the same time.

Each family at our school will receive a copy of the timeless classic, "The BFG", by Roald Dahl. Over the course of approximately 4-6 weeks, each family will read their book aloud at home. During this same time at school, staff, teachers, and students will be participating in fun and engaging activities that correlate to the book.

Prior to the program kickoff, parent information will be sent home to guide parents with reading timelines, question stems, and additional supports.

Grant Title: **Perot Museum of Nature and Science**

Lead Teacher: **Tiffany Albracht**

School: **Christie Elementary**

Amount: **\$1,200**

Additional Teachers: **Kaitlyn Stanford, Natalie Vidrine, Richard Nino, Vickie Sepulveda,**

Summary: I would like to expose the students to more self-directed learning. By allowing them to explore the Dallas Perot Museum of Nature and Science, they will learn more about science, engineering, critical thinking, and nature in a hands-on manner.

Grant Title: **Learning to Play, Playing to Learn**

Lead Teacher: **Casandra Doss**

School: **Christie Elementary**

Amount: **\$700**

Additional Teachers: **Emily Christensen**

Summary: Learning to Play, Playing to Learn will create intentional opportunities to foster cooperative play in a fun and safe environment. Not only will students be able to practice cooperative play skills, they will also be able to practice using effective communication, and learn to build positive relationships, which will allow them to recognize and understand different needs and emotions and enhance our school community.

Grant Title: **Legos for Language Development and Social Learning**

Lead Teacher: **Lori Morgan**

School: **Christie Elementary**

Amount: **\$500**

Additional Teachers:

Summary: The idea behind this project is to use Legos to engage all students and create a hands-on learning opportunity for them to experience dynamic language/social interaction firsthand within a meaningful context.

Grant Title: **First Grade Time for Kids**

Lead Teacher: **Richard Nino**

School: **Christie Elementary**

Amount: **\$540**

Additional Teachers: **Tiffany Albracht, Vickie Sepulveda, Natalie Vidrine, Kaitlyn Stanford**

Summary: TIME for Kids basic purpose for first grade is to create an avenue for non-fiction reading, learning and exploring. The project provides an opportunity and support for Title 1 students to reach a greater and higher reading proficiency.

Grant Title: **Emergent Readers**

Lead Teacher: **Heather Roberts**

School: **Christie Elementary**

Amount: **\$1,355**

Additional Teachers: **Margarita Buenrostro**

Summary: The full-day Pre-K program at Christie Elementary is in need of bilingual and monolingual level readers. These readers will be used to enhance students learning at home as well as in the classroom. Each student will be give a weekly individual leveled reader to be used and returned in exchange for a new title through the entire school year.

Grant Title: **Magnifying and Multiplying the Museum Experience**

Lead Teacher: **Ruth Tice**

School: **Christie Elementary**

Amount: **\$778**

Additional Teachers: **Hannah Moore, Chloe Daniel, Lynn Bell, Amanda Saunders, Amanda Stigers**

Summary: 3rd grade students will have an an opportunity to experience multiple museums, then share their experiences with each other, other grade levels, as well a more universal audience through the use of Technology. My hope is that this will inspire my other students to want to learn more about great works of art and see the joy that experiencing art can give you, while at the same time completely immersing the docent or guide students in the museum experience on a much deeper level. These students, their teachers and parents will photograph their journey through the museum, then they will share their experiences face to face with other classes and on Twitter to a larger audience.

Third grade is an ideal time to introduce the world of museums to children. Students are old enough to appreciate its value, yet young enough for an impressionable experience. Our Title One school and it's population does not have the resources to provide our students with the same advantages as wealthier schools. This grant would provide many of our students with the only opportunity they might ever have to physically experience great works of art up close.

Grant Title: **Read all About It!!!**

Lead Teacher: **Cindy Twining**

School: **Christie Elementary**

Amount: **\$450**

Additional Teachers: **Carrie Cormack**

Summary: With the new direction for fourth grade to departmentalize, we are requesting to purchase 50 English and 5 Spanish Texas Studies Weekly newspapers. This will help reinforce the Social Studies Teks and add resources which will inspire the students to read on their own and in groups to research the history of Texas.

Grant Title: **Breakout Into a New Way of Learning!**

Lead Teacher: **Natalie Vidrine**

School: **Christie Elementary**

Amount: **\$500**

Additional Teachers: **Tiffany Albracht, Kaitlyn Stanford, Richard Nino, Vickie Sepulveda, Katherine Wenzel**

Summary: Breakout EDU is an immersive games platform for learners of all ages. In Breakout EDU games, players work collaboratively to solve a series of critical thinking puzzles in order to open a locked box. Each Breakout EDU kit can be used to play hundreds of games, and games are available for all ages and content areas. The Breakout EDU kit includes everything you need to play over 350 games created for the classroom environment. Each of the kits include the following items: 1 Large Breakout EDU Kit, 1 Hasp, 1 Alphabet Multilock, 1 Directional Multilock, 1 three-digit lock, 1 four-digit lock, 1 key lock, 1 UV light, 1 Deck of Reflection Cards, 1 invisible ink pen, 1 small lockable box, 1 USB thumb drive, and 2 Hint cards.

Grant Title: **Get That Body Moving**

Lead Teacher: **Kara Yarbrough**

School: **Christie Elementary**

Amount: **\$1,200**

Additional Teachers:

Summary: Based on the principle that movement anchors learning, "Get That Body Moving" is a multisensory approach to learning, designed to develop and enhance the physiological and neurological readiness skills. This approach also exercises and stimulates the brain and prepares it for learning and reading in a way that traditional classroom instruction does not. In addition to developing visual and auditory skills for reading, these activities will enhance body awareness, hand-eye coordination, fine motor abilities, and integrate primitive reflexes.

Grant Title: **Talkabroad for High school**

Lead Teacher: **Stella Landers**

School: **Clark High School**

Amount: **\$1,500**

Additional Teachers: **Ann Loeffler, Daphne Warren, Ana Boadas, Emily Kelly, Lorena Meneses, Linda Martin, Jee Hee Hwang, Meng-Yu Liao**

Summary: Interpersonal Speaking is one of the modes of communication in language learning in which the students can show their language proficiency level in the target language. This proposal will provide students, in levels 1, 2 and 3, the opportunity to practice interpersonal speaking in their second language in sessions of 30 minutes at a time with native speakers of Spanish, French, German and Mandarin using videoconferencing. Students speak with native speakers of the languages in a safe environment, providing them confidence to produce the language in a natural setting which improves their vocabulary and cultural knowledge of the target language. While the students will be able to demonstrate their knowledge of the second language, they will also have the opportunity to receive feedback on their language performance from their teachers after reviewing the recording and transcript of the conversation. Therefore, the students will be able to evaluate their proficiency level in relationship to their language goal in the language level they are in.

Grant Title: **Bring Dissection Back to Biology!**

Lead Teacher: **Mikel Salsgiver**

School: **Clark High School**

Amount: **\$1,500**

Additional Teachers: **Callie Boykin, Abigail Isiip, Mitchell Vardeman, Teresa Reeves**

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

Grant Title: **AVID 212**

Lead Teacher: **Alexis Wilkinson**

School: **Clark High School**

Amount: **\$1,500**

Additional Teachers: **Stacie Aguirre**

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

Grant Title: **Coding is the Secret!**

Lead Teacher: **Linda DeSousa**

School: **Daffron Elementary**

Amount: **\$1,479**

Additional Teachers: **Cathy Chomistek, Tamra Rogers, Julie Hellmann, Wayra Rodriguez, and Ignacio Romero**

Summary: Second grade students will learn to code with hands on activities. This will include board games that will be eligible to "go home for the weekend" to include families, as well as programmable Rovers to teach command moves in the classroom.

Grant Title: **Check Us Out - LITERALLY!**

Lead Teacher: **Linda McElreath**

School: **Daffron Elementary**

Amount: **\$1,110**

Additional Teachers: **Paula Diaz, Beth Brown, Michele Jobe, Teri Easterling**

Summary: Students in 4th grade will create anthologies, with each student in the grade responsible for one page. These pages will be professionally bound in hardbound book form, and will kept in the Daffron Library for years to come. We are hopeful that this will start a trend at Daffron, and that soon we will have an entire section of the library devoted to published student writing. It is impossible to realize the number of students and parents that will receive benefits from these books in the future.

Grant Title: **Engineering Girls for an STEM-gineering World**

Lead Teacher: **Terri Stout**

School: **Daffron Elementary**

Amount: **\$1,500**

Additional Teachers:

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

Grant Title: **FIRST LEGO League - Funds for additional support needed**

Lead Teacher: **Stephen Cranford**

School: **Davis Elementary**

Amount: **\$1,500**

Additional Teachers: **Farah Alasaad, Cristina Banaban**

Summary: Students become tomorrow's inovators by practicing imaginative thinking and teamwork. Guided by adult coaches, FIRST FIRST LEGO League teams research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program a robot using LEGO MINDSTORMS® technology, then compete on a table-top playing field.

It all adds up to tons of fun while they learn to apply science, technology, engineering, and math concepts (STEM), plus a big dose of imagination, to solve a problem. Along their discovery journey, they develop critical thinking and team-building skills, basic STEM applications, and even presentation skills, as they must present their solutions with a dash of creativity to judges. They also practice the Program's signature Core Values.

Supplemental funds requested for this grant will provide an additional EV3 LEGO kit and expansion pack, registration to compete, t-shirts for the team members, materials to build a challenge practice table, and provide a small snack that fits into the district's FMNV laws since the students will stay until 4:00 PM.

Grant Title: **Book Fair Vouchers For Students With Hearing Impairments**

Lead Teacher: **Dana Smith**

School: **Davis Elementary**

Amount: **\$800**

Additional Teachers: **Tina Vanguine**

Summary: Twice a year, Scholastic Book Fair transforms our familiar library into a magical land of new, crisp books. As an educator, I witness many children with hearing impairments that receive PISD services on our campus unable to purchase new books to take home. A majority of our students spend 1-2 hours a day on a bus that takes them to their home in a different city within our service region. Because many of these students come from low SES areas, receive free or reduced lunches, and are not living in the community, their parents may not have the ability to take their child to the Book Fair or send money for their child to spend on books. If we were able to give these students \$10-12 vouchers each to use for purchasing books of their own, we could help make their Book Fair wish list a reality.

Grant Title: **Guitar Stars**

Lead Teacher: **Tiffany Sullivan**

School: **Davis Elementary**

Amount: **\$1,500**

Additional Teachers:

Summary: 5th grade students will learn to play simple exercises and songs on the guitar from staff notation.

Grant Title: **Flexible Learning Choice Seating**

Lead Teacher: **Aisha Malik**

School: **Dooley Elementary**

Amount: **\$1,309**

Additional Teachers:

Summary: Classroom design affects the levels of student interaction, engagement and retention. Flexible seating promotes active learning by engaging the brain and limiting distractions. Students are given control of their education by allowing them to choose where they focus best. Their choice will help them to become invested in their own learning.

Grant Title: **"Play and Learn"**

Lead Teacher: **Ximena Fennell**

School: **Forman Elementary**

Amount: **\$1,500**

Additional Teachers: **Lynne Havens, Yolanda Romeroll**

Summary: "Play and Learn" will teach/train parents in First Grade how to help/support their children at home improving reading skills (comprehension & fluency) and Math using manipulatives & solving problems in a real world. This project will increase not only students' academic performance but encourage parental involvement at the school.

Grant Title: **Future Engineers**

Lead Teacher: **Rebecca Finnegan**

School: **Forman Elementary**

Amount: **\$1,500**

Additional Teachers: **Paul Borja, Laura Cordova, Jody Duran**

Summary: This project will provide an opportunity for students in grades 2-3 to discover the joy of Engineering in a fun, creative environment that will foster the building of cognition and the honing of 21st Century skills: Collaboration, Critical Thinking, Creativity, Communication.

Grant Title: **Reading Has Character Literacy Club**

Lead Teacher: **Katherine Morales**

School: **Guinn Special Programs Center**

Amount: **\$1,000**

Additional Teachers: **Lisa McKeever**

Summary: Reading Has Character is a partnership between students at the elementary and high school levels who are exploring character traits through a shared love of reading. These students will work individually and as a group to build social emotional skills through reading with partners, talking about important character traits, and writing about their experiences in their journals. The group's ultimate goal is to build a positive community that fosters a love of reading while reinforcing social emotional competencies.

Grant Title: **Service Learning Link**

Lead Teacher: **Valerie VanWinkle**

School: **Guinn Special Programs Center**

Amount: **\$500**

Additional Teachers: **Daniel Bartsch, Michele Tinling**

Summary: The objective of the Service Learning Link is to support the district initiative of Social Emotional Learning by providing Guinn students a hands-on experience in improving the lives of community members while learning, in order to cultivate empathy, improve academic performance, attendance and behavior through the Service Learning Link.

The Service Learning Link is currently underway and is exposing students to community service opportunities that relate to their learning in the classroom. By participating, we have seen a reduction to the number of persistent misbehaviors as well as improved attendance. We shall partner with Goodwill of Plano, Salvation Army of Plano and a local retirement community. These experiences will be provided every grading cycle, which is the length of link groups. All out of school travel is done via the school van with an approved driver/chaperone. The number of student participants is on average, eight. The times will be between 10:00 am and 2:00 pm. A sack lunch is provided by the school. A field trip parent approval form will be obtained for all field trip participants.

Grant Title: **STEM and SEL in BIG Centers**

Lead Teacher: **Ashley Brewton**

School: **Haggar Elementary**

Amount: **\$1,041**

Additional Teachers:

Summary: I hope to be considered for a grant of \$1,041.34 to help students reach their full potential by providing many opportunities to learn and grow. With the use of the STEM and inventions kits I hope to foster the practice of STEM-based skills, such as problem-solving and adaptability, in a STEM environment and in other practical settings. In turn this will open the door to social-emotional learning. These kits will foster self-reflection through planning and providing opportunities for building confidence and cooperative learning. These same instructional practices can be used during STEM experiences to build both STEM and SEL. These kits will also help students focus on being a learning facilitator. Encourage and reward student efforts by actively guiding discussions through questioning and feedback from peers. Most importantly, students working in small groups will foster collaboration.

Grant Title: **3D Printer and STEM**

Lead Teacher: **Bethany Jacobson**

School: **Haggar Elementary**

Amount: **\$500**

Additional Teachers:

Summary: Students will participate in STEM Friday's in small groups of 5 or 6. This time will allow students the ability to evaluate and process a STEM based activity, and design or create a solution. Ideally, the solution would be something that could be designed in the 3D printer's program and printed so that the students could see the physically product of their thinking.

Grant Title: **Lego WeDo 2.0**

Lead Teacher: **Michelle Tatro**

School: **Haggar Elementary**

Amount: **\$704**

Additional Teachers: **Meghann Cooper, Anthony Peri, Krystin King**

Summary: The 5th grade team is interested in enhancing our student engagement in science. Since these lego science kits address science TEKS as low as second grade, we also plan to share these kits with specialists and 2nd-4th grade classroom teachers in order to increase the hands-on learning experiences that our students have in the science classroom. The Lego WeDo 2.0 kits will link with software that is easily downloaded onto our student Chromebooks, thus enhancing the technology we already have access to. For teachers, there is an accompanying eLearning component to each kit so that teachers can become confident users. When this project is implemented, our students will have the opportunity to link concrete models and prototypes to what they are learning about earth, space, physical and life science. This learning will help prepare them for the world beyond their schooling because they will be able to create evidence based arguments and communicate their findings to others.

Grant Title: **V-B Mapping Our Assessments with Pictures: The Journey Continues**

Lead Teacher: **Mary Lyon**

School: **Haggard Middle School**

Amount: **\$3,000**

Additional Teachers:

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

Grant Title: **Flexible Seating Grant**

Lead Teacher: **Donna Moreland**

School: **Haggard Middle School**

Amount: **\$250**

Additional Teachers:

Summary: The purpose of this grant is to raise funds in order to purchase flexible seating options for my students with special needs who suffer from a variety of learning challenges. This would provide choices that best match the student's learning style on a given day, and it would provide mobility around the room as class structure is often "station" style based on the students' Individualized Education Plan (IEP) needs.

Grant Title: **Uke's in School**

Lead Teacher: **Tobit Hall**

School: **Haun Elementary**

Amount: **\$1,020**

Additional Teachers:

Summary: There is nothing more necessary for music and musical concepts to make it's home in the life of a child than for every student to be actively involved in the process. What better way to be actively involved than to play an instrument! Many schools utilize a variety of instruments, such as percussive instruments, barred instruments and even recorders. While visiting a fellow colleague, I couldn't help but notice the array of acoustic guitars hanging from the classroom. I thought, "How neat to have an instrument like that for the students to explore music on!" Then I had another thought..."How neat to have an instrument like the guitar, but a bit smaller with softer strings that, after having learned the basics, one could and would be able to replicate the same elements on a guitar, even on a violin for that matter." That is when I realized an Ukulele would be a better and practical instrument to apply learned musical concepts while having fun at the same time. I know, from experience, the Ukulele would be an easier instrument to grasp where more students can be successful. That is why I am writing this grant: for Ukuleles in our school!

Grant Title: **Expand our Kindergarten Big Centers Room**

Lead Teacher: **Elizabeth Ashcroft**

School: **Hedgcoxe Elementary**

Amount: **\$800**

Additional Teachers: **Shelley Antonou, Susie Gilrein, Sarah Manthey**

Summary: For kindergarteners, Big Centers is one of the students favorite parts of their day because it is the chance where their creative skills fully come to life. Not only do the students get to be hands on in their learning, but they get a set schedule time where they can really expand their imaginations. Whether it's building a castle out of blocks, creating words and letters in sand, putting together different puzzles, or working on a dramatic play, the students need this time to help cultivate their brains. With four different kindergarten classes using the same learning activities every day for years, you can only imagine the wear and tear of the different stations that we have. With this grant, we could create different learning activities that could really help the students learn in new exciting ways. If we were able to purchase these items, I know the students will deeply cherish and always remember their time during Big Centers.

Grant Title: **Sensory Solutions**

Lead Teacher: **Kelly Aguirre**

School: **Hendrick Middle School**

Amount: **\$1,500**

Additional Teachers: **Bryan Dixon, Karen Rollins**

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

Grant Title: **Speech Therapy Materials**

Lead Teacher: **Kaitlyn Buchta**

School: **Hendrick Middle School**

Amount: **\$1,300**

Additional Teachers:

Summary: I am requesting an assortment of materials to assist with the variety of speech and language objectives to help meet the needs of my students that receive speech-language therapy. The materials will be able to be utilized by all of the 38 students on the caseload this year.

As I have 38 students on my caseload, each one with individual goals, it can be very difficult to find and afford materials to target each goal. I have completed extensive research, along with knowledge gained from graduate school placements, and found a variety of products that will all be perfect to target the wide variety of goals my students are currently working on.

Grant Title: **First Grade Bilingual Literacy**

Lead Teacher: **Maria Flores**

School: **Hickey Elementary**

Amount: **\$1,100**

Additional Teachers:

Summary: First Grade Bilingual Literacy: Providing guided reading instruction in the students' first language establishes the necessary scaffolding for students to become proficient learners of English. This is accomplished by delivering reading instruction based on the students' strongest asset -their familiarity with their native language.

Grant Title: **Wiggle While You Work**

Lead Teacher: **Jean Jones**

School: **Hickey Elementary**

Amount: **\$697**

Additional Teachers: **Jean Jones, Roxanne Barnes, Mike Deibler, Brooke Barnes, Daniela Vega and Yareli Vasquez**

Summary: The Active Learning Stool (wobble stool) lets students have controlled freedom of movement which engages their body and mind, and in turn increases their focus, participation, and core strength.

Decreased muscle tone and the constant need for movement and sensory input contribute to fidgeting, sliding off chairs, and slouching into positions that interfere with listening, writing, reading, and participating. Providing flexible seating for students where they can wiggle and have that controlled freedom of movement while they work has helped and will continue to help improve student attention during independent and collaborative tasks.

Grant Title: **Strong Students with Strong Minds and Soft Hearts**

Lead Teacher: **Connie Palmar**

School: **Hickey Elementary**

Amount: **\$1,445**

Additional Teachers: **Dung Tran, Lindsey Leathers, Jaime Ruiz, Brittany Jones**

Summary: Teachers can empower their classrooms through research based techniques called mindfulness. Students are taught useful tools for self-regulation of emotions and techniques to control one's sense of well-being. Tools such as the Hoberman spheres and calm down box will be used alongside a mindfulness literacy library that will enhance students' social emotional learning. Without a doubt, strong students with strong minds and soft hearts will be a foundation for increased student learning.

Grant Title: **STEM-gineers: Empowering Girls in Elementary!**

Lead Teacher: **Lilly Jensby**

School: **Huffman Elementary**

Amount: **\$1,500**

Additional Teachers:

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

Grant Title: **Financial Freedom to Entrepreneurial Success**

Lead Teacher: **Ashere Potter**

School: **Huffman Elementary**

Amount: **\$1,500**

Additional Teachers: **Nick Helton, Crystal Harman, Crystal Harman**

Summary: Our 5th graders run a year long classroom economy simulation that develops skills in personal finance, creating a business plan, and marketing. Our students learn how to track personal finances, pay bills, and run a business. We start the year addressing the personal finance TEKS and teach students all about tracking their debits and credits. We assign classroom jobs and hand out monthly pay checks that the students use to pay bills and get job experience. They then will create resumes and do mock interviews. Teams of students then get together develop a product and make a business plan. At the end of this year long project students get to "shop" at each others company and compete to see who can make the most profit.

Grant Title: **Discovering the World Around Us**

Lead Teacher: **Seema Shah**

School: **Huffman Elementary**

Amount: **\$1,500**

Additional Teachers:

Summary: Discovering the World Around Us will enable all students to explore, investigate and learn more about the real world through non-fiction books and current event magazines. The books and magazines of all reading levels will be added to the existing Literacy Library and enhance learning in all content areas through guided reading in the classroom, as well as help students become avid readers at home.

Grant Title: **MakerMondays**

Lead Teacher: **Paige Vasquez**

School: **Huffman Elementary**

Amount: **\$1,500**

Additional Teachers:

Summary: From 8-3 on Mondays twice a month grades K-5th will have the opportunity to come to the library to experience different STEM (Science, Technology, Engineering, and Mathematics) challenges. Students have the option to come during recess, centers, once completing their in-class assignments or after eating lunch.

Grant Title: **Science Lab Makeover**

Lead Teacher: **Lori Turnbull**

School: **Hughston Elementary**

Amount: **\$1,482**

Additional Teachers:

Summary: Our elementary school has a science lab. As director of the science lab, I want to add STEM stations accessible to all grade levels. The science lab has different animals for students to observe and the next step is adding collaborative stations for kids. With no maker's space in our library, this will help with students' thinking skills, creativity, and overall interest in science. Lessons will be set up for teachers. Lesson plans will be shared on the website for our teachers to look at and sign up for times. Forms will be created for feedback.

Grant Title: **Music Takes a Stand!**

Lead Teacher: **Linda Davis**

School: **Jackson Elementary**

Amount: **\$1,202**

Additional Teachers:

Summary: I would like to purchase Orff instrument stands to enhance the school's music program for two reasons: 1) to let students be seen playing instruments during grade level performances as well as see me conducting them, and 2) allow flexibility of use of space in my classroom by having the instruments on wheeled stands.

Grant Title: **Sensing a Need for More Sensory Input with Special Populations**

Lead Teacher: **Kaitlyn Purinton**

School: **Jackson Elementary**

Amount: **\$500**

Additional Teachers:

Summary: For my project I am requesting funding to purchase sensory materials such as books, items to make sensory bins, items to supplement lessons plans that meet sensory needs, and sensory manipulatives/fidgets to assist my students receiving speech and language therapy with their engagement, attention and as a result their behavior and learning. These items would enhance the overall learning experience of the students that I serve for speech and language therapy so that they can more quickly and effectively master their speech therapy goals in a motivating and fun way. By me incorporating multi-sensory experiences it will create a richer learning environment and help my students to learn more about their own learning styles and what helps them to be more engaged so that they can learn more effectively both in my therapy room as well as in the classroom and in life.

Grant Title: **Book Nook**

Lead Teacher: **Maria Gonzalez**

School: **McMillen High School**

Amount: **\$600**

Additional Teachers: **Ashley Marshall, Megan Presley, Judy Kingkaysone**

Summary: Just like every blazing fire begins with a single spark, a love of reading begins with that single book. The one that captures the magic. The one that leads a reader with a thirst for more.

What if we as teachers could give our students a better opportunity to find that book? To have a greater selection from which our students can choose from?

As teachers, we have a limited selection to offer our students.

With a foundation in offering student choice and variety, the Book Nook collection, with the help of this grant, would be a first rate assortment of contemporary young adult novels to be used in student or teacher led book groups in the classroom. Our hope is to create a program that will foster a desire to embrace reading in reluctant readers and forge a pathway to more challenging literature for all. By creating a larger personal library for our English II teachers, we hope to find the book that will open up new possibilities for our students. It's all about trying to get that one book in front of a student - to watch the spark ignite into a burning passion.

Grant Title: **Keepin' it Real - Bringing Social Emotional Learning to Life**

Lead Teacher: **Katherine Forisha**

School: **Meadows Elementary**

Amount: **\$583**

Additional Teachers:

Summary: During the 2016-2017 school year, Plano ISD created the Social Emotional Learning program and is in the process of trying to infuse SEL in instruction across the district in order to help our students to achieve their full academic potential. In order for Social Emotional Learning to truly be beneficial and memorable to our students, we have to make it applicable to their lives and make it fun! I am asking for classroom tools, such as chimes, Hoberman Spheres, Social Emotional Learning games and other hands-on activities that will help our students to develop their Social Emotional skills in order to help them become responsible, productive and contributing members of the global community.

Grant Title: **Kinesthetic Classroom**

Lead Teacher: **Stacey Cale**

School: **Meadows Elementary**

Amount: **\$1,236**

Additional Teachers: **Ellyn Reese-Fautsch, Aleli Nucum-Jones, Isabel Bartlett**

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

Grant Title: **Student Art Display**

Lead Teacher: **Kristin Simka**

School: **Meadows Elementary**

Amount: **\$250**

Additional Teachers:

Summary: Adding additional art hanging areas to the building to showcase student artwork.

Grant Title: **Life Skills Academy**

Lead Teacher: **Christine Barrantes**

School: **Mendenhall Elementary**

Amount: **\$1,500**

Additional Teachers:

Summary: Life Skills Academy is an afterschool program that teachers volunteer for one hour a week to teach an enrichment class of 10 students. The courses focus on a variety of life skills such as cooking, sewing, technology, art, problem solving, money management, engineering, design, health and so much more. Students will attend 2 rounds of 6 weeks each which gave the students the opportunity to participate in 4 enrichment courses of their choice.

Grant Title: **Break Out Boxes**

Lead Teacher: **Kimberly Madden**

School: **Mendenhall Elementary**

Amount: **\$750**

Additional Teachers:

Summary: Break Out Boxes encourage critical thinking skills and teamwork in the classroom. They are fun and engaging as well.

Grant Title: **Math Facts Fun!**

Lead Teacher: **Molly Pond**

School: **Mendenhall Elementary**

Amount: **\$1,000**

Additional Teachers: **Susan Simpson, Aracely Benavides, Debbie LaChey, Edith Gomez, Yolanda Gonzalez, Taylor Parker, Jenny Heath, Dee Daniels, Nina Close, Kasie FitzSimmons, Jennifer Fernando, Maggie Baker**

Summary: Through the use of dice, dominoes and playing cards students will be able to practice their math facts while having fun with a partner and or team. These manipulatives will be used from Kindergarten through 5th grade in station work and whole group work where students practice operations as well as fractions and decimals (depending on the grade level). The use of these hands on tools will only help students become more fluent with their numeracy skills.

Grant Title: **STAAR Review-A-Palooza**

Lead Teacher: **Cathy Beardshaw**

School: **Murphy Middle School**

Amount: **\$900**

Additional Teachers: **Mariah Anderson, Elizabeth Jones**

Summary: In the Spring of 2015, 2016 and again in 2017 the Science and History department invited all eighth grade students and funded a Saturday STAAR Review-A-Palooza program to help review science and history concepts through hands on experiences and cooperative learning activities. The program started from a teacher who had honors students that wanted to review the concepts from 6th and 7th grade science. But due to curriculum pacing; class time was limited. This event allowed students to have the opportunity to review and practice the concepts of sixth and seventh grade science, and time to sequence historical events while linking those events and seeing causal effects. The event allowed the practice of additional application of historical text to content, combined historical events, trends, and themes of content across the curriculum.

Of those 405 students invited, over 150 students attended. Students in attendance greatly increased their scores on the state standardized testing. With the experience gained from previous years and additional stations, and engaging strategies, this grant will help

Grant Title: **Stampeding towards Success through Reading**

Lead Teacher: **Karyn Collins**

School: **Murphy Middle School**

Amount: **\$1,500**

Additional Teachers: **Barbara Butt, Nancy Pierce, Michelle Byrd, Elizabeth Edendrants, Tammie Regelean**

Summary: The more students read, the better readers they become. By dedicating time during class, recommending books for them to read, exposing students to a variety of text, authors and topics, plus validating their reading choices, student' interest and motivation to read increases. This increased interest and motivation results in the students' lifelong success. Know and understanding the importance of preparing our students for the future, the 6th grade Language Arts teachers will implement our sustained silent reading program, Stampeding towards Success through Reading.

Grant Title: **Lone Star Lounge**

Lead Teacher: **Laura Mullen**

School: **Murphy Middle School**

Amount: **\$1,500**

Additional Teachers: **Penny Pearson**

Summary: The Lone Star Lounge is a multi-grade effort to provide high quality and engaging books for 6th, 7th and 8th grade students to read during self selected reading in their English classes. In addition, it empowers 7th and 8th graders to evaluate books and voice their opinions about those books in a public forum. The books chosen for the lounge will come from the 80 titles nominated by teachers, students and librarians across Texas for the prestigious Lone Star Award. These are the best books for Middle school readers from the mass of books published in 2016 and 2017 in the Young Adult fiction and non-fiction categories. The books purchased for the Lone Star Lounge will be available for use by all students school wide and will extend to district wide availability through inter-library loan. Students who choose to be part of the Lone Star Lounge will read titles, blog about them on a google classroom site, and meet once a month to discuss their favorites. Then, they will create book trailers and recommended lists for the entire school.

Grant Title: **Hand-held Tablets for Reading Audio Books: 6th Grade Special Education Applied Students**

Lead Teacher: **Patricia Garvin**

School: **Otto Middle School**

Amount: **\$1,500**

Additional Teachers:

Summary: Beginning this year, Otto Middle School 6th Grade Special Education Applied students will be taught by Co-Teachers in the General Education Classroom.

To assist Special Education Students in reading, the PISD Department of Special Education Services is providing a subscription for students with Reading Disabilities to LearningAlly.org. This site provides access to over 80,000 Audio Books, including books that are used in the PISD ELAR curriculum. The online books display the text and are read by a human voice. Students will be able to have equal opportunity to experience the PISD ELAR Curriculum along with their peers, including Daily Sustained Silent Reading of books of choice and reading entire novels for Book Club groups.

Learning Ally operates on an iOS or Android device, such as the IPAD Mini or Samsung Tablet. The Grant would be used to purchase as many hand-held devices and protective cases as possible. By having access to a device that is the same size as a "real" book and is much easier to use than a computer, Special Education Students will blend into the environment of a general education class and will be motivated to read like their peers.

Grant Title: **Book Club Collection**

Lead Teacher: **Molly Rich**

School: **Otto Middle School**

Amount: **\$1,500**

Additional Teachers:

Summary: The Book Club Collection is a continuation of the development of a special collection of novel sets containing multiple copies (8-10) of the same title for use in student and/or teacher led small groups holding after school book clubs and is made available to all schools, district wide, through inter-library loan. This collection provides access to current popular and award winning titles which are otherwise difficult to obtain in multiple copies for a group. Book clubs at school proved students from diverse backgrounds, ethnicities, and socioeconomic status with opportunities to read for pleasure and personal growth in a nurturing environment, making connections with each other through conversations about literature while developing literacy skills.

Grant Title: **PAWSitive Energy!**

Lead Teacher: **Kennitra Robertson**

School: **Otto Middle School**

Amount: **\$1,500**

Additional Teachers: **Shelly Furlong, David Giamundo, Bonny Pan, Misty Benson, Elsa Tancredi**

Summary: PBIS (Positive Behavioral Interventions and Supports) is a campus-wide initiative to recognize and reinforce positive behavior. Through the use of incentives and student recognition, positive behavior and academic achievement is celebrated to motivate students to be successful. Our goal is to continue creating a positive campus climate by spreading positive energy through actions.

Grant Title: **Modeling in the Classroom**

Lead Teacher: **Julie Baker**

School: **Plano East Senior High School**

Amount: **\$1,500**

Additional Teachers: **Dusty Vincer, Kristin Shapiro, Benjy Wood**

Summary: The process of developing and revising models is an integral aspect of science and is an integral part of teaching AP Biology. The term "models" is used to refer to representations of how we think something works or to the mental constructs in our heads. The representations can be drawings, physical models, computer models, etc. Modeling encourages students to actively process concepts, to unpack and reveal their thinking, and to consider how the available evidence fits or not with their ideas. My goal is to bring forth more modeling in the science classroom. By having students create models around scientific concepts and explaining those models to their peers and teachers, students will have a better understanding of the concepts being studied in each unit.

Grant Title: **Aquaaponics**

Lead Teacher: **Kristin Shapiro**

School: **Plano East Senior High School**

Amount: **\$3,000**

Additional Teachers:

Summary: Students have a growing fascination with where their food comes from, and rightfully so as there are daily reports on unclean food production facilities, growing problems with agriculture, and changing thoughts on "healthy" food. Classes such as environmental science, biology, and food science are devoting more time to food production and alternative methods that are being proposed to increase the amount of food produced. Many of our students have never grown food first hand and lack general knowledge on where or how fresh fruits and vegetables are grown. Establishing an aquaponics setup on each of the senior high campuses would allow students to gain firsthand experience in food production, nutrient cycles, as well as the byproducts from such production. Students will use PBL to test hypothesis, conduct experimentation, and integrate technology to increase their knowledge of the natural nutrient cycling that occurs on earth, as well as the problems associated with efficient food production. The aquaponics experience allows students to face real world problems which leads to a greater understanding of the struggles and difficulties associated with the world hunger crisis.

Grant Title: **The Power of the Memoir: Educating Minds and Uplifting Hearts**

Lead Teacher: **Lauren Thompson**

School: **Plano East Senior High School**

Amount: **\$1,500**

Additional Teachers: **Samantha Shub**

Summary: By including recent, high-interest, engaging nonfiction texts in our classroom, we hope to provide open access to college-level rigor for the increasing population of underrepresented students in AP classes. Students who read more often improve their reading and writing skills, which further helps to build confidence in their other studies. According to Doug Lemov (Feb. 2017), "it's important to ensure that all students can read and master nonfiction texts." This funding will also allow our program to meet the diverse needs of our students in today's global climate and to educate the whole child - to speak to their souls as well as their minds.

Grant Title: **Great Minds Think Together**

Lead Teacher: **Mandy Arnold**

School: **Plano Senior High School**

Amount: **\$350**

Additional Teachers: **Jackie Dillon, Aimee Ratliff**

Summary: The purpose of Great Minds Think Together is to provide ongoing support to students from under represented populations who are experiencing their first AP class. Through teacher-facilitated, student-led study sessions, students will learn a myriad of study skills and techniques which will increase student success and retention in upper-level classes. Hosting these sessions throughout the school year enables students to receive recursive support for strategies as they begin implementing the techniques.

Grant Title: **Books to Classroom**

Lead Teacher: **Kathryn Piatt**

School: **Plano Senior High School**

Amount: **\$300**

Additional Teachers:

Summary: I want to stock my room with as many fiction and non-fiction novels as possible to increase and stabilize interest in reading. It is my goal to have titles on hand that many students find engaging and enjoyable in hopes of increasing the number of books reluctant readers experience each year.

Grant Title: EDD Solving Engineering Problems

Lead Teacher: Deborah Strecker

School: Plano Senior High School

Amount: \$600

Additional Teachers:

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, already exist.

From this, 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. Then, 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 develop 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 - all valuable skills that extend far beyond the classroom.

Grant Title: A Day in the Arts District: a Cross-Campus Cultural Enrichment Experience

Lead Teacher: Sarah Depetris

School: Plano West Senior High School

Amount: \$2,940

Additional Teachers: Jeanine Gaston, Phillip Frye

Summary: Our advanced art students will be able to go on a field trip to the Dallas Arts District this spring. We will be taking all of our advanced Art II, AP 3D and AP Drawing students from our two Feeder High Schools and our Senior High for a collaborative and unifying cultural enrichment experience to the Dallas Museum of Art and the Nasher Sculpture Center. Our students will be documenting their museum experience and sharing via Instagram as well as creating follow-up art works reflecting on their museum experience. The works will be exhibited in a collaborative, follow up exhibition at the senior high school.

Grant Title: Foreign Language Fluency

Lead Teacher: Andrea Blythe

School: Renner Middle School

Amount: \$300

Additional Teachers:

Summary: I want to pilot a Book Club Program in Foreign Language Classrooms with a Target Language (Spanish) Classroom Library of readers so that Middle School Spanish students can further their learning by creating book clubs. The book club will choose a reader based on their reading level and the topics of interest explored in the readers. Book club will meet during class time weekly to set goals, read, discuss, analyze, produce a project, monitor their own progress, and conference with the teacher throughout the duration of the semester.

Grant Title: **Shooting STAARS Science Club**

Lead Teacher: **Dave Meger**

School: **Schimelpfenig Middle School**

Amount: **\$1,485**

Additional Teachers: **Caitlin Cotter, Lindsey Merlo, Jonni Easley, Robyn Fackler**

Summary: The science department at our school in an effort to provide an innovative and enriching intervention for at-risk students is committed to plan, prepare and execute an 8 session, series of science labs specifically designed to teach and reinforce crucial science concepts essential for success on the science STAAR examination.

The students that will be selected to join the club will be identified by their science teachers as at-risk for not meeting the standard on the STAAR assessment.

Grant Title: **Rising Up**

Lead Teacher: **John Schlosser**

School: **Schimelpfenig Middle School**

Amount: **\$500**

Additional Teachers: **Shealine Burks, Marilee Solomon**

Summary: Working with a select group of “peer coaches” this Rising Up curriculum is poised to strengthen students at both younger and older grade levels. By teaching students the tools needed to start RISING UP over adversity, the RISING UP: Coaching Program has been utilized successfully with both high school and middle school aged audiences.

Grant Title: **STEAM Learning- Science, Technology, Engineering, Art and Math**

Lead Teacher: **Ellen Nagoski**

School: **Sigler Elementary**

Amount: **\$1,492**

Additional Teachers: **Luz Valentin, Beth Solecki, Dora Deboer**

Summary: The goal of this grant is to bring STEAM learning to students and their families. This will be done several ways.

At the Family STEAM Night by Perot Museum of Nature and Science, in addition to hands on activities, students will have past science fair boards on display, be encouraged to enter the school science fair, and be given Science boards.

At the Perot Museum of Nature and Science Auditorium Program, the students will be excited at school by the exciting world of electricity.

Finally, students will be invited to go a morning STEAM Club where they can choose Science, Technology, Engineering, Art and Math stations to learn about.

Grant Title: **Dallas Arboretum field trip**

Lead Teacher: **Chance George**

School: **Stinson Elementary**

Amount: **\$1,400**

Additional Teachers:

Summary: Fourth grade students will take a field trip to the Dallas Arboretum. They will be able to engage in several hands on activities that will help them make connections to what they have learned in the classroom.

Grant Title: **Escape the Old! Breakout and Make a Change in Student Motivation and Collaborative Learning**

Lead Teacher: **Robin Stokes**

School: **Stinson Elementary**

Amount: **\$625**

Additional Teachers: **Kendra Russell, Stephanie Edwards, Charly Cobbs, Laura Costello**

Summary: Breakout EDU is a teaching approach that allows the educator to be in charge of the learning, but more importantly, the students in control of the learning. Students will work together throughout various stages of content, in stations, to see if they have what it takes to escape! Students will learn what it means to think critically, collaborate, and communicate, even when there are chances that failure may occur, thus allowing grit to arise.

Grant Title: **ABCs of AAC**

Lead Teacher: **Melissa Neece**

School: **Vines High School**

Amount: **\$3,000**

Additional Teachers: **Vicki Pickett-Haggard MS**

Summary: The ABCs of AAC (Alternative Augmentative Communication) Grant Project would provide technology, lesson/materials/activities that will aid in the intervention and functional communication for students with limited communication and/or those who use Alternative and Augmentative Communication systems (AAC). The project would also design scope and sequence to teach a word of the week and a concept of the month. Data monitoring sheets would also be provided to document implementation and report student progress.

Grant Title: **Zap! Pow! Still Drawing Them In With Graphic Novels!**

Lead Teacher: **Debbie Schmittou**

School: **Vines High School**

Amount: **\$1,300**

Additional Teachers:

Summary: As graphic novels continue to be an important part of educational and leisure reading for young adults, this literacy project will energize and continue to build our growing collection, thus offering more choices to our students while attracting and motivating even our most reluctant readers. These stand alone stories include personal narratives, superhero stories, nonfiction, and the ever popular manga format. As these stories are often a part of a series, we want to be able to provide them for our students that come in and ask for "the next book please!" By doing so, we will continue to "draw them in!".

Grant Title: **Flexible Learning**

Lead Teacher: **Leslie Meadows**

School: **Weatherford Elementary**

Amount: **\$1,500**

Additional Teachers: **Debbie Little, Diana Montalbano, Schenetria Alexander, Paulina Vial**

Summary: We will use these chairs to allow more movement and activity for our students while they are working on independent work, large group lessons or at the teacher table with small group instruction. We want our students to be able to focus longer on assignments and we feel that being able to move while completing work will allow for that to happen.

Grant Title: **Science in a Box**

Lead Teacher: **Mistina Stephan**

School: **Wells Elementary**

Amount: **\$800**

Additional Teachers:

Summary: Science in a Box will provide readily accessible hands-on science experiments for our students to conduct in our grade level Science Lab. The students will collaborate in an investigative team to complete the science investigation provided in the box. They will execute the scientific process, reflect on the results and write a research article to exhibit what they have discovered and learned.

Grant Title: **The Sensory Sanctuary--A Place of Calm and Serenity for Students who Experience Sensory Integration Deficits**

Lead Teacher: **Robyn Delahunt**

School: **Williams High School**

Amount: **\$1,250**

Additional Teachers: **Sylvia Kemeni, Lashawn Moore, Dan Herrington**

Summary: The Sensory Sanctuary will provide our students who experience sensory integration issues the opportunity to soothe themselves in a space that is socially appropriate. Items such as weighted blankets, sensory seating, low intensity, rhythmic lighting, and a variety of tactile manipulatives will be used to assist the student to self-soothe when they are experiencing high levels of anxiety.

Grant Title: **Courtyard Productivity Enhancement and Beautification Project**

Lead Teacher: **Cindy Miller**

School: **Williams High School**

Amount: **\$1,500**

Additional Teachers: **Lewis Blount**

Summary: Our school has a courtyard that has become an eyesore and an underutilized space due to lack of adequate seating, shade, and overall neglect. We are looking to revitalize this highly valuable space through a comprehensive revamp of the area, including a pergola, new general seating, new table and seating options with shade umbrellas, and plantings

This grant focuses on funding for the pergola only.

Grant Title: **Chemistry begins in the stars: A magical exploration**

Lead Teacher: **Binta Thomas-Paul**

School: **Williams High School**

Amount: **\$1,496**

Additional Teachers: **Ramy Mahmoud, Don Walker, Courtney Crosby, Stephanie Ferguson, Rima Niyogi**

Summary: We are kindly requesting \$1,496.25 to support transportation cost for a field trip for 246 sophomore students to visit the Planetarium at the University of Texas, Arlington and to attend the Science Magic show that is hosted by graduate students of the graduate science school.

Students often struggle with relating chemistry to the real world, and can hardly make sense of much of the content presented to them. The UTA Planetarium is the perfect tool to inspire students' interest in science and technology as well as to teach challenging concepts. Students will participate in the viewing and discussion of a show that incorporates Atmospheric chemistry, Biochemistry, Environmental and Material chemistry by simply learning about our environment and solar system. This is a perfect opportunity for students to start thinking about careers and interests in chemistry and science as a whole. Many students are able to afford these "luxuries" outside of school hours but many are unable to due to socio-economic hardships and other obstacles they face daily. An opportunity for all of our chemistry students to visit the UTA Planetarium can help students make sense of the world outside of their formal classroom.

Grant Title: **Forensics 101**

Lead Teacher: **Shing-Yi Yang**

School: **Williams High School**

Amount: **\$1,495**

Additional Teachers: **Ramy Mahmoud, Brian Vincer, Hong Hoang, Tracy Henry-Smith**

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

Grant Title: **Games for All Abilities!**

Lead Teacher: **Candice Bolding**

School: **Wilson Middle School**

Amount: **\$1,100**

Additional Teachers: **Julie Easty, Mike Curtis**

Summary: We would like to purchase a wide variety of lawn games to be used to serve our physically diverse campus, which ranges from students with a high level of physical fitness to students who suffer from severe physical disabilities. We would like to increase the percentage of student participation across the board, and reduce student anxiety due to their limitations.

Grant Title: **STEM Stuff for Science!**

Lead Teacher: **Shannon Bruce**

School: **Wilson Middle School**

Amount: **\$360**

Additional Teachers:

Summary: STEM Stuff for Science will provide students an opportunity to engage in science based activities that are learner driven.

Utilizing the Carolina STEM Challenge: Build It Write Kit, these activities will help students understand the necessity for technical writing skills and following directions. The activities will also allow the students to display their own creativity as well as exploring higher level thinking skills while igniting a love for science.

These activities will be available for those students who display early mastery of the curriculum, as well engaging activities during Genius Hour.

Grant Title: **Collaborative Learning Groups**

Lead Teacher: **Damian Funches**

School: **Wilson Middle School**

Amount: **\$1,500**

Additional Teachers: **Gabriela Lyons**

Summary: According to Edgar Dale, "We remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss with others, 80% of what we personally experience, 95% of what we teach others." These words represent our focus this year to increase student's confidence as learners, increase their communication skills, and increase their peer collaboration. This year, we want our students to have the opportunity to reflect on their learning and to view their peers as a valuable resource. To effectively create our vision to establish collaborative learning groups, we want to purchase dry-erase presentation easels so that groups of 3-4 students can work together during a class period. We envision these boards being utilized for weekly review sessions, mentoring, and opportunities for peer tutorials. Studies have found that cooperative learning produced greater academic achievement than both competitive learning and individualistic learning (Kuh et al., 2007). Along with increasing student learning, our goal is to also increase engagement for all students. Doing so, they will gain the proper tools needed for a successful education and will become future members of our global community.

Grant Title: **Streaming in the Math Classroom**

Lead Teacher: **Laura Perry**

School: **Wilson Middle School**

Amount: **\$200**

Additional Teachers:

Summary: I want to create a smartboard-like projection using a streaming device to allow students and teacher to show their work/thought-process/ideas simultaneous to the class.

Grant Title: **Lunch Bunch Book Clubs**

Lead Teacher: **Lisa Scott**

School: **Wilson Middle School**

Amount: **\$750**

Additional Teachers:

Summary: Grade-leveled (6th, 7th, and 8th) book clubs that meet bi-weekly during lunch. Students can check out books to take home and/or read during free reading time during school. We will meet to discuss and select the next book club selection.

Grant Title: **Whizz! Bam! Pow!: Reaching Reluctant Readers**

Lead Teacher: **Angela Armstrong**

School: **Wyatt Elementary**

Amount: **\$1,500**

Additional Teachers:

Summary: As the librarian, it is my responsibility to ensure that every student on my campus develops a love of reading. Students should learn how to choose books that are both interesting and challenging in order to grow. Reluctant readers are afraid to take the next steps forward in reading because they fear the books will be boring if they don't include pictures.

Graphic novels are an excellent genre for students who fear too many words on a page. The reading is high-interest, complex, and requires higher-level comprehension skills (such as inferring plot through unspoken text). I plan to start a graphic novel book club for the reluctant readers on my campus. Once the students get involved in reading graphic novels, I can begin to recommend more advanced chapter books and nonfiction titles with similar plot lines and topics.

Grant Title: **Magazines in the 21st Century Classroom**

Lead Teacher: **Cheryl Lazarus**

School: **Wyatt Elementary**

Amount: **\$785**

Additional Teachers: **Brianna Sanchez, Laura Johnston, Keri Leynor, Kevin Holland**

Summary: Each student will receive a subscription to Scholastic Storyworks magazine. The complex texts, challenging activities, and standards-based lesson plans, will build the skills required by Texas' rigorous academic standards. In addition, the magazine will increase interest in informational text and current events.

Grant Title: **More News is Good News!**

Lead Teacher: **Cheryl Lazarus**

School: **Wyatt Elementary**

Amount: **\$1,500**

Additional Teachers: **Brianna Sanchez, Keri Leynor, Kevin Holland, Laura Johnston**

Summary: We would like a subscription to the online reading website Newsela for our fourth grade students. Newsela has 1,000 engaging, current event articles at five different Lexile reading comprehension levels. Students read articles, and then complete accompanying quizzes and written assignments. We would assign articles and monitor student progress through the Pro Newsela Binder feature.