

1. Science Aqua Squad Water Quality and Water Bugs - Amount of Request \$325

Submitted By: Andrew Fayram parent

Description of Need: Specific Need in the Franklin-Randall Community: The teachers and administration at Franklin/Randall are excellent. We would like to augment the curricula by providing scientific hands on learning experience related to water quality and indices of biotic integrity.

Goals of the program: The instructors (Andrew Fayram and Joanna Griffin) currently work for the Wisconsin Department of Natural Resources in the Bureau of Fisheries Management. Andrew Fayram has a Ph.D. in Biological Sciences and Joanna Griffin has a M.A. in Marine Biology. Both have young children and have developed a program that teaches children about how to determine water quality in streams using aquatic macroinvertebrates. The program has been dubbed the Science Aqua Squad and the presentation has been presented to over 300 children in the last 4 years and they all seem to be very excited by it. Both teachers and parents have provided positive feedback. The program can be tailored from preschool to 5th grade with increasingly difficult biological and mathematical concepts.

Benefit to Students and School: Hands on exposure to aquatic invertebrates and a demonstration of how science is used to make policy decisions.

Budget: Invertebrate collection

-Scientific collectors permit: \$25

-Transportation to collection site: \$25

-Printing costs for worksheets: \$25

Instruction

-Two instructors: \$25/each * 5 classes: \$250

Total \$325

Does your project receive other funding? No

Do you expect to get additional funding?

How will you report back to the PTO on your project? Final report to the PTO as well as pictures.

Contact Info: 60/-218-9712 fayram@sbcglobal.net

2. Phonics and Word Study Materials - Amount of Request \$746.65

Submitted By: Brienne Carlson Franklin IRT

Description of Need: Materials to support Phonics and Word Study core instruction:

All Kindergarten through Second grade homeroom teachers and student teachers, as well as REACH teachers, English Language support staff and teachers, Speech Language and Occupational Therapists at Franklin Elementary will be implementing the Fountas and Pinnell Word Study program. While the teaching of phonics is not a new practice, the resource materials used to support the practice are new to Madison teachers this school year. Madison Metropolitan School District (MMSD) purchased the core teacher resources for all K-3 classrooms and Franklin School is contributing endowment funds to purchase additional materials. Funds asked for in this grant will be used to purchase essential materials (ie. pocket charts, letter tiles, rhyming books) for daily use by teachers and students around phonics and word study. The materials asked for in this grant were determined to be essential by Franklin school staff, in order to effectively carry out this effort.

Goals of the program: Increase student achievement in literacy:

Having these essential materials will provide staff with the tools necessary to provide quality instruction for all students at their individual instructional level.

Phonics is the understanding that there is a correspondence between letters and sounds with the goal of learning to blend sounds to decode and encode words fluently. Having the ability to blend sounds together accurately and automatically to make words is a critical step in reading. Our goal is to increase student achievement for all students in the area of literacy by providing them with core phonics instruction.

Benefit to Students and School: Consistent practice across all classrooms and district; individualized instructional based on student need:

During the 2011-2012 school year, Franklin classroom teachers and support staff are implementing the Fountas and Pinnell Phonics and Word Study core curriculum. Madison Metropolitan School District recommended this curriculum to enhance the daily teaching/learning of Phonics and to improve consistency across the district. Each classroom teacher is allowed the flexibility to adapt lessons to meet the diverse needs of individual students and provide students with rigorous instruction based on formal and informal assessments.

Budget: I am unable to attach my spread sheet. I will email Mary this information separately.

Does your project receive other funding? Yes

Do you expect to get additional funding? Madison Metropolitan School District (MMSD) purchased the core teacher resources. Franklin school will use \$822.00 of their Endowment Fund money to purchase individual classroom materials for teachers and students based on individual requests for resources, for

items they do not already have. After using the Endowment Fund monies, we are still in need of \$477.65 to purchase remaining materials and books. Franklin has applied to use Endowment Funds and is awaiting approval by the Foundation for Madison's Public Schools. Franklin School has recommended monies be used for phoincs. Moneies will be awarded an used this 2011-2012 school year.

How will you report back to the PTO on your project? Franklin IRT, Brienne Carlson, will gather feedback from staff, in the Spring of 2012, around the effectiveness of this program as we plan over the summer for year two of implimantation. Brienne will generate a letter for the PTO speaking to how the materials provided helped to enhance instrcution and will include photos of students using the materials. Brienne is also willing to share this report at a PTO meeting.

Contact Info: 204-2287 bcarlson@madison.k12.wi.us

3. Checking out Marvelous Math Games! - Amount of Request \$175

Submitted By: Dana Prager Franklin and Randall parent

Description of Need: The Franklin-Randall schools educate a diverse student population with varying academic abilities. The Marvelous Math Morning organizers (Dana Prager and Mary Saecker) would like to support our teachers efforts at home in learning math concepts in an enjoyable way through allowing students to check out math games from the Franklin and Randall School libraries during the school year.

Goals of the program: Our goal of checking out Marvelous Math Games is to follow through with the excitement of Marvelous Math Morning (which has drawn 175-200 Franklin and Randall students and their families each year for the past three years), so that our students can experience playing these same math games and activities at home with friends and family not just on the annual Math Morning, but at anytime during the school year!

Students will be allowed to check out one game per week (or perhaps two per month) just like they already have the opportunity to do with library books. We will have a signed permission slip going home to families (similar to the book and play-away check out system currently in place). We have discussed this with both librarians at Franklin and Randall.

Benefit to Students and School: We hope to foster more positive attitudes and behavior toward math at school with increased access to playing math games.

Checking out Marvelous Math Games will strengthen the home - school connection. Increased activity with math at home will support our teachers efforts with the Franklin-Randall math curriculum and math standards at each grade level (K-5).

In addition, checking out Marvelous Math Games will provide increased access to Franklin-Randall students including those who cannot attend the annual Marvelous Math Morning.

Budget: Total \$185. The following is a suggested list of Math Games that students have enjoyed at Math Morning - if some games can be purchased now, then again in the following semester that would work as well. Ideally we would like one set of games at Franklin and one at Randall. We are flexible on the game choices.

Double Shutter Shut in the Box (\$13)

Yam Slam (\$18)

SET (\$10)

IZZI (\$7)

Rush Hour (\$15)

Quirkle (\$18)

Q Bitz (\$20)

Skippity (\$20)

Blink (\$7)

Spot It (\$12)

Othello (\$15)

Skipbo (\$10)

Blokus (\$20)

Does your project receive other funding? No

Do you expect to get additional funding? No other funding sources are available at this time.

How will you report back to the PTO on your project? The Math Morning committee will send a simple survey home to Franklin-Randall students to complete toward the end of the semester in which the games were used to see which games were most played and most enjoyed. The committee will present the results of this survey to the PTO along with pictures of the games stored in the library.

Contact Info: 608-236-0419 drprager@charter.net

4. Bike Rack on Chadbourne - Amount of Request \$1000

Submitted By: Emma Bittner Student/Student Council Representative & Treasurer

Description of Need: There is currently only one location for bicycle racks

Goals of the program: *encourage more biking

*improve safety by reducing and/or eliminating the number of bikes traveling through student walk areas

*putting a rack on the north side of the building will make biking more convenient for students arriving from neighborhoods on that side of the school

Benefit to Students and School: Additional bike parking & an additional parking location will encourage more people to ride their bikes to school.

Budget: Rack: \$489 (Heavy Duty Winder Wave Bike Rack, Model HW238-17-SF-P | GC-238)

Installation: \$200

Concrete: \$300

Does your project receive other funding? No

Do you expect to get additional funding?

How will you report back to the PTO on your project? I will personally make a report to the PTO once the project is complete.

Contact Info: 233-5236 emkissbitt@yahoo.com

5. Salad Bar Pilot Program - Amount of Request \$1000

Submitted By: Emma Bittner Student/Student Council Representative & Treasurer

Description of Need: To add nutrition to a school lunch, and to increase a student's liking of vegetables for now and later in life. Hopefully, the staff of Randall will also enjoy the privilege, because we intend for when a class is given the privilege the teachers and support staff can become a part.

Goals of the program: A salad bar will enable kids to have fresh vegetables at lunch. Also, it will let kids have a healthier day so that they can concentrate better in school and get better grades. We hope to offer a daily salad bar to the whole school (staff included) that is all or mostly self-funded eventually. We understand this will take time, however this grant would fulfill a pilot program as a step toward that ultimate goal.

For the purposes of this pilot program, we intend to offer it once monthly and to just one class the first time. Ideally, we will offer it to one class in each grade to minimize the workload (for example, one third grade class, one fourth grade class, and one fifth grade class on the same day). After each trial, we will look for opportunities to improve and to increase the number of students and staff who get to try it. We will notify a class before their assigned salad bar trial date and follow up with a survey to gauge interest and areas of potential improvement. In the note letting a class know of their upcoming salad bar trial,

we will ask for parental and student volunteers to help with preparing the foods the day before as well as parents willing to volunteer to set up and clean up the salad bar. We intend to look for feedback from these volunteers as well.

We hope to schedule preparation on a Sunday afternoon and for the salad bar days to always be on one Monday of the month.

Benefit to Students and School: When children are allowed to taste a little bit of everything, the chances of them enjoying something from their creation of tastes are increased. So by creating a salad bar, kids may become more accustomed to a wider variety of vegetables and enjoy them at home, too.

While each student will only get to try the salad bar once during this pilot program, we hope that this will benefit all Randall students and staff more frequently as the program evolves and expands.

Budget: 1000 Biodegradable forks-- \$52.50

1000 Paper Bowls to eat from-- \$79.92

Salad Bowls to serve from--\$31.98

Dressing, veggies, fruits, etc. to serve approximately 500 students/staff servings over course of pilot program -- \$835.60

Does your project receive other funding? Yes

Do you expect to get additional funding? I will apply for a grant from Salad Bars 2 Schools within the next 30 days (which supplies an actual salad bar to schools who are awarded) and pursue other funding options as well.

How will you report back to the PTO on your project? We will present our results to the PTO, including our status with other funding possibilities.

Contact Info: 608 2335236 emkissbitt@yahoo.com

6. Supplies for Cameras - Amount of Request \$291

Submitted By: Kati Walsh art teacher, PBS and student council

Description of Need: Recently through the help of DonorsChoose.org, Randall acquired 10 digital cameras for students to use in their classrooms. We have the cameras but we need SD cards and AAA batteries.

Many classrooms will benefit from the use of cameras in their classrooms. Terrace Town participants can use them on neighborhood walks. Art will use them in MANY different types of projects. Classroom teachers can use them in many academic lessons. Student council already has a few ideas for fundraisers and teacher appreciation that will require the use of the cameras.

Goals of the program: Having ten cameras available to use in the classrooms means there is roughly one camera for three students. Then enables students to partner up and do whole class projects with the cameras.

Benefit to Students and School: Students are exposed to more types of technology and teachers are able to expand their lessons in a whole new way.

Budget: 10 SanDisk - Ultra II 16GB Secure Digital (SD) Memory Card at \$25 each -> \$250.00

100 AAA batteries at .41 each battery -> \$41.00

Does your project receive other funding? No

Do you expect to get additional funding?

How will you report back to the PTO on your project? I will provide you with receipts from purchases, short summaries of how teachers will be using this new resource and photos from the student projects.

Contact Info: 6086986587 kcwalsh@madison.k12.wi.us

7. Classroom fans - Amount of Request \$130.81

Submitted By: Malisa Vyas teacher

Description of Need: Two wall mounted fans that will provide comfort for children and air movement on hot days. They will also aid custodians during summers in drying of wax quicker. They will also be safer than floor fans and out of the way. They will create more air movement than a simple boxed fan.

Goals of the program: By providing comfort on warm days, students will be more likely to concentrate on learning.

Benefit to Students and School: Two wall mounted fans that will provide comfort for children and air movement on hot days. They will also aid custodians during summers in drying of floors. They will also be safer than floor fans and out of the way. They will create more air movement than a simple boxed fan. By having wall mounted fans, they will last longer because they can't get knocked over. It will also free up a boxed fan for another room who may need a second fan.

Budget: \$62 x 2 = \$124 Two Lasko fans (16 inch) on Ace hardwares internet site.(item number 6035216)

\$124 x x 1.055(tax) = \$130.82 (total)

Does your project receive other funding? No

Do you expect to get additional funding? N.A.

How will you report back to the PTO on your project? Provide a receipt of amount spent on the fans.

8. BIRDING IS FOR EVERYONE! STUDENTS OBSERVING BIRDS WITH PROJECT FEEDERWATCH - Amount of Request \$931.43

Submitted By: Nancy Sheehan parent (on behalf of Ms. Kampa and Ms. Faber, Randall 5th Grade Teachers)

Description of Need: There is a growing recognition, backed by solid research, that children and young teens need more opportunities to connect with nature to become healthy and informed citizens. In addition, research studies increasingly show that students become more engaged in learning -- and even improve their scores on standardized tests -- when they are given real-life, place-based opportunities to apply newly learned skills in science, geography, history and reading.

(See the attached synopsis of research findings)

The Randall Outdoor Classroom (ROC) provides an ideal opportunity to engage students in place-based inquiry -- while also meeting the science standards as outlined by the FOSS curriculum and established by MMSD. Many Randall teachers commit precious time to organizing incredible field trips to various parks around Madison and beyond. These field trips -- to places such as the Madison School Forest, Eagle Cave, Governor Dodge State Park, Effigy Mounds State Park (Iowa) -- provide ideal settings to explore the natural world, learn Wisconsin history and build a better sense of community in the classroom. These field trips are a necessary ingredient to enhancing a student's sense of place but much more can be done. Randall students are missing an opportunity to build a sense of place right in their own backyard -- and on a daily basis. Even Randall students recognize that the ROC could be used more effectively to strengthen environmental literacy at Randall. In their classroom representative speeches, a number of Randall students called for more opportunities to use the ROC. Yet, teachers lack the needed field-based curriculum and other resources to conduct inquiry-based studies of the natural world in Randall's own backyard.

This proposal will help to meet the need for inquiry-based studies in the Randall Outdoor Classroom (ROC).

Goals of the program: Goals of Program-How will your program fulfill this need?:

This project will support two fifth grade classes to initiate an investigation of winter bird behavior within the Randall school grounds as well as investigating spring migration at a local birding "hot spot". This project has three components:

1. Enrolling in Project FeederWatch and purchasing educational resources.
2. Creating "Fledgling Birders" through partnerships.
3. Facilitating a two hour field trip to Cherokee Marsh.

Explanation:

Funding from the PTO will help to cover the nominal enrollment fee to participate in Project FeederWatch. (Project FeederWatch is a citizen science program which is a joint initiative of the Cornell Lab of Ornithology, Bird Studies Canada, the National Audubon Society and the Canadian Nature Federation. Cornell Lab of Ornithology is the foremost source of all things bird related.) During the winter months, from November to early April, students in Ms. Faber's and Ms. Kampa's classes will keep a tally of bird species visiting various bird feeders -- both in the Randall Outdoor Classroom as well as on the trees located outside the Regent Street entrance of Randall. The cost of enrollment will be \$30. In return, the classes will receive a new participant kit with the following: a welcome letter; FeederWatcher's Handbook & Instructions with bird feeding information and complete project instructions; Full-color poster of common feeder birds; Bird Watching Days Calendar to help you keep track of FeederWatch count days; Tally sheets; Data forms booklet with ten count; Envelope for returning data booklet to FeederWatch. Cost: \$30.00

To support the educational component of Project FeederWatch, Ms. Faber and Ms. Kampa request three additional resources: Classroom BirdScope 2010 Magazine (classroom set of 10 copies to be shared between the two classes from Cornell Lab of Ornithology) for a cost of \$12.50; Most Wanted Birds (a curriculum and teachers guide from Cornell Lab of Ornithology) for \$89.95; and John Feith's Bird Song Ear Training Guide CD for \$15. These three additional resources will help Ms. Faber and Ms. Kampa extend the study of birds beyond merely knowing names to begin to observe behavior (the relationship of birds to their environment and to other birds). Cost: \$117.45

2. Creating "Fledgling Birders" at Randall by building a partnership among teachers, the ROC organizing committee, UW Madison, Madison Audubon and the MMSD Environmental Education Program -- a partnership that will bring people and resources to students. Ms. Nancy Sheehan, F-R parent and naturalist educator, has agreed to act as a "naturalist-in-residence". In this capacity, Ms. Sheehan will provide direct support to students and teachers participating in Project FeederWatch as well as connecting students and teachers to needed resources and expertise that exists in the wider Madison community. With Ms. Kampa and Ms. Faber, Ms. Sheehan will facilitate introductory lessons on the following topics: using binoculars (.5 hrs/each class with 1 hr prep time=2 hrs.), identifying common winter birds and feeding habits (.5 hrs/each class with 3 hr prep time=4 hrs.) and recognizing some common bird behaviors (.5 hours/each class with 1 hr prep= 2 hrs.). Ms. Sheehan will borrow the needed equipment including binocular kits from MSMD and bird mounts from UW Zoology Museum. Ms. Sheehan will also assist students make official bird tallies during Project FeederWatch observation days. For the two bird feeder sites, students in each of the two classes will need to record their observations over the course of 15 minutes four times a month. (30 min. X 4/mos. X 2 classes X 6 mos.= 24 hrs.) Ms. Sheehan will also compile data for in-class use and as part of Project FeederWatch. (1 hrs/6 mos.=6 hrs.)

Cost: \$570.00

Ms. Sheehan has already made some initial contacts with MMSD, Madison Audubon and various UW ornithologists and the Zoology Museum. These different partners are poised to help make this project succeed. Ms. Sheehan has also contacted Ms. Olsen, other F-R parent coordinators for the ROC and Ms. Kati Walsh, Randall art teacher, who is working with the Randall student council. The ROC has four bird feeders. Ms. Sheehan met with the owners of Wild Birds Unlimited who graciously donated two additional feeders to Randall students. (See photo) The plan is to place three bird feeders in the ROC and three bird feeders on trees located at the Regent entrance of Randall. These two sites will allow students to conduct a comparative study of bird feeding behavior between two very different habitats. Ms. Sheehan has agreed to coordinate the placement of the bird feeders. The teachers will also need to purchase one bag of bird seed. The cost of a bag of No-Mess Blend DP Bird Seed - 20 lbs will be \$38.70 (regularly \$43 Wild Birds Unlimited offers 10% discount for schools). The bag will be acquired by Ms. Sheehan. Additional bags of bird seed will be supported by the ROC budget. Cost: \$38.70

3. Facilitating a two hour field trip to Cherokee Marsh. In preparation for this field observation trip, Ms. Sheehan has agreed to arrange a lesson on common birds observed in spring at Cherokee Marsh. As with the winter birding lesson, Ms. Sheehan will work with UW Zoology to borrow bird mounts. Ms. Sheehan will also include an experiential education program on aquatic macro-invertebrates --bringing in buckets of pond water for the students to start learning about the connections between aquatic and terrestrial habitats in terms of bird survival. Students will learn what insects are active--and therefore comprise the most popular food for spring-time birds at Cherokee Marsh. (.5 hrs/each class with 3 hr prep time=4 hrs.) In addition, Ms. Kampa and Ms. Faber seek funding to cover the transportation cost of this field trip to Cherokee Marsh. Bus transportation fees are estimated to be \$100 for a half day field trip. Ms. Sheehan and three additional naturalist educators will be available to lead students during this spring field trip. Naturalist educators will be paid for this time by MMSD. Ms. Sheehan will borrow binoculars and scopes from Madison Audubon. Cost: \$160.00

What will constitute success?

Goal #1: Randall is a community of students, teachers, staff and parents. But it is also an ecological community that supports not only human life but natural life. The first goal of this project is to enhance this sense of ecological community among Randall students. At a minimum, the project will be a success if students discover that they share "their piece of Earth" with other creatures. Schoolyard bird feeders are a wonderful way to introduce students to birds. Bird feeders provide a focal point for birds and students are able to practice using binoculars, engage in a long term study of bird behavior. In addition, to initiate students to hopefully a life time of "birding" it is good to start with the most commonly sighted birds.

Goal #2: This program will be a success if students begin to visualize the Randall school yard as a habitat and if students begin to identify habitat needs for bird survival.

Goal #3: If students start to recognize a need to improve or take care of this habitat, the program will have had a successful impact. This project will be successful if students recognize that they can make a

difference in the lives of birds -- and recognize that they can take action to improve the Randall school yard habitat.

Goal #4: This program will be a success if teachers and students gain a better understanding of how the ROC and the green spaces surrounding the school can be use to explore scientific concepts and the scientific method. While Ms. Faber and Ms. Kampa will pilot this citizen science project, it is hoped that other Franklin and Randall teachers may consider enrolling in Project FeederWatch in the future. The educational materials will be kept in the Randall Library to be used by other teachers in subsequent years. Thus, this project will be a success if it inspire outdoor scientific inquiry at Randall.

Benefit to Students and School: Benefit to Students and School

Benefits accrue to Franklin and Randall schools and beyond. First and foremost, students will learn that they can collect scientific data that is of use to "real" scientists--that skills and concepts learned in class can be put to good use right now. Students will join the over 15,000 other participants across the country in this important citizen science project. The data gathered from this citizen science program is invaluable to ornithologists and helps direct international bird conservation efforts.

Secondly, Randall students who participate in this program will gain skills in:

generating testable hypotheses (e.g., will there be a difference between birds observed at the feeders in the front of the building and those feeders located in the Randall Outdoor Classroom?)

Budget:

Does your project receive other funding?

Do you expect to get additional funding?

How will you report back to the PTO on your project?

Contact Info: 608-233-7758 nsheehan@tds.net

9. Funding for Dance Troupe Honoraria for International Dinner - Amount of Request \$400

Submitted By: Patricia Mulvey parent

Description of Need: Last year we added dance performances to the format of International Dinner. This added component celebrated the cultural diversity of our student population and provided a great cultural experience for our community. However, we had some trouble lining up dance groups because many of them request a small stipend, usually around \$100 per troupe, to help defray their costs -- costumes, rehearsal space, transportation, music, etc.

Goals of the program: Having a grant of \$400 would allow us to offer honoraria to up to 4 troupes who would provide entertainment and enrichment as a component of the International Dinner.

Benefit to Students and School: Multicultural dance performances at International Dinner will be an added draw for families that will promote involvement in events and programs at our schools. The performances will help to foster close and effective relationships among Franklin-Randall children, parents, schools, and the community and encourage a sense of community among the students, teachers and parents of Franklin and Randall; it will also help promote the highest advantages in intellectual and social education.

Budget: \$100 to offer Yonim (Israeli dance)

\$100 to offer Mandjou Mara (West African)

\$100 to offer Hmong Girl Dancers (Laotian dance)

\$100 to offer Cashel Dennehy (Irish dance)

Does your project receive other funding? No

Do you expect to get additional funding?

How will you report back to the PTO on your project? We can take photos of the performances, and request that the groups provide a receipt of their honoraria.

Contact Info: 608-236-0388 patmulvey608@gmail.com

10. Material for Behavior and Sensory Regulation Area/classrooms at Franklin - Amount of Request \$1920

Submitted By: Rose Messina MS OTR. Ginny Hoven, Hope Houle, Britta Hanson See above. Franklin Occupational Therapist and Cross Categorical Teachers.

Description of Need: Support staff, classroom teachers and administration at Franklin have identified a need for additional resources to meet the growing behavioral/sensory regulation needs of the of the entire student body.

Traditionally students exhibiting inappropriate or disruptive behavior were likely to be removed from the classroom. These behaviors not only interfered with the learning of the individual student but also the entire class. In addition the stigma associated with removal from the classroom often had negative consequences. Student's often perceive they are being punished which has a negative impact on the their developing self-esteem. Being separated from the peer group prevents the development of more mature coping strategies.

This grant would allow for equipment and materials to maintain children in their classroom. When it is necessary to remove the child, alternatives and choices out of the classroom must be available as a

positive place where students can use materials to help themselves reorganize behavior develop more mature coping strategies and return to the classroom.

Goals of the program: 1. Provide equipment which addresses behavior/sensory processing needs of the widest number of students in the school.

2. Choose equipment that can be used in the classroom or alternative space.

3. Provide tools to students that assist them in organizing their own behavior and reenter the classroom to engage in learning.

Benefit to Students and School: Last year, the PTO provided a generous grant to obtain special seating for students in the classroom setting. These alternative seating choices allow for students who need extra movement to maintain their focus while continuing to work on learning within the classroom.

We would like to extend the options students have to continue learning preferably within the regular education setting but also, when needed, in an alternative positive place. The goal is always to reenter the class with their peers and engage in constructive learning.

Budget:	Expense Type	Establishment	Location	Cost
	Giant Leaps Flaghouse 2011		Behavior/sensory /reg rm.	
	weighted neck wrap 2			\$40.00
	steeple bricks	\$33.00		
	heavy duty tunnel			\$45.00
	2 bean bag chairs			\$80.00
	Best Price Products 2011			
	weighted balls	\$30.00		
	flexi bar	\$15.00		
	Patterson Medical Peds. 2011			
	trapeze	\$40.00		
	balance pods	\$80.00		
	big boot stilts	\$100.00		
	Geolastic Art	\$37.00		
	brushes	\$15.00		

weighted lap pad	\$30.00
weighted blanket	\$80.00
pressure vest	\$84.00
Theraband 50 yards	\$84.00

Abilitations 2011

TurtL	\$150.00
stepping stones	\$77.00
texture vine	\$32.00
cuddle swing	\$150.00
Gym rings	\$60.00
squishy prints	\$60.00
hang a hoop	\$80.00
5 min. timer (hr. glass)	\$27.00
vibrating turtle	\$54.00
peapod	\$75.00
Easy Glide putty	\$25.00
Core pilates for kids	\$20.00
balance beam	\$77.00
fold n go trampoline	\$139.00
bean bag bugs	\$21.00
Costco	
Memory foam	\$80.00
Total Due:	\$1,920.00

Does your project receive other funding? No

Do you expect to get additional funding? We will pursue material for donation during the year if the grant is not adopted. Some items already obtained have been provided by appeals to other schools for equipment not in use. The PE staff has also generously allowed for the borrowing of equipment temporarily not in use. In addition the OT/PT staff has used equipment temporarily not in use by specific children.

How will you report back to the PTO on your project? Log used to keep track of student's time using equipment and which equipment was preferred

Teacher interview

Student interview

Sign out sheet for equipment taken to specific classrooms.

Contact Info: 608-257-9339 (h), 608-334-5325 (c) rmessina8983@sbcglobal.net

11. Comprehension strategies- books - Amount of Request \$943.25

Submitted By: Ruth Harms Instructional Resource Teacher

Description of Need: The district has purchased "Comprehension Toolkits" for all classroom teachers which arrived at the beginning of this school year. These toolkits include only 1 copy of each text to be used with students to teach comprehension strategies. Our teachers would like to use these texts in small groups and have each student have their own copy. Currently, teachers must go to the library to seek extra copies that often need to be ordered, or they must make copies of the pages or use a document camera (numbers limited in the building). We also have a few copies of another publisher's kit. These kits have mostly fiction books. Again, we have only one copy of these delightful books with the idea (from the publisher) that teachers make copies or hold the book high!

Teachers have lost planning time this year. Professionally picked chapter books and nonfiction texts that are offer wonderful texts to teach from are so necessary.

Goals of the program: Teachers would be able to work with small groups and have each child have a text in their hands.

Teaching Comprehension strategies is a huge part of our literacy curriculum. Ready made lessons with texts that can be differentiated up and down offer focused lessons and a book selection that is made by professionals! Teachers often know that comprehending texts, both fiction and nonfiction, is often what holds students back from progressing to the next level in reading. Explicit teaching of skills that students can learn and apply is necessary and is the backbone of good reading instruction.

Benefit to Students and School: Less time at the copy machine! More books in student hands and more books that are selected for certain strategy work. Teachers often have to look carefully through many

books to select the right book, especially when scaffolding for those students who need explicit examples.

Budget: Quote from Books4school sent and/or given to PTO.

Does your project receive other funding? No

Do you expect to get additional funding?

How will you report back to the PTO on your project? Copy of the purchase invoice to PTO.

Contact Info: 204-3300 rharms@madison.k12.wi.us

12. Classroom libraries - Amount of Request \$500

Submitted By: Ruth Harms Instructional Resource Teacher

Description of Need: The Madison school district has adopted the Dorn literacy model. (Linda Dorn and Carla Saffos from University of Arkansas) One important feature of the model is to provide students with rich, varied reading material in a classroom library. Some of our teachers are concerned that their classroom doesn't have the variety of genres, authors and levels of books that Dorn recommends and that our district expects to see. We would like to purchase classroom library books to fill in the holes of our libraries. We would distribute these funds to the classroom teachers that have done an inventory and found a need.

Goals of the program: Our classroom libraries need to have a variety of books. This money would allow us to fill in the gaps in classroom libraries where teachers have noted a need.

Benefit to Students and School: Classroom libraries that provide a wide variety of genres, levels, and authors are essential components of a well supplied classroom according to research. Our students and school will benefit by becoming better readers!!

Budget: We are now just collecting the genres and authors that teachers feel they need to have. We will be purchasing the other library materials (labels, baskets, etc.) from other funds.

Does your project receive other funding? Yes

Do you expect to get additional funding? Other Randall funds

How will you report back to the PTO on your project? Lists of books that are purchased. Pictures of our great classroom libraries that result from this all-school work!

Contact Info: 204-3300 rharms@madison.k12.wi.us

13. Pottery Wheel - Amount of Request \$700

Submitted By: Sarah Nathan (and Ms. Walsh) student

Description of Need: Having a pottery wheel will give kids a larger variety of artistic experiences. According to MMSD's art standard nine, making connections, students are expected to expand their knowledge of the principles of art and how it relates to other art disciplines, understand that all the arts of forms of communication and experience clay as it relates to science, social studies and math. Having a pottery wheel will help students achieve goals in other subjects such as Native America units in fourth grade, science standards and math standards such as volume and symmetry.

Goals of the program: Having a pottery wheel available to students will help achieve the goals above.

Benefit to Students and School: Not only will students have a chance to learn core subjects in a new way, the pottery wheel will also be useful in fundraising efforts by our student council. For example, students could create ceramics and sell them for a chile night.

Budget: Clay Boss Potter s Wheel \$648.95

Potter s Ribs - Set of 4 \$4.97

The rest would be put aside for shipping costs and other clay tools if shipping isn't the full amount.

Does your project receive other funding? Yes

Do you expect to get additional funding? Student council would like to plan a fundraiser to help supplement this grant as much as possible.

How will you report back to the PTO on your project? I will provide you with the receipts from our purchases as well as photos of our successes.

Contact Info: 442-7297 sfnathan@madison.k12.wi.us

14. Yoga - Amount of Request 0

Submitted By: Susan and Treena Feingold and Treena Hoffman Third Grade Teacher (Feingold), and Parent of Aidan Hoffman

Description of Need: We are asking the PTO to support our desire to bring yoga to Ms. Feingold s 3rd grade class.

In order to do this, we need to purchase 1-2 rolls of sticky mat material for the children to use underneath their bodies while practicing yoga.

Goals of the program: Yoga is an ancient science that is proven to link participant s physical, emotional, and social selves into a stronger unified sense of self. It increases balance and focus in the children s bodies and minds. It also can assist in increasing the communication between both hemispheres of the brain thereby increasing their mental agility. Yoga also increases the children s sense of community by providing an activity for them to practice and grow together while supporting each other in their own unique and various experiences of the practice.

Benefit to Students and School: Same as above.

Sue Feingold is more than happy to share the mats with any others classrooms that would like to do yoga together. The mats can be cleaned and shared.

Budget: We will need to buy yoga mat material. Each bulk roll of yoga mat material can be cut into around 20 child sized mats. Each bulk roll costs around \$140-\$150. We will need to buy 2 rolls. In total, we will need close to \$300 to purchase all of this material.

Link to the web site where the mat material can be bought...

www.yogaaccessories.com/14-extra-thick-deluxe-yoga-mat-roll-105ft_p_121399.html

Does your project receive other funding? No

Do you expect to get additional funding? No other funding sources.

How will you report back to the PTO on your project? We will give the receipts to Julie Dittmann and she will give them on to you.

Contact Info: 204-3329 sfeingold@madison.k12.wi.us