**Franklin-Randall 2014 Grant Applications**

1**. Title:** Dr. Jean Seminar –FULLY FUNDED ($840)

**Amount requested:** $630-840

Submitted by: Sarah Daines (Franklin teacher)

Description of need: 4K and K teachers at Franklin are always looking for a variety of literacy activites for younger children that are fun, student-centered, hands-on, and boost student engagement, while meeting the common core standards.   
  
A few of us would like to attend a seminar in which we would gain new ideas and understanding in literacy instruction.

Goals of program, how will program fulfill this need: A small group (3-4) of teachers representing 4K and Kindergarten would like to attend the conference "Dr. Jean's Rock, Rhyme, Write, & Read!" in Milwaukee.   
  
This conference will inform educators about literacy practices for 4 and 5 year-olds that will supplement and align with the MONDO curriculum that we are all currently using.  
  
The seminar covers critical pieces of literacy instruction, including: standards, oral language, phonological awareness, and comprehension skills, to name a few.  
  
http://www.sde.com/teacher-workshops/seminar-details.asp?id=1399

Benefit to students and school: Teachers attending the conference would present information to their teaching teams and share resources so that all 4 and 5 year olds at Franklin would benefit.   
  
Children will learn key components of literacy in effective, skill-based, and interactive ways.

Budget: The proposed amount is a one-time tuition fee ($209 per person). If teachers wanted to earn academic credits for attending, they would pay out of pocket.   
  
Teachers' personal or sick days would be used to cover the absences the day of the seminar (January 14, 2013).

Other funding: No

Letters of support: Yes

Reporting plan: Notes from the presentation to 4K and K staff will be shared with the PTO. Photos of children participating in activities will be taken and shared as well.

2. Title: Playground Art Installation Series – Franklin – PARTIALLY FUNDED BY GRANTS PROGRAM, AND PARTIALLY FUNDED BY CULTURAL ARTS BUDGET LINE ITEM

Amount requested: $720

Submitted by: Jinger Schroeder (parent, Franklin)

Description of need: We use creativity in our everyday life to inspire and assist us in looking at ourselves and the world in other ways. We hope to inspire students, parents, teachers, school staff and community with playful art installations that bring about unexpected delight, messages of love, a feeling of being part of that message, and a place for the imagination to take center stage through creativity. By putting time and effort into such creative work, we hope to establish the importance of such work and experience together the joy it brings.

Goals of program, how will program fulfill this need: The goals of this program are to open new doors of creativity and to experience how simple creative changes in our surroundings may enrich and enliven our environment, and in this case, the Franklin School playground.   
  
This is how we propose to fulfill this need:  
  
1) LEGO Wall Installation - December (please refer to PDF for photos)  
Using unexpected objects to solve problems like a crack in a wall is a fun way to infuse creativity into everyday life.  
We are proposing to permanently fill the below crack in the Franklin Playground wall with legos. We would like to find time during a couple of school days to fill these cracks so the kids have an opportunity to participate and see how this comes together.  
  
2) LOVE Installation - February (please refer to PDF for photos)  
We would transform the Lakeside Street fence into an expression of LOVE in the month of February. Our team will install a message (TBD) and then invite students, families, teachers, staff and community to join us in installing hearts surrounding the message.  
  
3) NEST Installation - May (please refer to PDF for photos)  
It’s that time of year when Freddie and Fiona need to rebuild their nest. They have decided to include the children in their nest building this year so they would like to build a child-sized nest out on the playground, under their favorite playground tree. Depending on what is available, Freddie and Fiona might pick from willow branches, stumps, or hay to build a circular meeting area where the kids can let their imaginations soar. And we are expecting to have an appearance by Freddie and Fiona in the tree branches above (paper-mache falcons that will be perched on a branch looking down on the nest).

Benefit to students and school: Students, parents, teachers, staff, and the community will be invited to experience and participate in these projects. We hope these experiences will bring them closer together and show them how they too can use everyday objects and a little creativity to make their own lives and world richer.

Budget: Total Budget: $720  
  
1) Lego Wall Installation  
- Legos (Basic Bricks Deluxe - approx. 2-3 sets) $60 - $100  
- Slow Epoxy Resin Hardener - Quart $35  
- Flyers advertising the installation $25  
Total = $160  
  
2) LOVE Fence Installation  
- Yarn - $5 per ball (approx. 50) $250  
- Flyers advertising the installation $25  
Total = $275   
  
3) Nest Installation  
- Willow Branches (?), Tree Stumps(?), or Bales of Hay (6.99 per bale x 20 bales = $140)  
- Truck Rental to Haul Materials $60  
- Paper-Mache Materials: glue, board, wire, paint, paint brushes, weather coating $50  
- Materials to safelty mount birds to tree branch $10  
- Flyers advertising the installation $25  
Total = $285

Other funding: Yes. There is the possibility we could ask our school community to donate some of the materials we will need, such as yarn, nest building materials, and a pick-up truck. If we don’t obtain these items through donation, we would then need to use the funding we are proposing for those items in this grant.

Letters of support: Yes

Reporting plan: We will take photos of the installations and obtain testimony both during the process and after installation is complete and report back on whether these goals have been met.

3. Title: Art Display Space & Permanent Student Art Collection – Franklin – FULLY FUNDED

Amount requested: $280

Submitted by: Moly Papier (parent, Frankin)

Description of need: Franklin serves approximately 350 students and has only one central display for student art. There is a single bulletin board in the media center which currently has the capacity to highlight about 20 pieces of student art at a time.   
This grant is requesting the purchase and installation of art display hardware as well as funds to begin a permanent student art collection

Goals of program, how will program fulfill this need: Increase student exposure to the visual arts by installing more display areas around Franklin Elementary.  
Emphasize the importance of the visual arts in the development of the whole child by creating a permanent student art collection.

Benefit to students and school: Displaying student art validates the various ways students can learn which include visual and spatial learning styles.   
Displaying student art highlights student creativity and exposes students to the multitude of ways one concept can be illustrated and understood.  
Displaying student art draws students' attention to their own achievement and unique idea generation.

Budget: Bulletin Board Strips for Display  
(10) Quartet Bulletin Bars I - Bulletin Bar, 18"L, Aluminum   
Item #1065953, List Price: $18.95  
Number of bars would need to be determined after we designate areas for display. Possible areas include the 200 hallway (above lockers) and the library.   
This request is for ten 18" bars.   
  
$189.50 + shipping costs  
---------------------------------------------------------------------------------------------  
$200.00  
  
Framing Student Art Work  
Cost of framing 1 - 2 pieces of student art a year for permanent collection  
$40.00 for framing x 2 pieces  
---------------------------------------------------------------------------------------------  
$80.00

Other funding: In-kind funding: Parent volunteer time to maintain & update displays and facilitate framing.  
I am committed to doing this for the next 2 years

Letters of support: Yes

Reporting plan: I can provide pictures of the displays and letters from students who's work is chosen to be in the permanent collection

4. Title: Students Playing More Sophisticated and Challenging music – Franklin - NOT FUNDED

Amount requested: $1,113.99

Submitted by: Martin Stein (Franklin teacher)

Description of need: 1. The music program at Franklin lacks basic classroom instrument sets. The current instrument collection has a lot of odds and ends but, except for rhythm sticks, not a classroom set of instruments that all students can play at the same time.  
  
2. The current lack of chromatic instruments makes it difficult for students to play more challenging and rewarding music parts.

Goals of program, how will program fulfill this need: Goal 1. All students in a class will be able to play instruments parts at the same time thus increasing student learning and motivation. The purchase of a classroom set (24) of simple castanets, and a set (24) of school-quality tambourines would go a long way to fulfill this goal.   
  
Goal 2. All Students will learn more challenging and rewarding instrument parts. The purchase of 12 chromatic orchestra bell sets (2 students can comfortably share a set) will provide the opportunity for students to play more sophisticated instrument parts. This will allow the students to become familiar with many concepts of music theory and many skills which relate directly to piano keyboard skills

Benefit to students and school: 1. Students' music achievement and learning will be enriched and extended.  
  
2. Opportunities for students to be actively involved in music instruction will be enhanced.  
  
3. Students will develop more advanced music skills.  
  
4. Students will have more enjoyment and a greater sense of achievement in music class.  
  
5. Music performances will be richer experiences will and feature the instrumental accomplishments of all students.

Budget: 12 25 note chromatic melody bells @$55.16 $661.92  
shipping 52.95  
24 plastic auto hand castanet@$1.05 25.20  
shipping 2.16  
12 red Rhythm Tech Solo Tambourine@$14.99 $179.88  
12 black Rhythm Tech Solo Tambourine@$15.99 $191.88  
  
Total: $1113.99

Other funding: No

Letters of support: No

Reporting plan: These music purchases will benefit Franklin students for many years to come. I will be happy to report to the PTA how these instruments enhanced student achievement this year.

5. Title: iPads for classroom use – Franklin – NOT FUNDED

Amount requested: $2000

Submitted by: Lorimer Cushman (teacher)

Description of need: “We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.” – David Warlick  
  
I would like to pilot a classroom that has a 1:1 ipad to student ratio. To attain 25 ipads I need to request funding from several sources.

Goals of program, how will program fulfill this need:

This section goes into great detail of a long term vision. I want to work towards this by becoming the first 1:1 classroom at Franklin and piloting this work.  
  
How might the use of these devices improve learning?  
• Instant access to the internet is perhaps the most significant educational consideration. It provides access to every known fact, an abundance of instructional applications, and risks and responsibilities worth planning carefully for.  
• This technology supports improved efficiency and effectiveness with the storage of student work, assignments, and instructional materials.   
• Teachers and students will be able to save and organize student work-products, and teachers will be able to create and manage instructional portals (like Edmoto) for storage of lessons, assignments, and resources.   
• The video feature on the devices can enable the recording of generic mini-lessons for teachers (\* ideally, created by students!), for example, "How to play Make-10s Go Fish," preserving teachers' time to focus on responding to the needs of students or delivering targeted instruction.  
• This technology would also support the collection of exemplars of student work, which could help both teachers (in developing assessment validity) and students (including as reading / instructional materials).  
• With this technology, assessment information can be recorded instantly. Not only does this improve teacher efficiency and the turnaround time for data collection, but strategic District work to create common assessments could create a platform for numerous professional dialogues about student progress, teaching practices, and the use of assessment to guide instruction.  
• This technology also enables students to use video features to document progress with speaking & listening standards.  
• The fact is that children have access to the internet frames our ethical imperative to help them learn digital literacy, augmenting our traditional literacy approach. Students have much more access to text, and effective searching and critical thinking skills regarding the author's purpose become much more meaningful and important.   
• By providing access to keyboarding, students will be able to prepare for future assessments and be able to demonstrate their mastery of content without being constrained by the process (of handwriting, for example).  
  
How might the use of these devices improve engagement?   
• These devices are designed to be personal devices. We envision a future in which students chart personalized pathways to college and career, and these devices can facilitate student-driven and personalized products.  
• Students could create a personalized website, or e-portfolio, to document their growth over time, through a lens of how participation in school helps meet personal goals.   
• As indicated above, students can engage in the teaching process by writing (and possibly recording) the explanation of classroom games, projects, or other topics, addressing informational writing standards in the CCSS. These videos could be used for other students' learning.   
• Access to the internet and other applications will enable teachers to more skillfully and efficiently design the delivery of standards-based content in ways that are personally meaningful and engaging to students.  
• Teachers will have greatly increased access to a wide range of reading materials at a variety of levels, tapping into students' interests. Access to the same information will enable teachers to learn about students' interests (independently or with students) and strategically integrate those interests in the curriculum, moving towards 'flipping' the classroom (where the standards stay the same, but the 'curriculum' and activities are largely driven by student interests).  
• Students who are non-native language speakers could listen repeatedly to recorded teacher directions, enabling more access. Additionally, teachers could include numerous graphic supports with their instructions.  
• This technology will enable students to design customized and personalized products demonstrating mastery of standards.   
• Instead of teachers mandating products that are defined by details not related to standards (like a number of pages written or the medium through which the content is presented), students will have the opportunity to demonstrate mastery of standards through a variety of media (text, text with pictures, voice recordings, video recordings, and dynamic presentation tools like Prezi or Keynote).  
• This technology can be used to promote collaboration and peer tutoring (commenting on 'posts,' editing peer work).  
• Through the strategic use of the myriad features (video, online, etc.), this technology provides opportunities for affirming and validating home language and building and bridging academically, particularly in regards to student-created texts and project-based learning. At a very fundamental level, the epitome of culturally-responsive practices are when students see themselves reflected in their learning, both in terms of context and products. As the quote below suggests, we need to change our old strategies for exposing students to multicultural texts:  
  
This excerpt from a CCBC Choices 2013 essay contextualizes the significance and potential impact of students of color sharing student-created texts with each other via iBooks, etc.:  
"As we have done for the past twenty-eight years, we continue to document the number of children’s books we receive annually by and about people of color. The news in terms of sheer numbers continues to be discouraging: the total number of books about people of color—regardless of quality, regardless of accuracy or authenticity—was less than eight percent of the total number of titles we received.  
Think about that. Think about it terms of what you know about the changing demographics of our nation. Think about it in terms of the children and teens with whom you interact each and every day. They all deserve more."  
Horning, Kathleen T., Merri V. Lindgren, and Megan Schliesman. "The CCBC and Multicultural Literature: Over Twenty-Five Years and Counting." Choices 2013. http://www.education.wisc.edu/ccbc/books/choiceintro13.asp  
  
How might the use of these devices improve the home-school connection?  
• This technology will promote the storage and sharing of student work.  
• Students could post work-products on their personalized e-portfolio which document (1) examples of their best work at school, generating a sense of pride, (2) the progress that they've made towards their goals, emphasizing the relevance of school to helping them achieve their goals, and (3) the amount of homework, like reading at home, that they have done to work towards their goals. This process can be a valuable tool for reflection and can help guide parents in supporting learning at home. These sites, of course, would be shared with parents (and could be a great tool for conferences, ILPs, and more).  
• The technology provides opportunities for enriched and diversified communication.  
• Teachers (and possibly students) can maintain class websites and blogs, providing instant communication, documentation of learning, and serving as a powerful home-school communication medium.

Benefit to students and school: The benefits to students and school are included in the Goals of the program section above.

Budget: 5 ipads @ $400 each = $2000

Other funding: $1070 from the Foundation for Madison Public Schools  
$3200 from the technology line item in the PTO budget  
Exploring means of private sponsorship  
Exploring means of additional funding from local school budget

Letters of support: Yes - Received

Reporting plan: A student designed project will be submitted.

6. Title: No Idle Campaign – Franklin and Randall = PARTIALLY FUNDED ($540 FOR ALUMINUM SIGNS AND YARD SIGNS)

Amount requested: $1,260

Submitted by: Laure Zirnigble (parent)

Description of need:

We need to bring awareness to all drivers who park near school grounds that idling is not welcome nor is it appropriate around our schools. The current culture around idling is unsafe and unnecessary.  
  
Current policy dictates that busses may sit in front of our schools and idle for up to fifteen minutes on days that are 32 degrees or less. The amount of exhaust that accumulates both on the busses and around the busses is unacceptable and a detriment to the health of all who are exposed.  
  
The EPA site, SafeBus USA, outlines a variety of approaches to remedy the situation. Educational literature and signs are great initial actions.  
  
Busses and delivery trucks are currently the main focus of our campaign, with hopes that parents picking up children will also follow suit. The busses often idle even when temperatures are above 32 degrees. The signs will provide continual reminders of our desire for healthy air both on and off the busses.  
  
Kids are generally dressed to be outside when they are released to go home. Current policy states that the bus cabin must beat least 40 degrees. The busses are often much hotter and often times the drivers are dressed lightly. Parents have reported that their kids are soaked in sweat when they get off the bus. The EPA suggests warming up the bus at another location, arriving closer to pick up time, and turning off the engine upon arrival to the school.  
  
Delivery trucks also need to change the current practice of backing up to school doors and idling. I have seen the doors propped open a variety of times while exhaust pours directly into the school. I spoke to two of the drivers who both said that they would be done in a minute. The minute turned into five minutes of filling our school with exhaust. Signs and literature will help drivers change current habits of idling during delivery at our schools.  
  
The culture of when and where to idle needs to change and education of drivers is a good starting point for our schools while we work to change the policy district wide.

Goals of program, how will program fulfill this need:

Posting signs and distributing educational literature to drivers who park near our schools will both educate and remind them that the health of our community is directly affected by their actions.  
  
The EPA strongly suggests that the best way to reduce exposure to harmful exhaust is to reduce idling:  
  
"While all new busses must meet EPA's tighter emission standards, many older school busses continue to emit harmful diesel exhaust. Diesel exhaust has a negative impact on human health in general, and especially on children because they have a faster breathing rate than adults and their lungs are not fully developed.  
  
There are a variety of clean diesel strategies for making school busses a cleaner way for children to get to school. One of the easiest ways to reduce school bus emissions and save money is to reduce idling."

Benefit to students and school:

Everyone in and around the schools will benefit from less exposure to exhaust pollution. Better health for all school children, employees, families, and surrounding community members.

Budget:

Eight 18"x12"aluminum signs (4 for each school). $240  
Eight yard signs similar to those posted at Thoreau (4 for each school)  
Fence banner $300-$400  
Brochures for distribution to drivers $300

Yard Signs $300

Other funding: I have already invested $140 printing informational literature.

Letters of support: Yes

Reporting plan: A written summary of all actions related to the campaign will be provided to the PTO and all receipts will be turned into the board with descriptions of items purchased.

7. Title: Okee Dokee Brothers at Franklin – FULLY FUNDED FROM THE FRANKLIN CULTURAL ARTS BUDGET

Amount requested: $850

Submitted by: Melissa Schultz and son Kieran (Franklin parent and student)

Description of need: As the focus on academic skills, testing, and technology in schools increases, it is important to support all students' exposure to the arts, not only those children whose families are able to take them to attend musical performances or enroll in lessons or arts programs outside of school. Note the published reports and recommendations from the MMSD Fine Arts Task Force, available on the district web site; they document an erosion of educational and financial support for quality arts instruction and extra-curricular programming, and recommend goals for enhancing and sustaining arts education and cultural arts offerings in Madison schools.  
  
The stated PTO goals and bylaws include the encouragement of cultural arts and musical opportunities for Franklin-Randall students; despite this, very few PTO grant recipients over the past few years have related to music/arts offerings, according to results available on the PTO web site.

Goals of program, how will program fulfill this need:

This is an exciting opportunity to have the wonderful Okee Dokee Brothers (lifelong friends Joe Mailander and Justin Lansing, of Minneapolis), Grammy-winning musicians, perform for all students at Franklin. They are coming to Madison for the Overture Center's Kids in the Rotunda series (as they have in past years) on Saturday February 8, 2014. They're available and interested in adding a performance at the school on Friday February 7 (time to be determined), as described in the Artist Statement I'm submitting along with this application. It would take place in the gym, with a 45-minute concert followed by a question/answer session for students.  
  
They compose and perform original songs rooted in folk/bluegrass traditions, that appeal to children and adults alike. Their music conveys positive messages about friendship and teamwork, and aims to inspire children and their parents to get outside and experience nature. They're known for their witty lyrics, strong musicianship and unique folk style. My family has been enjoying their music for a long time (thanks to relatives in Minneapolis who introduced us to it); we've seen them perform, and know their shows are entertaining and engaging. I'm not aware of any local groups that perform similar music geared toward children and families.  
  
Before applying, I described the proposal to Britta Hanson and Barbara Chusid (Franklin music teacher) in order to assess their interest and willingness to schedule the performance if it were selected for funding. They indicated that it sounded great and I should go ahead with the application, with Barbara noting "We can always use good, live music."

Benefit to students and school:

It will provide a shared musical experience for the whole school and encourage a sense of community. Their songs promote ideas and values that align with Franklin's goals and principles for students. Students could listen to some of their songs ahead of time (as my son's class, with Mrs. Fralin, is doing), helping them become more interested and engaged in the performance.  
  
Justin put it well in an email to me: "When I was a kid I remember a singer coming to our school and she showed us a bunch of different instruments. One being the banjo. Coincidentally, (or maybe not) that's what I do now. So we're very much on board with the power of music and concerts in schools... We think that a love for nature is one of the most important things young folks can learn. That's why we do what we do, and we think our message comes across in our concerts without having to state it blatantly to kids. We tailor every show to each situation, and even if there is overlap in audience [with the Overture performance], experiencing the show with your classmates is very different than with your parents."

Budget:

$1000 performance fee (see Artist Statement for description/justification)  
- $150 personal contribution offered to reduce cost  
= $850 requested in application

Other funding: I will personally contribute $150 toward the cost, to show support and reduce the amount being asked of the PTO

Letters of support: Yes

Reporting plan: If there is room for additional audience members, the PTO board would be welcome to attend the performance and enjoy the music themselves. I will take photos (perhaps video if it's allowed) which can be provided to the PTO afterwards.  
  
My son Kieran and some of his classmates will be writing letters of support for the proposal. If the performance takes place, I will encourage them to follow up with a thank-you letter to the PTO and to the artists.

8. Title: Fusion Science Theater for Second Grade – FULLY FUNDED

Amount requested: $150

Submitted by: Sheryl Rowe (teacher)

Description of need: Additional science experiences for our second graders that are based on sound scientific principals, have active, hands-on components and will not only complement our curriculum, but have the "WOW" appeal that will grab kids as they learn new science concepts.

Goals of program, how will program fulfill this need: Franklin second grade classrooms have been accepted into a pilot program of the Fusion Science Theater (appropriate for 2nd, 3rd and 4th grades.) The theater is a "nationally recognized, performance-based program offering engaging, verifiable and educational experiences..." Fusion Science Theater, in partnership with Madison College, is partially funded by a grant from the National Science Foundation.  
  
The theater group will provide 3 participatory performances, 60 minutes each, for our 5 second grade classes. Three investigations will be included in each performance of the pilot programs: Will it Light? (conducting electricity), Bounce Mania (polymers) and Atom in a Solid? (Kinetic Molecular Theory.) There is a post performance activity that allows students to use visual and literary arts to illustrate their learning.

Benefit to students and school: All second graders, regardless of socio-economic status, will have the opportunity to experience a fun, interactive and educational experience regarding science investigations. Teachers will get to see a new way of presenting conceptual information and will be participating in feedback and development.

Budget: $150 - Cost of performance (usually $200 for two performances and we are getting three!)

Other funding: No. We could ask parents for a donation to help pay the fee, but are getting close to our yearly limit.

Letters of support: No

Reporting plan: Photos and letters from the kids.

9. Title: Randall Outdoor Classroom Shed – PARTIALLY FUNDED BY GRANTS PROGRAM AND BY OUTDOOR CLASSROOM LINE ITEM BUDGET

Amount requested: $997.50 (potentially less sales tax – Terri is clarifying this)

Submitted by: Terri Jaye

Description of need: The Randall Outdoor Classroom needs a new garden shed. The Randall garden is a beautiful space that connects the school comminity with the surrounding neighborhood. There has been recent revitalization around improving the garden lanscape, engaging all students during Unity Days and collaborating with teachers on garden-based cirriculum. There are many exciting programs the school and neighborhood community can initiate, but change starts by supplying basic needs. The current shed is 15+ years old. It is too small to house all the gardent tools, making it potentially dangerous. The tall tools and wheelbarrow must be stored outside the shed. The doors of the shed do not close or latch properly. The wood on the door and base are rotting. Finally, it is an eye-sore and detracts from the beauty of the garden. So much energy went into planning/building the west playground space. Why not continue that effort on the east end of the school?

Goals of program, how will program fulfill this need: The new shed would:  
  
1) Provide safe storage of garden supplies so that the whellbaroow, garden tools and extra landscaping materials can be neatly and safely stored away.  
  
2) Enhance the curb appeal for visiting families, pedestrians and traffic flow.   
  
3) Symbolize a continued revitalization of the Randall outdoor space.

Benefit to students and school: The shed will provide a safe space for garden materials, but mostly it will be a catalyst to many garden-based programs. The role of the Randall Garden Club is to work with teachers, adminstration, children and neighborhood partners to provide a more interactive and creative environment for the entire community. We have discussed a composting program, butterfly garden, more fruit trees, and creating a soothing, learning environment with more seating and art installments. Many of these programs can be funded by other sources - a new shed would not be. A shed would beautify the school grounds and give the children a sense of prode in their school.

Budget: Costco prefab cedar shed  
  
$949.99 shed  
$47.50 tax  
  
$997.99 TOTAL  
  
I will put pictures of the current shed and Costco model in your mailbox.

Other funding: No

Letters of support: No

Reporting plan: We will send you pictures of the final project.

10. Title: Microscopes – FULLY FUNDED FOR 8 TOTAL NEW MICROSCOPES

Amount requested: $811.80

Submitted by: Katie Ripple (student, sponsored by Elizabeth Atwell, teacher)

Description of need: As part of fourth grade curriculum all classes must complete a unit called micro worlds , which involves several week observing objects using microscopes. Most of our microscopes are broken.

Goals of program, how will program fulfill this need: A Randall student, Katie Ripple has identified the need for more microscopes and has gathered information about purchasing quality microscopes inexpensively to replace the broken ones at Randall.

Benefit to students and school: There will be more microscopes of higher quality so that all 4th grade students can better observe and learn about how to use a microscope in order to meet the science standards. These microscopes involve the use of cameras which would allow our students to be using more current technology in science.

Budget: 4 Celestron LCD Deluxe Digital Microscopes model #44345 (see quote)  
$199.95 each   
$12.00 shipping   
$811.80 total  
  
Actual quote (hopefully with better pricing) to be provided via email to grants@franklinrandalpto.org when obtained.

Other funding: No

Letters of support: Yes – received

Reporting plan: Katie Ripple and her mother, Sarah Kraak-Ripple, will present to the PTO as needed.

11. Title: Extended MONDO Resources – FULLY FUNDED

Amount requested: $906.40

Submitted by: Randall third grade team, Sue Feingold is contact person

Description of need: In 3rd grade at Randall School we use the MONDO Reading Program. A large component of the program is shared reading. During shared reading the whole class is involved in reading and metacognition around a portion of a shared text. Shared reading provides an opportunity for teachers to model and children to participate in close reading, comprehension strategies, vocabulary acquisition and fluent reading with grade level, complex texts. Many of the texts are excerpts from larger stories and leave the children wondering what happens in the end. We would like to provide them with the resources to read the rest of the story. We believe this will provide motivation to read independently and increase the students' engagement during reading. It will also reinforce the practice of following through with a text from beginning to end.

Goals of program, how will program fulfill this need: Provide resources to finish reading shared texts independently.

Benefit to students and school: Provide motivation, increase engagement, encourage stamina.

Budget:

22 sets of 6 books each at $25.20-$40.60 a set. Total cost of books = $824.00  
Javed’s Pet $36.80  
Island Adventures $40.60  
Out in the Wild $40.60  
Hurricane on Seashell Island $36.80  
Encyclofact Olympics $34.80  
Safari Olympics $40.60  
Camping with Grandma $40.60  
Waterways $40.60  
Waterways Encyclofact $34.80  
Print My Pattern $40.60  
Encyclofact Island Adventures $34.80  
In Search of Giant Pandas $36.80  
Encyclofact Lost and Nearly Lost $34.80  
Lost and Nearly Lost $40.60  
Cybernet $40.60  
Tammy Toodlepepper, Collector $36.80  
Volleyball $40.60  
Save It, Use It $40.60  
The Mystery of the Clocktower $25.20  
Walrus $40.60  
Grandma’s In Action $40.60  
Cruise Control $25.20  
Estimated shipping cost = $82.40 (10% of the total)  
  
$824.00 + $82.40 = $906.40

Other funding: No

Letters of support: Yes

Reporting plan: We will turn in the receipt for our purchase after we have ordered the books. The 3rd grade team will share pictures and thank you notes from the students after they have had the opportunity to read them.

12. Title: Bullyproofing Classrooms – Randall – PARTIALLY FUNDED ($219)

Amount requested: $399

Submitted by: Kati Walsh (teacher)

Description of need: Bullying has been on the forefront of everyone's minds. Administration has been looking at systems to put in place to prevent bullying but hasn't really given much direction to the Positive Behavior Support (PBS) coaches who are in charge of trying to set a positive school climate. As a former bullied student, caring teacher and the current Randall PBS coach, I am passionate about addressing the bullying issues at Randall. As passionate as I am about the issue, I feel l need some direction about what has worked at other schools and where Randall should go from here.   
  
I feel the need for bullying prevention from everyone. I feel it from parents who contact me about bullying situations with the children, have planned a PTO meeting dedicated to the subject and organized a book group around a book about bullying. I feel it from teachers who discuss situations in the teacher's lounge and how to help, who come to me to help with groups of students and who watch their students hurt in these situations. I feel it from the kids who talk with me about how being bullied makes them feel and from the looks on their faces when I see bullying happen in front of me.  
  
Students need to know both how to be assertive for themselves, step in to prevent bullying of others and how to engage in bullying behaviors themselves.

Goals of program, how will program fulfill this need:

MMSD has adopted Responsive Classrooms in our district through Morning Meetings and other relationship building structures. Responsive Classrooms is holding a one day class in Chicago called 'Bullyproof Your Classroom.' I have attended previous Responsive Classrooms trainings in the past and always leave with a renewed sense of how to best serve my students.  
  
From the class description:  
https://www.responsiveclassroom.org/event/bullyproof-your-classroom-chicago-il  
"Prevent bullying behavior by creating a classroom culture and community where kindness and respect flourish and mean behaviors are unlikely to occur. This workshop includes: current research on how to prevent bullying, strategies you can immediately use in your K–5 classroom, and "gateway behaviors" and how to address them before they become bullying behavior. Bullyproof Your Classroom shows how to prevent bullying behavior by creating a classroom culture and community where kindness and respect flourish and mean behaviors are unlikely to occur."  
  
Attending this class will give me the tools to come back after winter break in full force ready to implement what I've learned!

Benefit to students and school: The benefits to the students and Randall school are clear, a positive school environment and students who have the skills and knowledge to be assertive to prevent themselves from being bullied as well as the skills and knowledge to step into bullying situations and the skills and knowledge of how to recognize bullying behaviors so they don't engage in those behaviors themselves.  
  
When students are able to do these things, their focus is on learning and achievement rises.

Budget: $150 for a sub  
$219 for the class fee  
$30 for gas

Other funding: No

Letters of support: No

Reporting plan: I will write up what I have learned for an update for the PTO website and newsletter. I would also be willing to share at a PTO meeting what I have learned. The REAL accounting for this grant will come from the kids themselves!

13. Title:iPad technology in the Franklin Gym – NOT FUNDED

**\*\*Submitted one day late, on Nov. 1, 2013.**

Amount requested: $500 (plus taxes)

Submitted by: Chris Rumbelow (teacher)

Description of need: For the last 25 years I have attended my state association (WHPE - Wisconsin Health and Physical Education) fall convention (Oct 24th & 25th). It is the best professional development I receive all year. In the last couple of years one of the startling changes is the increasing prevalence of technology designed specifically for the Physical Education environment. Most of the college students, young teachers, and especially those on the "cutting edge" of what is new and exciting in the field are using iPad's in their PE classes. I have been sitting on the fence and questioning, "What is the role of technology in my gym?", for almost two years.

I posed my question to several teachers at the convention ... all responded... "You need to do this!"

With their advice in mind, I am requesting funding to purchase 1 iPad touch to be used in Physical Education at Franklin. The iPad will be used in numerous different ways to enhance the PE experience of students at Franklin. For example:

\* To video kids work to show parents, other students and obviously themselves.

\* To video kids work so that they can immediately see their own technique and possibly make corrections. A good example of this would be for kids to see themselves stepping forward with the wrong foot during an over-hand throw.

\* The biggest area of application is the recent advent of computer Apps that can be used on the iPad to enhance learning and understanding in the PE environment. There are literally hundreds of Apps that may be appropriate for Franklin students in the gym. I have seen some of these Apps, and they are mind-boggling in terms of potential application.

Several MMSD PE teachers already use iPad's in their gym with great success. I don't want this technology train to leave the station without me at least having one foot in the door!

I will be adding 1 or 2 supporting letters and an example of a short video clip (taken at my other school - John Muir Elementary) attached to an email.

Respectfully submitted,

Chris Rumbelow

Goals of program, how will program fulfill this need: My goal is to bring iPad technology into the Franklin gym to enhance student learning and understanding in Physical Education. The iPad will be used to provide immediate individual feedback to students on their own performance, show appropriate video's of skills, utilize current Apps to enhance learning and comprehension, use QR codes during station work.

I also hope to be able to utilize the technology to keep parents informed about what their student has been doing in PE class.

Benefit to students and school: Kids today are very technologically "savvy". An iPad is an ideal tool to engage students and maximize outcomes. It is lightweight and very portable in the gym.

Beyond students, an iPad my assist in keeping parents informed of current activities in the Franklin gym.

Budget:

iPad... I believe they sell for $499.00

There would be no further expenses needed.

Other funding: I will cover anything over $500.00

Letters of support: Yes

Reporting plan: Report to PTO.

Video updates for parents.

Kids will be talking about the iPad while eating at the dining room table!

14. Title: Capoeira at Randall – FUNDED BY THE RANDALL CULTURAL ARTS BUDGET

Amount requested: $800

Submitted by: Rebecca Liggon (parent)

Description of need: I would like to incorporate Capoeira lessons in to the current Randall music curriculum during their unit on Brazil. Capoeira is a Brazilian martial art that combines elements of dance, acrobatics, and music, and is sometimes referred to as a game. Not only will these lessons provide a hands on cultural learning experience but it also allows kids an opportunity for movement, music, and language (Portuguese) in their school day.

The grant money will be used to pay an instructor to lead classes twice weekly for 8 weeks. This can either be during regular school hours, with the support of Beth Kiser, or after school. The instructor will supply all the instruments required for class.

Goals of program, how will program fulfill this need: The goal of this program is to augment what the students are learning in music class. This program will give students a hands on learning experience. Students will learn to play native instruments, speak some portuguese, and move or "play" in a new way. All of these things are inherent in Capoeira.

Benefit to students and school: Beyond exposure benefits, Capoeira instills the values of responsibility and self-confidence in students and awakens kids' creative and artistic spark while developing their self expression.

Kids who train Capoeira often improve in school and in their ability to work and play with others. Capoeira challenges kids to do their best and gives them a safe community to grow and develop.

Budget: $50/hr instructor fee X 2 hrs/week X 8weeks = $800

Other funding: No

Letters of support: Yes

Reporting plan: Photos will be taken throughout the 8 weeks and submitted to the PTO.

15. Title: Fine Arts technology project- music emphasis – Randall – NOT FUNDED

Amount requested: $3,000

Submitted by: Elizabeth Kiser (teacher)

Description of need: It is my hope that the Franklin Randall PTO will provide the seed money for this Fine Arts Technology Project so that we may present a strongly supported proposal  to additional funding  sources to further the project.   Both Ms. Walsh and I are working collaboratively to raise enough money to develop a music and art technology program at Randall school that will allow us to address the fine arts core standards as well as traditional academic standards through creativity, multi-media design projects and composition.   In addition to providing resources for much need curricular tools the grant will provide the tools to reach student with highly differentiated cultural and learning needs in the fine arts classroom.  Lastly, important art and music literacy goals and standards require contemporary computer, audio visual and multimedia equipment.  A grant from the PTO will demonstrate to other funding sources the Randall commitment to development of a contemporary and relevant arts rich curriculum.

In my experience in over 25 years of education and work as a consultant I have never been in a music room in an urban area with as antiquated equipment as that found at Randall School. It appeared when I arrived at Randall last year that no supplies, textbooks, music equipment (other than a set of drums and four Orff instruments supplied to the entire district) had been acquired for the music room in well over 15 years.  I believe that that several other PTO grant proposals written in the past few years have substantiated the serious need for updated technology equipment at Randall.   We have an ancient stereo that sometimes works, virtually no CD’s, no computer music software,   no midi equipment or musical keyboards and absolutely no contemporary technology equipment.  The technology equipment used in our music room is currently borrowed from 5nines  and is the oldest and most outdated equipment that the Randall library can spare to share.  Our access to tech books is limited to approximately two weeks per year, and because of the pragmatic logistics   of transitioning the tech books and sustaining an electronic charge their use and functionality is extremely restricted.

I am hopeful that through your support this year we can acquire some basic equipment,   the starting point is with ipads.  I will attach a sample grant to another organization that I will use as a model in hopes of receiving additional funding from other sources to help build a more comprehensive sustainable project.  My long term goal is to raise funds and secure donations over the next three years that will allow Randall School to have a state of the art multimedia fine arts lab which can be shared by all of the Randall students in both the art and music classrooms.  The fine arts program needs your support to initiate this long term project.

Goals of program, how will program fulfill this need: The proposed project will be integrated into the daily curriculum of the fine arts classroom. Through this new equipment students will for the first time, have regular access to technology in our music and art classrooms allowing for:

-          Student centered learning stations;

-          Differentiated instruction;

-          Tools which are highly motivating for non-traditional learners and those challenged  with significant learning and cultural barriers;

-          More in-depth exploration and expression of individual creativity;

-          Ability to offer  more comprehensive and in depth  TAG instruction;

-          Strategies and access to online resources which enhance and enrich the curriculum which addressing both group and individual needs;

-          Opportunities to document student progress through individual on-line portfolios  and classroom activities necessary to address the recently adopted MMSD assessment protocol

Benefit to students and school: In addition to the points outlined above this project will create more equity in technology access for all Randall students and subject areas.  It will allow student to make connections from the arts to other academic areas, thereby creating a more unified curriculum and holistic thought processes for the children.  It will introduce the students to more authentic information from varied cultures, art and musical traditions, and connect students to 21 century world of arts, technology and contemporary trends.  It will allow teachers and parents to better communicate among themselves providing a venue to view students’ creative, problem solving and artistic output and progress.

Budget: 7 iPads at $500

Other funding: Yes.  At this time we currently have two ipads on loan from 5nines data.  5 nines has also agreed to provide up to 10 hours of consultation in continued development of a multimedia arts lab for Randall School and will provide limited equipment on loan as it becomes outdated in the more high tech business community.  Currently both Kati and I share our personal equipment with students.  As indicated I intend to apply for several grants to develop and improve this initial undertaking.  We have a committee of fine arts staff, DPI  consultants,  parent support, community business partners and Randall staff to collaborate as we continue to work towards  bringing   Randall up to date with other schools in our district and state.

Letters of support: Yes

Reporting plan: If this grant is award this spring as a component of Youth Arts Month Ms. Walsh and I will be able to implement  a collaborate project requiring incorporating  student art and music projects displayed and present  through the use of QR codes.  The grant and new equipment will allow students whose families who do not have access to contemporary technology to completely engage in this school activity.

We will have online access for students, parents and other teachers to student portfolios as they begin to evolve this spring.

We will be able to publish photos on the school website of students/and or their work   engaged in fine arts projects.

We will provide student letters explaining on they used the technology for their arts projects.

During School Open House and during arts and music shows/performances we will have QR codes available linking to resources demonstrating student work and activities.