Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2012-2013	Dr. Anderson and Khris Nedam	*Amerman Wind Generator*	Amerman	This project would install a small wind generator as a demonstration for our students and broaden our ecology projects at Amerman Elementary School.	$ 1,000.00
2012-2013	Katie Pinkelman, Richard Tabor, Dr. Steve Anderson	*Mars Curiosity Simulation*	Amerman	Equipment to be used in conjuction with Lego NXT robots to simulate NASA's exploration of Mars with unmanned rovers/remote controlled vehicles to study the geology and ecology. This will be coordinated with our semi-annual space simulation using the Amerman courtyard as our simulated planet. robots to simulateNASA Mars probe	$ 1,000.00
2013-2014	Richard Tabor	*Green Energy Solutions*	Amerman	Students will use Lego NXT robot kits to solve problems related to renewable or green energy. The project involves building an energy-effiencient city and programming robots to complete tasks such as powering a wind turbine and closing a dam. Students will learn about science, technology, engineering, math, critical thinking skills, teamwork and discover how robotics is used in real-world scenarios to solve modern-day problems.	$ 2,999.91
2015-2016	Sarah Hanes	*Innovative Engineering*	Amerman	Provides funding for a classroom workshop set of LittleBits electronics, color-coded electronic bits that enable students to explore science concepts. These bits can be linked together by students and combined with household items to design projects with moving parts that solve real world problems.	$ 1,669.15
2017-2018	Genevieve McDonald	*World Music Drumming in the Elementary Classroom*	Amerman	By introducing tunabos drums and World Music Drumming into the classroom, students will have the opportunity to develop their listening and rhythm skills, as well as learn to work within an ensemble by enhancing teamwork and collaboration skills through music. Students will work as a team to use improvisation and creativity within the context of music from cultures around the world. The drum circle offers a unique mode of instruction to reach students through a non-verbal, artistic medium.	$ 2,319.20
2018-2019	Regan Cowger	*Headphones Make Headway*	Amerman	Many students have great difficulty with the physical aspect of writing, often because of fine motor delays/issues, or with the production/output of writing, frequently due to difficulty with attention or learning issues such as dysgraphia or a learning disability. These speech recognition headsets will ease the frustration of writing for students, help them to be more productive in their writing and sharing of their knowledge, and help them to be even more successful.	$ 58.96
2018-2019	Katie Pinkleman, Robin Long, Mandy Tiba	*Amplifying Student Talk*	Amerman	Using Qball throwable microphones, classrooms will be transformed to places of student-dominated talk in which students are able to speak and be heard, despite ambient noise students from clearly hearing their classmates.	$ 558.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2019-2020	Jessica Rohrhoff	*STEAM Materials*	Amerman	STEAM is an important concept in the art room especially when creating three-dimensional works of art. Many students find it difficult to take their two-dimensional idea on paper and transform it into a three-dimensional sculpture. Having more STEAM materials on hand will help bridge that gap with providing more relatable materials and activities.	$ 502.00
2019-2020	Jessica Rohrhoff	*Self Portraits with Gelli Plate Printmaking*	Amerman	Gelli plates are a relatively new method of printmaking without the need of a printing press. Throughout their elementary art careers, students have been building their skills in portraiture, specifically self-portraiture. This year, to culminate their learning of portraiture, we will be embarking on a mixed-media artwork that incorporates photography, drawing, painting and printmaking.	$ 918.94
2020-2021	Markus Hartnett	*City X Project with 3D Printing*	Amerman	City X Project begins with an imaginary planet being colonized in space. As it is being populated, the people come across many problems. Students here on earth are asked to use the engineering design process in order to develop, test, prototype, and re-invent solutions for the people. Final solutions will be emailed to the planet to be printed on their 3D printer. This project teaches Stanford University's Engineering and Design process in a new and exciting way to students.	$ 3,000.00
2020-2021	Ken Stark	*Cup Stacking to Improve Hand Eye Coordination, Sequencing and patterns to help with Reading/Math*	Amerman	Students will use hand eye coordination, sequencing and patterns to stack cups in different ways such as for time, different difficulty level and cooperative activities. These activities can be differentiated to different skill levels. Cup stacking is an activity for all backgrounds, ages and abilities. It levels the playing field for all students, athletic or not. Cup stacking also raises self esteem, which motivates students to work harder in PE. They love to participate and challenge themselves and each other.	$ 600.00
2020-2021	Amanda Tiba, Catherine Pinkleman, Robin Long, David Wayne & David Babich	*Let's Code a Little Bit Robot*	Amerman	Ozobots are small, award-winning robots with an easy platform that can not only be used to teach coding and computer science, but can also be integrated into a variety of content areas using available and engaging lesson resources. With Ozobots, students will be able to experience concrete interactions with actual robots. “Every single person on the planet needs to be able to write programs and can write programs. I think no matter what your background is, you can program.” - Charles Severance, Clinical Progessor at the University of Michigan, School of Information.	$ 2,000.00
				Amerman Total	**$ 16,626.16**
2012-2013	Kristen Balcom, Susan Oleson , Lorie Farrow	*Cooke Curriculum Science Map: Instructional Science Kits*	Cooke	Materials to create science instructional kits to enhance student learning through hands-on exposure to science in a special needs population ages 3-26.	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2013-2014	Donna Case	*Enhancing Common Core Standards and Curriculum with the Development of an Adaptive Gardening Program for Students with Significant Disablities*	Cooke	Compact tabletop garden starter kits	$ 1,000.00
2013-2014	Lorie Farrow	*LightAide: Using Interactive Light to Engage and Learn*	Cooke	Purchase of a LightAide system from Perkins School for the Blind. It features 224 bright LED lights on on-inch spacing. This device will assist visually impaired students in understanding cause and effect, visual tracking for emergent literacy training, sequencing, alphabet and number recognition, turn taking and other social interactions with peers. 1st school in Michigan to use this technology!	$ 1,058.00
2013-2014	Suzanne Plummer	*Our Students Can Learn -- Teaching Literacy …*	Cooke	MEville to WEville Complete Collection is a literacy program aligned to state, alternate, and Common Core State Standards (CCSS). The program was developed for students with significant disabilities who need an appropriate starting place, slower paced lessons, and differentiation specifically designed to meet their unique needs. The program connects literacy skills with the students' real world experiences and what they know: themselves, their families, and their school.	$ 2,946.00
2014-2015	Donna Case	*Facilitating Cause and Effect*	Cooke	Cooke's students in the Severely Multiple Impaired (SXI) program are seated in their wheelchairs for most of their lives. When they are out of their wheelchairs, they are frequently positioned in other equipment. They, unlike their non-disabled peers, lack the opportunity to interact with their environment, and as a result have difficulty developing cause and effect. Cause-and-effect is a foundational skill that students *require* to begin work in communication, literacy and life skills. If a student does not understand where his or her body ends and the world begins, and how he or she can impact change upon that environment, higher level cognitive skills will be negatively impacted. This project will build 5 single-person sensory area frames to allow our students with severe multiple impairments to develop this pivotal skill.	$ 1,800.00
2015-2016	Donna Case and Janelle Corace	*Improving Cortical Visual Processing*	Cooke	Provides materials to modify existing sensory tents to help students develop visual processing skills. Materials include smart rope, multi mode glow sticks and other various lights that will allow teachers to change the color of lights and visual fields to those where students can currently see and those where they are trying to develop their vision.	$ 1,300.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2015-2016	Kristen Balcom	*Light Table*	Cooke	Light table to be used both to enhance daily functional activies for students with cortical visual impairments as well as an instructional tool to enhance academic content and encourage play skills for all students.	$ 785.97
2015-2016	Lorie Farrow	*Tactile Graphics*	Cooke	Purchase of a inTACT Drawing Bundle, a device that is similar to an Etch-A-Sketch, but produces raised lines that will allow students to have visual impairments feel the letter and number approximations they produce in the classroom.	$ 250.00
2015-2016	Malinda Demray and Holly Heath	*Visual Resumes & Transitioning Portfolios*	Cooke	Provides a digital camera and other materials to be used by nonverbal students to create a photo portfolio that describes to others what skills and character traits they employ that may enhance an environment or make them suitable candidates for a particular program or employment site.	$ 1,595.52
2015-2016	Martine Leech, Janet Sisk, Shannon Schafer, Julie Rohroff, Kristen Balcom, Carrie Schade, Lorie Farrow	*Adaptive Learning Library*	Cooke	Adds materials to make library accessible to all students.	$ 1,555.00
2015-2016	Suzanne Plummer	*I Can Through My Eyes*	Cooke	Three new software programs to be used with the Eye Gaze foundation package currently operating at Cooke which will continue to prepare students/eye gaze learners for further communication and learning activities by developing choice making access skills.	$ 1,124.00
2015-2016	Tom Wozniak and Susan Oleson	*Provide Augmentative Communication Devices for Access to the Core Vocabulary*	Cooke	Provides seven augmentative communication devices to increase exposure to and the use of Core Vocabulary, which are the first words children	$ 1,071.95
2016-2017	Cathy Shapero	*Cortical Visual Impairment Activity Tray*	Cooke	Students with Cortical Visual Impairments require the use of specially lighted and musical materials that need to be accessible within 12 to 18 inches of their faces. This project provides a surface that is safe, adjustable and accessible for students with cortical visual impairments.	$ 983.95
2016-2017	Jessica Onkka & Holly Heath	*Connectus Collaboration: "I want to give back to my community"*	Cooke	ConnectUS is a local nonprofit 501(c)3 that was started by a Cooke School graduate who has severe multiple impairments. ConnectUS engineers incredible adaptive technology to break down the steps of a process so that students can access each step and give to others in need.	$ 2,585.17

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2016-2017	Kelly Johnson	*Making Math Accessible & Relevant*	Cooke	The program covers geometry, algebra, data analysis, measurement, money and functional math concepts for students with cognitive and emotional impairments in grades eighth through post-secondary. It allows the teacher to have materials at their fingertips.	$ 2,020.20
2016-2017	Kim Smith, Christine Lalinsky, Shannon Schafer, Kelly Johnson, Kristen Balcom, Kim Samsel, & Julie Rohrhoff	*First Author Writing Curriculum*	Cooke	This program is a comprehensive classroom-tested writing curriculum for beginner writers. It was designed to provide instruction in both writing and speaking and listening that is grounded in early writing development.	$ 998.82
2016-2017	Lorie Farrow	*Lights! Innovation! Action!*	Cooke	Students whom have visual impairments have affected ability to access material to learn. TickiT boards provide students with a surface that is visible with a bright illuminated background to be able to view the work they produce.	$ 1,089.92
2016-2017	Nicole Leo Lane	*Learning Through Lights*	Cooke	LightAide is a light-based learning tool. The 224 bright multicolored LED lights are cool to touch and safe for students' hands to explore. These lights can form shapes, letters, numbers or create movement patterns. It has activities to reinforce educational concepts related to math and English.	$ 1,998.00
2016-2017	Suzanne Plummer	*Look To Learn*	Cooke	This is a program that provides a progression from early cause and effect activities to choice making. This software develops the eye gaze skills that are required for alternative communication, literacy development and computer access.	$ 450.00
2017-2018	Ashlee Latour & Heidi Main	*Levo G2 Deluxe Tablet Stand*	Cooke	This adjustable table will allow students with multiple severe impairments to use an iPad from almost any position, including lying on a mat table/beanbag, standing in a stander, or sitting in their wheelchair. With this stand, students will be able to engage with educational apps on the iPad while they are in their wheelchair or stander. And students who must lie down on a mat table or bean bag can have the iPad positioned correctly so they can interact with educational apps independently, rather than having a staff member hold the device for them.	$ 2,356.26
2017-2018	Carolyn Mitchell, Jeanine Lithgow, Sue Capoccia & Latrisha Stallard	*Bal A Vis X Implementation Program*	Cooke	This program uses a series of balance, auditory, and vision exercises to prepare students for academic work. It utilizes bean bags and balls with ever increasing difficulty to incorporate use of both sides of the brain. The additional opportunities provided for peer communication and teaching also align with curriculum standards to foster student talk.	$ 1,236.25

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2017-2018	Dan Solomon	*Giving Non-verbal Students A Voice*	Cooke	Giving non-verbal students a voice through the use of voice output devices helps develop confidence and sense of ownership in activities and lessons. This is done by recording voices on voice output devices that can be activated by touch. Using this tool will enable our non-verbal students to ask questions, make comments, and practice back-and-fourth interactions, and can lead to higher interest in participating and learning.	$ 421.70
2017-2018	Elizabeth Adams	*Bike Riding/Safety Skills*	Cooke	With this project, using adapted bikes and helmets, Cooke students will learn bike skills and safety within a safe environment that will carry over into home and community. With a focus on balance, speed, and stopping, students will be taught the importance of wearing a helmet, and learn basic road signs and appropriate times to cross streets.	$ 977.17
2017-2018	Heidi Main	*Learning with a Light Box*	Cooke	This Ultra Slim LED Activity Table provides a bright, evenly lit surface for light and color exploration by our students with vision difficulties and severe multiple impairments. Its lightweight feature makes it portable, allowing for use during whole/small group lessons to illuminate lesson objects/materials that teachers want students to focus on. Students can also use the LED Activity Table independently to explore shapes, color, and light. It is useful for students with low vision to better see instructional material.	$ 153.67
2017-2018	Jessica Onkka & Holly Heath	*ConnectUS & Cooke Collaboration*	Cooke	ConnectUS provides cutting edge experiences for an underserved population. Through fully adapted production lines, ALL students at Cooke School are afforded the opportunity to give back and directly impact their Metro Detroit community. Our students are often on the receiving end of charity, and this is a one-of-a-kind collaboration to foster our students' abilities and talents to make a difference. The interagency collaboration between ConnectUS and Cooke School elevates both programs and improves student success.	$ 3,000.00
2017-2018	Lorie Farrow & Malinda Demray	*Developing Math and Social Skills Through Visual-Motor Interaction*	Cooke	Among other things, Cooke students will use an Interactive Bubble Tube to learn counting. The physical challenges of Cooke students prevent the use of most manipulatives, but the Interactive Bubble Tube presents them an opportunity to count, for example, by counting the number of times the switch is activated, the number of turns, number of buttons, or how many times the tube changes colors or songs. Students will also use the Interactive Bubble Tube to increase their self-awareness and self-efficacy by working on independent switch activation. They will also use it to improve their social interaction skills by working on turn-taking.	$ 1,085.95

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2017-2018	Suzanne Plummer, Jill Porter & Kim Smith	*Inclusive ClassMate*	Cooke	Inclusive ClassMate includes thousands of progressive, engaging educational activities, taking students on their first steps of interaction with technology, to making independent choices. The collection will help meet a wide range of learning needs within the classroom, ranging from the earliest stages of interaction and those with visual difficulties through to those learners wanting to develop early curriculum skills. Simple touch or switch settings are built into all activities enabling access for all early learners and those with physical difficulties.	$ 769.00
2012-2013	Kathleen AuBuchon-Ruth	*Communication during Shared Reading*	Cooke	Purchase of augmentative communication devices specifically Big Macs and Little Macs to be used during group lessons. Messages, comments, conversation are recorded on to the devices for the students to use during shared reading. Also purchased a Jelly Beamer, a wireless switch and receiver so that the students could access the computer without using a mouse.	$ 1,000.00
2018-2019	Kristen Balcom, Carol Tappan	*Cooke Spirit Store*	Cooke	This project will expand Cooke's in-house vocational training program for all students, ages 3-26, by starting a student-led school store. This student-led store will give access to vocational opportunities for all students at all ability levels to create work shirts for students working in the community, spirit wear for students and staff, and more.	$ 1,200.00
2018-2019	Lorie Farrow, Malinda Demray	*Bring on the Light*	Cooke	Light therapy has proven to be very effective in stimulating cells in the retina that connect to the hypothalamus. Activating the hypothalamus at a certain time each day can help restore a normal circadian rhythm and assist in improving a person's energy. With parent approval, we would like our students to experience an unobtrusive light box to support sustained activity involvement at a scheduled time each school day.	$ 125.00
2018-2019	Christine Lalinsky	*First Author Writing Curriculum*	Cooke	We will expand use of the First Author Writing Curriculum from 8 to 25 classrooms, and develop a First Author Resource Center for use by all Cooke teachers. This centralized resource center will allow teachers access to the diverse level of materials needed both within and across classrooms.	$ 1,665.08
2018-2019	Jessica Onkka	*ConnectUS Collaboration*	Cooke	ConnectUS provides cutting ege experiences for an underserved population in both adult mental health system and community. Through fully adapted production lines, all students at Cooke are afforded the opportunity to give back and directly impact their Metro Detroit community.	$ 2,948.49

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2018-2019	Carrie Parks	*Adaptive use of Classroom Light Filters*	Cooke	Classroom fluorescent lighting impacts student performance, may cause visual fatigue, and negatively impacts students with sensory processing difficulties. Many of the students at Cooke have visual difficulties such as Cortical Visual Impairment, and many have sensory sensitivities to the flicker in fluorescent lighting. This project will provide blue light filters to each of the 25 Cooke classrooms including the satellite classrooms at NHS and Hillside.	$ 888.65
2018-2019	Sue Plummer, Victoria Jouney	*Clicker 7 - Literacy with Adaptive Outcomes for Cooke*	Cooke	The Clicker 7 Program is a stand alone literacy application which will allow students and staff to update the interactive writing tools for both shared writing and individualized writing for students across all programs. The tool would allow additional work to be done within the First Author program, adding visual and auditor supports for writing, and will increase the quality and production of writing in all classrooms. This tool will allow students who need visual and and auditory supports to gain meaning from the written word.	$ 3,000.00
2018-2019	Shannon Schafer, Mallory Carmack, Kristin Willey, Lia Gargaro	*Transitioning from PECS (Picture Exchange Communication System) to Speech Generated Devices*	Cooke	Helping students transition from a traditional PECS (Picture Exchange Communication System) to user to a high-tech speech generated device will facilitate communication both in school and in the community.	$ 419.96
2018-2019	Dan Soloman	*Giving Non-verbal Students a Voice*	Cooke	Voice output devices will help increase student talk and give non-verbal students a voice. This will help them give input, discuss ideas, answer questions and have conversation with teachers and their peers. Giving students a voice helps develop confidence and sense of ownership in activities and lessons.	$ 724.72
2019-2020	Janelle Corace, Carrie Parks, Kellie Michels, and Donna Case	*Social and Emotional Learning*	Cooke	The Zones of Regulation is a curriculum is designed to teach Social Emotional Learning. It was specifically created to foster self-regulation and emotional control (Kuyper, 2011). The Interception Awareness curriculum is designed to have a systematic approach to addressing behavior and self-regulation(Mahler, 2019).	$ 1,580.00
2019-2020	Lorie Farrow and Malinda Demray	*Ineractive Light Technology*	Cooke	NunoErin ' s Interactive Light Products form a mesmerizing collection of multi-sensory furniture that captures the imagination in powerful ways. Each piece from this new line exhibits a thoughtful blend of technology, sustainable materials and aesthetic form that awakens the human desire to touch, experience, and explore. As people interact with the furniture, it responds to energy within the body through a wide variety of sensory light behaviors. The playful form of engagement featured in this collection has widespread appeal that transcends ages and demographics, while connecting people with each other and their environment in new and uplifting ways.	$ 3,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2019-2020	Christine Lalinsky, Mallory Carmack Ashlee Latour, Kristen Balcom, and Connie Wendecker	*Science Resource Lending Library*	Cooke	To create a lending library of interactive/hands-on science support materials that teachers may readily access when developing and implementing adapted lessons.	$ 500.00
2019-2020	Jessica Onkka	*ConnectUs Callaboration*	Cooke	ConnectUS is a local nonprofit 501c3 that was started by a Cooke School graduate who has severe multiple impairments as part of his post-graduation transition plan. ConnectUS engineers incredible adaptive technology to break down the steps of a service learning project so that ALL students (even with the most significant physical, cognitive, mobility, medical, auditory, and visual needs) can access each step and give their time and talents to others in need. This is groundbreaking work and ConnectUS is at the forefront of pushing our students with severe multiple impairments to a higher quality educational outcome.	$ 3,000.00
2019-2020	Sue Plummer and Lia Gargaro	*Working with Symbols*	Cooke	Last school year Cooke was awarded a NEF grant for Clicker 7. Mayer-Johnson PCS (picture communication symbols) software for Clicker 7 will provide students with symbols to support their special literacy or communication needs as they take part in reading, writing, and communication activities. The Mayer-Johnson PCS will provide visual supports will help our students with communication and learning challenges feel successful in school and life. It will offer a 'helping hand' to our students who may struggle with text across all curriculum, by providing a visual representation of all the concepts illustrated by the words within text in the form of a symbol language.	$ 1,920.00
2020-2021	Sue Plummer	*Insight through Eye Gaze*	Cooke	Eye Gaze assesses cause and effect understanding, and helps with communication, learning and leisure. The All-In-One Eye Gaze Education is designed with a mounting system that gives teachers the most flexible positioning available; the ability to adjust for height and angles, standing, sitting, while in a wheelchair or lying down. The All-In-One can be also be easily moved from room to room. The Insight software is the first standardized assessment and teaching system for early vision and cognition. It has been specifically designed to work with eye tracking technologies so that, with no physical skills needed, a teacher can analyze looking behaviors to get a unique insight into students' hidden skills and capabilities.	$ 3,000.00
2020-2021	Kristen Balcom	Cooke	*Sensory/CVI Experiences*	Sensory/CVI Experiences will help increase student engagement and support students with visual impairments to increase their visual skills. Due to COVID, the current sensory room is closed. Creating a sensory room experience within the classroom for students will also enhance the visual skills and allow for a calming and relaxing time throughout the school day.	$641.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2020-2021	Katy Schneider	Cooke	*HelpKidzLearn*	HelpKidzLearn is an interactive switch accessible website for students to independently play games. This allows students to be engaged independently while staff may be working with other students or doing personal care. It can be used with a wide range of special needs and levels, pre-literacy to early literacy levels.	$265.00
2020-2021	Heidi Main	Cooke	*STEM Activities*	Having manipulatives and hands on activities for any students, but especially those with special needs, enhances engagement and comprehension. This will also provide fun, educational peer learning opportunities for when peer/links high school students are able to join in the classroom again.	$295.57
2020-2021	Jessica Onkka and Lia Gargaro	Cooke	*Early Childhood/Preschool SXI*	Communication System Kits - Ready, Set, Go! These kits are able to transition between in person and virtual instruction. Students' first school experience is in the classroom where many students join our program at 2 1/2 years old. Teachers work very hard at assessing and developing individualized communication systems for each child. This is of course easiest to do in person. However, the kits will help prepare teachers at any time to use and build on these communication systems both at school, but also at home if there is a quick shift to virtual instruction. These kits require high quality thick lamination for early learners, Velcro, picture storage, and individualized voice output device to call for a turn.	$1,858.23
2020-2021	Katie Grimm and Mallory Carmack	Cooke	*Sensory Opportunities for our Satellite Students*	The Cooke Satellite classroom at Hillside is asking for two large ticket sensory items to put in the therapy room for students to have regular access to. When students sensory needs are met they often can engage and attend better during instructional activities. Sensory activities can also improve a students ability to manage their own behavior and emotions. Students will have the opportunity to access sensory tools that will improve their ability to engage in their school world.	$1,514.00
2020-2021	Lia Gargaro and Christine Lalinsky	Cooke	*Key guard Template Kit*	Many of our students could benefit from using a high-tech communication system such as an iPad, but visual and fine motor impairments prevent the students from accurately isolating and targeting the small icons on the screen. Keyguards are a useful tool to aid students who are appropriate for this type of communication. Keyguards are made from a hard material such as plastic or fiberglass and are custom made to fit the iPad and communication app the student uses for communication. They can be painted black to fill in the spaces between the buttons, decreasing visual complexity. The sizes of the key openings vary based on the communication app, number of symbols on a page, and fine motor needs of the student. Each keyguard is custom made for the student using a 3D printer or laser cutter. If we could invest in a variety of templates through a local maker, students would be able to trial a variety of communication apps while accommodating for visual and fine motor limitations to determine the most appropriate communication system for all students.	$681.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2020-2021	Abigail Ward	Cooke	*Greater Independence in Making Choices*	The project includes acquiring and supplying small, 3 dimensional black triangle boards to all classrooms, all ancillary, and all common locations around the buildings, helping provide access to communication. Currently approximately 30% of students at Cooke School have visual impairments. Of those students with visual impairments, approximately half have a specific visual diagnosis of Cortical Visual Impairment (CVI). Students with CVI are unable to process visual information unless it is presented in a low-complexity, high-contrast format. Using black triangle felt boards during classroom lessons can reduce the visual complexity making it easier for students to visually attend to the materials being presented. The unique triangle design also provides students with a raised background that will help bring materials into their visual fields allowing for maximum use of their functional vision.	$1,415.00
2020-2021	Connie Wendecker	Cooke	*Accessible Adapted School Vegetable and Flower Garden*	Expanding the existing garden will aid in Cooke's motto, I can Work, I can communicate, I can learn. The garden is in need of adaptable watering tools, hanging planter devices to make picking more accessible, fresh soil for better growing and stain to refurbish to wood framing of the planter boxes; as well as some wood chips and weed block to cut down on the amount of weeds and improve the appearance of the garden itself. All of these will make the use of the garden easier for students to access.	$602.96
2020-2021	Kaitlyn Burris	Cooke	*Communication Desk*	Create a desk that has a communication board already built into it. This would allow for students to have access to a communication method whenever they are at their desk. It would give students more opportunities to make requests, comment on instruction, and interact with their peers and staff. The desks will need to be created with the following items: desks, print core vocabulary boards and appropriate fringe vocabulary, paper core boards and clear epoxy.	$1,122.98
				Cooke Total	**$ 68,980.14**
2013-2014	Denise Gomrick	*21st Century Speech Pathology Services (2)*	Early Childhood	3 Apple iPads	$ 1,497.00
2020-2021	Brandy Gingell & Jennifer Kasaba	*Early Childhood Social Emotional Learning*	Early Childhood	The project is meant to enhance social emotional learning (SEL) for our youngest learners. It will utilize the research based Second Step program to build skills to prepare students for kindergarten. They will learn to: listen and pay attention, control their behavior, emotion management, get along with others, self regulate, develop executive function skills, and foster a safe and supportive learning environment. These skills will be the foundation for preparing our preschoolers to succeed as they grow. Parents will also have access to an online platform and weekly home connection family letters as provided through the curriculum.	$ 1,946.16

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2020-2021	Tricia Behm	*Calming Nature Nook*	Early Childhood	This indoor calming/reading nook will create a quiet calming spaced for students to read or help with their social/emotional support. The Nook has a curved roof with images of trees and leaves. The inside has a built in bookshelf and the entire piece of equipment is made out of birch plywood and comes with a floor mat and will be filled the bookshelf with social/emotional children's books, emotional visual charts and stress relief manipulatives--all of which can be appropriately sanitized.	$ 829.52
				Early Childhood Total	**$ 4,272.68**
2012-2013	Alissa Lowman & Meaghan Monk	*Apples for all Students*	Hillside	Apple TV to be able to broadcast apps used on the iPad to for all the kids in the class to be able to use.	$ 1,000.00
2012-2013	Isaac Cottrell, Ann Marie Sadler, Julie Hardy, Colleen Polydoras	*The Ultimate Outdoor Science Experience*	Hillside	Provided equipment to be used to rehabilitate the pond area, including digital microscopes, probes for soil analysis and other materials that can be used on an ongoing so that the space can be used as an outdoor classroom.	$ 5,000.00
2012-2013	Meaghan Monk	*Flipping the Classroom*	Hillside	Digital camcorder to be used to videotape lessons. Used to "flip" classroom, which means the lecture is taped and viewed at home, and assignments covering the lecture are done in the classroom the next day.	$ 1,000.00
2012-2013	Pamela White & Amy Soukup	*Strings and Culture*	Hillside	Multicultural sting figure books and nylon string to be used for students to make string figures to broaden their knowledge of cultures.	$ 1,000.00
2013-2014	Alissa Lowman	*ActivExpression Drives Engaged Learning*	Hillside	Classroom set of Active Student Expression drives	$ 2,336.00
2013-2014	Pamela White	*X Marks the Spot*	Hillside	Class set of handheld GPS devices	$ 1,533.14
2015-2016	Nancy Smith, Dena Grantham, Nancy Kelly, Jen Lawson, Whitney Ciprano, Ann Marie Sadler, Haidley Brill and Jessica Harris	*Optimizing Student Learning and Creativity with 3D Printers in Project Lead the Way*	Hillside	Used in Project Lead the Way classrooms that have the Auto Inventor software, this project will allow students to be fully immersed in their projects and able to see their creations come to life by seeing a complete 3D model.	$ 2,247.50

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2016-2017	Ann Marie Sadler & Jessica Harris	*Enriching Earth History*	Hillside	Students will learn about plate tectonics, weathering, erosion, fossils and the rock cycle. One focus is on the Law of Superposition. Using relative dating principles and the position of layers within rock, students are taught how it is possible to reconstruct the sequence of geologic events.	$ 2,045.82
2016-2017	Hadley Brill	*Seesaw and Devices for Personalized Student Learning*	Hillside	This project is for the Seesaw Plus Teacher Subscription. Seesaw is a learning journal that can easily capture student learning in many forms: photos, videos, drawing, text notes, links, or any combination of these. Students upload work to their learning journal which can be viewed by teachers. Seesaw gives teachers a running record of student understanding and growth.	$ 120.00
2016-2017	Stacey Eyler, Colleen Polydoras, & Nicole Karaboyas	*Applying Science to Solve Real Life Mysteries*	Hillside	This project meets Next Generation Science Standards while promoting the IB learner profile traits and MYP science criteria. Through engaging animated mysteries, vocabulary manipulatives, student driven labs, data collection, and engineering challenges, students will apply science knowledge.	$ 2,920.00
2017-2018	Reid Nicklaus	*Adapted PE Crossfit Training*	Hillside	Crossfit is a style of exercise that focuses on building strength, flexibility, and elevating the heart rate (endurance) by doing functional movements/exercises (functional movements are ones that you would actually use in everyday life - which is critical for ASD students). One goal of this instructional method is to help students develop beneficial physical activity routines that contribute to their overall health and growth that can be carried on past their graduation of Middle School.	$ 800.00
2018-2019	Richard Tabor	*Learn to Code with a Drone*	Hillside	Students will use engineering, robotics, computer science, technology, and programming, while working on this project. They'll use drones to explore coding, problem solve, become familiar with sensors, aerodynamics, programming logic, and remote controls, by creating autonomous drone flights.	$ 3,000.00
2019-2020	Meaghan Monk and Colleen Polydoras	*Bal-A-Vis-X*	Hillside	"Bal-A-Vis-X is a series of balance (Bal), auditory (A), and vision (Vis) exercises (X) of varied complexity all of which are deeply rooted in rhythm" (Hubert). Bill Hubert found that the students who struggled the most academically also struggled the most with these basic physical skills. The big idea of this program is to incorporate these Bal-A-Vis-X exercises into our school day to improve focus, social emotional learning and cooperation skills.	$ 1,060.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2020-2021	Richard Tabor	*3-D Design Makerspace*	Hillside	Because Middle School electives are being taught remotely, students are not able to participate in many of the hands-on activities that the class is designed for. A 3-D printer would allow students a more hands-on interactive learning environment. In class, students would be designing and building models, prototypes, and robots to meet certain challenges/criteria. The 3-D printer would allow them to do these same activities remotely. They would be able to model, design and print prototypes of systems to meet certain challenges such as automating a common household task.	$ 2,039.50
2020-2021	Kenneth Turner	*Video Creation*	Hillside	Distance learning has requires the creation of video lessons. Having the proper equipment to create one with high quality video and audio is a challenge. While Iphones can produce high quality video, the audio is challenging, especially when audio is so important! It is a huge barrier to students generating videos for class projects, so having a couple of microphones is important. The goal is to generate a full catalog of high quality videos to span the entire 8th grad social studies curriculum and ultimately work through 6th and 7th grade as well. In addition, students will learn about video production so they can create videos for themselves and others!	$ 498.00
				Hillside Total	**$ 26,599.96**
2012-2013	Jennifer Miers & Paul Sklut	*Meads Mill Nature Area and Erosion Project*	Meads Mill	Purchase of supplies to develop a natural grow area and bird/bat house habitat adjacent to the school's detention pond. This project creates multiple learning opportunities for students across the curriculum and makes real-world connects between the classroom and the environment	$ 3,000.00
2012-2013	Laurie Masi & Jennifer Miers	*Cell Structure and Function*	Meads Mill	Purchase of a Cell Structure & Function Neo / Lab CD-ROM, Network Version. This included a comprehensive tutorial section, "virtual" lab activities, power point presentations, tests, and illustrations for students and teachers to use	$ 1,000.00
2012-2013	Paul Sklut	*Milling Machine Technology*	Meads Mill	Purchase of a manual, table top, milling machine. Milling Machines are used to cut and shape various materials like aluminum, steel and plastic. Having a milling machine in the lab will allow students the opportunity to see what it is like to machine these materials with three dimensional precision.	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2014-2015	Tonya Nugent	*"I Want to Buy That!" Filming and editing footage to create a commerical*	Meads Mill	Students investigate and analyze the content of commercials to gain an understanding of marketing techniques used to sell goods to consumers. Once familiar with advertising manipulation, they consider how commercials contain social values and stereotypes. Armed with this information, students team up and work collaboratively to plan and produce their own commercial using all the persuasive and production techniques of the professionals. Students will use their own personal device placed in a Swivl to film. "Swivl is a innovative robotic mobile accessory, app and connected cloud services made to help improve skills and organizational performance with video." Swivl is iOS and Android compatible, adapts to most tablets, smartphones and cameras, re-chargeable battery with a 5 hour run time, follows you 360 degrees with a 25 degree tilt and a 30 foot range and has a wireless microphone with remote controls called a 'marker.' After students film their raw footage, they learn to edit their footage into a commercial. Through each stage of the production process, careful consideration is given to the purpose, target audience and message of the television advertisements.	$ 664.00
2015-2016	Amy Ernst, Tina MacDonald, Tonya Traylor and Dawn McGuffin	*Optimizing Student Learning and Creativity with 3D Printers in Project Lead the Way*	Meads Mill	Used in Project Lead the Way classrooms that have the Auto Inventor software, this project will allow students to be fully immersed in their projects and able to see their creations come to life by seeing a complete 3D model.	$ 2,247.50
2015-2016	Shannon Cullen	*LittleBits Electronic Pieces*	Meads Mill	Provides funding for a classroom workshop set of LittleBits electronics, color coded electronic bits that enable students to explore science concepts. These bits can be linked together by students and combined with household items to design projects with moving parts that solve real world problems.	$ 1,699.15
2017-2018	Jenny Pascual, Megan Holmes, Jill Anderson, Danielle Anderson and Kristy Bilbie-Bekus	*Executive Functioning Skills Toolkit for Middle School Students*	Meads Mill	Age-appropriate tools to assist with the development of executive functioning skills will empower middle school students to better regulate themselves throughout the day. Use of various watches, timers, sensory and organizational tools will help keep students engaged and provide practical tools to help them take ownership of their learning.	$ 849.92
2018-2019	Maura Jary	*Writing with STEAM*	Meads Mill	Building bristlebots in the English classroom will provide a unique atmosphere that excites students by creating a hands-on project. They will then use their experience and the skill of persuasive writing to convey their chosen argument.	$ 395.00
2018-2019	Jenny Pascual, Shannon Torres	*Tools to Support a Universal Design for Learning Framework*	Meads Mill	Playaway audio books will be purchased for various genres of English Language Arts and large print titles for students who need visual assistance.	$ 2,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2019-2020	Shannon Cullen and Tina Macdonald	*Lunchtime Maker Program*	Meads Mill	This project will have students working with their hands and solving problems that involve science, technology, math and art concepts. We want to have students come in at lunch to work on Maker Space activities. These activities will benefit them by teaching them problem solving and critical thinking skills, as well as teach them the importance of community service.	$ 1,109.93
2019-2020	Laura Melvin, Mike Soukup and Patty Dow	*Yoga for the Total Body*	Meads Mill	Introducing the exercise & practice of yoga in the PE class will help all students both in the gym, the classroom as well as life. By using the combination of exercise and breathing techniques, yoga provides a total-body workout that has both physical and mental benefits. The exercises engage your core muscles and provides an excellent total-body workout. It enhances balance, flexibility, posture, coordination, strength and endurance. The breathing/reflection components help improve focus and concentration and teaches stress management. Yoga can help ease the physical discomfort that is caused by anxiety and allows the body and mind to gain a sense of calm and inner peace.	$ 2,000.00
2019-2020	Jenny Pascual	*Graphic Novels to Support Learning*	Meads Mill	Research has shown that graphic novels improve visual literacy skills, engage reluctant readers, students with dyslexia and English language learners, and they follow the same key components of the traditional novel (follow one narrative story from beginning to end and are similar in page length.) Graphic novels are also widely popular among middle school and high school youth. We will purchase a large selection of graphic novels that not only will coincide with the independent book project genres that students in all three grade levels need to complete for their ELA classes, but graphic novels that also fit a variety of science and social studies topics that are covered in the curriculum. These resources will not only benefit students who are reluctant to read, students with dyslexia, or ELL students. These books will be available to all students.	$ 700.00
2019-2020	Jesse Roe	*Arduino Circuits and Microprocessor Coding*	Meads Mill	Students will be using electronic components such as microprocessors, motherboards, sensors, servos, LCDs, game controllers, and LED systems to build projects. Students will use software to program their creations. The projects include small robotic cars, mechanical arms, lighted displays, sensor based measuring devices, video games and more. The components used in these projects are identical or similar to the components that are actually used in many of the products we use every day. The projects incorporate science, tech, engineering, art and math.	$ 456.60
2020-2021	Jennifer Hart	*Classroom Learning Environment Improvement Fluorescent Light Filters*	Meads Mill	Light filters will cut down on the glare and harsh flicker of fluorescent lights and create a calm, relaxing environment for each cohort classroom. Super-strong magnets attach the Fluorescent Light Filters safely and easily to most fluorescent light frames, softening the output for a more soothing experience, especially when they are in one classroom for the entire day.	$ 112.00

Innovative Grant Winners Since 2012

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2020-2021	Wendy Martin	*Fluorescent Light Filters for Classroom Lights*	Meads Mill	The filters have been shown to reduce eyestrain, headaches, and anxiety caused by the harsh glare of overhead lights. Learning is easier for students when they are not distracted by discomfort brought on by harsher lights. This will aid in making the classroom a more comfortable environment that will help students with concentration and learning stamina.	$ 112.00
2020-2021	Dunya Sandiha	*Study.com*	Meads Mill	Study.com is an online educational platform that helps students improve their skills. The website provides engaging videos and various other learning activities that can be used as supplemental learning tools, especially during this time as students continue to use online resources to learn. Students can watch additional videos and work on assessments to enhance their learning. These resources are outstanding for ALL students, especially auditory and visual learners. When teaching a lesson, there is usually a supplemental video, activity, or an assessment students can use to improve their skills.	$ 324.99
				Meads Mill Total	**$ 17,671.09**
2012-2013	Karen Stuard & Cecelia Brown	*Balance Ball in the Classroom*	Moraine	Purchase of 50 stability balls to be used in classroom seating.	$ 1,000.00
2014-2015	Suzanne Lipshaw	*Oceanography Project Based Themed Learning Approach*	Moraine	To enhance my teaching and the learning experiences of my students, I will employ the topic of oceanography as a yearlong themed project based learning (PBL) approach to teach my students the Common Core Standards (CCS) that relate to their Individualized Education Plan (IEP) and Tier 3 Multi Tiered Systems of Support (MTSS) reading goals. This approach provides struggling readers with access to curriculum and their individual goals in an authentic, fun, and unique manner; as well as increasing their motivation and engagement while learning at a deeper level. Research has confirmed that PBL across all grade levels and subject matter is an effective and enjoyable way to learn and develop deeper learning competencies required for success in college, career and civic life (BIE.org). The first PBL experience involves a partnership with the Georgia Sea Turtle Center (GSTC). Activities will include a virtual field trip to the GSTC, computer and text based research, a virtual all school assembly (consisting of cooperative small group PowerPoints, movies, project presentations, etc.) aimed at informing Moraine about the threats to sea turtles with the goal of raising money to “adopt” a sea turtle, capability of students to blog about their research with and get health updates about their adopted turtle from the GSTC personnel, and student reflection journals documenting their learning and progress through use of metacognition skills. At the end of this PBL experience, projects will be shared via Skype with the GSTC at one of their Professional Development “bag lunches” where my students become the teachers. Additional PBL experiences throughout the year will include the study of the ocean floor, coral reefs, marine animals, and wave energy culminating in the students creating and leading a presentation at the district’s Renewable Energy STEM event in April.	$ 1,047.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2015-2016	Robin Kelly, Sue Fairchild, Elly Truran and Cyndi Mandjack	*Math and Movement*	Moraine	Provides number line floor mats to help increase kindergarten student engagement in learning math by providing the students the opportunity to move.	$ 590.00
2016-2017	Ken Stark	*Cup Stacking to Help With Reading & Math*	Moraine	This project fits into State Physical Education GLCEs under manipulative and rhymatic activities. By cup stacking, students will practice sequencing and pattern which will help with students' reading and math skills as well.	$ 599.98
2016-2017	Kurt Bartel	*Leading the Way on Unicycles*	Moraine	Physical activity gets the heart rate elevated. An activity that requires balance, muscle exertion and coordination can support positive academic outcomes. The endeavor of riding a unicycle requires grit, rigor and growth mindset. By learning to ride a unicycle, a student will be able to see the result of what is actually possible when they work hard at something.	$ 2,920.00
2016-2017	Shea Eagle	*Hands-on, Minds-on STEM Projects for Learning*	Moraine	This project is for three "Breakout Boxes" edu kits. These consist of a series of nesting boxes and locks. Students must use critical thinking, problem-solving and interpersonal skills, as well as content knowledge in order to unlock each of the locks.	$ 346.62
2017-2018	Tricia Behm & Cathy Galloway	*Sensory Accessories*	Moraine	The Sensory Accessories project will help students calm their sensory system and prepare them for academic work, and help them interact with others. The use of sensory manipulatives in the classroom will enhance student learning and help some students who need assistance in learning to use their senses. Sensory manipulatives can also help with development of fine motor, large motor, and language skills.	$ 253.91
2018-2019	Josh Kolpak	*Understanding Broad Function of Harmony using Ukuleles*	Moraine	Elementary students have difficulty comprehending the broad function of harmony. Boom whackers or chimes can play individual bass line notes, but these do not reflect the way in which harmony is performed by most twenty first century musicians. Not only can students play full chords on a ukulele, but they can also develop the ability to sing while playing. This is a skill that students can later transfer to guitar, an instrument in which many high school students develop an interest. The size of a ukulele is perfect for third, fourth, and fifth grade students.	$ 1,160.99
2018-2019	Christina Witter, Courtney Silence, Mary Beth Connolly, Minday DeJarnett, Holly McManamon	*Improving Student Self-Regulation by Fostering Mindfulness at Moraine*	Moraine	To address the need to support students when they need to self-regulate strong emotions and reduce anxiety, "Penguin Chill Zones" (calm corners) will be developed throughout the building and provide Mindful Game kits in classrooms, as well as ongoing wellness and social-emotional learning experiences for staff.	$ 1,847.02
				Moraine Total	**$ 9,765.52**

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2012-2013	Katharine Grimm & Christine Lalinsky	*Learning about Plants*	Multiple Schools - Cooke & Hillside	Used to purchase and adapive garden, standing planter boxes, soil and an irrigation system.	$ 1,000.00
2012-2013	Pamela White & Amy Soukup	*Sensory Integrated Classroom*	Multiple Schools - Hillside & Meads Mill	Therapy bands, squeeze eggs, wiggle discs and therapy balls to be used with students who need movement to help focus on learning.	$ 1,000.00
2013-2014	Denise Gomrick	*21st Century Speech Pathology Services (1)*	Multiple Schools - Hillside, Meads Mill, NHS	3 iPads for Speech at Middle and HS	$ 1,497.00
2013-2014	Denise Gomrick	*21st Century Speech Pathology Services (3)*	Multiple Schools - Moraine, Winchester, Ridgewood, Silver Springs, Thornton Creek	6 iPads for Speech at Elementary Schools	$ 2,994.00
2014-2015	Lorie Farrow & Suzanne Plummer	*Inclusive Eye Gaze Learning*	Multiple Schools - Cooke School & NHS	We currently have 113 multiply impaired students in the Cooke School program, 45 of these students have visual impairments. When presenting the core concepts defined by our school improvement plan, we need to make significant modifications for these students. Since understanding is demonstrated through a student's ability to make choices using eye gaze, we need innovative tools to help train their attending and tracking skills. Due to their significant disabilities, these skills are often very challenging for our multiply impaired population. The Inclusive EyeGaze Foundation package provides a durable, portable, small and easy way to teach visual attending skills, cause and effect understanding and simple access skills. The myGaze Eye Tracker device is easy to use and is compatible with all of our school computers. The progressive skill activities included in the software can be personalized and will provide immediate success and feedback. It also records and reviews student skills.	$ 3,000.00
2015-2016	Amy Soukup, Jennifer Hart, Pamela White, Denise Hinrichsen and Kristen Higgens	*Google Cardboard Expedition*	Multiple Schools - Meads Mill and Hillside	This provides funding for two classroom sets of 40 Google Cardboard virtual reality handsets (one at each middle school), which turn smartphones into VR googles. Students then can be virtually transported to various locations around the country without leaving their desks.	$ 2,463.00
2016-2017	Shannon Cullen, Nancy Smith, Dena Grantham, Whitney Cipriano & Karen Hopkins	*Forensic Science Kits*	Multiple Schools - Meads Mill & Hillside Middle Schools	Students will become detectives walking through six different activities to collect data and analyze the information in order to determine what happened. Students will be learning new vocabulary by making descriptions and observations.	$ 996.00
2016-2017	Reid Nicklaus	*Art, Techonology & the Future*	Multiple Schools - Moraine, Thornton Creek & Hillside	This project is for three specific uses for IPads in the art classroom for 2nd, 4th, and 5th graders. It will create an opportunity to interact with real-world creative technology, expand students' traditional art and provide ample exploration time. In second grade students will create and publish stories. In fourth grade students will learn various forms of photography. In fifth grade students will spend the year learning about contemporary careers in art, such as movie making and green screens.	$ 2,874.00

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Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2017-2018	Nurit Foster, Ricardo Rojas, Megan Ewers & Elisabeth Bowman	*The Karaoke Project*	Multiple Schools - All 9 Schools	The use of karaoke machines in ESL classrooms will allow students to improve their literacy and speaking fluency, and help them to become comfortable speaking into a microphone, which is an assessment requirement and often problematic for many students. Listening to their recorded speaking and singing will also allow students to discuss their speech among a small group of other ESL students.	$ 1,383.30
2018-2019	Jessica Rohrhoff	*STEAM In Art*	Silver Springs & Winchester	STEAM is an important concept in the art room especially when creating three-dimensional works of art. Many students find it difficult to take their two-dimensional idea on paper and transform it into a three-dimensional sculpture. Having more STEAM materials on hand will help bridge that gap.	$ 1,062.20
2019-2020	Jessica Rohrhoff	*Adaptive Art and Sensory Tools*	Amerman & Hillside	Many ASD students have issues with fine and gross motor skill development. The items I have included in this application would greatly benefit these students. I have also included a number of sensory tools to help when students need to take a break. I plan on building sensory bins for my students that need a quick break from their artwork to refocus and calm themselves. The great news is that ALL students will benefit from these tools!	$ 621.82
2019-2020	Katie Grimm and Carrie Schade	*STEM Activities with Peers*	Hillside & Cooke	These STEM activities align with the curriculum but the real goal is to present students with activities and tasks that interest the students in my classroom and the general education peers that come into our classroom weekly. My students all have engagement goals that focus on joint attention (attending to an object/activity with another person). By improving their joint attention they improve their ability to learn. The ultimate goal is for Cooke students and HMS students to engage together on a task and find some common ground.	$ 550.00
2020-2021	Laura Melvin, Mike Soukup, Phil Timm, Jeff Schade & Whitney Cipriano	*Creating an "At Home Gym" for our Virtual Middle School PE Program*	Hillside & Meads Mill	Since Physical Education is being taught virtually, students are limited regarding the standard lessons on sports units, movement exploration, fitness, drills and skills and games. Equipment and supplies that were typically utilized by our students in our gymnasiums are no longer possible. In addition, students do not have common equipment at home which makes creating fitness routines and lessons a challenge. Through this grant, each student will receive a resistance band which will enhance their fitness level by allowing the teachers to create a unique fitness program.	$ 1,878.65
				Multiple Schools Total	**$ 21,319.97**
2012-2013	Paul Polanski	*Digital Microscopy*	Northville High School	Purchase of digital microscopes.	$ 1,000.00
2013-2014	Julie Fisette	*Challenges in Robotics*	Northville High School	Supplies for a robotics class	$ 3,000.00
2013-2014	Kathy Montmorency	*Study Skills Improvement Package*	Northville High School	mulitmedia support package to help Learning Consutants teach study skills.	$ 805.99

Innovative Grant Winners Since 2012

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2013-2014	Lauren Sommerman	*Obtaining more geometry manipulatives - Anglegs*	Northville High School	Anglegs come in six lengths of plastic with a special protractor that easily snap together. Through the use of these manipulatives, students have been able to explore plane geometry and have been able to experiment with different approaches to learning.	$ 590.00
2014-2015	Cheri Sclater	*Blended AP Computer Science*	Northville High School	We live in a world where access to knowledge and education can occur beyond the hours of 8:00am to 3:00pm via technology. My goal with the purchase of the Exposure Java software will be to allow my students to learn in a flexible environment beyond the walls of my classroom and outside the frame of a normal school day. Brick and mortar schooling doesn't mean what it used to – receiving an education can occur anytime and anyplace. Teachers no longer need to be gatekeepers. Instead, we can be coaches and tutors who guide our students to content mastery.	$ 595.00
2014-2015	Richard Cole	*REAL Radioactive Decay (Study of Radioactive Decay and Half Life)*	Northville High School	Often nuclear reactions are one of the least emphasized, least developed aspects of chemistry and physics. Consequently, nuclear reactions seem abstract and detached from our daily lives. This is unfortunate because nuclear reactions (particularly radioactive decay) are all around us and they are important because of their potential uses as well as potential hazards (e.g. nuclear reactions are important for current and possibly future power generation, nuclear medicine treats cancer with radiation, nuclear decay facilitates species adaption, nuclear decay allows aging of human artifacts / soil samples, stars produce elements through fusion, nuclear weaponry). Still nuclear reactions seem exotic and beyond our reach as high school level scientists. This is not true though. There are safe and exciting labs that can be conducted in high school chemistry and physics classrooms with materials that display actual radioactive decay. As CP Chemistry teachers, we would like to purchase a classroom set of safe, hazardfree radioactive sources (needle sources of Pb-210 which are beta and alpha emitters) and cloud chambers* to AUTHENTICALLY study isotopes, radioactive decay and halflife.	$ 636.00
2014-2015	Shannon Torres	*Optimizing Student Learning and Creativity with 3D Printing*	Northville High School	I would like to create an Innovation & Creation Station in the high school Media Center where learning is enhanced with the use of 3D printing using the MakerBot Replicator - 5th generation. Students will be able to engage in authentic hands-on learning with the exploration and creation of objects that are not currently available in the classroom. Difficult concepts and ideas that can be challenging for students can now be brought to life, not with pictures and videos, but with 3D models.	$ 3,000.00
2015-2016	Cheri Sclater and Christine Watts	*Graphics T-Shirt Press and Vinyl Cutter*	Northville High School	Purchase of a t-shirt press, vinyl cutter and supplies to allow students to creatively design items for personal and business use.	$ 1,705.82

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2015-2016	Kathryn Bellows	*Google Cardboard VR Goggles*	Northville High School	This project provides funding for a classroom set of 40 Google Cardboard virtual reality handsets, which turn smartphones into VR googles. Students then enjoy "virtual field trips" and can be virtually transported to various locations around the country without leaving their desks.	$ 1,177.10
2015-2016	Melissa Dicken	*Integrate LabQuest 2 Connected Science System to Improve Data Collection and Collaboration in Science Classrooms*	Northville High School	This project funds a data collection system that is compatible with tablet-based, Chromebook, and BYOD classrooms. Students will be able to wirelessly collect scientific data, annotate data, perform curve fits and make statistical calculations. Students will also be able to create lab reports and submit data to the teacher via email.	$ 2,961.00
2016-2017	Jennipher Reader, Karin Nelson, & Melissa Stendardo	*Gel Electrophoresis & Micropipetting*	Northville High School	Gel electrophoresis has become a common technique used in various college courses and in actual medical and research laboratories. By learning the biological principles underlying the CSI techniques and completing laboratory activities, students develop higher-order critical thinking skills and can correct misconceptions in a way that promotes knowledge retention.	$ 2,979.58
2017-2018	Julie Fisette & Trish Krebs	*Laser Engraver*	Northville High School	The acquisition of this laser engraver will enable students to model and prototype their designs from the computer, bringing to life their creations for presentations in a way that is better aligned with what will be expected of them at higher levels of education and in their careers. Students will be exposed to the modeling and replication of the future, allowing them to replicate their creations and classroom projects with the accuracy and professionalism of real engineers and designers.	$ 3,000.00
2017-2018	Karin Nelson	*Restriction Enzyme Analysis of DNA Using Gel Electrophoresis*	Northville High School	The introduction of a BlueView Transilluminator will provide students the opportunity to utilize advanced biotechnology equipment that few high school students have the opportunity to experience before post-secondary education. Working with this complex equipment will develop students' laboratory skills and ability to work with data.	$ 839.98
2017-2018	Kathy Hammerschmidt & Trish Krebs	*Digital Force Sensors for Learning*	Northville High School	By upgrading the equipment used in science classrooms, students will be better able to develop a comprehensive understanding of forces, collect more accurate data, and be better able to explain their scientific claims and conclusions. The introduction of digital force sensors will allow students to construct their own scientific knowledge through inquiry learning.	$ 2,858.15

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2017-2018	Melissa Stendardo	*Using Ultrasound to Assess Cardiovascular Health*	Northville High School	The use of handheld Doppler Ultrasound devices will allow students to conduct and analyze real-world diagnostic tests. This experience will afford students a deeper understanding of the human circulatory system, blood pressure and overall health. Students are able to explore the connection between smoking and losing a limb in a way that is more likely to stick with them long term, and much more likely to make an impact on them than an anti-smoking poster or commercial. Students will also be working in pairs/groups with the devices, thus strengthening their communication skills.	$ 2,054.99
2017-2018	Teryn Chrzanowski & Emily Correll	*Breakout Kits*	Northville High School	The use of Breakout games will enhance what students are learning in class by adding this interactive, collaborative tool to the curriculum. Specifically, students will work together to answer questions about parts of the brain in the "Neuroscience of Learning" game. In the "Common Senses" game, students will use their 5 senses to answer questions and can actively apply content to their own life while having fun and working with their peers. Breakout games require the 4 C's: critical thinking, collaboration, creativity, and communication.	$ 1,908.00
2018-2019	Monika Miller	*Transforming Design to Mainstream with Vinyl Cutter for IB Art*	Northville High School	After studying drawing, weaving, clay, cyanotypes and sculpture, students in IB Art. Incorporating a vinyl cutter into their learning, students will see how they can transform their design into consumer goods.	$ 249.99
2018-2019	Wendy Bolakowski and All NHS Physics, Honors and AP Physics Teachers	*Improved Learning through Sensor Technology*	Northville High School	Go Motion Sensors are ultrasonic sensors that allow students to measure the position, velocity, and acceleration of a moving object graphically on a laptop or Chromebook while simultaneously observing the object's motion. The project is to combine the use of two sensors (Motion and Force with GoLinks) to allow students to study multiple aspects of an object's motion simultaneously.	$ 2,246.40
2018-2019	Julie Fisette, Trish Krebs	*3D Printing Technology*	Northville High School	Twelve small 3D printer kits will be built and maintained by CAD/ENG students. Working together in teams, students will be responsible for all parts, inventory, build, research, directions, assembly, and testing. These printers will then be used by many students well into the future.	$ 2,352.91
2019-2020	Wendy Bolakowski	*Scientific Optic Boxes*	Northville High School	Light and Optics can be an abstract topic in physics. Arbor Scientific Optics Boxes allow students to investigate easily and efficiently how light behaves when it passes through a prism, lens, or reflects from a flat or curved mirror. Students can also use the boxes to easily investigate what happens when different colors of light shine together on a white or colored surface.	$ 2,317.00
2019-2020	Emily Correll	*Cognition and Problem Solving in Action*	Northville High School	During the AP Psychology & Exploring Psychology units on Cognition & Problem Solving, students will play "lawn" games to identify & reflect on the cognitive processes involved in decision making, the impact of competition, problem solving, and obstacles in thinking.	$ 327.95

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2019-2020	Gabriel Pak	*Robotics & Mechatronics*	Northville High School	Students will learn basic robotics and mechatronics using arduinos to be applied for various engineering design projects for both the CAD/Engineering and Engineering Design & Development (PLTW) courses.	$ 2,140.00
2019-2020	Gabriel Pak	*Skill Trades*	Northville High School	Increase machining capabilities in the NHS shop space to allow for wood working projects in all engineering courses. Students will design solutions to real world problems using the engineering design process and construct prototypes with the tools to get a better understanding of their role in society while learning hands-on skills with machines and tools.	$ 2,998.00
2019-2020	Jennipher Reader	*LabQuest 2 Data Collection Devices*	Northville High School	Vernier LabQuest 2 is a standalone interface used to collect sensor data with its built-in graphing and analysis application. Together in class we complete a spirometer lab, heart rate monitor lab, use force plates, blood pressure cuffs and goniometers to collect and record data - all of these activities require the use of Vernier LabQuest 2 data collection devices.	$ 1,668.53
2019-2020	Cheri Sclater	*Ulitmate Raspberry Pi's*	Northville High School	The Raspberry Pi is a credit-card sized computer that plugs into a computer monitor or TV, and uses a standard keyboard & mouse. It is a capable little device that enables people ofall ages to explore computing, and to learn how to program in languages like Scratch and Python. My project requests auxiliary components to be used with my District purchased Raspberry Pi's that will create a “Tech Maker Space".	$ 1,477.48
2019-2020	Melissa Stendardo	*Bone Detectives*	Northville High School	I would like to purchase a set of (fake) bones to supplement the Project Lead The Way - Human Body System's project called Bone Detectives. Leading up to this activity, students have been studying the bones of the skeletal system. In this activity students play "forensic anthropologist" and examine 4 bones from one skeleton to identify the race, gender, age and height of the individual.	$ 475.28
2020-2021	Ashleigh Apostolovski	*Desmos Digital Classroom*	Northville High School	Desmos is a cutting-edge technology powered by free digital classroom activities, thoughtfully designed by teachers for teachers to support and celebrate the different ways students come to know mathematics. These activities are guided by our pedagogical philosophy and open up a world of possibilities for students to explore concepts more deeply, collaborate with their peers on problem-solving, and apply knowledge creatively as mathematicians. Once Ashleigh recieves the training around it, she will become a teacher to teachers, allowing any teacher in the district, as well as their students, to use the many facets of Desmos.	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2020-2021	Teryn Chrzanowski	*Google Expedition Field Trips for World History*	Northville High School	This year, there is a new ebook for Modern World History. One of the wonderful resources it provides is 17 lesson plans for Google Expedition Field Trips. In order to fully utilize this opportunity, a Google Expeditions kit is required. Each field trip is a collection of 3D, 360° panorama images that students view in an immersive VR environment, virtually going almost anywhere. The Activities Section provides suggestions on how to introduce, teach, and close each lesson and challenge students to go beyond what they experience virtually by having them discuss and debate what they learned, analyze related primary sources, construct arguments, do further research, create presentations, etc. Students will be able to travel, explore, and experience the world without ever leaving their desks! These virtual field trips will help students connect with places and content being discussed in class, as well as increase engagement and excitement about learning history.	$ 3,000.00
2020-2021	Gabriel Pak & Trish Krebs	*Advanced Prototype Testing and Evaluation with Real-Time Sensor Data*	Northville High School	The sensor package will allow students to test various aspects of their prototypes with real-time data. The data can then be further analyzed to help evaluate the effectiveness of their prototype development. The sensor package would include force sensors, accelerometers, temperature probes, sound and light sensors that could be used for all the engineering students ranging from the introductory PLTW Introduction to Engineering Design class to the senior capstone PLTW Engineering Design and Development class.	$ 2,999.74
2020-2021	Gabriel Pak	*Virtual Reality to Explore the World in Lockdown*	Northville High School	Virtual reality (VR) headsets will allow students to take virtual field trips, collaborate with experts in a virtual setting and explore prototype design and testing in a simulated environment. With the current pandemic, students will no longer be able to visit physical locations for field trips, but the VR headsets would not only allow for virtual field trips to take place, it opens up a world of possibilities for students to explore places in the world they never would have had the opportunity to before.	$ 2,993.00
				Northville High School Total	**$ 55,357.89**
2012-2013	Angie Zecman, Lillian Knoth, Lisa Lindsay, Brandy Rys & Kate Sims	*Shape it Up: Hands on Geometry!*	Ridge Wood	Purchase of pattern block die-cut shapes, K-NEX geometrical building kits and GeoModel Folding Nets so that students can create a variety of geometrical shapes and apply basic concepts pertaining to Geometry and Measurement while working with the shapes and following completion of the task	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2014-2015	Heather Zoldak	*Focus for Wiggle Bottoms*	Ridge Wood	Each year the group of kindergarten students that arrive in the fall have a wide range of abilities and learning styles. For some students, being able to move while learning is key to adjustment and success in school. This year I have added additional alternative seating options for my students and have seen amazing progress in building their focus, as well as core strength. “Sitting still is overrated. It makes sense for the opera or for meditating, but in most classrooms and child care centers, it’s given far more honor than it deserves. Children need to move.:~ Tom Hunter, National Association for the Education of Young Children. By including more seating options and opportunities for students to move I am better able to meet individual needs of the range of kindergarten students in the classroom.	$ 510.80
2014-2015	Heather Zoldak	*Hot Dots for Differentiating Learning*	Ridge Wood	Hot Dots and Hot Dots Jr. are standards based learning products that help students work independently on reading, phonics and math skills at their own ability level. By providing students with a self checking, independent and fun activity to reinforce learning and practice, students are able to meet success, build reading and math skills, and reach individual goals while having fun. The Hot Dots and Hot Dots Jr. are interactive tools for students to practice and retain information.	$ 382.66
2015-2016	Heather Zoldak	*Sensory Support*	Ridge Wood	Provides a variety of sensory simulation and regulation tools such as weighted lap pads, fiber optic lights and glitter tubes to enhance the classroom environment and help students stay regulated throughout the day.	$ 500.00
2015-2016	Heather Zoldak and Jennifer Borashko	*Student Led Productions*	Ridge Wood	This project provides resources to build a production area equipped with materinals such as a green screen and recording and taping equipment to be used for students' production of the morning announcements.	$ 400.00
2016-2017	Heather Zoldak, Kim Gall, & Debbie LaLonde	*Learning Comes Alive*	Ridge Wood	The Learning Alive program provides students with access to the advanced technology of augmented reality. The program is to help beginning and at-risk students improve their literacy and math skills so they can perform at grade level and master the basics to succeed in subsequent grades.	$ 3,000.00
2016-2017	Teri Glotfelter, Lillian Knoth, Brittany Roesler, & Kate Sims	*Hands-On Interactive Technology with OSMO*	Ridge Wood	Provides four OSMO wonder kits. OSMO is a learner-led IPad game system that uses physical objects and learning tools in conjunction with IPad. It fosters student learning in key areas like social-emotional, creative thinking, STEM and common core.	$ 580.00
2017-2018	Alice Janke	*Ridgewood STORYWALK Project*	Ridge Wood	The Ridge Wood Storywalk Project is an educational and creative way to combine the pleasures of reading children's books with the benefits of walking an outdoor pathway lined with informational picture book posts. This innovative approach to reading helps build children's interest toward reading while encouraging healthy outdoor activity for both children and adults, and may be used during brain breaks, recess, incorporated time with their teachers, and outside of school hours with family.	$ 2,015.21

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2017-2018	Sue Segerstrom & Maria Key	*Spanish for Elementary Spanish Speakers*	Ridge Wood	Spanish for Spanish Speakers will help heritage or near native Spanish speaking students increase their speaking, listening, reading, and writing skills in the Spanish language acquisition, at an age and proficiency-appropriate level. This program will give heritage or near-native speakers an opportunity to speak and practice the Spanish language with other Spanish speaking students, who are at a level beyond that of the regular Spanish language classroom, but yet lack specific skills of a native speaker.	$ 240.10
2018-2019	Nancy Robbert	*Cardio Drumming in P.E.*	Ridge Wood	Combining fitness and music will provide a cardio workout with music to energize students. Through the use of yoga balls, buckets, and drum sticks, students will be actively participating in the drumming -- and being active is what it's all about!	$ 583.00
2018-2019	Kimberly Kay Kelley	*Sensory Friendly Art Learning Environment*	Ridge Wood	Modification of the art room learning environment will address specific and targeted sensory triggers for students who struggle with sensory issues. Triggers such as loud noises/ background sounds, proximity/ physical movement and tactile issues are prominent concerns for a growing number of students who struggle in a typical classroom.	$ 643.13
2018-2019	Heather Zoldak, Teri Glotfelter, Debbie LaLonde	*Kindergarten Mad Science Madness*	Ridge Wood	This project will help bring scientific processes and vocabulary to life in the classroom. It is an extension of the current science materials, presented with a bit more flair and fun. Students will participate in role playing, as a scientist, and use the scientific process to hypothesize, deassign, conduct and conclude experiments using various materials. The experiences span properties of physical, life and earth sciences.	$ 720.50
2018-2019	Heather Zoldak, Dana Miller	*Why I Matter*	Ridge Wood	An initiative to build kindness and respect for everyone in our diverse school population, we are highlighting the personal visions of each member of the school, and building the capacity to show respect, kindness and value for everyone. All students will have instruction on personal value and how everyone contributes to our community. Students will reflect on their self-worth and share what they have learned through photographs and words displayed throughout the school.	$ 1,000.00
2020-2021	Heather Zoldak, Debbie LaLonde, Teri Goltfelter	*Learning Alive Journals*	Ridge Wood	Ridge Wood has some at risk students with reading and math performance of at least one year behind their current grade level, or a gap in learning due to the shut down from the Covid-19 virus. If these students are not given differentiated-learning opportunities to improve their reading skills, they are at greater risk of falling further behind their classmates making truancy and dropping out of school more likely. My Letters Alive and My Math Alive Journals will help the students improve their reading and math skills and promote family engagement.	$ 1,074.00
				Ridge Wood Total	**$ 12,649.40**

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2012-2013	Pamela Schulman & Wendy Wilkinson	*Counting with a Buddy*	Silver Springs	Hands on manipulatives and lessons for instructions for Kindergarten math intervention	$ 1,000.00
2013-2014	Pamela Schulman	*Sensational Sensory Solutions*	Silver Springs	Sensory balls for chairs, thera-putty and other things to create a sensory tool kit to be used in the classroom	$ 500.00
2014-2015	Angie Phillips	*How Hard am I Working?*	Silver Springs	My project includes using pulse monitors in the Physical Education classroom as a form of instant feedback for students to assess their activity level. Most cardiovascular improvements are made while exercising in a target heart rate zone. Often, young children have a difficult time self assessing their intensity. Pulse monitors allow students to know their pulse rate immediately and help them adjust their intensity level as needed. This activity would begin with a discussion about heart rate and target heart rate zones, including intensity and perceived intensity. Target heart rate charts would be examined and posted in the gym so students know their goals. Fitness testing and cardiovascular endurance are part of the Northville Public Schools Physical Education curriculum. These monitors would make it easy to assess a whole class in a very short time period. They are also very sanitary and easy to clean compared to other products on the market. This is innovative and something new that hasn't been tried in the district at any level. Pulse monitors can be used multiple times during warm ups and game play. They motivate students to work harder in order to be in their target heart rate zone. They also are very effective in setting goals and working toward those goals.	$ 1,509.30
2016-2017	Pamela Schulman	*Mindful Moments*	Silver Springs	The Mindful Moment project will enhance all students learning experiences. Students will provide a Mindful Moment on a daily basis that will assist them in reaching their full potential for learning. The few moments dedicated each day will assist students in learning to self regulate, find balance, calmness, and focus.	$ 265.00
2019-2020	Sean Kiebler	*#Why You Matter Year 2*	Silver Springs	The #WhyYouMatter year 2 campaign asks each student and school stakeholder "What is your why?" We discussed the idea of passion and purpose so students' "Why" will hang in an area near our playground and flutter at each little breeze. They will be used to help promote peace, strength, compassion, wisdom and positivity.	$ 220.00
				Silver Springs Total	**$ 3,494.30**
2012-2013	Kristin Kreiss and Cecelia Mac-Smith	*World Music Drumming in the Elementary Classroom*	Thornton Creek	I would like to purchase a set of tubanos to use the World Music Drumming curriculum (drum circles) at Thornton Creek Elementary for all 4th and 5th grade	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2013-2014	Catherine Gibson	*iTouch, iRead, iLearn*	Thornton Creek	Ipod Touch purchase to enhance student learning by building independence, allowing individuals to monitor progress and build upon their listening experiences. In addition to reading instruction, the iPod touch would be used to enhance learning in other content areas. It also adds a teacher input component to enrich Listening to Read and Read with Someone.	$ 1,000.00
2014-2015	Michelle Wirth and Heather Gehrke	*Sensory Strategies*	Thornton Creek	These sensory items will enhance teaching and learning experiences for the students at Thornton Creek Elementary. If students have access to these materials, they will be able to concentrate and focus for longer periods of times. Research indicates that with increased time on task, students will make more academic growth.	$ 500.00
2017-2018	Chad Dicken	*Flying Turtle Scooters for Thornton Creek ASD Physical Education*	Thornton Creek	Students with autistic spectrum disorder often struggle to master simple movement tasks, but benefit greatly when motor skills are added to their daily routines. These students benefit from larger movement patterns that provide opportunities for tactile learning and movements that require use of both sides of the body. Students using these flying turtle scooters can experience improved fitness, posture, core strength, motor function, and socialization, as well as increased attention span.	$ 299.97
2015-2016	Catherine Gibson	*Applications for Integrating Technology*	Thornton Creek	This project will be used to build a repetoire of applications that support student learning through intervention and enrichment. Such applications will allow students to do things such as publish writing digitally, respond to books, have extra practice materials to be able to share their work beyond the classroom walls.	$ 750.00
2015-2016	Catherine Gibson and Jennifer Eagle	*Landscape of Learning*	Thornton Creek	This is a project developed to improve Thorton Creek's outdoor habitat and devleop an interactive STEAM learning experience. Through this project, students will develop interactive outdoor and indoor components using QR codes. The QR code plaques will allow students and visitors to quickly learn about Thorton Creek's outdoor classroom and the ways Thorton Creek recycles and upcycles.	$ 1,800.00
2018-2019	Catherine Gibson	*Math Essentials*	Thornton Creek	A math resources center will be developed to differentiate instruction in the classroom. This math essentials collection of manipulatives will support best instructional practices, while helping at-risk students make sense of mathematics.	$ 1,150.00
				Thorton Creek Total	**$ 6,499.97**
2012-2013	Julie Papo, Tara Fortino, Shannon Moore	*Interactive Whiteboard Software*	Winchester	Software to be used with the new interactive whiteboards that the district will be installing in the 2013-2014 school year as part of the technology bond. These interactive, engaging, games will be used in the content areas of reading, writing, and math	$ 1,000.00

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
2013-2014	Heidi Haite	*Learning Space for Students*	Winchester	Purchase of educational games to be used for kids who are unable to participate in PE class	$ 500.00
2014-2015	Julie Papo	*Differentiated Math Centers for NWEA RIT Bands*	Winchester	Since Kindergarten is now taking the NWEA assessment, we are searching for additional ways to meet the needs of our students that are all at different levels of instruction. We've decided to assemble some classroom manipulative tubs with various activities to allow our higher students to be challenged in math as well as move our average and lower students forward. The tubs will include the purchased items from Lakeshore that will help us move the children along into the next RIT band category. On the hard copy application form, we have listed some RIT bands that each purchased item will connect with to organize our tubs. Categories: Numbers and Operations, Measurement and data, Algebraic Thinking, Geometry	$ 1,355.86
2016-2017	Julie Papo	*Science, Technology, Engineering and Math (STEM) for Kindergarten*	Winchester	This project will allow students to begin using STEM learning centers such as problem solving STEM literacy kits where students build and construct. In addition to that, nonfiction science stories that go along with science-related topics, such as push and pull, attract and repel, gravity and density. The focus is for the students to begin to explore with concrete learning materials that are age appropriate.	$ 451.48
2017-2018	Kayla Linton & Nicole Bolt	*Brain Building - Keva Planks*	Winchester	By introducing keva planks into the classroom, student learning will be enhanced with hands-on, creative thinking, brain building activities. From a visual representation, students create a 3D image using building blocks. Physically manipulating the blocks provides a foundation for understanding quantities, equality and geometry, and can be utilized by students of all levels and learning backgrounds.	$ 748.45
2019-2020	Kandy Rush	*Improving Decoding through Multi Sensory Instruction*	Winchester	As the Learning Consultant, I work with students who are at-risk in reading and math. These are students that are not progressing as quickly as their peers and need more, or a different type, of instruction. We know that many students learn best through hands-on experiences. By teaching decoding skills using multiple senses in a hands-on way, I think all children can better understand how and why letters and words sound the way they do.	$ 455.14
2020-2021	Kimberly Kelly	*3D Sculpture: A Creative Approach to Design Thinking, Student Engagement and SEL*	Winchester	This project seeks to provide students in our youngest elementary grades K-4th a creative 3-D design art experience utilizing sculpture materials that can be appropriately used within their home classroom setting. The purpose of this special project is to activate their fine motor skills, increase student engagement through a novel tactile building experience and provide creative SEL (social emotional learning) that art can do best. These materials will be provided to the students in safe, individual sculpture kits to meet safety guidelines.	$ 591.77
			Winchester Total		**$ 5,102.70**

Innovative Grant Winners Since 2012

Year	Grant Winner	Grant Name	School(s)	Grant Description	Amount Awarded
182			**Grand Total**		**$ 248,339.78**