



## Classroom Innovation Grant Application (*formerly Venture Grants*)

**Deadline - October 27, 2010**

### **Overview**

The information that you will include in the attached application form will provide the LPEF Grants Committee with the data needed to determine whether or not to fund your project. Applications may be from staff, students, parents or community members who partner with School District of La Crosse staff. Applications for other opportunities with the Foundation are available for download on our website at [www.lpefonline.org](http://www.lpefonline.org).

### **Guidelines**

- Grants must serve the students in the School District of La Crosse.
- Projects must be innovative, creative and new funding initiatives within the School District of La Crosse.
- The grant may be denied if another funding source might be more appropriate.
- Project funds must be spent by May of 2012.
- Interim and final reports will be required.
- Payments for services of La Crosse School District employees are prohibited.

### **Criteria**

Applications will be reviewed on a competitive basis by the Grants Committee of the La Crosse Public Education Foundation. Priority is given for Classroom Innovation Grants that:

- meet multiple educational objectives
- align with district/school/curricular goals
- impact a variety of students and/or schools
- are collaborative
- are sustainable

Please see the Classroom Innovation Grant evaluation rubric for the grant proposal evaluation criteria. Although most applications are worthy of awarding, the committee has limited funding and must set priorities that help the foundation fulfill its mission.

### **Instructions**

- € Complete the following grant application.
- € Save as a Word document. Name the document the same name as your grant proposal.
- € Print page 1 of the application. Sign and obtain other necessary signatures. Submit a paper copy of page 1 to the La Crosse Public Education Foundation at Hogan via inter-school mail or by mail to P.O. Box 1811, La Crosse, WI 54602-1811.
- € Submit the entire application electronically to [lpef@centurytel.net](mailto:lpef@centurytel.net).
- € Both the paper copy and electronic copy must be received no later than 5:00 p.m. on October 22, 2010.

If you have questions, please contact Geva Thole at 608-397-0176.



**La Crosse Public Education Foundation  
Classroom Innovation Grant Application**

**Section 1: Personal Information:**

Name: Mary Hangartner

School: Summit Elementary

Position/Title: Physical Education Instructor

School Phone: (608) 789-7980

**Section 2: Basic Project Information:**

Project Title: Snowshoeing- Fit for Life

Total Request \$ 2942

Signature of Applicant \_\_\_\_\_

Signature of Principal \_\_\_\_\_

Signature of IT Department Rep (if applicable) \_\_\_\_\_

The intention of the Foundation is to fund projects not covered by the regular school budget. Please document that regular avenues of funding have been exhausted. (I.e. requests to Principal and curriculum supervisors)

There is not enough money in the school and district budgets to cover the cost of a class set of snowshoes for our environmental focus school. I have approached my physical education supervisor, principal, PTO, Safe Routes to School Program, and the CD program teachers in my school. None could afford the whole amount but are willing to contribute some.

**Section 3: Project Description:**

I. By the end of the 2010-11 school year, the students will have used snowshoes as an environmentally friendly activity to improve fitness and orienteering and to complement science, social studies and math curriculums. They will use them to enjoy the outdoors by using this lifelong form of travel. The students will use them on campus and on field trips. In using the snowshoes, the students will improve balance, agility, spatial awareness and show improvement in aerobic endurance.

II.

Objectives of Project	List the corresponding district/school/curriculum goals (if applicable)	State how you will evaluate whether objectives are met.
<p>Students in the first through fifth grade will demonstrate techniques of effective snowshoeing,</p>	<p>Physical Education - Wisconsin State Standard A: Students will exhibit a physically active lifestyle.            A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.</p> <p>Wisconsin State Standard B: Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.            B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates)            B.4.3 Acquire beginning skills in a few specialized movement forms.....</p> <p>Wisconsin State Standard C: Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.            C.4.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance.</p> <p>La Crosse School District - Physical Education Curriculum            -            1. Part f the mission statement</p>	<p>I will do a skill check sheet for going up a small hill, coming down, walking on a straight path, walking with others close by, and getting up from the ground.</p> <p>Students will partner up and assess and assist each other in putting on and taking off the snowshoes.</p>

	<p>includes providing experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities.</p> <p>The curriculum has snow shoeing as an outdoor pursuit activity. The goal is for the students to show improved agility, balance, and bilateral coordination.</p>	
<p>Students in the first through the fifth grade will use snowshoes to improve fitness.</p>	<p>Physical Education -Wisconsin State Standard E: Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.</p> <p>E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength</p> <p>E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities</p> <p>E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths.</p> <p>Physical Education -Wisconsin State Standard A: Students will exhibit a physically active lifestyle.</p> <p>A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health</p> <p>A.4.2 Describe healthful benefits that result from regular physical activity</p> <p>A.4.3 Identify several moderate to vigorous physical activities</p>	<p>The students will fitness test for aerobic endurance, muscle strength in the spring. The fall test is already completed. Snowshoeing would be only one method used to help students improve cardiovascular endurance.</p>

	<p>that provide personal Pleasure.  School District of La Crosse-  Physical Education Curriculum.  1. Broad Goals include students developing an optimal level of physical fitness and wellness.  2. Under the health related fitness objective, improvement in aerobic endurance, muscle endurance and strength is specified.</p>	
<p>The physical education and classroom teachers in the first through the fifth grade will incorporate snowshoeing in classes to promote environmental awareness, outdoor enjoyment, and social interaction while outdoors in the winter.</p>	<p>Summit Elementary School – Environmental Goals.  1. The students will develop an understanding and appreciation of the many different recreational opportunities that exist in the natural environment and how their recreational activities impact environmental systems.</p> <p>Physical Education -Wisconsin State Standard D  Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.  D.4.1 Experience the opportunity for enjoyment while participating in physical activity  D.4.2 Learn to enjoy practicing activities to increase skill competence  D.4.3 Celebrate personal successes and achievements as well as those of others  D.4.4 Use physical activity as a means of self-expression</p> <p>La Crosse School District and Summit School Environmental Units of study  1. Students will be able to use</p>	<p>I will have a sign out sheet with dates, times, curriculum supported, numbers of students to determine and document usage in and out of P.E. class</p>

	<p>snow shoeing for different units while on a field trip or on campus.</p> <ul style="list-style-type: none"> <li>-1<sup>st</sup> grade: Weather and Organisms-plants and Animals</li> <li>-3<sup>rd</sup> grade: Animal Habitats and Plants, Sounds, Rocks and minerals.</li> <li>-4<sup>th</sup> grade: Motion and Design, Plant Growth and Development.</li> <li>-5<sup>th</sup> grade: Ecosystems, Color and Light, Micro worlds</li> </ul>	
<p>Teachers will incorporate snowshoeing to complement their Wisconsin social studies unit.</p>	<p>The third grade teachers study cold regions, specifically the Arctic and Alaska.</p> <ul style="list-style-type: none"> <li>-study methods of transportation and travel</li> <li>-study how they track.</li> </ul> <p>Fourth Grade Social Studies – Content Standard</p> <p>A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface</p> <p>Historical studies in trapping and exploration.</p> <p>B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.</p> <p>Wisconsin Content Standard for Social Studies:</p> <p>A.4.4 Describe and give examples of way in which people interact with the physical environment,</p> <p>Students in 4<sup>th</sup> grade study Wisconsin history which includes trapping hunting.</p>	<p>I will have a sign-out sheet with dates, times, curriculum supported, numbers of students to identify curriculum use.</p>
<p>Students in the first through</p>	<p>Physical Education -Wisconsin</p>	<p>I will give a quiz in my fitness</p>

<p>fifth grades will recognize snowshoeing as a unique cardiovascular activity enjoyed in the winter months.</p>	<p>State Standard D: Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</p> <p>D.4.1 Experience the opportunity for enjoyment while participating in physical activity</p> <p>D.4.2 Learn to enjoy practicing activities to increase skill competence</p> <p>D.4.3 Celebrate personal successes and achievements as well as those of others</p> <p>D.4.4 Use physical activity as a means of self-expression</p> <p>Wisconsin State Standard E: Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.</p> <p>E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength</p> <p>E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities</p> <p>E.4.3 Describe personal strengths and weaknesses and elevate the weaknesses to strengths.</p>	<p>unit listing various forms of cardiovascular endurance activities with snowshoeing as an option.</p>
<p>Students in third through fifth grades will incorporate snowshoeing into orienteering activities.</p>	<p>La Crosse School District Curriculum.</p> <p>The Outdoor Pursuits section of the curriculum includes orienteering. Snow shoeing will provide a unique opportunity to use this form of location. They will learn the</p>	<p>Students will be tested on the use of the compass while on snowshoes.</p> <p>Students will be given a written evaluation of the orienteering unit.</p>

	use of the compass, spatial awareness, equipment usage, survival skills, and Cardinal Direction.	
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III.

Activities to Accomplish Objectives	Who Will Be Responsible for Implementation	Resources Needed (not financial)	Timeframe to Accomplish
Use in physical education class as a unit.	Myself	None	Two to three week unit. Periodic use as we have heavy snow falls.
Use as part of and orienteering unit.	Myself	Summit Compasses	Two to three weeks of orienteering
Use as a field trip for third, fourth, and fifth grade students for the trapping and exploration unit, compliment their science units.	Myself and classroom teachers	None	Periodic use of the snowshoes in the winter.
Use on school grounds by the classroom teachers to complement their curriculum.	Classroom teachers.	None	Periodic use of the snowshoes in the winter.

IV. What is the lifespan of this project?

This project will last the lifetime of the snowshoes. The fieldtrip will last one year with additional years based upon subsequent funding for transportation.

V. Approximately how many students will be affected by this project? Explain your number.



The first year there will be approximately 200 students affected. I would expect the same or more students in subsequent years as Summit plans to add around 20 students each year until we reach capacity.

VI. Please state how you will collaborate with...

Other organizations in the community (if applicable)

We have been working with the Center for Environmental Education out of UW-Stevens Point. They have been working with us and our local partners to set up positive environmental experiences for our students. Partners include USGS Sciences Center, Myrick/Hixon EcoPark, university students and professors.

Other schools in the district (if applicable) The district has snowshoes that go from school to school. Because of the number of elementary schools, there have been years when I have not been able to get them. As Summit becomes a school with an environmental focus, a permanent set of snowshoes housed and readily available at the school would make outdoor education easier and more fun in the winter months.

Other departments/classrooms (if applicable)

I will work cooperatively with the first through fifth grade teachers. They will be available for specific curriculum activities and field trips. The staff will be trained on the care and use of the snowshoes to preserve the life of the snowshoe.

VII. What will happen to the project at the conclusion of the grant? If it is to continue, how will it be sustained?

The snowshoes will still be at the school and be available for use year after year. The snowshoes, if destroyed, will be replaced one at a time by my budget or through PTO, building principal, or the physical education budget.

VIII. How could the project be shared with other teachers and schools to benefit more students?  
See above.

**Section 4: Budget Information:**

Item	Supplier	Budgeted Amount
15 Snowshoes – kid binding	ORC – Local business	735
35 Snowshoes – Control binding	ORC – Local business	2065 – 354 from other sources=1711 total
Field Trip	First Student	496 for 8 classes
Storage container	School district	0\$ PE Budget

Total request: \$ 2942

Other sources of funding for this project (if applicable):

Summit elementary – two pair of snowshoes

CD program in our school – two pair of snowshoes

Physical Education Budget/Dr. Troy Harcey – 200\$ for the storage container

PTO would fund one pair  
Safe Routes to school program will fund one pair.  
The district maintenance people will make the storage unit for cost of materials only.

Total budget to accomplish project: \$ 3496

**Section 5: Summary:**

How will this project bring visibility to LPEF in the community?

I will promote this project through local radio, TV stations, newspaper, and La Crosse County Coalition for Obesity.

Please provide a one paragraph summary of your project including an explanation of why we should fund your project.

Bringing snowshoes into Summit will serve to provide permanent availability of a class set of snowshoes. They would be an ideal resource to complement the physical education, science, and social studies curriculums. As Summit transitions to an environmental focus school, a permanent set of snowshoes would make outdoor education easier and more fun in the winter months, a time of year that we hope to explore but which in the past has been neglected. Classes can use them for regular nature hikes and environmental education activities, as well as for specific curricula areas of science, social studies, and math. The melding of physical activities into otherwise sedentary studies will increase the level of interest in most students. The snowshoes will encourage more outdoor classroom experiences as the students trek to calculate distances, measure, and orienteer. Snowshoes will also provide a lifelong form of recreation and physical activity improving students balance, agility, stamina, endurance and spatial awareness. The snowshoes will also provide additional supervised outdoor physical activity to promote healthy and active lifestyles to reduce childhood obesity. This project is a unique hands-on (foots-on) activity that is highly motivating to students and the type of project LPEF has a long history of supporting.