



## 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 : Meredith Tomesh

School: Logan Middle School

Position/Title: Emotional Behavioral Disabilities Teacher

School Phone: (608) 789-7740

**Section 2: Basic Project Information:**

Project Title: 21<sup>st</sup> Century Technology for 21<sup>st</sup> Century Students

Total Request \$1103.00

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)

**Section 3: Project Description:**

- I. The EBD classroom at Logan Middle School is seeking a grant to enhance our educational experience through the use of a document camera and a large screen plasma TV. A

document camera & TV will be incorporated within the special education classroom to meet individual learning needs and create high quality education opportunities.

II.

Objectives of Project	List the corresponding district/school/curriculum goals (if applicable)	State how you will evaluate whether objectives are met.
<p>Students will be able to view text read aloud when only 1 book is available in order to stay focused on the content</p> <p>Students will be able to view and display live documents and objects on a large screen in real-time</p>	<p>To increase comprehension through a variety of printed materials.</p> <p>To achieve clearly defined competence or mastery in all curricular areas as monitored by an array of quantitative and qualitative measures.</p>	<p>As measured by running records, anecdotal data, observation, and performance assessment</p> <p>As measured by grade-level proficiency and expectations when compared to peers in the regular education setting.</p>
<p>Students who have significant delays with writing will be able to have immediate display of own work to the class, enhancing writing neatness and efficiency</p>	<p>To help establish grade-level proficiency in writing in the areas of Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and conventions.</p>	<p>As measured by state scoring guide, analysis of writing samples, diagnostic surveys, and spelling inventories.</p>
<p>Students with attention difficulties are more apt to stay on-task with clear live examples of lesson material and demonstrations make a greater impact on comprehension and understanding</p> <p>Students with attention difficulties will display productive school behavior with clear live examples of lesson material</p>	<p>To practice community values of honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving.</p>	<p>Use appropriate strategies for learning as measured by teacher observation, anecdotal records, checklists, self-evaluation, and student data.</p>

--	--	--

III.

Activities to Accomplish Objectives	Who Will Be Responsible for Implementation	Resources Needed (not financial)	Timeframe to Accomplish
Ordering document camera and installation. Order TV & wall mount and installation.	DOIT staff	None	ASAP – so students can benefit from its uses
Train students how it can be used to enhance their educational experience	Meredith Tomesh and/or other special education staff within the classroom	None	Within the first couple weeks of getting document camera
Plan lessons/activities centered around the document camera to aid in instruction while teaching specific pull-outs	Meredith Tomesh and/or staff that may be teaming in the special education	Creative lesson plans/ideas to use with document camera	Daily, to fit the individual needs of students in special education pull-outs

IV. What is the lifespan of this project?

The document camera & TV would be used everyday for instruction as an effective tool at helping the classroom migrate into a more visually rich and technologically interactive 21<sup>st</sup> Century learning environment.

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

This project will help 14 students with various disabilities. The disabilities range from specific learning needs in math, reading, and writing to behavior, social, and emotional support.

Multiple students within the classroom need extra support with hands-on visual motor tasks. A document camera would provide students to practice letter formation on a large scale, with the added benefit of movement for kinesthetic learners.

For students that struggle with visual attending or visual perception, the document camera can project images of pictures and text large enough for all students to see. This is particularly important when supplementary materials aren't available for all students. The zoom feature is another benefit of the document camera too.

In addition to slow process thinking, many of these special education students struggle with reading fluency and comprehension. With the document camera, teaching active reading strategies such as underlining and taking notes in the margin helps students process texts for high-stakes reading tests.

It can be difficult for students with hyperactivity or attention difficulties to follow processes with only verbal directions, and a demonstration is often limited to only a few students who are close enough to see. A document camera could be a huge asset to help students follow procedures for many three-dimensional processes. One example of this, particular when looking at life skills, is filling out a job application or test form.

Special education students are always compared to their regular education peers in specific impairment areas. With a document camera, students can be shown the difference between low, average, and high quality work, as well as get an idea of how they are assessed.

VI. Please state how you will collaborate with...  
Other organizations in the community (if applicable)

Other schools in the district (if applicable)

Other departments/classrooms (if applicable)

Within the special education department, teaming is very common. The document camera could be shared among staff and students within the classroom. So, not only would student with emotional behavioral disabilities benefit, but student with specific or cognitive learning disabilities too.

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

Once funded, the document camera will need little to no maintenance that require additional funding. It is a project that will be self-sustaining. In addition, the 50" plasma TV requires less maintenance than the standard projector unit as it does not require bulb replacement, which can be very expensive.

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

Another possibility for collaboration is that the document camera could be placed on a movable cart. This, again, would allow collaboration with all staff at Logan Middle, to aid in lessons/activities and enhance the learning of every student.

**Section 4: Budget Information:**

Item	Supplier	Budgeted Amount
Document Camera		\$700.00
Additional funding for 50" plasma TV & wall mount		\$403.00

Total request: \$1103.00

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

Logan Middle was recently awarded as a School of Recognition in Wisconsin. Money from this recognition, approximately \$2000, is being put toward additional technology requirements for this project. Dr. Troy Harcey has committed to the purchase of a 50"LCD plasma TV as well as a wall mount for the classroom. Because a projector unit within the classroom has on-going costs of bulb replacements, a TV option was deemed a better choice for the classroom. In addition, because Logan Middle has recently gone through construction with a new heating and cooling system, the classroom ceiling is much lower than average and would not be able support a projector unit.

Total budget to accomplish project: \$1103.00

**Section 5: Summary:**

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

Money for special needs in education seems to go by the wayside due to state budget cuts. A major component of stress for special education teachers is due to a lack of materials. Parents of special education students report frustration with having a fair, equal, and significant education opportunity as the regular education classroom, all of which have document cameras. LPEF can provide that equal opportunity for students with special needs to have access to the same technology within the special education setting.

A letter would be sent to parents to indicate that money was provided by LPEF for their son/daughter's education.

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

Throughout the last few years, Logan Middle has embraced new technology. I have seen teachers in all departments adapt their teaching with projector units paired with document cameras. Now, we have many laptops at every grade level for student access. In addition, the I-Touch has been experimented with in several classrooms. To embrace this technology change, departmental chairs budgeted for teachers to get their hands on specific technologies (i.e. projector/document camera) to use in the classroom.

However, funding throughout this whole process has been limited, and unfortunately, special education has not received opportunities for technology advances. Currently, all regular education classrooms teach with a projector unit and a document camera. When students with special needs require additional support in a different setting, they are taken to an environment that is not fair, or equal to their peers. They don't have the same learning opportunities as they do in the regular education classroom. They sacrifice this in order to have more support for their individual struggles, such as emotional/behavioral functioning, attending and focus, and social skills needs. If these students are not given the opportunity to practice and improve on these skills, they are at greater risk of falling further behind their classroom making truancy and dropping out of school more likely.

The goal of this project, the document camera and the TV, is to enable students with emotional behavioral disabilities to enhance their learning opportunities within the special education setting to the point where they can succeed in school and develop skills that will prepare them for high school and post secondary education.