MINI-GRANT APPLICATION

<u>Enhancing The Lincoln Elementary Gymnasium/Auditorium</u>
Name of Proposal

<u>Lincoln Elementary</u>_____
      Schools

<u>Kathi Teeter</u>_____   Submitted by: Please print name & sign

_____   <u>David Frazier</u>_____

_____   <u>Lori Scoggins</u>_____

_____   <u>Kerri John Steiger</u>_____

_____   <u>Mary Jane Witt</u>_____
      Principals

                                _____
                                   Teachers

Revised for 2013-2014

FUNDING PRIORITIES

In evaluating Mini-Grant proposals and establishing funding priorities for the award of district monies to individuals/groups, the Mini-Grant Selection Committee shall consider innovative projects which focus on one or more of USD 475 Student Exit Outcomes.

Indicate below which Student Exit Outcome(s) this proposal addresses.

__X___   Students will possess a solid foundation in reading, writing, speaking, technology, mathematics and the arts and sciences.

__X___   Students will be competent in using technology.

__X___   Students will understand and practice environmental caretaking.

__X___   Students will practice and promote a lifestyle that maintains healthy individuals.

__X___   Students will identify and solve problems demonstrate teamwork, flexibility, and pride in work performance.

_____   Students will demonstrate personal money management and an understanding of basic global economic principles.

__X___   Students will develop a positive self-image, enabling them to be involved, productive and responsible citizens.

__X___   Students will become motivated life-long learners.

__X___   Students will understand, appreciate, and/or respect their own and other cultures.

__X___   Students will develop skills in goal setting, based on analysis, productivity, and evaluation of self and others.

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I.   <u>Name of the Project</u>

Enhancing Our School Gymnasium/Auditorium by Adding a Quality Sound System That will Be Used for School Programs, Daily Physical Education Classes, School Assemblies, and Outside Performances.

II.   <u>Description of the Proposed Project</u>

A. *General Purpose of the Project*

With the purchase of an audio system that includes a sound mixing board, wireless microphones, DVD/iPod player, quality speakers and a movable rack case, our gymnasium will serve many purposes in the years to come.

With in incorporation of our Tech 5 club (students who are performing well in school and have a desire to work with technology), students will have the ability to learn technology skills related to music production, soundboard skills and theater presentation skills as they work with programs throughout the school year. They would be put in charge of making sure everything is running smoothly on technology side of things during an assembly or program.

The system will also be used during physical education classes, as the teacher uses music to help students continue to be motivated in their exercises or activities.

During music programs this equipment will be especially important because it will help create high quality audio recordings of the student's performances that can be distributed to parents, and also be used in the schools music archives. Each program that is presented by our Lincoln students is uploaded to the website so that parents that are deployed, grandparents and other family members will have the opportunity to view the program when they can't be at the school. In the past, the sound quality of the uploads has been dismal so family have trouble hearing the program.

The sound system will also be used to enhance our MTSS groups as they practice fluency through Reader's Theater and Poetry Theater presentations that students and families will be invited to attend.

B. *Overview and Description of the Project/Activities*

- Tech 5 Club integration ~ *all Tech 5 members will be instructed on the use of the sound equipment, the integration of technology with music production. They will utilize these skills as they manage and produce school wide music programs, Reader's Theater and Poetry Theater presentation.*
  - Readers/Poetry Theater ~ in order to provide students the opportunity to present fluency activities that they have been working on during MTSS groups, we will have quarterly Reader's Theater and Poetry Theater productions.
  - School Music Programs ~ Each grade level puts on a music program once during the school year. These programs help students work on public speaking, as well as fulfilling all national music standards set forth by the National Association for Music Education. Music programs also provide students with opportunities of reapeated readings of text in a meaningful manner, this in turn will helps students with reading comprehension and fluency, prosody.
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C. *How will the project complement and enhance existing programs in the school and/or what supporting research data is available?*

At this time, students use Reader's Theater and Poetry to practice fluency in their classrooms, but have been unable to present to the rest of the students or parents due to an inadequate sound system. The sound system will also help students learn the integration of technology with productions in our building.

This

Reader's Theater/Poetry

- Fluency is "a bridge between word identification and comprehension" (Bashir & Hook, 2009, p. 196). Comprehension is the end goal for every reader. Why would a person read if they gained nothing from the experience? Students are generally fluent readers by the third grade (Martinez, Roser, & Stricker, 1999). Not all students will attain fluency on their own and will need some form of explicit instruction as fluency is an important part for successful reading (Worthy & Broaddus, 2002).

- One evidenced-based strategy to help students increase fluency is repeated reading. A strategy introduced by Jay Samuels in the 1970s. Samuels brought fluency to the attention of many in the education and reading fields with his 1979 article entitled "The Method of Repeated Reading" which was republished in 1997. Samuels (1997) described the process of repeated reading as, "rereading a short, meaningful passage several times until a satisfactory level of fluency is reached"(p. 377). Several researchers have reported that repeated reading increases Reader's Theater Fluency 7 students' fluency, word recognition, and self-confidence (Chard, Vaughn, & Tyler, 2002; Mercer, et al., 2000; Rasinski & Young, 2009).
- Tyler and Chard (2000) note that the use of reader's theater naturally lends itself to the strategy of repeated reading, a strategy with demonstrated effectiveness. Reader's theater not only provides a purpose for repeated

reading, it allows students to read age and content appropriate material (Martinez, Roser, & Strecker, 2002).

D. *How does the project specifically relate to one or more of the District Student Exit Outcomes?*
Students will possess a solid foundation in reading, writing, speaking technology, mathematics and the arts and sciences.
- *Students will have multiple opportunities to practice fluent reading as they perform using Reader's Theater scripts, poetry theater presentations and music programs throughout the year. These productions will support our MTSS goals for fluent reading and provide the students with meaningful opportunities to grow as fluent and competent readers.*

Students will be competent in using technology.
- *By learning the skills necessary to running a sound system, students will enhance their ability to record, edit, and produce professional recordings. This equipment will also require students to understand the fragility of technology, and learn how to care for and put it away properly.*

Students will identify and solve problems demonstrate teamwork, flexibility, and pride in work performance.
- *Students will have multiple opportunities to work together as they learn to utilize the technology related to the sound system and the production of programs. The Reader's/Poetry Theater and Music Program opportunities will also lend themselves to teamwork as the students collaborate to prepare their performances. The students will have the opportunity to perform in an environment in which they can be heard and will take pride in their ability to successfully carry out a program.*

Students will develop skills in goal setting, based on analysis, productivity, and evaluation of self and others.
- *During MTSS groups, students will have the opportunity to set fluency goals based on assessment data. They will practice and perform readings to improve their fluency and prosody and reset goals based on their growth. All students will be able to evaluate their own performances and growth.*

E.

F. *Explain how this proposal is connected to your building's School Improvement Plan.*

Our building school improvement plan focuses on the improvement of reading comprehension for all students. Research shows that reading fluency is directly related to comprehension. If students have to labor over decoding of words, it is difficult for them to comprehend what they are reading. As students become more fluent, their ability to think about the text is greatly enhanced. With the increased demands of the Common Core Standards, our students will be required to analyze and think deeply about text. Without fluency, our students will struggle with the deep understanding that will be required of them. Allowing our students the opportunities to practice and perform in front of large groups, will give them the motivation to practice and improve on their own reading fluency.

G. *What is the time schedule for implementing the project?*

- *Installing equipment*
- *School enhancement meeting instructing how to use equipment*
- *Instructing Tech 5 club how to use equipment*
- *Instructing Tech 5 club specific computer programs used in recording audio*
- *First Reader's/Poetry Theater*
- *First grade Holiday Musical on December 16*

August 2012 – May 2013

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III. <u>Needs Assessment</u>

What are the specific needs identified by the proposal which will be addressed by the implementation of the project?

- Supports student growth/achievement

- Supports technology integration with authentic application

- Supports MTSS groups of fluency and reading comprehension

IV. <u>Evaluation of the Proposed Project</u>

What are the evaluation procedures that will be used to determine the degree to which the project outcomes and objectives have been met?

- Staff reflection and survey of effectiveness of programs

- Student self-evaluations of performances

- Parent feedback

- Student achievement and growth in fluency

V.

Budget

A. **Budget Categories**	**Total**
Salaries (USD Staff; Subs)	$
Fringe Benefits (8.25% Soc. Security; Unemployment; Work Compensation)	$
Purchased Services (Consultants; Babysitting; Speakers)	$
Staff Training	$
Supplies/Materials	$
Equipment	$ 2,975.17
Postage/Handling	$
Printing/Copying	$
Staff Transportation	$
Pupil Transportation	$
Other	$
	$
	$
	$
TOTAL	$2,975.17

B. Budget Justification
 (Explanation of figures in Part A)

Salaries

Fringe Benefits

Purchased Services

Staff Training

Supplies/Materials
● See attached list of sound system equipment

Equipment

● See attached list of sound system equipment

Postage/Handling

● none

Printing/Copying

● none

Staff Transportation

Pupil Transportation

C. Budget Explanations

Salaries – Funds to pay individuals employed by USD 475. Questions should be directed to Pat Anderson (717-4027).

Fringe Benefits – Multiply the amount paid in salary by 8.25%.

Purchased Services – Funds for contracts for services provided by anyone not employed by USD 475. Fringe benefits are not needed. Questions should be directed to Pat Anderson (717-4027).

Staff Training – Any expense involved in staff development not covered in other categories.

Supplies/Materials – Funds to purchase items needed for example: paper, books, pens, paint, lumber, videos, software, etc. Most items in this category would be consumed or have a limited life span. Questions should be directed to Donna Hallenbeck (717-4035).

Equipment – Funds to purchase electronic/technology equipment, large items etc. Most items in this category are usually an inventory asset and have a long life span. Questions should be directed to Donna Hallenbeck (717-4035).

Postage/Handling – Questions concerning the purchase of stamps and bulk mailing should be directed to Donna Hallenbeck (717-4035).

Printing/Copying – Contact USD 475 Print Shop (717-4897) about the possibility of the Print Shop handling your job. They can also give you a cost estimate.

Staff Transportation – School vans may be reserved, if available, by calling Jamie Lindsley (717-4059). Use of private vehicles is permitted only if district vehicles are not available.   Mileage will then be reimbursed.

Pupil Transportation – Estimates and arrangements for the transport of pupils must be made by contacting Annette Krinhop (717-4052). Driving a district van with student passengers requires a short course arranged through Annette Krinhop.