



2021-2022 SHEF MINI-GRANT REPORTS

PREPARED FOR:

SHEF Board of
Directors

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"PROBING FOR KNOWLEDGE"

Lari MacPeck -Science - Middle School

Students used probes to monitor changes in soil and water samples. This information is key in understanding how to protect our natural resources.

At the end of the experiment, students will be creating a public service announcement detailing the results of their findings. The probes will be used year after year.



*No final report submitted

"READY ACADEMY KITCHEN"

Rebecca Mansell - Ready Academy

Students used their kitchen supplies and learned how to work in a kitchen setting. The Big Picture grant supplied larger kitchen appliances while the SHEF grant will supply kitchen utensils, pots, skillets, and bowls.

At the end of this year, we hope to have students who not only learn how to budget and shop for meals, but also learn how to prepare full meals for their families. Building confidence in the kitchen and in life is a major goal for this grant.



*No final report submitted

"AIRBRUSH ART"

Tracy Langlotz • Art, K-5 • Heritage Heights Elementary

Elementary students created a unique, landscape artwork that incorporates the use of an airbrush tool. The airbrush was a new tool for students to experience and experiment with in their artwork. Students used the airbrush as directed to create smooth, soft-looking skies and land with gradual color changes and shading. They loved getting to experience a totally new way to create art! No modifications were necessary and the proposal went as planned.

All students benefited from this new art medium. Younger students also benefited from the Crayola airbrush sprayer. Students were very excited testing their creativity with new color combinations and textures. I believe all students succeeded with airbrushing and will continue to explore new materials, imagination and creativity.

I do not have any plans for ongoing funding of this program and I will continue to use the air sprayers. The projects were VERY successful; students were highly motivated and engaged. I will expand the use of the sprayers amongst other projects and grade levels. A small sampling of photos are included below.



"READY ACADEMY CAFE"

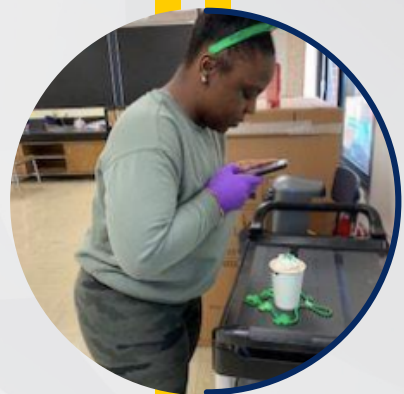
Dana McWhite - Ready Academy

Ready Academy is designed to be an alternative placement for students that do not necessarily succeed in the typical school setting, and the Ready Café is just another example of how we try to provide our students with opportunities to grow and challenge themselves, and to find new pathways to success. Throughout the year, it is not uncommon to hear teachers talk about their students that were part of the Café using phrases such as, "I have never seen him so engaged," "This is the best attendance she's had in High School thus far," and "I never would have imagined him being so personable and outgoing." From students, it wasn't uncommon to hear things such as, "The Café is the only reason I look forward to coming to school," "I can't believe we actually built a small business," and "I didn't think I could do that."

For our grant this year, we applied to get funds to purchase some new equipment and items to use in the Ready Cafe. The equipment and items requested not only helped to increase the Café's efficiency and longevity, but also provided some new items that would allow us to create new products to offer our customers this year to grow our program. Also, the real life math scenarios really provide an authentic way for students to develop a stronger math sense, as well as develop an understanding of budgeting and cost-analysis. In addition, our student treasures had the opportunity to meet with our District Business Office Senior Clerk Typist to understand the behind-the-scenes requirements for running the cafe, which provides students with opportunities to be part of real-world business meetings.

There were no modifications made to the initial proposal. We loved having the new additions to our cafe, and were able to add some really great items to the menu as a result of our new purchases allowed by the grant!

Ongoing plans: The machines that we were awarded have been cleaned, sanitized and packed up for the summer. They will be ready to use again starting in the fall, with plans to extend our Cafe business to our neighboring school Northtowns Academy that we share a building with!



"3D PRINTER"

Ed Hayes - Technology -
HS / Ready Academy

I would like to offer my thanks to the SHEF mini-grant committee for their presentation of the \$500.00 grant for the purchase of a 3D printer for use at the Ready Academy. I appreciate the show of confidence and support for our programs here at Ready and look forward to a successful application of the knowledge and opportunity the 3D printer will provide for our students. Thank you

*No final report submitted



Reasons for choosing Sidewinder X2 3D printer

- 95% Pre-assembled
- Quiet stepper driver
- Power failure detection
- Filament runout detection
- AC heat bed
- Automatic bed leveling
- Synchronized dual Z-axis
- Color touch screen
- Professional customer service

Roll over image to zoom in

3D Printing
Makes Your Life More Convenient

- Useful Tool
- Art Decoration
- Games
- Replacement Parts

Roll over image to zoom in

"BRINGING LEARNING TO LIFE"

Lauren Hiller & Melissa Erikson - 2nd grade - Willow Ridge

The goal of this project is to purchase a document camera for our classroom. A document camera will help engage students in all subject areas. Mrs. Erikson, and I will be able to project the books we are reading, math problems we are working on, and most importantly share student work. We believe that this would allow students to learn from one another, while having pride and ownership of their learning. It is important that all students feel that their voices are heard, which will motivate each child to share and participate in our community. Currently, We are using my iPad to screen mirror with my Apple TV. However, this does not allow for me to utilize the whole projector screen and often the focus on the iPad makes it difficult to see clearly.

There are also times in which the iPad is needed to facilitate part of the lesson requiring us to toggle back and forth which becomes distracting.



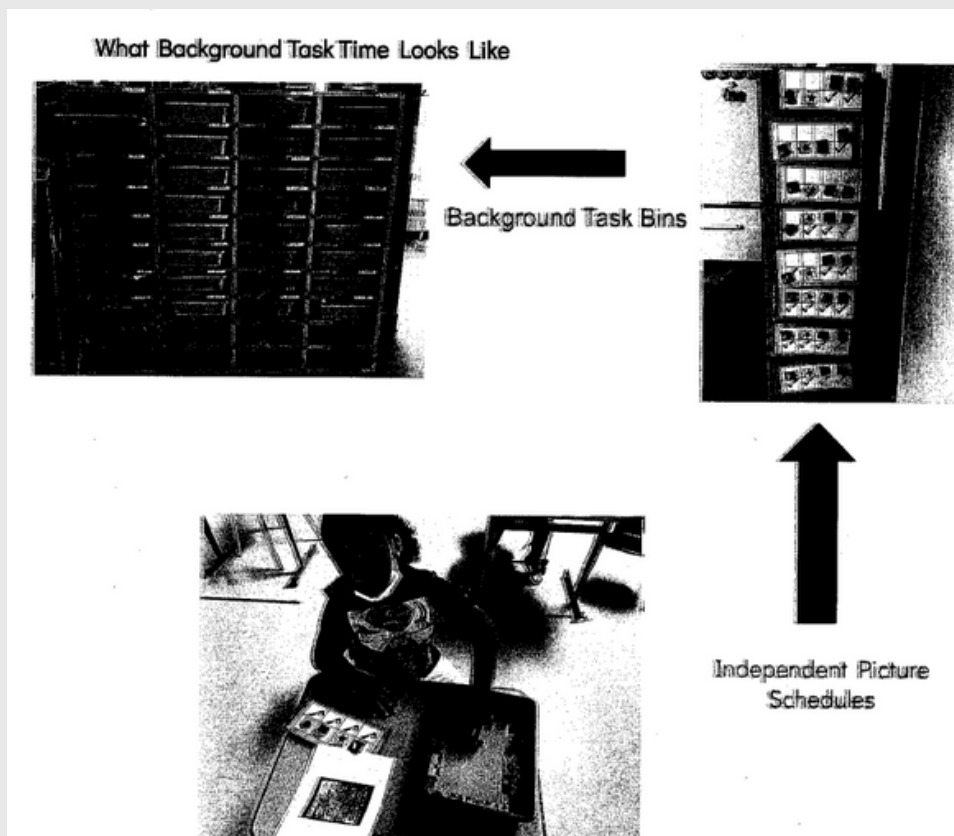
*No final report submitted

"BACKGROUND TASK MATERIALS"

Mallory Pisarek - gr. 2-5 - Maplemere

The items purchased provided structured education tasks for students to complete during independent work times (known as background tasks). This fosters student independence.

We are hoping for students to be able to follow all steps to complete work in the task bin with no more than 2 adult prompts. These background task materials will also assist with achieving their goals in their IEPs.



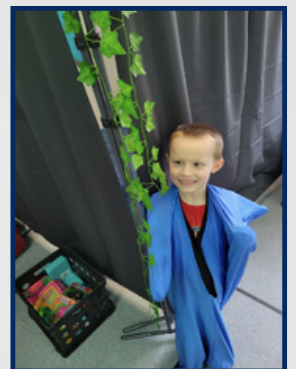
*No final report submitted

"PROACTIVE, SAFE & FUNCTIONAL SENSORY AREA"

Alyssa Braun - 1st-3rd grade - 8:1:1 Special Ed Classroom - Glendale

My proposal was to create a proactive, safe and functional sensory area for my students who have behavioral needs. Although sensory rooms are not available wherever students go as they get older, they create a safe area for students to practice using coping skills. The coping skills can then be used throughout their life and will help the students be lifelong learners. In order to help regulate emotions, decrease frustration and as a result the amount of times the time out room is needed, I wanted to create a mini sensory room. I was inspired to apply because the calming room and time out room at Glendale was not soothing/calming to me and therefore, I knew it wouldn't be soothing for my students. I wanted to teach my students that it is okay to have different emotions, but what matters most is how we deal with those emotions. I did have to slightly modify the calming area. There was a space between the crash pad and the dividers. It was just enough space for my smaller student to put his arms and legs under the dividers; which was an issue for those walking by. Therefore, I proactively put a mini cushion I had in the room in the back of the crash pad. By doing so, the crash pad went right up to the end of the divider and the issue was solved. My goal was to decrease the amount of times my students had to go into the calming/time-out room. According to the recorded data, this goal was achieved! Before this calm down area, my students were in the time out room ten times a week. After implementation of this grant, my students were only in the time out room a total of three times in two months! Students were even requesting (without prompting), "I need a break." When it was first implemented, I had the students use this area when they were completely calm in order to practice using the space and what it had to offer. We then went to offering the space to the students when they were frustrated. Finally, now, students are proactively requesting the space before they get to their "red zone." I could not be more thrilled. An interesting trend in the data was that the amount of time the students needed "a break" increased after initial implementation. The students then told me the space was cool and they just wanted to go in there. When I realized this, I made this space available more after students finished assignments for up to two minutes. I believe this was a critical part in moving from teachers telling students they need a break to students requesting a break.

I am never going to say my room is perfect. There is always constant room for improvement. Currently, I am working on classroom transformations in order to get the students more engaged in learning. For many of them, school is a trigger and I wanted to reverse that. After my most recent transformation, a parent reached out saying it was the first time her daughter didn't fight her to get up for school in the history of her schooling! With this being said, as far as the sensory area, I believe it is completed between the grant, as well as items I have acquired throughout my years of teaching. It may however need to slightly be altered year after year in order to gear it towards my specific students. Overall, I could not be more impressed. Behaviors have drastically decreased, students enjoy coming to school, aides enjoy their time in the room more and even if a student needs a timed break in the calming area, I have found they are still learning/listening to the instruction going on in the classroom. There have even been instances when students came out before their timers went off because they wanted to participate more in the lesson being presented. Once again, thank you for this opportunity. The SHEF grant changed my classroom dynamic for the better. The behavior consultant for our building and I will continue to track the usage data to see if it should be replicated for the other two 8:1:1 classrooms.



"COMPOSTING"

Dana McWhite - Ready Academy

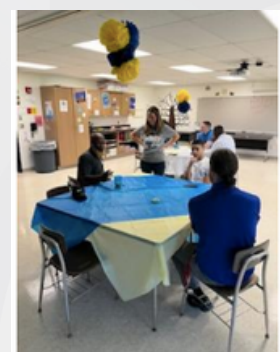
At Ready Academy we are committed to providing students with hands-on ways to pursue learning through real-world experiences- and this spring we wanted to get our hands dirty! I wrote a proposal for a grant to fund a composting program to counter our school's waste while learning more about our impact on the environment and how we can counter that impact, and were so honored to have been selected! .

Our project proposal was based on student interest. We have also found a great need for it based on the amount of waste a school community produces- waste that can be composted and turned into valuable fertilizer that can be used to fuel other environmentally conscious projects such as a community garden. In addition to being based on student interest, a composting program develops students' skills and knowledge in the areas of science, technology and mathematics, which of course are so important to a successful career beyond school and academics, and also aligns with our district mission of being "ready for the future!". With STEM education in mind, a composting project encourages experimentation and teamwork, teaches problem-solving and adaptation, and builds resilience, all areas in which our students benefit from support and development in.

There were no modifications to the initial proposal, however, this project did open many new doors for us! In our search for local composting worms, we were led to a man named Miles who owns Buffalo Worm Works (and K9 Vision Inc.). In meeting Miles, and setting up a tour of his composting facility, a mentorship developed, beyond what we could have hoped for or expected. After our tour of Buffalo Worm Works, we had students immediately set up to intern at both Buffalo Worm Works and K9 Final Grant Report- Ready Academy Composting Project

We have continued to keep in touch with Miles as an expert in supporting our composting work. Miles recently joined us for our community partners breakfast where we celebrated mentors and their contributions to our internship program at Ready, and it wouldn't have been possible without the composting program funded by SHEF, Inc.

Ongoing plans: I plan to upkeep the composting system going over the summer so it will be fully active at the start of next school year. We also plan to keep in touch with Miles to continue our partnership. In addition, I am hoping to learn more about fungi education (with the help and support of our Board Member, Kailey McDonald- another worm enthusiast!), and am thinking of ways that our composting program can connect to that.



"STOP MOTION ANIMATION"

Leanne Zlotek · 4th grade · Heritage Heights Elementary

When stop motion animation and green screen technology were coupled with fourth graders' biography unit, it enabled students to communicate their understanding in a nontraditional mode. Stop Motion complimented the reading and writing work of the unit by allowing students to use their creativity to incorporate technology. The Next Generation Learning Standards state that, "As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication," and that students should, "write often and widely in a variety of formats, using print and digital resources and tools." Stop Motion provided a medium for learners to bring their reading and writing work to life in a memorable way.

I was inspired to apply for this grant because I believe that when students are able to work with different types of materials/settings and teachers, their ability to retain the learning and optimize the experience is enhanced. The only modification from the original plan was that the Remote Shutters wouldn't pair with the Stop Motion app that we have on student iPads. At this time we have the free version of the Stop Motion app. It would be so exciting to be able to have an app that allows elementary students more options when they are working (e.g., more sounds, and special effects/use of the shutters, etc.).

Fourth graders began a nonfiction biography unit in Mid-March. Through this study, students developed their understanding of individuals who faced immense challenges, and as a result of their actions, impacted generations to come in a positive way. Through their work learners developed an understanding as to why this person's story is relevant to history, how this individual impacted people today, as well as messages about life and the human struggle that can be learned as a result of this individual's experience. As a result of this study, students expressed their learning by composing interviews, essays, diaries and journal entries that shed light on themes and contributions of personally intriguing individuals. Stop motion animation allowed students to compliment their writing by bringing a particularly poignant moment of the individual's story to life. The videos allowed students to balance historical accuracy with realistic narration as they used their creativity to portray what may have happened at that moment in time! There were sixty students that participated in the project, and were all able to have the choice to complete a stop motion video/ green screen or poster project to compliment their writing piece. Students shared their videos in a grade-level celebration May 15th . The projects were enjoyed by all, and made the culmination of the unit a particularly special event.

I would love to replicate this project in the future. My biggest wish would be to couple the tools purchased by the Grant with a Stop Motion application that offers more editing tools.



"ABC CLUB"

Leigh - Ann Hildreth - Kindergarten - Glendale

Glendale Kindergarten ABC Club was created to support kindergarten students who have been identified as at-risk. Students receive 1-1 instruction to work on phonological and phonemic awareness.

Students gained confidence in their knowledge of letters and sounds.



*No final report submitted

"BIRD WATCHING"

Susan Stephens - 4th grade - Heritage Heights

I received for a mini-grant to purchase a class set of binoculars, field guides, and notebooks to take my 4th graders bird watching in the schoolyard behind Heritage Heights. I applied for this grant to give my students an opportunity to do some experiential learning and to get them outside. It has been such a long time that we have been isolated in school, wearing masks up until a couple of months ago, and unable to offer field trips. I chose to take them birdwatching to get them excited about learning by observing birds right here in our schoolyard in hopes that they might carry on as birdwatchers throughout their lives.

The project has gone even better than I had hoped. Every day kids have looked forward to venturing out and exploring. Their notebooks provide evidence that they have worked on being reflective. Birdwatching has become the highlight of our day. As the project has progressed, kids have worked on identifying birds by sight and sound. They have used field guides, internet sites, cameras, and sketches to collect, examine, and research. They have worked in partnerships and teams to seek out new birds each day.

I have been thinking about some adjustments I might make in the future. I would like to begin the project earlier in the year. I didn't apply for the grant until February, so we didn't venture out until late winter. Next year I hope to begin in the fall and continue the project all year long, with open opportunities to make observations each season, not only about birds.

I am so grateful to SHEF for funding this mini-grant. I hope I have instilled an appreciation for nature as well as a recognition of how much we can learn just from taking a walk outside.



"CLAY CHARACTERS"

Tracy Langlotz · Art, K-5 · Heritage Heights Elementary

Elementary students were able to experience clay to shape, mold and form a unique work of art to take home when completed. Students were able to explain the differences of 2D and 3D artwork as well as the characteristics of ceramic sculpture. Students created a clay sculpture that reflects their creativity and individuality. All students had great success with their clay creations.

Most students at Heritage Heights had an opportunity to create a clay sculpture. Grades 1st, 2nd, 4th and 5th did projects during art class that will be age appropriate and unique to that grade level. The students loved exploring the look and feel of clay and really enjoyed working in a 3D form.

We had some ordering issues with the clay (seasonal delay and backorder of shipment) and it actually hasn't been purchased yet. I had a small amount of clay left over from last year, so I was able to complete the projects with 4 different grade levels. I am hoping the clay will actually arrive over the summer and the purchase can still be made. Some photos are included below.

