



The following are actual grants that were awarded over the past three years through the Ashwaubenon Education Foundation (AEF). These are examples of activities, projects, or events that would not have been funded by the school budgets and were eligible for AEF grant funding.

2012/2013 GRANTS AWARDED

VISITING ARTIST LECTURE SERIES: This program will foster a high level of interaction between contemporary, local artists and Ashwaubenon's students to explore their role in the art world. This series will bring artists into the classroom to provide an introduction into the inspiration, training, practice, and technical skills of being a practical artist. Students currently enrolled in art classes at Parkview Middle School and Ashwaubenon High School will experience the visual transformation of an artist from the emerging stage to experienced artist, and they will participate in demonstrations of skills and processes unique to the artist's work. Ten to twelve artists will participate in the series throughout the school year.

PIONEER PRIDE & VALLEY VIEW HEROS: WE'RE ROCKING:

Funded in tandem by the AEF and The Schneider Foundation, this program's message targets anti-bullying, confidence building, and teaches elementary children real-life behaviors to promote healthy relationships and put a "stop" to bullying. As a supplement to the Ashwaubenon School District's anti-bullying campaign, this program targets practical skill building. Through role-playing, music, and group instruction in assemblies, children learn to embrace the positive treatment of themselves and their peers in an engaging and entertaining experience that leaves them with practical and applicable coping skills and behavioral practices to prevent and guard against bullying.



HMONG CULTURE PRESENTATION: UW-Oshkosh students and Chee la Xiong will interact with Pioneer Elementary students and provide a greater understanding and awareness of Hmong culture through a performance and presentation, which includes: a dance; a skit; a demonstration of native foods; and an education of wedding ceremonies, language use, and transition to life in America for native Hmong individuals.

CAMP SMARTS: Camp Smarts will provide opportunities for students in the lower elementary grades to experience learning activities using multiple intelligences. The funding provides for two teachers to attend a weeklong workshop encompassing the research and use of multiple intelligences within the classroom. That training will be used to design a student camp, which will be held in the summer of 2013.



LITTLE FREE LIBRARY AT CORMIER SCHOOL: Secured by the AEF and funded by the Green Bay Packers, this library is comprised of two physical "school house" storage units located outside of Cormier School and stocked with "free" books for children and adults to take, read, and return. Readers, local businesses, and the Cormier community are encouraged to donate their own books to contribute to the reading environment and build community support while promoting literacy, the development of language skills, and enrichment at all ages. The library is open 24/7 and available to all community members.

2011/2012 GRANTS AWARDED

CAMP SMARTS: Camp Smarts will provide opportunities for students in the lower elementary grades to experience learning activities using multiple intelligences. The funding provides for two teachers to attend a weeklong workshop encompassing the research and use of multiple intelligences within the classroom. That training will be used to design a student camp, which will be held in the summer of 2012.

FAMILY MATH NIGHT: Family Math Night will strengthen the home/school math connection by offering two math nights at Pioneer Elementary School. During these evenings, students and parents will be actively engaged in math activities to increase student math proficiency. Funding will provide a training stipend for teachers and the development of resources for all teachers to incorporate structures and math backpacks into their classrooms. These activities will close the achievement gap and motivate students to love math.



TEACHER CHAT: Teacher Chat is a web-conferencing program with author and presenter Linda Holliman for Cormier kindergarten teachers and staff. It provides current, quality and pertinent staff development designed to make an immediate difference for teachers and children. This particular conferencing program will focus on literacy, cover writing activities, and literature extensions and procedures for teaching whole group through literacy centers.

WRITER IN RESIDENCE: All elementary students in Ashwaubenon will work up close and personal in a writing workshop setting with Katie Mcky, widely read author of *Pumpkin Town*, *Wolf Camp*, and *It All Began with a Bean*, in October 2012. Students will be engaged in exciting writing opportunities in order to foster storytelling and creative thinking. Students will interact with the author in both large and small group settings.

2010/2011 GRANTS AWARDED

OVERDRIVE DIGITAL ACCESS INITIATIVE: Funding for the Overdrive project involved purchasing access to digital e-books for student and instructor use at the Ashwaubenon High School. As Ashwaubenon transitions to the reality of students having constant access to technology through Netbooks and other devices, the importance of our virtual library increases. This project responded to this evolving need in a proactive fashion. Overdrive is the new, digital media program that Ashwaubenon Schools implemented for fall 2010. Overdrive offers student "check out" of digital audio books and e-books in a downloaded format. Basically, students can reserve and check out these digital library materials similar to the way they currently check out conventional library books.



VISIONEER'S DESIGN CHALLENGE: This project involved the Visioneer's Design Challenge, a statewide competition for high school students and middle school students interested in design arts. A variety of twelve Design Challenges were developed by professional artists in the field in Wisconsin. These challenges cover design in everyday things: design of spaces and places, design of communication and information, and design for human interaction. This competition allowed students with an interest in design arts to experience assignments/problems given in today's art fields. Students collaborated with design professionals within the local area. Together they had the opportunity to problem solve the best approaches and the most appropriate materials. This program also included fashion design and architectural design, encouraging the collaboration between the Tech Ed and FACE departments

SAM CLUB: ENGAGING ALL LEARNERS: This project, SAM (Structure a Month) Club: Engaging All Learners, provided training, continued collaboration and support, and resources to teachers to incorporate structures which will directly impact the quality of student learning outcomes and close the achievement gap with students. Teachers that have been trained in strategies that promote cooperation and engagement using specific activities (or structures) experienced the opportunity to reflect and extend their knowledge in integrating best practices within their content areas. SAM Club increased appropriate student social skills, class building, teambuilding, and obtained management tips to increase student engagement and boost achievement.





SCHOOL-WIDE ARTIST IN RESIDENCE:

Valley View Elementary School's Enrichment Committee coordinated an all-school enrichment project. A wall mural was created with an artist in residence. All students at Valley View actively participated in the creative process from concept to creation to completion. The theme of the mural project promotes Valley View's character education curriculum.



WRITING UNITS OF STUDY: THE LUCY CALKINS APPROACH:

This grant allowed for the study of the Lucy Calkin's literacy and writing program entitled *Units of Study* in a classroom to encourage a balanced literacy approach toward reading and writing for students. Funding supported a week-long training in Calkin's program at Teachers College at Columbia University. Currently, teachers are self-trained in the Lucy Calkin's methodology. This grant allowed for teachers to obtain more in-depth exposure to these methods and structures, which is currently being shared with students and teaching colleagues. This training opportunity allowed for elementary teachers to provide rich literacy experiences for students within the reading and writing workshop model.



USING IPODS IN PHYSICAL EDUCATION:

This project allowed the iPod Nano to be used in physical education class to give students instant feedback on the skills developed and worked on in the class. The iPod Nano comes with a built in video recorder that can be used to show a student if his or her form is correct and what he or she needs to work on for improvement. Students throwing a ball can be taped and shown instantly what their forms look like. They then can analyze their form to see if they are stepping with their correct foot or their arm is in the correct position. Video analysis is used by professional teams to work on their skills, and now it can be used at the elementary level with an iPod Nano that fits in the teacher's pocket. It can also be used to play and organize all the music that is played in physical education class. The use of an iPod benefited all students in the school and will be used for the life of the iPod.

APPL: This project supported the family/school connection, strengthened the family unit, and built community connections. The current APPL program housed at Cormier Early Learning Center organized and implemented three phases of support for families and students as follows:

Phase 1 –Ashwaubenon families who do not have the financial means to pay the registration and session fees to access the Ashwaubenon Preschool and Parent Learning program were invited to participate at no cost.

Phase 2 – The AFRC Parent Educators hosted an evening workshop series for families of APPL, Head start, 4K and 5K students. The 5 night workshop series consisted of 4 evenings of a Strengthening Families Program with the final night culminating in a family sit down dinner together.

Phase 3 – An AFRC Outreach program is being developed. In partnership with local business, the AFRC sent two Parent Educators to the workplace to present a 45-minute series of discussion topics over the lunch hour, offering opportunities to network and learn about healthy parenting practices.

BALL CHAIRS: This project provides opportunities for students in grades K-5 to use ball chairs in the classroom. Based on results of a March 2010 district staff survey from Brain-Based Learners Action Learning Team, 96.6% of teachers responded that they have fidgety students in their classrooms. 88% responded that their students need to stand, get drinks of water, and move on a continual basis. By sitting on a ball in class, students have an effective way to increase their balance, strengthen their core and get the "wiggles" out, thereby increasing attention and participation during critical learning times.

