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Grants to Teachers Application Cover Page

Partnering
School System
School
Comp & Software \$1573
HEF 2 comp. 3 conts 2971.00
Total

Date: February 17, 2006
 Grant Title: KinderTech
 Grant Applicants: Mary Barrick, Tammie Colclasure, Mona Hickerson, Cathy Lankford, and Misty Turner
 School: Ethel Reed Elementary
 Grade Level: Kindergarten
 Content Area: The content area consists of using technology to provide cross curricular lessons in Reading, Math, and Science.
 Total Dollar Amount Requested: Plan A: \$11,230.60
 Plan B: (06) \$5,865.60
 (07) 5,365.00
 Plan C: \$ 5,865.60

Signature of Grant Applicants:

Tammie L. Colclasure
Mona S. Hickerson
Mary L. Barrick

Cathy Lankford
Misty Turner

Signature of Building Principal:

Sheryl J. Gagnier

Grants To Teachers Application Form

1. What is the Major Educational need this grant addresses?

Presently our Kindergarten classrooms have 2 to 3 computers for the children to work on during learning centers and directed learning time. These computers are approximately 10 years old and have limitations on what educational software they will run. Presently the computers will "lock up" in a program the children are exploring, or are unable to run the program at all. There are days we have only one computer running for the students to work on.

This grant will be used to purchase computers and software that will teach and reinforce PASS objectives being taught throughout the school year. The main subject areas for the software will be Math, Reading, and Science.

2. Approximately how many pupils will be affected by this project, both directly and indirectly?

There will be approximately 450 students working on the computers purchased with this grant over the next 5 years. The materials are non-consumable and durable enough to last at least that long.

The software that will be purchased is programmed and chosen in a manner that will meet all levels of student needs and abilities. The software will allow students to work their way through lessons unassisted, directly giving that student self-confidence and knowledge of basic technological skills, as well as reinforcing PASS objectives in subject areas taught throughout the day.

This grant will indirectly affect our students by providing a basic introduction of technology to children living in a district that statistically shows 79% of our Ethel Reed Elementary students receiving free or reduced lunches. We feel that the more technological knowledge gained early on will greatly benefit these students and the lives of their families when they themselves are adults living in a vastly changing world.

3. Describe your grant including methods, materials and objectives. Foundation grants are intended to fund a creative teaching plan, so if equipment or materials are requested it should be clearly stated as to why these are an integral part of the plan.

Two computers and one set of software will be placed in each of the five kindergarten classrooms. The computers will be used at individualized learning times, buddy pairing, and teacher directed learning activities. The computers and software will be used in 3 different ways. First, students will be allowed to explore and complete activities and lessons during their learning center time. A second way of use will be small groups of teacher directed activities. Lastly, students will be assigned certain programs to complete with an individualized level of accuracy.

The five sets of software will allow teacher collaboration without restrictions, and help reinforce lessons being taught by our current curriculum. As a grade level we teach and complete chapters and units on the same time frame so that our students are always learning the same objectives, and will leave us uniquely taught and exposed to the same materials.

Software: *JumpStart Advanced Kindergarten*

Publisher: *Knowledge Adventure*

Main Subject Areas: *Math, Reading, and Science*

Oklahoma PASS objectives addressed:

A. Reading/Literature

1. *Comprehend and tell what is happening in a picture.*
2. *Place event in sequential order.*

B. Oral Language/Listening

1. *Listen and follow one- and two- step directions.*

C. Mathematics

1. *Count objects in a set.*
2. *Combine and remove objects from a set and verbally describe results.*

D. Science

1. *Observe, describe, sort, and classify objects according to their common properties.*
2. *Describe what various plants and animals need for growth.*
3. *Observe changes plants and animals go through during their life.*
4. *Observe daily changes in weather.*
5. *Describe characteristics of the four seasons.*

E. Social and Personal Skills

1. *Work independently to solve problems.*
2. *Stay involved in a self-selected activity for approximately 15 to 20 minutes.*

Software: *Reading Readiness*

Publisher: *Knowledge Adventure*

Main Subject Areas: *Language Arts, Reading Skills*

Special Notes: *This program is designed by educators to allow teachers to set up individualized programs and lessons,*

and then prints progress reports for each individual student.

Oklahoma PASS objectives addressed:

A. Language Arts and Reading

- 1. Identify and produce simple rhyming patterns.*
- 2. Recognize and name all capital and lowercase letters of the alphabet.*
- 3. Begin to blend sounds to form words.*

Software: School Zone Transition Math K - 1

Publisher: School Zone

Main Subject Area: Mathematics

Oklahoma PASS objectives addressed:

A. Mathematics

- 1. Sort and group objects in a set.*
- 2. Explain and extend simple patterns.*
- 3. Identify basic geometric shapes.*
- 4. Tell time to the hour.*

4. Give a time schedule for implementation.

The materials in this grant will be used within the first week of school, and continue through the entire year. All students will be placed on a routine schedule to ensure that each child gets an equal opportunity to interact with the software. Software programs will be changed and implemented in a manner that allows support and reinforcement to the curriculum. Certain lessons and activities will have to be completed with an individualized percent of accuracy.

5. Detail your budget request. Include specific information about kinds of materials and equipment needed, sources of

supply, and costs (including shipping and handling.) If possible, list alternatives if full funding is not available.

The computers that will be purchased will have the following components (at least):

Pentium 4 processor

512 MB memory

80 GB hard drive

56x CD-RW drive

3.5" floppy drive

1 serial port

1 parallel port

2-4 USB ports

Integrated audio with speakers

Windows XP Professional

15 " LCD monitor

keyboard and mouse

The software programs chosen have been carefully selected to run and perform under the above mentioned requirements. The "Lab Packs" contain software, and a copyright license to be placed on 5 computers.

Ideally we would love to have our full budget funded (Plan A), but also understand that money available is limited and there are also other deserving applicants. Listed below are also alternative Plans B and C. Any consideration would be greatly appreciated.

Plan A Total= \$11,230.60

10 Computers (\$1, 073.00 each) \$10,073.00

Software (from Smart Kids Software)

1 JumpStart Advanced Kindergarten

Lab Pack (5 school computers)

\$109.95

<i>1 Reading Readiness</i>		
<i>Lab Pack (5 school computers)</i>		<i>319.95</i>
<i>5 Transition Math K -1</i>		
<i>5 @ \$12.95 each</i>		<i>\$64.75</i>
<i>Shipping=</i>		<i>\$5.95</i>
<i>Software Total= \$500.60</i>		
Plan B 2006 Total= \$5,865.60		
Plan B 2007 Total= \$5,365.00		
<i>2006 Grant</i>		
<i>5 Computers (\$1,073.00 each)</i>	<i>5,365.00</i>	
<i>Software</i>		<i>500.60</i>
<i>2007 Grant</i>		
<i>5 Computers (\$1,073.00 each)</i>	<i>5,365.00</i>	
Plan C Total= \$5,865.60		
<i>5 Computers</i>	<i>5,365.00</i>	
<i>Software</i>		<i>500.60</i>

6. What methods will be used for measuring the stated objectives, or what definite evaluation will you make to determine whether the grant was successful? (Please be specific.)

The ability of the student to progress through the programs unassisted by a teacher or "buddy" will represent the knowledge and skills obtained through the hands-on activities and lessons. Assessments will also be measured through a number of self-evaluating programs that must be mastered by a given percent of accuracy before proceeding to the next activity.

The content of these programs will not be the only skills learned. The ability to navigate through a computer program, start up a program, and shut down a program

unassisted will also teach beneficial beginning computer and technological skills.