

**Institute for Learning Partnership**  
at the University of Wisconsin-Green Bay

Grants to Improve Teaching and Learning  
2009-2010 Grant Award Recipients

**Beecher-Dunbar-Pembine School District**

Maureen Schiefelbein. **Building Partnerships for School Improvement.** \$7,500.00

The grantees will implement a staff development program to support a comprehensive design for continuous school improvement. The grantees will host a summer institute to build partnerships with the surrounding school districts of Northeast Wisconsin.

**Gibraltar Area School District**

Judy Munsey and Kirk Knutson. **Differentiated Learning.** \$7,492.26

The project will focus on professional development that is continuous, school based, job embedded, supported and involves teachers and principals in the identification and design of learning experiences. Initiation Phase of the project will focus on team building, data analysis and refinement of the Action Research Plan. Phase I will focus on the collective study of Differentiated Instruction for the purposes of implementation in classrooms. Phase II will involve the process of Lesson Study to examine and improve practice. Phase III will solidify the process in preparation for dissemination and replication to all faculty in Year 2 of the project.

**Green Bay Area Public School District**

Baird Elementary School. Tammy Vann. **Closing the Achievement Gap in Math Through the Use of Differentiated Take-Home Math Bags.** \$2,968.00

By using math take-home bags, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade ELLs will better utilize at-home time to practice and master secure skills as outlined by the curriculum. Students will also master their basic math computational skills and experience the integration of literature in mathematics. Through additional practice and meeting the needs of our underachieving ELL students, students will work to master their skills and help close the achievement gap.

Green Bay West High School. Linda Kadingo. **Bridging the Achievement Gap Through Technology.** \$4,592.70

This proposal requests funding for technology and manipulatives to support a new, more rigorous math curriculum adoption in Green Bay Area Public Schools. Both the technology and the manipulatives provide options for teachers in terms of teaching strategies and adapting lessons for the various learning styles of students. The ability to vary teaching strategies and give the students the opportunity to learn in a hands-on manner reaches a broad base of students, directly impacting the achievement gap. All strategies and lesson adaptations used with these items will be easily replicated and freely shared both within the four Green Bay high schools and with other districts.

Shirley Paulson. **AVID Algebra Readiness Project.** \$5,320.00

This project seeks to increase seventh grade AVID (Advancement Via Individual Determination) students' readiness for the "gatekeeper" course of Algebra 1. College students, in collaboration with district staff, will administer a pre-assessment and create interventions based on needs identified by the pre-assessment. The college students will work with small groups of AVID students matching intervention to area of weakness and then administer a post-assessment to determine which interventions were most effective.

### **Howard-Suamico School District**

Meadowbrook Elementary School. Amanda Gay. **Increasing Literacy Proficiency Through Student-Driven Centers.** \$1,500.00

Through this opportunity of collaborative action research, our first grade team would like to increase the literacy achievement of all students in the first grade by designing and implementing a structure for independent literacy centers that is a student-driven structure that engages all students in meaningful reading and writing activities instead of a teacher-driven model that is currently being utilized. To help accomplish this goal, the first grade team would like to increase our professional resources to help in our learning pursuit of the best practices in research when it comes to independent learning and literacy development. We would also like to increase our students' available learning resources needed to help guide and motivate students in their independent literacy learning.

### **Oconto Unified School District**

Oconto Elementary School. Melissa Harley and Rebecca Hubler. **Creating a 21<sup>st</sup> Century Classroom.** \$4,973.00

Creating a 21<sup>st</sup> Century Classroom by using technology resources will engage our kindergarten students to work on 21<sup>st</sup> century skills. These skills are a support system that will help produce positive outcomes for today's students to help close the achievement gap. Our students will be more engaged, motivated and excited about lessons. They will be able to interact with technology while working on cross-curricular skills.

### **Pulaski Community School District**

Lannoye Elementary School. Linda Gantz. **Success for Each: Increasing Math Achievement (3-5).** \$2,520.00

We would like to develop a progress monitoring and intervention plan for students targeted for remedial instruction in math. Teachers will investigate, select and implement progress monitoring tools and math interventions targeted to improve students' achievement in math. Teachers will be trained in math interventions matched to the specific skill deficits of their struggling students. They will use Spring MAP data to develop groups of students targeted for math intervention. Progress monitoring tools will be used to monitor student progress and determine the impact of the interventions. Our goal is to see increased math achievement with the students involved in the intervention programs. We will analyze the data at the end of each intervention period to determine if we met this goal.

**Southern Door County School District**

Southern Door High School. Kelley Swartz. **Freshmen Transition Summer Program.**  
\$2,100.00

This project will develop a freshmen transition summer program to help students with the transition from middle school to high school that targets students that have displayed academic concerns.