

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

Grants to Improve Teaching and Learning
2011-2012 Grant Award Recipients

Green Bay Area Public School District

Anne Sullivan Elementary School. Mai Lee Thor and James R. Haese. **Hmong Bilingual Literacy Program.** \$3,600.00

This project is to teach basic Hmong literacy skills to native Hmong third and fourth grade students to help increase their English literacy skills. The money requested in the summer is to order material and set-up the curriculum for the course. There will be one hundred and three hours of instruction and planning during the school year provided by Mai Lee Thor. Materials needed for the project are Hmong literacy books and student journals, one for each student and Mrs. Thor, for a total of thirteen.

Wequiock Elementary School. Shirley Paulson. **AVID Eighth Grade Writing Project.** \$6,728.00

AVID (Advancement Via Individual Determination) is a program that seeks to prepare first generation college students to succeed in rigorous high school courses and gain admission to and be successful in college. Its mission is to close the achievement gap by preparing all students for college readiness and success in a global society. This proposal addresses one of the needs identified among eighth grade AVID students: the need to be able to write solid academic paragraphs that can be combined to create an effective essay. This is a skill which is critical to their success in rigorous courses in high school and in college. The project will involve specially trained college tutors working with AVID students one day a week under the direction of a team made up of UWGB and district staff. The project will be evaluated primarily by comparing results of a pre-assessment and a post-assessment.

Bowler Public School District

Bowler Elementary School. Melody Krueger. **Improving Reading Skills Through Guided Reading.** \$3,591.12

We are making the switch from a basal reading series to a guided reading method of instruction next school year to help improve our students' reading fluency and skills. In order to do this, we need to change the way we teach and the materials we use to teach reading. Our students need a wealth of books at different levels to choose from, and we need many of those to be in sets so we can work with small groups. We hope to increase parent involvement by requiring children to check out books, at least weekly, to take home in their book pouches to read with their parent or guardian and also by inviting the parents, guardians or grandparents to come in to the classroom one day a month to have a reading time with their student. We are hoping that these things, combined with the other interventions we do in our classroom, will help improve their fluency and reading skills and get some of our struggling readers at grade level.

Bowler Elementary School. Judith Munsey. **Improving Classroom Practice Through Differentiation.** \$7,481.40

Differentiated Learning focuses classroom instruction on clear learning goals, closely tied to content standards while, at the same time, maximizing student engagement through the use of a wide variety of student centered learning opportunities. In an effort to build teacher capacity through professional development in Differentiated Instructional strategies, we seek to educate all Bowler students in a manner that will increase academic achievement. 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 (Bredeson 2003, p. 14) Initiation Phase 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.

Oconto Public School District

Oconto Middle School. Jenny Holmgren. **Engaging Generation iBORED and Disadvantaged Students.** \$6,090.00

This project will provide the time and training to successfully implement best-teaching practices including technology into the classroom in order to foster vital 21st century skills. It will also enable students from economically disadvantaged families to utilize technology to enhance their learning experience. Additionally, teachers, students and parents will develop media literacy skills that will assist them in becoming responsible citizens of the digital era.

Laona Public School District

Robinson Elementary School. Cara Shepherd and Sheryl Hendricks. **iPads for Differentiated Instruction.** \$7,500.00

This project will be a collaboration between regular and special education teachers and staff to develop, train and provide differentiated instruction in the regular education environment to help with the implementation of Response to Intervention (RtI). This project involves the participation of students in Kindergarten through high school. Students will use specialized programs which are downloaded to the iPads for each student's individual needs. This project will improve teachers' development of teaching strategies and give them more knowledge of technology and provide students with engaging instruction to improve reading and math skills as evidenced by the data collected.