



Winnetka Public School District 36
Request for Foundation Funding
2023-2024

Each school year, members of the Winnetka Public Schools Foundation Board and members of the District Leadership Team meet to discuss creative ways in which the students of District 36 could benefit from the generosity of the Foundation. After an analysis of the needs of our individual schools and the District as a whole, a plan is developed that includes tiers of enrichment, including “Creativity & Innovation”, “Summer Institute”, and “Core Plus.”

The Winnetka Public Schools formally requests funding for the following:

Funding Category	Amount
<i>Creativity and Innovation Grants:</i>	<i>\$42,500</i>
<i>Teacher Initiative Grant</i>	<i>\$42,500</i>
<i>Teacher Research Grant- none requested</i>	<i>\$0</i>
<i>Artist in Residence</i>	<i>\$20,000</i>
<i>Summer Institute</i>	<i>\$10,000</i>
<i>Core Plus: Literacy Curriculum Review- Pilot Professional Learning</i>	<i>\$37,500</i>
Total Requested	\$110,000

CREATIVITY & INNOVATION

Teacher Micro Grants \$0

In addition to Teacher Initiative and Research Grants, WPSF offered teachers and staff the opportunity to access smaller "Micro Grants" during the 2022-2023 school year. The WPSF budgeted \$10,000 to offer teachers and staff the opportunity for smaller "Micro Grants" as a highly responsive means to help cover the costs of any classroom and teaching needs that may arise during the school year. For the 2022-2023 school year the microgrant request cap was extended from \$250 to \$500.

For the 2023-2024 school year, the Foundation will discontinue Micro Grants in order to fund the robust requests in the Teacher Initiative Grants.

Teacher Initiative Grants: \$42,000

Teacher Initiative Grants are awarded to staff who are seeking to initiate new instructional or curricular practices, enhance their professional practice in ways that extend student learning, initiate innovative solutions that support a shared need across the District, and infuse technology into the instructional programs. These grants are also intended to support best practice instruction in classrooms across the District. The Teacher Initiative Committee consists of teachers, administrators, and the Foundation co-chairs (past and incoming). Foundation Board members also provide feedback on TIG requests, which the Teacher Initiative Committee uses as part of their decision making.

The review process allows for grants to be submitted throughout the year on a rolling basis. Each semester, grant submissions are solicited, submitted, reviewed, and approved. Each grant application is reviewed for impact on students and alignment with District curriculum goals and the Foundation’s mission.

For reference, the following grants were recommended for approval by the committee in the 2022-2023 school year:

Grant Title	Brief Description <i>(see appendix for details)</i>	School(s)	Amount Funded
Chick Life Cycle Study <i>Round 1</i>	Children learn first hand about life cycles, egg development and connect with and develop empathy for living things. This project will also supplement our bird unit which is typically conducted in the spring. <i>Approved and funded in January 2023</i>	Greeley	\$594
Field Trip for Kindergarten and 4th Grade Buddies <i>Round 1</i>	Kindergarten and 4th grade buddy classes visited the Lincoln Park Zoo in February to observe animal behavior. <i>Approved and funded in January 2023</i>	Greeley	\$272
Kindergarten Bird Habitat and Study Grant <i>Round 2</i>	Extension of Kindergarten bird study and addition of a variety of bird feeders outside of each one of the kindergarten windows to attract a variety of birds, including the ones we are currently studying.	Greeley	\$1,885
Preventing the Summer Slide 2023 with Expansion <i>Round 2</i>	Continuation and expansion of the established summer reading program for rising 6th, 7th, and 8th grade students who received MTSS reading support during the 2022-2023 school year. Students will receive teacher support, guidance, and motivation throughout the summer. <i>Funding will shift to District summer 2024.</i>	Skokie and Washburne	\$3,200
Podcasting Sound Booth with casters <i>Round 2</i>	One WhisperRoom Sound Booth- This booth would allow students a quiet space to record voiceovers for creative projects such as podcasts and documentaries.	Washburne	\$7,889

Fitness Room Equipment Round 2	The Skokie School Kinetic Wellness team would like to add six pieces of equipment to our fitness room. Additional pieces of fitness equipment would accommodate all students. One treadmill and two upright bikes are approved for this year (3 pieces). <i>Revised cost due to drop in bike price; now includes shipping.</i>	Washburne	\$11,848.07 \$10,779
Outwear for Kindergarten Nature Round 2	Request approved for one class set (20) of rain suits and rain boots to keep at school. Kindergarten students wear the suits and boots to explore nature when it is raining, wet, or muddy outside. <i>May amendment: Request for suspender rain pants; students often kneel in dirt to explore and experiment, rain pants will protect the knees, amount allows for purchase of two class sets</i>	Crow Island	\$2,280
Classroom Community Round 2	Request for new furniture for the classroom to create a stronger classroom community that fosters connection and collaboration, while still honoring personal preferences, space, and flexibility.	Skokie	\$5,465
Friendly Loom T-shirt Weavings Round 2	Purchase of a friendly loom for the Crow Island art program. Once this simple, large-scale loom is set up, it can be used as part of a weaving lesson, an activity for fast finishers, or a school-wide collaborative artwork for school unity week and/or green week.	Crow Island	\$468
Artifact Discoveries Round 2	The Winnetka Historical Society began a new in-class program in the fall of 2022. The second grade team is interested in their "Artifact Discovery" program which is a 45 minute guided program conducted by a WHS educator. This experience would be part of the Old Winnetka Unit.	Greeley	\$320
Effective Task Seating for the Classroom Round 2	Targeted new classroom seating would allow chairs to adjust to the height of student desks to allow for the correct sitting position – with backs supported by the chair and feet firmly on the floor. New seating would also provide healthy movement of the body, a feature necessary for the comfort of the student. <i>Following additional information gathering, cost increased and was absorbed by the Skokie School budget.</i>	Skokie	\$911
Thrive Round 2	The Thrive request will support the creation of a therapeutic indoor garden space within the social work office. Students can sit in the indoor garden to relax, recharge, and/or regulate. Students will also learn about the therapeutic benefits of nature and gardening and will have an opportunity to help care for the garden.	Skokie	\$1,500

<p>ELL Summer Book Club</p> <p>Round 2</p>	<p>The ELL Summer Book Club will create a positive, community building, uplifting and hilarious experience around reading and literacy for our ELL students. Not only will teachers incorporate phonemic awareness and High-Leverage Instructional Routines for Language Development, but they will also focus on explicit phonics instruction and sight words during each session. <i>Funding will shift to District summer 2024.</i></p>	<p>All Schools</p>	<p>\$2,350</p>
<p>Skokie's South Courtyard Beautification Project and Development of outdoor Learning Space</p> <p>Round 2</p>	<p>Development of a new and improved "Green" Space in Skokie's South courtyard. The learning space would consist of lab tables for science instruction/benches/chairs for whole group instruction time, and a partially covered shelter in the form of a green roof. All aspects of these goals include a vast amount of learning that closely connects to curricular standards for 5th/6th grade math and science, as well as sustainability for the environment and our community.</p>	<p>Skokie</p>	<p>\$2,368</p> <p>original cost split with PTO -reflects Foundation portion</p>
<p>Froebel Gifts</p> <p>Round 2</p>	<p>Replenishment of the Froebel gifts that teachers have been using at Hubbard Woods since their original purchase in 2005.</p>	<p>Hubbard Woods</p>	<p>\$1,614</p>
<p>Feelings and Friendship: Fostering Social and Emotional Connections</p> <p>Round 2</p>	<p>Request includes materials dedicated for use in the classroom that will support students' understanding, vocabulary, and skills around feelings and friendship. This will fund games and puzzles that promote cooperation and collaboration as well as several other tools that support emotional regulation.</p>	<p>Hubbard Woods</p>	<p>\$585</p>

Artist-in-Residence: \$20,000

The Foundation also supports the Artist-in-Residence programs at each of the schools. This is a program wherein students are provided the opportunity to interact with artists, and other professionals with the goal of gaining a greater understanding of the creative process and how to play it out to fruition.

Rather than delineating funds per school, there will be a pool of money to be accessed. Teachers will submit specific requests through their office and building personnel will connect with the ITL Department. Updates will be provided to the Foundation at monthly meetings. Remaining funds can be moved forward to the following year, and the overall request for Art in Residence would then be smaller. School grants may be up to \$4,000 to support several author/illustrator visits, storytellers,

martial arts experts, and a Shakespearean educator/actor, and various other artists.

The following is a list of activities that occurred in 2022-2023:

- Word War Battle
 - Throughout the three day classroom “battle,” students honed their dictionary and thesaurus skills, broaden vocabularies, and work on the art of argumentation
- Illustration with Caldecott Award Winning author
 - Returning guest artist with drawing workshop
- Shakespearean Educator/Actor: *Shakespeare Whispers Into Your Ear*
 - Unlocking the text of Macbeth using folio technique
- Storyteller and singer to compliment Pioneer Unit for third grade classes
 - Guest artist with third grade class
- Storyteller and puppet creation to craft stories
 - Student creation of their own puppets and story during the workshop
- Plaster artist Victor Martinez
 - Life-sized plaster crow sculptures created for fourth grade students to design, paint and decorate
- Basho Bash: A Celebration of Spanish Music and Culture
 - Culminating activity for Hispanic Heritage Month with Basho who is an educator, musician, and creator of “Basho and Friends”

SUMMER INSTITUTE: \$10,000

The success of our Summer Institutes has been overwhelming in terms of ongoing impact. Teachers, administrators, and school board members work together on various topics that significantly enhance the way in which we understand and work with our students. This is a voluntary staff event with a relatively high participation (on average 80 staff members). These events assist in bringing our community of learners together with a common vision.

Many staff development activities emerged from the experiences of the Summer Institute and continue throughout the year. A few of the past topics included: design thinking, brain research, teaching for democracy, looking at students’ work, differentiating instruction to meet the needs of all students, examining the profile of a 21st century learner, The Teachers College Reading/Writing Project Institutes, and defining our identity as progressive educators in a public school. During the 2022 summer, two distinct Summer Institutes were offered and included the Institute on the Science of Reading and the

Institute on Project Based Learning. The next Summer Institute is anticipated to be held in 2024. Although Summer Institutes are held every other year, the foundation provides \$10,000 annually and the financing then straddles two fiscal years.

C O R E P L U S : P R O P O S E D B U D G E T F O R 2 0 2 3 - 2 0 2 4

The Core Plus funds will be utilized to provide professional development that focuses on strategic plan goals and aligns to the work of the Literacy Curriculum Review Cycle.

In 2022-2023 Core Plus funds supported the November and February Institute Days. On-site training was facilitated by the organizations that worked with staff in the June 2022 Summer Institutes. The Buck Institute, “PBL Works,” provided Project Based Learning training and The Reading League provided Science of Reading training. Research on professional learning for adults points to the critical role of on-going support between training sessions. To ensure staff receive this support, funds were used to access on-going coaching from both organizations.

Similar ongoing learning is targeted by Core Plus Funding for the 2023-2024 school year. As a result of the professional learning around the Science of Reading and the focus of the Superintendent Entry Plan, the curriculum review cycle shifted to focus on Literacy before Math. The Literacy Leadership Committee commenced in the spring of 2023 and will continue work over the summer. Core Plus funds will target this ongoing work over the 2023-2024 school year to further support the committee and teachers engaged in the pilot. On-going professional development will focus on research based instructional literacy practices and training for pilot materials.

Name of Event	Date	Who Attends	Funds Requested
Pilot Training- Preparing to pilot materials and practices by engaging in professional development facilitated by the publishers.			
American Reading Company	September 28 & 29	<ul style="list-style-type: none"> ● K-4 pilot participants ● elementary literacy facilitator ● teacher on special assignment ● school administrators 	\$9,000
Amplify ELA	September 28 & 29	<ul style="list-style-type: none"> ● 6-8 pilot participants ● Skokie literacy facilitator ● teacher on special assignment ● school administrators 	\$3,500

EL Education/Imagine Learning	September 21 & 22	<ul style="list-style-type: none"> ● K-8 pilot participants ● literacy facilitator ● teacher on special assignment ● school administrators 	\$9,000
Wit and Wisdom	September 26	<ul style="list-style-type: none"> ● K-8 pilot participants ● literacy facilitator ● teacher on special assignment ● school administrators 	\$5,000
On-site Support- Throughout pilot, implementation experts from each publisher provide on-site support via targeted professional development			
American Reading Company	ongoing Oct-Feb	On-site consulting during pilot implementation	\$2,000
Amplify ELA	ongoing Oct-Feb	On-site consulting during pilot implementation	\$1,500
EL Education/Imagine Learning	ongoing Oct-Feb	On-site consulting during pilot implementation	\$4,000
Wit and Wisdom	ongoing Oct-Feb	On-site consulting during pilot implementation	\$3,500

Appendix A: 2023-2024 Teacher Initiative Grant Summary

Chick Life Cycle Study

Request to engage students in observing a life cycle which has been an ongoing theme in kinder classroom with our first 2 units, butterflies and trees. Having the chicks in the classroom will help children learn first hand about life cycles, egg development and connect with and develop empathy for living things. This project will also supplement our bird unit which is typically conducted in the spring. Each class will successfully raise 5 - 8 chicks and each class will watch them grow. *Approved and funded in January 2023*

Field Trip for Kindergarten and 4th Grade Buddies

Kindergarten and 4th grade buddy classes visited the Lincoln Park Zoo in February to observe animal behavior. Children worked alongside their buddies to observe and collect their data from their observations, as well as create observational drawings. Both classes learned about different animal behaviors and what specific traits can tell us about that animal prior to the trip. For example, a horse putting its ears back against its head is a sign to another horse that it is unhappy and going to kick its back legs. Children paid close attention to play in the animal world, specifically how animals play and why. *Approved and funded in January 2023*

Kindergarten Bird Habitat and Study Grant

Extension of Kindergarten bird study and addition of a variety of bird feeders outside of each one of the kindergarten windows. Feeders will attract a variety of birds, including the ones classes are currently studying. Bringing birds to the outdoor Greeley environment will enrich the experience with the natural world and in many ways and help out the native fauna, which is a value shared in our classrooms. It is one thing to learn about a bird in a story, but to be able to see and connect with it in real life is another.

Preventing the Summer Slide 2023 with Expansion

Continuation and expansion of the established summer reading program for rising 5th, 6th, 7th and 8th grade students. Students will receive a book along with an incentive in June, July, and August. Students will follow teacher created reading guides and respond to teacher created prompts throughout the reading of each book. Book conversations will still be digital and accessible. Students will receive teacher support, guidance, and motivation throughout the summer.

The project will benefit rising 5th, 6th, 7th, and 8th grade students who received MTSS reading support at all three Elementaries/Skokie/Washburne during the 2022-2023 school year. Alternatively, students may be invited to participate if recommended by a teacher. This program is intended for students who are not offered ESY and do not have an IEP with a reading goal.

FUNDING FOR 2024 SUMMER WILL SHIFT TO DISTRICT

Podcasting Sound Booths

One WhisperRoom Sound Booth- This booth would allow students a quiet space to record voiceovers for creative projects such as podcasts and documentaries. This project will enable students to add more audio visual elements to their project based learning tasks. Currently, students have to record in closets

and unused classrooms, making supervision difficult. This will enable students to record high quality audio.

PENDING ADDITIONAL INFORMATION INCLUDING IDENTIFICATION OF A MORE ACCESSIBLE AND SUPERVISED LOCATION

Fitness Room Equipment

The Skokie School Kinetic Wellness team would like to add six pieces of equipment to the fitness room. The team currently has 18 pieces of equipment for classes of up to 25 students. Six more pieces of fitness equipment would accommodate all students in the largest Kinetic Wellness classes. One treadmill and two upright bikes (three pieces total) are approved.

As a result, students will be able to take full advantage of their time in the fitness room and heart rate monitors throughout the KW Fitness Unit. Having enough equipment in the fitness room to allow all students to receive lessons, fitness data, and ask questions together will improve the expected understanding outcomes for the Fitness Unit. NEED UPDATED QUOTE FOR FREIGHT

Outwear for Kindergarten Nature

Request approved for one class set (20 TOTAL) of rain suits and rain boots to keep at school. Kindergarten students wear the suits and boots to explore nature when it is raining, wet, or muddy outside. Hubbard Woods and Greeley wrote grants for this outerwear in the past and have these items available for their kindergartners to share. These rain suits and boots would remain at Crow Island for kindergartners to use throughout the years.

Classroom Community

Request for new furniture for the classroom to create a stronger classroom community that fosters connection and collaboration, while still honoring personal preferences, space, and flexibility. The goal of this proposal is to replace current white board tables with limited seating options, for flexible white board furniture. The current tables would be available to a colleague who has not yet utilized tables in their classroom, so they can experience the benefit of a shared space.

Friendly Loom T-shirt Weavings

Purchase of a Friendly Loom for the Crow Island art program. Once this simple, large-scale loom is set up, it can be used as part of a weaving lesson (i.e. 3rd grade Pioneer unit), an activity for fast finishers, or a school-wide collaborative artwork for school unity week and/or green week. Up to eight students can work on it at a time.

Students can find joy in collaboratively weaving while also mastering weaving so they can move on to more advanced fiber skills. This will also raise awareness for upcycling/recycling textiles and fiber.

Artifact Discoveries

The Winnetka Historical Society began a new in-class program in the fall of 2022. The second grade team is interested in their Artifact Discovery program which is a 45 minute guided program conducted by a WHS educator. This experience would be part of the Old Winnetka Unit.

The children would be exposed to historical artifacts. They would analyze and discover the use of artifacts, match artifacts with corresponding objects, and discuss the modern day versions of each item.

Effective Task Seating for the Classroom

Targeted new classroom seating would allow chairs to adjust to the height of student desks to allow for the correct sitting position – with backs supported by the chair and feet firmly on the floor. New seating would also provide healthy movement of the body, a feature necessary for the comfort of the student.

This grant request will allow for functional, flexible seating in the classroom. The chairs need to be sturdy enough to last but also be light enough that students can move them around. This will allow children to arrange chairs in a manner that complements the curriculum and make learning participative.

PENDING ADDITIONAL INFORMATION: chair specifications, revised cost, and shipping

Thrive

There is a growing volume of scientific research that indicates the positive benefits of emotional and physical health for people that are exposed to nature, even if that exposure is limited to house plants. Studies over multiple decades have shown how plants can increase positive emotions and decrease negative emotions. They also have the capacity to lower stress and increase focus. The Thrive request will support the creation of a therapeutic indoor garden space within the social work office. Students can sit in the indoor garden to relax, recharge, and/or regulate. Students will also learn about the therapeutic benefits of nature and gardening and will have an opportunity to help care for the garden.

The goal is to develop a "green space" inside the school. The objectives would be for students to experience and learn about the multiple therapeutic benefits of nature and gardening. A secondary objective would be that they would learn to care for the plants around them. Caring for plants can also be used as a metaphor for how the students can care for their own well being and thrive as people. Some activities would include mindful meditation in the garden and caring for the garden.

ELL Summer Book Club

The ELL Summer Book Club will create a positive, community building, uplifting and hilarious experience around reading and literacy for our ELL students. Not only will this experience be comprehensible and at their level but it will also create a passion for reading and increase confidence. The team will continue to incorporate research-based early literacy practices that were discussed during the Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom course. Not only will teachers incorporate phonemic awareness and High-Leverage Instructional Routines for Language Development (i.e. inquiry and read aloud with focus on repeating and expanding on interesting words), but they will also focus on explicit phonics instruction and sight words during each session.

Expected outcomes include helping and supporting ELL students become better readers, growing relationships, and learning from diverse perspectives (learning by doing: speaking, listening, reading, writing, creating, reflecting). FUNDING FOR 2024 SUMMER WILL SHIFT TO DISTRICT

Skokie's South Courtyard Beautification Project and Development of outdoor Learning Space

Development of a new and improved "Green" Space in Skokie's South courtyard. The goal/vision for this project has 2 desired outcomes:

- 1) Planning and developing an outdoor garden in the space for beautifying the space, growing healthy-edible fruits and veggies, a composting center, and more. Students will plan and manage much of the work and be highly involved in all aspects of the project under teacher guidance.
- 2) In addition to the garden we would also like to make this a space an outdoor classroom space open to all 5th and 6th grade teams. The learning space would consist of lab tables for science instruction/ benches/chairs for whole group instruction time, and a partially covered shelter in the form of a green roof.

All aspects of these goals include a vast amount of learning that closely connects to curricular standards for 5th/6th grade math and science, as well as sustainability for the environment and our community.

COST SHARED WITH PTO- INDICATES FOUNDATION CONTRIBUTION

Froebel Gifts

Replenishment of the Froebel gifts at Hubbard Woods originally purchased in 2005. Froebel's gifts and occupations to support student's growth in the following skills: geometry, number sense, part/whole, fractions, number operations (addition, subtraction, multiplication, division), plotting on a graph, visual memory, short term memory, long term memory, visual perception, patterning, copying a pattern or structure, problem-solving, design thinking, differentiation, creativity, visual representation, language development, story development, listening, respecting others, risk taking, executive functioning, among others.

Feelings and Friendship: Fostering Social and Emotional Connections

Request includes materials dedicated for use in the classroom that will support students' understanding, vocabulary, and skills around feelings and friendship. The literature collection contains more-recently published titles that offer stimulating stories to foster discussion and model strategies for navigating emotions and social relationships. This will fund games and puzzles that promote cooperation and collaboration as well as several other tools that support emotional regulation.

Materials will be used as a part of whole-class, small group, and individualized experiences based on the needs of students. These materials will enhance the teacher's ability to differentiate instruction around social and emotional learning. Having these materials in the classroom will make it possible to integrate them into daily routines and choose literature that is responsive to specific needs arising during the school day and throughout the year.

