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GRANT REPORT 2010

MISSION AND BACKGROUND

The Education Foundation of Wauwatosa, Inc. (EFW) was organized in 1990 to raise funds to support and strengthen outstanding learning ideas that improve the overall educational quality of Wauwatosa's Public Schools.

Since its inception, EFW has awarded over \$400,000 in grants to Wauwatosa educators for creative initiatives. These projects have impacted students throughout the entire Wauwatosa School District by enhancing and extending the established curriculum and supporting projects that are beyond the District's budget.

The EFW is made up solely of volunteers and is financially supported by the Wauwatosa community. Over 90% of all money raised goes directly to grants. In addition to an annual campaign to generate revenue, the EFW has two other fundraisers.

The annual EFW Run/Walk is open to students from all schools. It most recently has been held at the Milwaukee County Zoo. In addition to raising funds, it raises awareness of the EFW and helps to build community.

From October through April, the AMF Bowlero bowling alley offers *Early Release Bowling*. Each Wednesday, students and their families can bowl during a designated time at a discounted rate. AMF Bowlero donates half of the proceeds from *Early Release Bowling* to the EFW.



The EFW's impact on students and classrooms is generating great stories that inspire. The following pages show in pictures and words how the 15 grants awarded in 2010 made a difference in educating the children of Wauwatosa.

REACH FOR THE SKY

John Simon and Teri Kandel - Wauwatosa East High School
\$10,000

New this year is the **Founder's Grant**, which was awarded to teachers at East High School to install a ropes course. The course included four high ropes challenge elements and two removable low challenge elements. As a group, students use critical thinking skills to look at the challenges, decide on a plan of action and implement that plan. Students support each other both physically and mentally, celebrating each other's success and encouraging each other to keep trying.



"The outdoor climbing course allowed me to challenge myself in ways that other activities couldn't." -Lauren Krahn, Junior, East High School

JUMP INTO BROADCAST JOURNALISM

Chris Lazarski and Elaina Meier - Wauwatosa West and East High Schools
\$4,400

Jump into Broadcast Journalism provides students with the basic concepts surrounding video broadcast journalism. This course provides students with an introduction to all concepts related to producing a video news broadcast. As a result of participating in the program, students develop basic fluency in the technical and production aspects of broadcast journalism.

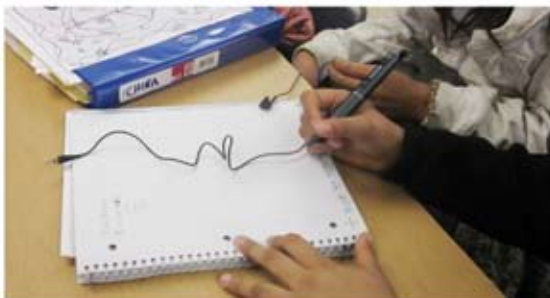


"I think that more than anything broadcast journalism can raise the pride that is felt in a community, especially when two schools that are usually rivals are put together to figure out the news in their city." -Kristen Chepp, Senior, East High School

DIFFERENTIATE YOUR WAY TO IMPROVED LITERACY

Stephanie Smith and Rebecca Kirchman - Wauwatosa West High School
\$1100

When the regular text is beyond a student's ability, this program's materials are used in conjunction with the regular English textbook to differentiate, allowing students to study the assigned content at their level. This program has resulted in increased comprehension, the ability to identify reading structures, and an increase in vocabulary and writing skills. Homework assignments are being turned in and scores on assessments are in the average range with the biggest improvement being in their writing. The addition of SmartPens aids in note-taking and completing tests.



"Thank you for the reading you gave me. I actually understood and did the assignment." -English 10 student

EVERYBODY'S DOING IT: USING SOCIAL NORMS TO INFLUENCE RISKY BEHAVIOR

Sonja Nelson - Wauwatosa East High School
\$675.84

Evidence shows that social perception is by far the strongest predictor of engagement in risk-taking behavior. In order to achieve a lasting prevention effort at East, permanent displays with accurate information about behaviors of our students have been installed throughout the school. Continued participation in DPI's Youth Risk Behavior Surveys will allow us to gauge changes in behavior over time.

INTEGRATED SKILLS: SCHOLASTIC ACTION BOOKS LEXILE LIBRARY

Kelly Kolo and Dena (Millard) Foster - Longfellow Middle School
\$2697

The Lexile library includes a variety of reading materials that support the curriculum in Science, History, and English Language Arts and is used as a daily/weekly pod rotation in the Academic Lab. Students practice reading strategies designed to increase comprehension and ultimately success in content areas. Students are able to build background knowledge, increase fluency, and hold academic conversations with regard to course content. Students are continuing to develop questioning strategies and are able to make connections to materials being covered in their content areas.

"It helps me with reading strategies such as: summarizing, connecting, questioning, and building vocabulary." -Matt, 8th grade student



PLATO MATH SKILLS INTERVENTION

Kelly Kolo and Dena (Millard) Foster - Longfellow Middle School
\$3310

The PLATO learning tools have been used as an integral part of the Academic Lab classroom. Students gain confidence, participate in class, are focused and feel confident to ask questions during classroom instruction. They enjoy learning the material at their own pace. Students can correspond with teachers through the messaging feature and ask questions without feeling intimidated through the email feature.

"Helps review and helps get acquainted with material. It helps if you don't understand so that you can get a better understanding." -Tamiera, 8th grade student

MEASURING AND IMPROVING STUDENT LEARNING USING SMART RESPONSE PE

Sarah Sallmann and Michelle Mullen - Eisenhower Elementary
\$1,999

Smart Reponse clickers are used in the classroom to assess student learning in math, reading and word work. At various times throughout the day, a question or questions will be posted on the SmartBoard and the children will click in their answer. The smart clickers give immediate feedback as to who needs more instruction or enrichment immediately after posing a question. They also allow the students to answer in a risk-free atmosphere and they allow every voice to be heard.



SMARTER INSTRUCTION DRIVEN BY STUDENT FEEDBACK

Mary Butkus and Matt Honigman - Jefferson Elementary
\$1631.19

Using a Smart Response LE system for the primary grades, teachers are able to present students with learning data before, during, or at the end of a lesson, which is the very essence of formative assessment. For students, the Smart Response fosters a feedback-rich environment that encourages deeper questioning and exploration.

"It's easy to use, and I like watching the graph change."

LISTEN TO THIS!

Tom Smith - Lincoln Elementary
\$750

Students use dvr's to record their reading at various times throughout the week. After recording, students meet with the teacher one-on-one and in small groups to listen back to their reading. The recordings help the teacher work with students on fluency, use of reading strategies, and expression. In addition, the teacher can conference with other teachers to discuss intervention strategies.



"It helps me notice when I'm mixing up words" -Luz

ART AND WRITING: A MASTERPIECE OF AN IDEA

Donna Koeble and Jeanne Brill - Washington Elementary
\$600

Incorporating the academic areas of writing, reading and social studies, *Art and Writing* stimulates creative writing by using art pieces and enhances cross curricular learning. Artwork is chosen based on specific multi-cultural stories from the *Treasures: A Reading/Language Arts Program*. The stories and artwork are used as a springboard to create several different writing pieces incorporating different types of writing genres.



"It makes our Treasures stories come alive."

BOOKS ARE FUN

Emily Fernandez - Wilson/TSHST
\$1,075

The *Books are Fun* program is held after school for 45 minutes once a week. As part of this program, a collection of books appropriate for students in grades SK through first is available. The books encompass many themes and topics and aid in verbal discussions. Responses to questions show that students demonstrate an increased interest in reading.

"I love the additional time outside of the regular classroom to read and enjoy books."

READING BEYOND: INTERMEDIATE GRADE BOOK CLUB

Mary Butkus and Carol Czajkowski - Jefferson Elementary
\$512

Reading Beyond challenges top readers in 4th and 5th grade by encouraging them to read books at their level and having peer group discussions. This supports the needs of our high ability and gifted readers with books that keep them excited about reading and guides their excitement to their peers. The program ties into the *Treasures* literacy program and supports the district's reading philosophy. Students are developing leadership skills, the love of literature, and extensions beyond the classroom level. Students also are reflecting on experiences and evaluating group discussions in a narrative form.

TAPPING THE TREASURE TROVES

Corinne Meyer - Underwood Elementary
\$1866.90

A collection of student literature and materials was developed to tap into the already established *Treasures* reading program curriculum. Bookshelves, cubbies, and books are organized by theme, making a variety of unit-specific reading collections available to K-3 level classroom teachers and their students. As a result, a higher interest and additional time spent reading has been identified, along with an increase in classroom discussion revolving around the weekly reading lesson.



TOGETHER EVERYONE ACHIEVES MORE: PROMOTING PROBLEM-SOLVING AND POSITIVE SCHOOL CLIMATE THROUGH TEAM BUILDING

Jodi Viera, Emilie O'Connor, and Stacey Braund - Underwood Elementary
\$1,832.06

Activities in this program allow students to practice the skills of full inclusion, cooperation, focus, patience, positive communication and frustration management, all of which are essential building blocks for successful citizens and learners. Students are given the opportunity to build competence in self-esteem acquisition, problem-solving, teamwork, trust building and communication skills.



When asked how they overcame the challenges faced during the activity, students responded, "Teamwork!" and "We just tried again."

LET'S PLAY!

Suzanne Graber - Washington Elementary School
\$427

Students are motivated, excited and very engaged in the musical learning process when using the equipment for the *Let's Play* program. Ball games with songs are used to work with the steady beat, meter and rhythmic durations. Scarves and ribbons help the students experience legato/staccato and high/low elements of music. Students make connections between music and physical activity and they also work on self-control and teamwork.



DONORS

The Education Foundation of Wauwatosa is grateful to the following donors who made contributions in 2010. Thank you for supporting the learning ideas that improve the overall educational quality of Wauwatosa's Public Schools.

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Carl and Barb Pittz

Honorariums

Contributions to EFW
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Wauwatosa West High
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Jeff and Laura Haig

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