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Recognizing Wauwatosa's Outstanding Teachers



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HONORARIUMS & MEMORIALS

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Table of Contents

EFW Board of Directors	3
Annual Recognition Program.....	4
About Our Speaker.....	5
EFW Financial Statements.....	7
2007 Receipts & Disbursements.....	8

GRANT SUMMARIES

Bringing Up Baby	11
Celebrating World Diversity	12
CPS for Improved Achievement.....	13
Currency Currently	14
Extra, Extra - Read & Write All About It!.....	15
Get Hooked on a Series and Grow!.....	16
The Idea Lab	17
I'm a Reader!	18
Let's Move	19
Lincoln Word Wizards.....	21
Mush! On the Trail to Learning Using the Iditarod	22
Nonfiction Reading in the Classroom.....	23
SmART Art: The Power of Paint.....	24
Taking Flight With Technology.....	25
We Both Read: An Interactive Adventure in Reading.....	26
Whitman Resource Program	27
Wii All Learn Together.....	29
2008 Donors.....	30



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The Education Foundation of Wauwatosa, Inc., was organized in 1990 to strengthen and improve the overall educational quality of Wauwatosa's public schools. The monies raised support creative and innovative teaching ideas.



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Annual Recognition Meeting

Program

Welcome Maureen Kenfield, EFW president
Recognition of Board Members Maureen Kenfield, EFW president
Annual Meeting Maureen Kenfield, EFW president &
John Lucey, EFW treasurer

Recognition of Walk/Run

School Award Winner Buffy Stephan, EFW board member/
Walk/Run chair

Recognition of Major Donors Ann Pierson, EFW vice president

Recognition of Grant

Recipients Scott Lawrence, Karen Lonski & Laura
Wainscott, EFW board members

Introduction of Speaker Judy Urban, EFW board member

Speaker

Jeff Grayson
Fox Sports Wisconsin Anchor
1983 East High School Graduate

Performers

West High School Quartet featuring Andrea Bretl, Amy Matzen,
Alexandra Poli and Emily Roznowski

Projects on Display

- Bringing Up Baby - Kathy Schulz
- Celebrating Diversity: Bringing the World Into the Classroom - Jennifer Kannass and Mandy Fox
- Currency Currently - Sandy Cristan and Kathy Schulz
- I'm a Reader! - Karen Fish and Lori Niemoeller
- SmART Art: The Power of Paint - Jennifer Kannass
- We Both Read: An Interactive Adventure in Reading - Carol Czajkowski and Sue Tibbitts



About Our Speaker

Jeff Grayson Fox Sports Wisconsin Anchor 1983 East High School Graduate

Jeff Grayson is living every sports fans' dream. He gets paid to watch sports! But the East High School graduate knows none of the success he has enjoyed as a journalist would have been possible without the strong education he received while a student in the Wauwatosa School District.

Jeff was born in Milwaukee and lived in Wauwatosa until he was 25. He is the fourth of five children, all of whom attended McKinley Elementary, Longfellow Middle School and East High School. Jeff graduated in 1983.

Today, Jeff is an anchor with Fox Sports Wisconsin, which is home to the Milwaukee Bucks and Milwaukee Brewers.

Jeff's love for announcing and journalism started at an early age. While a student at Longfellow and East, he was a student announcer, basketball announcer, newspaper reporter and columnist. He emceed variety shows at both schools and was the PA announcer for Red Raider JV games. He even hosted a halftime show, "The JV Today," which was modeled after the top-rated "NFL Today" on CBS.

When he wasn't covering the games, Jeff earned a few extra dollars as a paperboy for the Milwaukee Journal and Milwaukee Sentinel and at the McDonald's on 67th and North Avenue. His experience at McDonald's would come in handy when he did some public relations work for the company after graduating from college.

Jeff's love for sports came from his father. "My late dad was an advertising executive, mainly on McDonald's, and he received tickets to Bucks and Brewers games. Sports was in my blood from the get-go and I knew from a very young age that I wanted to be on television," Jeff said.

Jeff's career in TV started in 1986 when he worked behind the scenes at Channel 6 and did broadcasting of Milwaukee area sports on Viacom cable.



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Brice and Kristen Osinski
Barbara L. Pierce



Wii All Learn Together: Using Nintendo Wii to Support Students with Disabilities

Underwood Elementary
Susan Marion and Linda Forbord
\$750.00

The contributions from the EFW grant: Wii All Learn Together, allowed Underwood Elementary School to utilize a Nintendo Wii game system to improve gross motor skills and body awareness for students with significant disabilities while building relationships and fostering communication with their same age peers. During adaptive physical education the students in the intensive services classroom learned to use the system and were able to participate in sports simulation games that they may not otherwise be able to enjoy. A task analysis was used to break down complex tasks for students who had difficulty learning the movements and the controllers to play the games. Students needed to learn to press a button on the Wii remote and release it on teacher cue before they could implement this skill in a game. Wii Sports bowling was found to be a favorite game amongst the students so learning this game became our primary focus. After students began to understand the Wii system console and the controllers to play Wii bowling, we began implementing buddy groups to increase social acceptance and help build friendships through a common enjoyable activity. With the help of the third, fourth and fifth grade teachers, we recruited volunteers to come in and play during afternoon recess so that no academic time was affected. We had so many volunteers that several teachers created an incentive program so students could earn being in the buddy groups by meeting weekly goals, finishing homework, and having good behavior. So far this has proven to be positive experience for all students involved! The students within the intensive services classroom have been learning social skills such as greeting peers, taking turns, and being good sports. Regular education students have benefited from getting to know their peers with special needs in a fun, relaxed atmosphere.

In 1990, Jeff moved to Green Bay to become a sports reporter, anchor and photographer at WBAY-TV. While there, he won an award in 1992 from the Wisconsin Associated Press for Best Sports Story and in 1993 he won, along with his co-hosts, the award for Best Sports Program from the Milwaukee Press Club for the show, “Monday Night Kickoff.”

Although his dream has always been to be a sports anchor in Milwaukee, in 1993 Jeff was given the opportunity to be a reporter and anchor at KMSP-TV in the Twin Cities. While there, Jeff won two Emmys, one in 1995 for the Chicago/Midwest region that included Chicago and Milwaukee and the other in 2001 in the Twin Cities region. He was named Best Sports Anchor by a Twin Cities magazine in 1998.

In addition to his broadcasting awards, Jeff has also been honored for his work with Special Olympics, the Lions Club and the Minnesota State Basketball Association.

Before leaving KMSP-TV in 2005, Jeff had worked his way from reporter to anchor to sports director.

Jeff is in his fourth season as host of “Call of the Wild,” a magazine-style show about the NHL’s Minnesota Wild. He is also in his third season as host of Wolves Vision, the Minnesota Timberwolves’ halftime shows. Jeff has also been host for the Minnesota Vikings, emceeding fan contests and doing halftime highlights and on-field ceremonies.

In 2007, Jeff joined Fox Sports Wisconsin and became the studio host for Milwaukee Bucks and Brewers pre- and post-games shows, “Bucks Live” and “Brewers Live.” Jeff works with fellow Tosa East graduate Tony Smith (Class of 1986) on Bucks’ broadcasts.

Jeff has also done work in public relations and media training in the last few years and currently does public relations work for McDonald’s in the Twin Cities.

“My broadcasting career has allowed me to meet some amazing people, both famous and everyday folks with great stories to tell,” Jeff said. “From community sports to high school to college and the pros, I have the privilege of being the go-between for sports figures and the audience. I have interviewed the likes of Michael Jordan, Joe Montana, Jim Brown and many more but will always treasure the stories of the not-so-famous people who have beaten the odds and inspire others in their small towns.”

Jeff is married and has two daughters, ages 3 and 1.



Financial Information

DECEMBER 31, 2008 AND 2007

	<u>2008</u>	<u>2007</u>	<u>\$</u> <u>Change</u>	<u>%</u> <u>Change</u>
<u>REVENUES</u>				
Annual campaign - Donations and fundraising	\$ 13,688	\$ 28,154	(14,466)	-51.4%
Run receipts	31,679	31,204	475	1.5%
Run sponsorship	11,500	8,500	3,000	35.3%
Annual meeting	3,389	3,103	286	9.2%
Interest and dividends	27,988	17,003	10,985	64.6%
Net (loss)gain on investments	(140,967)	4,399	(145,366)	N. M.
Grant refund	--	657	(657)	-100.0%
Total revenues	<u>(52,723)</u>	<u>93,020</u>	<u>(145,743)</u>	<u>-156.7%</u>
<u>EXPENSES</u>				
Grants	36,390	56,000	(19,610)	-35.0%
Annual meeting	2,176	2,664	(488)	-18.3%
Run/walk	14,821	14,736	85	0.6%
Office	244	633	(389)	-61.5%
Investment expense	5,017	4,978	39	0.8%
Insurance	500	500	--	0.0%
Taxes/licenses/dues	--	318	(318)	-100.0%
Total expenses	<u>59,148</u>	<u>79,829</u>	<u>(20,681)</u>	<u>-25.9%</u>
Receipts (under)over disbursements	<u>\$ (111,871)</u>	<u>\$ 13,191</u>	<u>(125,062)</u>	<u>N. M.</u>

N.M.= Not meaningful

(Restricted for Management Use Only)
(Prepared without Audit)



Whitman Resource Program (cont.)

Continued from previous page

The beginnings of a non-fiction library have begun with the aid of the EFW grant. Comprehension and strategy learning with the use of non-fiction text has been a focus of the reading/writing component of the Resource Program. With the assistance of Harry W. Schwartz Bookstore, texts at various reading levels have and will continue to be purchased to meet the ever-changing needs of our students.

Supplies, such as classroom sets of calculators and whiteboards, have given our students interactive tools to use in their learning.

We continue to research various software programs that will aid us in the areas of reading and writing. We plan to use EFW funding as well as funding allocated to the program within the building budget.





Whitman Resource Program

Whitman Middle School
 Steve Radomski and Mike Heun
 \$2,000.00

The No Child Left Behind Initiative challenges us to help all students learn. Those students often at greatest risk are those who do not qualify for special education, but who still struggle to learn and be successful in school. These students often fall into one of two categories: those who are unmotivated and see school as a series of endless tasks which do not seem to help them in their daily lives, or those who want to do well but lack the skills “to put it all together.” Frequently, these students at the middle school level cannot seem to stay organized, see the big picture, read beyond the surface level or think mathematically. It is for these at-risk students that we at Whitman Middle School have begun a resource program this year. Currently we have three strands of support: 1) organizational support to provide students with one-on-one tutoring and extra time to study and learn; 2) math support to provide for small group or one-on-one support to relearn the basics and/or to continue to learn the skills being taught in the classroom; and 3) reading/writing support to provide more comprehension and strategy learning so a student can more effectively handle textbook/non-fiction reading/written response in the content classes.



In the area of math support, we have been able to service the needs of our “at risk” students with a software program entitled, “Get Ahead Math.” This program allows for our students to work individually on their math skills in accompaniment with our individualized instruction. The program is individualized because it only allows for progression after a mastery of skills is proven.

Continued on next page



Financial Information

STATEMENT OF ASSETS AND FUND BALANCE CASH BASIS DECEMBER 31, 2008 AND 2007

	<u>2008</u>	<u>2007</u>
ASSETS		
WaterStone Bank, SSB - savings account	\$ 37,407	\$ 141,751
Wells Fargo / Norwest - investment	316,457	437,848
WaterStone Bank, SSB - disbursement account	18,622	7,091
WaterStone Bank, SSB - CD	<u>102,432</u>	<u>--</u>
Total assets	<u>\$ 474,919</u>	<u>\$ 586,790</u>
FUND BALANCE		
Balance beginning of period	\$ 586,790	\$ 573,599
Receipts (under)/over disbursements	<u>(111,871)</u>	<u>13,191</u>
Total fund balance	<u>\$ 474,919</u>	<u>\$ 586,790</u>

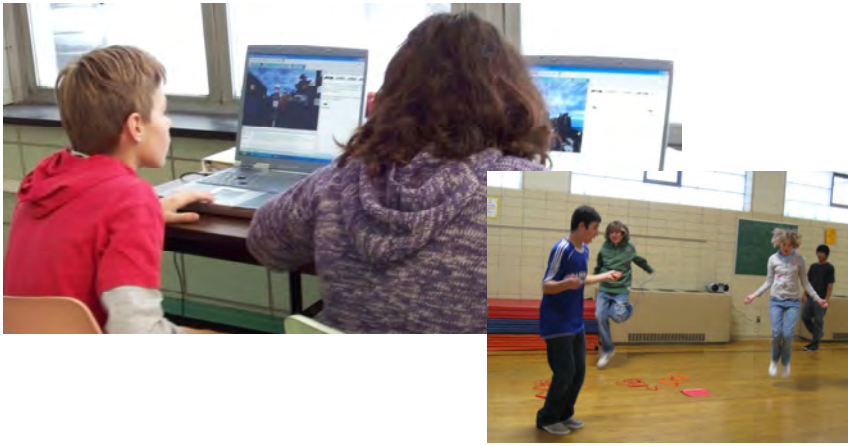
STATEMENT OF REVENUES AND EXPENSES CASH BASIS FOR THE YEAR ENDED DECEMBER 31, 2008 AND 2007

	<u>2008</u>	<u>2007</u>
REVENUES		
Annual campaign - donations and fundraising	\$ 13,688	\$ 28,154
Run receipts	31,679	31,204
Run sponsorship	11,500	8,500
Annual meeting	3,389	3,103
Interest and dividends	27,868	17,003
Net (loss)/gain on investments	(140,967)	4,399
Grant refund	<u>--</u>	<u>857</u>
Total revenues	<u>(52,723)</u>	<u>93,020</u>
EXPENSES		
Grants	36,390	56,000
Annual meeting	2,176	2,664
Run/walk	14,821	14,736
Office	244	833
Investment expense	5,017	4,978
Insurance	500	500
Taxes/licenses/dues	<u>--</u>	<u>318</u>
Total expenses	<u>59,148</u>	<u>79,829</u>
Receipts (under)/over disbursements	<u>\$ (111,871)</u>	<u>\$ 13,191</u>

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We Both Read: An Interactive Adventure in Reading



Jefferson Elementary
Carol Czajkowski and Sue Tibbitts
\$702.40

The Education Foundation of Wauwatosa grant has provided books that are designed for interactive shared reading. Each book is designed to allow a child to take turns reading aloud with an adult or older reader. The left-hand page features more sophisticated language and/or more detailed information for the adult or older reader. The right-hand page has text written in one of six different reading levels designed for children in kindergarten through third grade. Icons on the pages designate whether an adult/older reader or child is to read. The text also features bold lettering which highlights difficult words that might need to be introduced to the child. This helps strengthen vocabulary development and comprehension skills.



We Both Read books emphasize the shared reading method of both fiction and non-fiction materials. The child practices reading at his/her level of ability. He/she also gets to relax and listen as the fluent reading of more complex text is modeled. Reading aloud is one of the most important activities sophisticated readers can share with a child to assist in reading development. This shared reading experience not only increases the child's reading proficiency but also sparks an enjoyment of books that will last a lifetime.



Jefferson students are enjoying our interactive reading adventure.



Taking Flight With Technology

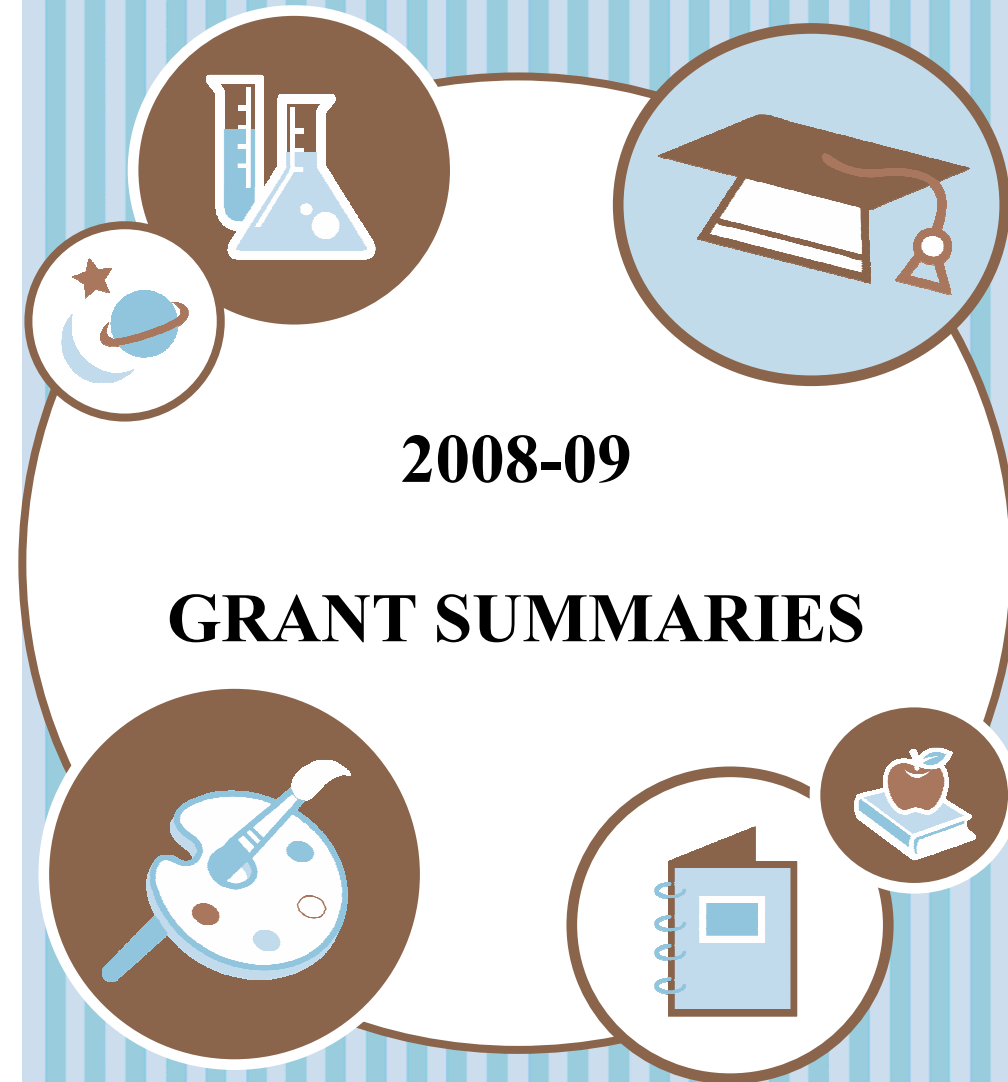
Wilson Elementary
Debra Falk
\$1,287.00

Taking Flight with Technology involved the purchase of three airliner wireless slates. These slates allow both teacher and student to move about the classroom and interact with information or activities displayed on the SMART board. The airliner slates have encouraged interaction between students, peer discussions and increased student risk taking initiatives.

Each of the students in my classroom has successfully used the slates in an academic means. During the day the slates have been used in one-to-one situations, small groups, large groups, one-on-one with parent guidance and independently. Each time a student picks up the airliner slate to use they are excited and eager to share with their classmates, parent helpers and teacher. The airliner slates have been productively used in word study, math, handwriting and many other activities. In word study when working on listening for middle sounds, we passed the slates across our rows as we moved pictures into categories which discriminated between vowel sounds. There was no down time in moving to the SMART board, but instead a focused and on-task group of kids prevailed. During math I use the airliner wireless slates to move about the class as we practice mental math reflexes, as I model and teach the lesson, as I introduce practice and math box challenges and as we play games. Handwriting poses a unique situation, since the slates are not written on the writing can only be seen by looking at the SMART board as they are creating. This has done wonders for the student's eye-hand coordination in forming letters.

Airliner wireless slates promote more than just academics in our classroom. They inspire and guide students to solve problems and work together both academically and socially within their groups.

Thank you EFW, for helping to develop the cognitive, social-emotional and motor skills of the junior kindergarten students at Washington by providing the children with open-ended art activities while encouraging art appreciation.





Bringing Up Baby

East and West High Schools
Kathy Schulz
\$6,289.50

The Parenting and Child Development classes at both East and West high schools have benefited greatly due to the generosity of the Education Foundation of Wauwatosa. The original grant requested 10 (five for each school) racially diverse infant simulators, a charging station for each school and the computer software required to program the babies, but we were also able to negotiate for some new car seats, blankets, diaper bags and a “Shaken Baby Simulator.”

The students pick which weekend and which “baby” (African American, Native American, Hispanic, Asian or Caucasian) they want to take care of from Friday night through Monday morning. The students receive the ID band for their baby, which has been programmed to only respond to the student wearing the specific ID. As a result, the student and the baby must go everywhere together. It doesn’t take long for the students to realize that their time is really no longer their own, the baby has to come first. It wakes them up at night and is following an unpredictable newborn schedule. Every student who has taken a baby home has indicated on the follow-up reflection that they are definitely not ready to be parents and that it’s a lot more work than they had anticipated.

Some examples of the positive feedback from parents include: “I think she realizes now what it is like to have a baby, waking up during the night and trying to figure out what the baby needs and not having all of her time to herself. She had to put the baby first,” “She was exhausted and couldn’t wait for Monday morning but she also realized that she couldn’t return a real baby” and “It started some great conversations about the realities of teen parenthood and balancing her wants and the baby’s needs.”



SmART Art: The Power of Paint

Washington Elementary
Jennifer Kannass
\$830.00

Friedrich Froebel, the father of kindergarten, believed in the importance of young children not only creating their own art, but also appreciating the art of others. Froebel believed art activities were important, not only because of art development and learning, but because the activities “encouraged each child’s full and all-sided development,” (Froebel, 1826). The funds received through the “SmART Art: The Power of Paint” EFW Grant were used to purchase an art easel and art supplies such as paint brushes, art prints and art books for Washington’s junior kindergarten classroom.

Several artists and their masterpieces were studied throughout the school year. Junior kindergarten students learned to look for the colors, shapes, patterns and borders found in the different art pieces presented. Art pieces were tied to math and science concepts. For example, Piet Mondrian’s use of primary colors was discussed; students then explored with mixing primary colors at the science center. Additionally, Gustav Klimt’s use of patterns was discussed during a math lesson.

This EFW Grant also encouraged the students’ pre-reading and writing development. Students began to represent real objects, events and feelings in their artwork. This early use of symbols in artwork is very important because it provides a foundation for children’s later use of words to symbolize objects and actions in formal writing.

Also, the large arm movements required for painting or drawing at an easel build coordination and strength. The smaller movements required to cut with scissors or draw or paint on smaller surfaces develop fine motor dexterity and control. With repeated opportunities for practice, young children gain confidence in their use of tools for making art and later for writing.

Thank you EFW, for helping to develop the cognitive, social-emotional and motor skills of the junior kindergarten students at Washington by providing the children with open-ended art activities while encouraging art appreciation.



Nonfiction Reading in the Classroom

Longfellow Middle School
Jennifer Engel, Kari Brukbacher and Allison Urban
\$1,400.00

When I ended my teaching last summer, I already received a stack of books that I intended to purchase if I were to receive the grant. I thought about how I could help my seventh grade colleagues out by better focusing on the five themes of geography and how they reflect on each of the countries of the world. I drew up a map and made up some directions of how I pictured the research project would look like.

Using all of the books, the students got a chance to choose a country that they wanted to learn more about. The students focused on the five themes of geography, region, place, human environment interaction, location, and movement; while filling in their maps. Then they constructed a two-paragraph response on how the five themes of geography are seen in their country. Due to time restraints, only I was able to read their responses since we did not have enough time to share them with the whole class.

My next step is to have the nonfiction books as an added resource for our Latin America travel brochure project. In this way, all students will be able to obtain information rather than just wait around for a book. Through the project, they use more than one research book and they synthesis their knowledge in order to encourage others to come to their country. We share these brochures in class.

I have many more ideas as the year goes on to do with our new non-fiction books. I could tell the students liked the first projects because they asked what they were going to do next with their country books. I cannot wait to let them use other countries later in the year.

(Submitted by Jennifer Engel)



Celebrate Diversity: Bringing the World Into the Classroom

Washington Elementary
Jennifer Kannass and Mandy Fox
\$984.48

Stamp your passport and fasten your seatbelts; these classroom play centers took our students on an international journey to all corners of the world!

The “Celebrate Diversity: Bringing the World into the Classroom” Education Foundation of Wauwatosa (EFW) grant provided motivating play materials, reflective of all of our students, for the junior and senior kindergarten children at Washington Elementary School. The materials were incorporated into classroom play centers and used by the children on a daily basis. For example, multicultural food and costumes were placed at the house center. Also, specially-cut building blocks were purchased for the building center, which allowed the students to create architectural structures from other countries.

Children enjoyed painting self-portraits with multicultural paints and crayons. Additionally, dolls with special needs were purchased for each classroom. Before these materials were added to the classroom centers, the teachers led a discussion which gave the children background information about the various cultures and disabilities. We found this approach helped students eliminate some of their prejudices, encouraged them to see cultural and physical differences in a positive light and helped to nurture a healthy self-identify. Additionally, the exposure to diverse food, clothing, folktales, customs and cultures enhanced our students’ oral language skills while building acceptance of self and others.

Washington Elementary School junior and senior kindergarten teachers would like to thank the Education Foundation of Wauwatosa for these funds and the opportunity to help build true “global citizens.”





CPS for Improved Achievement

East High School
Jennifer Bucholtz and Sara Cortichiato
\$2,500

CPS is a system of remote controls that interact with the computer to engage students in learning in the classroom. It allows students to answer multiple choice and numeric response questions. The teacher gets immediate feedback on who has answered the questions and how they were answered. After all students have answered the questions, the students get immediate feedback on their answers. This has been used in the classroom for the purpose of conducting anonymous surveys (“How are we doing in class?”), to quickly check the understanding of students on a specific concept, and in the form of review games for tests.

The anonymous feature has enabled us to better gauge how students feel about what they are learning. If asked in a group setting, most students will tell you that they are doing fine and that the teacher is moving at an appropriate pace. Allowing for anonymity, the students are more honest about how they feel they are doing, how they feel the class is run and the pace of the class.

The CPS system has improved student learning. The students are excited about the technology and want to use it. In Calculus and Accelerated Geometry, each time we have a test, the students ask if we can play the review game using the remotes. This tool helps students practice their skills for the test and gives immediate feedback letting them know where to focus their studies. The system helps my teaching to gauge whether the students are ready for the test and where misunderstandings may lie. I am able to quickly see misunderstandings, as students are having trouble and can spend more time on the topic. Students can also see that other students are struggling or having the same questions. I have seen an increase in self-confidence in some of the quiet students.



Mush! On the Trail to Learning Using the Iditarod Dog Sled Race

Washington Elementary
Donna Koeble, Kellie DeRango and Andrew Pinn
\$470.00

The “Last Great Race” (the Iditarod) in the “Last Frontier” (Alaska) is an educational vehicle to a “First Rate” education. “Mush! On the Trail to Learning Using the Iditarod Dog Sled Race” EFW Grant will provide cross-curricular, differentiated activities for the children to experience a new culture and enhance the district curriculum to attain a deeper understanding of second grade concepts. The Iditarod Dog Sled Race is a 1,000-mile race of endurance and skill by a musher and his/her dog sled team through the Alaskan wilderness.

The children will choose a musher and follow the preparations he/she makes for the race. Once the race has started, the children will use technology and GPS to track their racer along the course and see virtual fly-bys. In addition, the children will mathematically calculate the mileage per day and total mileage for the race and graph the results.

The children will track weather systems to determine the effect climate has on a wilderness race. Balance and motion will be studied by understanding equipment placement and looking at the speed and inertia of the sled to chart the musher’s progress.

Using standard and topographical maps, the student will chart the arrival and departure of a musher from checkpoints in the race. Alaskan and Wisconsin cultures will be studied and compared. The history of the race, the correlation to the environment and the traditions of the race will help the students have a more global view.

It is so important that the children of Wauwatosa be exposed to different cultures and unique global experiences. The children will understand that perseverance, hard work and intelligence are important qualities to have not only during the Iditarod Dog Sled Race, but also in the race to learn. It is time to take an educational adventure of a lifetime!



Lincoln Word Wizards: Developing Students' Awareness, Interest and Curiosity About Words

Lincoln Elementary
Julie Artz
\$2,698.20

Many student writers struggle to integrate the skills needed to produce a quality piece of writing. Students need to think about their purpose for writing, audience and processes they will use. They need to consider the meaning, genre and structure of their piece while writing with detail, voice and accurate use of conventions. Teachers have found that the traditional approach to correcting students' writing (the red pen) does not produce long-term gains in their ability to edit their own writing or in their understanding of spelling, punctuation and grammar. The purpose of this project has been to provide students with opportunities that will develop their awareness, interest and curiosity about word meaning and spelling.

There are three main components to this project:

1. EFW funding was used to provide each classroom in grades two through five with 12 hand-held electronic spell checkers. Students are able to use these devices to easily check spelling as they draft or edit any piece of writing. Students can also check the meaning of a word and choose a synonym using the built-in dictionary and thesaurus. Students are extremely motivated to improve their writing, because this tool and the information they need is quickly and easily accessible.
2. Students will have the opportunity to participate in a Scrabble club at Lincoln School. (Funding will be provided through the Lincoln PTO Targeted Giving Program.)
3. Teachers will have the opportunity to participate in a lunch time study group in which they will read and discuss a professional book that presents research-based strategies for developing students' vocabulary within the context of their daily reading and writing.

These initiatives are helping to develop students' interest in and understanding of word meaning and spelling. This new appreciation for language will impact students' reading, writing and speaking skills both now and in the future.



Currency Currently

East High School
Sandy Cristan and Kathy Schulz
\$1,520.28

This grant provided current trade books that focus on financial literacy and have been put to good use in the Independent Living classes in the Family and Consumer Ed. Dept. They have been the catalyst for many thought provoking questions and discussions for the 10th – 12th graders in these classes.

The students jig saw read "The World is Flat" and share with the class what they have learned about globalization and outsourcing and the effects it has on the economy. They also hypothesize on the effects it will have on their futures. It is a very eye-opening experience for the students.

In "My Reality Check Bounced" by Robert Dorsey, the students learn about the importance of starting to envision what kind of future lifestyle they want and planning the steps it will require to achieve it. It is the key component in starting our career unit and culminates with a project that includes researching a career, determining the area of the country they need to be in, in order to start that career, and what the job market is like for that career. It nicely dovetails with "The World is Flat" as they explore jobs that most likely will be needed in the future and have little chance of being outsourced.

In addition to exploring their futures, these books are a perfect fit for the district reading goal. The Family and Consumer Ed. Dept. has taken on "technical reading and writing" as its goal for PLC time on Wednesday early release time. It's very beneficial having current resources to use with students.



Extra, Extra—Read & Write All About It!

Underwood Elementary
Corinne Meyer and Andrea Powers
\$1,916.57

With this grant, classrooms at Underwood School now have access to an increased volume of expository reading materials that support the development of specific non-fiction reading units and writing activities that not only improve reading comprehension but also prepare students for other content classes. Our students are now offered more opportunities to enjoy reading works of nonfiction such as books and magazines and are currently learning lifelong learning strategies without even knowing it!



This project has provided both struggling learners and regular education students with alternative reading choices and writing tools that are often necessary to become and continue to be successful. The materials purchased for this project have focused on increasing literacy skills and writing competencies and have included a variety of non-fiction reading materials, reading and writing manipulatives, graphic organizers and computer software.

A variety of classroom units, activities and writing projects have become available to a wide range of children with the specific objective of increasing academic achievement in core academic areas that revolve around the necessary reading and comprehension of non-fiction material. Specific series units have been organized and made available to teachers at all grade levels in order to promote expository reading and writing practice.

Students are currently benefiting from access to a variety of learning materials to address specific learning needs. The funds for Extra, Extra - Read and Write All About It! have provided a variety of nonfiction materials that offer reading and writing practice opportunities for all students, including those who require additional reinforcement to become successful readers.



Let's Move (cont.)

Continued from previous page

the hallways and classroom for short exercises at the end of classes. The pair of dice have been implemented throughout the lessons to break up a section and revive students to keep them on track. Dice are rolled — a number on one and an exercise on another are then followed. This is often used to bring refreshment of physical activity to a long period of sitting. The resistance bands have helped to promote stretching and strength building in the upper arms and legs.

Simple and realistic physical activity has been used to promote healthy lifestyles that will last the student a lifetime. The students have learned to have fun and enjoy the simple outlet of physical activity throughout the course. I thank you for the EFW Grant given to make physical activity a part of this new Food & Fitness course. Our Family and Consumer Education Budget would not have allowed us to purchase this equipment. The students have benefited greatly by the generosity of the Education Foundation of Wauwatosa School District.





Let's Move

Longfellow and Whitman Middle Schools
Karen Hobbs, Andrea Towle and Robi Borsuk
\$2,310.22

Thanks to the Education Foundation of Wauwatosa, Project Let's Move has made a wonderful connection in the Food and Fitness class. Food & Fitness is a brand new course for Longfellow and Whitman Middle Schools for 2008-2009 school year. The new course has educated students on nutritious food choices and promotes healthy eating habits as well as physical activity. Connections have been made between what the students eat as well as their physical activity and how this stays with them into adulthood.

The EFW awarded the Food & Fitness classes \$2310.22 in which we were able to purchase pedometers, exercise mats, stretch resistance bands, a set of fitness dice, 2 exercise balls and jump ropes for each middle school. We have used these



tools to promote physical activity throughout the curriculum, linking food choices and counting calories as input to the importance of daily physical activity to burn off those calories, which is their output.

In the beginning of the school year, each students' stride was calculated so that it could be entered into the pedometers. We linked the previous days Food lab and counted the calories and entered the stride length to calculate calories burned during a walk around the school. The pedometers helped the students keep track of steps walked and calculated miles, as well as calories burned. The mats have been wonderful to use in

Continued on next page

Get Hooked on a Series and Grow!



Lincoln, Washington, Jefferson, Underwood, Madison, Wilson,
Eisenhower and McKinley Elementary Schools
Julie Artz and Ann Anderson
\$4,900

Over the last four years, many elementary teachers in the Wauwatosa School district have voluntarily participated in collaborative study groups after school hours to improve our reading instruction. We have used work from the Teachers College Reading and Writing Project at Columbia University to help us understand how to design and implement units of study based on the district's Communicative Arts Scope and Sequence and the state standards for reading.

The teachers involved in this project participated in these study groups and became interested in developing and implementing a new unit of study in reading. The lessons in this unit introduce second and third grade students to the excitement and satisfaction of reading books in a series. As children read series books, they learn to care about the continuing characters. They learn to study characters, plot development and authors' styles. Children build stamina and read more, because they get hooked on a series, and they don't stop until they have read every book. Children develop their ability to talk well about books by talking with others who are reading the same series and by convincing others to read it as well. After immersing themselves in a series, children develop an awareness of the kind of books they like and they try to find other series that are similar to the one's they have enjoyed. This unit will help our students learn and practice the thinking skills needed to become proficient, life-long readers.

The funding for this project was used to purchase multiple copies of series books at different reading levels, by many different authors and in a variety of genre. Fourteen classes from eight different elementary schools are participating in this project. Approximately 320 students and 14 classroom teachers will be involved.



The Idea Lab

Longfellow Middle School
Jeanine Brennan and Diann Lebow
\$4,312

The Idea Lab at Longfellow got off to a fast start in June 2008 when Technology Academy students enrolled in the Forensic Science class learned to use not only the LabQuest hand-held data analyzers, but also several of the testing probes as they solved “crimes” and mysteries. For example, one mystery involved a missing socialite who was last seen driving her expensive automobile into a remote area. After gathering evidence through observation and making inferences, students used the motion detector probe to determine where our socialite buried her car. It seemed she needed the insurance money! Another activity involved predicting the height of a “criminal” based on his stride length. Using the LabQuest units allowed students to explore the complicated mathematics involved in making such a prediction. Students are highly motivated when working with realistic scenarios and sophisticated equipment.



Students are currently using the Atrium Computer Lab to participate in the River City Project. The Project is a simulation developed and monitored by Harvard University. The goal of the project is to teach science content using a method with which most middle schoolers are familiar – video games. Teams enter the virtual world of River City in the late 19th century and find that citizens have become ill and died from a mysterious disease. Teams work together making observations, gathering evidence, designing an experiment and identifying variables. Finally, they conduct an online experiment to help residents eliminate the disease. Idea Lab technology allows our students to solve complicated, realistic problems which would otherwise be beyond their reach.



I’m a Reader!

Roosevelt Elementary
Karen Fish and Lori Niemoeller
\$1,519.14

We received funding from the Education Foundation of Wauwatosa for a grant titled “I’m a Reader.” Our purpose for this grant is to have our youngest students view themselves as part of the reading community while they are in junior kindergarten. To help us accomplish this goal we used our grant money to purchase a collection of books for beginning readers that our JK students can take home and share with their families.

To achieve this goal we developed a system to implement this reading program. We purchased approximately 40 sets of small, repetitive, predictable books for children. We also purchased a license for the A-Z reading website. This will allow us to download leveled books we can assemble and send home for children to keep. This will provide us with more options to provide students with books at their level.

Beginning in January of 2009 children will bring home a book weekly with a recording sheet in a Ziploc baggie each Friday. They will have until Wednesday of the next week to do the following:

- “Walk through” the book by looking at the pictures first.
- Have a conversation about the book before beginning to read it.
- Parent reads book to child.
- Child reads book to parent multiple times.
- Parent fills out information sheet by recording date, title read, adult signature and any comments regarding the experience.

We are excited to implement the “I’m a Reader” baggie book program as we watch our students’ reading skills develop. A vital component of this program will be parent participation and feedback. We are confident this program will be implemented successfully and continued for years to come.