



2019 - 2020 Teacher Grants

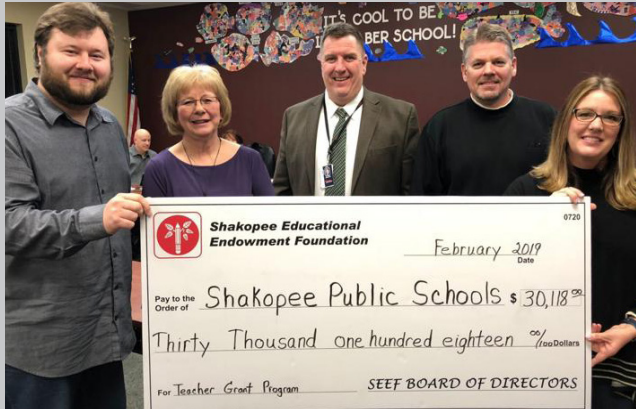
www.shakopeedfoundation.org



Mission of SEEF

The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee School District by funding projects that provide innovative opportunities for our students.

About Us



The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in Shakopee schools by funding cutting-edge technology, best practice programs and innovative instructional materials for our students. We believe in and support the excellence that has always highlighted the Shakopee School District. Thanks to generous donations from the community and school district staff,

SEEF has awarded more than 500 grants totalling nearly \$400,000 for projects that directly benefit Shakopee students.

Supportive But Separate

While contributions to the Shakopee Educational Endowment Foundation go to enhancing school district programs, the Foundation operates independently of the school district. We are a separate 501(c)(3) nonprofit organization comprised of parents and community members who are passionate about the quality of education in Shakopee. District staff submit written grant proposals to the Foundation board who, in turn, independently fund proposals that would best benefit students.

The Future Depends on our Community

The future of the Foundation relies on donations from a broad range of businesses, service clubs, local citizens and district staff. In order to continue to fulfill grant requests for innovative programs and initiatives, the Foundation is asking for your support. Donations of any amount are appreciated and vital to the Foundation and its mission. The Foundation invites planned gifts such as estates, wills, trusts, and annuities; and encourages annual pledges.

Donations are tax deductible and gifts of \$1,000 or more are recognized on the donor plaque at the Shakopee High School.



Grant Criteria

- Grants will be awarded in amounts up to \$2000 to support innovative projects that will enhance education and directly benefit Shakopee Public School students. Rarely, an exceptional project will be considered for a larger award. A request for special consideration must be discussed with one of SEEF board contacts listed below prior to submitting your application.
- Grants may receive full or partial funding. Proposed budgets should list the most important project items first.
- Grant funds must be used within 12 months of the award. Any balance remaining after that time will be returned to the Foundation and is no longer available to the grantee.
- All purchased equipment becomes the property of Shakopee Public Schools, not the grantee.

2019 Grant Recipients

2019 marks the 28th anniversary of SEEF. Grants are intended to fund innovative and creative programs that otherwise would not be available to students. This year, we received 36 applications for grants from teachers district-wide. 30 of the grants were funded, totaling \$29,491!

Central Family Center

Project Title: Document Camera for PACE Literacy Program

Teacher: Julie Sharpe

Project summary:

Having a document camera for this classroom will improve the instruction in these classrooms by providing support for developing writing skills. Students can both observe and demonstrate writing techniques with all of the students in the classroom. This enables students to practice peer writings strategies, as well.

Reading together will be enhanced by sharing whole books with the whole class. Even to practice read alouds and show illustrations in classrooms where we do not have Apple T.V.'s, white boards and LCD machines.

To demonstrate new technology skills this would be very helpful to our student's learning and skill development, This will increase the ability to monitor individual students. As work is projected to the entire class, both the students and the teacher can monitor work from anywhere in the classroom. We will be able to display maps, charts and graphs from textbooks. For show and tell kinds of things we will be able to demonstrate with the whole class.

Central Family Center

Project Title: Inclusion/Diversity Materials and Toys

Teacher: Allison Gill

Project summary:

Preschool students are at a critical age for identity development and understanding themselves and others. This project would work to enhance a previous grant that added a plethora of great diversity and inclusion books to our school library. This project would enhance the social/emotional curriculum already used at Central Family Center.

Project Title: Sensory Supports for Active Learning Engagement

Teacher: Steph Kaste

Project summary:

Everyone has a sensory system that we are using to constantly take in input from our environment, process that, make sense of it, and respond. Some children require higher levels of input in order to make sense of this information and formulate a response and some children require less levels as they are sensitive to the input within the environment.

By offering additional sensory supports for students in preschool at Central Family Center, I hope to help them find ways to maximize their ability to learn from their environment. I've included weighted items (blanket and animal) to go into every preschool classroom. As every room currently has a calm down corner to help students who need to take a break and regain composure. By providing items with weight for them to use, it will help provide a calming feeling to their possibly upset or agitated body. I am hoping that the timetable for activities will begin this year and I am hoping, as the items are durable and will hopefully last for the foreseeable future, that this project will be able to reach students in the coming years as well.

Project Title: Articulation Tools for Essential Learning

Teacher: Melissa Stevens

Project summary:

All humans need a voice in order to communicate with others. From birth children begin to communicate in a variety of ways, whether it be by babbling, crying, vocalizing, and using words. Most children are able to communicate using spoken language in order to get their wants and needs met, although some children display unintelligible speech due to an articulation disorder (errors in the production of individual speech sounds (e.g., distortions and substitutions) or phonological impairment (rule-based errors such as fronting, stopping, and final consonant deletion that affect more than one sound). Communication impairments that involve voice, speech, or language can limit a person's ability to participate in society, whether the activity is educational or social.

Our proposal calls for a variety of learning materials which include books, manipulatives, and articulation products in order to give the children additional ways to learn the sounds we are targeting. A multimodal learning environment supports the need for differentiated instruction, considering all learning needs in order to help every student succeed and get exactly what they need.

Central Family Center and Jackson Elementary School

Project Title: Core Language Extension Activity Bins

Teacher: Debbie Arterbury

Project summary:

This year, the district has implemented a core vocabulary initiative which will develop a consistent communication approach for students with complex communication needs. Next year, the middle school and high school will also be included in this initiative. Core vocabulary refers to the small number of words that make up > 70-90% of what we say on a daily basis and allows communicators communicate for a variety of reasons (i.e., requesting, ask/answer questions, commenting, social greetings). Core Vocabulary paired up with content words (i.e., nouns) can help our students with complex communication needs become more effective communicators.

Setting III classrooms are using activities, visuals, and books to embed core vocabulary in daily activities. Pre-made activity bins, available for checkout, would facilitate in the continuous use of core vocabulary as students participate in activities that promote expressive and receptive language, including social communication.

Students with significant communication needs often are unable to participate in age appropriate activities due to their communication limitations. Core Vocabulary Extension Activity Bins would target that gap, by allowing students to participate in activities and games that have been adapted with the same core vocabulary that is being used in their classrooms.

These bins would be available to all Federal Setting III center-based early childhood classrooms, Autism Spectrum Disorder (ASD) and Developmental Cognitive Disability (DCD) elementary- high school level classrooms. Bins would be housed at different buildings and can be checked out or on a rotation schedule.

The Extension Activity Bins would include various activities that would be appropriate for various age and ability levels. The Extension Activity bins will include store brought materials (games/ books), core boards with related vocabulary, modeling phrases for all communicators (i.e., 2 word phrases, 3 word phrase, etc), scripts to model social exchanges, and adaptive equipment to allow for all students to participate. For example, Bin #2 would include card holders to accommodate students that can't hold cards in their hands.



District Wide Grades K-5

Project Title: District Wide K-5 Literacy and Art

Teacher: Alison Kopseng

Project summary:

By bringing literacy into the art room through books, we want to combine the district vision for literacy with important art concepts. Elementary students will be able to better understand key vocabulary through our modeling of how to read a book, as well as increase their fluency and comprehension of art concepts. Students will participate in class discussions on key topics and practice making predictions about the stories. Various art-related picture books will help all of our learners, especially our English Language Learners, as the illustrations and other visuals with aid in their understanding. All of these literacy methods will not only help reinforce art curriculum and concepts, but it will also support general classroom teachers with reading curriculum.

Eagle Creek Elementary School

Project Title: Early STEM Exploration

Teacher: Cecilia Laland

Project summary:

STEM education plays a large role in preparing our students for their future. When students are young, they have an incredible sense of curiosity for everything around them. Student learning is endless when these curiosities are pursued. Learning through exploration allows the students to find new interests while working with others in a creative and collaborative environment. STEM exploration allows students to seamlessly integrate content areas that require them to problem solve and think outside of the box.

My proposal for Early STEM Exploration includes a fully loaded mobile STEM station kit. This kit includes eleven of Lakeshore Learning's most popular STEM kits that are specifically designed for grades Pre-K - 2nd grade. The rolling cart has a giant one-inch grid and rulers on the top for students to use to measure. The cart also has magnetic white boards on each side of the cart for students to draw their designs and create plans for their projects. The cart is easy to maneuver around the classroom and within other first grade classrooms on the team.

In the classroom students would have the opportunity to explore the STEM station during morning free time if they choose. I would also include the STEM station as one of my five math centers. Students engage in three math rotations each day, so this would allow three of my five math groups to explore the STEM station each day. The students would be able to work together in their small group or individually to explore the STEM kit of their choosing. The students would be able to utilize the carts magnetic white board and building top to complete the different STEM kits.

Project Title: First Chapter Friday

Teacher: Jackie Schaaf

Project summary:

Each Friday of the school year, I read the first chapter of a third grade appropriate book to my class. I have purchased multiple copies of the books so that after I read the first chapter, interested students are able to take a copy of the book home to continue reading.

Students will complete a short book review when they have finished the book, which will allow them to recommend the book to others in the class. The purpose of this is to build reading excitement for students and also allow them access to additional reading materials at home.

All students in my class are the target learners, but I especially hope to increase reading opportunity for students who may not have access to ample reading material at home. This project has already started in my classroom, and would complete on May 29, 2020. There are 30 Fridays on the school calendar this year, so I am hoping to obtain multiple (3) copies of 30 books.

Project Title: Building Literacy and Math with a Block Center

Teacher: Jenn Bartley

Project summary:

Each week during Guided Math I have a block/construction center. This is an opportunity for students to work together to build, create, and problem solve. By adding interesting manipulatives to the construction center students will be able to incorporate all aspects of learning into one simple center. Adding literature about the building and design process will help students to make realworld connections.



Eagle Creek Elementary School

Project Title: Stem Residency- Science from Scientists!

Teacher: Merie Elise Silkey

Project summary:

Science from Scientists (SfS), a nonprofit STEM enrichment education organization. Our during-school program measurably improves the aptitude and attitude of 3rd- through 8th-grade students in STEM. Our mission is to inspire a wider variety and greater number of students — regardless of circumstances or means— to pursue careers in STEM fields.

With our traditional in-school module-based program (ISMB) we make it incredibly easy to bring the magic of STEM to life for students and teachers, alike. We send two charismatic scientists to a school to teach a full day of hands-on STEM lessons from anywhere between 1 day, up to every other week. Classroom teachers work with our scientists to select lessons; we have over 85 lessons in our library that cross all domains of STEM (e.g. chemistry, physics, life science, earth science, engineering, technology). All lessons are aligned with the Framework for K-12 Science Education and state academic standards, and are written in the 5E Instructional Model for inquiry-based learning.

We intersect students & teachers with STEM Professionals. Schools tell us they love the program because we provide real scientists with fun hands-on activities and are inspiring students to ask questions, helping to develop & utilize skills needed in STEM areas, and fostering relationships between classroom teachers, students and scientists. They also appreciate that they don't have textbooks becoming outdated & taking space in classrooms, or broken kit materials that need replacing or go unused. And finally that our program provides teachers interactive and real-time/in-class PD as they adjust to teaching in a more inquiry-based way. This short video summarizes the program experience.

Our targeted learners include all of our students from 5th grade here at Eagle Creek. Many of our students mention that what excites them most about Science is being able to be hands-on with the materials. This program will allow for that through inquiry-based learning plus the added bonus of showing real professionals from different areas of science as presenters. In terms of timing, if awarded this grant, we would connect with the Science from Scientist program to determine the best match from the STEM domains that works with timing for all. There are simply so many lessons to choose from- we will have to whittle down our wish list to the absolute favorite.

Red Oak Elementary School

Project Title: Game Based Learning

Teacher: Shelly Schanen

Project summary:

Games teach students in a hands-on and more functional way than typical school work. Board games provide many learning opportunities while having fun. Some of the learning targets are counting, one-to-one correspondence, turn taking, rule following. I also want to give my students more chances for problem solving, critical thinking, creativity, and executive function. I will introduce the games slowly, one at a time, making sure to teach the rules explicitly. Once the students have the opportunity to play a certain game and get the hang of it, I will introduce another game. Eventually there will be many games to choose from for the students. Games teach students in a hands on and more functional way when typical school work.

Project Title: Native American Shoulder Bag Art Project (from the Minnesota History Center)

Teacher: Sari Flatness

Project summary:

This project serves three main purposes including: Introduce Ojibwe culture, history, and arts, both past and present, as well as honor the story of the artist who created the bag's preprinted design, and encourage artistic expression, particularly in the bag's blank spaces. While students are working on this project, we also listen and analyze the flute music of Darren Moose of the Mille Lacs Band of Ojibwe. He wrote and recorded the flute music included in the Resource packet that we use.

In the Native American unit of study, there is no singing that can be done out of respect for their culture. These Ojibwe shoulder bags and flute music provide a unique and engaging way for students to be involved musically. Students will be able to participate in a way that is respectful to this culture. Using these bags and listening to the flute music of Darren Moose of the Mille Lacs Band of Ojibwe will enhance what they have already been studying and make this unit something they will remember!

Project Title: Discover. Create. Learn.

Teacher: Kaitlin Wermerskirchen

Project summary:

The targeted group of learners are my kindergarten students, and the light table and manipulatives would be used daily through morning discovery time and during our designated literacy and math center times.

Kindergartners will be able to use this tool independently, in pairs or small groups throughout our day to benefit their unique learning styles.

Project Title: Basic Beat 8-Note Glockenspiels

Teacher: Julie Lund

Project summary:

These musical instruments would be used by Kindergarten and First Graders during their music time. They are light, have color-coded bars and a very pleasant sound. In addition, our Special Needs students in all grades can benefit from these easy-to-use instruments.

In concert, these glockenspiels could be used to accompany the songs by playing a bordun or ostinato pattern. There are several books that we read to K and 1 which we could use the glocks as sound effects. Singing patterns such as So Mi could be also played on these instruments, reinforcing the relationship between So and Mi visually as well as audibly. These types of instruments can help our differentiated types of learners: visual, auditory and kinesthetic.

Sun Path Elementary School

Project Title: High Touch High Tech Science Made Fun STEM Workshop Residency

Teacher: Stacy Sabby

Project summary:

High Touch High Tech Workshops offer fun, educational, and hands-on science workshops right inside our classrooms! All programs align with the Minnesota Academic Science Standards and include high participation activities for every student. The program includes all equipment and materials needed for the intensive, educational experiences and include take-home experiments for each residency to share with families. We would like to have a specialist visit our school for three different residencies connected to our curriculum.

The residency labs include Primarily Plants (standard 0.4.1.1), What's the Matter (standard 2.2.1.1), and Dig It (standard 4.3.1.3). The specialists would instruct our class for 45-60 min. lessons bringing science to life in our classrooms. We would have a residency in December, March, and May that align with our science curriculum. The specialist would visit all four of our classrooms for an hour. Two classrooms would complete the residency in the morning and two classrooms would complete the residency in the afternoon.

Project Title: UKULELES - community, lifelong learning, engagement, equity, and more

Teacher: Stephanie Peoples

Project summary:

A sense of inclusive community and diversity will be addressed in this project. My first experience playing a ukulele was at a session at the Iowa Music Education Conference. The clinician talked about how often the ukulele is meant to be played in a community environment. Sometimes music performed in schools has an invisible wall between the audience and performer.

This clinician said that often in Hawaii, everyone gets together and sings or plays ukulele and other instruments together as a community. There is no audience because everyone participates in one way or another. It feels more like inclusive community music-making vs. the kind with an invisible wall between performers and audience. I hope for this project to create a sense of community with my students.

This is a diverse perspective on musicmaking because often schools in the mainland U.S. focus on choirs or bands where the performers and audience are separate (although there is great value in this mode of music-making as well). Part of the 5th grade general music curriculum is analyzing World Music as well.

Lifelong learning will be addressed in this project. I often notice that children participate in band throughout their school years but very few continue with their instrument beyond high school or college. I notice that most adults that still play an instrument (and did not major in music in college) are guitar players. Ukulele is very similar to guitar, but smaller. Therefore, ukulele is much more developmentally appropriate for elementary students. The transition to guitar is much easier if starting on ukulele. There are numerous free resources on-line for students to continue ukulele or guitar on their own outside of class and I will address how to find these during class.

Project Title: Prodigy and I-XL

Teacher: Danielle McCloskey

Project summary:

IXL is a program students can use on a daily basis in the classroom on their ipads. Teachers can set up IXL lessons for students to work on that match the lesson objectives and learning targets. The program is for all level of learners in the areas of math, reading, science and social studies. The program can be used daily in class as a learning station, as a morning work exercise, as an exit ticket for a skill, or as a class lesson together on the Smartboard.

IXL is designed to help students achieve authentic skill mastery, and research shows that this approach works because they are motivated with the technology component of the program. When students consistently reach proficiency and mastery of IXL skills, schools see as much as a 16-point bump on state assessments. Research also found that one additional IXL skill mastered, per student, per week, would lead to a large learning gain.

Teachers can set a SmartScore goal of 80 (proficiency) on core skills, and encourage students to reach for 100 (mastery) as an added challenge.

Project Title: Multi-Sensory Reading Intervention (Sunday System 2)

Teacher: Jackie Schultz

Project summary:

The request for purchase of the Sunday System 2 multi-sensory reading intervention system will allow for special education students who are reading below grade level to have access to an intensive intervention reading curriculum.

The Sunday System 2 is designed based on research-based methods that provide effective reading intervention within small group settings. This project would target students who receive reading intervention through special education qualifications. Students for this project have been identified with learning disabilities in reading. They require additional teaching that is not provided within the general education curriculum.

This reading curriculum supports students who need intervention in the areas of phonological awareness, phonics, fluency, vocabulary and comprehension. All of these components of reading are included in this intervention curriculum.

Sweeney Elementary and Jackson Elementary Schools

Project Title: Coding with Ozobot Evo

Teacher: Rachael Schweigert

Project summary:

The Young Scholars program will be starting its fifth year for the 2019-20 school year. We provide innovative enrichment programming district wide for all students K-5, in all five elementary school buildings. This project will provide resources to the Young Scholars program that serves students who have been underrepresented in gifted services. We also provide programming for ALL students with our push in lesson model.

The resources I am asking for will allow students use to Ozobots to learn about coding and computer concepts. Teaching and implementing growth mindset strategies is also an integral part of our programming, and we strive to implement growth mindset strategies during all push in lesson models. Students will be able to code using blackly, and code by coloring using Ozobot Evo. This project aligns with state standards for Science, Math and Technology. The Ozobot Evos is an ongoing project and the Ozobots can be used year after year. There are hundreds of free online Ozobot lessons and resources available to classroom teachers to keep the learning new and challenging.

Tokata (TLC)

Project Title: Plant growth experiment and indoor greenery for the TLC

Teacher: Ben Ficklin

Project summary:

My biology students need to learn a lot this year. They will need to learn about the scientific method, cellular respiration, photosynthesis, reproduction, how plant cells differ from animal cells and much more. I would like to provide the students with the opportunity to tie all that together into one phenomena/event. I will have my students propose an experimental procedure early in the year for some spider plants. They will plant and grow these plants throughout the year and we will be able to check back in on the effect of hours of light on the growth of plants. Then, when each students graduates the school or the end of the year comes around, the students will be able to take a houseplant with them to remember us by.



Project Title: Creating Inventions with Micro:Bits

Teacher: Eric Hills

Project summary:

Using Micro:bits and a 3D scanner, students can create all sorts of incredible inventions. Micro:bits are a programmable circuit board that can be connected to sensors, switches, and wires to create all sorts of inventions from video games to The 3D scanner would be used to create pieces that students could add on to their micro:bits projects as well as create additional 3D printed files. This would be open to all students in the school who utilize our Makerspace found in our media center as well as any classes that want to partner with me on using these tools in their classes.

Project Title: The Body-Brain Connection: Fidgeting Sharpens Focus

Teacher: Bruce Finke

Project summary:

My 7th grade classroom is composed of a variety of learners throughout the day with many learning styles and reading levels. They will range from the at-risk to high achieving and special needs to everyone in between. The latest addition to my classroom is a small wall of manipulatives that has gained an abundance of attention ... a fidget wall. Many students identify with various types of gadgets and fidgets to manipulate their hands, which ultimately allows them to focus better. A subtle fidget may help block out distractions, fight boredom (not to say I am a boring teacher), and increase productivity. It may help my students by impacting their learning in a positive way, allowing them to read and focus on the lessons that are taught instead of fighting hyperactivity or wanting to wander about the classroom



West and East Middle Schools and High School

Project Title: Suicide Prevention/ Awareness Materials for SHS and East & West Middle Schools

Teacher: Emily Matuza

Project summary:

The goal is to educate and inform students at SHS about Suicide Prevention.

The opportunity presented in this project is to support mental health awareness through suicide prevention materials including posters, positive statement decals for mirrors/stalls in the bathrooms and suicide hotline decals for the schools.

High School

Project Title: MiniOne Gel Electrophoresis Apparatus for Principles of Biomedical Sciences

Teacher: Emily Bruzda

Project summary:

The Biomedical Project Lead the Way courses are continuing to grow every school year. The course, Principles of Biomedical Sciences, requires the use of a gel electrophoresis apparatus for multiple labs and units. We have grown the program so that multiple classes are running simultaneously and we are in need of more gel electrophoresis chambers.

The students we are targeting range from 10th to 12th grade students in the health science academy, but often there are students from all the academies taking the course. The labs where they would be exposed to the gel electrophoresis technology are spread through the entire semester long course and it is scaffolded so students are performing gel electrophoresis about 2/3's of the way through the curriculum. The electrophoresis technology can also be used in the advanced Biomedical course, Medical Interventions, College in the Schools: Human Physiology, Technology, and Medical Devices, and AP Biology.

Project Title: eGauge Solar & Wind Monitor

Teacher: Matt Johnston

Project summary:

Our school's ELC has solar panels and a wind turbine that generate renewable energy for the school. However, we currently don't have a good way of demonstrating to students how much electricity is generated or how much money is saved. The eGauge monitor is a web based monitoring system that shows in real time how much electricity is being generated by our system and how much money is being saved. These numbers can be used in courses throughout our Environmental Science Pathway to teach students about renewable electricity.

Project Title: Cleaning Up Oil Spills with Green Chemistry

Teacher: Cassidy Javner

Project summary:

In our chemistry department we have been working to implement the new Next Generation Science Standards in our classrooms. These standards promote engineering, scientific thinking, and modeling in addition to learning the chemistry content material. In addition as a chemistry team we feel that it is important to incorporate sustainability practices, green chemistry, and environmental education into the chemistry coursework.

Our goal is to incorporate environmental issues into each unit in order to engage all students in class and increase attendance. One of the standards states that students will be able to “evaluate or refine a technological solution that reduces impacts of human activities on natural systems.” Students will learn about real-world concepts of petroleum, plastics, and renewable polymers, in addition to the chemistry concepts of intermolecular forces and separation techniques. This grant will support student work on this standard through the context of oil spills on ocean ecosystems. Currently there are several techniques that are used to clean up oil spills such as dispersants and sorbents but they have negative effects on the environment.

Recently, PLA has been researched as a sorbent that could be used to clean up oil spills. In this experiment students will create a filtration system out of PLA to clean up a simulated oil spill. This experiment will take approximately 4-6 class periods to complete. One class to create the PLA filters, one class to explore how oil/water interact with the filters, one class to clean up an oil spill, and one to three classes to evaluate the method and complete the paper, project, or presentation. This project will provide students a hands-on, engaging opportunity to explore how chemistry can be used as a solution to solve problems in the environment.

Project Title: Tower Garden

Teacher: Katie Lechleitner

Project summary:

In the course, Nutrition for the Human Body students learn about nutrition and how important it is for the health of the human throughout the lifespan. A Tower Garden can provide students the wonderful opportunity of bringing outside learning indoors to the classroom. Students can learn about the process of where food comes from, how it is grown, what it looks like as it grows and the nutrients and irrigation needed to produce the optimal product.

Once the garden items are harvested, students will be able to prepare recipes with the food that they have grown. They can compare and contrast the differences in flavor, product freshness and nutrition. This is an ongoing Farm to Table project that will be used and maintained throughout the year.

High School

Project Title: Instruments for Music and Sound Recording

Teacher: Wade Laughlin

Project summary:

We currently offer a Music and Sound Recording course at the high school. The course was budgeted with live music recording in mind (so we do own microphones and mixers), as well as some small MIDI keyboards for the classroom. The missing component is the instruments: guitars, basses, drums, amplifiers, etc.

Currently, the available instruments have either been donated (one guitar, one ukulele) or “loaned out” from the two instructors. We would love to give our kids a chance to record with actual instruments, and, given student interest, start providing a time/space after school for students (both in our class and not in the class) to do what musicians and producers do: gather, write, share ideas, record. The high school offers tremendous opportunities for “traditional” music students (Wind Ensemble, Jazz Band, Choir, etc).

We would like to expand music’s reach to, say, a student who never thought about playing guitar until she heard a guitar arrangement on the bus to school. We would also like to reach students who toil in their basements and bedrooms learning to play, say, ukulele or bass, and give them a chance to share and augment their talents.

I taught music at a school for students with severe emotional/behavioral disabilities soon after the principal had sold all the traditional music equipment and purchased guitars, basses, and pianos. I saw the immediate change in students’ classroom interest. If we were able to secure funds, we would be able to begin finding these instruments at Music-Go-Round and other resellers, and get them into kids’ hands right away.

Project Title: Reading Prep: SHS Read-to-Me

Teacher: Lisa Rose

Project summary:

During the 2018-2019 school year, Reading Prep students engaged in authentic service learning opportunities. The research-based service learning was embedded with skills and strategies that built leadership and reading engagement as students promoted literacy in the community.

In the first semester’s Read-to-Me project, Reading Prep student partners collaborated as audiobook narrators. The activity was embedded with fluency and comprehension skills as students analyzed the author’s craft, as well as key ideas and details in childrens’ picture books. Students developed oral reading fluency and digital learning by recording and editing their narration. Doug Keddie with Digital Coaching helped coordinate and send the recordings with accompanying QR codes to the elementary schools. Indeed, the audio books had such an impact that schools requested more narrated books! In a personal interview, one Sweeney student rated the audiobook a “10/10” with all ten fingers enthusiastically displayed.

This school year, the aim is to expand the program by offering more picture books for narration and affording Reading Prep students the opportunity to take a field trip to Jackson Elementary and read their audiobooks with students.

Project Title: If These Walls Could Talk

Teacher: Shawna Wilson

Project summary:

Students will spend about 5,824 hours at Shakopee High School between 9th and 11th grades. We have an AMAZING new facility with state-of-the-art lab spaces and classrooms. However, we lag behind in what elementary schools have done well for so long - creating a sense of community and belonging on our walls - reflective on bulletin boards and display cases. What do our walls say at the High School? Not much right now!

If These Walls Could Talk utilizes our Exploring Education students (current and former who may become a Teaching Assistant in the future), to help all teachers and staff beautify their existing bulletin boards, display cases or classroom walls to more fully engage students & better reflect their content. "Scientific studies reveal the unexpected importance of a classroom's symbolic features, such as objects and wall decor, in influencing student learning and achievement in that environment. Symbols inform students whether they are valued learners and belong within the classroom, with far-reaching consequences for students' educational choices and achievement." (Cheryan, Ziegler, Plaut, & Meltzoff, *Designing Classrooms to Maximize Achievement*, Policy Insights from the Behavioral and Brain Sciences, vol.1, 2014)





Shakopee Educational Endowment Foundation,
PO Box 144
Shakopee, MN 55379
www.shakopeeedfoundation.org