

Glenview Education Foundation Donates

Over \$220,000 to ALL D34 Classrooms in 2017-18

Below is a list of the 16 grants that received funding from the Glenview Education Foundation during 2017- 18 school year.

Training in the Mindful Schools Curricula

This grant allows the school social worker and psychologist to be fully trained in mindfulness strategies for the classroom through the Mindful Schools Fundamentals and Educator Essentials courses offered by the Mindful Schools organization. University-based studies on the effects of implementing direct instruction of Mindful Schools' techniques have been shown to improve students' attention, classroom participation, and habit of showing care for others. The team partnered with classroom teachers to pilot the effectiveness of implementing mindfulness practices in one or two classrooms (25-50 students). They also ran a pilot social work group focused on mindfulness techniques for a group of 3-6 students who have been identified as at-risk. Finally, the applicants also intend to use their training to teach mindfulness techniques to their psychologist and social worker colleagues at other schools.

Math Club

Building from a previous grant, students will participate in three contests throughout the year. The Math Club is be open to any student who wishes to participate. The contests are held at the school level and there are no transportation costs. Each grade level contest consists of two parts: team competition and individual competition. The team competition consists of five members who work together on 20 questions for 25 minutes. The school may field as many five member teams. In addition, the Math Club meets approximately twice a month to engage in math projects and challenges. Before each contest, meetings focus on practice problems and team building activities for the contest.

Lectura Encendida

This program serves economically disadvantaged bilingual students in 3rd-5th grades at Hoffman School. This grant provides a variety of quality books so that students can have the opportunity to obtain foundational literacy experience at home. The Lectura Encendida program benefits all three grade levels (approximately 50 families). "Take home" bags contain approximately 5-7 books, a combination of fiction and non-fiction, which students read either independently at home or along with their parents. The "book bags" is used on a rotating basis, meaning that every 2 weeks a student will exchange his/her bag for another. Furthermore, teachers piloted an after school "book club." Both parent and child read a common chapter book and come together to discuss and critique the text. This program serves as a bridge between home and school and encourages dialogue between children and adults on a variety of interesting literary themes such as friendship, family, community and diversity.

Home-Grown Reading Institute

This grant brought the esteemed Reading Institute from Teacher's College in New York directly to Glenview to open up participation to 25 K-2 teachers across the district. Previous grants have paid for small groups of teachers to travel to New York to participate in this training, which has generated interest among other teachers who have had the opportunity to observe their colleagues implementing this Reading Workshop in their classrooms. As interest in this literacy practice spreads, this grant saves on travel expenses and opens the training to a wider number of elementary teachers by instead bringing the Teacher's College trainers to District 34 for a 5-day on-site summer institute that can be tailored to the district's needs, assessments, prior knowledge, and goals.

"Maker Modules" - Construction, Circuitry, Robotics/Coding

This grant funded to create three rotating "Makers Modules" (robotics/coding, construction & circuitry) to provide foundational skills in engineering. All k-2 and 3-5 students (over 3,000 students in 60 classrooms) in the district will receive this instruction during classroom time versus the limited

afterschool clubs that are currently available. The inquiry-based approach program gives students hands-on opportunities with high tech tools in a scaffolding experience that is integrated across curricular areas and is differentiated across grade levels. This program brought District 34 in line with the leaders in the maker movement in surrounding suburbs and nationwide. Technology Facilitators & LRC directors created activities following the Demco's Makers Guide and piloted the 3 modules during the third trimester of 2017/18. They assessed their outcomes and full implementation of the three modules will rotate each trimester during the 2018/19 school year.

Redesigning Classroom Learning Spaces - Research and Development

Through this grant, the district developed a clear and consistent approach to redesigning classroom learning spaces to enhance learning and whole child development. This grant specifically focused on research and development, rather than on implementation of any changes to classrooms. Based on the work of a previous GEF grant, the DALFA team informed the D34 Board that redesigning learning spaces is about the kind of learning that a space encourages. The district focus moving forward is centered around working with staff from all schools to develop a plan for piloting a purposeful and authentic learning space. The classroom redesign project requires several phases of research and implementation. The scope of this grant (the initial research and development phase) includes the professional learning of 14 educators through the research and development process; participants will make changes in their own settings. This grant is designed to support ongoing district work around what learning looks like and how our learning spaces and resources can best support that vision of learning. A second phase will be proposed in the spring to transform 10-15 pilot classrooms across the district based on the work done through this initial grant. Funding for this second phase will be requested during the next grant cycle.

Padres con Poder: Parents with Power for Middle School Hispanic Families

This grant was to spread parent programs currently existing at Henking and Hoffman schools to Attea and Springman. When students move to middle school, there are limited opportunities for students to utilize their native languages or authentically celebrate their cultures within the school. Through the Bilingual programs at Henking and Hoffman, parent education opportunities were plentiful when teacher teams developed programs called PALMA and MAPA. These programs created a true partnership with Hispanic families and bridged a connection that formerly did not exist. There is no such program at the middle schools yet there is a strong need expressed by staff and leadership to have these opportunities for our families, as there is a larger achievement gap and more struggling students. Springman and Attea Middle Schools both have a large number of Hispanic students who would be targeted for participation in these programs. We began monthly events in February, March, April, and May in each school (8 workshops total- 4 in each school). The district was able to fund one such meeting this year, which has already occurred; this grant would allow this program to continue.

D34 Writing Workshop Cohort

This grant provided in-depth professional development for K-5 teachers to help them thoroughly implement the writing workshop model of writing instruction that was recently adopted by the district's Education Committee. With the goal of creating a shared vision of writing instruction that is consistent across all six primary and intermediate buildings, this grant provides funding for a year-long PD program for a group of 42 teachers (a lead teacher from each of the six schools, plus 2 teachers per grade, per school) and 3 instructional coaches. The plan provided for four "learn, observe, create" coaching cycles with this group during the 2018-19 school year, with each cycle focusing on the philosophy and implementation of a specific aspect of the writing workshop model. The outcome of the grant will be long-term, sustainable learning lab classrooms with highly-trained writing workshop teachers who will serve as active models for the instructional coaches who will continue training for the remaining teachers in each building.

Play Away Digital Audio Grant Proposal

This grant provided five Play Away Audiobooks for use in a fifth-grade classroom. The use of audiobooks helps students with basic reading skills improve their reading fluency and overall

enjoyment of reading. The audio books can also be shared across the grade and help support the reading needs of English Language students, regular education students regardless of reading level and students who receive special education services. Audiobooks are used in 1-1 situations, small group, partners, etc. to best match the learners needs.

STEM Day 2019

This proposal seeks funding for the fourth annual GBS STEM field trip for roughly 100 students from Attea and Springman in February of 2019. During this field trip, students will be introduced to STEM fields of study, STEM careers, and the GBS STEM program. The funding would cover teacher time to organize the event, supervise the application process, select the students attending the field trip, attend the field trip, and conduct a post field trip survey. The funding for the field trip would also cover buses, lunch, challenges prizes, and t-shirts for the attendees. We are approving this grant for \$3,600, which represents the actual amount spent in previous years and will make for an easier transition to the district in the future.

Outdoor Courtyard Design

This grant improved the outdoor courtyard at Springman School. Repurposing this courtyard, which is located in the center of the building, allows for use with current science instruction as well as for science enrichment. Teachers are able to use the space as they see fit for their classrooms and/or curriculum. The students designed, built, created, and planted in the courtyard to create a flexible learning space. This proposal involved the purchase of materials needed to build and plant within the courtyard. Teachers share what they've learned from facilitating courtyard projects as a form of professional development for one another. Students share what they have learned with one another in order to inform new projects and updates to the space.

Ride & Read

This program is offered to EL students at various District 34 schools and allows students to continue to work on their reading and comprehension skills at the Glenview Public Library over summer break. Students are bussed to the library once per week to work with a group of volunteers who read with them in English and, if needed, in Spanish. The program serves as an At-Risk Support for EL students over the summer by continuing their reading retention and comprehension abilities, teaching them library skills, connecting them to teachers and volunteers from the community, and promoting access to reading resources consistently during the summer. Books were also purchased/provided for the students to take and read at home.

Library on Wheels

The 2015-16 grant Construyendo Memorias provided books in tote bags as part of a summer reading program for at-risk students. This grant seeks to reuse the books and bags in a new configuration. Two teachers went to one of the neighborhoods where the participants reside and bring them book bags over a nine-week period during the summer. The participants read at home, reported and exchanged the bags on a weekly basis. When they exchanged the bags and the report, they received a small prize. If they do not report they will still be allowed to exchange the bags. This voluntary program selected 20 families from the Henking bilingual program.

Readiness and Success Program

This program allowed English Learner students and members of their families an opportunity to visit DePaul University to help establish a college-going culture with home and school. Pleasant Ridge Elementary School's EL Department, in partnership with 4th and 5th grade teachers, requested funding to support the development of a college-going culture program called Readiness and Success. Students and families began college-going-culture lessons. Students had a culminating activity of visiting DePaul University in May with a family member. The applicants asked for funding to pay for the busses for the DePaul trip.

The 14th Annual GEF Recital Night

The annual GEF Recital Night provides an in-district opportunity for the band and orchestra students to prepare and perform solo and ensemble literature for professional musicians in a clinic/master class

format. District 34 instrumental teachers lead students in literature selection and preparation beginning in December. At the festival, small groups of students perform for each other, their families, and a clinician (professional musician). After the performances of the group, the clinician conducts a master class, giving comments on the performances to help students improve their musicianship. The festival was held in January 2019 at Attea Middle School. In addition, when students are not performing (before or after their own recital), professional chamber ensembles from the Elgin Symphony Orchestra present “Informances”. The musicians play and talk about their instruments, practicing, the music and playing in school.

Middle School Ukulele Set

This grant provided a classroom set of ukuleles for each middle school. Ukuleles give students an age-appropriate entry point into an instrument that can be used and enjoyed by all for the rest of their lives through accompanied singing, melody creation, individual play, and group music making. Teaching sixth graders to play the ukulele would provide an introduction to the guitars later in middle school.