**PASS Program Sensory Room Requested by Charles, Kimberly**

Kids in the PASS program may exhibit significant behaviors. Resedarch indicates that students in the PASS program are especially likely to exhibit acting out behaviors, impatience, anger, aggression, impulsivity, and inappropriate emotional responses(Goodwin, 2013). "Children with poor self-regulation disrupt an entire classroom"(Perry). Self-regulation is an important skill for students of all ages. We want to create a space for calming and activies to teach kids selfl-regulation. Students need a place to go where they can calm down, de-escalate, or participate in activities that help them self-regulate. Funding Needed: $634.00

**Gazebo Learning and Diggin' It Requested by McQueen, Deborah**

Digging" It at B.E.S. is a school wide Gardening experience for alkyds. The kids are the main care takers of the garden from weeding, seeding, watering, tending and sampling their produce. Students observe the Plant Life Cycle TEK with hands on learning and observe where produce actually comes from.<br><br>Students become aware of the needs of plants as to space, amount of water, growth time to seeing the finished consumable product and finally reproducing again. Within the garden, students get a chance to see animal and insect dependency up close in their natural habitat, as well as insect life cycles from eggs, larva, caterpillar to butterflies. The students get to see pollination as the bees zoom through the flower gardens and birds nesting in our birdhouse.<br>I would love to use these funds for a kid size gazebo or benches to be built around the school garden for the kids to sit and enjoy nature as they learn. The benches or gazebo will also be used for outdoor learning time for all classroom teachers to enhance any curriculum. Funding Needed: 920.00

**Today a Reader, Tomorrow a Leader! Requested by Owens, Mellisa**

Using OSMO Word, students will develop the foundational skills surrounding letter recognition and decoding. As they gain proficiency and confidence, students become challenged to spell more challenging words. With the Monster program, students are challenged to listen and create specific drawings for the story, while also cementing new vocabulary and comprehension through interactive activities. <br><br>We know students learn best with hands-on activities while having fun. Play based learning is invaluable for new learners such as first graders. These sets reinforce learning through hands-n activities across the areas of reading and creativity. <br><br>The objectives for these activities include:<br>\* Integrating technology into the classroom<br>\*Building creativity and a drive for learning<br>\* Develop fluent readers<br> Funding Needed: 910.80

**STUDENT CHOICE: 5TH GRADE CLASSROOM LIBRARY Requested by Parker, Edith**

WITH THIS GRANT, I WILL PURCHASE BOOKS FOR MY CLASSROOM LIBRARY FOR THE 5TH GRADE BARRETT ELEMENTARY STUDENTS. STUDENT CULTURAL AND ETHNIC BACKGROUNDS VARY A GREAT DEAL, AND THE NEED FOR EASY ACCESS TO RELATABLE LITERATURE IS GREAT. THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD.ORG, 2019) RECENTLY CONDUCTED RESEARCH THAT REVEALED THAT THROUGH STUDENT CHOICE, I CAN HELP MY STUDENTS DIFFERENTIATE THEIR READING SO THAT LEARNING IS APPROPRIATELY CHALLENGING. I CAN COMBAT STUDENT APATHY, HELPING THEM CONNECT WITH THEIR OWN SPECIFIC INTERESTS AND STRENGTHS AND GIVING THEM MORE AUTONOMY, POWER, AND CONTROL OVER THEIR READING, WHICH, IN TURN, BOOST THEIR INTRINSIC MOTIVATION. I HAVE PROVEN IN A PAST SCHOOL DISTRICT THAT EASILY ACCESSIBLE AND MORE RELATABLE LITERATURE WILL MOTIVATE STUDENTS TO READ, THEREFORE, INCREASE READING AND READING COMPREHENSION. Funding Needed: 1000

**Got Ya Covered Requested by Remy, Carolyn**

We want to create a multi-purpose permanent outdoor covered space not only for our special needs wheelchair-bound students but as an opportunity for an outdoor classroom. The students that must remain in their wheelchairs during recess have no area that protects them from the hot Houston area sunshine. They would like the opportunity to be with their peers enjoying the outside in the least restrictive environment, yet remain sheltered from the heat and harmful UV rays. Teachers can also utilize the space for an outside classroom. There are many opportunities for science, reading, and math activities that can be experienced in the great outdoors. Funding Needed: $4800.00

**Camera Coog video and photography production Requested by Salas, Jorge**

Technology is the future of society. Please help us provide a top-notch educational experience for students who are interested in learning skills in the field of photography and video production. Through the use of an iMac, adobe software, studio lighting, along with a DSLR camera, students will write, record and produce a daily school news broadcasting. Additionally, we will be teaching our students hands on how to take, edit, and publish photographs ranging from everyday school activities to expert level compositions for school and district wide programs. Teaching students at such an early age to learn the post production process hones in on students creative imaginations, creates community, enhances learning and collaboration amongst all grade levels. We feel that giving students this opportunity will open up so many doors for them in the future well beyond high school. We can�t wait to show you what our students will create! <br> Funding Needed: $3000

**Empowering Kids Through Movement Requested by Todd, Johanna**

Ultimately, the goal of flexible seating is to better engage students and empower them with choices by providing diverse seating options. Flexible seating facilitates student-centered, collaborative learning, fosters a positive classroom community, and even promotes healthy, kinesthetic learning. Funding Needed: 2749.59

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**Meaningful Math with Manipulatives Requested by Glover, Amy**

Students need math manipulatives in their hands everyday! My grant will provide them with age appropriate resources to keep them engaged in math and make their learning more meaningful to them. I picked out manipulatives and resources that align with the grade level objectives. I plan for the students to use these manipulatives during whole group lessons and during math stations. They will be provided with a lot of opportunities to discuss their reasoning while modeling their mathematical thinking! Funding Needed: 460.00

**Growing Giants for the 21st Requested by Graham, Amy**

Our grade level is working to help our students acquire skills and knowledge to help them become successful learners and prepare them for jobs that probably haven't even be created in the workforce yet. With this grant we will be able to work in both small groups and independent study, thereby implementing differentiated instructional goals to reach all levels of learners. Students will better be able to reach a higher mastery in academics through the use of technology and will allow them to equitably compete with other technologically enhanced districts. Students will be able to use hands-on manipulatives along side the technology to reach different learning styles. They will also develop research skills necessary for academic growth. <br><br>Project Implementation:<br><br>- Students will have access to numerous educationally designed applications to develop skills in all core subjects.<br>- Students will be able to read, write and compute using IPADS and the Osmo learning system which will help in small group and station groups.<br>- Students will have the ability to interact using educational forums and virtual chat sessions to gain more experiences not only within our community, but also the nation and world.<br>-Students will also be able to take "virtual field trips" to reinforce lessons taught in class and gain cultural knowledge and awareness. <br>- Students will have hands on manipulatives for both Math and ELAR through the Osmo learning system to help all styles of learners and allow them to develop higher order thinking skills. <br>- Students will be able to use the IPADS to record and present projects to help them develop valuable speaking skills. Funding Needed: $5,000

**Math Resource Requested by Henderson, Emily**

I teach math resource to student's with a variety of different learning disabilities and cognitive deficits. My goal is to provide a work space for them to feel comfortable while learning. I believe with the right tools my student's will show progress and enjoy learning just how fun math can be using hands on activities, manipulatives and games. Funding Needed: 1,000

**Fast, Fun and Fluent Requested by Jordal, Alicia**

There are a million ways to use an iPad in the classroom, but there are not that many tools to use to hear yourself read. With an iPad mini the students would be able to upload material, record themselves reading the material, and in the end, listen to themselves read. The best way to increase fluency is to hear yourself read, repeatedly. The best way to increase reading ability is to increase fluency. <br>Fluency is something that is beneficial for all readers. If we increase everyone's ability to read, it will benefit all subjects. <br>Our students will also benefit by having mini iPads for differentiation. You can have students log on to instructional apps such as Education Galaxy, Spelling City, Epic, Learning Farm, and Reading A to Z. Our newly adopted curriculum from Pearson also includes an online portal for students to listen to books online. We also teach Social Studies, and we can utilize our content that we teach by logging in to Studies Weekly on the iPad and letting the students listen to the content read aloud. Funding Needed: $4890

**I Like to Move It, Move It Requested by Whigham, Cindy**

Equipment needed for "Move It, Move It" will provide musical, emotional, social, and physical development of all students.<br>When funded, this grant will help to develop and improve fine and gross motor skills, rhythm and movement, balance, dance, hand-eye/foot-eye coordination, and flexibility while increasing students' heart rates and keeping them actively engaged. Activities will foster the social and emotional growth through teamwork and cooperative learning. <br>The developmentally appropriate equipment will assist in meeting and/or surpassing this goal while meeting state standards, as several of the Physical Education and Music TEKS are aligned with each other and connect to the emotional/social behavior intervention plans of the PASS and Life Skills programs.<br> Funding Needed: $4,991.04

**Digital Art Drawing Pads Requested by Baxter, Tyra**

Digital Art students are learning all about creating masterpieces using the Adobe Suite products including Indesign, Illustrator and Photoshop where they will be creating their masterpieces. Instead of using traditional art materials all work is done on their macbooks. Students need and will use daily drawing tablets that will connect to their macbooks to create their works of art. The drawing tablets and the abundance of tools they come with will promote growth among the students. Without them they are lacking the technology and the ability to truly learn to create digital work. Funding Needed: 2000

**Dance Speakers Requested by Caldwell, Sydney**

The Crosby High School dance room currently lacks the ability to play music through a speaker. The 2 speakers available to us are either broken or too small to play throughout the room. The dance department would like to purchase 2 bluetooth tripod speakers in order to effectively carry out curriculum. The dance department would also like to purchase a portable speaker. This would allow for moving rooms, camps, and practicing before contest. Without proper sound equipment, we have to rely on personal phones. We cannot consistently play music to do choreography, projects, or warming up. With these speakers, we would be able to use them long term to hear our music, which is necessary to play while we dance. Students who are learning the art of dance need to be able to feel and connect to the music they are listening to. Without that capability they are cut off creatively and severely limited in providing great performances for our district. Funding Needed: 1,000

**PAWS-itive Learning Requested by DeLauri, Gabriayla**

I currently teach Small Animal Management and Veterinary Medical Applications. With this grant, my classes will be hosting a weekly dog grooming "doggie daycare." Students will receive a hands-on opportunity that will allow them to become experienced with animal handling to take with them in the workforce. Students will be practicing basic animal healthcare such as, bathing, nail clipping, hair trimming, ear cleaning and much more. Students will be responsible for all aspects of the dog grooming "business" which includes: client communication, animal needs, appointment scheduling, handling, business logistics, etc. This aligns with the district goal of Crosby graduates being prepared for success after high school by being adequately prepared to enter the work force. Students can go straight into the workforce with the Certified Veterinary Assistant certification that they can earn by implementing this program. Funding Needed: $984.97

**Culinary Arts Community Outreach Requested by Espinosa, Vasso**

To Whom It May Concern,<br> As the Culinary Arts Program continues to grow, we have started our Community Outreach. We have recently partnered with Stonebridge Country Club, Chamber of Commerce and the International Union of Operational Engineers Training Facility. These partnerships will give our Junior Chefs hands-on real world experience with opportunities of employment. In order for the Junior Chefs to be employable, they will need to have a proper uniform. The uniform consists of a white short sleeve collar shirt, and black pants. The uniform will serve many present and future students. A goal of Crosby ISD is to have our students graduate College or Career Ready. This goal will be met with our new Community Outreach Program. The Program will also met several Texas Essential Knowledge and Skills objectives that has been written according to Industry Standards. Since the Culinary Arts Program recently became a license restaurant and catering company, we will also be able to use the uniform for our restaurant service and catering events. Thank you for reading and considering our Community Outreach Grant.<br> Funding Needed: $1,000

**Cougar Landscape and Lawn Requested by Morrison, Cassie**

With this equipment students will gain hands on experience by maintaining the green space around the CHS Ag facility. This will include the Ag shop/classroom, and barn area. Students have not had this hands on opportunity in the past, so it will be a positive supplement for the horticulture curriculum. Student will learn how to mange turf, landscape, and how to do routine maintenance on small engines. This project could help spark the interest of a student to become an entrepreneur to start their own landscaping/turf grass maintenance business. This project aligns with the district college and career readiness goal of being prepared for workforce success. Funding Needed: 994.54

**Igniting Careers Requested by Odom, Paul**

This grant will help reach the Crosby ISD district goal of students being adequately prepared to enter the workforce. This will be accomplished when the students are able to earn their NCCER certification which is an industry recognized certification that will allow our students to go to work. Students will have the opportunity to practice welding with the welding rods and improve their skills. In sum, the welding rods will be used to Earn Industry Recognized certification credentials from NCCER. This will allow the students to learn real world employable life skills. This also coincides with the district's objective of increasing student certifications so that they are college and career ready. Funding Needed: $1,000

**Don't Stop BeLEAFing Requested by Padgett, Kelly**

The purpose of this garden is to give students a chance to grow plants as well as their skills and knowledge in a multitude of ways. First, students will discover the growth process and cycle of production plants in Agriculture. They will see each stage of a plant�s life, from germination to the end product of a vegetable. Second, students will learn the hands-on skills needed to create, maintain, and harvest a vegetable garden. These students will be responsible for constructing the garden shape, spreading the soil to a level depth all around, and reading planting instructions. From there, students will be responsible for watering and measuring plant growth throughout the growing periods. Finally, this year long project will teach students responsibility. It is their job to tend to the garden and learn when to water and harvest to gain the best vegetable yield. Funding Needed: $1000

**Inventive Independent Reading Initiative Requested by Starkey, Stephanie**

In 9th and 10th grade, students struggle with having the stamina needed to master EOC testing. In order to build stamina, as teachers, we would like to allow students to pick engaging texts that peak their interests. By having an expansive YA novel collection, students will be more likely to read a novel in its entirety. We have found that students do not engage or have difficulty selecting books in the library. As teachers, with extensive classroom libraries, selections become more customized for each student. CISD is implementing in the English classrooms self selected, sustained reading in the curriculum. With this initiative students are granted opportunities to be stimulated by their own reading choices. Overall, this will allow students to approach the EOC with not only stamina but also improves inferencing skills and reading comprehension in order to be successful meeting the required testing objectives. The grant aligns with District goals and objectives by increasing the percentage of students being successful on the EOC test. Funding Needed: $1937.15

**Student Superheroes Requested by Thompson, Kristi**

Imagine how our community could benefit from over 200 high school students having in-depth, hands-on training in CPR and First Aid each school year. With this grant, we will be able to effectively train students in the classroom to not only learn CPR, but to respond to life-threatening illnesses and other emergencies. Sitting in our classrooms now are the future teachers and healthcare providers for our community. These students are eager to learn and willing to help others around them. As students are trained, we will see a ripple effect as they educate their peers about the importance of CPR & first aid training. Putting these skills in the hands of tomorrow's leaders will truly impact the health of our community! Funding Needed: $5000

**Building a Classroom Library Requested by Havard, Tara**

Crosby ISD has a high reading expectations for Kindergarten. Students are expected to read on a Rigby four reading level and master 25 high frequency words. Students are also expected to master blending, spelling simple words, and write complete sentences. Reading is the most important skill my students will need to learn. One of the hardest skills for students to master is learning to read independently. They need motivation. They need to experience joy and fun with reading. Studies have shown that if students are allowed to choose books that interest them, they are more likely to be motivated. When my students see a book with a character they have seen in movies or cartoons, they are so excited to read. I need new books for my library center that will engage my students with characters that they are familiar with and with text that is on their level. This will encourage and inspire them to read more independently. They will enjoy reading and feel more confident as a reader. The books I am requesting for my class library can foster many reading skills, such as phonics, blending, word building, and overall phonemic awareness. The books I have requested will support the following Texas Essential Knowledge and Skills:<br>K.1D Develop and sustain foundational language skills<br>K.2B Demonstrate and apply phonetic knowledge<br>K.2C Demonstrate and apply spelling knowledge<br>K.2CA spell words with VC, CVC, CCVC<br>K.2DE Identify all uppercase and lowercase letters<br>k.2D Demonstrate print awareness<br>K.5A Establish purpose for reading assigned and self selected text <br>K.3B Use illustrations and texts the student is able to read<br> Funding Needed: 411.08

**Let's Wiggle and Learn! Requested by Hernandez, Christina**

Our younger students are engaged with movement and technology; why not incorporate both into our everyday routine? I currently have a variety of flexible seating options in my classroom that were funded by previous grants. However, the number of students in my classroom has grown in recent years and I am in need of additional resources to accommodate my students. I love seeing how focused and engaged students are when using these quiet, non-distracting seating options. In addition to these flexible seating resources, I am looking to expand my technology stations with more age-appropriate learning tools. These learning tools will bring interactive learning to my classroom through a variety of activities that will extend students� knowledge with shapes, numbers, letters, words, and more.<br>Crosby ISD is great at supporting teachers to keep students comfortable and engaged in the classroom. This grant will help my students become 21st century learners. <br> Funding Needed: 505.92

**Catnip Mini Station- All Aboard! Requested by Fontenot, Kevin**

Mathematicians learn and grow together. We are the conductors of all numbers and teach our students to make sense of them. Research has shown that students positively respond to visual vocabulary. Catnip's Word Wall(s) would allow our LEP students and all students to grasp math TEKS and utilize academic vocabulary in purposeful talk. Math centers allow a prescriptive focus that aims to produce student growth and appeal to multiple learning modalities. Last school year, one of our elementary colleagues, challenged their class to successfully complete 500,000 IXL (TEK-specific math differentiated learning program) questions. Having eight mini-iPads would allow for a rotating center of devices on our grade-level team, which would provide more frequent and consistent access to this stellar district-purchased program (IXL). We thank you for your consideration as we strive to move our students from good to great. Please join in being All Aboard! Funding Needed: $4,294.84

**"The Spirit of Crosby - Please Dont Stop the Music ! Requested by Godoy, Jennifer**

Our program has grown to 287 dance class students and our Dance team, the Star Steppers is the biggest it has been in it's 13 year history, with 43 members . We are excited for the growth and would like to add items to show it in the stands and on the contest floor.<br>With the addition of our second dance teacher we are sharing music list and using technology and Apple Music from our laptops and iPads , to really enhance our classes. A new portable radio is needed for our second classroom and gym space for the dance team. Funding Needed: 2,125.00

**"Racking" Up Art Requested by Gonzalez, Laura**

Because CMS has now added a 2nd art teacher, we have doubled the size of students we teach, and thus need more storage space to dry artwork. Since many projects run concurrent with each course, another drying rack is needed so that the art teachers are not having to share the current drying rack and having to move it across the school with each project. Use of the drying rack helps students build upon their projects across several days or weeks. We offer extensive lessons on composition, color theory, elements and principles of art, and craftsmanship. All of these are not possible to teach in a one period class. Thus, projects are expanded across days and weeks to help students understand the value of hard work, dedication and patience. Between periods, artwork is in need of drying horizontally to allow students to apply layers and add effects. <br> Funding Needed: $1000

**Flipping for our Cougar Family Requested by Griffin, Katelin**

Granting the cheerleaders with a new mat to practice on will heighten the cheerleaders ability to perform well in front of our Cougar family. Granting the current cheerleaders and the cheerleaders to come with a true cheerleading mat will improve their tumbling, stunting, and over all confidence when performing in front of our Cougar family. Providing the cheerleaders with a cheerleading mat will improve the campuses moral and spirit level. This will allow more parents being open to their child trying out for cheerleading knowing that their child is safe while flipping and stunting on a mat rather than concrete or wood floor. Funding Needed: $700.00

**Get Fit Requested by Kenebrew, Adrien**

The purpose for the grant is to serve over 1100 students at Crosby Middle School. In implementing of the new equipment, CMS will approach to increase student health and encourage positive life choices, with a focus on developing physical literacy and lifetime fitness by being able to teach proper techniques and terminology of weightlifting to students. Project activities to achieve the goals include: 1) Increasing the amount of student physical activity and knowledge; 2) Providing standards-aligned PE; 3) Offering education to students to promote healthy lifestyles; 4) Review and improving school policies around promoting good health among students; 5) Providing a safe and clean environment for the students and 6) Engaging students in positive, rigorous physical activity during PE and athletics <br>The need of an improved fieldhouse and new equipment has been approved from the community through the 2018 bond. Therefore, with the approval of the bond on 2018, the community noticed the needs.<br> Funding Needed: 5000

**Boomwhackers! Requested by Nelson, Jay**

I have been asked to teach a new general (non-performing) music class at CMS. As there is no funding I would like to get some materials for this class. My goal is to create some fun ways to learn about music by using non-traditional instruments (buckets, boomwhackers, etc.). These materials would allow the students to learn about music fundamentals in a non-threatening way and any performing would only be done in the classroom. Since we already have several performance-based classes at CMS, this new initiative allows for a different demographic of students to have a quality musical experience without the added pressure of after school events in front of an audience. Funding Needed: 688.08

**"Racking" Up Art! Requested by Sortore, Melanie**

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**Mini iPads for Mini Learners Requested by Corso, Erica**

This grant will us to take a technology driven generation and give them hands on experiences using their love for technology to improve their overall education. These students will practice mastering math skills, improve reading abilities, be given opportunities for coding, and prepare them for 21st century jobs that don't even exist yet. Funding Needed: $5,000

**A Home Away From Home Requested by Crear, Melanie**

Our student population is made up of a group of diverse learners who face many challenges outside of our school walls. I want to create a safe space in our classroom that will allow students to escape daily stressors from everyday academic and social challenges. This environment will allow students to de-stress and relax while increasing academic achievement. A safe space paired with flexible seating options promotes a warm learning environment, that encourages healthy communication and social interactions. This atmosphere is beneficial for kids who may suffer from depression, anxiety, and other student populations. Students will be challenged to use higher-order thinking, and emotional skills, like conflict resolution when choosing a learning space within our cozy dwelling. Students will also have a special area to calm themselves when agitated by the ever growing demands of elementary school. Please help me to turn our classroom into a �Home Away from Home�.<br> Funding Needed: $993.93

**Flexible Seating for Maximum Engagement! Requested by DeBose, Courtney**

Outside the windows of our classroom is a dynamic, fast-paced, and ever-changing world full of choices. Students feel empowered by having some degree of choice and control over their environment. Our grant to incorporate Flexible seating is innovative because it allows students to choose where they work and with whom. It also allows them to change their location and positions as needed Our students are Curious, enthusiastic, and creative; they are ready to immerse themselves in any kind of challenge. Our students are eager for any type of hands-on learning that they can get ahold of. They come to school each day with excitement and are interested in what the day is going to hold. Sitting in the same spot, in rows, is not how our kids learn anymore. Flexible seating allows kids to choose where they learn best and to work comfortably. We want them be where they are comfortable and productive. Learning environments can have a direct impact on student achievement According to research, Todays students require environments that encourage discovery and deeper learning, and flexible design is fundamental to the next generation of teaching and learning. We as a team have decided to make the switch over to alternative seating. We look forward to introducing our students to a new way of learning. Our district goal is to prepare students for jobs that have not yet been created and our project will allow students the freedom to explore their independence and make choices. <br> Funding Needed: 5000

**From Struggling Readers to Tomorrow's Leaders Requested by Guillory, Valerie**

We are Special Education Resource teachers. We help Special Education students in grades 1-5. Many of our students are unable to read or they really struggle with it due to their lack of basic reading skills. The All About Reading program is a research based program that will differentiate instruction of the necessary reading skills our students lack. It allows for instruction to be taught using a multi-sensory approach: using sight, sound, and touch. This is perfect for our struggling readers, because it is interactive and FUN! Reading is such a vital part to learning as it is cross-curricular and this is our solution to closing the gap. The goal of this reading program is for our students to become confident fluent readers. Funding Needed: $1546.05

**Tiny Hands Technology Requested by Northern, Dana**

Tiny Hands Technology offer opportunities for young minds to use technology effectively and purposefully. Technology has proven effective in teaching emergent readers. Research has shown that students who use technology that offers more relational text and visuals in computer programs begin to read and write faster. With visuals and written expression in early learning programs, young minds are developed which yields less growth-related delays. Students can be interactive with the Starfall program which offers listening skills, written language and spelling. With technology, English Language Learners� are offered the opportunity to learn and hear words in English and make the necessary connections for learning another language. Starfall program places emphasis on phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity. The program is available to grades PK-3rd grade for more advanced students. Purchasing the Starfall license will help to close learning gaps for our early learners. Funding Needed: $270.00

**Lucky Little Learners Requested by Scheig, Jessica**

The Osmo Learning System is designed to bridge together the real world and digital technology of the 21st century for the classroom. This product takes an i-pad and makes the digital learning a step better by becoming hands on in interactive ways. The Osmo allows all different styles of learning to be addressed, creates positive interactions, increases logical reasoning, and can be used in numerous settings such as small groups or whole class. The Osmo addition to our already existing i-Pads in the classroom would allow for reading interventions with struggling readers, or with number sense and mathematical concepts for young mathematicians. Osmo also provides students with immediate feedback on their learning, which is great for that instant gratification of a job well done! The acquisition of this product would continue our districts movement as a district of innovation, guide reading, math and arts through the games that it provides. But shhh! Don't tell the students that they are learning! They think they are just having fun! Engaging lessons and innovative learning is the key to the success of the technology dependent student in out ever changing world. Today, we are preparing students for jobs that have not even been thought of and they need to learn in these differing and exciting ways. Funding Needed: 950.00

**Engaging TEKS Are Fantastic with StoryWorks From Scholastic! Requested by Egans, Laneka**

Grant: Engaging TEKS Are Fantastic with StoryWorks From Scholastic!<br>Request: StoryWorks Subscription 1 Full Year<br>Amount: $8.49 per issue for estimated 130 students= $1103.70 with Shipping and Handling Fees $110.37<br>Why? All vocabulary and scaffolding is differentiated to meet the entry level needs of all grade appropriate students, and English Language Learners (ELL's). The subscription includes a lesson plan and scope and sequence. Scholastic also completely addresses students on the bubble for meeting, approaching, or targeted to exceed expectations of the STAAR Test according to most teacher opinions and district data. StoryWorks passages are easy to navigate, colorful, current, relevant, and downright engaging. Most students willingly follow the steps as facilitated and the data we collect shows evidence of progress when used as a supplemental resource in 5th Grade reading language arts classrooms. The integration of science and social studies also supports our need to make learning relevant and connected to real word problem solving strategies. Teachers need challenging vocabulary that target higher level questioning, but also address prerequisite skills in order to attain mastery. All readiness and supporting TEKS are included through creative use of graphic organizers and well thought- out open ended comprehension connected activities. This grant is a must have for teachers who are innovative, invested, and eager to see their students reach their full potential. <br><br>TEKS Advantage: Grade 5 The English Language Arts and Reading (ELAR) Vertical Alignment chart is a tool that allows us to understand the Texas Essential Knowledge and Skills (TEKS) that must to be taught across multiple grade levels. Scholastic StoryWorks series supports the teachers need to bridge and foster independent reading.<br>This grant will build reading strategies -Fluency - Vocabulary Development (ELL's) and strengthen comprehensive knowledge.<br>Students will be able to understand how English is written and printed. Students will display phonological awareness. Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written English. (ELP's) Students will continue to apply earlier standards with greater depth in increasingly complex texts (Grades 3-12) . <br>Students will comprehend a variety of texts drawing on useful strategies as needed. Students will read grade level text with fluency and comprehension. Students will understand new vocabulary and use it when reading and writing. <br>E/LAS (English/Language Arts Standards): Reading: B. They will understand new vocabulary and concepts and use them accurately in reading speaking, and writing. <br>Reading/Comprehension of Literary Text/Theme and Genre. <br>Students will learn to analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. StoryWorks bridges connections to Figure 19 through thrilling multigenre texts<br><br>FEATURES: <br>32 pages of nonfiction, fiction, debates, and more provide compelling texts that support science and social studies.<br><br>Differentiation tools <br>Stories at multiple Lexile� levels, videos, audio articles, and vocabulary slideshows make articles accessible to all students.<br><br>Step-by-step lesson plans<br>Higher-level questions plus whole-class and small-group ideas fit your teaching needs.<br><br>Standards<br>Alignments to the Common Core, TEKS, and other state standards make planning easy.<br><br>A wide range of levels<br><br>Lexile� levels from 600L to 950L, Guided Reading Levels from S to V, and DRA levels from 40 to 50 enable customized instruction.<br><br><br>Activities and assessments<br><br>Activities and quizzes focus on vocabulary, writing, and key ELA comprehension skills. Funding Needed: $1,214.07

**Fill The Bookshelf Requested by Harris, Wenona**

Having a classroom of diverse learners, makes it hard to provide books for all reading levels. I would use this grant to fill my bookshelf with books to accommodate all reading levels in my classroom. This would not only help lower leveled readers, but the higher leveled ones too. Filling the bookshelves in my classroom with books for all levels of readers will also build confidence in my classroom of readers. Funding Needed: $1000.00

**Read Fluently with Read Naturally Requested by Henley, Kay**

The Read Naturally fluency progress monitoring and phonics programs will help document and move forward the academic development of my dyslexic and Tier 3 students. This program focuses on fundamental phonics skills that are crucial building blocks in literacy development. Fluency and phonics are key features of balanced literacy. This program will meet the diverse needs of the students I work with, while meeting state dyslexia requirements, and RTI progress monitoring requirements. Funding Needed: 785

**The Writing Center Requested by Herrera, Cindy**

This center is specially designed to give my students their own place to write! This roomy center seats up to 4 students, with plenty of tabletop space for 4 students to write?or 2 students to work on computers! The 8 storage cubbies are perfect for holding paper, pencils, crayons and anything else students need to get creative. Plus, the center is adjustable in height?so supplies are only an arm?s reach away and accessible from either side! Sturdy hardwood center features an easy-clean melamine tabletop. Writing is one of the most intimidating subjects I teach. My students are English language learners and writing is the last stage of fluency to develop. I believe this project will align with state and district objectives by providing students the unique experience of focusing in their writing when they are stationed to be at the center. The center will have unique writing resources along with fostering collaboration among students. Funding Needed: 621.19

**Power Reading Online Dr. Marie Carbo Requested by Ingram, Kimberly**

All of the resource and tier 2 students I work with are one year or more behind in reading and comprehension. This program is researched based to bring student reading levels and comprehension up by at least one school year. Studies have shown that in as little as 8 months students gained at least 15 months of reading levels and comprehension. Power Reading Online gives the students the power to choose genres and text that holds their interest level but keeps the text on the instructional level. Often students are embarrassed to get books in the library due to their reading level is not age appropriate text. This program will not only increase their reading levels but help encourage the love of reading. Funding Needed: 1000.00

**Magnifying Minds Requested by Kallies, Lisa**

Microscopes are one of the most widely used tools in science inquiry and research. Early use and exposure to microscopes spark curiosity in young students and increase enthusiasm for learning. In the past, early exposure to observing our world through the magnified lens of a microscope has been very limited due to the cost and complexity of microscopes. Today, there are countless options that open the world of microscopy to young students. Digital microscopes offer an alternative to expensive and complex microscopes. <br><br>Elementary students that are exposed to the use and purpose of microscopes are getting exposure that surpasses the norm. This kind of hands-on exposure ignites excitement about learning and teaches students that not everything that exists can be seen by our own eyes. <br><br>Students at all levels and languages can be successful when it comes to our district and state goals pertaining to scientific inquiry and investigation (TEKS 2.A,B,E 4.A).<br> Funding Needed: $900

**12 grants f Requested by Matthews, Victoria**

The purpose of guided math is to meet the developmental needs of students as they learn math concepts throughout the year. As teachers we are determined to meet students where they are at and guided math is a perfect resource to do just that. This resource will help students grow vertically and improve consistency in instruction by reducing procedure adjustment time between grade levels due to the utilization of the same resource. In conjunction with Guided Math Game Plan with Reagan Tunstall, we would like to use this amazing resource in our classrooms. Funding Needed: 1000

**Guided Math Game Plan with Reagan Tunstall Requested by Perry, Valerie**

 Reagan Tunstall will join us to demonstrate her playbook of guided math. We will get an in-depth, play-by-play guided math workshop featuring hands-on demonstrations, classroom-tested management strategies, and real-life classroom guided math. Reagan will help coach us through practical strategies to ensure we become a math MVP to our students and school. She will demonstrate warm-ups, station rotations, and get the big picture of what guided math is while at the same time having guidance in the details of each component. Guided math helps us build a student centered math program that allows us differentiate learning for each student to help them excel in math. Funding Needed: 4,912.50

**Making Connections with Students through Capturing Kids' Hearts Requested by Spencer, MacKenzie Paige**

Capturing Kids' Hearts is a 2-day training designed to help teacher's create classrooms where students feel connected to others in a way that allows for improved behavior management and student success. We would like to send teachers that have not had the opportunity to attend the training previously so they have the chance to learn how to develop the self- managing, high-performing classrooms that other teachers have been able to accomplish using the techniques learned at Capturing Kids' Hearts. Techniques learned at the workshop will aid teachers in dealing with student conflict, negative behavior, and disrespect. Flip Flippen, CEO of the Flippen Group (which is responsible for creating this program) said it best when he said, "If you have a child's heart...you have their mind." We must connect with our students and they must know we care in order for their best learning to occur. Funding Needed: $5,000

**Building Grade Level Vocabulary Skills Through Speech Therapy Requested by Todd, Darci**

Tier II vocabulary words appear frequently and are critical to comprehension across academic disciplines. They are high utility words that empower students� command of academic language. Currently, research suggests that there are insufficient resources to teach Tier II vocabulary in existing curriculum options. Evidenced-based practices suggest utilization of multi-modalities for instruction. This innovative approach would include explicit instruction of vocabulary by making semantic associations through the use of various language acquisition materials. Because Tier II vocabulary words appear across multiple academic settings, explicit instruction will impact all content areas, increasing comprehension and command of academic language. Crosby ISD seeks to achieve a district-wide climate of high expectations and professional teamwork. Building vocabulary skills though speech-language therapy is part of the teamwork process in collaboration with teachers across grade levels to meet the districts high expectations. Funding Needed: 1054.80