

Paula Dreyfuss

Chaparral HS, Bonita USD

ELA Grant
\$3,780

Students at Chaparral High School, a continuation and alternative education school, are highly mobile and at-risk. By providing these students with technological tools, such as EBSCO and turnitin.com, to research topics and build an academic foundation, the staff can create a learning environment to give them hope for the future after high school and the motivation for furthering their education .

Adriana Ruiz

Parkridge El., Corona Norco USD

Parents as Partners
\$5,000

Through field trips, journals, and a collage project, this grant focuses on the several areas of the culture of success (student centered, school family relations, student relations and future oriented). It is designed to bring parents to the school with ways to be more involved in their child's education. By seeing their parents and caregivers as vested partners, this project will boost student expectations, hope, and optimism about their academic future.

Therese Peters

Warren HS, Downey USD

Warren High School Community Garden
\$4,470

The garden will be student-driven and will enable students to work alongside school staff, parents and community partners. It will provide an arena for students to focus on something successful that they are able to achieve. Working in a community garden will enable them to also find better solutions to problems that they may encounter in other areas of their lives. It is hoped that the community garden will also create a connection with community members and positively affect the way parents and students feel about their school.

Marvelyn Garcia

Felton El., Lennox School District

iEngage
\$5,000

This grant will support the iEngage Learning Center and will allow students the opportunity to make progress in language arts and math while enriching their use of technology. In addition to the students taking part in the learning center, parent volunteers will also be trained to support student learning.

Joel Sebastian

Merced HS, Merced Union HSD

Voices – An Oral History Project
\$5,000

The grant will provide the needed opportunity for students to connect with the history of the surrounding Merced community and the Central Valley. By incorporating the real, authentic stories of parents and community members, they will be building stronger bonds and deeper relationships with members of the community and the students and staff.

Carlos Solis

Ramona Communication Arts Academy, Ontario-Montclair School District

Running for Their Lives
\$5,000

This project will provide students and staff the opportunity to run or walk 100 miles during a single school year. Its goals are a commitment to improving school readiness to learn, creating better educational outcomes, building self-esteem and overall improved health in students and others. With the grant, the current upper grade program will be expanded to give an opportunity to students of all grade levels.

Brigid Woods

Winifred Pifer El., Paso Robles Jt. USD

Learn by Doing Science Labs
\$5,000

This project will allow students of each grade level at Winifred Pifer Elementary

to participate in Life, Earth, and Physical Sciences. The labs are a student-centered environment that promotes both cooperative learning and individual accountability. It is designed to meet the needs of all learning styles.

Lisa Smith

Victoria El., Redlands USD

Jump Start
\$3,908

The Jump Start project is a hands-on, developmentally appropriate, center-based environment where kindergarten students are provided with opportunities to make their own choices by exploring, investigating, creating and socializing among others their own age.

John Gifford

Riverside Poly HS, Riverside USD

Introduction to Physics and Engineering using LEGOs (IPEL)
\$4,999

Using LEGOs to solve problems is a teaching tool that has been used successfully in AP Physics and college classes nationwide because they are easy to assemble and sophisticated enough to allow students to test and analyze. This grant proposal is intended to infuse technology and engineering into a traditional science program and robotics club. Students will develop a deeper understanding, leading to greater hope and optimism in pursuing additional knowledge, as well as science careers.

Mariana Robles

Hawthorne El., Riverside USD

ARTECH
\$4,850

This project builds on the ARTECH grant project from last year that achieved its goal of creating a cadre of teachers to introduce an art and technology strand in K-6, including Special Day classes. This year, the teachers will have training sessions with parents so that they may have a better understanding of how technology is being used as a positive teaching and learning tool.

Vicki Fishman

Holmes El., San Diego USD

Equal Access for All

\$4,171

Technology tools, when used effectively, can significantly affect the learning-disabled student's self-image and confidence. Embedded in the iPad technology is student access to voice-to-text, text-to-voice, and visual field trips that foster independence with students who have identified special needs in the areas of visual and auditory processing, as well as visual motor integration. Comprehensive emersion into the use of technology tools can dramatically boost student expectations, hope and optimism about their future.

Jennifer Cobain Wong

Green Valley El., San Ramon Valley USD

21st Century Intervention

\$2000

Using technology to enable meaningful interaction among the Special Education team is the goal of this project. The iPad is a powerful technological tool that benefits the needs of students with special needs or specific interventions. This project uses refurbished iPads in small groups, and individually, to promote student interdependence, foster self-confidence, and help move students forward through the use of technology.

Monica Salazar

Live Oak El., San Ramon Valley USD

E-Portfolio

\$5000

Through the use of electronic portfolios, students are given the opportunity to take ownership of their own learning. Student-managed electronic learning portfolios become part of a persistent learning record and help students develop self-awareness. This enhances their ability to set their own learning goals, express their own views of their strengths, weaknesses, and achievements, and take responsibility.

Jeff Hager

Stone Valley MS, San Ramon Valley USD

Stone Valley School Garden

\$4600

Nothing creates community like a garden. As students work together to create their projects, they will develop an appreciation for the power of cooperation. When given the chance to spend time in an outdoor educational setting, students flourish. It is learning by moving, learning by doing. From art to English, from history to science, all subject matter can be taught in this unique space, and hopefully the space can inspire students for years to come.

Pamela George

Gale Ranch MS, San Ramon Valley USD

The Paperless Classroom

\$4967

This project creates the first paperless classroom at the school and will showcase the power of technology and the successful direction in which it can take students. It will put technology in each student's hands on a daily basis, while also pushing them to create, learn, collaborate and produce high quality products in a completely paperless environment. Partnering with students will be the most powerful evaluative tool and will provide critical feedback as the project is fine-tuned during the year.

Beth Manolos

Coldwater Canyon El., Los Angeles USD

Art Materials

\$5000

Teaching can come to life when art is brought into the classroom. Studies find that students in an art program perform better in six categories of literacy and critical thinking skills (including thorough description, hypothesizing and reasoning) than students not in the program. Through this project, art will promote a safe, exploring experience for children to practice skills that are vital to their education.

Diane Sullivan

Washington School, West Contra Costa USD

Building Community through TRIBES

\$5000

The TRIBES program focuses on "human development" rather than curriculum. This grant will provide training to implement the TRIBES program – to build a school community with a culture driven by shared vision for academic and social success. It will bridge students' strengths in their home culture to the school and to their working futures. TRIBES uses a strength-based philosophy, spotlighting those whose practices enable them to find better solutions, and for all to be able to learn from them.

Robert Sautter

Flynn El., San Francisco USD

Institutionalizing Equity

\$4025

This project supports the work that was begun last year with a grant for the Equity-Centered Professional Learning Community at Flynn Elementary School. The ECPLC uses strength-based techniques in their attempt to create a space where teachers support one another. By uncovering, discussing, analyzing and reflecting on the techniques, practices and strategies that they know work in reaching students of color, they will be able to raise the academic achievement of all students. The intended outcome of the work of the ECPLC was to reform the school from within. With this grant, the proposal is to transform the ECPLC into an Equity-Centered Professional Development Committee to plan and deliver monthly PD sessions to the entire staff.

To see summaries of
IFT Grant Projects from
2010-2011 and 2011-2012,
please visit the grant link
on the IFT website:

www.teacherdrivenchange.org