

★ Waders for Water Quality Assessment -

Waders, Waterproof Boots, Small Nets ★

Teacher: Kristine Bomhoff, IHS

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

I am requesting funds to purchase waders for students to wander into creeks to assess macroinvertebrates which are indicators of water quality. I have taken students to John Heinz and they are provided waders, but the water is deep and mucky/murky. Also, no educator comes out on the trail with us. This year I took my AP ES class to Ridley Creek State Park where they had a lesson from the Park Naturalist on water quality and insect larvae. The students could have waded in the water, most chose not to due to 1) it was chilly 2) not wanting to ruin their shoes 3) those that did, about 3, had to endure the rest of the field trip in soggy shoes and it was a very cold day. The students overall loved being at the park; this was a new experience for them. Those that went in the water were amazed at what they found. It was a terrific day. I just felt awful for those that had to continue walking in wet feet. Water quality and macroinvertebrates as indicators is directly related to our AP ES studies and the exam.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

The innovative approach is how often do our students get to go explore outside as part of the class? This is a direct correlation with education, curriculum, pollution, cause and effect, with the world around them.

★ A Small Piece to the Big Puzzle ★

Teacher: Michele Borcky, Glenolden School

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

Puzzles provide students with a variety of soft skills necessary to be successful in the classroom. Many students benefit from doing puzzles by improving their problem-solving skills, enhancing visual-spatial reasoning, boosting concentration and memory, developing fine motor skills, fostering attention to detail, and providing a fun way to practice critical thinking, all while potentially reducing stress through engagement in the activity.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

Funds will be utilized to provide a variety of fun and educational puzzles that will support hand-eye coordination, strengthening problem-solving skills, building stamina, while connecting to curriculum concepts. Puzzle tables will be lower to the ground for students to kneel or sit on cushions, supporting gross-motor development and alternative seating options for busy bodies. They will be rounded and easily moveable to maintain a safe environment.

★ Interboro Soapbox Speech Contest -

All Elementary Schools, Grade 8★

**Team: Jason Bowen, Norwood School; Brian Cleary, Tinicum School;
Ed Kloss, Glenolden School; John Power, Prospect Park School**

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

Students use the Mikva curriculum for 6 weeks leading up to Soapbox night in the fall. After every 8th grader in all 4 community schools researches, writes and delivers their Soapbox speech in their social studies classroom, the top 5 speeches in each school compete against one another at Soapbox speech night in the spring. Our goal is to spread this project to other districts and one day promote a county-wide contest.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

Incentive student participation and achievement.

★ Games for Social Skills Gains ★

Teacher: Christine Bryan, KA

Funds Awarded: \$210

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

I would like to use board games to enhance my students' educational experiences, specifically in the areas of social emotional growth. Board games encourage so much in the areas of social growth, language development and reciprocal conversation. Many young students never have anyone who plays games with them and thus it is harder for them to learn the basic social skills of sharing, turn taking, following directions, waiting your turn and being a good sport. Additionally, many students who may be reluctant to talk or open up, are more likely to do so through play-based activities. It can make students feel more at ease and is developmentally appropriate.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

I believe that adding to the small collection of games I already have will help me deliver the most effective instruction to my students that have social skills deficits. I also believe it will help me meet my students where they are through an organic play experience. These games will help students who not just struggle to learn social skills but also coping skills. These materials will benefit both the general education students who receive Tier II interventions but also special education students and students who I work with individually.

★ Structured Literacy Small Group Toolkits ★

Reading Specialist Teachers: Applicant, Diana Chartier, Norwood School;

Angela Gentilini, Glenolden School;

Dawn Gardener-Marshall, Prospect Park;

and Maria Steere, Tinicum School

Funds Awarded: \$2,000 (\$500 ea. Teacher)

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

During small group instruction, teachers are able to meet the needs of individual learners by differentiating instruction. The materials being requested are meant to enhance small group time by providing students with multisensory ways to explore the sounds in words. Teachers are expected to explore phonics concepts during small group time, and using a multisensory approach matches with structured literacy instruction. The teachers have all of the curriculum materials in order to teach these skills, but any physical manipulatives they have acquired are through their own creativity and spending. I would like to create small group structured literacy toolkits for the 1st and 2nd grade teachers at Norwood school. These toolkits would include the requested manipulatives for teachers to use during small group time. The students' academic experiences would be enhanced as they can now participate in multisensory ways to explore the sounds in words. Using the manipulatives will help the students orthographically map the words to their brain, increasing their sight word bank, therefore increasing fluency and decoding ability.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

The shift to structured literacy has been one that Interboro has taken in the past few years. We have shifted our district curriculum as well as our professional development to focus on what has come out of scientific research - that there is a correct way to teach reading. The current district curriculum supports structured literacy by using Orton Gillingham to teach explicit, systematic phonics instruction. The teachers have also been given training by the reading team on how to use the reading rope to target skill based small groups to reteach phonics concepts. The structured literacy kits will help these teachers expand on the district curriculum and cater to more children by using multisensory ways to learn. The multisensory approach engages the brain and allows words to "stick" more. Additionally, teachers have begun to incorporate sound walls into their classroom. The mirrors align directly to the sound wall provided by the reading team and would allow students to match their mouth to the pictures on the sound wall. Finally, the finger

pointers will allow students to work on and practice their reading fluency. By providing ways for students to increase both their decoding skills and fluency skills, their overall reading comprehension will improve as a result.

★ Literacy and Movement ★

Teacher: Mary Deegan, KA

Funds Awarded: \$450

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

My students will have the ability to focus better with flexible seating and wobble seats. They will be able to make real life connections to sounds during our OG curriculum and the reading rods will give them a hands-on and fun way to build words during OG and small group time.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

The reading rods and sound tubs will support our OG phonics curriculum and help students connect sounds, letters, and words. They can be used during literacy center and small group time for hands-on activities. The flexible seating will help give students choice and make them feel comfortable so they can focus on learning. These items will also be reused for years, allowing many classes of kindergartners to benefit.

★ Special Education Classroom Materials -

Whiteboard Table w/Flexible Seating ★

Teacher: Sarah DiSalvo, Prospect Park School

Funds Awarded: \$1,000

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

I would like to use this table and flexible seating to create a dynamic and exciting environment for my students. The students will be thrilled to see a new small group area with a new table and seating. The table I currently use with small groups is cracked and quite frankly falling apart. The seats are mismatched. Having a table with a whiteboard top finish would be a great addition to have because we would use this feature daily. We often use whiteboards in class with the SPIRE intervention program. This would allow an exciting feature with our room and less materials to hand out.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

These funds would help deliver an innovative approach to teaching in our small group instruction because a new table and flexible seating will elevate our time together. We will feel proud of our environment with a nice new table with whiteboard top. We would use this feature daily! Students will feel comfortable with the flexible seating options.

★ 24 Club Supplies ★

Teachers: Stacy Foreacre and Gail Hassel, Prospect Park School

Funds Awarded: \$400

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

24 is a competitive math game. Gail Hassel and I mentor a club that meets bi-weekly after school. We hold a yearly building competition and winners of that competition represent Prospect Park in the County-wide 24 Competition at the DCIU in May. Students refine their mental math skills and enjoy playing with each other. Friendly competition encourages both academic and social skills for all students.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

Students learn and retain learning through play. The 24 game provides unique opportunities for students to practice math facts and increase automaticity.

**★ BUCS Work: Entrepreneurship -
Soda Machine with Credit Card Reader ★**

Team: Susan Huske, Dan McGrath, and Dan Meli, IHS

Funds Awarded: \$1,000

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

Operating a soda vending machine offers Special Education (SPED) students a unique hands-on entrepreneurial experience, helping them build a wide range of practical skills. Here's how they can benefit:

1. ****Inventory Management****: SPED students can learn how to take stock, manage inventory, and track what products need replenishing. This teaches responsibility, organization, and time management.
2. ****Budgeting and Financial Literacy****: By tracking income and expenses, students gain an understanding of basic budgeting, revenue, and profit. They can learn how to calculate costs, set prices, and track financial transactions, fostering important money management skills.
3. ****Customer Service****: Interacting with peers and staff who purchase drinks gives students an opportunity to practice customer service skills, such as greeting customers, handling transactions, and resolving any issues.
4. ****Problem-Solving****: From restocking the machine to managing cash flow, students will face challenges that require them to think critically, make decisions, and find solutions.
5. ****Workplace Readiness****: Operating the soda machine simulates real-life job responsibilities, helping students develop a work ethic, improve their communication skills, and prepare for future job opportunities. This experience provides SPED students with a valuable opportunity to learn essential life skills that will serve them well in the workplace and in daily life.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

These funds will provide the seed money to purchase or make a down payment on the vending machine, which will be used as part of an innovative approach to teaching. This project will support the district's curriculum by offering students, particularly those in Special Education, a hands-on entrepreneurial experience. It will help develop practical skills such as inventory management, budgeting, customer service, and workplace readiness, all while integrating real-world applications into classroom learning.

★ Entrepreneur Club Experience★

Teacher: Christiana Laky, Prospect Park School

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

I am writing to request funding approval for an exciting educational field trip for the Entrepreneur Club. The club has been working hard to learn about the principles of entrepreneurship and business development, and we have an opportunity to visit Crazy Aaron's Thinking Putty, a local business that has grown into a well-known brand. During this visit, the students will have the unique chance to meet with the owner, Crazy Aaron, and hear firsthand about the story behind the business, including how it started, the challenges it has faced, and the strategies used to grow the company. Additionally, each student will have the chance to create their own custom putty, which ties directly into the creative and hands-on nature of entrepreneurship. This field trip will offer a real-world perspective on what it takes to build a successful business. The visit will be not only educational but also highly motivating for our students as they learn how a small idea can grow into a thriving business. The total cost for this field trip will cover transportation, lunch, and any related fees for the visit. Our school store will be a follow up opportunity for students to develop their own business plan and operate a school store cart that students can make purchases from. Funding from IEF will allow us to purchase the supplies to start the store.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

These funds will help to engage students in the curriculum and it will tie directly into the financial literacy lessons that the middle school is focusing on.

★ Classroom Mats & Privacy Folders ★

Team: Lisa Sheridan, Maura Grozinski, and Alexis Neri, Prospect Park School

Funds Awarded: \$1,000

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

The First Grade team at Prospect Park would like to add a classroom rug to our classrooms. We feel students this young, learn best in smaller groups and found they listen and respond better than sitting at their desks. Sitting closer helps to keep noise levels to a minimal during read alouds and large group activities (OG, Math, Number Corner, and turn and talk). The noise levels while at their desks can be distracting to students learning. Sitting on a large rug together also promotes a positive classroom environment where students feel safe and comfortable. We would also like to have privacy folders for every student in our class. This would help students' confidentiality during OG test, Unit math assessments, and benchmark tests. Privacy folders would reduce distractions and foster a better learning environment during assessments.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

Having a large rug in our classrooms will allow us to create a positive learning environment where our students feel safe and comfortable while successfully learning in a large group setting. Having a large rug in our classrooms will support the success in OG, Benchmark, Bridges, Mystery Science, and TCI Social Studies Alive.

★ Tools for Reading Support ★

Team: Judith Tilles, Jennifer Dalton, Allison Price, and Cynthia Rost-Frick, Tinicum School

Funds Awarded: \$294

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

These tools are designed to increase the student's ability to sustain reading. Research indicates that dyslexia, reading disabilities, ADHD, and convergence insufficiency or other-vision related issues due to over-use of video and virtual screen time, all may interfere with a child's ability to sustain eye movement on text or auditory focus. Curriculum materials assume that students have basic skills mastered but many do not. You cannot have good comprehension if you are not accurately reading words and sustaining the tracking of words, phrases, and sentences throughout the paragraph and essay. Losing track of text negatively impacts reading success. Whisper Phones, Finger Trackers, and Colored Acetate Bookmarks are fun strategies designed to engage the student to interact with the text more consistently.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

The Whisper Phone allows the student to hear themselves reading. It gives immediate feedback. The underlying concern is that many children have not developed the "inner voice" of good readers. They are word callers meaning they read words waiting for external approval by the teacher or other listener. The benefit of the Whisper Phone is to develop that inner voice. Good reading practice is to self-monitor or hear your own reading in your head. Finger Trackers allow the student to engage with tracking left to right. Students today have difficulty keeping their eyes steady. As a result of their impulsive eye movement, some children skip words or skip lines affecting their comprehension. These Finger Trackers are a fun way to bring focus to touching each word carefully and smoothly sliding along. Colored Acetate Book Marks involve the use of transparent color which can improve the connections made in the brain while reading. Research shows that a particular color may promote more comfort or focus for the reader. The choice of pastels allows the student to experiment to find a good match. Finding the "right" color can positively affect the appearance of printed text for a reader with reading challenges. The reader may report that the letters stopped "moving out," "waving," or "shadowing" on the page.

★ Playground/Intramural Supplies ★

Team: Michael VanWyk and Evan McMahon, Glenolden School

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

We offer a differentiated recess experience for the 5th and 6th graders at Glenolden School. As long as the students have completed all of the work and behave in school, they are able to go on the back field for outdoor recess or in the gym for indoor recess with us. Our equipment has diminished severely over the last couple of years while offering this privilege, and we are in need of new equipment. Students try their best and behave in school because they want to go outside or in the gym with us for recess, but if we do not get a replenishment of supplies the students lose their motivation for this privilege. We also use this equipment for our Intramural program that we run throughout the year for 5th - 8th graders.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

These funds will not necessarily help with delivering instruction, but it provides students with motivation to do well in school, keep up on missing work, and to display proper BUC Pride behavioral expectations.

★ Legos for Education ★

Teacher: Brian Cleary, Tinicum School

Funds Awarded: \$500

Provide a brief summary of what you would like to do and share how your students' educational experiences will be enhanced academically and/or socially.

Lego Projects will work alongside of our 6th grade curriculum. These kits will bring history alive and allow students to connect the past to the present.

Acropolis - Reconstruction with stickers on the Parthenon, the statue of the goddess Athena, trident, olive tree symbolizing peace, a plaza, fountain, a port and surrounding area. This landmarks architecture set visualizes the stories of the past and offers you an immersive tour of the Acropolis.

Colosseum - Shiny high-quality brick pieces, plus a lot more cool details like the Innovative Details of Colosseum, Pier, Templum Veneris et Romae. This high-quality, sturdy replica model is great to collect and display with pride.

Trojan Horse - The Trojan Horse building kit with realistic features, helps kids to develop their creativity, bravery and resilience through hours of immersive building and play.

Roman Helmet - This Givenni Roman Centurion Helmet building kit provides an immersive and rewarding building experience. With realistic features, helps students to develop their creativity, bravery and resilience through hours of immersive building and play.

Pompeii - This includes details like the Vesuvius. Details of houses, port, sailing boats and restoring various Ancient Roman cities architecture. This high-quality, sturdy replica model is great to collect and display with pride.

How will these funds help you deliver an innovative approach to teaching in your classroom or supporting the current district curriculum?

These funds will help deliver an innovative approach to learning in that students will be able to apply team building, motor and communication skills to build their Lego structure.