ATTN: principal Connolly. IH PTSA Grant Application

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		<b>Ssacuah Hi</b> Educational opportunities   ENHA Grant Applicat	NCING LEARNING & SOCIAL ENVIRONMENT
IH PTSA funds s			ed by teachers, staff, parents, or
	students to	further our personal miss	ion:
	learning and social	IH PTSA MISSION ational opportunities and enha environment at Issaquah Hig eers, advocacy and financial	gh through
steps in the applic Complete this app on separate sheet	ation process, timeline, and	contacts for assistance. ents or additional informati ation packet to IHS main o	•
PROJECT:	Skit Props	All and the second	\$400
CHOMITTEN DV.	Koleov Forly	Title	Amount
SUBMITTED BY:	Kelsey Early Name	Phone	E-mail
10/12/20 DATE:	í.	Submitted by:	
	🗆 No	Staff DParent	
	IH PTSA G	Frant Proposal Question	ns
(1) Describe Gran	t proposal, in detail.		
For this grant of School. Each of routines, food, for each of the	of \$400 I would like to buy pr unit students perform a skit k parties, health, life at home e different topics. For examp	based on the topics we are e, and nature. I would like t ble, aprons for students to k	hish 2 classes at Issaquah High learning. The topics include: daily o buy props that students can use be restaurant workers, table cloths , etc. These props will be used in at

(2) Itemized costs, including tax and shipping. Attach Grant quotes.

least 10 Spanish 2 classes impacting approximately 300 students at IHS.

See paper attached. The current total adds up to \$378.41 but if the full \$400 is approved I would like to order duplicates of some items.

(3) Grant	timeline?
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There is no real urgency but the earlier the better so we can use them for the next unit starting mid November.

(4) How will Grant foster student learning?

By completing the skit activity, students are practicing presentational and interpersonal speaking skills in another language. By adding props to the skits, students will not only have more fun, but likely retain more vocab because they are working with manipulatives. In grad school for becoming a language teacher, we learned that the more connections students are able to make to a vocab word, the better they will remember said vocab. If they hear and say the word vacuum, they might remember the word. But if they are using a toy vacuum to actually model the activity as well as saying and listening to the word, their chances or the language sticking increases.

(5) How will Grant support and strengthen IHS school community?

Students are always nervous for the first skit of the year. But as the year progresses they get really excited to work on their skits. By adding props, students are able to take their skits to another level. They create funny moments by saying things like, excuse me but there's pizza in my soup. These types of activities strongly increase the sense of classroom community because students are required to be vulnerable by doing a presentation in a language they are not comfortable with. But through this vulnerability, they also learn how to support each other and help each other in moments of stress. Adding props to the skits will create more excitement and increase the potential for students to grow and learn together.

(6) How does Grant align with IH PTSA mission?

One goal of the mission statement is to "enhance the learning and social environment at Issaquah High School." As explained above, providing props for students in class does just that. It enhances student learning by providing students manipulatives to retain Spanish better. It also creates a social environment in ten different classes that is fun and helps build community.

(7) How many students, and which populations will specifically benefit from Grant?

At least 10 Spanish 2 classes will be impacted which is approximately 300 students. At Issaquah High School we have both Spanish 2 and Spanish 2 Honors. While Spanish 2 Honors is invited to use the props, they may not choose to. This means that the students using the props are representative of the full range of the general population of students at this school. There are many students with IEPs and 504s, many gifted students, and many students without a specific designation. Because we have the option of honors, Spanish 2 on level is generally a group that needs more support and would benefit from the use of manipulatives to enhance their language learning.

(8) Long-term Grant impact on our students and IHS?

These props will be used for as long as they are I can imagine. Even if we adopted a different curriculum, there is always a chapter about food, about chores, about parties and so on.

(9) Is this Grant a one-time expenditure? If not, how will Grant funded in future?

Yes

(10) Other pending same-Grant requests, or future applications?

No

(11) How will Grant be funded if IH PTSA cannot sponsor? Can adjustments be made?

We could buy less props if the full \$400 cannot be granted. If it is not granted by the PTSA we will not order the props using any other money.

Approval Signature: _		Completed by IHS Principal: Date: <u>VI(14/2 L</u> mpleted by IH PTSA Grants Committee:	
1. Request Received	Date:	2. Confirmation Sent:	
3. Voting Date:		4. Grant Status Sent:	
DETERMINATION:	Approved	Denied	
IF APPROVED:	Amount	\$ Conditions	
IF DENIED:	Reasons		
Notes:			



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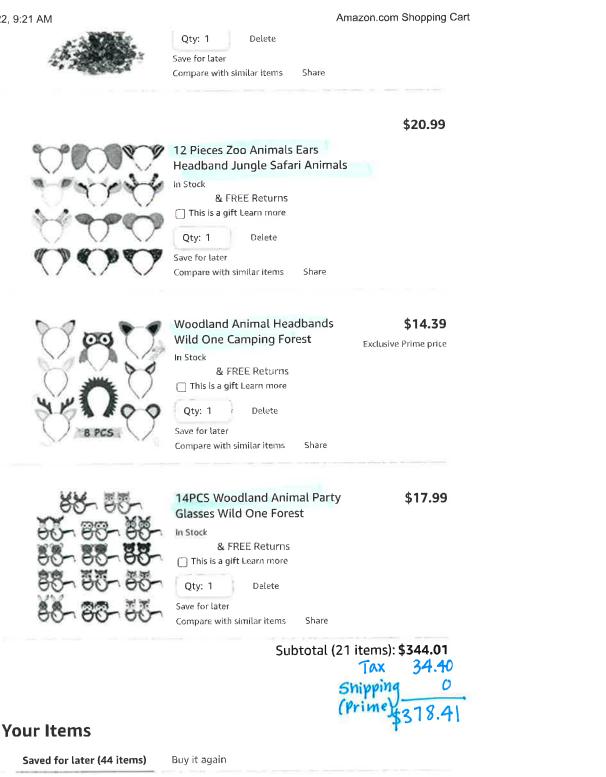
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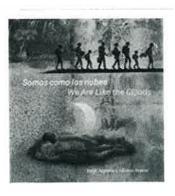
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