## Budget

Hilliard City (047019) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (291)

### U.S.A.S. Fund #:

### Plus/Minus Sheet (opens new window)

### 2014

### Straight A Fund

### Rev 0

### Straight A Fund

### Application Number (291)

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### Adjusted Allocation 0.00

### Remaining 62,000.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: STEM based Innovation Project

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

We plan to impact and extend student achievement in the areas of Math, Science, Technology and the Engineering Design Process by providing quality professional development for staff, science and engineering materials for students and technology for integration of our STEM activities. We are developing an innovative learning environment both within regular classrooms and in a separate classroom set aside specifically for innovation projects called the Innovation Zone. In these innovative environments, student achievement will be positively impacted and resources will be shared by staff.

3. 396. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of lead applicant: Tara Grove
Organizational name of lead applicant: Hilliard City School - Avery Elementary
Unique Identifier (IRN/Fed Tax ID): 047019
Address of lead applicant: 2140 Atlas Street, Columbus, OH 43328
Phone Number of lead applicant: 614-296-8558
Email Address of lead applicant: tara_grove@htboe.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are required for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

We as members of our Innovation Team at Avery Elementary in the Hilliard City Schools are responsible for writing this grant. The Innovation Team is representative of the ideas of our Building Leadership Team and our entire staff. The staff provided input through site visits, online surveys, ongoing district PBL training and collaborative planning sessions. We are comprised of individuals who have been recipients of other state and federal grants. We have formed a three person group to initiate and implement both innovation zones within each classroom and establish a school-wide Innovation Zone Room for all to use. Our principal, Tara Grove, was the recipient of a $450,000 FLAP (Federal Language Assistance Program) Grant from the federal government. Her school in Cleveland Heights implemented a K-5 World Language Program over a three year strategic plan. The monies were used to visit China three times which included creating a partnership with our Sister School in Shanghai, the purchase and implementation of teleconferencing equipment to interact with schools around the world and the implementation of a Smart Board environment in every classroom. She is currently a member of the Dougle River School in Liberia, Africa. She makes budgetary, curricular decisions, and strategic plans for the rural school in Liberia. Debbie Bryant was a Delegate to 2005 U.S. - China Joint Educational Conference with People to People International Ambassador Programs. She also was a Delegate to 2008 Educational and Humanitarian Initiative - Russia with People to People International Ambassador Programs. Debbie also received a SIRI Grant Proposal 11/6/2002 Conference with People to People International Ambassador Program. She also was a Delegate to 2008 Educational and Humanitarian Initiative. She applied for and received 33 staff copies of “Developing Writing and Thinking Skills Across the Curriculum - A Practical Program for School” by John J. Collins. She wrote this to facilitate integration of brainstorm writing, “short answer” and “extended response” writing in all classrooms in all curricular areas.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. *Partner for 21st Century Skills* We would like to integrate the model of STEM and PBL units in each of our classrooms and create a separate Innovation Zone within Avery Elementary. We would like to have staff participate in professional development for STEM and PBL and create whole group, small group and after school enrichment lessons based on these models. The money applied for has been earmarked for an extensive professional development plan around STEM concepts and PBL, technology, and resources for classrooms. The money will pay for rolling iPad carts, additional academic professional development for teachers, opportunities for students to engage in world language exposure and extensive actual and virtual field trip opportunities. These opportunities will touch children during school as well after school. Our STEM programming will include NEXT programs (Enrichment Programs). The goals of the Project are consistent with this recommendation and are designed to ignite interest in the engineering process and problem-solving. Our students will engage in higher-order thinking skills and expand their creativity. STEM experiences will be used as a vehicle for developing thinking skills and providing differentiation options for all students. "Embedding thinking skills into a lesson or curriculum is a fairly simple and cost-effective way to begin the process of differentiated instruction for gifted and highly creative students. It works particularly well for creating tiered assignments in a clustered classroom. However, thinking skills can also be used to enhance the curriculum for all students." (Gifted Child Today Magazine, Fall, 2001) We want to provide students the opportunity to utilize a highly interactive technology tool that will be engaging to use and will generate greater interest in STEM subjects and the Engineering Design process. Leveraging new technology with our students creates more student engagement for our students as they use the iPad in various ways to discover innovative ways using project-based activities. We believe that we can improve STEM understanding and differentiation through multimedia content. Students will become fluent using technology such as iPads to solve problems using STEM applications, as a tool for creating presentations,

12. Describe the overall project.

...
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

By incorporating STEM professional and Project Based Learning professional development, we believe that instruction in science and math will improve and a greater level of student engagement will be present in the curriculum. We believe that student achievement will be impacted by the professional development provided to teachers. The STEM and engineering materials will be used by teachers to integrate the STEM concept and activities on a daily basis which will impact the progress of students in the areas of science and mathematics. We also believe that all teachers can share these STEM materials and resources in the Innovation Zone at Avery Elementary School. By placing these materials in a central location and creating an innovation environment the teachers will share and collaborate with one another and the profession resources both within and across grade levels. The iPad carts will be shared by all teachers in every grade-level. Our district goal states that student success will increase through rigorous curriculum design, instructional best practices, and purposeful environments that maximize learner autonomy and the capacity to thrive in the 21st century. Our district smart goal states that 100% of students will demonstrate progress in becoming college and career ready as indicated by mastery of the characteristics of highly effective students, Habits of Mind, PBL participation, STEM participation, EOC/exam results, AP results, EOC/EOC results, PLAN results, AP enrollment/exam results and PSEO/dual enrollment participation. We believe this project directly supports our district goals. Our district also asked that all elementary schools "infused the Innovation Learning Center" philosophy to include the creation of "Innovation Zones" in schools (elementary exploration houses) and "innovation days" for students and teachers to explore entrepreneurial opportunities.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Project Budget: $62,000. Professional Development will account for $12,600 of the budget. Bob Claymier, a local STEM instructor, will come to Avery to work with the staff two times, once in the spring and once in the summer ($2600). PD costs will cover Mr. Claymier's fee and funds for substitute teachers. This money will also cover registration, travel, hotel, meals and substitute teachers for 7 staff members to attend the National Science Teachers Association Conference in Boston ($10,000). Technology will account for $42,000. 2 iPad carts, 60 iPads and covers will be purchased. Materials/Resources will cost $7400. STEM kits ($3400), Lego sets ($2000), and K'nex sets ($2000) will be purchased. The PTO will provide approximately $50 per year to replace consumables in the kits. We will also use $1200 for two days of subs needed for our conference. Avery's building budget will be positively impacted though each year, as the need for science materials will be alleviated, resulting in a savings of $3,200. b. n/a c. Self-Sustaining The professional development will impact instruction on a daily basis and provide teachers with the firsthand knowledge of best practices in the areas of science, technology, engineering, and math. The Innovation Zone is a permanent part of our school. Since the materials will remain in one central location, all of the teachers can use these materials on a daily basis. There is no subsequent cost to the technology department and there is no substitution cost to the technology department. Replacement of science consumables of approximately $50 only will come from PTO or classroom donations. 99% of our materials requested in the STEM kits are sustainable and are not consumables. This nominal fee of $50 a year to supplement the science kits is easily taken care of each year. The savings of $3200 on needed science materials will positively impact our school budget.

14. What is the total cost for implementing the innovative project?

62,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTI money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Professional Development will account for $12,600 of the budget. Bob Claymier, a local STEM instructor, will come to Avery to work with the staff two times, once in the spring and once in the summer ($2600). The professional development costs will cover Mr. Claymier's fee and funds for substitute teachers. This money will also cover registration, travel, hotel, meals and substitute teachers for 7 staff members to attend the National Science Teachers Association Conference in Boston ($10,000). Our Avery professional development will cover the cost of $1200 for 2 days of substitutes for 8 teachers. Technology will account for $42,000. 2 iPad carts, 60 iPads and covers will be purchased. Materials/Resources will cost $7400. STEM kits ($3400), Lego sets ($2000), and K'nex sets ($2000) will be purchased. The PTO will provide approximately $50 per year to replace consumables in the kits. Avery's building budget will be positively impacted though each year, as the need for science materials will be alleviated, resulting in a savings of $3,200.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The only recurring costs in our project are a few of the consumables in the science kits will need to be replaced. We will purchase these materials from our PTO funds. The amount of the costs per year will be roughly $50 per year. Our building budget would be positively impacted because the need for science materials would be alleviated. We would save $3200.

16. Are there expected savings that may result from the implementation of the innovative project?

3,200.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The savings of $3200 on needed science materials will positively impact our school budget.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The professional development will impact instruction on a daily basis and provide teachers with the firsthand knowledge of best practices in the areas of science, technology, engineering, and math. The Innovation Zone is a permanent part of our school. Since the materials will remain in one central location, all of the teachers can use these materials on a daily basis. Technology will be monitored by our technology department and there is no subsequent cost to the technology purchase of iPads. Replacement of science consumables of approximately $50 only will come from PTO or classroom donations. 99% of our materials requested in the STEM kits are sustainable and are not consumables. This nominal fee of $50 a year to supplement the science kits is easily taken care of each year. The savings of $3200 on needed science materials will positively impact our school budget.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the school as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (BMDYY/YYYY): 01/08/2014

* Narrative explanation:

On July 11, 2013, the Building Improvement Plan Met. We held a Building Improvement Plan Meeting to discuss and brainstorm ideas for our current STEM room and ways to enhance the space and make it a true innovation Zone. We also discussed the need for more professional development for teachers in the area of STEM. Building Improvement Plan Members knew that they would need to work with the current space and budget we currently have and began looking for professional development for teachers. We decided to look into writing a few grants. On August 16, 2013, the first staff meeting and the Innovation Zone planning began. All staff heard the mission for our school and district to create "Innovation zones" in our classrooms. We also discussed that the BIP team would like to enhance our STEM room and create more opportunities for STEM professional development. The staff only had 7 day the previous year. The BIP team realizes that a barrier to professional development is the many new practices at the state-level such as OTES, Student Learning Objectives, etc. We plan on having the leadership team ask for feedback so that we can take the teachers' ideas and ideas on the specifics on the future trainings. On September 11, 2013, Staff visits our district's McVey Innovation Learning Center. We toured and learned about Hilliard's very own Innovation Center. We learned about the innovative spaces but most importantly about the innovative instruction and topics that students were exploring at the MILC. The first barrier is that we want to create a similar location as the MILC but there are limited funds. We will focus on writing grants and making the best use of the structure, furniture and professional development that is already very rich in our district. January, 2014, Professional Development for all classroom teachers ON STEM and our new science kits: Bob Claymier. We will ask for specific professional development around the instruction of STEM best practices and our STEM materials kits and we will ask for teacher input in the planning so that the PD is relevant. January, 2014, Professional Development for the iPad new STEM applications for all classroom teachers. We know that our IT specialists may be very busy so we will use our building IT teacher leader and other teachers that are familiar with the
24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that

23. Describe the substantial value and lasting impact that the project hopes to achieve.

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five year, and then continue to revise and refine both within grade levels and with vertical grade levels pairs and teams year after year. Our district offers ongoing technology in

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Science instruction at Avery Elementary has been largely traditional, self-contained within each classroom and focused mostly on content standards. Our new Ohio Science Learning Standards have shifted us to focus on learning through scientific systems and the engineering process. With the brief introduction we have had to both STEM concepts and PBL training, our staff initiated an idea to create an Innovation Zone* room within our school to allow classes an environment that would be conducive to in-depth projects, cross grade level learning, and easy access for technology integration. Teachers have asked for the professional development we are seeking in these areas to gain both techniques and confidence in teaching science systems and integrating math, engineering and technology into their units. To date, our Innovation Zone room has been intermittently used for several classroom science projects and an after school Lego Club. We have not had the funds to provide sufficient science materials or to continue to develop ideas as fast as we would like. With the materials requested in this grant, our vision is to greatly expand the use of this room. The kits would provide the materials needed for each grade level to fully teach science content using proper materials. Each grade level has been "assigned" storage space within the Innovation Zone so materials are easily accessible, and the physical space within the Innovation Zone room is currently being reworked to allow flexibility of workspace as well as display/interaction areas. With the addition of professional development, science kits and iPad carts from this grant, our vision is that the Innovation Zone within our school will become an integral part of science teaching at Avery. Teachers are already developing ideas on how use the STEM and PBL concepts with their own classrooms and to "think big" with ongoing projects that could be facilitated in the Innovation Zone room. Ideas are in progress to work across grade levels as well as with students in other schools across the state, the county and the world!

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

There is much research on the benefits of teaching with the STEM concepts for children in elementary grades. Our staff has taken a site visit to view the STEM approach in motion in a Reynoldsburg elementary school. The staff has also been given an introductory professional development session on STEM. Students are currently using iPads effectively and with the additional carts we will be able to impact more students. In our Innovation Zone we will be able to share our resources and modeling projects for other grades and vertical science teams. Our district has committed to training every teacher in the model of Project Based learning. This has provided a structure for each teacher to use when tackling the teaching of both science content and the integration of math, engineering and technology. Using this approach, teachers are "speaking the same language" among themselves and with students. This allows students to more easily engage in different content learning as well as applying that learning in authentic ways, such as building and creating a project. For example, a second grade class will be creating compost and as they learn how red worms interact with their environment by breaking down raw materials. Those same students can then see their compost used on a fourth grade project involving what plants need to grow. All grade level content standards can be met within the context of a "community" science room where students learn from their teachers and from each other. The room itself allows for more physical work space as well as space for displays grade levels can set up and allow other grade level students to interact with.

The professional development we've requested will give teachers tools to implement these ideas successfully and the kits/technology will give us the materials the students need for hands-on manipulation.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

Our staff assessments at Avery have been very stable in the previous years, and the professional development teachers receive will be used for many years to come. We will implement each kit in the initial year, and then continue to use it as much as we would like. With the materials requested in this grant, our vision is to greatly expand the use of this room. The kits would provide the materials needed for each grade level to fully teach science content using proper materials. Each grade level has been "assigned" storage space within the Innovation Zone so materials are easily accessible, and the physical space within the Innovation Zone room is currently being reworked to allow flexibility of workspace as well as display/interaction areas. With the addition of professional development, science kits and iPad carts from this grant, our vision is that the Innovation Zone within our school will become an integral part of science teaching at Avery. Teachers are already developing ideas on how use the STEM and PBL concepts with their own classrooms and to "think big" with ongoing projects that could be facilitated in the Innovation Zone room. Ideas are in progress to work across grade levels as well as with students in other schools across the state, the county and the world!

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Our goal is to continue our path of teaching students "how to learn." By using the STEM and PBL structures, students will be engaged in learning about their world through hands-on experiences. The professional development we've requested will give teachers the tools to implement these ideas successfully and the kits/technology will give us the materials the students need for hands-on manipulation.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Our benchmarks include empowering students to become innovators and technologically proficient problem solvers. We will ensure that all students have access to the appropriate technology conducive to enhancing their learning experiences both in and outside the traditional classroom. As an elementary team, we will increase student 21st century skills and technological literacy by providing students with technology and applications to train teachers.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

Our teachers and district will create assessments for the new Ohio Department of Education Science Standards. We will also closely look at the 5th grade Math and Science CBA data this year and compare scores to previous years. Our Innovation Zone will also look future PARCC assessments and look at the trajectory growth in the areas of math and science. Finally, we will analyze teacher effectiveness data based on the STEM activities in the classroom and the use of teacher and student co-created grading rubrics. Finally, we will create an Innovation Zone data team to track use/results/progress of use of room, materials, projects completed, and the showcasing of best practices for colleagues in staff and grade-level team meetings.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct the evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

Accept Susanne Lintz, Director, Data & Accountability Hilliard City Schools 10/25/2013

Implement (MM/DD/YYYY): 02/01/2014

Narrative explanation

March, 2014; National Conference. Professional Development Conference - National Science Teachers Association: Boston for one grade-level representative and principal. The barrier is that all staff cannot attend. We will have one of each grade-level representative share out at staff meetings and at grade-level data teams. It will be the expectation that two new activities and/or ideas will be implemented. May, 2014; Professional Development on STEM and integration of project-based learning; Bob Claymier: for all classroom teachers. We will ask for specific professional development around their current grade level and ideas for PBLs. We will ask for teacher input in the planning so that the PD is relevant to the team planning. August 2014, at retreat for Collaborative grade-level teaming. Teachers will plan STEM lessons for the upcoming year. They will share new STEM learning that they found over the summer. Sometimes it is hard for teachers to make summer planning so we will find release time during planning time to provide time for those few teachers to work with their grade-levels.

Summative evaluation (MM/DD/YYYY): 05/12/2014

Narrative explanation

We will have one of each grade-level representative share out at staff meetings and at grade-level data teams. It will be the expectation that two new activities and/or ideas will be implemented. We will participate in classroom walk-throughs and instructional rounds as a building. We will co-create the rubrics to evaluate the use of the materials, instructional practices, and level of student engagement in the classroom and in the Innovation Zone. Teachers will be able to self-evaluate using a co-created rubric from the building improvement team. They will then be able to participate in visits to other classrooms in the building to collaborate and share instructional practices with their peers.

Yes