

**2016-17 Seed Fund Final Application  
Due by 12:00 pm on December 22, 2016**

<b>Cover Page</b>
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<b>School Name:</b>	Shakerag Elementary School		
<b>Learning Community:</b>	Northeast Learning Community		
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<b>Project Name:</b>	Collaborative Learning Labs		
<b>Type of Project (select all that apply):</b>			
<input type="checkbox"/> New School Project	<input type="checkbox"/> Expansion of Existing School Project		
<input checked="" type="checkbox"/> New Seed Fund Project	<input type="checkbox"/> Expansion of Existing Seed Fund Project		
Please indicate how this project aligns to the strategic initiative(s) and long-term outcomes in your strategic plan.			
<p>Project Based Learning (PBL) and the ability to work collaboratively with peers on real-world problems is essential to the future success of ALL students. This project allows us to train our teachers to develop and implement effective instructional units and transform the traditional classroom into an environment conducive to supporting digital learning and collaboration. This project supports all three long-term outcomes for our strategic plan (Improve student achievement in literacy, improve student communication skills, and increase the quality of student leadership), and supports our project/problem based learning initiative.</p>			
<b>Funding Amount Requested:</b>	\$94,841.57		
If your school is a recipient of previous Seed Fund awards, please give a progress update on the project for which the award was granted.			
<p>Shakerag Elementary School received a Seed Fund award for FY17 that allowed us to provide additional training for all teachers in the area of technology implementation and utilization to further advance our personalized learning initiative and support teachers' ability to use the various devices available for instruction. Teachers have already participated in two full days of training sessions and one virtual session. We have two more full-day sessions scheduled during the second semester along with three more virtual coaching sessions and four days of in-class support. We are currently working with contracting to get an additional eleven days of coaching/reflection sessions approved. Teachers have been very complimentary of the training sessions and the majority have made it their Teacher Keys Effectiveness System (TKES) professional development goal for the 2016-2017 school year.</p>			

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**Project Summary**

In 250 words or less describe your project. You must **state the problem** that will be addressed by this project and state **how** this project will address this problem.

It is imperative that we prepare the students of Shakerag Elementary School to be critical and collaborative thinkers who are able to solve complex, real-world problems in a digital era. If awarded \$94,841.57, we will be able to train our teachers to develop and implement effective Project Based Learning units that empower students to think critically and work collaboratively in a learning environment that encourages students to persevere until they develop a solution to a challenging task.

In addition to training our teachers, these funds will also support the transformation of three classrooms from a traditional setting to a collaborative workspace that all grade levels can utilize. Through the use of adaptive, mobile, and interactive furniture and equipment, we envision creating three active learning labs that will provide teachers and students with the environment that supports improved instructional strategies, use of technology, and flexible groupings.

In changing how we approach teaching and learning, and the environment in which we deliver instruction, we will be able to support our modern day students and the needs of a 21<sup>st</sup> century classroom.

**NARRATIVE**

**SECTION A: NEEDS STATEMENT**

**1. What school needs/challenges will be addressed by this project? Provide specific student data, along with any other school related data (e.g. TKES, perception surveys, etc.) to substantiate the school needs/challenges.**

Traditionally, teachers have been accustomed to being the givers of knowledge. We must transform the thinking of our teachers and train them to become the facilitators of learning in order to empower our students to think critically and work collaboratively with peers to apply these skills to solve real world problems. In order to achieve this transformation, and in alignment with our strategic plan, we need to train all certified teachers on the development and implementation of Project Based Learning units. In addition to training our teachers, we need to address the limitations of the physical space and logistics offered by the traditional classroom furniture and design. While we would ideally love to overhaul all of our classrooms, it may be problematic or impractical from a budget perspective. Therefore, we wish to begin by creating three dynamic and collaborative learning spaces within our building for the use of all students and classes.

Currently, we have a few teachers attempting to incorporate more projects and interactive learning into their instruction, however, none of them have officially been trained on all of the steps and components found in a successful Project Based Learning unit. Providing professional development for our teachers would enable us to effectively implement these practices with fidelity and consistency. Without this professional development opportunity, teachers will continue to implement instructional strategies to the best of their abilities, though we will be limited in providing the most effective methods or processes for our students.

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**PAST/CURRENT:**



<https://goo.gl/images/xUsD9j>

Classrooms in the late 1800s



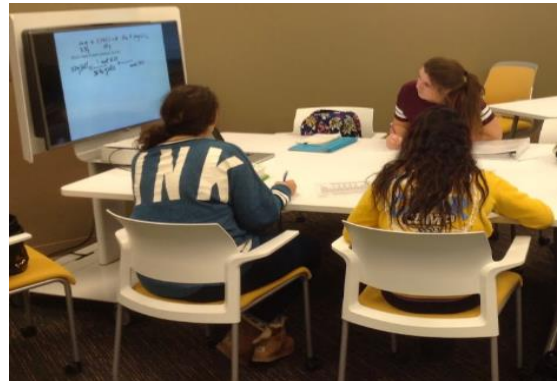
One of our current classrooms (2016-2017)

**FUTURE:**



<https://goo.gl/images/8FdAke>

(Left) A classroom with mobile furniture that can transform in a matter of minutes to meet the learning needs of the class. (Below) Example of a media:scape being used for collaboration.



<https://goo.gl/images/en>

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**SECTION B: PROJECT INFORMATION**

**2. Identify your target population.** *(Please indicate the number of individuals to be served, grade levels, special populations, etc.)*

We currently have twenty-nine (29) K-5 general education classrooms. We would like for all general education teachers to receive the Project Based Learning training and include twelve (12) of our teachers that teach special programs. (i.e. TAG, Special Ed., etc.)

If funded, the three collaborative learning labs would be available to all students (currently 718) and classrooms/content areas (44 certified teachers) to facilitate interactive learning and collaboration.

**3. Use the table below to state the project activities, strategic plan alignment, the anticipated project outcomes (specifically a change or improvement in skill, knowledge, behaviors, etc. for students and/or adults), and the anticipated long-term impact for your students.**

Implementation: (Project Activities)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
<p><b>Project Based Learning Professional Development:</b> Contract a facilitator that will train the teachers on the development and implementation of Project Based Learning units.</p> <ul style="list-style-type: none"> <li>- Projected for 5 days with 2 facilitators each day to work with K-2 and 3-5.</li> </ul>	<p>Long-Term Outcomes</p> <ul style="list-style-type: none"> <li>- Improve student achievement in literacy</li> <li>- Improve student communication skills</li> <li>- Increase the quality of student leadership</li> </ul> <p>Focus Area</p> <ul style="list-style-type: none"> <li>- Improve instructional strategies</li> <li>- Build stakeholder and community engagement</li> <li>- Develop the leadership capacity of our instructional staff and students</li> </ul> <p>Strategic Initiatives:</p> <ul style="list-style-type: none"> <li>- Project/Problem Based Learning</li> <li>- Implement personalized professional development</li> </ul>	<p>100% of our general education teachers will be trained by the end of the 2017-2018 school year in Project Based Learning.</p>	<p>Teachers will have the capacity to design and implement effective Project Based Learning units for their students which in turn will increase the level of academic rigor in the classrooms.</p>	<p>\$16,500.00</p>

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<p><b>Collaborative Furniture:</b> Initiate the purchasing process to obtain the furniture and mobile technology devices needed to transform three of our classrooms into collaborative learning labs.</p>	<p>Long-Term Outcomes</p> <ul style="list-style-type: none"> <li>- Improve student communication skills</li> <li>- Increase the quality of student leadership</li> </ul> <p>Focus Area</p> <ul style="list-style-type: none"> <li>- Improve instructional strategies</li> <li>- Build stakeholder and community engagement</li> <li>- Develop the leadership capacity of our instructional staff and students</li> </ul> <p>Strategic Initiatives:</p> <ul style="list-style-type: none"> <li>- Project/Problem Based Learning</li> <li>- 7 Habits</li> </ul>	<p>Students and teachers will have access to three collaborative learning environments that support the implementation of Project Based Learning and student collaboration.</p>	<p>Teachers will be able to transform the room in a matter of minutes to support various instructional models. Students will be able to work collaboratively in groups and easily share digital content and resources.</p>	<p>\$78,341.57</p>
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**4. How will you measure your project results? By when do you expect to achieve the project outcomes? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. *Note: If awarded a grant, you will be expected to provide status updates at mid-year and end-of-year reporting points.***

**Project Based Learning (PBL) Professional Development:**  
Project Outcomes: 100% of our general education teachers will be trained by the end of the 2017-2018 school year in Project Based Learning.

- Participation records for each training session will be maintained.
- If staff members are absent, our Curriculum Support Teacher (CST) will be responsible for delivering the missed content.

Long-term Outcomes: Teachers will have the capacity to design and implement effective Project Based Learning units for their students, which will then increase the level of academic rigor in the classrooms.

- The professional development sessions are designed to walk the teachers through the design and implementation process. By the end of the 2017-2018 school year, teachers will:
  - have a high level understanding of Project Based Learning and how to design a unit that integrates content
  - begin creating a unit
  - identify technology tools that support building content
  - be able to create an assessment that supports the learning outcomes of their projects
  - have an opportunity to implement a lesson
  - reflect on the process
  - be able to look at student work protocols and reflect on the rigor and outcomes
- The goal is to have all teachers acquire the knowledge to design and implement at least one unit of study during the 2017-2018 school year.

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### Collaborative Furniture:

Project Outcomes: Students and teachers will have access to three collaborative learning environments that support the implementation of Project Based Learning and student collaboration.

- Upon receipt of funds, July 1, 2017, we will purchase the furniture and technology needed to transform three classrooms.

Long-term Outcomes: Teachers will be able to transform the room in a matter of minutes to support various instructional models. Students will be able to work collaboratively in groups and easily share digital content and resources.

- Our first year of implementation will be focused on developing Project Based Learning units and getting comfortable utilizing the learning environment.
- During our second year (2018-2019), in connection to our 7 Habits strategic initiative, we will be measuring the progress of student collaboration and leadership using the 7 Habits Leadership Self-Assessment. Students will self-assess and then teachers will also rate student progress. The assessment includes the following components:
  - *Be Proactive* - Did I help brainstorm, research, and gather information?
  - *Put 1<sup>st</sup> Things 1<sup>st</sup>* – Did I use time wisely, and was I ready to work?
  - *Think Win-Win* – Did I share work equally and include everyone? Did I help make fair decisions when we didn't agree?
  - *Seek 1<sup>st</sup> to Understand, then to be Understood* – Did I listen to my teammates' ideas? Did I consider everyone's ideas before making a decision?
  - *Synergize* – Did I help my team members when they needed help? Did I make teammates feel good about their contributions? Did I promote a positive group experience?
  - Students will also be asked to identify the most important thing they contributed to the group, and if the members of the group would or would not want to work with them again and why. Students will also reflect on what they can do next time to be a better group member.

**5. Include any research or evidence that the concept will positively affect your school's student population. If no research exists, please articulate the rationale for the likelihood of success of the concept, and describe your plans for risk mitigation.**

Learning space design, which supports Project Based Learning (PBL), has for many years been linked with student achievement, mastery, and retention. The concept of modifying the physical space to support collaboration and improved PBL instructional strategies is supported by a wealth of scholarly and real-world research. To highlight just a few examples, we include the following:

- In their book, "Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction" (*Association for Supervision & Curriculum Development*), John Larmer et al. (2015) explain that, "Project Based Learning (PBL) is gaining renewed attention with the current focus on college and career readiness and the performance-based emphasis of Common Core State Standards, but only high-quality versions can deliver the beneficial outcomes that schools want for their students. It's not enough to just "do projects." Today's projects need to be rigorous, engaging, and in-depth, and they need to have student voice and choice built in. Such projects require careful planning and pedagogical skill ... By successfully implementing PBL, teachers can not only help students meet standards but also greatly improve their instruction and make school a more meaningful place for learning."
- In "Thinking Through Project-Based Learning: Guiding Deeper Inquiry" (SAGE Publications), Jane Krauss and Suzanne Boss (2013) emphasize the importance of PBL, saying that, "[T]he framework for 21<sup>st</sup> century skills calls for students to develop mastery in the 4 C's, [*sic*] communication, collaboration, creativity, and critical thinking. We can't expect students to master these essential skills for the future if they don't start gaining experience with them during their K-12 years. PBL offers arguably the best way to develop these 21<sup>st</sup> century skills."

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- In the same publication, Krauss and Boss (2013) further state that, “We know from experience that project based learning has the potential to create powerful – and memorable – learning experiences for students. We also recognize that it can be hard to extract the full benefits of PBL ... our interaction with many educators – in the United States and internationally – have convinced us that there’s a need to go deeper with advice about doing projects.”
- In their book, “Transforming Schools Using Project-Based Deeper Learning, Performance Assessment, and Common Core Standards” (Wiley Publishing), Bob Lenz et al. (2015) note that, “It’s not what students know, but what they do with what they know that is important. Schools are changing in response to this reality ... Deeper learning can meet the needs for students who are both college and career ready and engaged in their own education ... project-based learning can blend with Common Core-aligned performance assessment for deeper learning ... Schools are complex organizations, and transformation involves all of the stakeholders, from students to superintendents. But [*sic*] there are amazing benefits to be realized when everyone commits to diving deeper into learning.”
- In “Learn Like a PIRATE: Empower Your Students to Collaborate, Lead, and Succeed” (Dave Burgess Consulting, Inc.), Paul Solarz (2015) explains that, “Peer collaboration builds community and supports teamwork and cooperation. Improvement-focused learning challenges students to constantly strive to be their best. Responsibility for daily tasks builds ownership in the classroom. Active learning turns boring lessons into fun and memorable experiences. Twenty-first century skills engage students now and prepare them for their futures. Empowerment allows students to become confident risk-takers who make bold decisions.”
- In her 2015 blog entitled *Collaborative Learning Spaces, Classrooms That Connect the World* (edutopia.org), Jennifer Williams, lead program developer for Calliope Global, and Fran Siracusa discuss that, “By examining the landscape of the classroom, educators can design collaborative learning spaces that will support the teaching and learning of skills needed for the interconnected world of today and tomorrow. By seamlessly connecting pedagogy, technology, and space, teachers can create spaces that promote social learning and maximum engagement. These collaborative classrooms are alive with action -- teaching, learning, innovating, creating, making, and exploring. Innovative learning spaces can encourage both individual and collective voices, and, through use of emerging technologies, they inspire students to become skillful curators of their digital worlds.”
- In the article *Does Space Matter? Classroom Design and Team-Based Learning* (Review of Agriculture Economics), Professor Molly Epsy (2008) explains that “three-quarters of students indicated mobility of desks as one of the most important classroom feature[s] that positively influences their learning.”
- The JISC, a United Kingdom not-for-profit company in support of education and research, published an article in 2006, entitled *Designing Spaces for Effective Learning, Guide to 21<sup>st</sup> Century Learning Space Design* (Joint Information Systems Committee), in which they state that “[a] learning space should be able to motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide a personalized and inclusive environment, and be flexible in the face of changing needs.”
- When noting benefits of the upscale (learning space aligned with course design) as compared to the traditional classroom design in his article *Leading the Transition from Classrooms to Learning Spaces* (Educause Review), Oblinger (2005) states that “[a] student’s ability to solve problems was improved, conceptual understanding increased, and attitudes improved.”
- Similarly, in an article entitled *The Impact of Changes in Teaching and Learning on Furniture and the Learning Environment* (New Directions for Teaching and Learning), Paul Cornell (2002) explains that “[f]urniture within classroom[s] not only is part of that environment but a tool within it as well.”
- In Volume 44 of the educational journal “Theory Into Practice” (The Ohio State University College of Education), Hoffman (2002) explains that “an active, collaborative teaching and learning philosophy is often manifested in a different design. Space can either enable—or inhibit—different styles of teaching as well as learning.”

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Longstanding and ongoing research therefore confirms our belief that our envisaged PBL training and collaboration rooms will give the teachers an expanded set of tools not available in the pre-technology classrooms. This will enable us to leverage our use of technology and, together with the training in PBL, will support and enhance the 21<sup>st</sup> century instructional strategies of our teachers to augment the learning experience at Shakerag.

**SECTION C: BUDGET**

**6. Provide a copy of your budget worksheet (attach). Make sure that your proposed budget supports the activities outlined in question 3.**

Total Budget Requested: \$94,841.57

(See attached detailed budget worksheet)

**9. What is the sustainability plan for this project beyond the one-year grant? Use the table below to indicate the proposed status of the project beyond the Seed Fund (activities, owners, funding, etc.).**

Growth/Maintenance/Sunset Plan (example provided below)	Items/Activities	Funding: Source and Cost
Maintenance: Annual one-day STEM workshop for math/science teachers	Annual workshop; day-long session	School Foundation - \$5,000 General Fund - \$15,000
<p><b>Project Based Learning Units:</b> We will begin our first year with the implementation of a minimum of one unit per grade level. In the second year, we would like to see the minimum increase to two units of study per grade level.</p> <p>Instructional planning days for teachers to collaborate on the development and implementation of units.</p> <p>Student projects can be shared and displayed at our annual Shakerag Showcase for parents and community members.</p> <p>New Teacher Cohort – The Curriculum Support Teacher (CST) will work with the new teachers to build their capacity on the development and implementation of Project Based Learning units.</p> <p><b>Collaborative Furniture:</b> We selected furniture that will be easy to maintain, and can withstand high-volume usage, to replace traditional furniture.</p>	<p>Implementation of one unit per semester (minimum)</p> <p>2 days per general education teacher</p> <p>Annual evening event</p> <p>Scheduled annually based on the needs of our new teachers</p> <p>Cleaning this replacement furniture will incur no additional cost, and will be included in our current cleaning schedule.</p>	<p>General Fund – To Be Determined based on materials needed to implement the units of study. (Maximum \$3,000 (\$500 per grade level))</p> <p>General Fund - \$5,800</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>



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