## ReTool Your School

## (RTYS) Grant

## SY 2012-2013

# Table of Contents

Section Page

1. **Project Information 2**
2. **Project Goals 3**
3. **Project Narrative 4**
4. **Common Core Statement 9**
5. **Identification of Technology Leader 10**
6. **Action Plan11**
7. **Professional Development Plan 19**
8. **Technology Framework 27**
9. **Budget 32**

## ReTool Your School

## (RTYS) Grant SY 2012-2013

# Project Information

Garrett Heights Elementary/Middle School, #212

School and School Number

Judy Geisler

Grant Project Administrator

Judy Geisler

Grant Project Administrator’s Signature

Grant Title Proposal Abstract (50-word maximum)

This grant will be used to purchase an additional laptop cart and provide staff training for our existing cart. Our long-term goal is to have one cart for every two teachers whose students will be required to take digitized assessments. The use of laptop carts will be essential for their success.

For ITD Staff only:

# CIO

# ITD Director

# Grant Manager

**Project Goals**

Our observable outcomes and goals to improve student achievement are to:

1. Creatively provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning.
2. Provide students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment.
3. Have daily access to digital student assessments.

Our strategies for meeting these goals and promote 21st Century Learning are to:

1. Obtain an additional laptop cart.
2. Provide multiple-use, high quality, Common Core Standard driven, technology training for teachers.

**Project Narrative**

The goal of this grant request is to creatively provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement with the following:

1. Daily access to computer-based learning.
2. Highly qualified teachers that have expertise using technology to teach The Common Core Standards.
3. Adequate preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment.
4. Daily access to digital student assessments.

The grant will be used to purchase an additional mobile laptop cart with two projectors, and provide staff training on ways of implementing laptop cart usage for classrooms. The use of laptop carts in the classrooms will be essential for achieving the overarching goal of *Improved Student Achievement* while simultaneously providing multiple-use, high quality, Common Core Standard driven technology training for teachers.

Conventional teaching delivered with the use of only textbooks has changed dramatically in recent years. As we transition students into 21st Century Learning, the use of computers and technology-driven teaching/learning in the classroom has become essential. Technology is now proven a critical part of a student’s day and a powerful tool in the learning process. When integrated daily with classroom content, and made accessible at different levels/locations with multiple learning outcomes, the use of technology creates an environment, which simulates an aspect of the reality of the digital world for our students.

The Maryland Technology Literacy Standards for Students 3.0, encompasses student ability to use a variety of technologies for learning and collaborating. Through the further use of technology, we are striving to use these laptops to access tools for the students to become proficient in meeting these standards.

Rather than simply defined as curriculum in our schools, technology should be viewed as a tool that facilitates and enhances each student’s learning ability. Laptop carts are a resource that would help students learn in all subjects encountered throughout the day, be that math, language arts, research, music, etc. Not only is it a study aide resource for students, it also provides a resource for teachers to develop their skills in collecting and analyzing student data.

The flexibility and mobility of laptops increases access time for the students. Laptop carts offer wireless capability, thereby providing access to laptops while in a classroom, away from a lab setting. Additionally, the laptop carts help support time management factors and transition issues. Rather than move classes to and from the lab, teachers can have the mobile lab set up in the classroom prior to student arrival. This allows teachers to devote more time toward working on actual lesson delivery.

Mobile labs allow in-classroom access to multiple online resources, search engines, encyclopedias, and participation in discussion groups and/or virtual communities. Teachers will be able to plan rigorous lessons that allow students the ability to communicate and research at multiple levels, and help move learners beyond standard expectations. Students will be able to file share and transfer information from one machine to another while doing group work and collaborative projects with multiple tasks. In doing so, students will be able to generate notes, and conduct digital brainstorming, outlining, and presentations within each classroom.

Research has suggested that when properly implemented, the use of whole class technology is as equally effective as a teacher. Laptop carts would enable students to connect to resources, interact with students in other parts of the world, extend discussions, create multimedia, and work on collaborative projects. Through diversified teaching methods using technology, students become more engaged in learning. It has further been shown that the use of laptops can motivate disadvantaged students to engage in highly meaningful learning experiences and while producing academic gains in writing and mathematics. Learning through the use of technology can even influence interactions among peers and create a sense of pride and empowerment in students[[1]](#footnote-1) (Mouza, 2008).

Throughout the year, as a result of funding, our staff will be engaged in professional development that honors the needs and priorities of our students. These professional development activities will provide multiple-use, high quality, Common Core Standard driven technology training for teachers. With technology integration so vital in the world around us, it is important that teachers move forward and co-learn not only with each other, but also with their students.

Common Core Standards dictate that “through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives”[[2]](#footnote-2) (Common Core State Standards Initiative, 2011). *Diigo*, a free online research, note-taking and annotation tool, enables effective collaborative research and a knowledge-sharing community for students. *Diigo* will help students become proficient in managing digital recourses while meeting reading standards. The laptop carts will be used to access [*Diigo*](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.diigo.com) to help students meet this standard.

Professional development for laptop labs will give teachers skills for sites such as *junoed.com,* a platform for online tests, quizzes, worksheets, workbooks, tutorials, videos, and even entire textbooks. Through the use of *junoed.com*, teachers can create their own online tests and worksheets. Students can then work on laptops on the teacher-created assignments, and then submit their grades directly to any compatible grade book. Additionally, there is an option to allow students to see their grade upon completion of the assignment. *Junoed.com* supports standards-based assessments; therefore, test questions can be aligned with specific standards, with the subtotal scores reported for each standard.

Following the Common Core, we will use the laptop carts to provide students “the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, the cornerstone of the writing standards, with opinion writing - a basic form of argument - extending down into the earliest grades”[[3]](#footnote-3) (Common Core State Standards Initiative, 2011). To help students become proficient at this standard, we will train teachers in the use of *Collaborize Classroom*, a structured online discussion platform with question types that make it easy to teach argument writing which also meets MTLSS 4.0: Using technology to communicate information and express ideas through various media formats.

Students and teachers will be integrating more research in order to “conduct short as well as more sustained research projects based on focused questions, while demonstrating understanding of the subject under investigation. They can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism” (Common Core State Standards Initiative, 2011)[[4]](#footnote-4). To this end, teachers will be trained in the use of *Google Advanced Search*, a search engine designed to help refine online searches and locate more relevant and reliable information.

As a school, we strive to increase student vocabulary across content areas. The Common Core Standards state that, “Students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases”[[5]](#footnote-5) (Common Core State Standards Initiative, 2011). With the use of the laptop carts, teachers and students will be trained to use *Study Blue,* an online tool for creating flashcards with video and audio elements, taking notes, and preparing for exams. Once created, the flashcards allow students to quiz themselves and track their mastery of key vocabulary concepts.

To create real-world application and inferences to meet the standard, “Understanding and evaluating random processes, underlying statistical experiments, making inferences and justifying conclusions from sample surveys, experiments and observational studies”[[6]](#footnote-6) (Common Core State Standards Initiative, 2011), classrooms will use the laptop carts to access *Survey Monkey,* a free online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions. With *Survey Monkey,* students will be able to create and complete surveys to help examine, infer and justify information that coincides with math objectives and standards.

Because “diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations”[[7]](#footnote-7) (Tucker, 2012), we will use the laptop carts to implement the use of [*Creately*](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fcreately.com%2f), an online tool that makes it easy to create, share, and collaborate with data-rich diagrams.

We also know that “Mathematically proficient students consider the available tools when solving a mathematical problem. They are able to use technological tools to explore and deepen their understanding of concepts”[[8]](#footnote-8) (Common Core State Standards Initiative, 2011). To help students reach this goal we will train teachers in the use of *Khan Academy*, an online tool which contains thousands of video tutorials explaining mathematical concepts and practice problems available to support students in developing their understanding of math.

Finally this grant will provide K -2nd grade teachers professional development that focuses on a wide range of web-based learning sites. These learning sites will ultimately provide our younger students, grades K-2nd, with computer skills for independent learning across the curriculum. Some examples of what teachers and students will learn about during their Ten Week Web-Based Learning Workshop are RIFKids, PBSKids, BBCSchools, ABCYa, Mathplayground, MathSisFun, and many, many more. We believe that through exposure to these online educational, game-like, websites we can motivate our students to learn inside and outside of school thereby raising achievement.

Maryland Technology Standards that will be achieved as a result of the implementation of the professional development embodied in this proposal include:

* Teacher 5.0 - Integrating Technology into the Curriculum and Instruction
* Students 3.0 - Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration
* Students 4.0 - Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats
* Students 5.0 - Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information
* Students 6.0 - Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions
* Teacher 6.0 - Assistive Technology
* Teacher 7.0 - Professional Growth
* School Administrators 1.0 - Leadership and Vision
* School Administrators 2.0 - Teaching and Learning

The matter of making learning more personalized has been noted in the National Education Technology Plan[[9]](#footnote-9) (Cator & Scherer, 2011). As we expand the use of mobile labs in our classrooms, our objective is to make lessons more interactive and more personable to students. With lab lessons that cater to students’ choice, and that make available, higher- interest topics, assignments can be differentiated to meet the learning needs of all students in our general population and those with individualized educational plans. The ReTool Your School Grant will help to empower our school to meet this goal.

**Common Core Statement**

The Common Core State Standards were developed to help students excel as independent learners, who can communicate effectively, locate and use evidence efficiently, understand other perspectives and cultures, apply existing knowledge to new situations, evaluate complex texts, comprehend and critique information, and feel confident about solving real world problems. The standards also demand that students be able to use technology strategically to accomplish these outcomes (Common Core Standards).

Our grant proposal was created with these objectives in mind. With the additional laptop cart that is being requested, along with the proposed high-quality professional development for our staff, we will be able to reach our students from a platform of instruction that will motivate and engage them to grow and learn.

Student use of computers as a tool for learning, and creating evidence of learning, is essential for producing highly capable young people that can compete in educational settings as well as arenas beyond the classroom. This is our vision for our students and the vision embodied in the Common Core State Standards.

**Identification of Technology Leader**

Ms. Lemmo meets the requirements for Technology Leaders. She was nominated by our Technology Facilitator, selected by our Technology Team, and approved by our School Principal. She has several years of satisfactory and proficient evaluations.

A as a Media Specialist, Ms. Lemmo uses a wide array of district technologies while assisting staff with technology. She is a member of our School Leadership Team and is the Resource Team Leader.

She has contributed toward outlining the professional development for the ReTool Your School Grant, and is available for implementing the trainings and workshops that are scheduled.

Ms. Lemmo works well with others and is a valued member of our school community.

**ReTool Your School Grant**

**Action Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goals:**   1. Creatively provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning. 2. Provide students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the digitized Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment. 3. Have daily access to digital student assessments. | | | | | | | | | | | | | | | | | | | |
| **Objectives** | | | **Task/Activities** | | | **Timeframe** | | | **Person**  **Responsible** | | **Contact City School’s Email** | | | **How Success will be Measured and Documented** | | | **Resources Needed** | | |
| “[Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective](http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts)” (Common Core Standards).  Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted as needed. | | | Teachers, grades 3-8, will be trained to use [Diigo](http://www.diigo.com), a free online research, note taking and annotation tool.  Teachers, grades 3-8, will be trained to use Junoed.com, an online tool used for creating queries, lessons, and exercises that students can take digitally.  Teachers will train students to use Diigo. | | | *ELA Teacher Training:*  2nd Thursday in September  4 - 6 p.m.  *Student Implementation:*  Beginning the following Monday and continuing throughout the year.  *Content Area Teacher Training*:  3rd Thursday in September  4 - 6 p.m.  *Student Implementation:*  Beginning the following Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in September.  *Student Re-assessment:*  1st Friday in November. | | | Jessica Lemmo: Technology  Leader, Media Specialist | | jlemmo@bcps.K12.md.us | | | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | | Laptop  Cart  Teacher  Laptop with  Projector | | |
| **Objectives** | | | **Task/Activities** | | | **Timeframe** | | | **Person**  **Responsible** | | **Contact City School’s Email** | | | **How Success will be Measured and Documented** | | | **Resources Needed** | | |
| “The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing - a basic form of argument - extending down into the earliest grades” (Common Core Standards). | | | Teachers, grades 3-8, will be trained in the use of Collaborize Classroom, a structured online discussion platform with question types that make it easy to teach argument writing.  Teachers will train students to use Collaborize Classroom. | | | *ELA Teacher Training:*  2nd Thursday in October  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher Training:*  3rd Thursday in October  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Fridays in October.  *Student Re-assessment:*  1st Friday in December | | | Jessica Lemmo: Technology  Leader, Media Specialist | | jlemmo@bcps.K12.md.us | | | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | | Laptop  Cart  Teacher  Laptop with  Projector | | |
| **Objectives** | | | **Task/Activities** | | | **Timeframe** | | | **Person**  **Responsible** | | **Contact City School’s Email** | | | **How Success will be Measured and Documented** | | | **Resources Needed** | | |
| [“Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism”](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards/college-and-career-readiness-anchor-standards-for-writing/) (Common Core Standards). | | | Teachers, grades 3-8, will be trained in the use of Google Advanced Search, which is useful for refining online searches to find more relevant and reliable information.  Teachers will train students to use Google Advanced Search. | | | *ELA Teacher Training:*  2nd Thursday in November  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher Training:*  3rd Thursday in November  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in November  *Student Re-assessment:*  1st Friday in January | | | Jessica Lemmo: Technology  Leader, Media Specialist | | jlemmo@bcps.K12.md.us | | | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | | Laptop  Cart  Teacher  Laptop with  Projector | | |
| **Objectives** | | **Task/Activities** | | | **Timeframe** | | | **Person**  **Responsible** | | **Contact City School’s Email** | | **How Success will be Measured and Documented** | | | **Resources Needed** | | |
| [“Students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases”](http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts) (Common Core Standards). | | Teachers, grades 3-8, will be trained in the use of [Study Blue,](http://www.studyblue.com) an online tool for making flashcards with video and audio elements, taking notes, and preparing for exams.  Teachers will train students to use Study Blue. | | | *Math Teacher Training:*  2nd Thursday in January  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher*  *Training:*  3rd Thursday in January  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in  January  *Student Re-assessment:*  2nd Friday in March | | | Jessica Lemmo: Technology  Leader, Media Specialist | | jlemmo@bcps.K12.md.us | | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | | Laptop  Cart  Teacher  Laptop with  Projector | | |
| **Objectives** | | | **Task/Activities** | | | **Timeframe** | | **Person**  **Responsible** | | **Contact City School’s Email** | | **How Success will be Measured and Documented** | | | **Resources Needed** | | |
| [“Understand and evaluate random processes underlying statistical experiments. Make inferences and justify conclusions from sample surveys, experiments and observational studies”](http://www.corestandards.org/the-standards/mathematics/hs-statistics-and-probability/introduction/) (Common Core Standards). | | | Teachers, grades 3-8, will be trained in the use of [Survey Monkey](http://www.surveymonkey.com/), a free online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions.  Teachers will train students to use Survey Monkey. | | | *Math Teacher Training:*  2nd Thursday in February  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher*  *Training:*  3rd Thursday in February  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in  February  *Student Re-assessment:*  2nd Friday in April | | Jessica Lemmo: Technology  Leader, Media Specialist | | jlemmo@bcps.K12.md.us | | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | | Laptop  Cart  Teacher  Laptop with  Projector | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Task/Activities** | **Timeframe** | **Person**  **Responsible** | **Contact City School’s Email** | **How Success will be Measured and Documented** | **Resources Needed** |
| [“Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations”](http://catlintucker.com/2012/05/10-tech-tools-to-effectively-teach-the-common-core-standards-english-math/Diagrams%20of%20various%20kinds,%20spreadsheets%20and%20other%20technology,%20and%20algebra%20are%20powerful%20tools%20for%20understanding%20and%20solving%20problems%20drawn%20from%20different%20types%20of%20real-world%20situations.) (Common Core Standards). | Teachers, grades 3-8, will be trained in the use of [Creately](http://creately.com/), [an online tool that makes it easy to create, share, and collaborate with data-rich diagrams.](http://creately.com/content/what-creately)  Teachers will train students to use Creately. | *Math Teacher Training:*  2nd Thursday in March  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in March  *Student Re-assessment:*  2nd Friday in May | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | During daily instruction, the Leadership Team will assess teacher’s ability to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically.  Teachers will assess student’s ability to use this technology  tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | Laptop  Cart  Teacher  Laptop with  Projector |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | | **Task/Activities** | | **Timeframe** | | **Person**  **Responsible** | **Contact City School’s Email** | **How Success will be Measured and Documented** | | **Resources Needed** | |
| [“Mathematically proficient students consider the available tools when solving a mathematical problem. They are able to use technological tools to explore and deepen their understanding of concepts” (Common Core Standards).](http://www.corestandards.org/the-standards/mathematics/introduction/standards-for-mathematical-practice/) | | Teachers, grades 3-8, will be trained in the use of [Khan Academy, an online tool](http://www.khanacademy.org/) that contains thousands of video tutorials explaining math concepts and practice problems available to support students in developing their understanding of math.  Teachers will train students to use Khan Academy. | | *Math Teacher Training:*  2nd Thursday in April  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in April  *Student Re-assessment:*  2nd Friday in June | | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops.  Grades will be documented via an on-line grade book. | | Laptop  Cart  Teacher  Laptop with  Projector | |
| **Objectives** | | **Task/Activities** | | **Timeframe** | **Person**  **Responsible** | **Contact City School’s Email** | **How Success will be Measured and Documented** | **Resources Needed** | |
| Students will independently gain content knowledge and skills for all subject areasthrough the use of technology. (Common Core)  Teachers will gain knowledge of best practices for using internet learning sites to extend student learning across the curriculum. | | Teachers, grades K-3, will be trained through a series of hands-on workshops, to use a large array of websites that support student’s independent learning for Language Arts, Mathematics, Science and Social Studies.  A selected group of 25 students, grades K-2, will be included in the workshops. | | *2nd Grade Teacher Training including 25 selected students:*  Every Tuesday and  Wednesday in October.  3:45 p.m. - 5:00 p.m.  *1st Grade Teacher Training including 25 selected students:*  Every Tuesday and  Wednesday in November.  3:45 p.m. - 5:00 p.m.  *Kindergarten Teacher Training including 25 selected students:*  The last Tuesday and  Wednesday in January.  3:45 p.m. - 5:00 p.m.  *Student Implementation:*  Teachers will use these tools with students during the workshop. Also throughout the school year teachers will train students to use these tools at computer stations.  *Student Assessment:*  Throughout the school year students will be assessed informally via an observational tool. | Judy Geisler:  Technology  Facilitator  and/or  Jessica Lemmo:  Technology Leader, Media  Specialist | JLGeisler@bcps.K12.Md.US  JLemmo@bcps.K12.Md.us | Success will be measured through the use of an observational checklist that that will measure the teachers ability to provide one to one instruction, as needed, to students who participate in the Workshop. | Laptop  Cart  Teacher  Laptop with  Projector | |

**ReTool Your School Grant**

**Professional Development Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goals:**   1. Provide students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the digitized Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment. 2. Have daily access to digital student assessments. | | | | | |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Diigo](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.diigo.com), a free online research, note taking and annotation tool and Junoed.com which for creating quires, lessons, and exercises that students can take digitally. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | \*During the last week of November, ELA and Content Area teachers will complete an informal survey where-in they will write a short narrative (3-5 sentences) describing how they have implemented each digitized tool that they have learned about through this professional development.  For this first Milestone Assessment they will report out on Diigo, Junoed, and Colaborize Classroom. | Teachers, grades 3-8, will be trained to use [Diigo](http://www.diigo.com), a free online research, note taking and annotation tool.  Teachers, grades 3-8, will be trained to use Junoed.com, an online tool used for creating queries, lessons, and exercises that students can take digitally.  Teachers will train students to use Diigo. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *ELA Teacher Training:*  2nd Thursday in September  4 - 6 p.m.  *Student Implementation:*  Beginning the following Monday and continuing throughout the year.  *Content Area Teacher* Training:  3rd Thursday in September  4 - 6 p.m.  *Student Implementation:*  Beginning the following Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in September  *Student Re-assessment:*  1st Friday in November |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Collaborize Classroom](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.collaborizeclassroom.com), which is a structured online discussion platform with question types that make it easy to teach argument writing. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | *(\*see above*) | Teachers, grades 3-8, will be trained in the use of Collaborize Classroom, a structured online discussion platform with question types that make it easy to teach argument writing.  Teachers will train students to use Collaborize Classroom. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *ELA Teacher Training:*  2nd Thursday in October  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher Training:*  3rd Thursday in October  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Fridays in October  *Student Re-assessment*:  1st Friday in December |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using Google Advanced Search, which is useful for refining online searches to find more relevant and reliable information. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | \*\*During the last week of February, ELA and Content Area teachers will complete an informal survey where-in they will write a short narrative (3-5 sentences) describing how they have implemented each digitized tool that they have learned about thus far through this professional development.  For this second Milestone Assessment they will report out again on Diigo, Junoed, and Colaborize Classroom. They will also report out on Google Advanced Search, Study Blue, and Survey Monkey. | Teachers, grades 3-8, will be trained in the use of Google Advanced Search, which is useful for refining online searches to find more relevant and reliable information.  Teachers will train students to use Google Advanced Search. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *ELA Teacher Training:*  2nd Thursday in November  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher Training:*  3rd Thursday in November  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in November  *Student Re-assessment:*  1st Friday in January |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Study Blue](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.studyblue.com) which is an online tool for making flashcards with video and audio elements, taking notes, and preparing for exams. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 – The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | *(\*\*see above)* | Teachers, grades 3-8, will be trained in the use of Study Blue, an online tool for making flashcards with video and audio elements, taking notes, and preparing for exams.  Teachers will train students to use Study Blue. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *ELA Teacher Training:*  2nd Thursday in January  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher*  *Training:*  3rd Thursday in January  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in  January  *Student Re-assessment:*  2nd Friday in March |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Survey Monkey](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.surveymonkey.com%2f), which is a free online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | During the last week of May, ELA and Content Area teachers will complete an informal survey wherein they will write a 3-5 sentence narrative describing how they have implemented each digitized tool learned about thus far through this professional development.  Teachers will report out again on Diigo, Junoed, Colaborize Classroom, Google Advanced Search and Study Blue. They will also be assessed for their use of Survey Monkey.  \*\*\*Also during the last week of May, Mathematics teachers will complete an informal survey where-in they will write a short narrative (3-5 sentences) describing how they have implemented Khan Academy and Creately*.* | Teachers, grades 3-8, will be trained in the use of Survey Monkey, a free online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions.  Teachers will train students to use Survey Monkey. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *ELA Teacher Training:*  2nd Thursday in February  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Content Area Teacher*  *Training:*  3rd Thursday in February  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in  February  *Student Re-assessment:*  2nd Friday in April |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Creately](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fcreately.com%2f), which is an online tool that makes it easy for you to create, share, and collaborate with data-rich diagrams. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 - The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | *(\*\*\*see above)* | Teachers, grades 3-8, will be trained in the use of Creately, an online tool that makes it easy to create, share, and collaborate with data-rich diagrams.  Teachers will train students to use Creately. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *Math Teacher Training:*  2nd Thursday in March  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in March  *Student Re-assessment:*  2nd Friday in May |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will use technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment by using [Khan Academy](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.khanacademy.org%2f)which contains thousands of video tutorials explaining mathematical concepts and practice problems available to support students in developing their understanding of math. 2. Teachers will be able to integrate this technology via The Instructional Framework, P5 – The ability to use and align resources strategically. 3. Teachers will have access to digital student assessments so that data can be reviewed continually and instruction can be adjusted. | (\*\*\*see above) | Teachers, grades 3-8, will be trained in the use of Khan Academy, an online tool that contains thousands of video tutorials explaining math concepts and practice problems available to support students in developing their understanding of math  Teachers will train students to use Khan Academy. | Jessica Lemmo: Technology  Leader, Media Specialist | jlemmo@bcps.K12.md.us | *Math Teacher Training:*  2nd Thursday in April  4 - 6 p.m.  *Student Implementation:*  Beginning the following  Monday and continuing throughout the year.  *Student Assessment:*  3rd and 4th Friday in April  *Student Re-assessment:*  2nd Friday in June |
| **Objectives** | **Milestones** | **Strategies/Activities** | **Contact(s) Responsible** | **Contact City School’s Email** | **Timeframe** |
| 1. Teachers will gain knowledge of best practices for using internet learning sites to extend student learning across the curriculum. | Teachers grades K-3 will have four Milestone Assessments which will be given in the last week of the following months: November, January, March, and May.  They will complete an informal survey wherein they will write a short narrative (3-5 sentences) describing how they have implemented all tools included in this 10 week training.  *Note: Some tools will not be introduced until later in the school year. As such, subsequent Milestone Assessments will be implemented during the following school year.* | Teachers, grades K-3, will be trained through a series of hands-on workshops, to use a large array of websites that support student’s independent learning for Language Arts, Mathematics, Science and Social Studies.  A selected group of 25 students, grades K-2, will be included in the workshops. | Judy Geisler:  Technology  Facilitator  and/or  Jessica Lemmo:  Technology Leader, Media  Specialist | JLGeisler@bcps.K12.Md.US  JLemmo@bcps.K12.Md.us | *2nd Grade Teacher Training including 25 selected students:*  Every Tuesday and  Wednesday for four weeks in October.  3:45 p.m. - 5:00 p.m.  *1st Grade Teacher Training including 25 selected students:*  Every Tuesday and  Wednesday for four weeks in November.  3:45 p.m. - 5:00 p.m.  *Kindergarten Teacher Training including 25 selected students:*  The last two weeks in January, Tuesdays and  Wednesdays.  3:45 p.m. - 5:00 p.m.  *Student Implementation:*  Teachers will use these tools with students during the workshop. Also throughout the school year teachers will train students to use these tools at computer stations.  *Student Assessment:*  Throughout the school year students will be assessed informally via an observational tool. |

**Technology Framework**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Vision:**  Garrett Heights Middle School aspires to become an educational community that:   * Maintains an engaging environment where all students can learn;      * Provides a rigorous curriculum that is responsive to the students' needs; and * Views staff, students, parents, and community partners as investors in the future of our students and school. | | | **School Mission:**  It is our mission at Garrett Heights to provide a positive environment that is child centered and developmentally appropriate, by using an invitational approach to learning that will enable student to achieve their maximum potential. | | | |
| **Goal(s):**   1. Creatively provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning. 2. Provide students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the PARCC Assessment. 3. Have daily access to digital student assessments. | | | | | | |
| **Needs Assessment:**  ***Results of the Budget Priority Spending:*** Garrett Heights collected data through staff surveys and Budget Input Surveys completed by staff, parents and students. The results unanimously carried the theme for more technology in our building. Teachers wanted more technology integration with the district’s curriculum, along with more access to the computer lab, and valuable online resources and assessments to increase student performance. Students and parents also want more access to computers to complete research papers and presentations.  ***Identification of Services:*** Below is a list of the software that will be used on the mobile laptop cart. All teachers will receive training from the Technology Lead. Teachers will participate in monthly meetings to discuss best practices and report any technical problems they are experiencing.   * Laptops * Diigo * Junoed.com * [Collaborize Classroom](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.collaborizeclassroom.com) * Google Advance Search * Study Blue * Survey Monkey * Creatly * Khan Academy   ***School Technology Goals – Short-Term Goals:***   * Priority One: Daily access to computer-based learning * Priority Two: Curriculum integration in preparation of PARCC Assessment * Priority Three: Digital student assessments   ***School Technology Goals – Long-Term Goals:***   * Priority One: One laptop cart for every two teachers that work with students who will be taking the PARCC * Priority Two: Two computer labs, 1 for lower grades, 1 for middle school, and to be used as a Professional Development space * Priority Three: Wireless Internet Access throughout the building | | | | | | |
| **Funding:**  The funding of the school-wide technology will primarily come from the FSF & Title I | | | | | | |
| **Technology Acquisition:**  ***Identification of technologies:*** This grant will be used to purchase an additional laptop cart and provide staff training for our existing cart. With this grant we want to creatively provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning, provide students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the PARCC Assessment and have daily access to digital student assessments. The use of laptop carts in the classrooms will be essential for meeting these goals along side with providing multiple-use, high quality, Common Core Standard driven, technology training for teachers.  **School Plan of Acquisition:**   |  |  |  | | --- | --- | --- | | **Identification of Technologies and Timetable of Acquisition:** | | | | **Technology Tool** | **Description** | **Date of Acquisition** | | [Diigo](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.diigo.com) | Free online research, note taking and annotation tool. | September 2, 2012 | | Junoed.com | Website for creating quires, lessons, and exercises that students can take digitally. | September 3, 2012 | | [Collaborize Classroom](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.collaborizeclassroom.com) | Online discussion platform with question types that make it easy to teach argument writing. | October 2, 2012 | | Google Advanced Search | Online searches to find more relevant and reliable information. | November 2, 2012 | | [Study Blue](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.studyblue.com) | Online tool for making flashcards with video and audio elements, taking notes, and preparing for exams. | January 2, 2013 | | [Survey Monkey](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.surveymonkey.com%2f) | Online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions. | February 2, 2013 | | [Creately](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fcreately.com%2f) | Online tool that makes it easy for you to create, share, and collaborate with data-rich diagrams. | March 2, 2013 | | Khan Academy | Website containing thousands of video tutorials explaining mathematical concepts and practice problems available to support students in developing their understanding. | April 2, 2013 |   ***Acquisition Policies and Procedures:*** Grades 3-8 will use laptop carts as a resource that would help students learn in all subjects they encounter throughout the day. Grades K-2 technology program will be after-school, 2 days per week, where students will learn computer skill, reinforce language arts, and mathematical concepts. | | | | | | |
| **Access:**  ***Equitable access to telecommunications & technologies:*** Teachers will develop a learning community that may include a tech blog for our school, where teachers and administrators share knowledge of technology tools. Quarterly "Tech Share" will be conducted where teachers can come together for a half-day session to share ideas and demonstrate technology uses. Teachers will plan for a yearly “Tech Day” wherein teachers open their classrooms to co-workers, parents, etc., to demonstrate the use of technology.  ***BCPSS Acceptable Use Policy:*** This administrative regulation provides terms and conditions that must be accepted by City Schools employees, including school and teaching staff, guests, consultants, administrative staff located in headquarters and satellite offices, as well as affiliated agencies. Signatories to this document will be held accountable for acceptable uses, rules of behavior, and access privileges to City Schools Internet, Intranet connections, Email correspondence (sent and received), use of City Schools computer hardware and peripherals, and installation and maintenance of software. Signatories to policy EGD and this administrative regulation acknowledge that they endorse a binding directive of the Baltimore City Board of School Commissioners (the Board) and that a copy of the acknowledgement will be electronically recorded and/or deposited in the employee file of each consenting person. Employee acknowledgement and acceptance of policy EGD and EGD-RA will be electronically recorded twice per year via Active Directory login script distributed to all City Schools administrative computer. City Schools reserves the right to review and update the acceptable use and conduct provisions in this administrative regulation at any time. | | | | | | |
| **User Support:**  ***School-Based Technical Support Person:*** The Technology Lead will attend all off-site training, conduct monthly trainings with content teachers, offer support to teachers on training students, and report maintenance issues. | | | | | | |
| **Professional Development Framework Goal/Outcomes:**   1. Teachers will participate on ongoing professional development on implementing creative instruction to students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning. 2. Teachers will participate in ongoing professional development on using technology to teach The Common Core Standards and implementing the PARCC Assessment. 3. Teachers will participate in ongoing professional development on utilizing digital student assessments to improve student performance   ***Objective/Indicator:*** Teachers will assess student’s ability to use this technology tool by giving them a performance-based task to complete on their laptops. Teachers will implement online assessments. | | | | | | |
| **Activities** | **Timeline** | **Audience** | | **Person**  **Responsible for Implementation** | **Evaluation/Evidence of Successful Implementation** | **Follow-Up Activities** |
| Train teachers to use [Diigo](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.diigo.com), a free online research, note taking and annotation tool. | September  2nd Thursday  4 - 6 p.m. | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments | Performance-based task |
| Train teachers to use Junoed.com, an online tool for creating quires, lessons, and exercises that students can take digitally. | September  3rd Thursday  4 - 6 p.m | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based task |
| Train teachers to use [Collaborize Classroom](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.collaborizeclassroom.com), a structured online discussion platform with question types that make it easy to teach argument writing. | October  2nd Thursday  4 - 6 p.m. | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments | Performance-based tasks |
| **Activities** | **Timeline** | **Audience** | | **Person**  **Responsible for Implementation** | **Evaluation/Evidence of Successful Implementation** | **Follow-Up Activities** |
| Train teachers to use Google Advanced Search which is useful for refining online searches to find more relevant and reliable information. | November  2nd Thursday  4 - 6 p.m. | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based tasks |
| Train teachers to use [Study Blue,](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.studyblue.com) an online tool for making flashcards with video and audio elements, taking notes, and preparing for exams. | January  2nd Thursday  4 - 6 p.m. | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based tasks |
| Train teachers to use [Survey Monkey](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.surveymonkey.com%2f), a free online survey tool that shows how to design a survey, collect information, analyze data, and draw conclusions. | February  2nd Thursday  4 - 6 p.m. | ELA Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based tasks |
| Train teachers to use [Creately](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fcreately.com%2f), an online tool that makes it easy for you to create, share, and collaborate with data-rich diagrams. | March  2nd Thursday  4 - 6 p.m. | Math Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based tasks |
| Train teachers to use [Khan Academy](https://mail.bcps.k12.md.us/owa/redir.aspx?C=628f35cb1a304c0cb06015b047c857c6&URL=http%3a%2f%2fwww.khanacademy.org%2f)which contains thousands of video tutorials explaining mathematical concepts and practice problems available to support students in developing their understanding. | April  2nd Thursday  4 - 6 p.m. | Math Teacher | | Jessica Lemmo  Technology Leader | Student Assessments  Quarterly reports on effectiveness in their classroom (with examples & data) and observation | Performance-based tasks |

**Budget**

The funds received from this grant will provide students who have special needs, varied modalities of learning, and who demand rigor and technology for sustained engagement, daily access to computer-based learning. It will provide our students with highly qualified teachers that have expertise using technology to teach The Common Core Standards and prepare students for the digitized PARCC Assessment. We plan on spending $23,516 to buy a laptop cart with 30 laptops to provide the school with a second mobile lab to achieve these goals. We also have allocated $866.52 for two Epson EX3210 LCD Multimedia Projectors for teacher use with this cart and our existing cart. Also we will be spending $250 to subscribe to the Level of Teaching Innovation (LoTI) Profiling Tool in order to analyze trends and promote continuous improvement of staff.

All teachers that participate in after school professional development will receive a $30 an hour stipend for a total of $4,262.94 (with FICA), so that they can be trained to use the internet tools described. Finally, the Technology Lead will receive $4069.17 (with FICA) as a stipend which includes research/preparation time and delivery of instruction to the staff.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ReTool Your School Grant Budget Worksheet** | | | | |
|  |  |  |  | |
| **Line Item & Calculation** | | | **Grant Funds** | **School Funds** | **Total** | |
| ELA Teacher Stipend: $30.00 x 10 hours x 5 Teachers + 7.65% FICA | | |  | 1,614.75 | 1,614.75 | |
| ELA Content Lead PD Stipend: $30.00 x 10 hours + 7.65% FICA | | |  | 322.95 | 322.95 | |
| Math Teacher Stipend: $30.00 x 4 hours x 3 Teachers + 7.65% FICA | | |  | 387.54 | 387.54 | |
| Technology Lead Stipend: $30.00 x 126 hours + 7.65% FICA | | |  | 4,069.17 | 4,069.17 | |
| 1st/2nd Grade Teacher Stipend: $30.00 x 12 hours x 4 + 7.65% FICA | | |  | 1,550.16 | 1,550.16 | |
| K Teachers Stipend: $30.00 x 6 hours x 2 + 7.65% FICA | | |  | 387.54 | 387.54 | |
| Total Stipends | | |  |  | 8,332.11 | |
|  | | |  |  |  | |
| Professional Development Supplies and Materials | | |  |  | 0.00 | |
| Total Professional Development Supplies and Materials | | |  |  | 0.00 | |
|  | | |  |  |  | |
| General Supplies and Materials | | |  |  | 0.00 | |
| Total General Supplies and Materials | | |  |  | 0.00 | |
|  | | |  |  |  | |
| Laptop Cart with 30 Laptops | | | 23,516.00 |  | 23,516.00 | |
| 2 Epson EX3210 LCD Multimedia Projector | | | 866.52 |  | 866.52 | |
| Level of Teaching Innovation (LoTI) Profiling Tool | | | 250.00 |  | 250.00 | |
| Total Hardware | | |  |  | 24,632.52 | |
|  | | |  |  |  | |
| Software | | |  |  | 0.00 | |
| Total Software | | |  |  | 0.00 | |
|  | | |  |  |  | |
|  | | |  |  |  | |
| Total Professional Development Costs | | |  |  | 8,332.11 | |
| Total General Costs | | |  |  | 24,632.52 | |
| **Total** | | | **$24,633** | **$8,332** | **32,964.63** | |
|  | | |  |  |  | |
|  |  |  |  | |
| PD Requirement (25% of total grant application) | Your PD Cost must total at least: | | 8,241.16 | |

1. Mouza, C. (2008, July 02). *Learning with laptops: Implementation and outcomes in an urban, under-privileged school*. Retrieved from http://tinyurl.com/chul44e [↑](#footnote-ref-1)
2. Common Core State Standards Initiative. (2011). *Key points in English language arts*. Retrieved from http://bit.ly/aSHvjA [↑](#footnote-ref-2)
3. Common Core State Standards Initiative. (2011). *Key points in English language arts*. Retrieved from http://bit.ly/aSHvjA [↑](#footnote-ref-3)
4. Common Core State Standards Initiative. (2011). *College and career readiness anchor standards for writing*. Retrieved from http://bit.ly/eLjyAg [↑](#footnote-ref-4)
5. Common Core State Standards Initiative. (2011). *Key points in English language arts*. Retrieved from http://bit.ly/aSHvjA [↑](#footnote-ref-5)
6. Common Core State Standards Initiative. (2011). *Statistics & probability*. Retrieved from http://bit.ly/aVX1gL [↑](#footnote-ref-6)
7. Tucker, C. (2012, May 08). *11 tech tools to teach the common core standards*. Retrieved from http://bit.ly/KDvcAc [↑](#footnote-ref-7)
8. Common Core State Standards Initiative. (2011). *Standards for mathematical practice*. Retrieved from http://bit.ly/bxka00 [↑](#footnote-ref-8)
9. Cator, K., & Scherer, M. (2011, February). *Transforming education with technology*. Retrieved from http://tinyurl.com/ybfqhxn [↑](#footnote-ref-9)