

HIGHWAY TO SUCCESS

BRIEF PROJECT SUMMARY

The proposed project encompasses comprehensive eMINTS for grades 3-4 and eMINTS4All for grade 2, the mixed age classroom, library media specialist, music teacher, and literacy coach. As a result we expect improved teacher instruction integrated with technology, ultimately improving student achievement and student technology literacy.

I. INTRODUCTION, PRIOR PLANNING, AND LOCAL COMMITMENT

A. Community, Target Population, Major Implementation Strategies & Expected Outcomes

INTRODUCTION

Heber Hunt Elementary in Sedalia, Missouri, is not only located at the crossroad of highways 65 and 50, but also at an educational crossroad. The teachers, students, and parents of Heber Hunt are confronted with several road blocks, such as low MAP scores, increasing poverty, and a high needs minority population. The Heber Hunt staff desires to provide authentic learning experiences and tangible links to the outside world, allowing students to surpass limitations and achieve at higher levels. Participation in the eMINTS instructional model will give Heber Hunt teachers the knowledge and resources necessary to significantly challenge and motivate students. A carefully planned implementation including second, third, and fourth grade teachers, a mixed-age classroom, the literacy coach, the music teacher, and the library media specialist will give Heber Hunt staff and students a common road map for using inquiry-based learning, driven by technology, to navigate around these road blocks. Thus begins Heber Hunt's journey on the Highway to Success.

Community

Although considered rural, Sedalia is the largest town in Pettis County and serves as the county seat. Home to both large and small businesses, Sedalia is a thriving, diverse community with a population of 20,862. The estimated household income for Sedalia residents is \$35,304, as compared to both Pettis County (\$39,225) and the United States (\$50,777). The work force consists of the following occupational categories: Professional 26.3%; Service 15.7%; Sales 20.9%; Farming .5%; Construction 10.4%; Production and Transportation 26.1%. The community is striving to bring more jobs to Sedalia by providing tax breaks to corporations who move into town. In addition, Sedalia has received a \$400,000 DREAM (Downtown Revitalization and Economic Assistance in Missouri) Initiative grant in an effort to revive the downtown area and to create jobs for our citizens. Similar to our community, Heber Hunt has the desire to revitalize teaching and learning strategies in our school.

Sedalia School District and Heber Hunt Elementary

The Sedalia School District #200 is a rural, preK-12 district with a population of over 4,500 students and a budget of approximately \$41,113,422 in 2008-2009. The school district currently includes the Pettis County Early Childhood Cooperative, five elementary schools (K-5), one middle school (6-8), one high school (9-12), and one alternative high school (9-12). However, in 2009-2010 the district will be reorganized, with five K-4 elementary schools, one 5-6 intermediate center, a 7-9 junior high, and a new high school consisting of grades 10-12. The upcoming reorganization is being made possible through a levy passed in April of 2007. As district leaders plan new construction, technology compatibility is in the blueprints.

Originally constructed in 1962, Heber Hunt Elementary School is a neighborhood public school and currently serves 569 students in kindergarten through fifth grade. Heber Hunt has five classrooms per grade level from kindergarten through second grade. Third and fourth grade have four classrooms, while the fifth grade has three classrooms. Heber Hunt implemented a mixed-age classroom this year, which includes forty-one students in grades one through four

and two classroom teachers. A few special features of Heber Hunt Elementary School include the mentor partnership with Whittier Alternative High School, the Boys & Girls Club after-school program, after-school tutoring for struggling students, and the University of Missouri Partnership for Educational Renewal. Perhaps the most distinguishing feature of Heber Hunt is our recent commitment towards service-learning projects within our school and community.

Within Sedalia, Heber Hunt is the largest elementary school and also consists of the most diverse population. 62% of the student population is Caucasian, while **38%** represent minority ethnicities (22% Hispanic, 16% African-American, and 2% Russian and Ukrainian). Additionally, 5% are migrant and 21% of students are English Language Learners. For the past few years, Heber Hunt's enrollment in each grade level has shown a dramatic increase in diversity.

The free and reduced lunch population at Heber Hunt has also increased significantly in the past few years. In 2005, the number of students qualifying for free and reduced lunch was 63%. Now, only five years later, **77%** of Heber Hunt students qualify, as compared to 58% and 42% at the district and state levels. Over 35% of our families record a combined annual income of under \$20,000. Furthermore, approximately 11% of Heber Hunt students are considered homeless. To address the needs of our struggling students and families, the Heber Hunt staff has initiated several programs, such as Community Nights (which include a free meal and informational topics), Backpack Buddies (supplying food for the weekend), and Literacy Nights with dinners at our low-income housing development.

Target Population

The proposed project most significantly impacts our second through fourth grades (approximately 350 students). However, we have designed our implementation plan such that all students at Heber Hunt will experience the eMINTS instructional model.

- **Third and Fourth Grade**

Third and fourth grade teachers and students will engage in the comprehensive eMINTS instructional model. Because fifth grade will move to an intermediate school in 2009-2010, they have not been included in this project.

- **Second Grade**

The second grade population will be included through the implementation of eMINTS4All. The eMINTS4All program is designed to prepare students for the level of instruction and technology existing in comprehensive eMINTS classrooms. The second grade will be targeted not only to prepare them for comprehensive eMINTS classrooms the following two years at Heber Hunt, but also to provide similar high-quality inquiry-based instruction.

- **Mixed Age Class**

The two teachers of the mixed-age class (grades 1-4) will receive eMINTS4All training. The presence of first and second grade students within the class guided the decision to make this an eMINTS4All classroom.

- **Literacy Coach, Library Media Specialist, and Music Teacher**

The literacy coach, library media specialist, and K-4 music teacher will participate in the eMINTS4All professional development. They provide essential support and will play an active role in collaborating to create high-quality, inquiry-based lessons powered by technology.

- **Kindergarten, First Grade Teachers, Ancillary Staff**

During the second year of implementation, our Kindergarten, first grade, and ancillary staff members (art, PE, counselor, etc.) will participate in four sessions of the eMINTS Custom Professional Development program. Although these teachers will not receive the technology, they will learn to incorporate eMINTS teaching strategies into classroom instruction.

- **eMINTS/METS Teacher**

Heber Hunt currently has one eMINTS/METS classroom. This fourth grade teacher is in her second year of comprehensive eMINTS training, and will participate in the Veteran's eMINTS professional development during year two of this implementation.

- **Administrators**

The eMINTS for Administrators training will enable the building principal (project contact) to organize and evaluate the implementation of the program and further support the learning process in the eMINTS classrooms. The principal has the advantage of having previously been the administrator at Skyline Elementary in the district, where eMINTS was first established. The Technology Director will participate in eMINTS4Techs and assist by facilitating the installation and maintenance of hardware and software. The Superintendent and building principal will collaborate to supervise the eMINTS program and budgetary matters. The Director of Curriculum and Instruction will oversee program implementation and ensure strong, meaningful connections between curriculum and instructional strategies.

- **Parents**

Parents of second through fourth grade students will be directly involved by the implementation of the eMINTS instructional model. All parents will be informed of eMINTS activities, projects, and progress through community nights, weekly student communication folders, classroom newsletters, parent/teacher conferences, classroom and school websites, and eMINTS Community Nights.

- **Community**

At the beginning of the 2008-2009 school year, Heber Hunt staff committed to incorporating service-learning projects into the curriculum. As a result, our students and teachers are creating partnerships within the community. The implementation of eMINTS will enhance these partnerships, and allow for increased opportunities to create more partnerships with the citizens and organizations of Sedalia and surrounding areas.

Major Implementation Strategies

- **Professional Development**

Professional development will be used as a means to improve instruction, and create high-quality lesson plans, aligned with grade level expectations. Teachers will learn to consistently create engaging lessons from proven instructional strategies, and efficiently prepare students for our technology-centered society. Ultimately, this will improve both student academic achievement and technology literacy.

Comprehensive eMINTS professional development will be provided to four third grade teachers and three fourth grade teachers. Because one fourth grade classroom teacher was awarded a METS classroom grant in 2008, she is currently in her second year of comprehensive eMINTS training and will participate in Veteran's Professional Development in year two. All five second grade teachers and the two mixed-age classroom teachers will be included in the eMINTS4All professional development. The literacy coach and music teacher will also participate in this professional development in order to support the eMINTS instructional model. Additionally, the library media specialist will receive eMINTS4All training and will collaborate with teachers to create a seamless flow of teaching and learning.

In year two, K-1 and ancillary staff will participate in four eMINTS trainings in an effort to impact students at all levels within the building and provide a cohesive implementation. Our eMINTS/METS teacher will participate in Veteran's professional development to continue progressing as an eMINTS teacher. The eMINTS4All training will be provided by a Skyline teacher, who participated in the eMINTS4ETS training when awarded the grant in 2006 and is currently training several Skyline teachers in eMINTS.

- **Instructional and Curricular Focus**

Our implementation will be across the curriculum and all-encompassing, as it involves the collaboration of the literacy coach, music teacher, the library media specialist, and eventual training of K-1 and ancillary teachers through custom professional development. Grade level teachers will create interdisciplinary projects, incorporating technology and inquiry-based learning in all content areas. The literacy coach will incorporate the eMINTS pedagogy into her instruction, during intervention groups and whole-group classroom instruction. The library media specialist will work collaboratively with all students and staff to create a learning environment

using a variety of resources efficiently and appropriately. With increasing research supporting the correlation between music and math achievement, our music teacher is eager to incorporate the eMINTS instructional model while also supporting students in other curricular areas. All teachers will incorporate service-learning projects using inquiry-based learning, integrating content and real-world experiences, while using technology to research, create, communicate and present.

In the past few years, the district has been reworking and aligning curriculum to match the state Grade Level Expectations (GLEs). This is the ideal time for eMINTS implementation, as the adoption of an improved and engaging curriculum in recent years supports inquiry-based learning and high-quality lesson design emblematic of the eMINTS philosophy.

Math: The eMINTS instructional model will support our recent implementation of Math *Investigations*. *Investigations* allows students to apply what they know to new situations, causing them to think and reason about unfamiliar concepts. Use of inquiry-based instruction, powered by technology, will enhance concepts within Scott Foresman math *Investigations*.

Literacy: For several years, the most significant curricular improvement Heber Hunt has been involved in is with the Partnerships in Comprehensive Literacy (PCL), a school-reform model dedicated to increasing student achievement. The literacy model provides weekly ongoing professional development to all staff members within the building along with frequent monitoring of student reading levels through Developmental Reading Assessments (DRAs). Our literacy coach provides small group interventions for struggling students, along with training and modeling in the classroom. The inclusion of the literacy coach in the eMINTS model will provide additional support to students and collaboration with teachers, as literacy is the necessary foundation for success in all content areas and student achievement.

- **Expected Outcomes and Evaluation**

Once on the Highway to Success, teachers and students will experience a shift in teaching and learning. Specifically, we expect this implementation to most benefit our high needs students. The eMINTS instructional model encourages self-efficacy, freeing teacher time for more individualized instruction and providing the real-world experiences that our high needs students desperately need and desire. Expected outcomes and assessment tools include:

- 1) **Improved Instruction:** Teachers will become educated on inquiry-based methodology and implement into daily instruction. Classroom activities will require higher-level thinking and engage students, while at the same time allow for more individualized instruction. **Evaluation:** Teachers will self-assess instructional improvement using Hallmarks of an Effective Classroom. The principal will also use this tool during walk-throughs to monitor teacher progress using second semester look-fors. OSEDA will use classroom observations and focus groups to track teacher instructional improvements.
- 2) **Teacher Technology Integration:** Teachers will become technology literate, learning to use computer applications, software, and technology tools, and methods of effectively incorporating technology into instructional activities. **Evaluation:** OSEDA will monitor improvements in teacher technology integration through a pre- and post-survey. Teachers will also self-assess using criteria from NETS-T (National Educational Technology Standards for Teachers).
- 3) **Improved Student Achievement:** The inquiry-based instructional activities will engage and challenge students across the curriculum and grade span. All students, specifically our high poverty and ethnic minority populations, will experience meaningful, relevant learning demanding higher-level thinking. **Evaluation:** Student achievement will be locally monitored through Acuity (district-common assessment tool) and DRA

(Developmental Reading Assessment) used to monitor reading levels. The school and OSEDA will evaluate MAP achievement of all student subgroups.

- 4) **Technology Literate Students:** Accessible classroom technology combined with technology-integrated instruction will result in students who are efficient, responsible users of technology. Students will learn to use computer applications and equipment to research, analyze, create, and prepare information. **Evaluation:** OSEDA will monitor improvements in student technology literacy through a pre- and post-survey. Students will also participate in a NETS-S (Educational Technology Standards for Students) assessment to monitor progress in technology literacy.
- 5) **Increased Parental Involvement:** We anticipate increased parental involvement in student learning, as evidenced through attendance at eMINTS Community Nights. **Evaluation:** Teachers will document attendance at eMINTS Community Nights through sign-in sheets.
- 6) **Increased Teacher-Student-Community Collaboration:** We expect increased community collaboration through inquiry-based, technology-enhanced service-learning projects with Heber Hunt teachers and students. **Evaluation:** Success of partnership will be measured by a district-developed service-learning reflective survey.

B. Prior planning reflects team approach with direct involvement of project implementers

Team Approach: Planning for Proposed Project

The eMINTS instructional model has been at the forefront of educational discussions in our district. This is especially true after compiling the evaluation data on Skyline Elementary's success with the program. Discussions among district and school staff were initiated to determine the possibilities of the eMINTS instructional model at Heber Hunt. All of Sedalia's eligible elementary schools expressed interest in eMINTS and applying for the grant in 2008. After assessing student achievement, demographics, number of students impacted, and school-wide faculty commitment, it was determined Heber Hunt would be the most significantly and positively impacted by this project. Upon notification the grant application was not awarded in 2008, it was immediately decided Heber Hunt would apply again in 2009. The district is committed to duplicating Skyline's success at Heber Hunt.

The following list includes, but is not limited to, staff and activities that were essential to the grant-writing process and the basis for this proposal.

- Heber Hunt teachers visited Skyline Elementary to learn more about their experiences with eMINTS and the grant writing process.
- A trained eMINTS teacher visited Heber Hunt to provide input regarding the eMINTS philosophy.
- Weekly meetings were initiated to discuss who would be involved and to what extent.
- Goals, objectives, and evaluation plans were discussed with staff during after-school meetings and via email.
- The grant writing team (literacy coach, two non-eMINTS teachers, one eMINTS/METS teacher, district grant contact, Heber Hunt principal) was established and worked to create the grant proposal.
- Grant committee members met with the district Superintendent, Director of Technology, Director of Curriculum, and the district eMINTS trainer several times throughout the grant-writing process. Heber Hunt administrative assistants, counselors (service-learning facilitators), and various other staff members were helpful by collecting and analyzing data, discussing budgetary concerns, and providing input on the best possible implementation for Heber Hunt students.
- A Leadership Team was established, consisting of the building principal, literacy coach, two teachers, grant contact, the Director of Technology, and the district eMINTS trainer.

Needs Assessments for Project Planning

Many guiding principles were used to create and justify this project proposal. On the district level, CSIP goals and technology plan goals are addressed and incorporated throughout the project. MAP scores, surveys (parent, teacher, and student), demographics, district common assessments and local building data all served as the rationale to pursue the eMINTS instructional model for our teachers and classrooms.

Our achievement data reveals that the needs of our high poverty and ethnic student population are not currently being met. Research has confirmed the performance of these student populations is greatly improved when the children are placed in eMINTS classrooms. Skyline's formal assessments demonstrate that students in the eMINTS classrooms score significantly higher on both the mathematics and communications arts MAP tests (OSEDA) than the non-eMINTS comparison group. Equally important, Skyline eMINTS teachers observe increased student motivation and achievement in the classroom.

Project Design

By utilizing a variety of resources and assessing the needs of students, families, and teachers, our proposed project was designed in such a way that all students will benefit, and the progression of learning will be significant for both teachers and students. By providing custom professional development to our K-1 and ancillary teachers, eMINTS4All for second grade as well as mixed-age, literacy coach, library media, and comprehensive in grades three and four, all students will experience the high-quality teaching and learning representative of the eMINTS instructional model. Our project goal was created to focus on positively impacting students and merging them onto the Highway to Success.

Prior Experiences/Accomplishments

When our fourth grade teacher was awarded the METS grant in 2007-2008, Heber Hunt teachers were able to observe the positive impact that inquiry-based learning, along with technology, could have on student achievement and learning perspective. Many Heber Hunt teachers demonstrated they, too, were willing to commit to improving teaching strategies and learn to use technology as a tool for teaching and learning in order to create optimal learning experiences for their students. Additionally, a grade-level wide implementation would provide equitable learning experiences for all students.

The implementation of the Partnerships of Comprehensive Literacy (PCL) Model has proven to be successful, particularly with our K-2 readers. In March of 2009, reading assessments revealed that over 80% of first graders were reading at or above grade level. Clearly the teachers have the ability to change and improve instruction to meet the needs of students, and the students who will be participating in eMINTS classrooms are capable of success. The eMINTS instructional model and the PCL Model will both provide increased support for teachers and intensify the impact of improved teaching and learning.

District Support/Budgetary Costs and Financing

In past years, the district has shown dedication to improving professional development and technology by providing local funds in an effort to match recent grants. To date, the district has invested \$85,000 on matching electrical supplies and infrastructure for the eMINTS and METS grants. District administrators have committed to provide funds to train any new teacher placed in an existing eMINTS classroom. Also, as more eMINTS classrooms are established district-wide, district administrators will create a full-time position for a district eMINTS trainer who would be responsible for instructing all new and future teachers in eMINTS classrooms.

Aligning Team Member Credentials and Responsibilities

Our leadership team includes staff members with diverse expertise. The Director of Technology is actively involved and available for technology assistance, the principal is the project contact and oversees project implementation, the grant contact is available to assist in ordering and budget management, the literacy coach is involved in all classrooms in the building and conducts weekly collaboration, the two classroom teachers will act as resources for classroom teachers in lesson development and time management, and the eMINTS trainer will serve as ongoing support for eMINTS teachers and classrooms.

C. Ongoing involvement, collaboration, and cooperation among key stakeholders during and after the project.

Ongoing Involvement During and After Project Completion

With the implementation of the eMINTS instructional model, the daily grade level collaboration time will be used to create inquiry-based lesson plans that focus on higher level learning and depth of knowledge. Weekly grade level team meetings will be held with the literacy coach and principal. eMINTS teachers will share progress at monthly faculty meetings to keep the entire staff informed about how to incorporate inquiry-based learning into instructional strategies at all levels. Heber Hunt will communicate and connect with other schools by encouraging site visits from in- and out-of-district teachers. Parents will have opportunities to learn about the eMINTS program through eMINTS Community Nights, student communication folders, classroom websites, and Parent Teacher Organization (PTO) meetings. The community will have ongoing interactions with students through service-learning activities. The key stakeholders will maintain collaborative activities, and these will continue beyond funding of the grant.

Key Stakeholder Involvement, Collaboration, and Cooperation During and After Project

Stakeholders	Involvement
eMINTS teachers: 2 nd grade (eMINTS4All) Mixed Age Classroom (eMINTS4All) 3 rd and 4 th grade (comprehensive)	Implement inquiry-based projects, integrate technology into instruction, design service-learning projects, collaborate with staff members, parents, and community
Literacy Coach (eMINTS4All)	Facilitate team meetings, support and collaborate with teachers while incorporating inquiry-based instruction and technology with the literacy model, model instruction with students in the classrooms
Library Media Specialist (eMINTS4All)	Support teachers with embedding technology, collaborate with teachers to facilitate research projects, instruct students using inquiry-based learning strategies
Music Teacher (eMINTS4All)	Integrate inquiry-based learning and technology into instructional activities, support teachers with cross-curricular classroom projects & lesson design
K-1 Teachers & Ancillary Staff (Custom PD)	Use strategies from Custom PD and incorporate into classroom activities
eMINTS/METS Teacher (Veteran's PD)	Continue to advance in eMINTS instructional model and support classroom teachers in implementation
Principal (eMINTS4Admin)	Project contact, oversee budget, support teachers and students, communicate with parents and community
District Administration Superintendent Director of Technology (eMINTS4Techs) Director of Curriculum and Instruction	Oversee and support overall project implementation Wiring school for technology and installation Curriculum integration, assessment and expansion
Leadership Team (Heber Hunt Principal, 2 nd grade teacher, 4 th grade teacher, literacy coach, grant contact, Director of Technology, district eMINTS trainer)	Attend Leadership Conference and participate in online collaboration, communicate with school and district staff for successful project implementation (financial management, time management, technology management)
Parents and Community	Become involved in student learning through eMINTS events

D. Letters of commitment

The letters of commitment attached represent key stakeholders who are either implementers or supporters of this project. Teachers are committed to complete the professional development, implement the teaching strategies, and participate in ongoing evaluation and research.

II. DESCRIPTION OF NEED

A. Educational goals of teachers and students, status of available resources, previous experiences with renewal programs, other grant programs.

Educational Goals

Our project goals have been created to address the needs of our students, teachers, parents, and community. The goals are to improve teacher instructional strategies, improve teacher technology integration, improve student academic achievement, improve student technology literacy, improve home-to-school relations, and increase teacher-student-community collaboration. These goals are justified through the needs assessments detailed below.

Status of Available Resources

- **Computer Lab:** Heber Hunt's computer lab consists of twenty-four computers, all with Microsoft XP operating system, Microsoft 2007 office software, and Internet access. The computer lab is used for FastForWord and grades 3-5 use it once per week to practice reading and math skills on the Acuity program. **Need:** Computers need to be available in the classroom for instructional purposes. Currently the lab is shared by all teachers, and mostly used for testing and tutoring purposes.
- **eMINTS/METS Classroom:** This fourth grade classroom is equipped according to comprehensive eMINTS guidelines (14 student computers, teacher laptop, printer, SMARTboard, digital camera). **Need:** All Heber Hunt fourth grade students desire to be in the METS classroom. If awarded the grant, every third and fourth grade student will experience a comprehensive eMINTS learning environment.
- **Classroom Computers:** Every classroom in Heber Hunt (except for the eMINTS/METS room) has one teacher computer and one student computer. Computers are equipped with Microsoft XP operating system and Microsoft 2007 office software. **Need:** Our second, third, and fourth grade students are capable of using technology as a learning tool. With classroom computers available on a daily basis and a regular part of classroom learning, students will become fluent in technology.
- **SMARTboards:** There are eleven SMARTboards available in the building. In the past year, our administrator purchased three SMARTboards so that all third and fourth grade teachers have a SMARTboard; however, six of the eleven available SMARTboards do not meet current eMINTS specifications, as they were purchased several years ago. **Need:** Our teachers have basic knowledge of using SMARTboards in the classroom, often using it as a visual presentation tool rather than interactively, and desire ongoing training to take their teaching and students to the next level.
- **Facility:** A recent evaluation of Heber Hunt's electrical infrastructure was conducted in order to assess the building's capability to house an eMINTS program. A new server was installed in 2005-2006 and is connected to the district's main server. The building is air-conditioned, and can support additional wiring. **Need:** Heber Hunt currently lacks power capabilities to support eMINTS in the main floor of the building. The district has agreed to pay for the materials and installation. Cable drops, switches, and patch cords are also needed for eMINTS implementation.

- **Personnel:** This project has commitment and support from staff at the district and building level. We are fortunate to have both our eMINTS/METS teacher and in-district certified eMINTS trainer as resources throughout this implementation. Our staff is passionate about this project, and has the determination and work ethic to make this a successful implementation. **Need:** eMINTS professional development is needed for systemic school change and improvement.
- **Budget:** Despite difficult economic times and the unexpected increased costs of the new high school construction, the district is committed to funding the necessary modifications for Heber Hunt to support this project and advance with further growth in technology. **Need:** Funds for professional development and technology to implement the eMINTS instructional model.

In recent years, the district and Heber Hunt has made strides in improving the technology resources available to staff and students. District and building funds, donations, fundraisers, and grant awards have been sources of funding used to purchase technology resources. Here again, Heber Hunt is at a crossroad. There is a great need for improvements in both professional development and technology.

Previous Experiences with Renewal Programs and Other Program Implementation

- **Reading Recovery and Title I:** In correlation with Title I, the building uses the Reading Recovery program. A book room containing leveled books is available to assist teachers in meeting the needs of each student.
- **BIST:** BIST is a Behavioral Intervention Support Team. The common goal is to provide every student with a safe and productive learning environment. A BIST Educational Consultant provides additional professional development and support to teachers and staff members bi-monthly at Heber Hunt.
- **MAP tutoring:** MAP tutoring is being provided to students in third through fifth grade in an effort to provide students support in reinforcing concepts in both communication arts and math.
- **Homework Pals:** This program allows students to receive help on their homework in a structured and quiet setting. Homework Pals is an optional program open to all third, fourth, and fifth graders.
- **FastForWord:** FastForWord is a researched-based computer program used to improve student's memory, attention span, processing and sequencing skills. Students in first through fifth grade are receiving FastForWord as an extra tier of support. The program is based on over thirty years of brain research.
- **Acuity:** Acuity, a formative assessment tool given to district elementary students three times per year, delivers predictive and diagnostic assessments, reporting, and instruction that is integrated into one system to improve student achievement. The assessment diagnoses student strengths and weaknesses relative to the Missouri GLEs.
- **Community Nights:** The principal and staff work together to initiate projects that will renew parent involvement in school life. Community nights educate the public on a variety of topics. Each evening includes a special topic of discussion (student health, academics, etc.) and dinner served by staff members.
- **Service-Learning:** Heber Hunt invited DESE's Director of Service-Learning to provide training on service-learning at the beginning of the school year. Several teachers have since attended conferences on service-learning. Teachers in each grade, the counselor, and the principal have been actively involved in identifying community needs and designing projects that both address these needs and incorporate curricular objectives.

Previous Experiences with Grants

- **eMINTS/METS:** As previously stated, Heber Hunt received its first eMINTS/METS grant for one fourth grade classroom in the 2007-2008 school year. This implementation has generated student, parent, and staff interest, and had a large part in initiating the current grant proposal.

- **Sedalia School District Foundation Grants:** The Sedalia School District Foundation hosts an annual mini-grant competition for all teachers within the district. For the past few years, Heber Hunt teacher have received the majority of these grants.
- **HP Technology for Teaching:** Our second grade team submitted a winning proposal for the HP Technology for Teaching grant in 2008-2009. This proposal consisted of a math and science project designed to increase student achievement through the use of technology. The award included classroom equipment (laptop, camera, printer/scanner) and six months of weekly professional development on how to include the technology into teaching practices, for all five second grade teachers.
- **Service-Learning Grants:** Heber Hunt has received two DESE mini-service learning grants to initiate service-learning projects in 2008-2009. Our local alternative high school, a recipient of DESE's large-scale service-learning grant, has joined with Heber Hunt in initiating school-to-school and school-to-community partnerships.

Professional Development Programs

Sedalia School District and our principal provides and encourages opportunities for teachers to further their professional development. These include, but are not limited to:

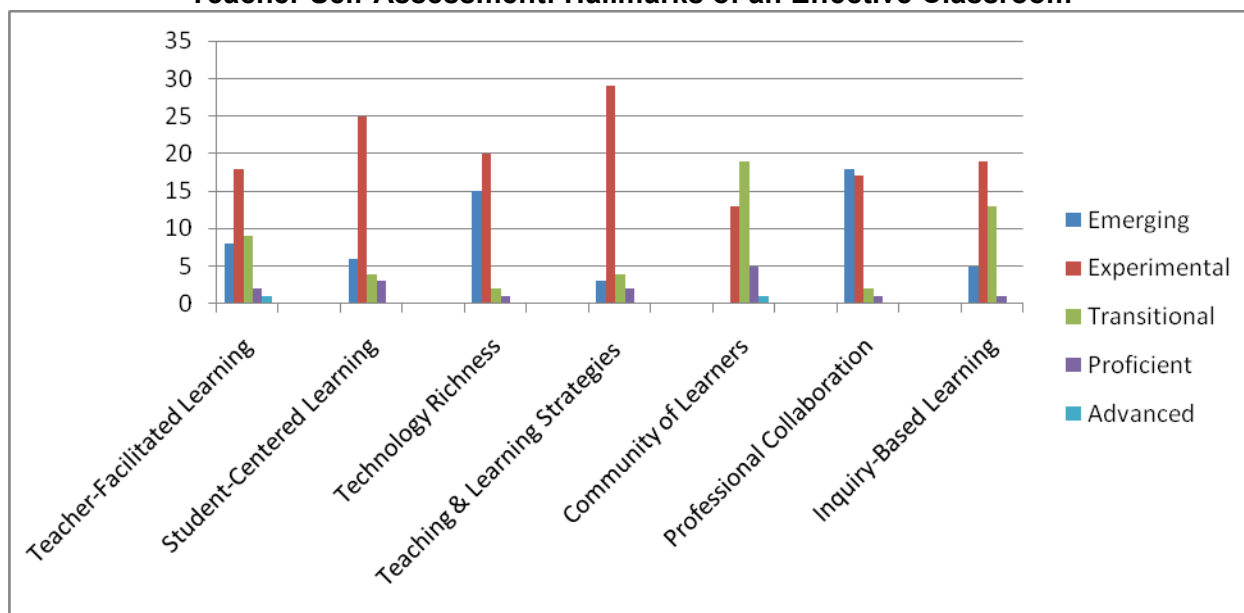
- **District Data Days:** The district provides release days for teachers to collaborate with their grade level and evaluate MAP data, set goals, and adjust instruction.
- **Weekly Literacy Meetings:** The literacy coach and building principal meet with grade level teams weekly, providing professional development on assessment data and reading intervention groups, as well as looking at student achievement across the curriculum.
- **Technology Training:** Our Director of Technology offers after-school technology workshops once per quarter.
- **Curriculum and Assessment Training:** All teachers have received training in Math Investigations and in using Acuity data to drive instruction.
- **Conferences:** Our staff continues education through attending conferences throughout the school year. These include service-learning conferences, math conferences, and literacy model training.
- **MU Fellowship Program:** First year teachers are mentored by experienced teachers through the MU Fellowship program. New teachers to the district are provided a "buddy" to help them become acquainted with district expectations and have a successful first year.

B. Educational need is documented with local data related to MSIP and eMINTS

Teacher Need: Improve Instruction

Our Heber Hunt staff is dedicated to improving instruction, as evidenced by teacher willingness to attend and participate in a variety of conferences and professional development opportunities. However, often teachers are only briefly exposed to new instructional strategies, making it difficult to successfully and consistently include them in daily instruction and observe significant improvements in student achievement. To examine teacher's professional needs, teachers performed a self-assessment based on Hallmarks of an Effective Classroom.

Teacher Self-Assessment: Hallmarks of an Effective Classroom



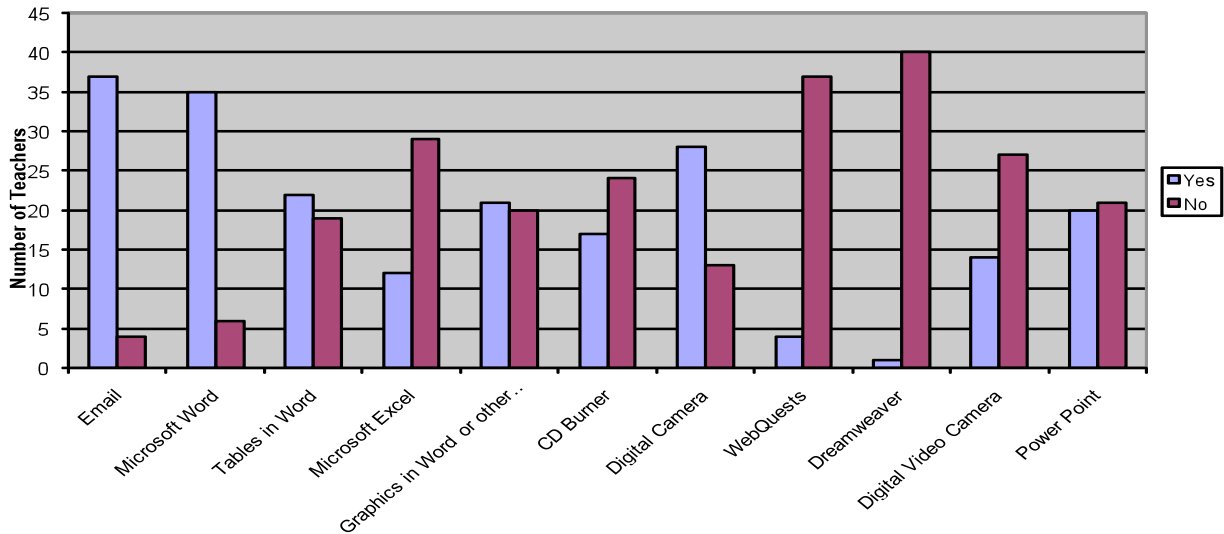
The self-assessment revealed the majority of teachers feel they are in the Emerging and Experimental levels in most components. We expect eMINTS professional development will move our classrooms into the proficient and advanced levels of teaching and learning.

Teacher Need: Improve Technology Integration

Teachers often mention during weekly collaborations the desire to have more technology in their classrooms, or to understand how to better use the technology already in place in the classroom. This has also been evidenced through an informal discussion with a student regarding use of the new SMARTboard in her classroom, as she commented “We don’t touch the SMARTboard, we use it to watch BrainPop.” Our intent is not to demean the teacher, but make reference to a common misuse of technology in the classroom. While BrainPop is certainly entertaining and informative, our teachers need training in technology integration and the students need opportunities to interact with available technology in the classroom. To address this issue, an eMINTS instructor provided professional development on SMARTboard technology in the classroom during an early-out session. Teachers were pleased about this learning opportunity, but desire more time, more practice, and more instruction on technology integration.

The grant writing team created a survey for all teachers inquiring about their level of confidence when using technology. The survey results on the following page show our faculty’s skill level is varied, but the desire to acquire the technology and training is uniform throughout the building.

Teacher Survey



Do you feel confident to work in these computer applications?

Student Need: Improve Academic Achievement

The need for improvement at Heber Hunt is paramount, and in order to evaluate this need a variety of data was analyzed. Perhaps the most alarming statistics are the students' MAP scores, which in the past few years have been the lowest in the Sedalia School District. Specifically, our ethnic minority and high poverty students have not performed to state expectations and we have failed to meet Annual Yearly Progress (AYP) for two consecutive years. Consequently, Heber Hunt is "in need of improvement" as determined by DESE and the *No Child Left Behind*. In the summer of 2008 Heber Hunt parents were given the option to send their children to other elementary schools within the district, yet only four families chose to transfer their student. Heber Hunt families recognize the staff's dedication to improve student achievement and are willing to support the school's mission for success.

The following table outlines Heber Hunt's MAP scores for the past two years. Although our status of "In Need of Improvement" is based on student subgroup performance in math, the data reveals many of our students are struggling in both math and communication arts achievement.

MAP ACHIEVEMENT DATA – ALL STUDENTS (% of Students Scoring Proficient or Advanced)				
	2007 HH% Proficient or Above	2007 Federal Targets	2008 HH% Proficient or Above	2008 Federal Targets
Comm. Arts, Gr. 3	29.5%	42.9%	33.3%	51%
Comm. Arts, Gr. 4	26.3%	42.9%	32.9%	51%
Comm. Arts, Gr. 5	45.2%	42.9%	32.0%	51%
Math Gr. 3	25.3%	35.8%	33.3%	45%
Math Gr. 4	25.6%	35.8%	25.4%	45%
Math Gr. 5	39.2%	35.8%	30.7%	45%

When interpreting MAP data by demographics, the need is even more evident. In 2008, only **12%** of Hispanic and 36% of African-American students scored in the proficient level, while only **24%** of the free and reduced lunch population scored in the proficient range. According to eMINTS research, eMINTS class participants who qualify for free and reduced lunch and/or are of minority ethnicity score significantly higher on the MAP than non-eMINTS students with

similar demographics. These findings reinforce our desire for all Heber Hunt students to experience the same successes through our eMINTS implementation.

We currently use Acuity, a formative assessment tool, for district-wide common assessments three times per year. Currently less than 60% of Heber Hunt third and fourth grade students are scoring in the proficient or advanced in communication arts and math. Acuity diagnoses student strengths and weaknesses relative to the Missouri GLEs. Although teachers align lesson plans to address identified student needs, students are still struggling to understand math and communication arts concepts. Application of the eMINTS model will support teachers in addressing these challenges in achievement by significantly improving the way we teach.

Student Need: Improve Technology Literacy

We administered a district-created survey to students and parents regarding perceptions towards technology, abilities to use technology, and access to technology at home. The results show 76% of our families have a computer at home and 60% have access to the Internet. However, only 20% use the Internet for school-related activities and 73% use the computer for entertainment purposes only. These results suggest parents and their children either do not view the Internet as an educational tool, or do not know how to use it as an educational tool. Parents and students need to be educated about the many beneficial ways that the Internet and other technological resources can assist in the learning process.

Parent Need: Improve Home-to-School Relations

When analyzing the *Correlates of Effective School Research* the data showed evidence of weaknesses in the areas of "Home-to-School Relations." Home-to-school relations are currently encouraged through the use of classroom weekly newsletters sent home through communication folders. Although most of our parents are not actively volunteering and able to assist the school, community nights have improved home-to-school relations by providing parents with educational resources and a good meal that many of our high-poverty families desperately need. However, out of the approximately 1000 parents whose children attend Heber Hunt, only three or four parents attend the monthly PTO meetings. It is not unusual for our staff to take on the responsibilities that at many schools would be handled by parents. Through eMINTS Community Nights and display of student products, we are confident parents will choose to become more actively involved with their child's learning.

Community Need: Service-Learning

Because the movement towards service-learning has been successful thus far for Heber Hunt, we felt it necessary to include as a need. By its very nature, service-learning addresses either un-met or under-met community needs. Additionally, the definition of community varies from in-house to international...some efforts are stand alone, and others are contributory. Examples of community needs that have been addressed in 2008-2009 include a food drive for the animal shelter and community food bank, classroom partnership with assisted-living facility, and school-wide recycling. Heber Hunt teachers have incorporated curricular objectives into these projects, giving students the opportunity to apply content and create real-world results. The eMINTS model will help teachers plan inquiry-based projects, based upon community needs, and the technology will provide students with tools to document and communicate these projects.

C. Educational need is significant as documented by MSIP findings, CSIP plans, student achievement data, and local and state technology plans

MSIP Findings

When analyzing Heber Hunt's third cycle MSIP data (compiled in the spring of 2004), student surveys revealed the majority were satisfied with their learning experiences. Approximately 85% of students (grades 3-5) marked "strongly agree" for the statement "My teachers are good teachers," while 78% of students indicated "strongly agree" for the statement "This school is a good place to learn." On the statement "My teachers expect very good work from me," 78.5% of

Heber Hunt students again marked “strongly agree.” This data indicates the students are satisfied with the efforts of teachers, and are willing to reciprocate that effort in order to be successful in the classroom.

One identified area of concern was parent involvement with student learning. Although survey results showed 85% of parents believe Heber Hunt is a good place to learn, **78%** of parents never helped with their child’s learning! However, 89% agreed or strongly agreed it is important for students to have access to computers at school. Parents will approve of eMINTS implementation, as it will provide student access to technology and also provide more opportunities for parental involvement in student learning and improve home-to-school relations.

CSIP Plans

The following CSIP goals were created to address the concerns from our most recent MSIP review, and directly relate to our justification of this proposal.

Goal 1: At least 80% of students will perform at the “Proficient” level at or above on the MAP.

- Skyline Elementary experienced substantial gains in this area after implementing eMINTS, and currently is the highest scoring elementary school in the district. We are expecting similar results to occur with the implementation of the eMINTS instructional model at Heber Hunt.

Goal 2: A minimum of 80% of students will be reading on grade level or above.

- The successful school-wide implementation of the PCL Model has assisted students in reaching this goal. The literacy coach works with teachers and evaluates student reading levels three times per year using the Developmental Reading Assessment (DRA). The eMINTS instructional model will support continued growth in literacy and achievement through collaboration and ongoing assessment.

Goal 3: The district will have a 95% graduation rate facilitated by instructional programs to address the diversity and needs of our student population.

- Heber Hunt’s demographics reveal we are the most diverse school in the district, and assessments show high academic need. The four components of the eMINTS instructional model provide the pathway for teachers to address student diversity and needs. By targeting at-risk students at an early age, Heber Hunt can provide these students the foundation of learning, increasing the likelihood of graduating and helping them become successful lifelong learners.

State and Local Technology Plans

Our eMINTS implementation correlates with the student and teacher goals of Missouri’s state technology plan.

Student Goal: All students will engage in rigorous instruction driven by technology-enriched curricula to realize high levels of academic achievement and performance that fosters life-long learning.

Teacher Goal: All teachers will implement technology-enriched curricula, research-based instructional strategies, and effective integration of instructional technology systems to realize high levels of academic achievement.

The eMINTS philosophy emphasizes technology integration and quality instruction, and will assist Heber Hunt in achieving Missouri’s standards for technology in education. Furthermore, establishing eMINTS will support the following goals included in our district technology plan.

Goal 1: Improve student achievement through integration and implementation of technology into all areas of the curriculum at all levels.

- Enable students to use technology to acquire and manipulate information.
- Enable students to use technology as a learning tool.

- Provide access to technologies that will help student's master concepts and develop skills that will lead to improved student achievement.
- Provide students with the opportunity to explore and experience existing and emerging technologies.
- Provide an adequate background in technology-based applications so that the student will be able to use these applications in the adult world.

Goal 2: Provide on-going professional development to assist teachers in delivering effective, technology-supported instruction to improve student learning.

- Provide adequate training and encouragement to allow the staff to effectively use available technologies.
- Integrate technology into all areas of the curriculum.

The professional development component of the eMINTS instructional model will provide teachers with the guidance to efficiently incorporate technology into instruction. Technology education is vital to the preparation of students for today's workforce as technology abounds in almost every occupation. Implementing eMINTS is the ideal method of improving instruction and achievement, and is in accordance with both the state and district technology plans.

Significance of Need

Of all the data reviewed, clearly the most significant need is the classification of Heber Hunt as a "School in Need of Improvement." Our teachers are committed to help their students experience academic success. Efforts towards improvement in professional development and student achievement must be taken, as the staff's and students' futures are at stake. The four components of the eMINTS instructional model (creating a classroom community, high-quality lessons, inquiry-based learning, powered by technology) have proven to be successful classroom strategies for schools and student populations similar to Heber Hunt. Our staff is convinced that student-centered and inquiry-based instruction, coupled with increased access to quality technology, will ensure academic success for our students as well. Although our need is great, our commitment is greater, and we have determined the eMINTS instructional model is the route to the Highway to Success.

III. GOALS AND OBJECTIVES

- A. Project goals and objectives are linked to stated needs
- B. First and second year objectives describe measurable, anticipated, and beneficial changes in target populations

Overall Goal

To address the needs of Heber Hunt students and teachers, the driving purpose of Highway to Success is to *improve student achievement for students in second through fourth grade*. By fully implementing comprehensive eMINTS in third and fourth grade classrooms at Heber Hunt, these students will be provided with an opportunity to experience inquiry-based learning and technology as a learning tool. The eMINTS4All second grade and mixed-age classrooms will be the building blocks for all future learning experiences in grades three and four. The eMINTS4All training for the literacy coach, music teacher, and library media specialist will provide crucial and consistent collaboration and planning with the classroom teachers, and the familiarity with the eMINTS instructional strategies will filter down to younger students in the building. The custom professional development provided in year two for K-1 and other staff members in the building will help teachers understand and utilize the components of the eMINTS philosophy.

As a result of our proposed project, for our teachers we expect *improved instructional strategies and technology-integrated instruction*, and for our second through fourth grade students we expect *improved student achievement and increased student technology literacy*. In addition, to

support our goal of improving academic achievement, we also expect improved *home-to-school relations* and *increased teacher-student-community collaboration*.

Goal #1: Improve Teacher Instructional Strategies

Year 1

Objective 1: By the end of year 1, participating comprehensive and eMINTS4All teachers will achieve a “transition” level or higher rating on 80% of the items on walk-throughs completed by principal (a participant in eMINTS4Administrators training and project contact), using the Year 1, second semester “look fors” based on the Hallmarks of an Effective eMINTS Classroom.

Evaluation: A report detailing the percentage of teachers at each rating level on each of the “look for” items will be compiled and submitted by administrator in the end-of-Year 1 report and results will be communicated to eMINTS teachers.

Year 2

Objective 2: By the end of year 2, participating comprehensive and eMINTS4All teachers will submit two inquiry-based model lessons that successfully meet the criteria established by the eMINTS National Center as a “satisfactory” lesson plan.

Evaluation: An aggregate number detailing the percentage of teachers achieving “satisfactory” scores will be obtained from eMINTS National Center and submitted by the project contact in the end-of-Year 2 Program Evaluation Narrative report.

Year 2

Objective 3: By April of year 2, participating custom professional development teachers will submit one model lesson using instructional strategies (from custom professional development sessions) to the Leadership Team that supports the eMINTS instructional model and meets criteria established by school-developed rubric.

Evaluation: The school-developed rubric will be created after topics of professional development sessions have been determined at the end of year 1. The Leadership Team will use scoring rubric to evaluate lessons, and successful lessons will be presented to staff during early-release professional development.

Goal #2: Improve Teacher Technology Integration (comprehensive and eMINTS4ALL)

Year 1

Objective 4: By the end of year 1, participating eMINTS teachers will show a 50% increase in technology literacy skills as measured by OSEDA’s pre- and post-survey.

Evaluation: In September and May, OSEDA will administer the survey to measure teachers’ technology literacy skills. OSEDA will analyze the pre- and post-survey results to determine whether teachers’ results improved an average of 50% or more. Findings will be reported to project contact.

Year 2

Objective 5: By the end of year 2, participating eMINTS teachers will show an additional 25% increase in technology literacy skills as measured by OSEDA’s pre- and post-survey.

Evaluation: In September and May, OSEDA will administer the survey to measure teachers’ technology literacy skills. OSEDA will analyze the pre- and post-survey results to determine whether teachers’ results improved an average of 25% or more. Findings will be reported to project contact.

Goal #3: Improve Student Academic Achievement (students in grades 2-4)

Year 1

Objective 6: By the end of year 1, 70% of students will score at the “proficient level” on a communication arts and math district-wide common assessment based on Grade Level Expectations (GLEs).

Evaluation: Participating teachers will administer Acuity testing in the spring and report findings to project contact. Data will be disaggregated to specifically evaluate progress of free/reduced lunch student population and ethnic minority student population.

Year 2

Objective 7: By the end of year 2, 80% of students will score at the “proficient level” on a communication arts and math district-wide common assessment based on GLEs.

Evaluation: Participating teachers will administer Acuity testing in the spring and report findings to project contact. Data will be disaggregated to specifically evaluate progress of free/reduced lunch student population and ethnic minority student population.

Goal #4: Improve Student Technology Literacy (students in grades 2-4)

Year 1

Objective 8: By the end of year 1, students of teachers in the comprehensive eMINTS professional development program will increase technology literacy by 50%, and students of teachers in the eMINTS4All professional development program will increase technology literacy by 30%, as measured by a grade-appropriate pre- and post-online survey of technology use and skills.

Evaluation: OSEDA will administer the survey to measure students’ technology literacy skills in September and May. OSEDA will analyze the pre- and post-survey results to determine level of student improvement in technology literacy. Findings will be reported to project contact.

Year 2

Objective 9: By the end of year 2, students of teachers in the Comprehensive eMINTS will increase technology literacy by 80%, while students of teachers in the eMINTS4All professional development program will increase technology literacy by 60% as measured by a grade-appropriate pre- and post-online survey of technology use and skills.

Evaluation: OSEDA will administer the survey to measure students’ technology literacy skills in September and May. OSEDA will analyze the pre- and post-survey results to determine level of student improvement. Findings will be reported to project contact.

Goal #5: Improve Home-to-School Relations

Year 1

Objective 10: By the end of year 1, 50% of parents of student in grades 2-4 will demonstrate involvement in their child’s education by attending at least one eMINTS Community Night.

Evaluation: Teachers will document parent participation via sign-in sheets and submit to project contact, who will summarize and report findings for the end of year 1 report.

Year 2

Objective 11: By the end of year 2, 75% of parents of students in grades 2-4 will demonstrate involvement in their child’s education by attending at least one eMINTS Community Nights.

Evaluation: Teachers will document parent participation via sign-in sheets and submit to project contact, who will summarize and report findings for the end of year 2 report.

Goal #6: Improve Teacher-Student-Community Collaboration (grades 2-4)

Year 1 & Year 2

Objective 12: By the end of each year, teachers, students, and community members/organizations will collaborate to meet an identified need and address the need through a service-learning project, incorporating inquiry-based learning integrated with technology.

Evaluation: At the conclusion of the project, a district-created survey will be administered to teachers, students, and community members involved in the project to evaluate whether need was met, technology was useful, inquiry-based strategies were incorporated, and partnership was successful.

The objectives can be accomplished within the two-year project time frame, and the evaluations will show demonstrated improvements in our methods of teaching and learning, ultimately improving student achievement and providing the framework for continued learning success.

IV. MAJOR ACTIVITIES, IMPLEMENTATION STRATEGIES, AND EVALUATION PLAN

A. Description of major learner activities

Goal #1: Improve Teacher Instructional Strategies (Objectives 1,2,3)

Learner: 2nd, 3rd, 4th Grade Teachers, Mixed-Age Teachers, Literacy Coach, Library Media Specialist, Music Teacher

Related Objectives: 1,2

Major Learning Activities:

Professional Development: Participate in eMINTS professional development (PD)

- **Year 1 Comprehensive:** Constructivism, Questioning Strategies, Cooperative Learning, Inquiry Based Learning, Peer Visits, Classroom Communication
- **Year 2 Comprehensive:** Classroom Management, Classroom Assessment, Working w/ Data, Interdisciplinary Teaching, Lesson Design, Peer Visit
- **Year 1 eMINTS4All:** Constructivism, Cooperative Learning, Tools for Thinking
- **Year 2 eMINTS 4All:** Questioning Strategies, Inquiry-Based Learning, Classroom Communication, Assessment, Interdisciplinary Teaching

Collaboration: Collaborate during weekly team meetings, faculty meetings, and monthly early-out release days for professional development

Instruction: Facilitate student learning through essential questioning that stimulates thinking, builds curiosity, creates connections, and generates long-lasting knowledge

Assessments: (baseline data for walk-through established end of year 1)

- **Year 1:** Principal performs walk-throughs (end of year)
- **Year 2:** Teachers create and submit two inquiry-based model lessons (end of year)
- **Year 1 & 2:** Teachers self-assess using Hallmarks of an Effective Classroom (end of year)

Dissemination:

- **Year 1 & 2:** Communicate progress through online tools, weekly folders, newsletters, school events, eMINTS Community Nights, and service-learning projects

Learner: K-1 Teachers & Ancillary Staff

Related Objective: 3

Major Learning Activities:

Professional Development: Participate in four eMINTS Custom PD sessions

- **Year 2:** PD Topics will be determined at end of year 1 (per eMINTS suggestion)

Collaboration: Collaborate during weekly team meetings, faculty meetings, and monthly early-out release days for professional development

Instruction: Facilitate student learning through activities suggested during PD sessions

Assessments:

Year 2: Teachers create and submit one model lesson using instructional strategy from Custom PD sessions (April), evaluated by Leadership Team

Dissemination:

- **Year 1 & 2:** Communicate progress through online tools, weekly folders, newsletters, school events, eMINTS Community Nights, and service-learning projects

Goal #2: Improve Teacher Technology Integration (comprehensive and eMINTS4ALL)

Learner: 2nd, 3rd, 4th Grade Teachers, Mixed-Age Teachers, Literacy Coach, Library Media Specialist, Music Teacher

Related Objectives: 4,5

Major Learning Activities:

Professional Development: Participate in eMINTS PD

- **Year 1 Comprehensive:** Transform Learning w/ Technology, Effective use of Productivity Tools, Interactive White Boards, Internet Resources, Create Website, Webquests, Learning Communities and Technology
- **Year 2 Comprehensive:** Online Projects, Mapping Multimedia Projects, Creating Multimedia Projects, Website Enhancement, Webquests, Assessing Student Technology Projects
- **Year 1 eMINTS4All:** Transform Learning w/ Technology, Learning Communities & Technology, Interactive White Boards, Internet Resources, Create Website
- **Year 2 eMINTS 4All:** Webquests, Online Projects, Mapping and Creating Multimedia Products

Collaboration: Collaborate during weekly team meetings, faculty meetings, and monthly early-out release days for professional development

Instruction: Facilitate technology-rich activities, guide students in creating products demonstrating complex concepts, and become acquainted with NETS

Assessments: (*baseline data for OSEDA established Sept., NETS end of Year 1*)

- **Year 1:** OSEDA Teacher Technology Literacy Pre- & Post Test (Sept, May), NETS-T Self-Assessment (end of year 1)
- **Year 2:** OSEDA Teacher Technology Literacy Pre- & Post Test (Sept, May), NETS-T Self-Assessment (end of year 1)

Dissemination:

- **Year 1 & 2:** Communicate progress to students, teachers, parents, district staff, and community through online tools, weekly folders, newsletters, school events, eMINTS Community Nights, and service-learning projects

Goal #3: Improve Student Academic Achievement

Learner: 2nd, 3rd, 4th Grade Students

Related Objectives: 6,7

Major Learning Activities:

Classroom Learning: Engage in inquiry-based learning activities, collaboration, self-directed learning, higher-level questioning strategies, classroom communication

Assessments: (*baseline data for MAP established from previous year's scores*)

- **Year 1:** Acuity (3 times/yr), Developmental Reading Assessment (3 times/yr) and MAP (once per year)
- **Year 2:** Acuity (3 times/yr), Developmental Reading Assessment (3 times/yr) and MAP (once per year)

Dissemination:

Year 1 & 2: Communicate to parents, district staff, and community through discussions, presentations, product display, school events, and service-learning projects

Goal #4: Improve Student Technology Literacy

Learner: 2nd, 3rd, 4th Grade Students

Related Objectives: 8,9

Major Learning Activities:

Classroom Learning: Become efficient users of technology and use technology in gathering and analyzing data, creating multimedia products, and solving problems

Assessments: (*baseline data for OSEDA established Sept, NETS end of year 1*)

- **Year 1:** OSEDA Student Technology Literacy Pre- & Post Test (Sept, May)
NETS-S Survey (end of year 1)
- **Year 2:** OSEDA Student Technology Literacy Pre- & Post Test (Sept, May)
NETS-S Survey (end of year 2)

Dissemination:

- **Year 1 & 2:** Communicate to parents, district staff, and community through discussions, presentations, product display, school events, and service-learning projects

Goal #5: Improve Home-to-School Relations

Learner: *Parents of 2nd, 3rd, and 4th Grade Students*

Related Objectives: *10, 11*

Major Learning Activities:

Parent Involvement: Become aware of and involved with child's learning activities, academic achievement, use of technology, and the eMINTS instructional model

Assessments: (*baseline data established first eMINTS night in year 1*)

- **Year 1 & 2:** Attend at least one of the two eMINTS Community Nights

Dissemination:

- **Year 1 & 2:** Communicate with school staff and community, provide input on child's learning and improvements made through eMINTS implementation

Goal #6: Improve Teacher-Student-Community Collaboration

Learner: *Teachers, Students, Citizens and Organizations within Community*

Related Objectives: *12*

Major Learning Activities:

Community Involvement: Collaborate to address community needs, support students in creating solutions using inquiry-based learning strategies integrated with technology

Assessments: (*data will be used to guide future service-learning projects*)

- **Year 1 & 2:** Provide feedback by completing survey after project completion

Dissemination:

- **Year 1 & 2:** Communicate with community and school staff regarding success of partnership and collaboration in meeting community needs

B. Action plan details first and second year major activities, including implementation strategies, timeframes, person(s) responsible

The following pages detail our action plan, consisting of first- and second-year major activities, implementation strategies, timeframes, person(s), and related goals and objectives. Due to limited space, the goals and objectives are numbered (as in Goals and Objectives section) and identified needs are referenced by the following letters:

- A. Need to Improve Teaching Strategies
- B. Need to Improve Teacher Technology Integration
- C. Need to Improve Student Academic Achievement
- D. Need to Improve Student Technology Literacy
- E. Need to Improve Home-to-School Relations
- F. Need to Improve Teacher-Student-Community Collaboration