

# Exemplary Project Meeting #3

Breakout room slides

# Directions

Find your group's color coded slides

Choose a notetaker and a presenter

Complete the slides

Be prepared to present your idea to the larger group

# For consideration in your conversation

1. In what ways might the focus be the most **impactful** for students beyond their time at Innovation?
  - a. Will the impact **vary** between student/family groups (ELLs, SPED, Black, Latinx students, White students, etc.)
  - b. What would students **say** and **do** as they internalize/own the work?
2. In what ways is it **applicable** to all teachers, all content, all levels, all students, community, and administrators.
3. To what degree is it **developmentally** tangible to 4yo through 11yo
4. To what extent does the **research base** support students similar to Innovation students?
5. There are many examples of schools who've implemented this topic with **impactful data** that demonstrates an impact on student growth (whether academic or social emotional).
6. To what extent does Innovation have the **resources** (knowledge, skills, and things) to implement or can easily acquire the resources.
7. This focus lends itself to students keeping a **portfolio** of work overtime as evidence of growth
8. How much **time** will be taken away from instruction vs time used to support instruction?
9. Provides for **deep** experiences vs surface coverage.



## Innovation Focus

You can move two stars to represent your top choices.

**Group 1:**  
Identify and address community challenges

**Group 2:** Expand maker space to be a more consistent experience with opportunities for problem solving and STEM.

**Group 3:** Innovative Fridays - express academic understandings through creative arts

**Group 4:** Identify and solve a problem collaboratively

Group 1

# Idea:

Briefly explain your idea

1. Finding an issue in the **community** and helping to find a way to help in the real world beyond Innovation and help children see that they can make an impact.
2. Examples:
  - a. Recycling
  - b. Nutrition
  - c. Homelessness
  - d. Wildlife

# Idea:

**What do you want to accomplish with the implementation of this Instructional Focus/project?**

- Help children see that they can make an impact that will stay with them beyond their time at Innovation Elementary.
- Helping children gain awareness, develop empathy and build awareness.

# Idea:

## What does this look like when students are invested?

- Students will be collaborating with each other about the problem that they have observed.
- Students will feel more confident and gain a sense of purpose.
- Students will develop research skills.
- Students will be taking ACTION - hands on activities that will have an impact.



# Idea:

**What does this look like when community members/parents are invested?**

- Community members and parents can be a resource for the students.
- Community members and parents can fundraise to support the cause.
- Community members and parents can change their behaviors to support the cause.
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# Idea:

**What will this entail from grade level teachers when we do it well?**

- **Teachers can help determine age appropriate activities for the identified project.**
- **Teachers will need to figure out time to carve out to accommodate the project.**
  -

# Idea:

**How will we involve our specials teachers when we do it well?**

- **Art**
  - Visual Art can be used to illustrate the cause that is being worked on.
- **Music**
  - Engage community through song/dance that helps share the cause
- **PE**
  - The cause will have an ACTION component which is an important part of PE.
- **Others?**

# Idea:

**What does this look like when the administrative team is supporting this initiative successfully?**

- **The administrative will be flexible with the schedules to allow time to work on the project.**
- **Flexibility could mean changing the specials schedules or reducing some instructional time.**
- **The administrative team will be involved in identifying resources.**

# Idea:

## What might successful implementation look/sound like as a school?

- A dedicated resource can help us be a liaison with the community and help us measure the impact.
- The children and community will know what the cause is and will regularly be working towards it.
- Children will be excited to be involved in the project.
- Children will be exposed to the cause at various points throughout their day - at specials, in traditional lessons and at home.
- Our diverse student base will help us generate many ideas and learn about different causes.

Group 2

# Idea:

## Problem Solving and Collaboration

- Provide ways throughout the year for students to focus on engineering, including coding, building, and other STEM challenges

# Idea:

What do you want to accomplish with the implementation of this Instructional Focus/project?

- Provide engaging hands on projects for students to learn more math and science
- Allow for greater opportunities for applied problem solving and collaborative interaction in small groups



# Idea:

What does this look like when students are invested?

- They're excited
- Gain deeper understanding of science/math topics through consistent engagement
- Working well with others
- Coming up with new, innovative ideas to solve problems

# Idea:

## What does this look like when community members/parents are invested?

- Bring in parents and other members of the community to share information about their jobs; run a project they may be invested in
- Get local volunteers to help with activities through the year to further engage the students and the community

# Idea:

**What will this entail from grade level teachers when we do it well?**

- **May take away time from other pieces of the curriculum**
- **Will have to be worked into the day-to-day**

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# Idea:

**How will we involve our specials teachers when we do it well?**

- **Generally could bring in the specific topic into specials (e.g., draw, build things)**
- **Art**
  -
- **Music**
  -
- **PE**
  -
- **Others?**

# Idea:

What does this look like when the administrative team is supporting this initiative successfully?

- **Part of the school identity**
- **Administrators are promoting it and supporting students; reinforcing the lessons learned**

# Idea:

**What might successful implementation look/sound like as a school?**

- **Teacher and administrator buy in and support**
- **Excited students**
- **More confident learners**

# Group 3

# Idea: Innovator Fridays

**Briefly explain your idea**

- A weekly time when students can incorporate artistic expression to dive deeper into what they've learned in other subject areas, like science, history, math, ELA.



# Idea:

**What do you want to accomplish with the implementation of this Instructional Focus/project?**

- Provide creative opportunities for students to demonstrate their understandings

# Idea:

## What does this look like when students are invested?

- A sense of excitement about learning that's happening in the classroom
- An opportunity to apply learning in new ways

# Idea:

What does this look like when community members/parents are invested?

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# Idea:

What will this entail from grade level teachers when we do it well?



# Idea:

**How will we involve our specials teachers when we do it well?**

- **Art**
  -
- **Music**
  -
- **PE**
  -
- **Others?**

# Idea:

What does this look like when the administrative team is supporting this initiative successfully?



# Idea:

**What might successful implementation look/sound like as a school?**

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# Group 4



# Idea: Problem Solving

The below ideas are all around students working collaboratively to solve problems creatively. Helps students become self starters. Lends itself to different learning styles.

1. Chinese Two-Way Immersion Program
2. Analytical Data; Coding
3. IB Curriculum
4. POW Math
5. Innovators Fair

# Idea:

**What do you want to accomplish with the implementation of this Instructional Focus/project?**

- Many entry points for differentiated project involvement; different levels of involvement for different learning styles
- Developing group cooperation skills; listening; building on each others ideas; skills in compromising
- Completing a product; presentation abilities;
- Critical thinking skills; Research Skills

# Idea:

## What does this look like when students are invested?

- Excitement, joy
- Ownership, Idea Development
- Thinking about when they are home on the weekends; in the summer; talking to their family about it
- Everyone having a role and the opportunity to participate in problem solving

# Idea:

**What does this look like when community members/parents are invested?**

- Community member/parent specialties and experts coming in
- Parents volunteering in the classroom with basics
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# Idea:

**What will this entail from grade level teachers when we do it well?**

- **More open ended to allow teachers to have some control over what it looks like at each grade**
- **Something more manageable like inventors fair with one project over time or problem of the week related to math**
- **Point person for the project who could support teachers in the roll out or management of time/materials**
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# Idea:

**How will we involve our specials teachers when we do it well?**

- **Art**
  -
- **Music**
  -
- **PE**
  -
- **Others?**
- **It will be easier to identify what these areas would do when we have a specific idea**

# Idea:

What does this look like when the administrative team is supporting this initiative successfully?

- **Start small and develop a multi-year plan for roll out**
- **Administrative support during initial years; becomes fabric to school as years go on**

# Idea:

## What might successful implementation look/sound like as a school?

- **Graduating all 5th graders at grade level**
- **Helping all kids thrive**
- **Students thinking like an innovator - problems are for solving not roadblocks**
- **Students who are taught strategies for thinking and problem solving who can apply those strategies independently**
- **All students would have identified a problem and solved it.**