

BETTENDORF COMMUNITY SCHOOLS FOUNDATION

P.O. Box 1150 Bettendorf, IA 52722

foundation@bettendorf.k12.ia.us

GRANT

BCSF office use only

GRANT APPLICATION

(Please print or type)

Applicant Name(s): Joy Kelly

Date: Sept 27, 2019

School Building: High School

BCSF Representative: Betsy Turner

Applicant's Email: jkelly@bettendorf.k12.ia.us

Phone #: 563-332-7001

Title of the Project/Grant: Pop-Up Learning Spaces: From Intervention to Enrichment

Department/Grade Level: Grades 9-12

Number of Students Impacted: 1550

Start Date of Project: October 2019

End Date of Project: May 2020

Total Budget of Project: 8140.49

Amount Requested from BCSF: 6484.02

Additional Funding Sources (include denied funding requests):

Source

Result

- | | |
|--------------------------------------|-----------|
| • District Furniture Budget (tables) | \$556.47 |
| • District Facilities Budget | \$1100.00 |

Instructions: Please respond to all questions clearly and concisely. Also contact your BCSF Representative for grant review one week prior to grant submission deadline.

Purpose

- **In 3-5 sentences describe the education problem/need that this grant request addresses.**

From 2009-2014, the Bettendorf School District grew around 1% or by 53 students. In the next five year period from 2014-2019, the district grew by almost 6% or by 262 students. Additionally, since 2013, the number of minority students has increased by 5%, the number of students receiving free and reduced lunch by 13%, and the number designated at-risk by 12%. This situation has presented challenges in two different areas—finding space appropriate for small group interventions during the school day, and having appropriate classroom space available for content support, enrichment activities and interventions during the daily Pride session. In fact, during Pride/advisory time, three teachers share the library, one uses the planetarium, while counselors/coaches/others frequently use the Commons, the Board Rooms, any open conference rooms, and the teacher's lounge.

Solution

- **Describe how this grant request will improve and enhance the learning experience for students impacted by the above identified problem.**

At a visit to a model school in the Chicago area in 2019, our team observed how a high school experiencing similar space concerns made use of the school's public spaces to alleviate their lack of classroom space. This generated an idea to address our own need for space while also creating unique learning areas, suitable for intervention and enrichment, as well as support in new district and state curricular initiatives such as social-emotional learning and career and future ready planning. This proposal addresses the creation of 5 different pop-up learning spaces at the high school at the following locations:

- Pop-up Space 1- Math Wing hallway (3rd floor)
- Pop-up Space 2- Language Arts Wing hallway (1st floor)
- Pop-up Space 3- Student Services hallway (main floor)
- Pop-up Space 4- South Doors/Library Area (main floor)
- Pop-up Space 5- Upper level area outside Performance Arts Center(PAC)/E Locker Bay (main floor)

We believe the pop-up learning spaces we propose could offer three types of support that traditional classrooms typically do not. First, pop-up spaces would be designed for smaller groupings (4-12 students), especially suitable for interventions and extra support. Two of the five pop-up spaces would be located in the math and language arts wings, respectively. Both wings have hallways with a larger space available that is set apart from most classroom doors. The prevalence of co-taught classes in these academic disciplines, often having two teachers in a classroom, make this space an ideal location for pull-out interventions, group work collaboration or small group discussions.

Second, the spaces would be especially appropriate for collaborative activities emphasizing student-to-student interactions over student interaction with course content. A student-centered and active learning focus would be appropriate for these settings. These spaces would be ideal to offer curriculum in the areas of social and emotional learning (self-awareness, social awareness, relationship skills and responsible decision-making), executive functioning skills (self-management abilities), and career and future ready planning/curriculum. Locations for most of these sessions would be in the Student Services hallway, outside of the upper level of the Performance Arts Center (PAC)/E Locker Bay, and just inside the South Doors, by the library.

Finally, the space would provide flexible seating options for students giving them more than one seating option to participate in instructional activities. Depending on the needs of each specific location, several options will be available. Three areas will have multi-purpose flip table(s) with locking casters. These will be located on the main floor areas. All areas will also have two additional seating options including foldable chairs with a writing board and 6-way adjustable floor chairs.

Storage areas for each space will be assigned or built by the Woods II classes (during 2nd and 4th quarters) in the immediate area of each pop-up space to accommodate each area's seating options as well as an adjustable height easel whiteboard and lap desks. Short-term temporary storage will need to be used for some areas until storage units are built by the Industrial Arts students. Two portable LCD projectors will be stored in the library and will be checked out to faculty and staff using the spaces to assure safe-keeping.

➤ **Cite and Summarize 1-2 sources and summary of data that support your solution.**

- Woods, D. (2015). The Class Size Debate: What the Evidence Means for Education Policy
 Accessed at <https://gspp.berkeley.edu/research/featured/the-class-size-debate-what-the-evidence-means-for-education-policy>
 The influence of class size has been an issue that has long been deliberated. In this article, Darion Woods, a graduate student at the Goldman School of Public Policy at University of California, Berkeley offers a comprehensive perspective of the debate and his conclusion that class size certainly does matter.

- Merrill, S. (2018). Flexible classrooms: Research is scarce, but promising. *Edutopia*
 Accessed at <https://www.edutopia.org/article/flexible-classrooms-research-scarce-promising>
 Although the research on flexible classrooms and learning spaces is in its infancy, especially at higher grade levels, we agree with Merrill’s conclusion that “Flexible classrooms are successful because they go hand in hand with a change in pedagogy...Flexible spaces, educators agree, alter the fundamental dynamics of teaching and learning, giving students more control and responsibility, improving academic engagement, and undermining the typical face-forward orientation of the traditional learning environment.”

- Marzano, R. J. (2007). *The art and science of teacher: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
 Marzano is a well-known educational researcher and author who has spent most of his career conducting meta-analyses to determine evidence-based teacher strategies. His work gives considerable attention to group work and collaboration concluding that both practices allow for a deeper level of processing facilitating the learning process.

Project Outline

➤ **Provide detailed outline of how the proposed grant will be executed.**

Oct 20, 2019- Purchase all equipment and technology.

Oct 31, 2019- Arrange for temporary or permanent storage areas for all 5 pop-up spaces. Before the end of October, introduce faculty to the pop-up spaces available to faculty (Thursday morning professional development session) and how teachers will reserve each space. NOTE: Each space will have different sign-up procedures based on the area.

Nov 1, 2019-Begin pop-up space usage and documentation of participation for each area.

Nov 2019-May 2020-Wood II class builds and installs seating/storage areas for pop-up spaces during 2nd and 4th quarter classes.

Apr 15, 2020-Design and administer faculty surveys to ascertain use levels, perceptions of effectiveness, and improvements necessary. Conduct survey of a random group of students who have used the spaces for interventions, content support, enrichment, etc.

May 1, 2020- The Film Club advised by Ray Knight will design a time-lapse video that shows each space being assembled, used for various purposes, and disassembled, promoting the innovative use of space for learning as well as promotion of the grant for the Foundation. Student interviews will be included in the promotional video.

May 15-30, 2020- Data collection and analysis of faculty and student use of the spaces.

➤ **Describe how the results of the proposed grant will be evaluated or measured.**

The grant will be evaluated in three different ways.

1. Examination of documentation records (reservations and just-in-time use) to determine the number of sessions held per location, the number of students served, and the frequency and type of faculty/staff use.
2. Faculty surveys in April to ascertain use levels, perceptions of effectiveness, and improvements necessary.
3. Random student interviews to gain feedback about perceptions of the space and improvements necessary.

Project Narrative & Grant Criteria

- **With which of the following BCSF criteria does this proposed grant align? (please highlight or circle - more than 1 may apply)**
 - **Supplemental materials for new programs or initiatives that is unobtainable through other methods.**
 - New ideas or materials that assist in meeting established standards and benchmarks or educational needs of groups of students.
 - **Supports 21st Century skills (critical thinking, creative thinking, problem solving and collaboration).**
 - **Educational needs of a specific group of students.**
 - **Educational events, activities and/or programs.**
 - **Educational equipment or technology.**

Budget

- Attach an itemized breakdown of how the funding will be used.
- Please include in the budget the entire cost of the grant.

Item Description	Cost	# Purchased	Subtotal
Portable Lap Desks	22.60	50	1130.00
Foldable Chair (Padded)	79.99	10	799.90
Nesting Chairs (Set of 2)	226.30	6	1357.80
Mobile Whiteboard	169.99	1	169.99
Easel whiteboard (adjustable height)	62.99	4	251.96
Floor Chair (6-way adjustable)	64.99	35	2274.65
LCD mini-projector	est. 300	2	600.00
Tables (Multi-purpose flip table with locking casters)	185.49	3	556.47
Storage Centers-materials	999.72	(see other information section below)	999.72
Total			8140.49

Reflection

- It is important for the Foundation to show the results of these grants to our community. Please list the ways you will share the success of this project with the Foundation. (video, test scores, photos, student success stories etc.)
 - Promotional Video (see information in Project Outline above)
 - Photos (added to Bett Newsletter to parents and Student Services newsletter)

- Completion of the Grant Reflection Form is required to be eligible for the Finnessy Award. The Grant Reflection Form can be found on the BCSF link on the school website. **Failure to complete the Grant Reflection Form may impact future grant funding.**

Other Information

- Is there any additional information the Foundation should know in consideration of your grant proposal?

Building Materials Estimate for four 7-foot storage/benches

Carpet covering	\$414.72
Plywood	\$240.00
Other (hardware, locking mechanisms, etc.)	\$345.00

Item Links

Multi-purpose Flip Table- <https://www.amazon.com/Office-Star-Multi-Purpose-LockingCasters/dp/B00HWT0FJS/>

Foldable Chair (padded) <https://www.amazon.com/Folding-Chair-Thick-Padded-metal/dp/B00H0UNXUC/>

Office Star Deluxe Breathable ProGrid Back FreeFlex Coal Seat Armless Folding Chair with Casters, 2-Pack, Titanium Finish <https://www.amazon.com/Office-Star-Breathable-FreeFlex-Titanium/dp/B00AFO06M8/>

Floor Chair Adjustable NNEWVANTE Back Support Chair Foldable Seating (6-way adjustable) <https://www.amazon.com/NNEWVANTE-Floor-Chair-Adjustable-NNEWVANTE-Back-Support-Chair-Foldable-Meditation-Seating-Suede-like-Fabric-Multiangle-Cushioned-Recliner-for-Adults-Kids-Video-Gaming-Reading-Watching-Navy/dp/B07B3Q485Y/>

Magnetic Flip Chart Whiteboard Easel - 36 x 24 Inches Tripod Dry Erase White Board with Stand Height Adjustable by TSJ Office <https://www.amazon.com/Magnetic-Standing-White-Board-Whiteboard/dp/B07KG4QT6Z/>

Mobile Whiteboard 48x32 Inch, Double Sided Dry Erase Board Aluminum Frame, Rolling Stand White Board <https://www.amazon.com/Whiteboard-Aluminum-Rolling-Accessories-Stickers/dp/B07FPDQ8S8/>

Honey-Can-Do TBL-02869 Portable Laptop Lap Desk with Handle <https://www.amazon.com/dp/B00FQK13XM?>

Please note: If requested by the Board, it may be necessary for the grant applicant(s) to appear briefly in person to review the grant proposal.

John M. Kelly 9/27/19 Elizabeth (Betty) Mathison
Signature & Date of Applicant Signature & Date of BCSF Representative

John M. Kelly 9/27/19 Michael Raso 9/30/19
Signature & Date of Building Principal Signature & Date of Michael Raso
Or appropriate Lead Principal
if district wide grant

Signature & Date of Technology Director
(Only needed if technology grant)

All four signatures are required prior to submission to BCSF Board of Trustees.
BCSF Due Dates for 2019-2020 school year: September 27, 2019 and January 17, 2020

Please submit to: Bettendorf Community Schools Foundation
P.O. Box 1150 Bettendorf, IA 52722 foundation@bettendorf.k12.ia.us