



Brittan Acres School Site Plan 2013 – 2014

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The following Site Plan identifies the goals of Brittan Acres Staff as we begin to implement the District's Strategic Plan in Year One, 2013-14.

This is a living document that will be updated and revised as planning and implementation occur throughout the year.

The plan is divided into 3 categories, based on the district's Implementation Plan for the Strategic Plan:

1. **Aligning Curriculum and Instruction to a 21st Century Model of Learning:** Authentic Assessment/Exhibition, Common Core State Standards (CCSS), 21st Century Skills and Whole Child, and Project-Based Learning (PBL)
2. **Aligning Human Capital to Support Staff as 21st Century Educators:** Collaborative Teaching Models, Professional Growth and Evaluation, and Parent and Community Partnerships & Education
3. **Building Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century learners:** Facility Master Plan for 21st Century Learning Environments and Technology Infusion, Integration, and Infrastructure for Boundless Learning

***The Brittan Acres Site PD Plan is listed at the end of the Site Plan.**

A Vision for Our Children

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

Year One Implementation, 2013-2014

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning

1. Authentic Assessment/Exhibitions

The Strategic Plan envisions new rubrics, Personal Learning Plans (PLPs) and measurements of student, school, and district success that reflect the depth, quality and higher order displayed in student learning outcomes. Assessments will also include measures of Whole Child outcomes, (e.g. physical wellness, character development, etc.), a practice for collaborative review, and authentic assessment of student work. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Students at all grade levels will establish Personal Learning Plans and exhibit work as examples of deep, high quality learning (the Five Cs of 21st Century Skills and Whole Child outcomes) using district rubrics that measure content knowledge, authenticity, and levels of engagement.

Year 1 Target: District-wide development and piloting of draft rubrics to authentically assess depth of student content knowledge and mastery of the Five Cs of 21st Century Skills, and craft student learning objectives.

Authentic Assessment/Exhibitions				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		1.1 Participate in district development of rubrics for assessment, including exit rubrics, 5 C's, PBL	Design Team, Principal	Ongoing 2013-14
		1.2 Participate in Student Presentations and Exhibitions	Self-selected staff and students: PBL trained teachers.	Year long, 2013-14 As of Feb. 2, nine teachers in seven classrooms have participated in PBL Presentations and Exhibitions.

2. Common Core State Standards (CCSS)

Our students will enter a world of work and social interaction that will be very different from those of their parents. In order to prepare them for the future and yet undefined careers, it is imperative to consider and address a number of emerging trends that provide the context and conditions for their future success. These trends include a Connected and Borderless World, Workplace Requirements for 21st Century Skills, and the Need for Global Environmental Awareness. California's adoption of the Common Core State Standards (CCSS) brings these new elements of teaching and learning to the forefront and helps address the opportunities and challenges we currently face. CCSS provides a more student-centered approach to assessment and gives teachers, schools, and school districts a richer set of formative data to inform teaching and learning, while allowing students to self-monitor their progress in real time. (SCSD Strategic Plan 2013-2018, pages 2-4).

Year 5 Target: CCSS, NGSS (Next Generation Science Standards), and Smarter Balanced assessments are fully implemented integrated with technology infused, Project Based Learning units, Blended Learning platforms, and authentic assessments in all grade levels.

Year 1 Target: All staff will demonstrate increased understanding of CCSS for their grade level or subject matter area, and collaborate with their colleagues to pilot and refine representative Mathematics and English Language Arts lessons. All teachers teaching science will develop a foundational understanding of the Next Generation Science Standards (NGSS).

Common Core State Standards (CCSS)				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
	ELA: District's current adoption of HMR doesn't support CCSS in terms of non-fiction text and higher order thinking skills (for example, as per Webb's Depth of Knowledge chart)	2.1 K-8 Educators will instruct students using English Language Arts (ELA) and Math CCSS 2.2 BA will update its Book Room/obtain non-fiction titles for teaching skills and strategies	All K-4 teachers	Ongoing 2013-14 As of Feb. 2, BA community has obtained "PebbleGo," and online resource of non-fiction in categories for students grades K-2; Book Room update is ongoing
Local accountability for reading has been measured through DRA, which we are updating to DRA2.	Reading Workshop instruction must reflect the new CCSS emphasis on non-fiction, informational reading; Writers Workshop must emphasize argument and informative/explanatory writing	2.3 Engage in targeted, practical professional development in CCSS, in depth, over time through strands of ongoing professional learning opportunities;	All K-4 teachers	District PD August 21, 22 District PD December 4 (Units of Writing) Site PD February 5 Site PD March 5
	A need to align our reading assessment tools: DRA2 in all classrooms	DRA2 training to support full implementation. Attend Common Core Writing Conference, SF and develop strategies with staff	All K-4 teachers Liner, Mooney, Melton, Banet attended and shared out with staff	Site PD DRA2 October 9 Oct.11, 2013

		2.4 Participate in Project Based Learning (PBL 101) training in implementing CCSS	Design Team member Mooney; Earlywine, Berriatua, Heinschel, Richard, Triska	October 16-18, 2013; November 8 February 7, 2014
		Participate in district-planned P.D. in PBL successes and challenges	All K-4 teachers	May 28
		2.5 Participate in collaboration “forums” to share about CCSS; some live, some via Edmodo	Design Team & Self-selected staff including Heinschel, Earlywine, Melton, Mooney, Seigel-Stern, Richard, Berriatua	Ongoing 2013-14
	Look at current curriculum to identify where the CCSS connects Cross grade level – scope & sequence	2.6 Work collaboratively to align curriculum K-8 to integrate the CCSS	Principal and staff	Ongoing 2013-14
Math: implementation of EDM and EnVision both meet CCSS	Partnership with SVMl (Silicon Valley Math Initiative) needs strengthening to support the complex math and strategies required in the new CCSS	2.7 Participate in SVMl P.D. to develop and align math instruction to CCSS Participate in district-planned PD in MARS (Mathematics Assessment Resource Service)	Melton attending and sharing out with staff in designated staff meetings All K-4 teachers	October 23, November 20, December 11, January 22 April 2 and Ongoing 2013-14 in classroom practice
	Past statewide accountability was measured by the STAR tests and determined according to NCLB.	2.8 Participate in Smarter Balanced Field Test 3 rd , 4 th grades	3 rd , 4 th grade teachers, Special Services team supporting; All k-4 teachers learning about the tests	PD in Staff Meetings as information becomes available; Testing window April 7 – May 16
	Multiple local measurements required for interim accountability in Math, Writing, Reading	2.9 EDM assessments, MARS Task, Renaissance Math Opinion Writing Prompt, DRA2	All K-4 teachers	Ongoing 2013-14

Learner Outcome: Not measurable year one.

Educator Outcome: All staff will demonstrate increased knowledge and initial implementation of CCSSs and will report they are fully prepared to implement CCSS for 2014-2015, as measured by processes established by principals

3. 21st Century Skills and Whole Child

In order to develop relevant, real-world, global curricula that builds extended learning experiences and integrates both the Whole Child approach and Environmental Stewardship, the Strategic Plan seeks to align curricula to focus on 21st Century Skills, especially the 5 Cs -- **Critical Thinking & Problem Solving, Communication, Collaboration, Citizenship (Global) and Creativity & Innovation.** In addition, the Strategic Plan emphasizes new, expanded practices in Whole Child learning and teaching, Physical, Social, and Emotional Health and Wellness Programs, CCSS, and Science, Technology, Engineering and Math (STEM). (SCSD Strategic Plan 2013-2018, page 2-4).

Year 5 Target: All aspects of teaching and learning will integrate 21st Century Skills and the Whole Child practices as implemented by a collaborative team of educators.

Year 1 Target: All staff will demonstrate increased awareness and explore implementation of diversification beyond traditional academics; including Social-Emotional Learning, the Arts, Health and Wellness and the Five Cs of 21st Century Skills. Rubrics will be developed, piloted, and refined for application by all staff in Year 2.

21 st Century Skills and Whole Child				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		3.1 Develop and pilot Learning Outcomes for Grade 3, 5 & 8	Design Team	Ongoing by Spring 2014
		3.2 Pilot Five Cs and Whole Child projects and design rubrics to be disseminated with all educators	Design Team	Ongoing 2013-14
		3.3 Implement at least one lesson explicitly incorporating the Five C's	All teachers	Ongoing 2013-14
		3.4 Collaboratively plan at least one activity that is integrated across curriculum including, but not limited to, music, art, etc.	All teachers	Ongoing 2013-14
Ongoing efforts with PTA and Recology to increase awareness and improved practices on recycling, composting, and reducing waste	New Lunch vendor's products require analysis and new teaching for improved student accountability	3.5 Increase knowledge and awareness of environmental education opportunities (e.g. recycling programs, trash reductions	All Staff; Lunch supervision staff	Ongoing 2013-14

4. Project-Based Learning (PBL)

The Strategic Plan envisions greater emphasis on Project-Based Learning (PBL) to focus on problem-solving, collaboration, critical-thinking skills, and time management skills in order to develop greater student engagement and ownership of their learning. The district will contract with a PBL trainer or training organization to build district capacity for effective PBL instruction that enables the implementation of the CCSS, the 5 Cs, and technology-infused Boundless Learning. (SCSD Strategic Plan 2013-2018, pages 4-5).

Year 5 Target: All students Grades Pre-K through 8 will be engaged in multiple PBL projects as common aspects of learning.

Year 1 Target: Expand district capacity to lead implementation of PBL: (1.) Train Design Team of Teacher/Admin leaders, and (2.) Prepare principals to lead instructional transformation; and (3.) Design team members will bridge from current “projects” to more formalized PBL model.

Project-Based Learning (PBL)				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Exploration with PBL and design lessons		4.1 Participate in Intensive K-8 Summer Institute- PBL, Design Learning, Learning Environments, Mindset	Design Team member Mooney	August 12 – 16; multiple ongoing meetings through the year
		4.2 Participate in PBL awareness training	All teachers	August 21, 22
		4.3 PBL “Leader Training;” develop and conduct PBL projects this year, modeling for all BA staff	Design Team member Mooney; Earlywine, Berriatua, Heinschel, Richard; Triska	October 16-18, 2013 November 8
		4.4 Participate in district-planned P.D. in PBL sharing progress, successes and challenges	All teachers	May 28
		Site sharing of successes, challenges	Self-selected teachers	Ongoing during staff meetings

II: Aligning Human Capital to Support Staff as 21st Century Educators

5. Collaborative Teaching Models

Many district teachers are either planning co-teaching pilot classes or have started to implement them fully, as envisioned in the Facility Master Plan to utilize flexible learning and collaboration spaces for students and educators. (SCSD Strategic Plan 2013-2018, page 6).

Year 5 Target: Learning environments will feature collaboration, inclusion, multi-age groupings, and co-teaching models to differentiate instruction for students.

Year 1 Target: Implementation of Collaborative Teaching models will take place at CMS and TL, and pilot projects will be launched at several elementary schools. All staff will become aware of and explore models of multi-age grouping, inclusion and differentiation. As a result, a cadre of 20 staff making up multiple groups of representative groups at each school will develop professional learning committees to share and report their work and outcomes to their site and district colleagues.

Collaborative Teaching Models				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
BA's Inclusion/Learning Centers SpEd Model planned in Spring 2013 is underway, with collaborative teaching in progress, including SDC teachers and RSP teacher and staff co-teaching with general education teachers, and Rtl in progress with entire Sp Services team	In early implementation.	5.1 Continue to innovate/design/pilot inclusion and co-teaching model for intervention continuum, including learning centers to support all students with needs	BA Special Services Team with General Education teachers in each grade level Seigel-Stern, Melton, Mooney collaborative planning session	Ongoing 2013-14 August 20
Pairings and teaming of general education teachers also underway, sharing teaching and groupings of students	In early implementation.	5.2 Begin new co-teachings/regroupings of students for instruction pilot projects	Self-selected BA teachers including *Heinschel/Earlywine, *Berriatua/Richard/Tansey *Melton/Mooney/Seigel-Stern	Ongoing 2013-14

6. Professional Growth and Evaluation

The Strategic Plan aims to enhance and professionalize the role of the educator by providing a greater level of autonomy, responsibility, and support. The two main avenues for achieving this model include: (1) Building a robust professional development ("PD") plan to provide all staff with ongoing professional learning to support their ability to teach in new ways and with new emerging tools; (2) Establishing a new system of evaluation for all staff (e.g. teachers, administrators, classified staff, etc.) based on professional growth, coaching and mentoring. (SCSD Strategic Plan 2013-2018, pages 5-6). The district has increased its ability to implement the strategic plan effectively through the launch of a district Admin Design Team (Mary Jude Doerpinghaus, Dr. Tom Keating, Marie Crawford, Sarah Orton, Ray Dawley) and Educator Design Team.

Year 5 Target: Full implementation of a Professional Growth and Evaluation Model that incorporates new roles and responsibilities, Professional Development (PD), Coaching, and Mentoring for all staff – certified, classified, and administrative.

Year 1 Target: The Professional Growth and Evaluation Model to be developed by the District-Union Committee and readied for piloting in Year 2.

Professional Growth and Evaluation				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		6.1 Provide P.D. growth opportunities via staff meetings, Wednesday early-release afternoons, and selected P.D. days	Brittan Acres Staff	District wide PDs on Aug. 21 & 22 Wed. Dec. 4, Wed. Apr. 6 Wed. May 28 Site-level Brittan Acres P.D. Plan agreed upon by 10/1/13 (attached)
		6.2 Participate in "study tours" to exemplary 21 st Century Learning Districts, schools & programs to develop further understanding of programmatic and facility opportunities	Selected Brittan Acres Staff visited two schools in Menlo Park; another in in Marin; White Oaks collaborative K/1. BA hosted a visiting collaborative team from Portola Valley S.D.	Ongoing 2013-14
		6.3 Facilitate increased time for teachers for professional learning (Wednesdays, staff meetings, 3 Legarza release times, others)	Principal	Ongoing 2013-14 Legarza grade level release times: November 8 March 6 May 27
		6.4 Set personalized professional growth goal(s), formal or informally as determined by site	All Staff	Ongoing 2013-14

7. Parent & Community Partnerships & Education

The district is committed to ensuring all staff and parents are informed and educated on the Strategic Plan as well as progress made toward its objectives. Additionally, parent and student input will be solicited as to how we are succeeding in meeting our goals at site and student levels. During the implementation years, the district will solicit parent input, report findings, and create action plans regarding student experiences, growth and Whole Child well-being, and understanding of 21st Century Learning practices. (SCSD Strategic Plan 2013-2018, pages 7-8).

The district aims to explore, establish, and evaluate community relationships and partnerships with non-profit organizations, industry, local businesses as well as state and federal government agencies in order to engage external partners and funders for the implementation of the Strategic Plan. The district will aggressively pursue alternative sources of funding from foundations and other related organizations that may help fund innovative programs contained in this plan. (SCSD Strategic Plan 2013-2018, pages 5, 8).

Year 5 Target: SCSD Is recognized as an exemplar of school innovation and a center for professional development and visitation in which boundaries between home and school are blurred, parents, community members and global partnerships are engaged co-participants and contributors in meaningful 21st Century Learning activities both in and out of school.

Year 1 Target: A formalized resource of and for parents and community partners (industry, non-profit, etc.) will be developed that supports the implementation and evolution of the Strategic and Facilities plans, and expands the parent and community knowledge base in 21st Century Learning.

Parent & Community Partnerships & Education				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Brittan Acres PTA provides excellent hands-on programs including parents in classrooms teaching children: BUGS and Art In Action		7.1 Identify, categorize, and disseminate a rich source of parental and community supports available to support 21 st Century Learning for all students	All educators, principal	Ongoing 2013-14
Communication of programs, events, plans via weekly BA Blast email newsletter	Are we reaching a large enough group of parents to be satisfied with this approach? Website requires updating	7.2 Develop a comprehensive communication plan to ensure ongoing communication with Brittan Acres and district community	Principal and teaching staff, PTA	Ongoing 2013-14
Music is provided for all students each week through Music For Minors, including instrumental introduction through recorders in 3 rd and 4 th grades	A need for opportunities to perform; current music is purely classroom based, with no performance venue outside of "lesson observations" by parents	7.3 Contract with Music For Minors to add an optional, noontime Glee Club for 4 th graders that culminates in performance	Principal and MFM	Ongoing 2013-14: Two sessions of 13 meetings and a performance for each: January 31, May 16

III: Building Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century learners

8. Facility Master Plan for 21st Century Learning Environments

The Facility Master Plan envisions flexible learning and collaboration spaces for students and educators, including spaces designated for: (a) individual, (b) small group/large group, (c) indoor/outdoor, (d) whole campus use, and (e) collaboration work. (SCSD Strategic Plan 2013-2018, pages 2-5).

Year 5 Target: Opening of two new 4-5 schools and completion of 21st Century redesign of existing schools.

Year 1 Target: Successful piloting of innovative classroom learning environments and library/media centers. District will evaluate pilots and employ lessons learned into next phase of facility planning.

Facility Master Plan for 21st Century Learning Environments				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		8.1 Encourage and support staff to pilot new classroom learning environments which enable different teaching models	Principal and teaching staff	Ongoing 2013-14
		8.2 Encourage and support staff to pilot new models on how to use new spaces including furniture, equipment etc.	Principal and teaching staff	Ongoing 2013-14
"Boundless learning" in spaces like our BUGS Garden; our new Reading Garden; our new Shade Structure (outdoor classroom/lunch and learning area)	A need for more outdoor learning spaces to support curricular and social/emotional goals, and compliment students'/teachers' enjoyment of outdoor learning	8.3 Principal's PBL: Facilitate the design and implementation of an expanded bog area as a "native plants arboretum/wellness garden" learning space for students and community	Principal, students, staff, PTA, and partnerships with Hidden Villa, Native Plants Garden Foundation, Acterra, and environmental education teams. Awarded a Design Grant from NPGF December, 2013.	Ongoing 2013-14

9. Technology Infusion, Integration, and Infrastructure for Boundless Learning

The Strategic Plan sees great potential through developments in technology and social networking that have given us the opportunity to create new forms of collaboration and communication systems to change the way educators, students, and community members interact. The plan aims to implement a comprehensive, district-wide Technology Plan outlining learner outcomes and effective use of technology for teaching and learning, data collection and analysis, and district-wide operations. The Technology Plan shall include a robust infrastructure, capacity for one-to-one computing, a platform for district-wide collaboration and sharing, and sufficient training for staff, students, and parents in its use. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Technology integration in classrooms, and connections with the outside world will be seamless and robust. Students will have ubiquitous access to boundless learning 24/7.

Year 1 Target: Implementation of a fully functioning, robust network and infrastructure across all schools, both in school and after school, with all staff

Technology Infusion, Integration, and Infrastructure for Boundless Learning				
+ What's Working	- What Requires Change	Δ Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Computer lab contains 26 functional iMac computers and teaching station with projection	Lab is an "activity" that classes sign up to "do." Technology is not easy to access—needs to be integrated into classrooms for more regular use as a tool for learning	9.1 Restructure Tech Associate's time to allow for classroom push-in, co-teaching model	Principal and Tech Associate	Ongoing 2013-14
iPads Piloted in 2011-12, 2012-13	Few teachers involved; few iPads available to classrooms; minimal support available	9.2 Enlarge iPad pilot to all K-3 classrooms, with 6 iPads shared between two classrooms	K-3 rd grade teachers, Tech associate, district support staff	Ongoing 2013-14
		9.3 Pilot half classroom sets of Chrome Books between two sets of side-by-side 4 th grade classrooms, enabling regular whole class one-to-one time (60 4 th grade Chromebooks); also create Chromebook cart of 30 for 3 rd grade use.	4 th grade teachers, Tech associate, district support staff	Ongoing 2013-14
		9.4 Professional development to support regular teacher and student use of technology as a tool to further learning in core academic areas	Principal and staff	District PD August 21, 22 BA Site PD October 30 3 rd grade Chromebook PD February 13 (w/WO)

**BA Professional Development Plan to address the *Brittan Acres Site Plan*
Agreed to by teachers in Staff Meeting 9/24/13**

Goals

- To continue to familiarize ourselves with CCSS; to begin teaching the standards and holding our students and ourselves accountable to them in the current year
- To develop BA students' writing overall through grade level continuity in the Writers Workshop approach, including the CCSS deeper standards for writing proficiency in all the genres
- To upgrade our reading assessments to DRA2, allowing for a more complete understanding of our students' levels and abilities, and more clearly provide next teaching steps to support their progress
- To train and support BA's self-selected 5 teachers and the principal in Project Based Learning, as the first cohort in the three year roll-out of PBL
- To support teachers individual goals for next steps in using technology as a tool for learning across the curricula in their classrooms
- To develop teachers' strategies for teaching the new Math CCSS, particularly in the area of performance tasks, using MARS materials and taking advantage of our relationships with the SVMIL.
- To work regularly in grade level PLCs (Brittan Acres Teams, aka "BAT") to address the individual needs of target students in an integrated approach-- with the principal and the special services team.

*RED is District PD

*BLUE is BA Site PD

*GREEN is Site PLC as PD

Un-starred BLACK are PD that are for some, not all

Dates

September 24

What is the PD?

Staff Meeting Time

Discuss [Ch. 6 Pathways to the Common Core: Overview of the Writing Standards](#); Agreement on PD Plan to support BA Site Goals; ****Optional, off-campus PLC reading [Pathways to the Common Core](#)**

September 25

Design Team Meeting

Kirsty for BA with Design Team

- *October 9 DRA2 Protocol Training
- October 11 Lucy Calkins CCSS Writing Workshop Conference
Dan, Kirsty, Jessica, Genevieve
- October 16, 17, 18 Buck Institute “PBL 101”
Kirsty, Jen, Lisa, Kelly, Candy
- *October 23 Brittan Acres Teams (BAT)
K, 1st level meetings with Principal, Counselor, RSP
- *October 30 Individuated Tech PD
With multiple options for learning; Presented by district tech team
- *November 6 Brittan Acres Teams (BAT)
2nd, 3rd level meeting with Principal, Counselor, RSP
- November 8 Buck Institute for Administrators
John
- *November 13 Brittan Acres Teams (BAT)
4th level meeting with Principal, Counselor, RSP
- *December 4 **K-5 Writing: Opinion**
Using Lucy Calkins Units as a guide
- *January 8 Brittan Acres Teams (BAT)
K, 1st levels meeting with Principal, Counselor, RSP
- *January 22 Brittan Acres Teams (BAT)
2nd, 3rd levels meeting with Principal, Counselor, RSP
- *January 29 Brittan Acres Teams (BAT)
4th level meeting with Principal, Counselor, RSP

- *February 5 BA K-4 Writing: Opinion
Follow up to the District PD Dec. 4; Grade levels planning and sharing

- *March 5 **K-5 Writing: Opinion**
Follow up; Debrief and score student work by grade levels across sites

- *April 2 **MARS**
Scoring of specific MARS tasks

- *May 28 **District PBL Showcase**
Presented by Design Team, including self-selected teacher sharing

Resources for Additional Information

San Carlos School District Strategic Plan: http://www.sancarlos.k12.ca.us/wp-content/uploads/SP_5-Year_Final_cb6-15-13-Clean.pdf

Buck Institute Project Based Learning: http://bie.org/about/why_pbl

Ed Tech Teacher: <http://edtechteacher.org/>

Silicon Valley Math Initiative: <http://www.svmimac.org/>

Teachers College Reading and Writing Project (TCRWP) at Columbia University: <http://readingandwritingproject.com/about/overview.html>