



## Strategic Planning and the Story of the Clinton Public School MakerSpace----

*Amy Brenner @Amy\_L\_Brenner Educator-Doctoral Student*

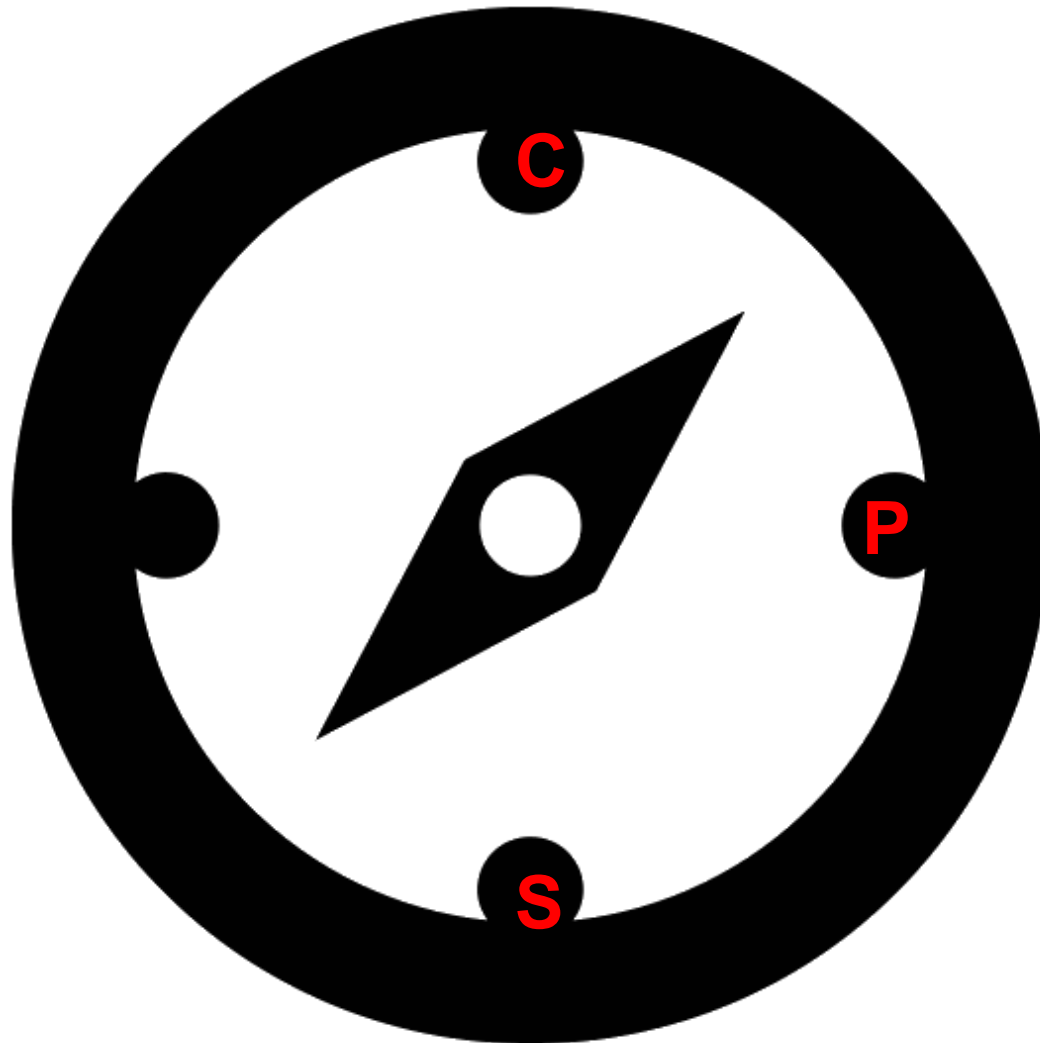
*Evelyn Ferro @eveferro Media Specialist*

*Seth Cohen @dr\_scohen Superintendent/Principal*

*Presentation Location:*



*Time To Clarify Our Past and  
Chart our Future*



# Enrollment Demographics

Total= 454

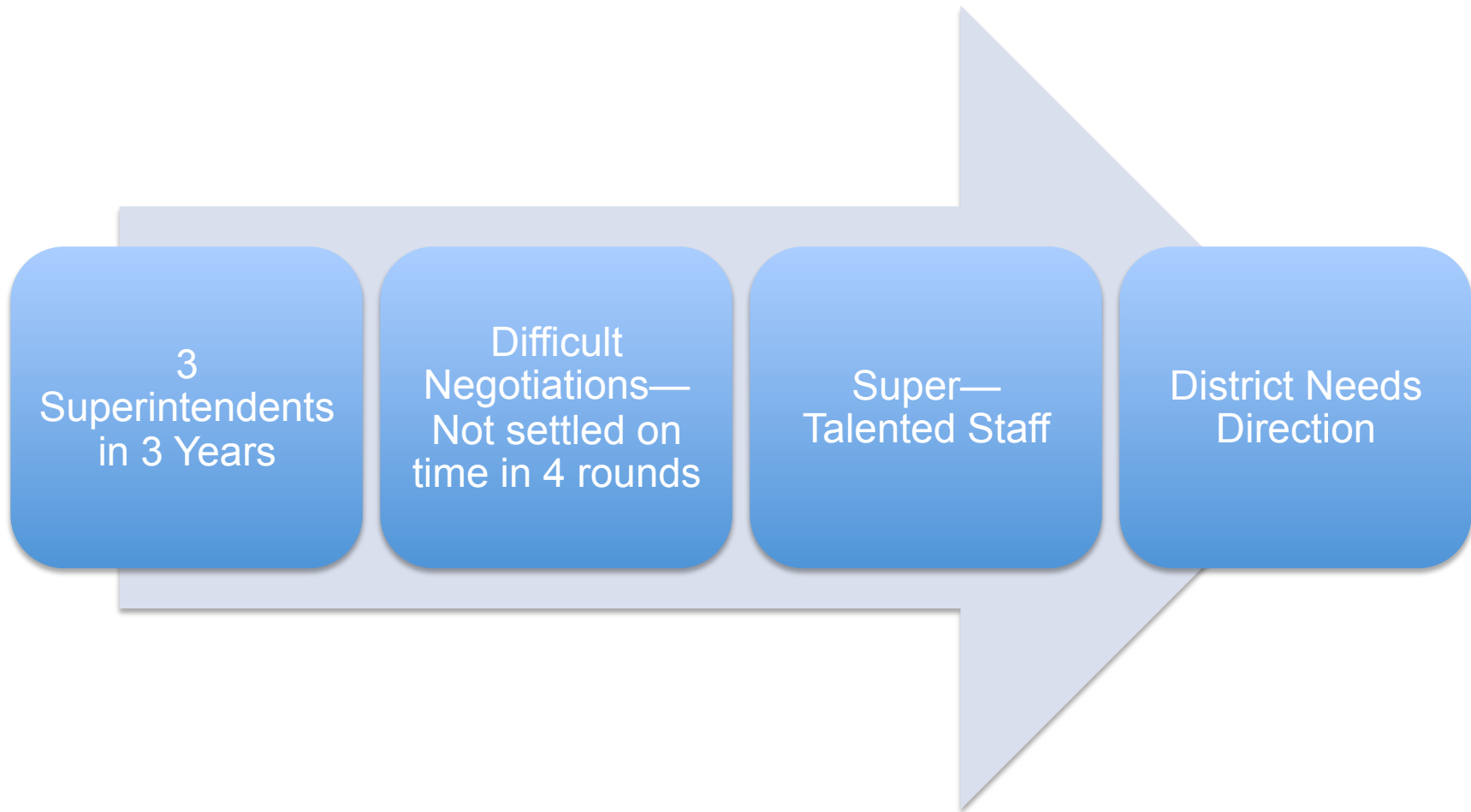
**SWD**  
21%

**Economically  
Disadvantaged**  
13%

**LEP**  
1.7%



# CPS Overview 2012-2014



# CPS Goals 2013-2014

To implement the required elements of AchieveNJ by June 2014.  
To complete preparations for the implementation of PARCC.

# CPS Goals 2014-2015

To successfully implement the K-8 math program-educating parents to understand and enable them to support their children.

To identify opportunity to provide additional supports to students and staff in ELA, K to grade 5.

To continue implementation of the district Long Range Facilities plan with a focus on referendum and energy saving projects.



- **Learning to Tell Our Story**

# The Strategic Planning Process

Prepare for Planning

Build Strategic Planning Team that represents Constituent Groups

Conduct Planning Sessions

Communicate Draft Plan

Obtain Board Approval

Build Action Teams

Develop Action Plans

Review/Revise Action Plans

Prepare Implementation Schedule and Assign Responsibilities

Implement Plans

Periodically Review and Update Action Plans

Review and Revise Strategic Plan every Five years









Indian  
1946





## TO THE CLASS OF 1946

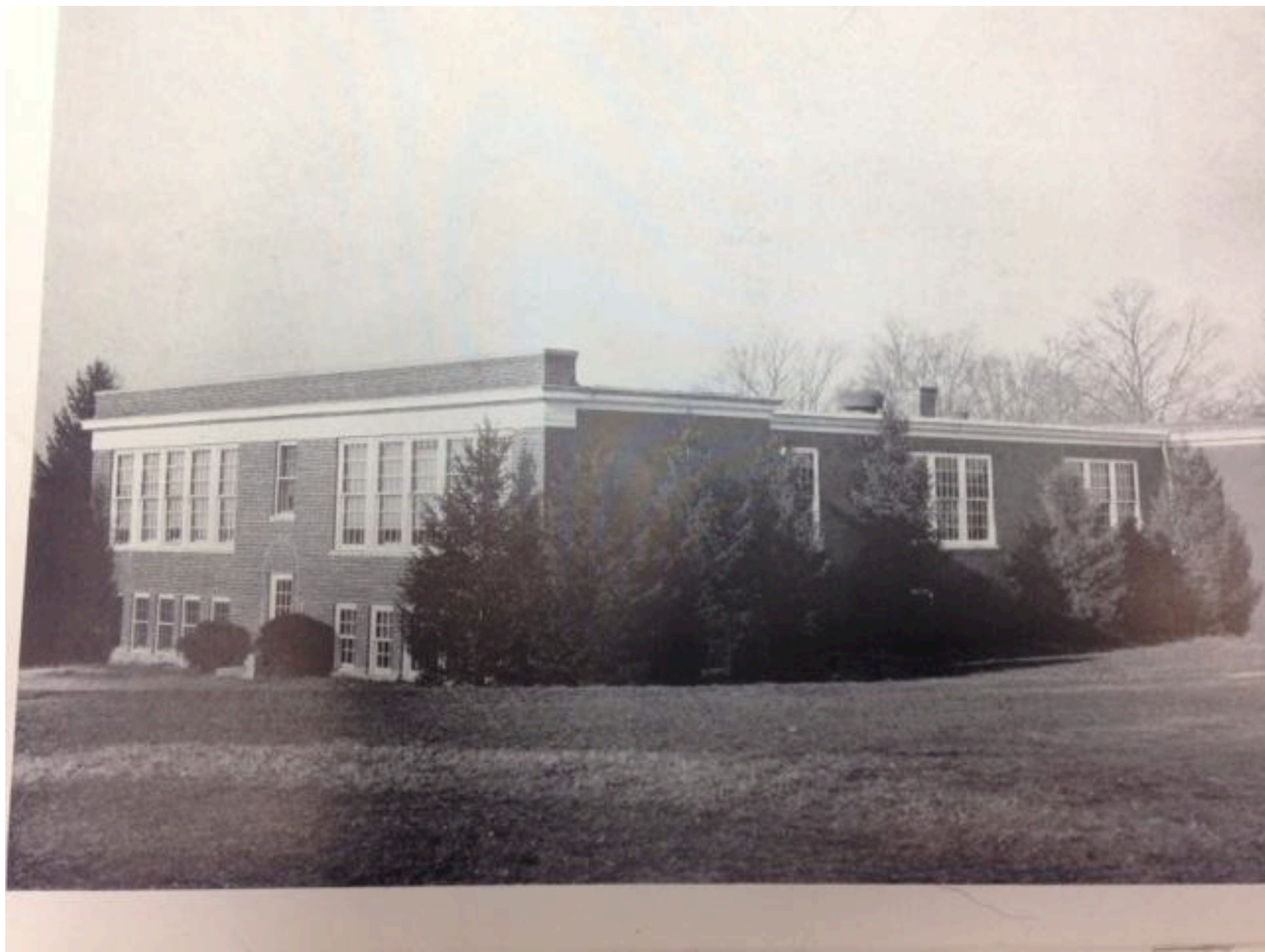
You, the members of the Class of 1946, are fortunate in that the fighting war has been won. However, you will not go into a world where good jobs are plentiful and decisions are easy to make as was the case during the war. Peace complicates your life in that your choice of activity is more difficult. The long-time view must be your guide-post. Evaluate your present decisions in terms of how your life will be affected in twenty years. Remember, that in general, the hard working, honest, well trained person with a pleasing personality is the one who will attain success and happiness.

The faculty of Clinton High School wishes the best of everything for each of you.

HERBERT K. ENGLAND, JR.









# 2012 & 2016 Parent Survey

Objective:

- Obtain parental input for “Strategic Planning Environmental Scan Component”
- Compare 2012 and 2016 Data



# Historical Survey Information

2008 Survey ~30 Respondents

2012 Survey ~62 Respondents

2016 Survey~110 Respondents

Staff Survey

<http://tinyurl.com/zbee4z6>

Parent Survey

<http://tinyurl.com/gvbvkhn>

# 2016 Survey Information

- 45 Agree/disagree statements in 4 areas
  - Overall academic achievement
  - Day to day classroom instruction and environment
  - School operations and climate
  - School communication
  - Mirrors 2012 survey
  - Survey fielded February 11 through February 25, 2016
    - Communicated via Honeywell and email
  - 110 Responses

# Who took the Survey

- 32% have students in PK-4
- 40% have students in 5-8
- 28% have students in both
- 23% have an IEP
- 25% have a CPS graduate now at North-Voorhees

	2012	2016	Difference
All students in the school are expected to meet high standards.	3.42	3.9	0.48
School instruction meets my child's individual needs.	3.3	3.82	0.52
The district provides for the needs of advanced students to achieve.	3.6	3.71	0.11
The district provides sufficient assistance for the needs of slower learning students to achieve.	3.18	3.51	0.33
The "average" student receives sufficient attention to achieve.	3.81	4.08	0.27
Students in special education programs are provided with sufficient resources to achieve.	3.73	3.58	-0.15
Students are well prepared for standardized tests.	3.67	3.88	0.21
Grading system fair assessment	3.69	3.89	0.2
Exceptional performance by students is recognized publicly.	3.42	4.01	0.59
Graduating students are well prepared for high school.	3.42	3.88	0.46

The Three Most Important  
Words in Education are:  
Relationships, Relationships,  
Relationships  
-Couros 2016





















## Mission Statement

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The Clinton-Glen Gardner School District is a community who values traditions. Our MISSION is to nurture and cultivate each child to be a compassionate, curious, and creative thinker, entrusted and empowered to build and lead the future.

# Goals

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1. All students will build strong academic foundations for present and future success.
2. All students will build upon their innate curiosity and creativity.
3. All students will exhibit ongoing growth in their compassionate behavior.

# We will synergize our curriculum and our professional development with our mission.

— — —

**Result 1:** Create optimal learning environments that are supportive of service learning and celebratory of our school environment.

**Result 2:** Increase teacher skill and use of questioning and discussion strategies to build curious and creative thinkers.

**Result 3:** Increase teacher knowledge and application of inquiry based learning and project based learning to build curious and creative thinkers.

**Result 4:** Ensure that all curricula provide opportunities for students to create and explore using inquiry based and project based learning.

**Result 5:** Formalize a school wide Olweus program to foster and recognize compassionate behaviors.

We will partner with an array of local and outside entities to complement and expand our resources.

— — —

**Result 1:** Increase teacher use of community and other outside resources to enrich learning opportunities for students.

**Result 2:** Increase service learning opportunities for students to enrich learning.

**Result 3:** Utilize community resources to build and recreate spaces that will enrich school wide resources for learning opportunities.

**Result 4:** Increase learning opportunities by utilizing outside resources for STEAM learning experiences.

**Result 5:** Create a grant acquisition team to research and write grants that will secure funding for projects outlined in the strategic plan and enhance learning opportunities.

**Result 6:** Utilize community resources to enhance learning experiences that will occur both within and beyond the classroom.



We will repurpose and design flexible environments to enrich learning.

— — —

**Result 1:** Convert the media center to a maker space that sparks imagination and creativity and cultivates cognitive and physical development.

**Result 2:** Convert classrooms into workshops for learning.

**Result 3:** Reinvent courtyard spaces as natural environments for learning.

**Result 4:** Reinvent additional outdoor spaces to inspire creativity and curiosity.

We will provide students with diverse opportunities for discovery and growth.

— — —

**Result 1:** Spark individual student interests through after school enrichment opportunities.

**Result 2:** Create an annual whole school theme that cultivates compassion within the school community.

**Result 3:** Expand elective and cycle options on special Interest topics to better stimulate student interests in cross curricular and cross grade level opportunities.

**Result 4:** Institute an enrichment/remediation program that improves academic skills through interesting topics, such as sharpening math skills through architecture.

**Result 5:** Provide personalized enrichment such as mentorships or online learning opportunities.

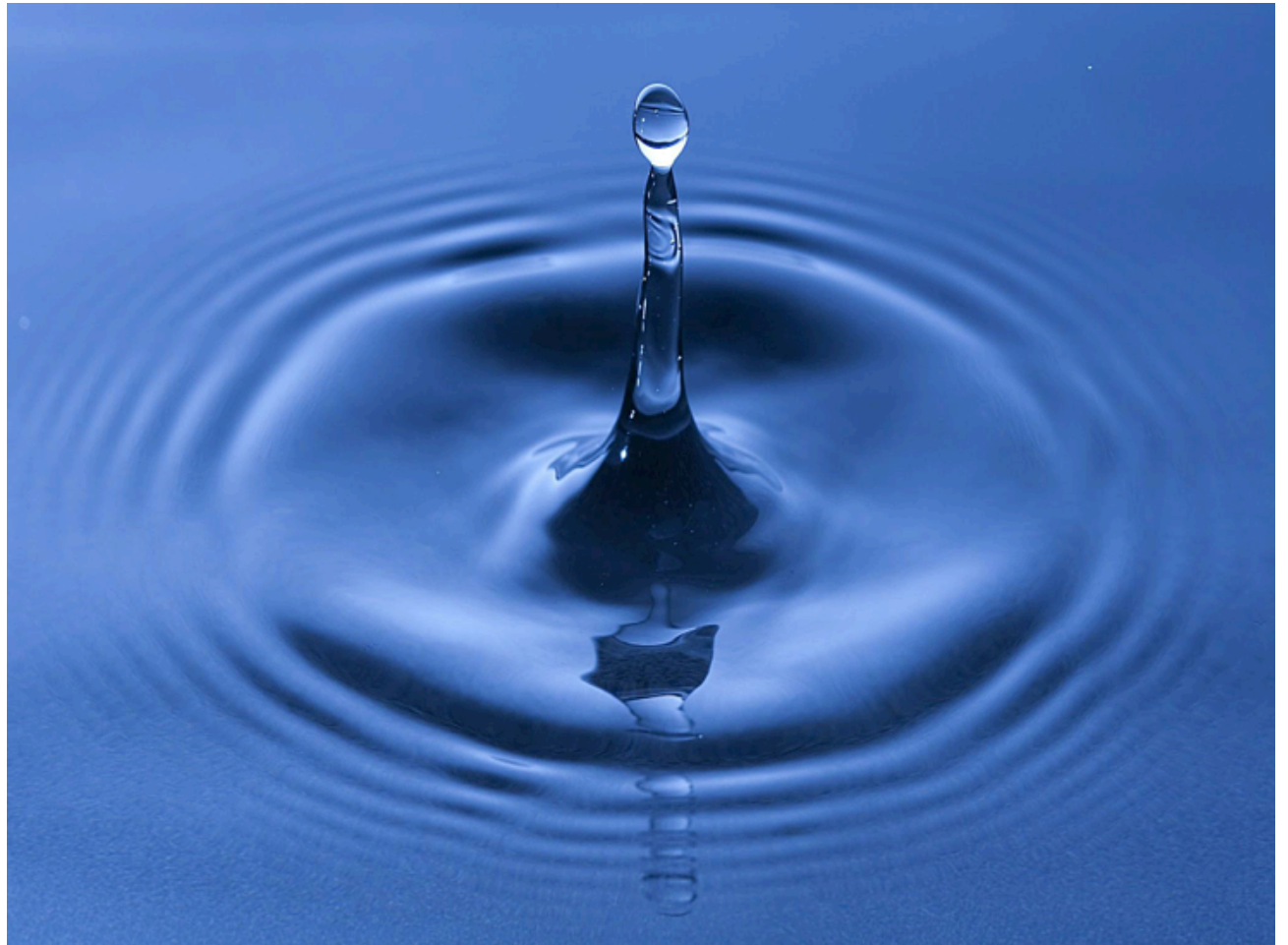
“When the school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement.”

— [Michael Fullan](#), *The Principal: Three Keys to Maximizing Impact*

# THEME 2016 Year 1 Strategic Planning Implementation

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--Water









































































The Power of No Versus a Culture of  
Yes

Engagement Versus Empowerment

-Couros 2016



































# Referendum History

2014 Referendum--  
HVAC--Controls--Roof--

Media Center  
Renovation –  
Lighting  
Upgrades

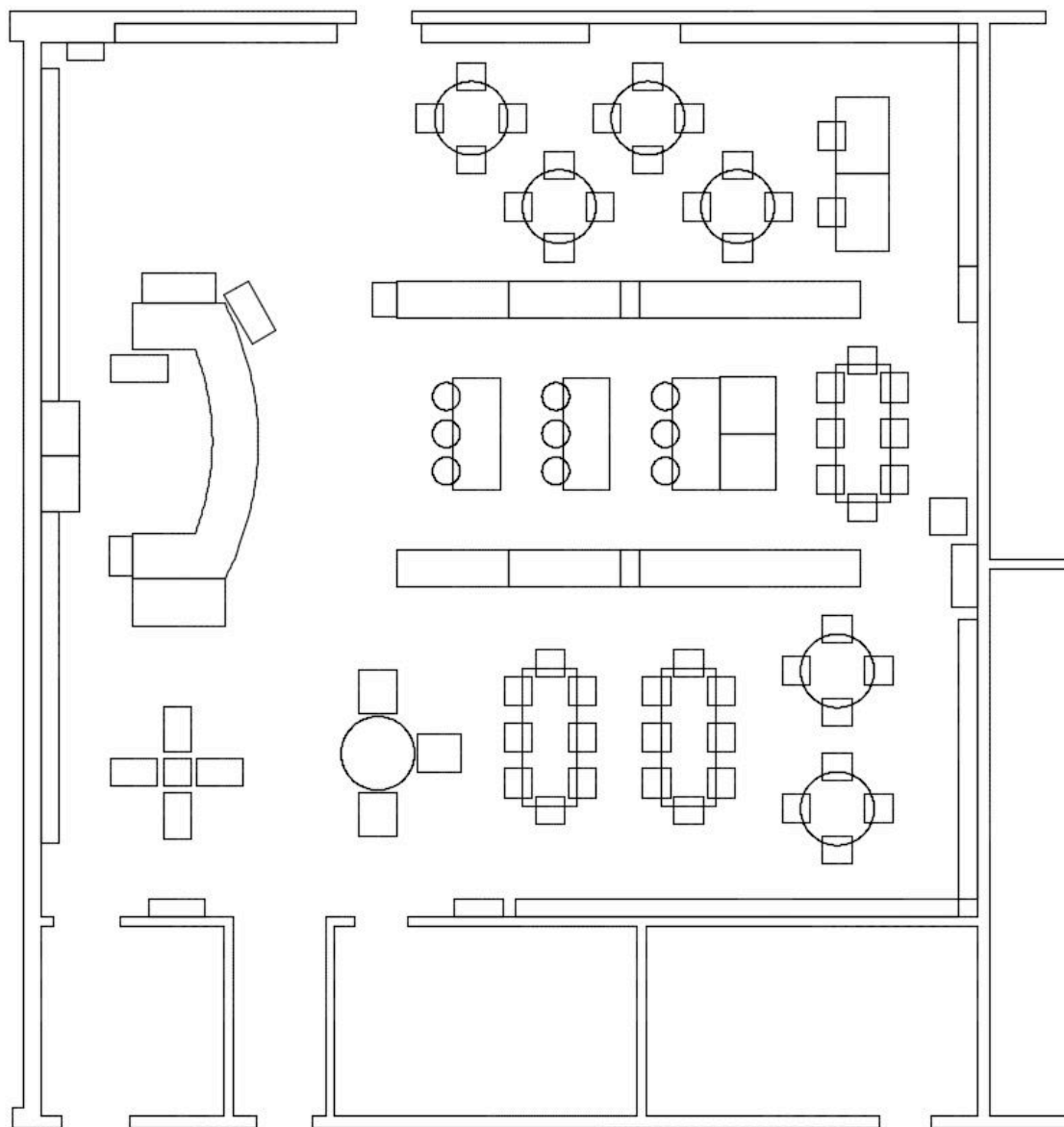
Strategic  
Planning  
March 2016

Referendum  
December 2016

Learning Spaces  
Vision & Direction

























































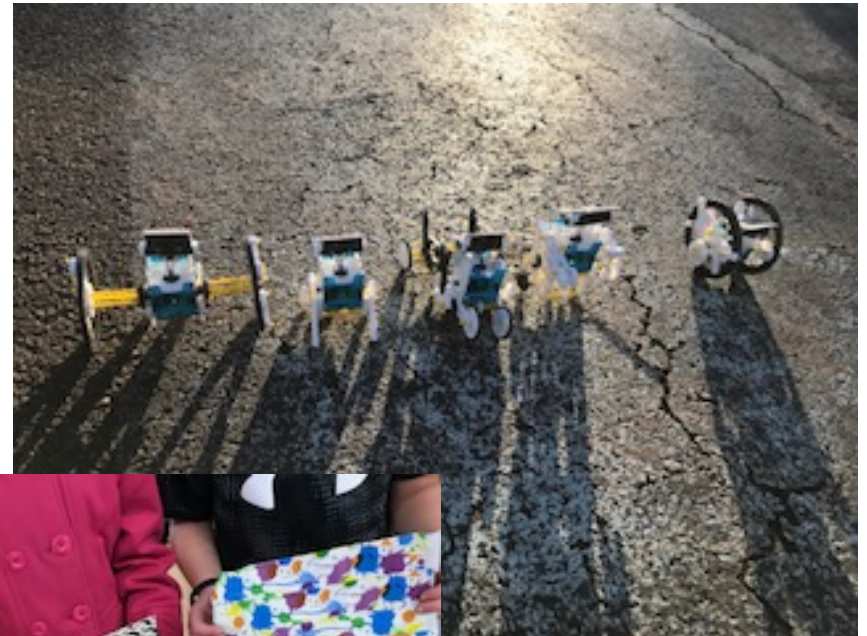
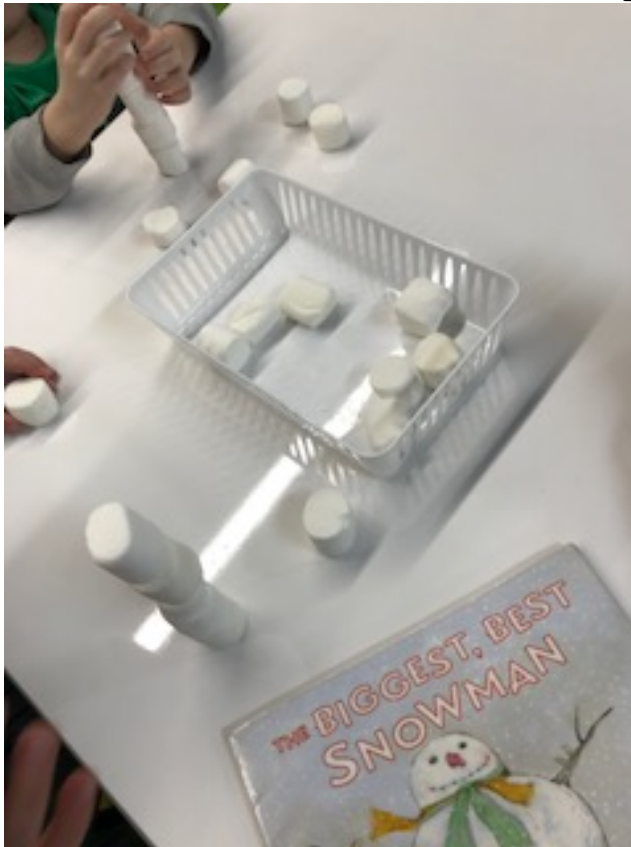






# Makerspace

## Evelyn Ferro



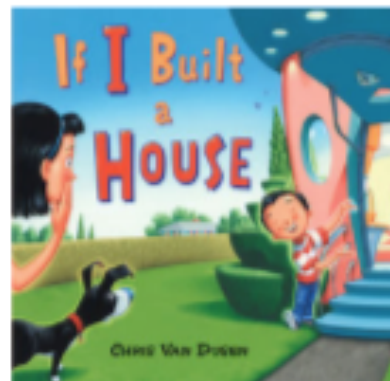
All students from grades Pre-K through 4<sup>th</sup> visit the Media Center/Makerspace once a week. Students come in for a quick book exchange and then move on to our Makerspace. After a read aloud students work on a problem that ties into the story.





# Makerspace Books

- \*Classic Fairytales
- \*Books where the character has a problem
- \*Titles that are written to promote making and engineering



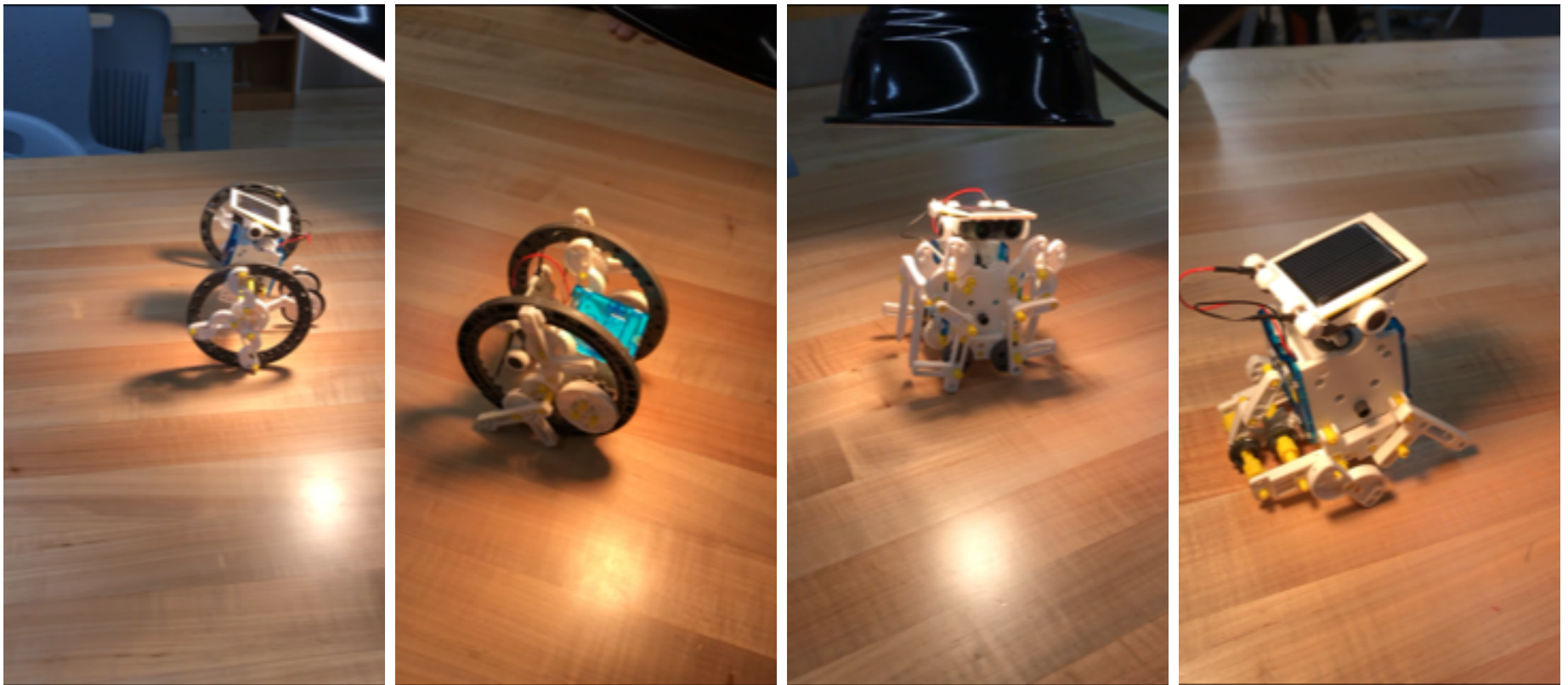
5<sup>th</sup>-6<sup>th</sup> grade students have two different programs where they can work in the makerspace. Students have the choice during Electives to visit the Makerspace.



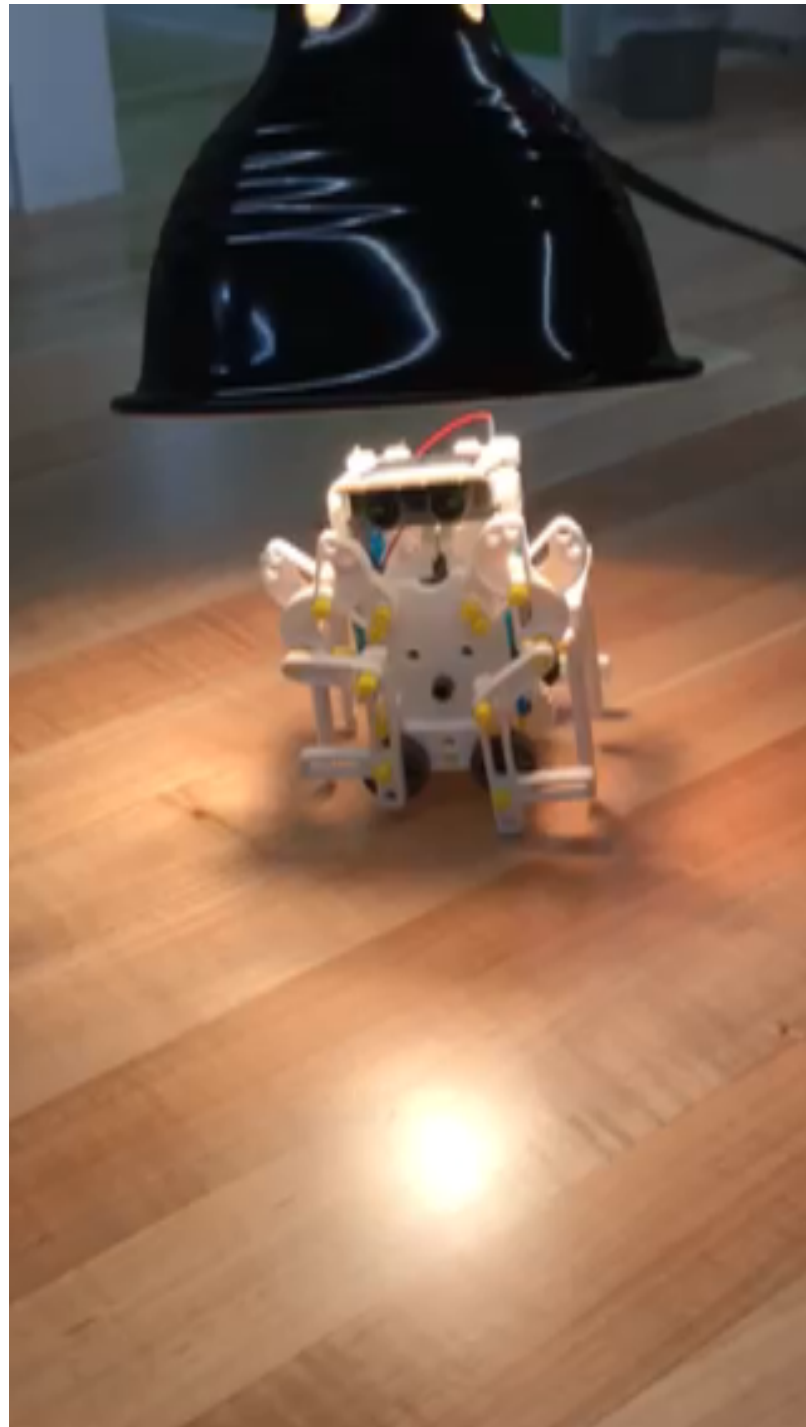




These grades also have an afterschool robotics club in the makerspace once a week. Here students build different robots or can design their own.











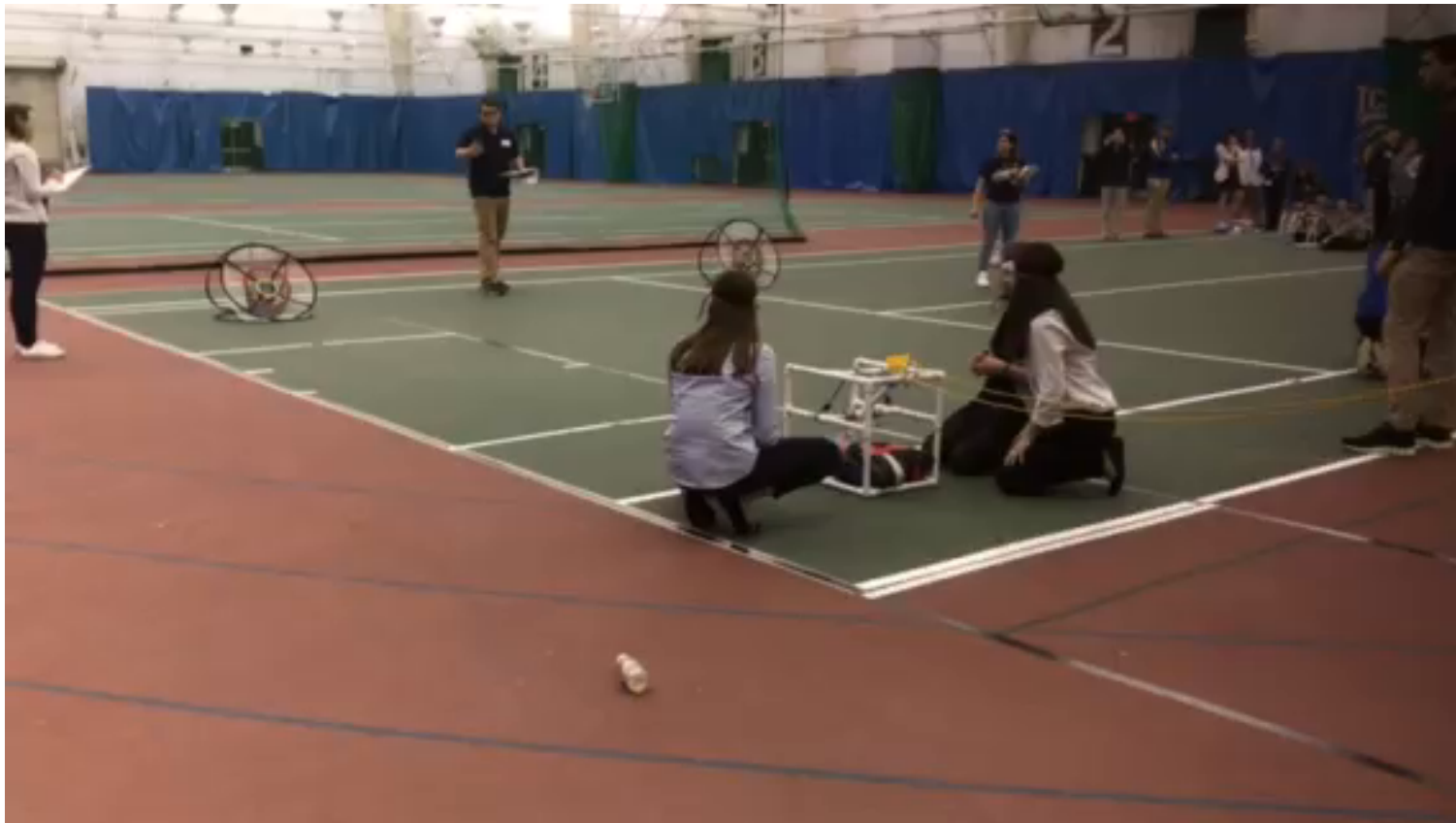
Some of these robots were  
donated with the help of a parent  
by IEEE



7<sup>th</sup>-8<sup>th</sup> graders visit the makerspace during an elective block every other day. These students make up our Technology Student Association team.







# Makerspace Support





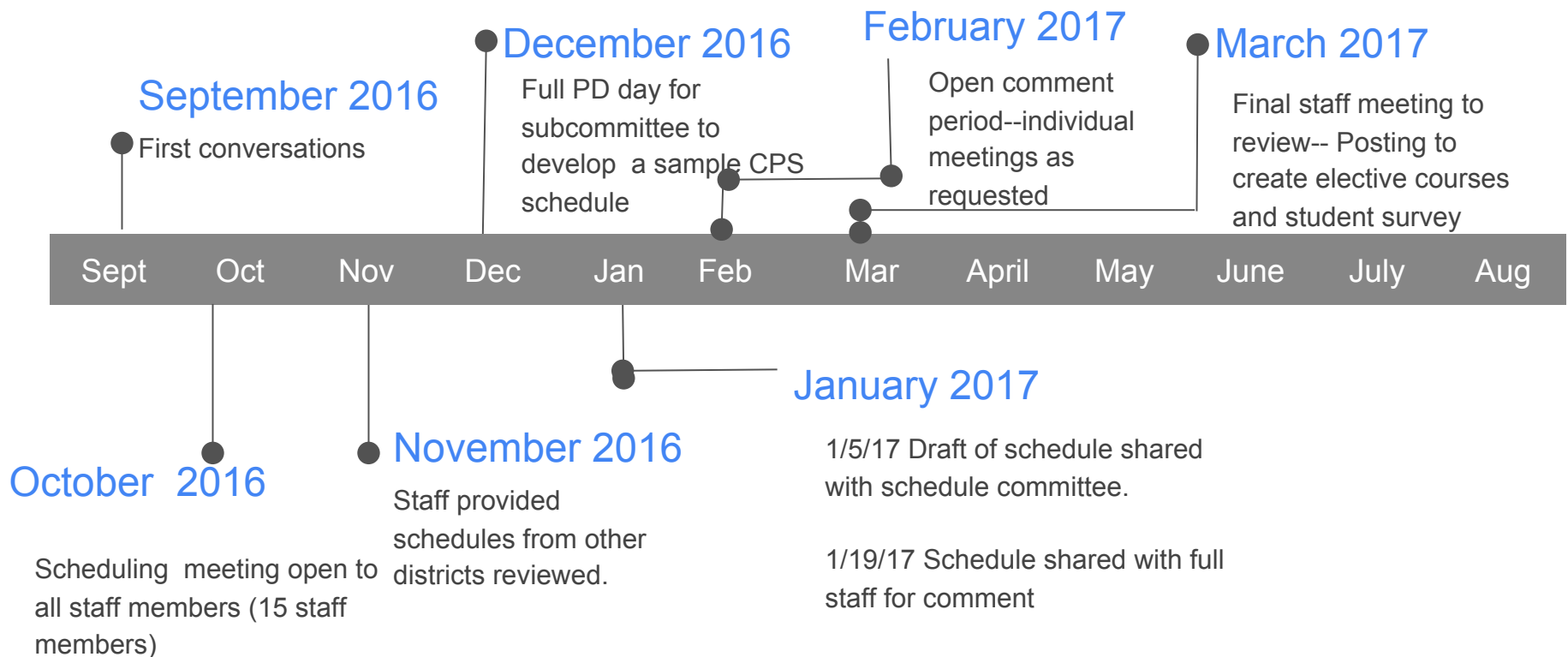
# Makerspace Support







# Our CPS Schedule Process--Year at a Glance

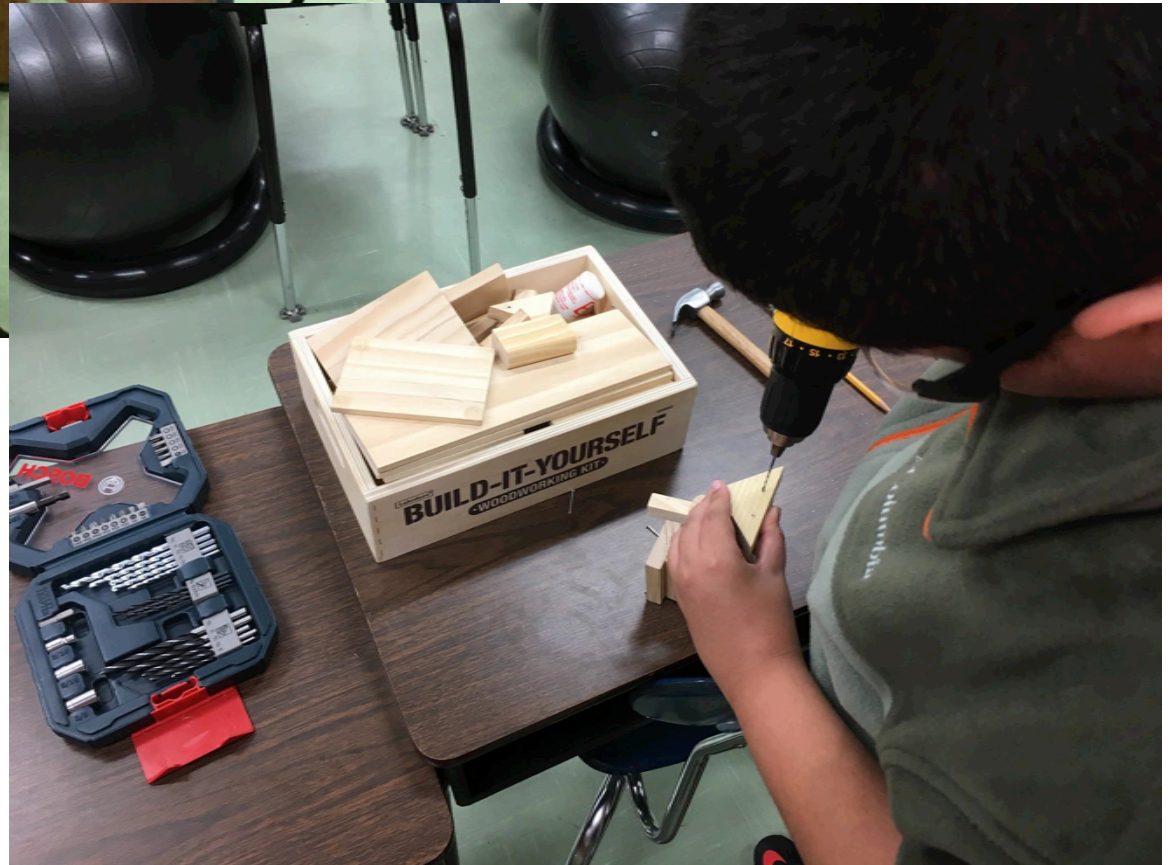


# 2017-2018 Schedule Changes

Changed “Activity Period” from a 30 minute free period to a 40 minute elective period--based upon a 60 day trimester.

- Mindfulness
- Future Cities
- Stock market
- Woods
- Band/Chorus
- Basic Woodworking
- Outdoor Ed
- Disc Games
- Sculpture
- Geochaching
- GPS project
- Cardboard Boat
- Coding
- American Heart Association's CPR in Schools Program
- Painting
- Mosaics
- Bicycle Repair & Maintenance









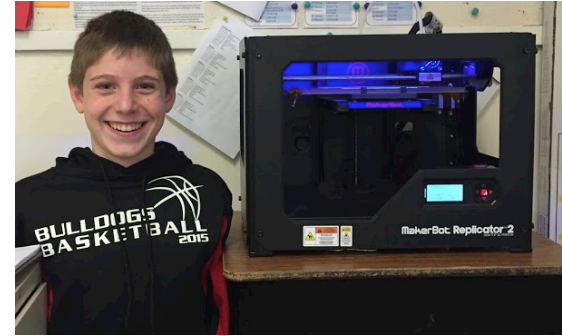


# “Making” it Happen: Gathering Resources

- **Colleagues**
  - *Tap into interests & special skills*
- **Community Members**
  - *Parents*
  - *Local Business Owners*
- **Workshops/PD Opportunities**
  - *Lego*
  - *3D Printing*
  - *STEM/STEAM*
  - *Arts Integration*
- **Grants**
  - *BASF, CenturyLink, First Energy, ExxonMobil*

# Grant History

- **Apr. '14: \$4,000 CenturyLink STEM Grant**
  - *School's 1st MakerBot 3D Printer & Supplies*
- **Nov. '14: \$5,000 BASF Science Ed. Grant**
  - *WaterBotics underwater robotics for 5th grade*
- **Nov. '16: \$625 FirstEnergy STEM Classroom Grant**
  - *Scenecasts: 5th Graders Creating Real-World, Virtual Tutorials for Math Topics and Concepts*
- **Nov. '16: \$1,200 ExxonMobil STEM Grant**
  - *Sphero Robots for 4th Grade STEAM*





# Grant History, cont'd.

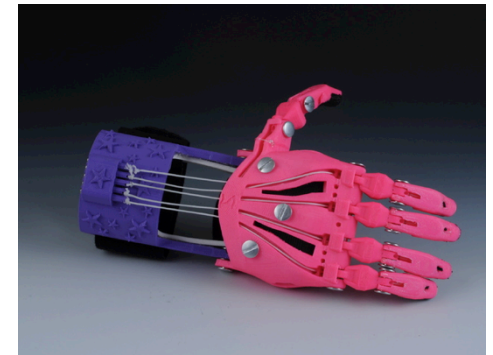
- **Oct. '17: \$500 FirstEnergy STEM Classroom Grant**

- *Sewn Circuits: A 4th Grade STEAM Experience*



- **Nov. '17: \$5,000 BASF Science Ed. Grant**

- *“Limb-gineering”: Designing & 3D Printing Prosthetic Limbs*



- **Dec. '17: \$5,000 Arts Integration Teaching Artist Scholarship**

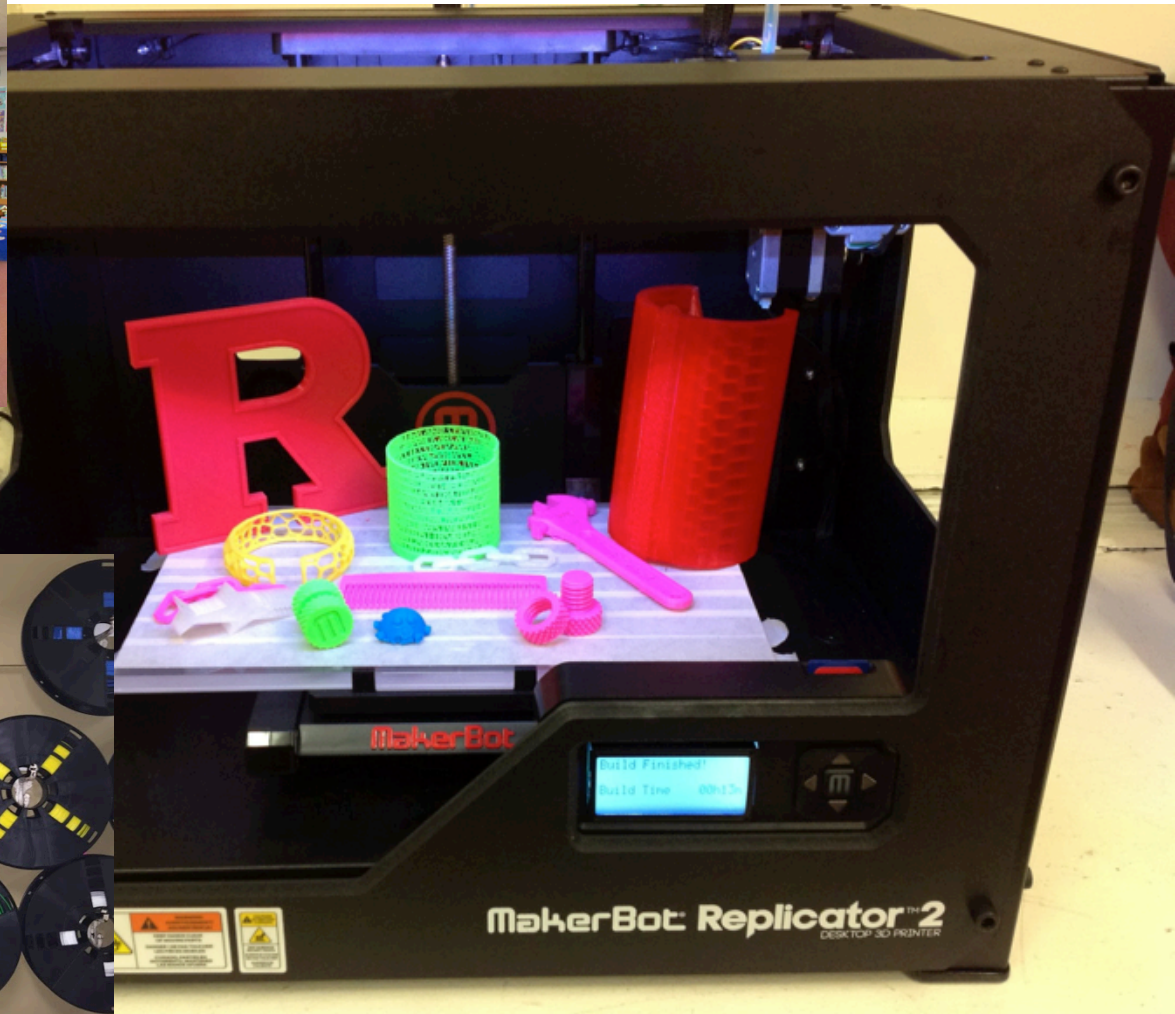
- *Funding for George Street Playhouse Artist-in-Residence Program- Grades 4 & 6*

- **Feb. '18: NJEA Grant**

- *Mighty Fingers Facing Change--Art event for girls to be featured on Classroom Close-Up*



# Our First 3-D Printer - '14

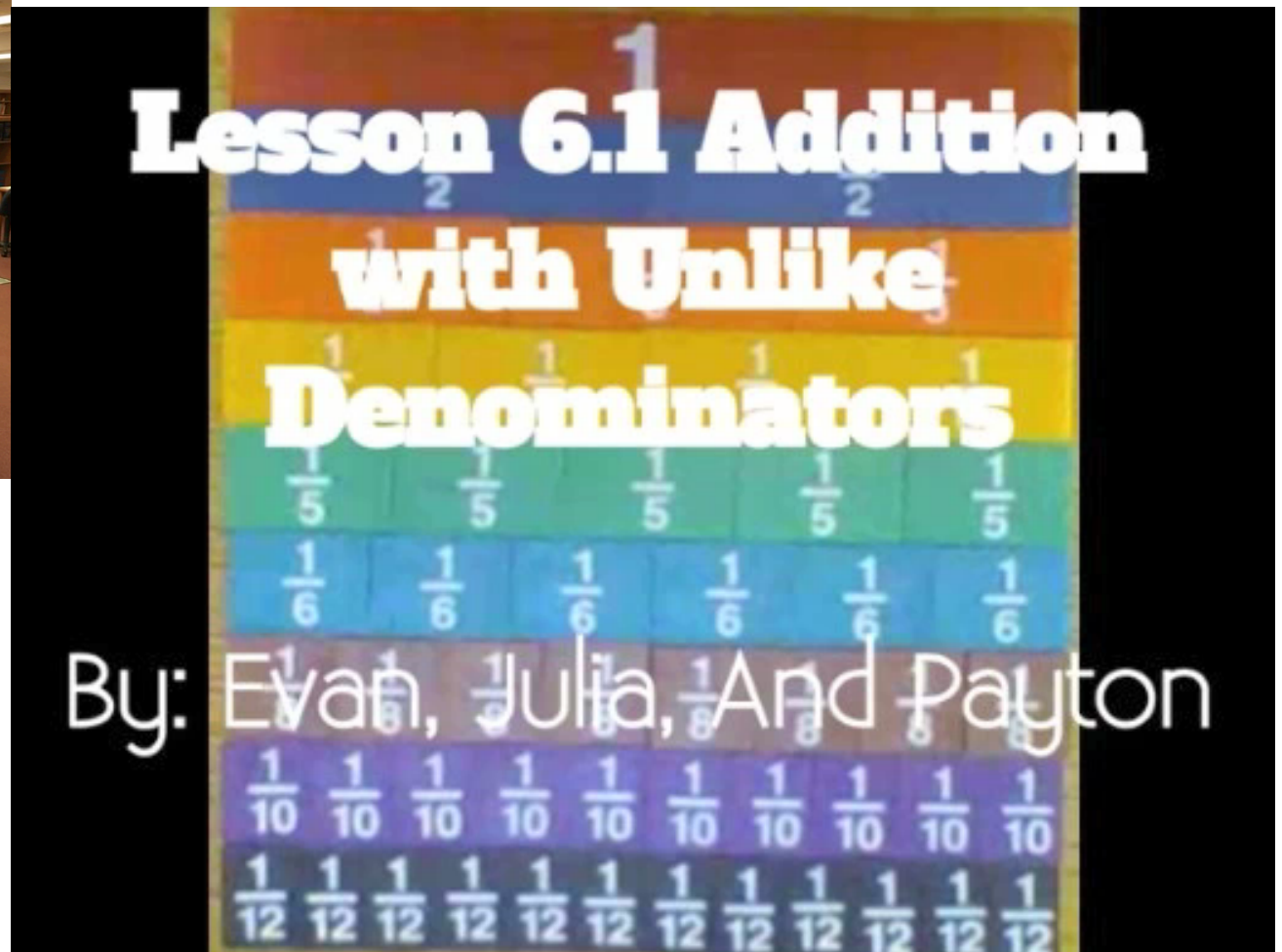




# WaterBotics - '14-'15



# SceneCasts: Math Video Tutorials - '16 - Present





# “Limb-gineering”

**Overview:** Students will design, print, and build working 3D prosthetic limbs.

**Objectives (students will be able to):**

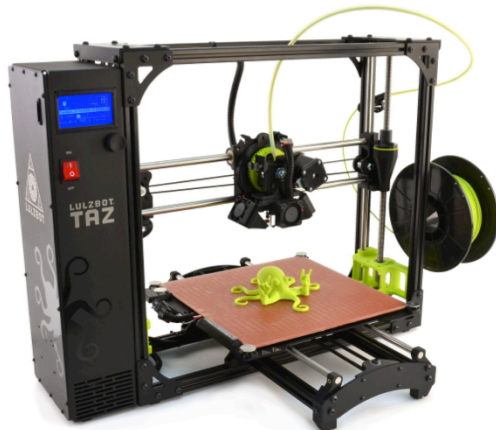
- Utilize pre-designed templates to 3D print and assemble working prosthetic hands, and build on these templates to engineer original, working designs for hands and other limbs
- Practice designing prosthetics by creating them for dolls, which will engage students in hands-on service learning, as they will be sent to children at the Rubin Institute for Advanced Orthopedics
- Understand the prosthetic needs of many children and adults by directly connecting with those who have congenital deformities, those who have suffered from amputation due to illness, and wounded veterans



# Limb-gineering, cont'd

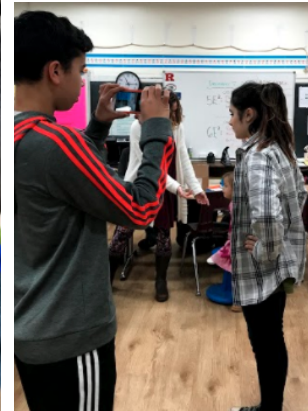
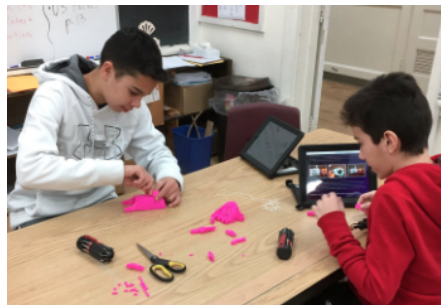
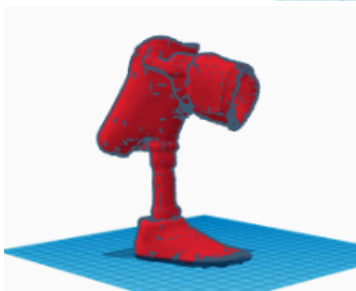
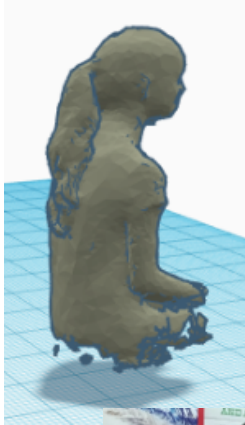
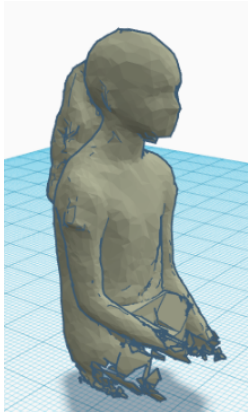
## Supplies

- *E-Nable kits & add-ons*
- *3D finishing tools*
- *Multi-tools*
- *Dremel tools*
- *My Life 18' dolls*
- *Sculpting clay*
- *LulzBot 3D Printer & ABS Filament*
- *Structure Sensors*





# Limb-gineering so far...



# “Making” Shift in CPS Culture

- Pumpkin Races
  - *2nd Grade*
- Egg Drop
  - *Grades 3-8*
- Lego Competition
  - *Kindergarten-8th Grade*
- Junior Solar Sprints
  - *Grades 6-8*
- Future Cities
  - *Grades 6-8*
- Cardboard Boat Races
  - *5th Grade*

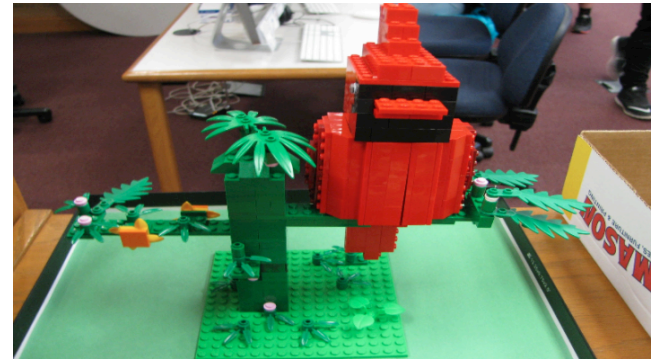
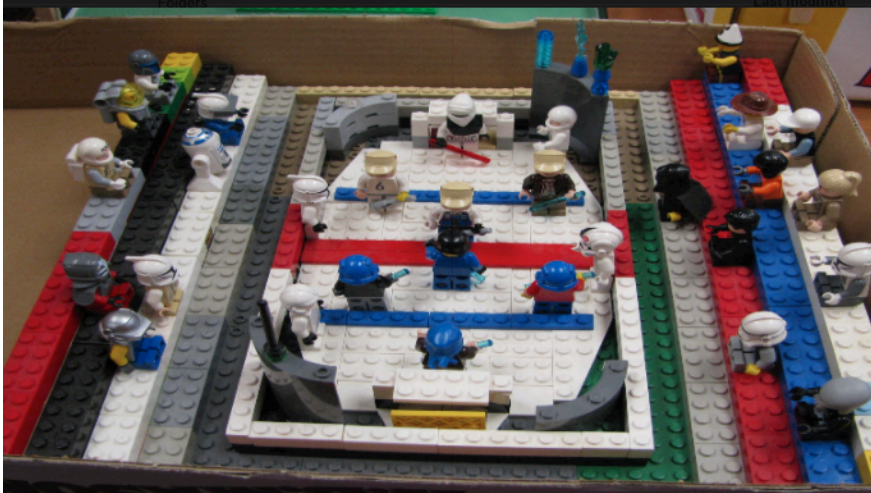




# Egg Drop

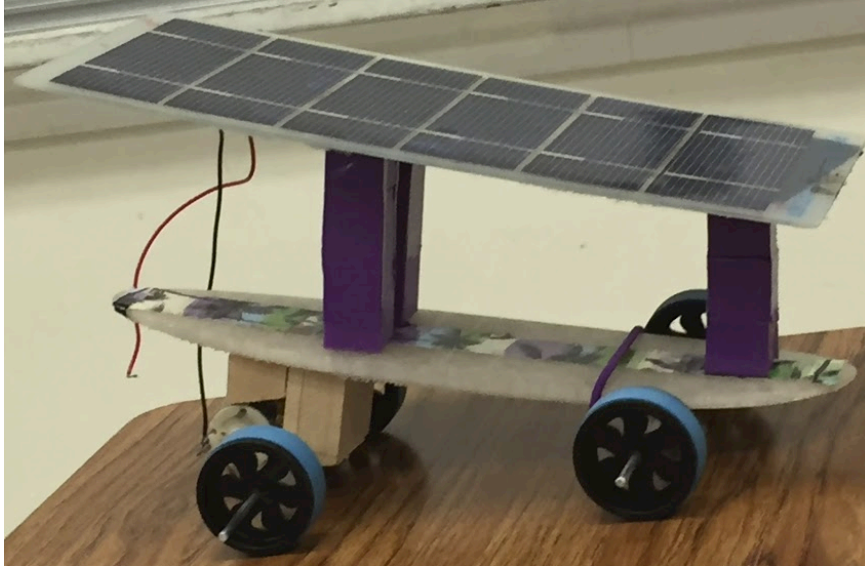


# Lego Competition '16 - "Bridges"





# Junior Solar Sprints



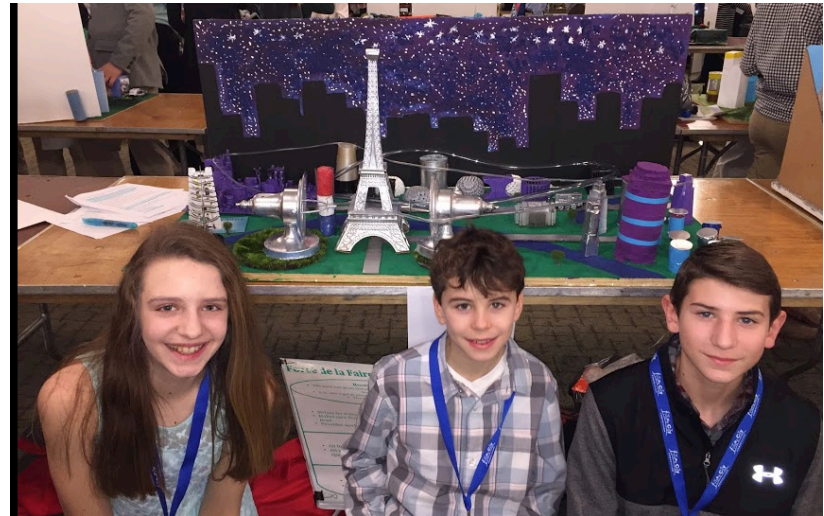


# Future Cities '17 - "Public Spaces" - Trip





# Future Cities '17 - "Public Spaces" - Competition Day



# Future Cities '18 - "Age-Friendly City" - Trip





# Future Cities '18 - "Age-Friendly City" - Competition Day





# Cardboard Boat Races













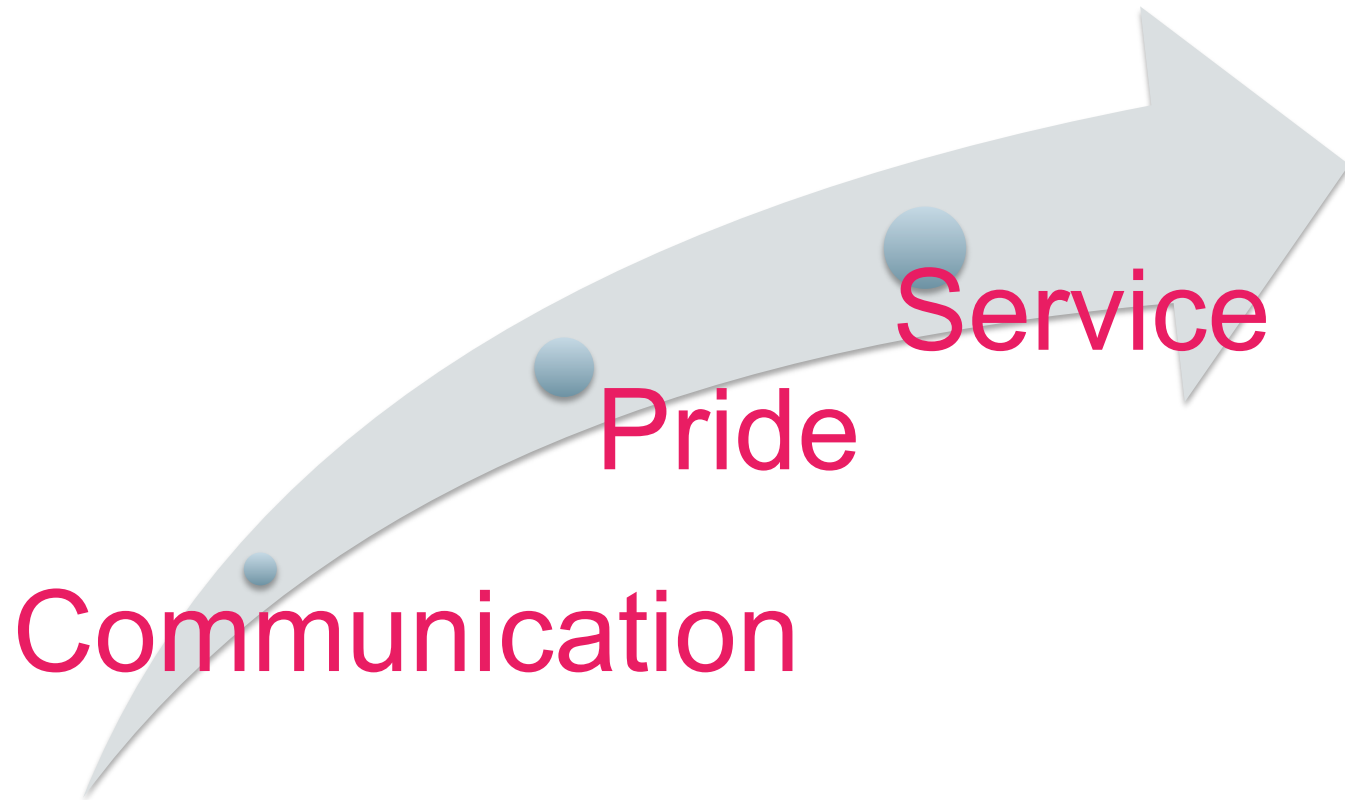


# Cardboard Boat Races



# THEME 2017 Year 2 Strategic Planning

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# C.P.S





# EMPTY BOWLS, FULL HEARTS

Please pick your  
child's bowl.







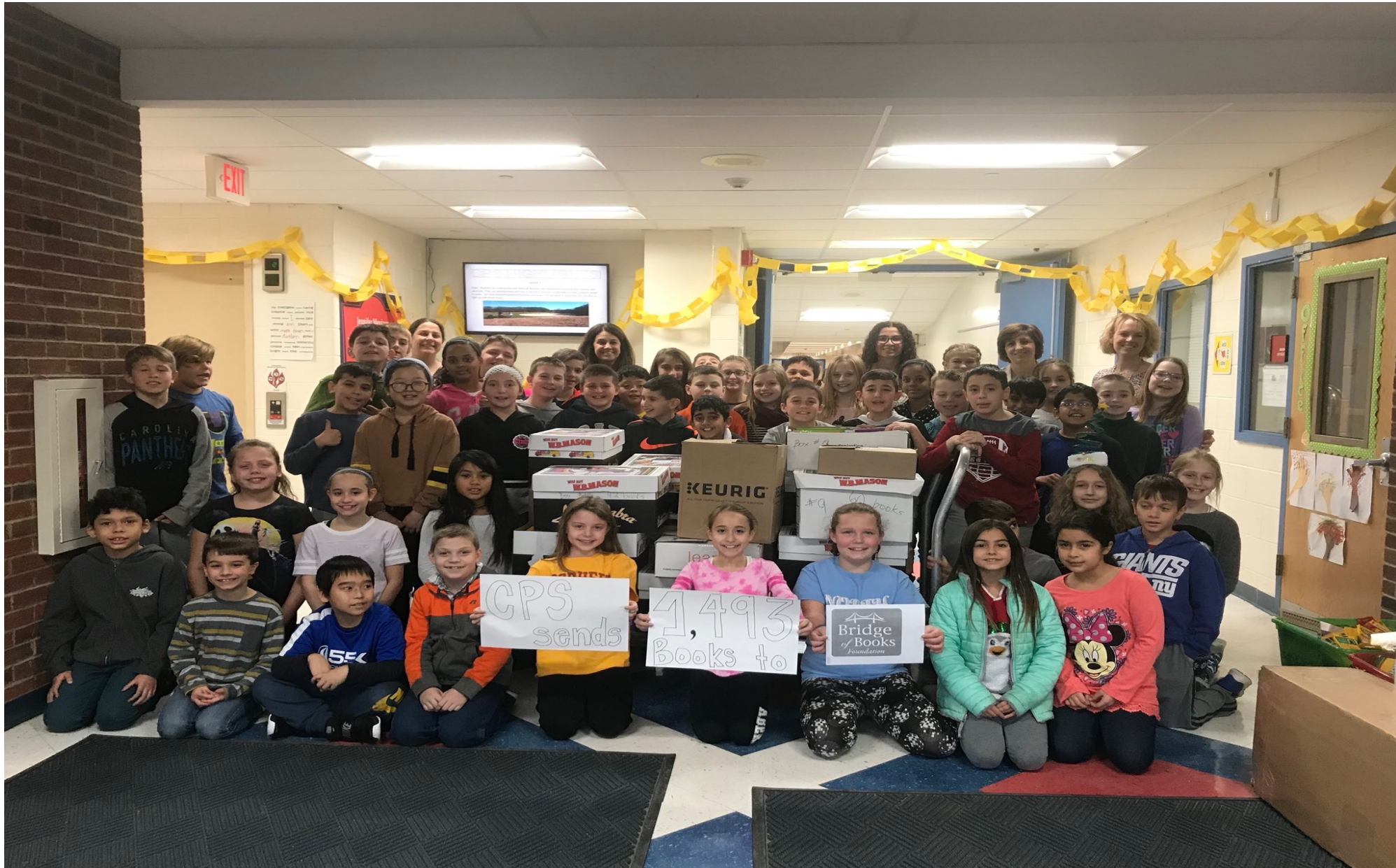


# Meals on Wheels





# Books for Bridges





# School Seeks Socks for Student Service Project

By TAPINTO FLEMINGTON-RARITAN STAFF

October 2, 2017 at 1:48 PM





# socktober



The 2nd grade is collecting new socks for to donate for the Homeless Mt. St. Elizabeths 2nd - 27th Goal - 1,000 Socks



#Cps socktober



bb

drop off your socks in the bins by the office. #Cps socktober





















# **Educational Leaders as Scholars**

Using Arts Integration to Enhance New Jersey's Student Learning Standards

July 17 - 19, 2017

On the Campus of Princeton University  
with Guest Speakers and Teaching Artists







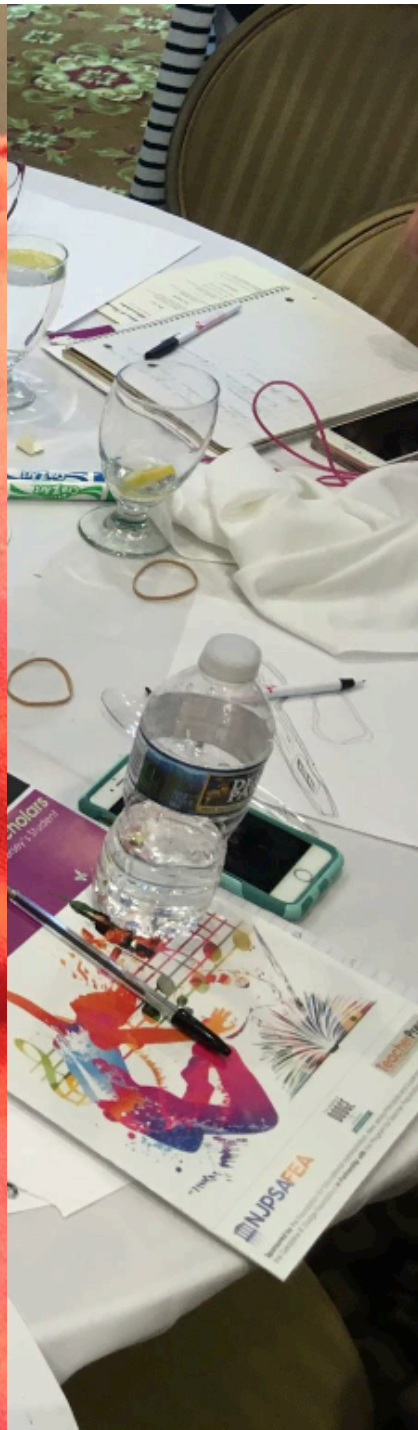
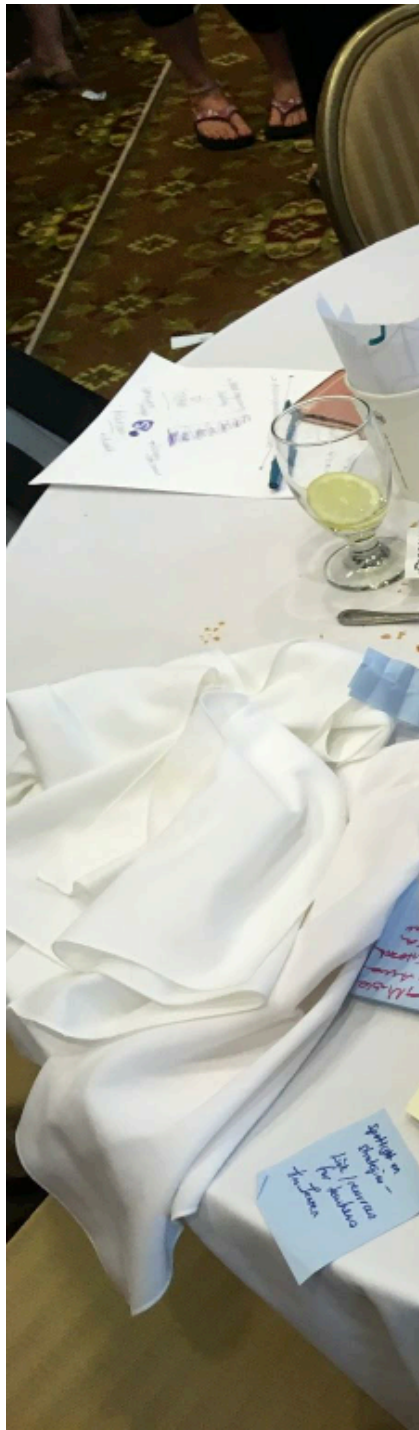


Never rise to speak  
Everything should be made  
as simple as possible,  
but not more so. -Albert Einstein

and when you have said it,  
cease.

-John Witherspoon







# George Street Playhouse—Artist in Residence 2018

- Grade 4—When the Animals Left Lenape Land
- Grade 6—The Story Teller

# **“New Leaders for a Changing World”**

- **Admissions initiative: Kaleidoscope:**
  - **The initiative in undergraduate admissions came to be called “Kaleidoscope.” Our intent was to assess wisdom, analytical and practical intelligence and creativity by deliberately inserting optional exercises in the undergraduate application.**
- **<http://www.nebhe.org/thejournal/kaleidoscope/>**



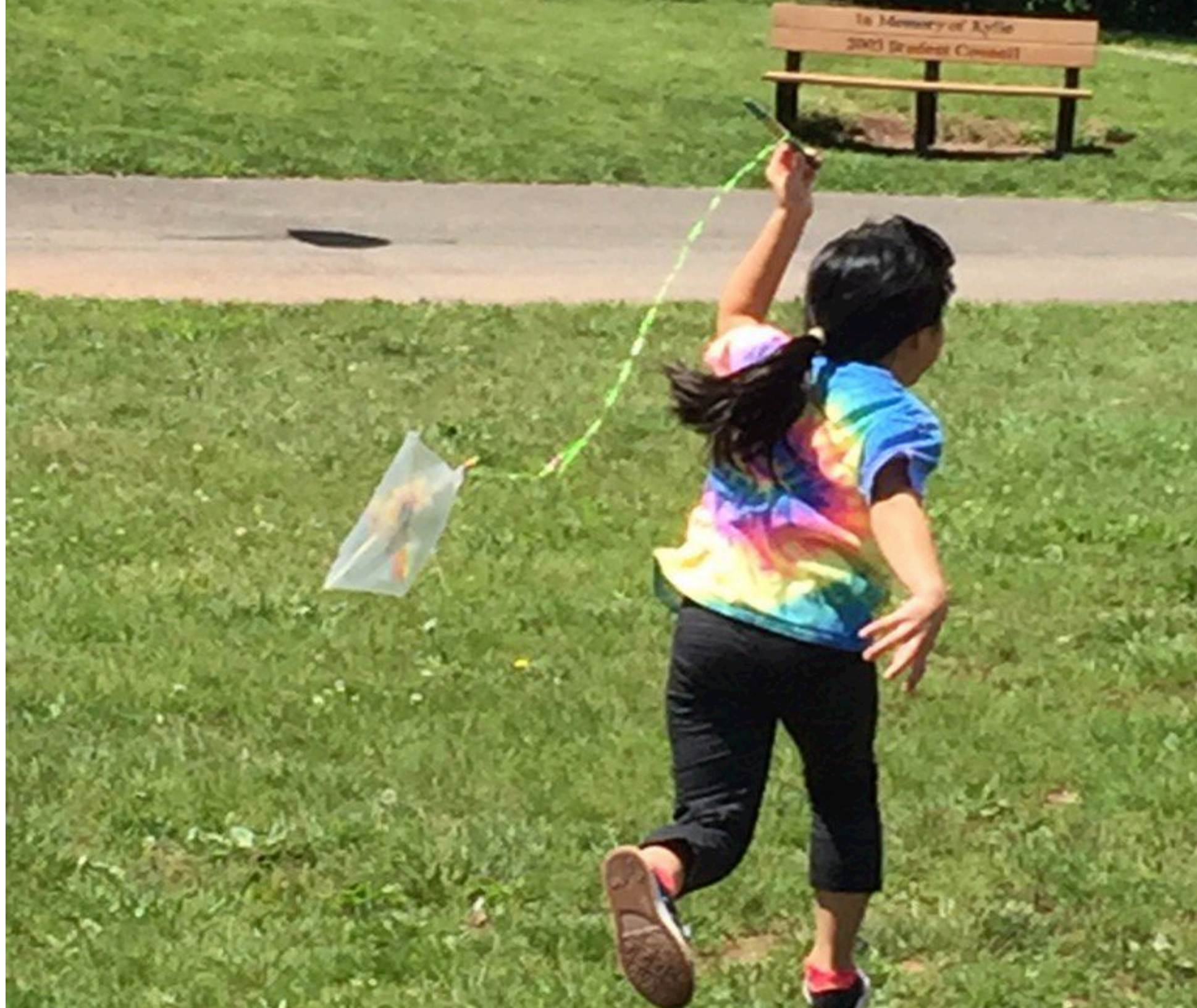
# STEM 2026

- Building on the priority to support science, technology, engineering, and mathematics (STEM1) education set by the Obama Administration that is reflected in several of the Administration's initiatives,<sup>2</sup> the U.S. Department of Education (the Department) is releasing a report outlining a vision to carry on that legacy in the coming decade. This vision was informed by the key observations, considerations, and recommendations put forth by a varying range of STEM education thought leaders and experts from the field during a series of 1.5-day workshops convened by the Department in collaboration with American Institutes for Research (AIR). This report is a resource that provides examples, not endorsements, of resources that may be helpful in reaching the STEM 2026 vision as outlined by the field experts.
- [https://innovation.ed.gov/files/2016/09/AIR-STEM2026\\_Report\\_2016.pdf](https://innovation.ed.gov/files/2016/09/AIR-STEM2026_Report_2016.pdf)

# STEM 2026 includes six interconnected components:

- Engaged and networked communities of practice
- Accessible learning activities that invite intentional play and risk
- Educational experiences that include interdisciplinary approaches to solving “grand challenges”
- Flexible and inclusive learning spaces supported by innovative technologies
- Innovative and accessible measures of learning
- Societal and cultural images and environments that promote diversity and opportunity in STEM





# Takeaways

- Relationships
- Shared Vision
- Community Support
- Goals—Guideposts