

CHARLOTTE HORNETS
TEACHER INNOVATION GRANTS:
IMPACT SUMMARY REPORT

Grant Cycles: Fall 2014 & Spring 2015

Prepared June 2016

Summary of Grant Awards: Fall 2014 & Spring 2015

NUMBER OF GRANTS AWARDED: 17

TOTAL AMOUNT AWARDED: \$73,900

NUMBER OF TEACHERS AWARDED GRANTS: 19

NUMBER OF SCHOOLS IMPACTED: 17

GRADE LEVELS IMPACTED: Pre-Kindergarten – 12

GRANT PROJECT CATEGORIES (# OF GRANTS):

The total number of grants shown by category exceeds the total number of grants awarded as some projects fell within multiple categories.

ARTS & CULTURE (2)

STEM (10)

HEALTH & FITNESS (2)

OTHER (4)

LITERACY (3)

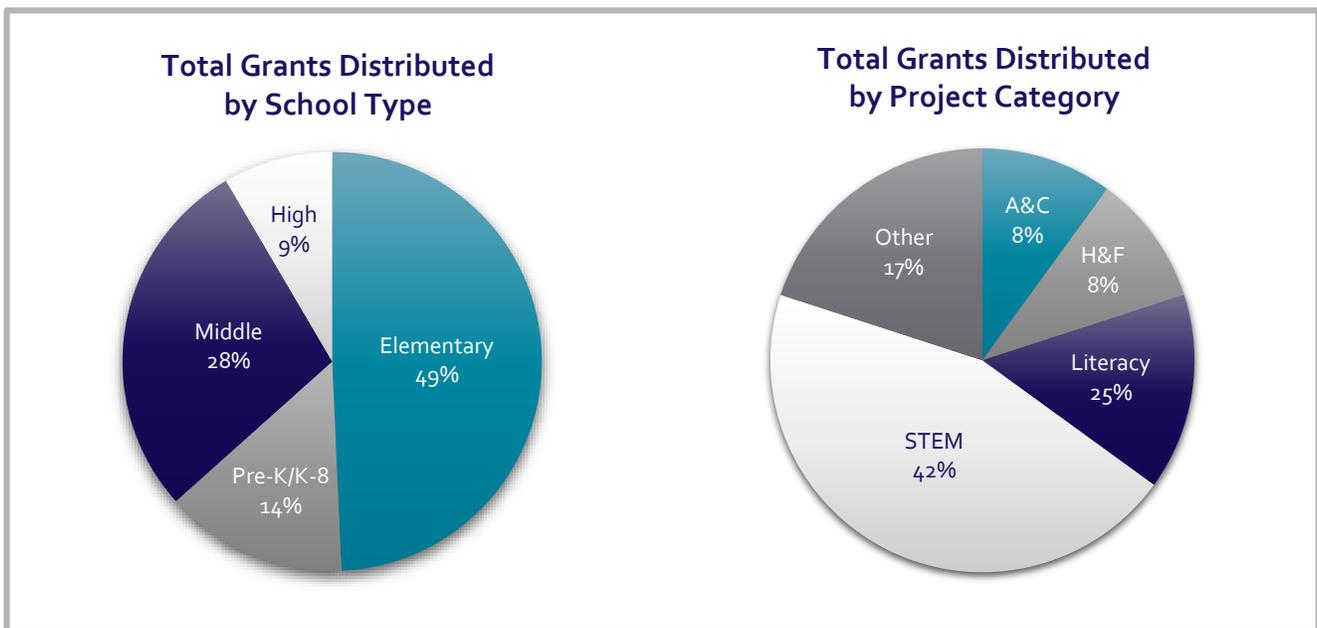
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SOUTHEAST



AT A GLANCE: GRANT AWARD DISTRIBUTION



PROJECT IMPACT SUMMARIES

Jason Busick

Kennedy Middle School

Stephanie Coggins

Bailey Middle School

Haley Houghton, Nhora Gomez-Saxon & Alison Johnson

South Mecklenburg High School

Gretchen Kenley

River Gate Elementary School

Nicole Lawson

Berryhill School

Eboné Lockett

West Mecklenburg High School

Ana Micheli

Oaklawn Language Academy

Michelle Revak

Blythe Elementary School

PROJECT OVERVIEW

Research has shown that fitness-based exercise prepares the brain for learning, and students who participate in physical activity before class can improve their performance in the classroom. Studies highlight significant student improvements in problem-solving, reading and math. Building on these findings, this project pilots a program that uses exercise to improve student health and strengthen academic performance in math and reading comprehension. Heart rate monitors will be used to measure and adjust exercise levels of 10-15 students before their core classes.

AMOUNT AWARDED: \$2,500

PROJECT CATEGORY: Health & Fitness

IMPACT HIGHLIGHTS

- Student impact information will be available during the 2016-2017 school year.

KEY ACTIVITIES REMAINING

Customize schedules and exercise programs for target student groups; launch project as outlined in original grant proposal

LESSONS LEARNED / OBSERVATIONS

Forthcoming

***ADDITIONAL PROJECT INFORMATION ***

Due to a delay in the recipient accessing grant funds in 2015, original implementation plans were delayed. During the 2015-2016 school year, the school piloted heart rate monitor usage with a small number of specialized academic curriculum/autistic (SAC/AU) students and focused on helping these students get comfortable wearing chest bands. The recipient is planning a full launch of this project during the 2016-2017 school year and will provide an updated impact report.

PROJECT OVERVIEW

Enhance the school's STEM team to improve its aerodynamics, robotics, engineering, marketing and community outreach divisions. Equip the team with materials needed to compete at the national level.

AMOUNT AWARDED: \$2,500

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- The school's 24-member 2014-2015 STEM team placed 1st at Regionals and 3rd at Nationals in May 2015.
- The team recruited 8 new members during the 2015-2016 school year and went on to take 1st place overall in the 2016 STEM League National Championships in Miami, FL.
 - Placed 1st in Team Presentation and Outreach for "Project UNIFY," a student-led effort in which students mentored peers with special needs
 - Placed 2nd in Graphic Design and Race Events
 - Placed 3rd in Data-Driven Design
- Students grew academically through the STEM curriculum and also developed skills in marketing themselves and their team, problem solving, public speaking and effective time management.
- As a result of their passion and experiences, 8th grade students from the 2014-2015 team created their own STEM club during their 9th grade year at W.A. Hough High School, where they continue to recruit more students to join their team.

KEY ACTIVITIES REMAINING

All activities from the original grant have been completed; the team continues to grow and raise funds to support its activities.

LESSONS LEARNED / OBSERVATIONS

The depth of the impact of this experience on students exceeded expectations.

"I am blown away by the growth I have seen within my students. They are definitely stronger academically, but I have also watched students from different groups and backgrounds develop long-term friendships where they wouldn't have otherwise had a niche to fit into. I've seen them develop compassion for special needs students and share their passion [...] with the rest of the school. I've watched these students become more self-motivated, more innovative, and more confident. This team has changed their lives and it is by far the most impactful thing I have done as an educator to date."

- Stephanie Coggins

PROJECT OVERVIEW

Use a peer tutoring and collaboration model to capture and publish the personal stories of English as a Second Language (ESL) students and their journeys to America and/or acclimation to a different culture.

AMOUNT AWARDED: \$3,000

PROJECT CATEGORY: Literacy

IMPACT HIGHLIGHTS

- A total of 56 students were directly involved in this initiative. Twenty-eight ESL students improved their English language proficiency while 28 Spanish Immersion students gained teaching experience through tutoring. All students increased in their knowledge of different cultures.
- The initiative strengthened the sense of community between students and increased awareness of students' experiences.
- The book publication, titled *My America*, is considered a ground-breaking anthology through its showcase of local student voices and will be used by UNC-Charlotte.
- Groups from other areas throughout the school district attended the book launch and are planning to use the *My America* project to engage and support similar student groups.
- *My America* will be used to raise funds for South Mecklenburg High.

KEY ACTIVITIES REMAINING

Continue book publication and expand its community reach

LESSONS LEARNED / OBSERVATIONS

Staff and students learned the end-to-end process of developing and publication a book; now have a better sense of to effectively manage future projects.

"The publication of the book and the book launch celebration definitely validated all of our students and made them feel pride in where they came from and pride in where they are now."

"The project has been a massive success in making our students feel important, heard, and home."

- Alison Johnson

PROJECT OVERVIEW

Construct an outdoor classroom to allow students to learn in the natural environment and make connections between STEM concepts and other content areas.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- Student impact information will be available during the 2016-2017 school year.

KEY ACTIVITIES REMAINING

Work with the district's Building Services team to finalize design plans, purchase construction materials and complete installation

LESSONS LEARNED / OBSERVATIONS

Engage the district's Building Services team during the initial design and planning stages to ensure plans adhere to district standards.

***ADDITIONAL PROJECT INFORMATION ***

Construction plans were delayed due to issues with the original outdoor classroom design. The school is now working with CMS Building Services to redesign plans that meet district standards and ensure that all construction activities meet district requirements. Classroom installation is scheduled to be completed during the 2016-2017 school year. An updated impact report will be provided.

PROJECT OVERVIEW

Complete the school's Orff ensemble with new instruments and begin a world drumming collection to enhance music instruction for all grade levels (Pre-K-8).

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: Arts & Culture

IMPACT HIGHLIGHTS

- Over 650 students have been directly impacted by the project. All students in grades Pre-K-6 have received enhanced music instruction, while students in grades 7 and 8 taking music/band as an elective course have worked with the new instruments.
- Students think more creatively and collaborate in diverse teams with more effectiveness, respect and flexibility. They have also increased their knowledge of different cultures through music exploration.
- Students have benefitted from increased literacy instruction during the school day through the incorporation of literacy into music instruction.
- Students have developed more pride in their accomplishments and greater appreciation for music school-wide. School performances have increased parental involvement and the sense of community between staff, students and families at the school.
- Elementary students who move into middle school band are better prepared due to enhanced music instruction.

KEY ACTIVITIES REMAINING

Continue production (ongoing)

LESSONS LEARNED / OBSERVATIONS

Professional development for music instruction is extremely valuable; enhanced music instruction can have significant impacts.

"This grant has allowed me to grow so much as a teacher. Watching my students participate in music class with such joy and excitement has changed my life and my perspective on my classroom approach [...] I have learned that it's ok to dream big and seek opportunities for my classroom [...] Not only have I learned to dream big, but I am beginning to instill that into my students as well. Through the new approaches in the music classroom, I am seeing students blossom into individuals that are confident and are learning to embrace their childhood creativity and play. To me, there is no greater experience in being a teacher than to see these things first hand."

- Nicole Lawson

PROJECT OVERVIEW

Revitalize West Mecklenburg High School's theater guild and build student literacy skills using an interdisciplinary curriculum that culminates in a student presentation of *The Children of Children Keep Coming: An Epic Griotsong*. Publish a curriculum unit designed around performance learning.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: Arts & Culture / Literacy

IMPACT HIGHLIGHTS

- The interdisciplinary teaching and learning approach enhanced history, language arts and fine arts instruction for participating students in grades 9-12.
- Students gained experience in the end-to-end writing and production process and were able to create and experience literature beyond the classroom.
- The program revitalized the West Mecklenburg Drama Guild and has sustained student interest in theater and dance. Students participated in a second residency and production project with OnQ Performing Arts, and new equipment and programming has been made possible through a second Teacher Innovation Grant.
- Dance has been added as registered school course available to students
- The project significantly increased community engagement. The school continues to receive support for students from community partners (e.g., Arts & Science Council, Harvey B. Gantt Center for African-American Arts + Culture, OnQ Educational Theatre, Blumenthal Arts).

KEY ACTIVITIES REMAINING

Obtain additional funds to support ongoing needs; continue subsequent phases of work through a second Teacher Innovation Grant

LESSONS LEARNED / OBSERVATIONS

Collaboration and community support have a very significant impact on students.

"It never ceases to amaze me what can be accomplished when there is a collaborative effort. The relationships that have been built were strong enough to tear down walls and are strong enough to wrap, like a loving father's arms, around our children. This was a secretly hoped for, yet unforeseen, success.

- Eboné Lockett

PROJECT OVERVIEW

Enhance the school's student produced and directed bilingual morning show, equipping the school with state-of-the-art broadcast and production technology. Expose students to broadcast career possibilities through a trip to CNN studios in Atlanta, GA.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: Multimedia / Production

IMPACT HIGHLIGHTS

- Students in grades 1-8 have increased their bilingual literacy and technology skills. News crew members have also shown growth in their ability to work cooperatively and have developed stronger self-confidence and respect for each other's differences.
- The enhanced quality and format of the broadcast has increased pride and promoted better information sharing school-wide.
- Several parents joined students on the trip to CNN Studios and were able to learn and share the experience with students.
- Students in grades 6-8 were inspired to develop their own middle school-focused news program. The new show has become a catalyst for middle school identity and pride.
- Staff from other schools have visited the broadcast studio to learn about the production process and are discussing possibilities of replicating the program model in their schools.

KEY ACTIVITIES REMAINING

Continue broadcast production (ongoing)

LESSONS LEARNED / OBSERVATIONS

Projects like these present new opportunities to engage parents and families.

"It was / is a joy to watch students grow in all the areas mentioned. Our trip was a great success and our students rose to the occasion [...]. It was also wonderful that we could include parents in the trip."

- Ana Micheli

PROJECT OVERVIEW

Expose students to aviation concepts and STEM career opportunities through a trip to Space Camp at the U.S. Space and Rocket Center in Huntsville, AL.

AMOUNT AWARDED: \$4,700

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- The grant made the trip accessible to more students, reducing per student costs from \$225 to \$129. More than 100 people participated in the trip. The Teacher Innovation Grant funded transportation for 56 participants.
- Students learned how their classroom STEM studies applied to aeronautics and space exploration. Students became more enthusiastic about aviation, engineering and other sciences.
- Both students and parents learned about different career opportunities in the STEM field. Parents understood the importance of developing a strong STEM foundation for students.

KEY ACTIVITIES REMAINING

Continue teaching engineering and aviation principles to engineering students (ongoing)

LESSONS LEARNED / OBSERVATIONS

The local community was a strong source of additional support for this effort.

"Students were, as expected, filled with awe and enthusiasm for aviation, engineering, and science in general. I know that these students will also remember this experience and will keep it in mind as they continue to prepare for future STEM careers."

- Michelle Revak

PROJECT IMPACT SUMMARIES

Denise DiTondo

Barnette Elementary School

Kristian Jones

Renaissance at Olympic High School

Lisa Maples

Elon Park Elementary School

Latonya Simpson

Ridge Road Middle School

Doug Smith

McKee Road Elementary School

Shanniska Smith-Howard

Ranson IB Middle School

Sandra Spraggins

Irwin Academic Center

Matthew Vincent

Providence High School

Sabrina Walters

Huntersville Elementary School

PROJECT OVERVIEW

Develop a school garden (“Buster’s Garden”) and student-operated farmers market to promote community involvement, create project-based learning opportunities and provide unique, real world experiences for students.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: STEM / Entrepreneurship

IMPACT HIGHLIGHTS

- Over 200 students have had opportunities to plant, grow, harvest, cook and sell produce from the garden. During the first year, all third grade students and teachers, as well as some second grade classes, participated in the garden.
- An afterschool “Buster’s Garden Club” was created to build student math skills (e.g., measuring, estimating) and community involvement (e.g., donating produce, engaging parents and community partners). Whole Foods Market, the garden’s initial partner, has extended its support into 2015-2016 school year.
- The garden project has led to an increase in the number of people active in the school’s PTA. Families have adopted garden beds to care for throughout the summer.
- The National Honor Society has joined in the Buster’s Garden project and will be adding a butterfly garden.

KEY ACTIVITIES REMAINING

Add a sitting area for students to eat lunch, read and enjoy the garden with their families

LESSONS LEARNED / OBSERVATIONS

Engage the appropriate district departments (e.g., Building Services, Property Management) during the initial design and planning stages to ensure plans adhere to district standards and avoid delays.

“[Watching] these kids use this [garden] and get involved in healthy, community relationships has been amazing.”

- Denise DiTondo

PROJECT OVERVIEW

Develop a MakerSpace (an area in which students can collaborate and use various materials and tools to design, prototype and create) to promote science, technology, engineering, art and math (STEAM) concepts while building students' critical thinking, collaboration and problem-solving skills.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- Student impact information will be available during the 2016-2017 school year.

KEY ACTIVITIES REMAINING

Finalize plans and purchase materials for the MakerSpace

LESSONS LEARNED / OBSERVATIONS

Forthcoming

***ADDITIONAL PROJECT INFORMATION ***

Project implementation was delayed due to teacher and school leadership transitions. The current principal has reviewed the proposal and is working with staff to purchase materials and set up the MakerSpace during the 2016-2017 school year. An updated impact report will be provided.

PROJECT OVERVIEW

Develop a two-part, STEAM-focused program in which students learn to code and maneuver robotic Sphero Balls (app-enabled robotic balls that enable users to control movement using mobile devices) and learn the mechanics of reading and writing through storytelling using Lego StoryStarter kits.

AMOUNT AWARDED: \$3,000

PROJECT CATEGORY: STEM / Literacy

IMPACT HIGHLIGHTS

- Approximately 200 4th grade students and 230 5th grade students had the opportunity to work with the robotic Sphero Balls and gain experience in coding and computer programming. Students increased collaboration and problem-solving skills by working together to maneuver the Sphero Balls through obstacles and complete other challenges.
- Over 400 2nd and 3rd graders used Lego StoryStarter kits to build their own stories. Students learned to edit their stories by assessing their writing using 10-part rubric that focused on structure, grammar and creativity. Students also developed their stories into presentations.
- The school has brought in the district's technology department to expand the reach of the Lego story creation experience by adding Lego Story Maker software onto additional school devices.

KEY ACTIVITIES REMAINING

Complete Lego Story Maker software installation on to school computers and other devices

LESSONS LEARNED / OBSERVATIONS

Restructure how time is spent during and immediately after class to maximize the time students have to plan their stories.

"The Sphero and Lego story maker projects allowed me to take my students into deep thinking projects where in order to succeed, they had to communicate thoughts verbally and in writing, collaborate in teams, critically think as they brainstormed solutions and developed digital stories after building with Legos, and create projects that showed the world that they are 21st century learners.

- Lisa Maples

PROJECT OVERVIEW

Develop personalized learning labs that promote student interaction and collaboration and support diverse learning styles. Utilize labs to provide professional development for teachers.

AMOUNT AWARDED: \$3,000

PROJECT CATEGORY: Personalized Learning

IMPACT HIGHLIGHTS

- The school was able to furnish several classrooms with materials to create multiple personalized learning spaces throughout the school. The number of students directly impacted significantly exceeded the original projection (250); more than 500 students have been able to work in the new personalized learning environments.
- The personalized learning spaces have transformed classrooms and created learning environments that are more inviting. Additions like bean bags, yoga mats, wobble chairs, etc. have improved students' focus while nurturing greater levels of creativity and collaboration.
- Staff learning labs enabled teachers and other school staff to deepen their understanding of personalized learning concepts and more skillfully integrate concepts into classroom instruction. The number of teachers with extensive training in this area doubled.
- Student assessment data (as captured through the Measures of Academic Progress assessment) showed a 5% increase in student performance over the course of the first year. Staff highlight the personalized learning work as a contributor to student growth.

KEY ACTIVITIES REMAINING

Build on learnings from project (ongoing)

LESSONS LEARNED / OBSERVATIONS

Think bigger—anticipate and plan for impacts to exceed expectations.

“One major lesson learned from this project implementation experience is to think grander. The impact of the project spread through our school greater than originally intended and anticipated. It is amazing how impactful even the slightest change can be.”

- Adam Pauling

PROJECT OVERVIEW

Obtain an Imagination Playground system to integrate health and fitness with critical thinking, creativity, collaboration and leadership development. Enable students to design and build their own playgrounds while learning about the mechanics of their bodies.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: Health & Fitness

IMPACT HIGHLIGHTS

- Over 500 students have used the Imagination Playground to design games, obstacle courses and fitness tasks using the equipment.
- Each physical education class has documented their different ideas and designs; classes are able to study and build upon the ideas in the database.

KEY ACTIVITIES REMAINING

Integrate the Imagination Playground into the formal STEM curriculum

LESSONS LEARNED / OBSERVATIONS

Like the students' designs, the approach for teaching critical skills through play and health and fitness is constantly evolving.

"Students are very creative and they desperately need unstructured play time. The Imagination Playground has allowed our students and teachers to understand the importance of allowing this time for them to grow physically, mentally and socially."

- Doug Smith

PROJECT OVERVIEW

Expand the school's iWorld Tech Academy to engage students in hands-on STEM learning and educational app analysis. Facilitate the exchange of students' ideas through an iWorld Tech Talks series and peer-to-peer support.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- Fourteen students participated in the iWorld Tech Academy, in which they analyzed potential education apps and showcased how apps could be used for students and staff. Students also gained college and career exposure by working with students from UNC-Charlotte on projects and participating in STEM initiatives through VRP, Inc.
- The iWorld Tech students significantly increased their knowledge of the devices and apps rolled out across the school during its digital 1:1 transition.* The students served as first responders for issues and helped staff and peers during the transition, sharing information through "tech minutes" that aired on the school's Raider Network news and providing specific assistance as needed.
- Instructional staff formed a "Tech Cadre" team to further support the school's 1:1 transition and increased use of educational apps.
- Technology is being used more effectively throughout the school, particularly in science classes.

KEY ACTIVITIES REMAINING

Continuing supporting technology use for instruction (ongoing)

LESSONS LEARNED / OBSERVATIONS

Student Advisory time during the school day presents an opportunity to expand programming and impact more students.

"The biggest success has been watching my scholars clearly state that they want to go to college and have the belief that they can make it there [...] College seems very real for them now and they know that they have what it takes to be successful in college."

- Shanniska Smith-Howard

* As part of the district's digital conversion initiative, Ranson IB and other middle schools received a Chromebook for every student in the school. The iWorld Tech students supported the introduction of these devices for the school's 1,100 students.

PROJECT OVERVIEW

Purchase a TriCaster 40 media production system to enhance the school's student-produced WOWL Morning News Show and introduce students to advanced media concepts.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: Multimedia / Production

IMPACT HIGHLIGHTS

- Students have learned how to use the TriCaster and the 16-person student news crew now fully runs the show on their own. Students meet before school to plan the show and create new set ideas.
- Students have shown growth in their ability to write scripts, deliver clear and precise messaging and work collaboratively. The advanced equipment has sparked student enthusiasm, creativity and curiosity.
- The use of the new equipment, coupled with a trip to a local news station, has exposed students to potential careers in news broadcast and production.
- Student and staff viewership of the morning show has significantly increased as a result of the enhanced quality of production.

KEY ACTIVITIES REMAINING

Continue producing the morning show and exploring TriCaster capabilities (ongoing)

LESSONS LEARNED / OBSERVATIONS

Be prepared for plans to expand and the level of student impact to exceed expectations

"When we let our students work together and explore technology and not be afraid that they will 'break' it, they will teach us so much more. I have learned so much from my students and have had so much fun watching them grow, the experience has been priceless!"

- Sandra Spraggins

PROJECT OVERVIEW

Purchase a Computer Numerical Control (CNC) mill to allow students to design and build industrial objects and expose students to innovative practices in subtractive manufacturing. CNC technology enables the computerized control of milling machines, converting designs into precise coordinates that guide the mill's cutting. With the CNC mill, students will be able to analyze and help solve design challenges/needs around their school and community.

AMOUNT AWARDED: \$3,200

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- Nearly 100 students gained experience with the mill during the 2015-2016 school year. Significant growth in the number of students working with the mill is expected during the 2016-2017 school year.
- Students have built entrepreneurship skills through creating customer orders for their peers and raising funds to support the school's engineering program.

KEY ACTIVITIES REMAINING

Create a MakerSpace (an area in which students can collaborate and use various materials and tools to design, prototype and create) that's accessible to all students; introduce more students to the mill and subtractive manufacturing.

LESSONS LEARNED / OBSERVATIONS

Expect the unexpected; plan for various outcomes but remain flexible

***ADDITIONAL PROJECT INFORMATION ***

Due to unexpected delays with the product manufacturer, the school received the CNC mill a year later than planned. Use of the mill will increase during the 2016-2017 school year.

"It has been an incredibly rewarding and challenging experience all at once!"

- Doug Smith

PROJECT OVERVIEW

Implement Genius Hour at the school and develop a MakerSpace (an area in which students can collaborate and use various materials and tools to design, prototype and create). This dedicated time and space will nurture creativity and innovation and allow students to explore their personal academic interests.

AMOUNT AWARDED: \$5,000

PROJECT CATEGORY: STEM

IMPACT HIGHLIGHTS

- Students have worked in teams on a variety of research projects, creative thinking tasks and problem-solving activities in both high and low tech situations.
- Approximately 50 students used materials in the MakerSpace during the 2015-2016 school year. Of these students, 5 used their knowledge to place 1st at the Lake Norman STEAM tournament.

KEY ACTIVITIES REMAINING

Increase the number of students using the MakerSpace

LESSONS LEARNED / OBSERVATIONS

Obtaining buy-in from school administrators and other staff is vital to success.

"Student learning was inspired by leaving the door wide open for creativity and innovation.

- Sabrina Walters

APPENDIX

Grant Recipient Contact Information

Grant Recipient Contact Information

Cycle	Name	School	Role / Position	School Address	School Phone	Email Address
Fall 2014	Jason Busick	Kennedy Middle	Health/Physical Education Teacher (Grades 6-8)	4000 Gallant Ln. Charlotte, NC 28273	(980) 343-5540	jason.busick@cms.k12.nc.us
Fall 2014	Stephanie Coggins	Bailey Middle	Science Teacher (Grade 7)	11900 Bailey Rd. Cornelius, NC 28031	(980) 343-1068	stephaniem.coggins@cms.k12.nc.us
Fall 2014	Haley Houghton, Nhora-Gomez Saxon, Alison Johnson	South Mecklenburg High	English & ESL Teacher Spanish Immersion Teacher Literacy Facilitator (All: Grades 9-12)	8900 Park Rd. Charlotte, NC 28210	(980) 343-3600	haley.houghton@cms.k12.nc.us nhora.gomez-saxon@cms.k12.nc.us alison.johnson@cms.k12.nc.us
Fall 2014	Gretchen Kenley	River Gate Elementary	Science Lab Teacher (Grades 1-5)	15340 Smith Rd. Charlotte, NC 28273	(980) 344-1000	gretcheng.kenley@cms.k12.nc.us
Fall 2014	Nicole Lawson	Berryhill School	Music Teacher (Grades Pre-K-8)	10501 Windy Grove Rd. Charlotte, NC 28278	(980) 343-6100	ambarn.lawson@cms.k12.nc.us
Fall 2014	Eboné Lockett	West Mecklenburg High	English III and AP Language & Composition Teacher (Grades 9-12)	7400 Tuckaseegee Rd. Charlotte, NC 28214	(980) 343-6080	ebone.lockett@cms.k12.nc.us
Fall 2014	Ana Micheli	Oaklawn Language Academy	Spanish Facilitator/Interpreter	1810 Oaklawn Ave. Charlotte, NC 28216	(980) 343-0400	anam.micheli@cms.k12.nc.us
Fall 2014	Michelle Revak	Blythe Elementary	Science Lab Teacher (Grades 1-5)	12202 Hambright Rd. Huntersville, NC 28078	(980) 343-5770	michelle.revak@cms.k12.nc.us
Spring 2015	Denise DiTondo	Barnette Elementary	Teacher (Grade 3)	13659 Beatties Ford Rd. Huntersville, NC 28078	(980) 343-0372	denisea.ditondo@cms.k12.nc.us
Spring 2015	Tamara Hines (on behalf of Kristian Jones)	Renaissance at Olympic High	Principal	4301 Sandy Porter Rd. Suite D 28273	(980) 343-1107	tamarar.hines@cms.k12.nc.us
Spring 2015	Lisa Maples	Elon Park Elementary	Technology Teacher (Grades K-5)	11425 Ardrey Kell Rd. Charlotte, NC 28277	(980) 343-1440	lisa.maples@cms.k12.nc.us
Spring 2015	Adam Pauling (on behalf of Latonya Simpson)	Ridge Road Middle	Personalized Learning Facilitator (Grades 6-7)	7260 Highland Creek Pkwy. Charlotte, NC 28269	(980) 344-3410	adam.pauling@cms.k12.nc.us
Spring 2015	Doug Smith	McKee Road Elementary	Physical Education Teacher (Grades K-5)	4101 McKee Rd. Charlotte, NC 28270	(980) 343-3970	doug.smith@cms.k12.nc.us
Spring 2015	Shanniska Smith-Howard	Ranson IB Middle	Professional Development Facilitator	5850 Statesville Rd. Charlotte, NC 28269	(980) 343-6800	shanniska.smith@cms.k12.nc.us
Spring 2015	Sandra Spraggins	Irwin Academic Center	Technology Teacher (Grades K-5)	329 N. Irwin Ave. Charlotte, NC 28202	(980) 343-3970	sandral.spraggins@cms.k12.nc.us
Spring 2015	Matthew Vincent	Providence High	Engineering Teacher (Grades 9-12)	1800 Pineville-Matthews Rd. Charlotte, NC 28270	(980) 343-5390	matthewd.vincent@cms.k12.nc.us
Spring 2015	Sabrina Walters	Huntersville Elementary	Talent Development Teacher (Grades 2-5)	200 Gilead Rd. Huntersville, NC 28078	(980) 343-3835	sabrinal.walters@cms.k12.nc.us

Impact Summary Report prepared by



and

