



## Catalyst for Change Grant Final Report Form

Due electronically by Thursday May 30, 2019

### Contact Information:

Name:	Adrienne C. Thieke
School:	Eastside HS

### Basic Project Information:

Project Title:	Partners In Crime-Solving		
Grade level(s) addressed:	9-12		
What priority area(s) did your project address?	<input checked="" type="checkbox"/> Career/Technical Education	<input type="checkbox"/> Low-Performing Students	
	<input checked="" type="checkbox"/> Increasing Graduation Rates	<input checked="" type="checkbox"/> STEM Education	
	<input checked="" type="checkbox"/> Literacy	<input checked="" type="checkbox"/> Teaching Quality	
Actual Number of Primary Participants, both students and teachers: <i>(Primary participants are those directly benefiting and/or receiving direct services from program activities.)</i>	<input type="text" value="160"/>	Students	<input type="text" value="5"/>
		Teachers	
Actual Number of Secondary Participants, if any, both students and teachers: <i>(Secondary participants benefit indirectly from program services, for example, in a teacher training program, the teacher is the primary participant and the students are secondary participants)</i>	<input type="text" value="0"/>	Students	<input type="text" value="4"/>
		Teachers	
Have substantial changes been made to the original plan/goal of the project? If so, please describe them here.	No.		
Project Summary <i>(Summarize your grant project and what was accomplished in 1,000 words or less.)</i>			
<p>This year we were able to design a course that involved both science concepts and critical writing skills of Claim-Evidence-Reasoning-Rebuttal (CERR). We did this with a focus on working with a 4<sup>th</sup> grade class at Lake Forest Elementary School so that the Eastside High School students were accountable beyond their own class grade and beyond the classroom. This onus to reach out and teach others gave many of my students the involvement that was missing at the beginning of the school year. Instead of writing for an assessment, students wrote letters and mystery stories that included evidence for the 4<sup>th</sup> grade students to figure out and solve the crime. Instead of learning science analysis skills and CERR writing skills for a grade, they were required to learn them to teach them to the 4<sup>th</sup> graders during the culminating event "Partners in Crime-Solving Forensics Day" where the 4<sup>th</sup> grade students visited Eastside High School and practiced forensic lab</p>			

skills to eventually solve a crime (Who Stole the Cookies?) and accuse the main suspect (Principal Andrew) using their CERR skills. All the while, the 4<sup>th</sup> graders were chaperoned, mentored, and taught by the Forensics students in an in-school field trip day. This day proved to be extremely successful for connecting the students but, mostly, for making the high school students accountable for learning (because they had to teach).

The lead up to the big event included communicating with the 4<sup>th</sup> grade class via a class-wide pen pal writing activity. Initially we were going to assign pen pal groups but, due to the transiency of many of our students in both schools, we shared letters as a group without assigning particular pen pals. Our students wrote stories that involved evidence reports for a "show don't tell" activity to focus them on the evidence used to support their story lines with who did the crime without directly telling the reader. This proved difficult for many of my students who were used to just summarizing what happened. After several edits, students produced much improved stories and evidence sets. Their focus on rewriting was maintained because this story was to be delivered to the 4<sup>th</sup> graders and it was not just for their grade. This seemed to motivate many of the students who, before, were not interested in doing or handing in their work even if it meant failing the assignment.

Also as a lead up to the event day, students chose a skill that they wanted to teach. This skill could be a science skill, such as fingerprint lifting and classification, or analysis of substances through Chromatography or chemical tests, or the use of the PASCO data loggers for determining temperature curves, etc. These labs were taught throughout the year for the students to learn science analysis skills, however, it appears many students did not learn the skills but mostly earned their grades on the assignments by getting the answers from their friends in class. When tasked with teaching the skills to the 4<sup>th</sup> graders, many students stayed late during lunch or actively practiced the skills in the two weeks prior to the visit because they didn't want to look like they didn't know what they were doing in front of the 4<sup>th</sup> graders. This is the motivation that I saw lacking before in class because my students did not see a need to truly know or understand the course that they were in, it was, at best, just for a grade. When linking the students to Lake Forest Elementary, the grade was less important than the learning because they were expected to really know their skill so that they could teach it.

The resource officers at our schools were relied upon for advice and consulting. I often asked them questions and referred my students to them when they had questions about some of the forensic techniques or concepts we were learning. We got to know what each of the personnel in the Sheriff's office was responsible for doing and knowing and students saw the multiple options for careers that existed in the Forensic and Law Fields. This exposure to possible future jobs gave new insight to why they were being educated and why they needed to learn to communicate and think critically. We had several speakers come in to talk about careers. The Sheriff Department, Santa Fe College Perry Center, the State Attorney's Office and UF Forensic Anthropologists were some of the speakers. This proved invaluable to spark interest and to show students possible career choices.

**Please answer the following STEM-related questions**

Please list the number of students who participated in an in-school program

Approximately 160 students participated. This included four sections of Forensics at Eastside High School and three 4<sup>th</sup> grade classes at Lake Forest Elementary. I can not tell you exact numbers as students joined and left the class throughout the year and therefore the class counts continue to vary.

Please list the number of students who participated in an out-of-school program

Aside from the field trip, which was during the school day, the only students who participated outside of the school day were those that came in after school to get help on their CERRs or to learn the skills that they needed to learn.

Please indicate the number of students who improved their grade in a STEM Subject area. (Please also specify the subject area).

94 high school students were present in the 1<sup>st</sup> quarter and remained in the class through to the 4<sup>th</sup> quarter.

42 out of 94 students improved their grade from the beginning of the year to the end of the year.

67 out of 94 students improved or kept their grade the same from the beginning of the year.

13 out of the 94 students improved more than two letter grades (some going from an F to an A)

The other students went down in grade but, typically, by ½ to 1 letter grade.

Please indicate the number of teachers who received any type of STEM training as a part of this project.

1 teacher had STEM training. Other teachers were involved in the literacy portion.

Please Share a story that illustrates how your program made a concrete and sustainable difference in the life of your beneficiaries

News coverage

<https://mycbs4.com/news/local/elementary-students-solve-a-crime-during-forensics-day-at-eastside-high>

<https://www.wcjb.com/content/news/Eastside-High-School-students-help-fourth-graders-during-Forensics-Day-508786401.html>

<https://www.facebook.com/WCJB20/posts/10156343399692749>

There are many stories that illustrate a concrete and sustainable difference. EJ was a student who had a lot of referrals throughout his high school years, especially in his 9<sup>th</sup> grade year. He opted to teach fingerprint classification (as it was one of the first things we did and he thought it was easiest). Two weeks before the Partners in Crime Solving event, EJ was still unsure how to correctly classify prints. When he realized that he may not have others at

the table to help him, he became very concerned that he could not look "smart" in front of the 4<sup>th</sup> graders so he started to practice. He spent several class periods (and a lunch) practicing taking prints and trying to classify them. Eventually he learned without making mistakes. On the day of the event, even though he was not chosen as a chaperone for the 4<sup>th</sup> graders, he took on one of the most unruly 4<sup>th</sup> graders and sort of "adopted" him for lunch and the rest of the day. He said he "saw himself" in this child and he befriended him. The child wrote EJ a thank you note and it was very meaningful to EJ.

Emmanuel was a student who would slip out of class and try to return unnoticed. He did is often in class and, being a magician, thought it was fun. On the day of the event, Emmanuel volunteered to be the presenter in the media center to lead the 4<sup>th</sup> graders through the "evidence" as they tried to determine "Who Stole the Cookies". I asked him why he volunteered and he said that he really wanted to teach the students what he learned and he was not shy because he had performed in front of audiences before. He did a great job keeping the students' attention and he was proud to show off his speaking skills. Other students were too shy even to be interviewed by the journalists who came to cover the event. Emmanuel was their spokesperson.

Please share any other outcomes or outputs associated with this project.

On a pre and post survey of students from Lake Forest Elementary given before and after the Forensics event, most students answered questions similarly pre and post. Some notable differences in the survey were from the questions of how students form opinions. The post test for the question "How do you form opinions?" should increases in the categories for "experiences" and "expectations" but decreased for "science", and "what I read". The question "Are you interested in learning more about Forensics?" showed an increase for "YES" a decrease in "I don't know". Most categories for "Who do you go to when you have problems at school?" remained essentially the same for "Friend", "Teacher" and "Person Who Works at the School" but the category of "Parent" went down (I am not sure why) but the category of "School Resource Officer" went up by 23%.

**Budget**

Budget Category	Catalyst for Change Amount	Other Grant Amounts	Total Amount	Description of Expenditure
Salaries & Benefits				
Professional Contracted Workers <i>(i.e. stipend workers, trainers, work for fee etc.)</i>				
Travel <i>(out-of-state travel MUST be pre-approved)</i>				
Program Supplies	4921.57	Donations in kind non-consumables.	5002.34	See attached summary of purchases.
Computer Software				
Computer Hardware				

Other Equipment (not computers)*				
Printing**				
Tuition/Training/Conferences/Admission				
Room Rental Fees				
Food, awards, etc. (ONLY paid for with Private Match funds)				
Internet & Telephone Service**				
Postage**				
<b>Total:</b>				

\*\*Only if these categories are directly related to program implementation

**You are required to submit all receipts associated with expenditures included in the Catalyst for Change Grant Amount Column.**

**Agreements**

X I certify that all the above information is accurate and true to the best of my knowledge.  
 X I certify that I have submitted the proper financial documentation showing the expenditures made pertaining to the Catalyst for Change Grant amount that was awarded by The Education Foundation of Alachua County.

**Due electronically by Thursday May 30, 2019 to:**

Tia Brock  
Education Foundation of Alachua County  
Director of Programs  
[brocktt@gm.sbac.edu](mailto:brocktt@gm.sbac.edu)  
(352) 955-7250 ext. 262

Description: SBAA Entity 0421 Account Activity Report - Grants

Account: 891016820 0000 0421 00000 00000 00000 Grants/Cash

Post Date	Type	Ck/JE/Rct	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance	0.00		
06/30/2018	JE	0000000049		Beginning Balances July 1, 2018	2,740.79CR	2,740.79CR	L 6820 0000 00000 00000
12/07/2018	Receipt	38	EASTSIDE HIGH SCHOOL	Grant for Crime Solving - Thieke	4,921.57CR	7,662.36CR	L 6820 0000 00000 00000
12/11/2018	Check	22806	PASCO SCIENTIFIC	Pasco - Datalogger	<del>2,394.00</del>	5,268.36CR	L 6820 0000 00000 00000
12/11/2018	Check	22806	PASCO SCIENTIFIC	Pasco - Wireless Sensor	<del>390.00</del>	4,878.36CR	L 6820 0000 00000 00000
12/11/2018	Check	22806	PASCO SCIENTIFIC	Pasco - Wireless Temp Sensor	<del>234.00</del>	4,644.36CR	L 6820 0000 00000 00000
12/11/2018	Check	22806	PASCO SCIENTIFIC	Pasco - Wireless Spectrometer	<del>798.00</del>	3,846.36CR	L 6820 0000 00000 00000
01/14/2019	Check	22832	SBAC	Revision Village - Membership	121.20	3,725.16CR	L 6820 0000 00000 00000
02/12/2019	Check	22872	SBAC	Amazon - Supplies - Thieke Grant	<del>75.65</del>	3,649.48CR	L 6820 0000 00000 00000
02/12/2019	Check	22873	SBAC	Amazon - Thieke Supplies	<del>137.36</del>	3,512.12CR	L 6820 0000 00000 00000
04/16/2019	Check	22949	SBAC	Sirchie - Kits - Thieke	<del>169.78</del>	3,342.34CR	L 6820 0000 00000 00000
04/29/2019	Check	22963	SBAC	Amazon - Thieke	<del>17.81</del>	3,294.53CR	L 6820 0000 00000 00000
05/21/2019	Check	22982	SBAC	Office Depot - Thieke Supplies	<del>171.00</del>	3,123.46CR	L 6820 0000 00000 00000
05/21/2019	Check	22982	SBAC	Publix - Supplies - Thieke	<del>48.85</del>	3,074.61CR	L 6820 0000 00000 00000
05/22/2019	Receipt	87	EASTSIDE HIGH SCHOOL	Edu Fo. of Alachua County Grant. - Thieke	2,000.00CR	5,074.61CR	L 6820 0000 00000 00000
				Ending balance		5,074.61CR	

\*\*\*\*\* End of report \*\*\*\*\*

New Purchases

5/13 - Amazon - 110.79

5/28 - Pasco - 425.00

\$ 535.79

Grant - 4921.57 (Catalyst)

Purchases - 4466.55 + 535.79 = \$5002.34

Spent  
as of 5/29

Grant (AT&T) - 2000.00

Received on 5/21

To Whom It May Concern:

We have thoroughly enjoyed the partnership this year between Lake Forest Elementary and Eastside High School. Having our students be pen pals with the older students was a great introductory activity. The field trip was extremely well planned and our students were engaged the entire time. Their learning from that day was demonstrated as they completed the culminating activity of following CER to determine who stole the cookies. In addition, the opportunity our students had to be mentored for a day by high school level students was really impactful. It also helped our students to look to their own future and set personal goals.

We would love the opportunity to continue this partnership, if possible in the coming years.

Kristi Booth

Cody Sheppard

Vanessa Zach

Fourth Grade Teachers

Lake Forest Elementary



## EASTSIDE HIGH SCHOOL

1201 Southeast 43<sup>rd</sup> Street • Gainesville, FL 32641-7698  
Phone – 352.955.6704      FAX – 844-667-1773

*A Tradition of Excellence*

Shane Andrew, Principal

Assistant Principals  
Dr. Anntwanique Edwards  
Adele Turnage  
Leroy Williams

May 28, 2019

To Whom It May Concern:

The addition of the forensic science course at Eastside High School has had a very positive impact on students. The students enrolled in the course have the opportunity to engage in hands-on activities and learn about biology, anatomy, chemistry, and environmental science, and they learn the scientific method and how it applies in real world situations.

I have heard students talk about how this course is impacting their future as many of the students have expressed an interest in studying forensic science, criminology or nursing since they have had the opportunity to hear guest speakers talk about career options. I spoke with a graduating senior who wants to study nursing first and then go on to law school. She wants to use her knowledge of the science and health fields to help her work as a criminal defense attorney.

This course also provides a framework for students who want to continue their study of the various sciences, and they will be better prepared for classes in chemistry and anatomy since the forensic science course integrates so many of the other sciences.

We are extremely appreciative of Mrs. Adrienne Thieke's efforts to design and develop this course, and we hope that we can continue to offer it to our students in the years to come.

Sincerely,



Adele S Turnage



A	Instruct a forensic technique	Teach groups of students how to do an analysis/ Prepare the lab book page
B	Student Liaison	Stay with student group ALL DAY/ Be well versed in the crime info and plan the crime
C	CERR Helper	Work with student group to "solve the crime" and accuse the main suspect/Help them write their accusation (CERR)/ Prepare the crime solving folders
D	Plan/Make/Clean the "crime scene"	Stage the scene/clean up the scene/ determine the evidence that will be there/make the "evidence" results for the crime board (BEFORE the day)
E	No Role on Day	Take exam on techniques and CERR writing

Last, First MI	Role	Period
BANKS, RONALD T. Jr.	A	1
BARRETO, BRANDON R.	B	1
BRADLEY, MA'TAVIA A.	C	1
BRIGGS, E'DOJAH T.	D	1
BRYANT, JAKERIA A.	A	1
BYRNE, DOMINIC R.	A	1
CANN, KHAMARI Z.	D/C	1
CHATMAN, DYONDRIA L.	C	1
COBB, MICHAEL J. Jr.	C	1
DAVIS, GARRETT L.	B	1
FLETCHER, ISAIAH R.	B	1
FORD, MAKIYA J.	A	1
GARNISS, LASHONDA L.	D/C	1
GRIFFIN, ISAIAH M.	D/C	1
HARDEN, ALEXANDRIA A.	A	1
KNOX, PHILLIP T.	A	1
LAWSON, DARIEN A.	D	1
LEWIS, RENIYAH S.	B	1
MILLER, A'DARIUS D.	D	1
NOBLES, MYA O.	C	1
RIVERA, KEVIN R.	D	1
STATEN, JABRAUN M.	C	1
SUMMERALL, SELENA M.	B	1
TAYLOR, ARTHUR L. II	A	1
WALDO, SARA E.	D/C	1
WHITE, JIMESA N.	B	1
WHITE, ZACHERY M.	C	1
WILLIAMS, COREY L.	D/C	1
WILLIAMS, DE'ANGELO C.	C	1

Last, First MI	Role	Period
ALLEN, DAISHA T.	B	4
BAEK, JI YOUNG	A	4
CLAYTON, SHIEA R.	A	4
CROMWELL, SYTORIA K.	B	4
DENMARK, ANIAH M.	D	4
D'OLEO, SAMANTHA A.	B	4
FLEMING, DESTINEE J.	B	4
GACHETTE, JULIE T.	B	4
GILLINS, MACKENZIE B.	C	4
GRAF, EMILEE J.	A	4
GRIFFIN, TE'NIYA N.	C	4
HAYDEN, JASMINE C.	A	4
HILL, DEMETRIUS E.	B	4
HODGKINSON, KALEB D.	B	4
JACKSON, RODNEY J. Jr.	D	4
LEWIS, BRANDYN D.	D	4
LUECKE, ANTHONY M.	A	4
MADDOX, ANTWAN K.	E/C	4
MARTIN, MICHELLE A.	C	4
POWELL, JADARIUS D.	D	4
RAINES, KENIS Z.	C	4
SEWELL, EMMANUEL C.	C	4
STEPHENS, JASMINE T.	C	4
VEAL, ARRIELL L.	B	4
WILLIAMS, KARIZMA M.	B	4

Last, First MI	Role	Period
BENNETT, SOLAIJAH A.	E	5
BOOTH, JAMARIE M.	D	5
BROOKS, CARLTEON E.	D	5
BURWELL, CHRISTOPHER M.	E	5
COSBY, SEAN M.	D	5
CRUMITIE, SWAY L.	C	5
CRUMPTON, TRAVON M.	C	5
DARLING, ALEXIS N.	C	5
DIXON, QUADRIONNA T.	D	5
FORT, EMANUEL J.	A	5
GRIFFIS, WILLIAM J. III	D	5
HARVIN, CHRISTIAN P.	E	5
HAYWARD, BRIANNA I.	C	5
LITTLE, JAMYA T.	C	5
MANNING, MICHAEL K.	A/C	5
MONROE, DOUGLAS T. Jr.	C	5
NORRIS, AALIYAH T.	D	5
REICHARD, MEGHAN K.	B	5
SLATER, JAYLEN C.	D	5
SUMPTER, TODARIAS D.	E	5
THOMPSON, MICHAEL A.	C	5
TURNER, DAQUAIM R.	C	5
WARMACK, LAILIA L.	D	5
WASHINGTON, TRE'SHAWN K.	D	5
WILLIAMS, DYIAMOND N.	C	5

Last, First MI	Role	Period
BRADLEY, KORIN N. Jr.	A	6
BRAILER, PHOEBE A.	A/B	6
DOUGLAS, KHAMARI J.	E	6
DURANT, JACKSON T.	C	6
ELLIS, JOHNNIE L. Jr.	E	6
FLETCHER, WILLIAM D. Jr.	B	6
GLASPER, DOMINICK J. Jr.	A	6
GREEN, LE'VAR D. Jr.	A	6
HAMILTON, SHANTRELL J.	B	6
HARDIN, EMMA M.	D	6
HILL, GE'KYA A.	A	6
LAWSON, DARIEN A.	D	6
MCCRAY, COREY I.	C	6
MCFARLANE, SKYE J.	C	6
STEADMAN, NATANE S.	B	6
TAYLOR, EYONA D.	E	6
THOMAS, ZA'LANYA R.	A	6
WALKER, CORDELL K.	A	6
WALKER, DESMOND R.	B	6
WILLIAMS, ALLEN J.	E	6
WILLIAMS, DEJAH A.	D	6
YOUNG, KRISTEN E.	A	6
ZAYAS, ANTONIO R.	A	6