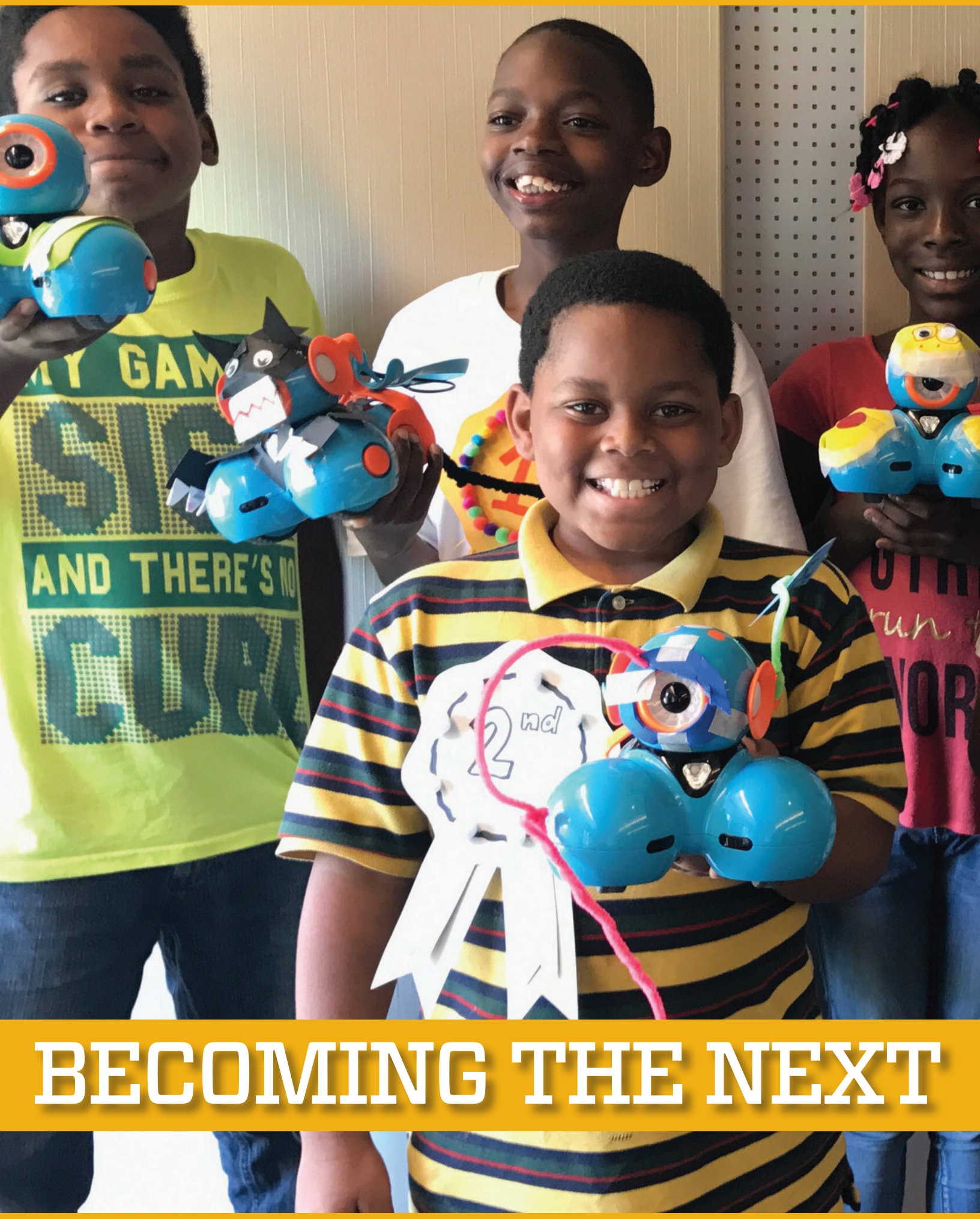
M. R. HOLLIS INNOVATION ACADEMY

STEM PARTNERSHIP REPORT: PHASE 1

Georgia Tech
Center for Education Integrating Science, Mathematics & Computing
College of Sciences



BECOMING THE NEXT

M. R. HOLLIS INNOVATION ACADEMY STEM PARTNERSHIP

Mission

Through partnership with M.R. Hollis Innovation Academy, CEISMC aims to strengthen the connection between Georgia Tech and its surrounding community. The goal of this partnership is for CEISMC to support the development and implementation of high quality STEM curriculum at Hollis Innovation Academy through direct involvement in the school, utilizing the varied resources available to a leading technical research university. The success of the partnership will demonstrate the powerful potential of university engagement in K-12 schools.

Priorities

The partnership's four guiding priorities are as follows:

1. Strengthen the Instructional Program

- **STEM Curriculum Development preK-8**: Working with the EL consultant, principal, STEM coordinators and teachers to develop high quality STEM content, skills development and problem based activities into the EL curriculum.

- **Technology Integration:** Working with CREATE Lab, EL, principal, STEM coordinators, technology specialists, librarians, and teachers to integrate technology into the learning experiences of students at all grade levels.

- **Out of School Programming:** Collaborating with network of community providers to offer an array of curriculum aligned and STEM focused after school, Saturday, competitions, and Summer programs.

2. Align Systems and Resources to School Needs

Evaluation and assessment: Working with APS, school leaders, and the Blank Foundation to design and implement an evaluation plan to provide data for program improvement and resource allocation, gauge progress toward goals and assess impact.

3. Prepare and Develop Knowledgeable Staff Focused On Quality Teaching

Professional Development and Support: Collaborating with EL, GaDOE, other IHEs and educational agencies, and APS to offer intensive, sustained, real time support to teachers to enhance STEM content knowledge, technical skills, pedagogical expertise, ability to plan and carry out problem based and hands on learning activities, and other relevant topics.

4. Build a Positive and Engaged School Culture

Continued Engagement and Partnership: In addition to constant presence within the cluster, CEISMC will continue to participate in the Education Collaborative and other efforts to support continuous improvement and student achievement.

A Westside Story

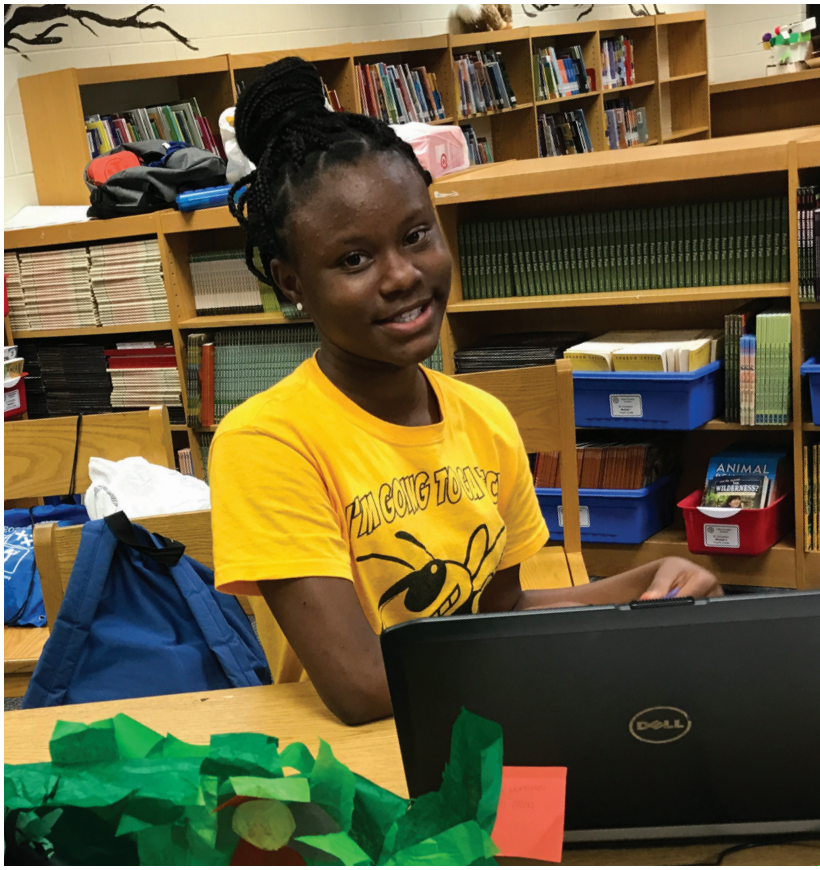
CEISMC Excutive Director, Dr. Lizanne DeStefano has a career of experience working in turnaround schools. In early 2015, DeStefano knew it was important to launch a project that could connect Georgia Tech to Atlanta Public Schools. Around the same time, APS superintendent Dr. Meria Carstarphen was championing a massive revitalization effort that would close and merge multiple schools on the Westside. This Westside Turnaround Plan paved the way for a new K-8 STEM school, M. R. Hollis Innovation Academy. Hollis, with community input, chose to pilot a STEM signature program and the new school's site was just two miles from Georgia Tech; CEISMC and Hollis made a perfect match. Hollis' STEM goals align with CEISMC's mission to "[enhance] PreK-12 and postsecondary STEM education by drawing upon the expertise and scholarly contributions of the Georgia Tech community".

While the formal partnership developed at meetings with educational stakeholders in Atlanta, the real story is written with the students. The summer before Hollis' first year, CEISMC staff ran a few projects at a summer camp with its future students. DeStefano recalls that the kids had "big gaps in terms of reading and math" and "had not had very much experience in terms of hands-on STEM activities".

Students struggled to stay on task and follow along with the programming. Fast forward to now, where the sixth graders, Hollis' first middle school class, just excelled at a specially designed Georgia Tech Summer Bridge: a two-week camp where they programmed their own robots with backstories tied to an integrated science, math, and language arts curriculum.

What happened over the course of Hollis' first year? A lot. Enter CEISMC's Associate Director of School and Community Engagement, Dr. Tamara Pearson. Dr. Pearson splits her time between Hollis and the CEISMC office, drawing on her extensive background in education to inform innovative professional development programs for STEM. She cites a principle that characterizes her work: "to affect the most kids, you have to teach teachers."

Teacher education has been a priority in Hollis' first year. Professional development has long been associated with one-time events that often don't stick with teachers. High impact development should feel translatable, so that teachers see how it applies in their classroom. To connect to teachers, CEISMC staff spent hours co-teaching in Hollis classrooms eachschool week. Dr. Pearson



explained that "one day PDs [professional development], they just don't make a difference, they don't change practice, they don't increase student achievement... in the long run you have to actually follow it back into the classroom in order for it to make a difference. And most professional development doesn't do that. That's why Hollis is so special... We're in there every single day, building relationships with the teachers, building relationships with families, building relationships with the kids."

The initial steps to bring STEM to the classroom were part of a careful scaffolding. The basic outline for phase 1 was to first, work with the STEM teachers for each grade to build their skillsets and expand their library of possible classroom activities. Then, in phase 2, these same STEM teachers will take what they've learned in a year of co-teaching and intense professional development with CEISMC, and bring it to the homeroom teachers in each grade, who cover all subjects. STEM will start to appear outside of weekly labs as part of a larger effort to chip away at the barrier between science and math skillsets and classes that do not traditionally include STEM content. Dr. Pearson cites incredible change throughout phase 1 that demonstrates how the school administration, partners, faculty, and students have grown together.Teachers have shifted from individualized use of technology to collaborative group work. STEM teachers now take the lead on creating their own new projects for students. Students have become enthusiastic about STEM - eager to attend weekly labs, and dedicating time outside of school to programs like Hollis Hackers.

Much of phase 1's success can be attributed to the active and respected leadership role that CEISMC has had in Hollis from day one. CEISMC staff are involved in all meetings of the school administration. They sit alongside other educational stakeholders like families, community members, faculty, and administration. This level of engagement has helped match CEISMC support to Hollis' specific goals and needs.

From non-stop strategization and myriad challenges, Hollis Innovation Academy emerged as a school on the rise. The school's second year brings with it a new set of ambitions. Ambitions that both Georgia Tech and Hollis will embrace with the same energy from the year past, with the lessons learned in tow.◆

Curriculum Development PreK-8

Hollis students participated in 90 minutes of STEM labs each week. The focuses of STEM labs were determined by grade level, with topics that spanned from gardening to the engineering design process. Modules from Expeditionary Learning, the chosen education curriculum at Hollis, guided the development of STEM programming. CEISMC provided key support that allowed the STEM teachers to build their classrooms from the ground up. Collaboration began before the school year started and continued throughout the year, with teachers reaching out to Georgia Tech for design strategies, access to resources, and in-class support.

CREATE LABS WORKS IN 90 SCHOOLS ACROSS THE COUNTRY

Our intention is never to say, 'here's what you do,' it's to partner with excellent, capable partners on the ground who are able to tell us what they need.

- **Ryan Hoffman, Project Manager**
CREATE Lab at CMU

55 HOURS IN THE STEM LAB FOR EVERY HOLLIS STUDENT OVER THE COURSE OF THE YEAR

We needed the support of CEISMC, and people like Dr. Pearson, to connect us with the technologies that we need in order to accomplish things with the kids so that they can imagine and create things they wouldn't have been able to before.

- **Nichole Jones, STEM Teacher**
M. R. Hollis Innovation Academy

Technology Integration

CREATE (Community Robotics, Education and Technology Empowerment) Lab is a division of Carnegie Mellon University that develops innovative educational technology and then brings that technology to community partners. CREATE Lab provided multiple technologies used in Hollis STEM classrooms, most notably Hummingbird robotics. Hummingbird is designed for integration into classroom content through the use of their creativity-focused curriculum. Staff from CREATE Lab, alongside CEISMC, ran onsite curriculum and content professional development at Hollis, which further demonstrated an engaged partnership that goes beyond providing equipment. CEISMC is one of 8 CREATE Lab satellites across the country.

Out of School Programming

Hollis Hackers

Hollis Hackers is an after-school program that uses hands-on projects to connect students to STEM. Through an innovative weekly curriculum, Hollis students stepped outside of the traditional classroom learning framework to get in touch with fun, hands-on projects. The club spent part of the year learning about what makes a computer work and then applied their new knowledge by taking apart and reassembling desktops provided by CEISMC.

Later on, Hollis Hackers built the track for the CEISMC's Atlanta Science Festival Nerdy Derby event. Members of Hollis Hackers, with resources and support from Decatur Makers, constructed the three-lane 31-foot track that younger Hollis students later used to race their cars. These engaging projects let 4th and 5th grade students apply their analytical skills from the STEM classroom to take on new challenges. The program brought together supporters representing a range of backgrounds. Nichole Jones, the Hollis 4th & 5th grade STEM teacher, initiated Hollis Hackers. CEISMC staff Tamara Pearson and Justin Turner were joined by a Georgia Tech faculty member and Georgia Tech undergraduate.

20 STUDENTS PARTICIPATED IN THE HOLLIS HACKERS PROGRAM

7 STUDENTS PARTICIPATED IN CEISMC SUMMER PEAKS

Summer PEAKS

The goal of CEISMC's Summer PEAKS (Programs for Enrichment and Accelerated Knowledge in STEM) is to give participants the chance to enhance learning during the summer in experiential activities on campus at Georgia Tech.

This year, seven Hollis rising 4th and 5th grade students were selected to participate in a one-week Summer Peaks robotics camp, Make Wonder: Learn to Code with Dash and Dot. In this camp, students learned to make their dreams come alive as they mastered the intricacies of block based coding preparing Dash & Dot to compete in the robot Olympics. After one week, Hollis students programmed robots that drew pictures, played xylophones, and mimicked animal behavior.

In addition, students learned to use iMovie on the iPad to document their fun filled week and present their findings to parents on the final day. Through partnership funding, the students were provided with transportation to and from camp each day and were able to attend tuition-free.

To learn more about the Hollis Hackers, see page 12.

Out of School Programming

Georgia Tech Summer Bridge

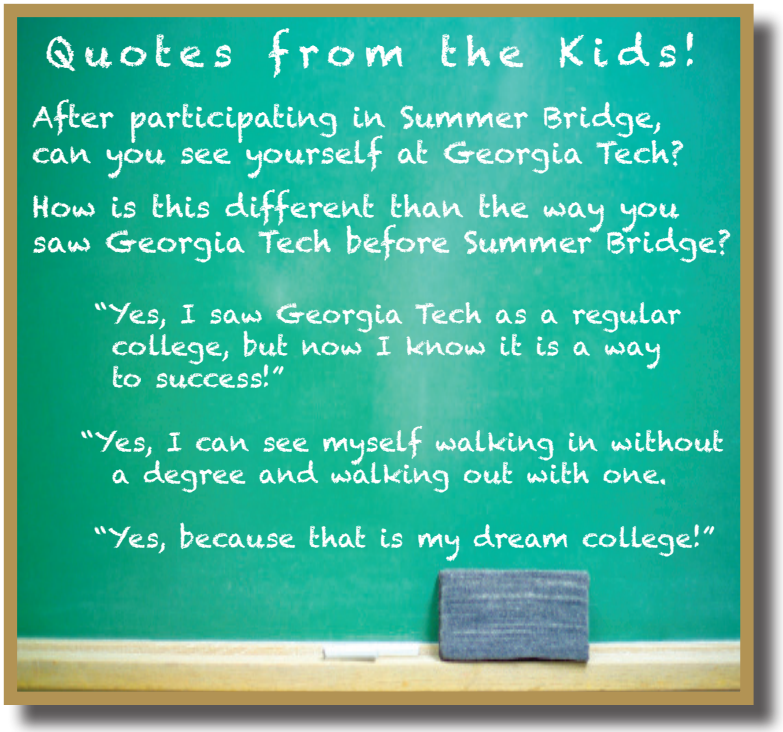
As the end of the 2017 spring semester approached, CEISMC and Hollis staff began to ponder the upcoming year. Not far off in the distance was Hollis' flagship year of middle school. Though the sixth graders will return to the same building, the path they carve will be entirely new. At CEISMC, those involved in the Hollis partnership saw an opportunity to facilitate the transition from elementary school, and came up with the Georgia Tech Summer Bridge program.

While Georgia Tech Summer Bridge was modeled on the style of existing CEISMC camps, it was tailored to fit the needs of the Hollis students. The program at Tech was carefully structured to target academic needs, but encompassed much more than traditional classes. The activities chosen were selected to build confidence and self-efficacy. Programming centered around growth through experience. Students started each day with swimming, they worked full afternoons in groups on creative robotics projects, and they ended their first week with a trip to the Atlanta Zoo.

23 STUDENTS PARTICIPATED IN GEORGIA TECH SUMMER BRIDGE

> *The partnership with Georgia Tech has built confidence and self-efficacy for my kids. And I think that impact is going to be very evident in their academic work. Because now they believe, and that's half the battle of getting someone to learn something or do something.*
>
> **- Dr. Diamond Jack, Principal**
> M. R. Hollis Innovation Academy

832: HOURS CEISMC WORKED AT HOLLIS OVER THE YEAR



The end result exceeded expectations of students and teachers alike. The academic programs received overwhelmingly positive responses from the students, who, like the teachers, relished the opportunity to study a unifying theme across language arts, math, and robotics.

Having STEM every day sparked excitement in the students - a more than encouraging sign for the upcoming year where Hollis will implement a coding focus in the middle school. This excitement was not to be outdone by swimming, which the majority of participants requested more of each day, when asked what could be improved about Summer Bridge. Summer Bridge's success is promising for the school leadership as it looks to the upcoming year. But it left an impression beyond the material benefit of academic preparation. The 23 soon-to-be sixth graders made personal gains that will endure in the way that they see themselves and the world around them. ◆

Evaluation and Assessment

School Leadership

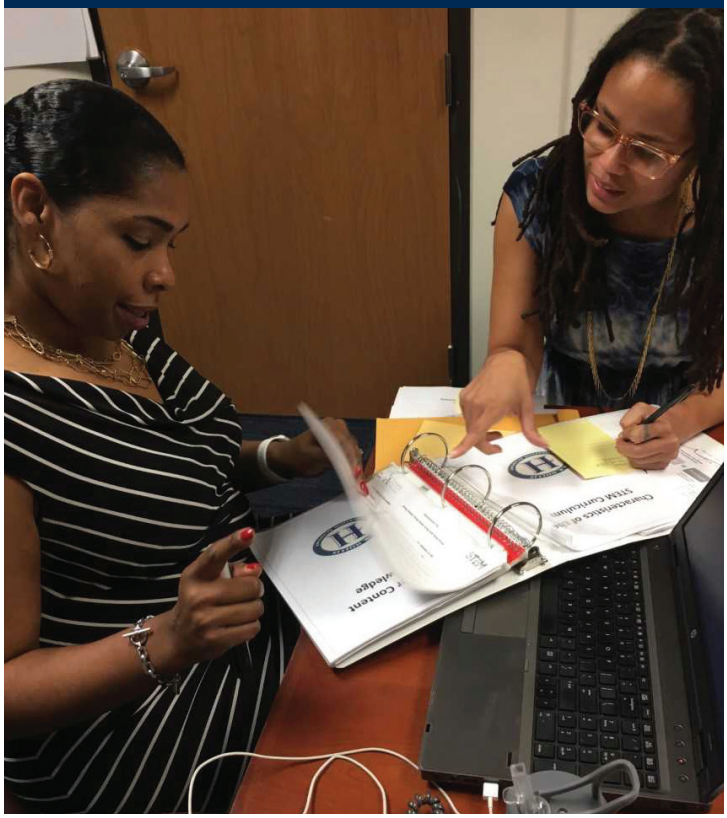
CEISMC has been engaged in building Hollis from the first days of pre-planning in 2016. CEISMC's Dr. Tamara Pearson sat on the school leadership and participated in each meeting alongside Hollis administrators. In addition, Dr. Pearson and Hollis Principal, Dr. Diamond Jack, regularly met one on one. Shared decision making resulted in mutual responsibility for the school's success and was the foundation for CEISMC's multidimensional understanding of student and teacher needs.

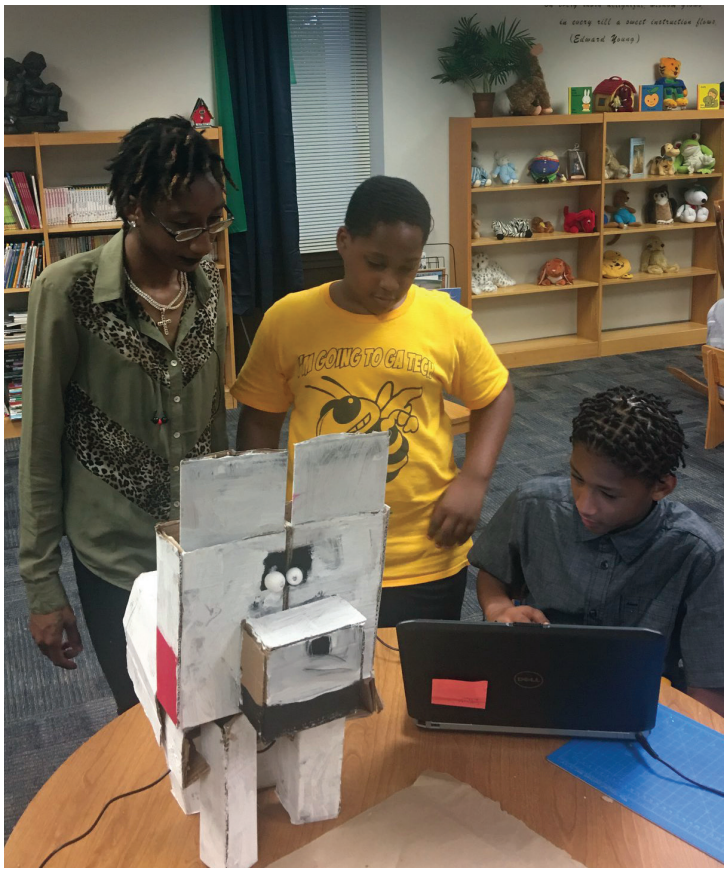
Summer Bridge Evaluation

At the conclusion of Georgia Tech Summer Bridge, CEISMC gathered feedback from student participants, their parents, and their teachers. The response to the program was overwhelmingly positive. Teachers commended the opportunity to work on a single theme across all three subjects, citing the learning gains their students made. They attributed the success of the curriculum to their active and respected role in its development as well as the opportunities they had to collaborate with each other throughout the program. Students confirmed that their participation positively impacted their feelings about STEM and their ability to see themselves in a college setting. Lauded by all were the experiences and opportunities that Summer Bridge provided. The inclusion of daily swimming and the time spent on Georgia Tech campus were highlights of the program.

> *"It's a rare principal that is comfortable enough in their role to let an organization like Georgia Tech come in and be a part of the leadership of the school. You really have to, in your mind as a principal, put your kids first. I think it's the key component to the success of Hollis, the relationship with the principal.*
>
> - **Dr. Tamara Pearson, Associate Director of School and Community Engagement**
> Georgia Tech CEISMC

37: SCHOOL LEADERSHIP MEETINGS ATTENDED





Reach for the Stars

Meet the Hollis Hackers

Hollis Hackers, initiated by Hollis STEM teacher Nichole Jones, is an after-school program for 4th and 5th graders that connects students to STEM through hands-on projects. After Jones established the group, CEISMC brainstormed project ideas for the Hackers and eventually began co-facilitating it. Each week Hollis students stepped outside of the traditional classroom framework through an innovative and fun, project-based curriculum.

Inspired by a surplus of old desktops in the CEISMC office, Georgia Tech's first Hollis Hackers project delved into a deeper understanding of computer hardware. Under the guidance of CEISMC staff member Justin Turner, students began with lessons on the different components that make a computer. They studied the parts, their functions, and how they come together. The Hollis Hackers then applied their new knowledge to the challenge of taking apart and reassembling the desktops brought in by CEISMC. Through the process of deconstructing and rebuilding computers, the students gained a tangible connection to computing concepts.

While the students were working on the computer hardware project, Dr. Tamara Pearson was laying plans for the Atlanta Science Festival Nerdy Derby. Nerdy Derby, a model car race similar to the Pinewood Derby, was set to be held at Hollis - notably the first Atlanta Science Festival event ever held on the Westside. As Nerdy Derby approached, the need for a track to race the cars became more pressing. It was the Hollis Hackers who stepped up and took on the challenge of building a three-lane, 31-foot model car racetrack.

The 20 students in the club applied their physics skills from the classroom to the high-level project, but not without support. The Executive Director of Decatur Makers, Lew Lefton, is also a faculty member at Georgia Tech. Lefton had been involved in past Nerdy Derby events through Decatur Makers, but he came on board to lead the Hollis Hackers after Dr. Pearson reached out. As the Nerdy Derby deadline came closer, the Hackers and their sponsors were logging hours outside of their normal weekly meetings, doing whatever they had to do to get the track done. The roster of people working to help the students complete their project now included Jones, Dr. Pearson, Turner, Lefton, and a Georgia Tech undergraduate as well. This support system embodied the spirit of the partnership in engaging members across communities touched by both Hollis and Georgia Tech. While the track was being built, younger students, the Mini Hackers, built race cars for the Nerdy Derby.

> *"I was inspired by the imagination, insight, and enthusiasm of the Hollis Hacker kids. As we worked through the successes and failures that naturally occur in a large project, everyone began to recognize that the goal was not simply to build a Nerdy Derby track. Instead, we were experiencing collaboration and problem solving, we were building agency, confidence, and self-reliance. In short, we were all developing the 21st century skills that come from making, sharing, and exploring.*
>
> - **Dr. Lew Lofton, Executive Director**
> Decatur Makers

The final event was a big success, with 100 people attending. The Nerdy Derby track itself was designed with accessibility in mind, featuring the functionality to be taken apart and put back together for use throughout the school year. After the official Nerdy Derby, Hollis held its own Nerdy Derby to give other students at the school a chance to experience the track.

Hollis Hackers had a successful first year, with projects that connected all its student members to new challenges. It provided an opportunity for kids to experience STEM in action, and walk away with finished products to show for their work. This success is promising for the future of Hollis Hackers. CEISMC's Justin Turner hopes to build on the teaching model with possible updates to the technologies studied to reflect what's relevant in students' daily lives. What will remain is the positive space that CEISMC has fostered for the Hackers to engage with STEM as a creative outlet.◆

PRIORITY 3: PREPARE AND DEVELOP KNOWLEDGEABLE STAFF FOCUSED ON QUALITY TEACHING

BECOMING THE NEXT

M. R. HOLLIS INNOVATION ACADEMY STEM PARTNERSHIP

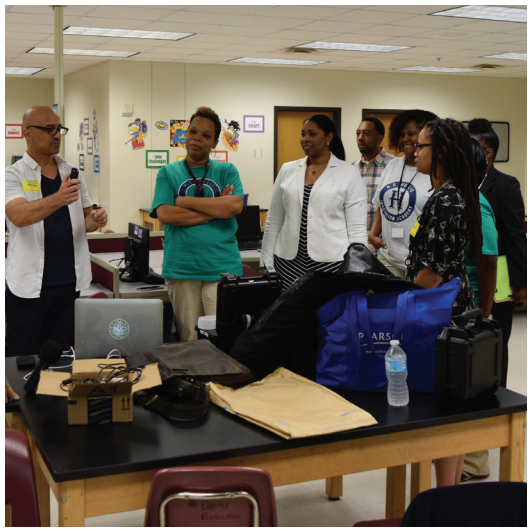
Professional Development and Support

Teacher Professional Development

Teacher professional development was at the heart of the CEISMC-Hollis partnership. STEM teachers at Hollis were provided a full day, each week, for professional development with CEISMC. This work varied from week to week, ranging from content professional development with CREATE Lab, CEISMC, or Decatur Makers, to planning with the Hollis administration, to offsite visits to Georgia Tech. These meetings, along with in-classroom support through co-teaching, supported teachers in incorporating cutting-edge practices into the STEM labs. Continued, regular professional development embodies CEISMC's philosophy that sustained partnership is the key to effecting positive change.

> *One of the elements that we really wanted to make sure characterized this partnership is on-site professional development. So, it isn't once or twice a year that teachers come and do professional development. There are literally people on the ground every day, in the school, working with the teachers. That was one element we wanted to make sure was part of the model.*
>
> - **Dr. Lizanne DeStefano, Executive Director**
> Georgia Tech CEISMC

33 PROFESSIONAL DEVELOPMENT WORKDAYS FOR STEM TEACHERS



Professional Development and Support

The Georgia Internship Fellowship for Teachers

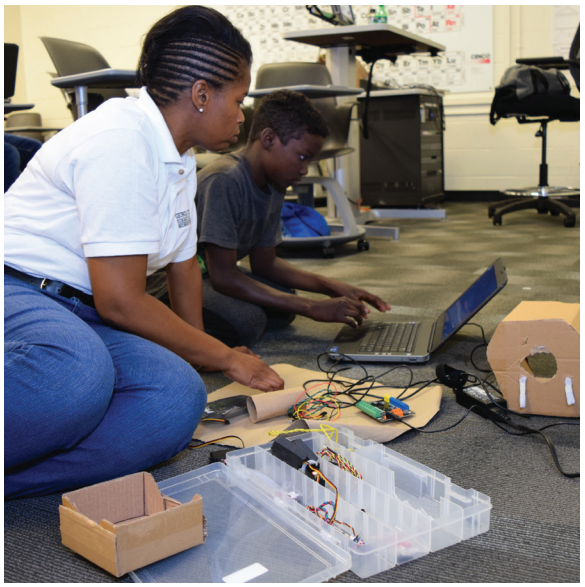
The Georgia Internship Fellowship for Teachers (GIFT) places teachers at Georgia universities and businesses over the summer to gain field experience that they can bring back into the classroom. GIFT Teachers follow up their internships with an action plan on how to transfer their workplace experience back to the school classroom. This year, three Hollis teachers received GIFT fellowships.

Charmaine Smith
CEISMC - GEORGIA TECH

About Charmaine: Charmaine Smith has been an educator for 18 years and currently teaches 4th grade at Hollis. She has experience both teaching in the classroom and working in instructional technology. This year was Smith's first back in the classroom after seven years as an instructional technology specialist.

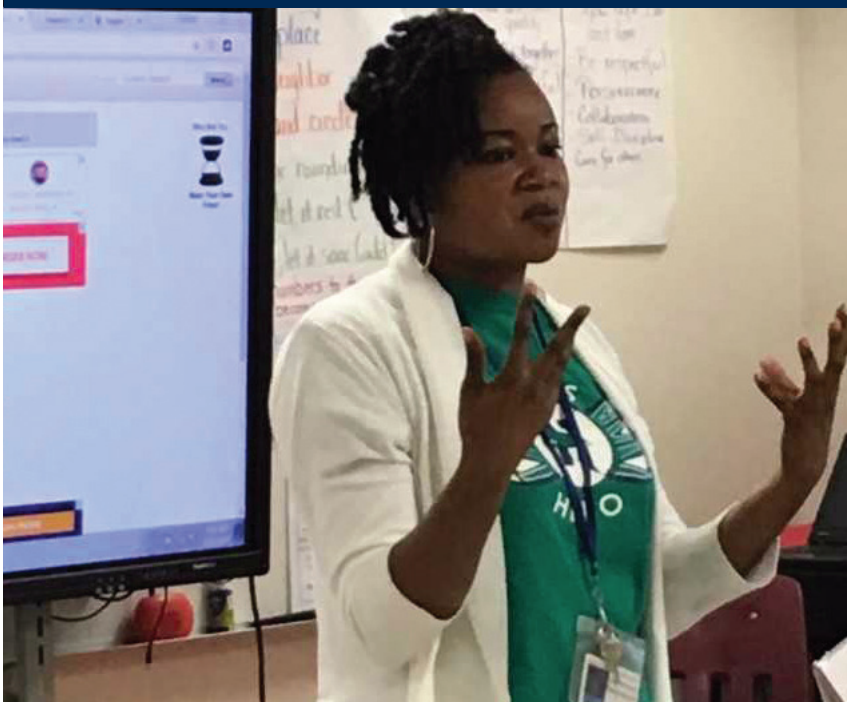
GIFT Internship: Smith's GIFT placement this summer was with CEISMC, studying Hummingbird Robotics, one of the technologies made available to Hollis students through the partnership between CEISMC and the CREATE Lab. When she wasn't programming robots, Smith visited the various summer camps hosted by and affiliated with CEISMC to see elementary students who were working with Hummingbird.

Classroom Connection: Smith's action plan targeted integrating technology into the core curriculum, with a specific focus on the first module of the school year: poetry. When asked how poetry and robotics intersect, Smith answered, "We take a scene from the poem that we're focusing on that I give them and make it active, the diorama, different parts of the poem." This kind of innovative planning supports Hollis' at-large goal to integrate STEM into the core classes.



Favorite experiences: Smith commended the development opportunity that GIFT provides, saying, "It's something that I think every teacher wants: time to explore real life, real world connections, something that they can bring into the classroom, create these authentic lessons for their students. We all talk about it but the reality is that we don't have the time or the opportunities to get this experience. So the fact that GIFT provides this for teachers each summer is true professional development to me."

3 HOLLIS TEACHERS PARTICIPATED IN THE GIFT PROGRAM



Jennifer Owens
Georgia Aquarium

About Jennifer: Jennifer Owens teaches 4th grade at Hollis. Prior to joining the Hollis team, Owens has worked in a variety of educational settings, including teaching abroad.

GIFT Placement: Owens worked at the Georgia Aquarium this summer, with their Director of School Programming.

"I just wanted to deepen my content knowledge and be able to bring that back to my students so that when I'm explaining a topic I could give better examples, I could talk about my experiences. I just wanted to become, like overall, a better teacher, and I think that's what the GIFT program can do for you."

Natasha Clarke-Grant
Fernbank Science Center

About Natasha: Natasha Clarke-Grant teaches 2nd grade at Hollis, where she was the school's first Teacher of the Year.

GIFT Placement: Clarke-Grant interned at the Fernbank Science Center over the summer, where she focused on their summer camp programming.

"What I loved this summer is that I had an opportunity, I wasn't tied to one room. And a lot of times as teachers, we only know what's going on in our classrooms, in our environment. And in this environment here, Dr. Robbie gave me the opportunity to go into everybody's room and see what everybody is doing. Sometimes you don't realize how you could learn from other people. So sometimes I think it's important to be able to see what other people are doing well. Because you can always learn from what they're doing and help make you better. Because you can only grow as far as you can see."

Continued Engagement & Partnership

Middle School Expansion

In August 2017, Hollis welcomed its first class of sixth graders. With a focus, in the middle school, on computer science, the goal is to send all Hollis students to high school equipped for success in the CTAE Computer Science Pathway. Hollis students' exposure to robotics and coding in elementary school gives them a natural lead into the middle school curriculum. CEISMC will work closely with Hollis teachers and administration to develop curriculum that not only engages students in computer science, but also equips them for success in more advanced coursework and future careers.

STEM Integration

Building on the past year of curriculum development in the STEM labs, the next year will involve strengthening the connection between the Expeditionary Learning modules and the STEM curriculum, especially in kindergarten through 2nd grade. Linda Howard, the K-2 STEM teacher, is looking forward to bringing more technology out of the STEM labs and into new spaces at Hollis. Howard also plans to build on her efforts from the past year to find innovative ways to connect young students to coding. All of the Hollis STEM teachers, who worked intensively with CEISMC last year to run the STEM labs, will collaborate with homeroom teachers to incorporate STEM concepts into the core curriculum. This plan supports the partnership's vision to help students connect their STEM skills to broader academic pursuits.

20: IPADS CEISMC PROVIDED FOR K-2 CLASSROOMS

Message From Me

Message From Me is a CREATE Lab technology designed to help young students bridge the home to school transition, through opportunities to communicate with their parents during the school day. Its secure interface allows students to send audio messages and pictures to their parents, and is tailored to readers and soon-to-be readers alike. During the 2016-17 school year, a self-selected group of teachers at Hollis participated in Message from Me training and were encouraged to implement the technology in their classrooms.

> *"I've seen over time how the staff at CEISMC has, under Tamara's leadership, really been able to bring not just local best practices, but national best practices in STEM education to the school and work very very closely. So, whenever I'm with the school, and the STEM coordinators at Hollis, it's clear that they very much respect each other and are happy to have that partnership.*
>
> - **Ayana Gabriel, Program Officer**
> Arthur M. Blank Family Foundation

Timeline

January 2016
Dr. Lizanne Destefano, CEISMC Director, and Dr. Meria Carstarphen, APS Superintendent, discuss educational turnaround on the Westside.

February 2016
Dror Yaron and Ryan Hoffman of CREATE Lab visit Atlanta as a potential member of the satellite network. They meet with CEISMC and attend a Westside Education Collaborative meeting where they are introduced to Ayana Gabriel of the Blank Foundation, and future Hollis Principal Dr. Diamond Jack.

CEISMC and Hollis agree to partner, contingent on the approval of Dr. Carstarphen's turnaround plan.

March 2016
The Westside Turnaround Plan is officially approved. M.R. Hollis Innovation Academy is set to open for the 2016-2017 school year.

May 2016
CEISMC, CREATE Labs, and Hollis administrators visit Chicago to tour turnaround schools that Dr. Destefano had previously worked with.

CEISMC submits a proposal to the Blank Foundation to obtain funding for the partnership with Hollis.

July 2016
The funding proposal is approved by the Blank Foundation and the CEISMC-Hollis partnership officially begins.

CEISMC and Hollis pre-plan for the year and develop the STEM curriculum.

August 2016
Hollis Opens

CREATE Lab visits Atlanta for a professional development event where they share an interactive mapping technology with Hollis teachers.

September 2016
Hollis Hackers after school program begins.

CEISMC and Hollis teachers visit Pittsburgh to tour CREATE Lab.

October 2016
Dr. Tamara Pearson, Dror Yaron, Dr. Diamond Jack, and Ayana Gabriel host a panel called "School, University and Community Collaboration: Creating a K-8 STEM Academy in Atlanta Public Schools" at the 11th Annual Sources of Urban Educational Excellence Conference at] Georgia State University.

January 2017
CREATE Lab shares their Hummingbird robotics and Message From Me technologies with Hollis.

February 2017
Hollis hosts STEM Night in collaboration with CEISMC.

March 2017
Hollis hosts the Nerdy Derby at Atlanta Science Festival.

May 2017
Hollis and CEISMC host Becoming the Next end of year awards.

CREATE hosts Satellite Network meeting in Atlanta. All satellite partners visited Hollis.

June 2017
Hollis students attend Summer Bridge and Summer PEAKS at Georgia Tech

3 Hollis teachers participate in GIFT.

PROJECT PARTNERS

The Arthur M. Blank Family Foundation

Georgia Tech Center for Education Integrating Science, Mathematics & Computing
College of Sciences

CREATE Lab
Community Robotics, Education and Technology Empowerment

M. R. HOLLIS INNOVATION ACADEMY

Report produced by:
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CEISMC
School & Community Engagement
M. R. Hollis Innovation Academy
STEM Partnership Report: Phase 1

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