

APPLICATION: Alamo Elementary School

**Describe the critical challenge you would like to tackle in a different way.**

The new Smarter Balanced Assessment System measures a student's academic performance in English Language Arts (ELA) and literacy in mathematics, but there's no consideration of a child's level of digital literacy and how it impacts his/her performance on the assessment. Yes, the SBAC results are interpreted alongside other available measures like classroom assignments, interim assessments, report cards and teacher feedback to try and gain a true read on a student's academic achievement level. However, Common Core teaching encourages classwork being taught in a collaborative way, involving more group work and discussions, which will sometimes carry over into homework. To complete these assignments or projects, students will probably use applications such as Google Docs to ensure equitable work by team members. How is a child who doesn't even know how to turn on a computer, be an equal to his/her peer to complete this work to demonstrate academic competency?

As a school, we remain committed to bridging the achievement gap for all students who are most at risk at not meeting the academic challenges coupled with our goal to ensure all our students have the opportunity to learn digital literacy.

Through this grant we are creating a tool/program targeted at helping our greatest at-risk population, our English language learners and special education students, who are performing at 'Emerging' and 'Approaching' performance levels. We also believe this program can be used with all X School students, however, we wanted to keep the initial group smaller to make it easier to monitor the progress of these students and to make any necessary adjustments.

X School School's SBA and ELL Student Performance Bands  
2014-2015

SBA and English Language Arts  
47.00% Standard Not Met

SBA and Mathematics  
31.25% Standard Not Met

47.00% Standard Nearly Met  
6.00% Standard Met

50.00% Standard Nearly Met  
15.00% Standard Met

Further, the high percentage of students requiring 5 years or more for possible reclassification indicates that X School Elementary still faces the critical challenge of finding a way to decrease the time it takes to attain English proficiency.

As of 2014-2015 X School's School Title 111 Accountability Preliminary Report, the annual measurable achievement objectives performance on the CELDT indicates:

50.0 % attain English proficiency level with 5 years or more vs.  
39.4 % attain English proficiency level less than 5 years.

X School Elementary Student Characteristics -MTSD Summaries Spring 2015  
28.4% English Language Learners  
9.3% Students with an Instructional Education Plan

Within these groups, over 70% are considered low income because of their free/reduced lunch classification.

**What outcome(s) or change(s) would you like your design to achieve at your school site?**

Our ideal outcome would align with one of the Vision 2025 goals, "... students would possess the skills and confidence to achieve their dreams...." More specifically, by using digital resources, we would give our ELL and SpEd students another way of communicating and expressing their knowledge, besides the traditional written and oral responses. As stated above, a high percentage of these two groups also have limited access and exposure to technology resources that will become more of an issue as they continue in their education.

With the first SBAC results in hand, school sites must now interpret the information and determine how to better affect student learning in ELA, Math and digital literacy.

We want to design a program that will benefit our students by teaching them how to use technology to better express their understanding of material, and their teachers would receive a new resource to deliver instruction.

In our brainstorming, all our students would have access at school and at home to an online subscription of a web based digital programs for (i) keyboarding, and academic support for Common Core State Standards. Online assignments will support (ii) SBA ELA claims in reading, writing, speaking and research inquiry program, and (iii) SBA math claims in concepts and procedures, problem solving, modeling data, and communicating reasoning.

Computer software programs such as Typing Club, Edmentum Reading Eggs K-2, Study Island Grades 2-5 would be used to monitor students' progress. Providing personalized technology programs (computer adaptive) where students can learn at his/her own pace is essential to bridging these achievement gaps. Building their digital literacy skills in conjunction with their Common Core State Standards learning, will better prepare our students for course work aligned with technology standards included in ELA and Mathematics.

Our team is exploring new ways to use space and time for ELL and SpEd students such as:

- 1) An afterschool program in the school library or classrooms coordinated with classroom teachers
- 2) English Language Advisory Committee meetings consisting of parents, teachers and principal to provide support to parents reinforcing their roles as partners and advocates in their children's learning on site and home.

All our classrooms will fully integrate technology in their coursework. A fuller narrative on what we are proposing is outlined under question 4.

If the digital literacy challenges did not exist at X School, all our students could fully participate in the classroom and be comfortable working on assignments and projects digitally at home. Proficiency in “digital literacy” ranging from the ability to type on a keyboard, to researching images to express thoughts, to composing a report or working collaboratively on digital devices and platforms would broaden our students ability to acquire knowledge through multiple pedagogies. Our teachers would be able to teach and assign the same work to all students in class and not have to worry about special accommodations such as handing in paper homework vs. on line because certain students may not have access to computers and printers at home.

**How have you engaged your school to identify your critical challenge?**

The principal, School Site Council, literacy specialist, part time ELL education teacher and X School parents met and discussed various Common Core technology standards and identified opportunities to strengthen these critical steps to ensure our students are on the Vision 2025 pathway. We all met again to brainstorm ideas, to explore potential resources and to ideally develop a framework for a program that we would not only use for our ELL and SpED students, but that would work for all our students. Each member of the Design Team brings a unique perspective to the brainstorming process. Parents offered free forming ideas. Educators/staff provided insights on how we could make the ideas work within District goals and available resources. Collaboratively we produced a potential program that could be implemented and tracked for results with the 12 months time frame.

Annually, X School parents, students and staff complete a survey about their school. For the question regarding “Support for Academic Learning”, the results were:

family response	84%
student response	76%
staff	87%

The Design Team is responding to our communities’ desires.

### **What solutions have you tried or considered to address this challenge so far?**

A .5 ELL support teacher uses supplemental CCSS lessons with students who benefit from small groups individualized instruction. ELL students, using digital tablets/readers and an interactive whiteboard, demonstrated an inspiration to read with increased self motivation, presentation skills and engagement. Readily accessible tools embedded in the e-readers to highlight words to clarify, dictionary to define words and text to speech for clarifying words and pronunciations, helped the reluctant readers in privacy, allowing them to build confidence and foster engagement.

With that said, due to limited funding, the ELL support teacher can only meet students performing CELDT overall level 1-Beginner and level 2- Beginner Advanced in grades 1-5 during the fall semester. Kindergarten students are assessed in August and results issued to school in December. As measured in the 2014-2015 Annual Measure Achievement Objectives, 74.4 % of ELL students within one year of receiving support in this program, achieved the next CELDT performance level. ELL students receiving additional support from literacy volunteers and .5 ELL support teacher were able to be reclassified earlier than in 5th grade and continue to make academic progress in upper primary grades.

By coincidence, during the 2014-2015 school year, a second grade class started the school year with limited or no digital literacy skills. They lacked the basic knowledge to power the computer on/off. Over the course of the school year, students started with basic keyboarding skills, learned the importance of digital citizenship, navigated components of the websites to discover the potential resources to expand their digital skills, smoothing the path towards a successful academic career. By integrating digital training with CCSS, students produced their first electronic documents, created visually attractive and content rich reports by importing pictures and images into the text, produced video presentations, emailed with their parents and kept a personal blog, thus expanding their English language arts skills.

See samples below:

<http://www.sfusdedtech.org/expanding-computer-science.html>

Image of second grade class creating a document on school laptops in a classroom setting. Image is used for SFUSD EdTech.Org Computer Science website.

<https://owa.sfusd.edu/OWA/attachment.ashx?attach=1&id=RgAAAABkV3I6dba%2bTb9cqfGSHmlHBwD9wKUZf%2fySRKqYXj2yUk3SAAAABV5ZAAC6pMYF8d6qRp95KmmS%2fgGsAE%2b0%2bhBqAAAJ&attid0=EAAyoFgwJ4NEQ4wzqFN4VUck&attcnt=1>

Homework document created by second grade student demonstrating English language arts and digital technology skills using word processing software. Technology standard extracted from the Content Standard for Speaking and Listening: Standard 5

<https://owa.sfusd.edu/OWA/WebReadyView.aspx?t=att&id=RgAAAABkV3I6dba%2bTb9cqfGSHmlHBwD9wKUZf%2fySRKqYXj2yUk3SAAAABV5ZAAC6pMYF8d6qRp95KmmS%2fgGsAE%2b0%2bhBqAAAJ&attid0=EAAyoFgwJ4NEQ4wzqFN4VUck&attcnt=1>

Student created a homework document to demonstrate cut and paste and selecting text size and style digital skills and CCSS ELA standard:captions.

<https://owa.sfusd.edu/OWA/?ae=Item&t=IPM.Note&id=RgAAAABkV3I6dba%2bTb9cqfGSHmlHBwD9wKUZf%2fySRKqYXj2yUk3SAAAABV5ZAAC6pMYF8d6qRp95KmmS%2fgGsAE%2b0%2bhBpAAAJ>

Student created document for Independent Study. Assignment completed and reviewed daily in Google Classroom. Student was able to participate in daily lessons via online and be current with class assignments.

<https://owa.sfusd.edu/OWA/?ae=Item&t=IPM.Note&id=RgAAAABkV3I6dba%2bTb9cqfGSHmlHBwD9wKUZf%2fySRKqYXj2yUk3SAAAABV5XAAC6pMYF8d6qRp95KmmS%2fgGsAE%2b01VMpAAAJ&cb=0>

Student created a 4-6 slide Animoto video project integrated with text, audio and video demonstrating technology standard extracted from the content standard for writing: Standard 6.

This class successfully utilized Google Apps For Education, Kidspiration digital graphic organizer software, Animoto, an iPad app presentation software, Code.Org, Grammar Gallery ELL software, Type to Learn, Reflex Math, and MS Office. They took virtual field trips and used Google docs in Google Classroom for ELA assignments. In one instance, a student left suddenly overseas for a family emergency. She was able to maintain her schoolwork while away by receiving and submitting assignments using Google docs. Students' final presentations included audio, video, and text of a special day in second grade. Students performed as a class chorus, and added selected images and text in the final video.

These students' products demonstrated that ELL and special education students can use the language of technology to foster academic growth, establish positive self esteem and confidence, peer to peer relationships and make proficiency level gains. The digital assignments provided opportunities for the ELL students to successfully communicate with non ELL students using a common tool: laptops and/or iPads. The ELL students learned English as evident in their work products, gained confidence for presentations and engaged with other students.

Following those students in the current year, they are able to assist students who were not in their previous class with basic computer operational skills, help students use Google docs and demonstrate keyboarding for CCSS ELA and Math digital assignments with success. ELL students who are empowered with digital technology skills use those tools to communicate and produce documents on par with their non ELL peers.

ELL and special education students performing at 'Emerging' or 'Approaching' levels on the Standard Based Report Cards demonstrated a wide disparity in written and multimedia communications abilities. As evident during the Smarter Balanced Assessment testing period, these students were challenged at using the SBA tools:

highlighter, dictionary, text to speech , keyboarding, and mousepad to formulate their constructive responses. However as demonstrated by a sample class above, with the right support, ELL and special education students can learn and be proficient with digital literacy, thus closing the achievement gap.

**How is this challenge an equity dilemma, one that is interfering with your school's ability to ensure that all of your students will thrive?**

There are actually two facets to the equity dilemma. First, many of our students, due to different economic, social, physical, and/or emotional backgrounds, do not have technology resources or support at home. At one of the District SBAC Parent Workshops last fall, prior to SBAC testing, parents were informed that they were expected to teach keyboarding skills to our children, i.e. that there was no provision/funding to have it done during the school day. And, even if teachers could schedule time during the day, X School lacked the hardware and software resources to teach those digital lessons. We finally received our laptop cart in February 2015. Having sufficient technical and personnel resources at our school site would be the first step in bringing all students to the same competency level with digital literacy.

The second part of the equity dilemma is the struggle to bring our at-risk population up to proficient levels. Our grant proposal simultaneously addresses another approach to bridge these equity dilemmas.

One of the shifts in Vision 2025 teachers have implemented is welcoming outside resources for personalized pathways. Students are paired with volunteers for 1:1 support in math and English language arts as scheduled during the week. Volunteers provide individualized support for students who need the extra help and close reading attention as well as demonstrating SFUSD Vision 2025 Goals #4 Motivation and Mastery and #7 Mastery and Blended Learning.

Additionally, we are in the second year of our literacy program working to bring "at risk students" to grade level reading levels, and X School's School Site Council

approved funding for a teacher position (a .5 ELL support teacher) to deliver instructional support to English language learner students at overall Below Basic and Basic CELDT proficiency levels. In the current literacy program, the teacher incorporates a tablet with apps for word work and for viewing videos of phonics songs. Students write in journals to respond to reading various genre books.

If these students had access to internet connected tablets, iPads or computers, and learned how to express their thoughts using software installed on the device, it would enhance their ability to practice not only digital literacy skills but more importantly the skills needed to meet grade level standards. Students would be able to practice word work individually with Starfall.com or build on word phonics using iPad apps. In addition, if they knew how to type on the computer and access Google docs, they would be able to write using the computer instead of journals. By using the computer, they would be able to view and comment on each other's work, encourage each other and provide an audience for their writing, making it more authentic, dynamic and meaningful, thus creating a community of learners who understand the importance of supporting and encouraging one another.

Our ultimate goal would be for all ELL students to be reclassified where they meet all four criteria: (i) meet or exceeds proficiency levels in CELDT: reading, speaking, writing, and listening (ii) average grade of 2.7 or higher in English language arts on Standards Based Report Card, (iii) average grade of 2.5 or higher in science and social studies on Standards Based Report Card (iv) obtains results 500-700 range on Scholastic Reading Inventory depending on grade 3-5 or grade 2 'Exceeds Expectations' on Fountas and Pinnell Reading Assessment Cycle and Meets Expectations on Standard Based Report Card

3. When all criterias are met students will be reclassified with parent notification, principal and teacher's required signatures. For special education students, the same CCSS modified goals based on each student's Individual Education Plan, is at "Meets" or "Exceeds" performance levels for possible CELDT reclassification. These students will be reclassified as General Education students.

**Who is on your design team? (the more diverse the better)**

Rosa Fong, Principal

Jeanette Chin, ELL Education Teacher

George Keller, Special Education Teacher

Jodie Louie, Literacy Specialist

Ricardo Elizalde, Teacher On Special Assignment-Division of Curriculum & Instruction-Education Technology-STEM Dept.

Sharon Ohlson, Parent

Lily Wong, Parent

**How will you make sure your team will commit the time needed to succeed?**

Every team member is dedicated to this project and has agreed to commit the time needed to ensure the success of the program. As a team, we work collaboratively to strive for an increase in the performance level and projected growth of our ELL and special education students in all yearly assessments over the prior year in all measured areas: Comprehensive English Language Development Test, Smarter Balanced Assessment-Summative and technology standards, IWA, Fountas and Pinnell, Scholastic Reading Inventory (Grades 3-12), and Interim District Assessments. In addition, the team has demonstrated commitment by meeting on site multiple times, coordinating a common meeting time with challenging schedules, communicated constructively and digitally, and it is our final goal to see the grant to fruition to fulfill our academic goals for all ELL and special education students. Additionally we want to apply this program for all our students.