

Project Smart Team Action Report Form

Using Common Core Learning Standards & Data to Improve Student Achievement

Teacher(s)/School: Stacy Dawson/ Riley Elementary School

SUNY Oswego faculty member: Sue Witmer

Teacher Participant Names: Stacy Dawson

Project or Team Name: Oswego

Please answer the following questions:

Action: Describe your CCLS project. Which CCLS standards will you target?

MST Student Presentations

CCLS Standards

- 3.RIT.3
- 3.W.2
- 3.W.7

- Students will choose a topic based on their interest to research in the area of MST
- Teachers will provide explicit instruction using nonfiction text, technology, (iPads), graphic organizers
- Students will conduct ongoing research as they merge new learning and thinking into their background knowledge as they discover new topics
- Students will blog about their learning and respond to their peers
- Students will create a culminating project that displays their learning (circuit board and tri fold to as a display)
- Students will share their knowledge with the school through a MST museum walk

Rationale: Fully state your **rationale** for the project. Why is this work important?

- A need to shift our teaching to meet the CCLS
- Students lack the motivation to perform at grade level which is impacting reading comprehension in the content area
- A need for students to give 100% to produce quality work to meet the needs of today's standards
- Lack literacy skills needed to comprehend nonfiction text – 76% of my third graders scored below the 50th percentile on STAR reading
- Need to increase nonfiction exposure within the classroom – surveyed the students and 85% were currently reading fictional genre
- Need to incorporate 21st Century Skills into the classroom
- Need to bridge the gap and expose all students to technology – 30% of my students do not have internet access at home

Responsibilities/Timeline: Identify a series of **action steps** you will take to complete your project. Next to each step, identify person(s) **responsible** for carrying out that task. For each step also identify your **timeline** (during what month(s) you plan to complete each step).

We will work collectively as we gather nonfiction resources and create lessons and graphic organizers.

We will each be responsible for the implementation of the lessons and projects within our classroom.

This will include project presentations at our school, establishing a home-school-community connection. The project will begin in January and will conclude mid-March.

Evaluation: What **data** will you collect that shows the impact of your project on student achievement of CCLS? How will you document student learning? Teacher learning?

We will know if the action has made a difference because we will see an increase in test scores and student motivation.

The following data will be collected:

- STAR Reading & STAR Math
- NYS ELA Test
- Student surveys at the conclusion of the project

Teacher learning will be documented through reflections and collaboration.

Resources: What resources will you need for this project? What costs, if any, will be incurred? What are possible sources of funding for needed resources?

- iPads
- Nonfiction resources
- Kid-friendly websites and texts
- Light bulbs
- Batteries
- Wires
- Aluminum foil

The costs will be

iPad 4 - \$499

2 iPad mini - \$658

Consumables less than \$100

Possible sources for funding:

- ENTERGY
- OCSD Building funds will supply many consumables

Analysis of Data on Teacher Learning: We examined our reflections on the 6 shifts, and CCLS and found the following: (Support each claim with examples/evidence)

***See reflection for evidence of teacher learning as well.

- When incorporating STEM activities such as the LEGO's or iPads, students were more engaged and very few behavior problems existed.
- The iPads provided students with the motivation needed to get excited about research. Students who finished early were asking to research another person or animal.
- The CCLS allowed me to dig more deeply into content. We did not cover as many topics, but the topics we covered, we spent more time on and more learning occurred. For example, the animal project included learning about food chains, webs, habitat, life cycle, survival, etc. Students were also taught explicitly how to read nonfiction text, take notes and to turn their notes into their own writing. They learned how to revise and edit and produce their own book as a final copy – much more involved than in the past.

Analysis of Data on Student Learning: We examined _____ and found _____

(Give examples/evidence for each claim).

With the use of the iPads, students were engaged and motivated to learn. Student comments included:

“The iPads helped me learn my math facts.”

“The iPads make it fun!”

“I like to read my book club book on the iPad.”

“I like to read on the iPad better than the books.”

“Educreations was so much fun.”

“I know how to work the iPad.”

At the beginning of the school year, students lacked literacy skills needed to comprehend nonfiction text – 76% of my third graders scored below the 50th percentile on STAR reading. At the end of the year, student growth increased to

At the beginning of the year there was a huge need to increase nonfiction exposure within the classroom – surveyed the students and 85% were currently reading fictional genre. At the end of the year, students were surveyed and 60% were reading fictional, while 40% were reading nonfiction, an increase of 25%.

The iPads meet our need to incorporate 21st Century Skills into the classroom. Students have learned how to evaluate the accurateness of webpages, navigate the internet, use an iPad to create a podcast, use an iPad to create a book, use an iPad to research and construct their own learning, they now know how to import pictures, and change font.

There was a great need to bridge the gap and expose all students to technology – 30% of my students do not have internet access at home. The iPads allowed every student to put their hands on technology. They can now do the things listed above, which they were not able to do at the beginning of the school year.

NYS ELA or Math data is unavailable at this time. At the beginning of the school year, NYS said the data would be available in May, however it is not out yet.

Students used the iPads for their animal project. The end of the unit test, the class average was 84%.

Students used the iPads for their biography writing project. The average class score was a 3.4 (using the NYS 1-4 score with 1 being does not meet standards, 2 approaching the standards, 3 meeting the standards, 4 a deeper understanding of the standards).

Students' engagement with LEGOs increased. When we would go over our agenda, students would comment when we had science. Comments included:

"Can we do Science first?"

"Can we work with the LEGOs during our recess?"

"I love Science."

Students were surveyed at the end of the school year and the results are as follows:

Students were asked to rate their knowledge of iPads at the end of the year on a scale of 1-5 with 5 being the most. 16 of 21 students rated their knowledge a 5, 2 rated it a 4 and 2 rated it a 3. This shows their confidence level with the new technology.

They were asked to rate the usefulness of iPads in respect to different projects that we did this year. Students primarily gave the rating a 4-5 out of 5 for how helpful the iPads were with completing these projects.

Students were asked how iPads have helped them to learn this year. Below are some student responses:

- iPads helped me this year because they helped me learn my math facts. Also, it made it so much easier to get research for my biography, animal and career project.
- The iPads have helped me do my jellyfish project and the biography project.
- iPads have helped me all year with many things like IXL, Raz Kids and many different things. It helped me learn more faster.
- Using Raz Kids on the iPads helped me improve my reading. And now I know what to do to get a job.
- I think the iPads helped me learn a lot.
- The iPads are very helpful, and what the iPads helped me to learn better is reading, math and history.
- I learned my math facts on the iPad this year.
- They worked really well for math. It was fun and challenging at the same time.
- I learned a lot by playing games on the iPad.

STAR Math data:

The average grade level for the class in September was 2.6 in math. In June, the average for the class was 4.8. The students showed 2.2 years worth of growth this year. All 21 students in the class showed growth. 19 students showed more than 1 years worth of growth. 14 students showed more than 2 years worth of growth this year.

STAR ELA data:

The average grade level for the class in September was 2.6 in reading. In June, the average for the class was 4.6. The students showed 2 full years worth of growth in reading this year. All 21 students in the class showed growth. 14 students showed more than a full year's worth of growth. 6 students showed more than 2 years worth of growth.

2012-2013 Reflection

Stacy Dawson

SUNY Oswego/Project SMART/Entergy

This has been both an extremely busy and exciting year. ENTERGY has enhanced my classroom and benefited my students in a variety of ways. Through monetary support, I was able to purchase three iPads for use in my classroom, which were used a few times each day by each of my 21 students. I was able to attend the Fall Technology Conference at SUNY Oswego. I was also able to make connections with people from ENTERGY, SUNY Oswego and Project BLEND, who provided time and support to enhance the learning of my students.

In the fall, I attended the Fall Technology Conference at SUNY Oswego. The conference allowed me to see the latest and greatest that exists and gave me numerous ideas to bring back in to my classroom. While there, I contacted my administrator, who is trying to get Riley School to become a STEM school. I presented her with the LEGO We Do kids that I found at the conference. She knows how supportive ENTERGY has been with providing me with materials and showed her support by purchasing 12 LEGO kits for our building, to be housed in my classroom. Because of ENTERGY's previous support, my administrator has seen the things that my students do and would like to get more classrooms involved. The district is now providing support and money to enhance our Science program.

My students used the LEGO We Do kits to engage in inquiry based learning. They built constructions, hooked them up to a laptop and used a computer program to program their constructions to move. Energy levels during this time were at a high in my classroom. Students worked together, problem solved and applied real world problem solving skills to be successful. ENTERGY was extremely supportive and send in two female engineers to support the students during this. The engineers from ENTERGY also spoke with my students about becoming an engineer and what coursework is required. They talked about their roles at ENTERGY and was perfect for my students to see that females can become scientists, specifically engineers.

At the beginning of the year, I was doing a brain gym activity with my students. I asked them to list all of the careers they could think of in the next two minutes. The answers that came out of their mouths were horrifying. They replied, "You could work at Wal-Mart, McDonalds, Burger King, Wendy's, Rite-aid, etc." Clearly, there was no conversation happening in the homes with regards to life long careers or college. Later in the year, I used the iPads to engage students in a "Career Project." They used the iPads to research a career of their choice. They learned how to take notes and create a career book. After completing the career project, I then asked them the same question from the beginning of the year. Now they replied, "Scientist, Computer Gamer, Police Officer, Firefighter, Doctor, Nurse, etc." They now know about careers and are excited to "become" something!

One of the nice things about being part of PROJECT SMART and having the ENTERGY grant is the networking that I have made. While at the Technology Conference at SUNY Oswego I met Damian Schofield. He is also part of PROJECT SMART and works with college students in the area of technology. He came in to speak to my students about his career and the work that he has done in the area of video gaming and developing face recognition software for the FBI. The students were absolutely amazed. They called him the "Robot Guy." He showed students how to recreate faces, gave them a glimpse into the next generation of cell phones and also brought his robots to the students. He showed the class how he programmed the robots and had them dance and do their martial arts. My students loved this experience. As part of our career project later in the year I had students researching video gaming engineers and also engineers who work with robotics. After Damian left, we used iPads to research more about robots and read articles about robots.

The most influential part of my year was having iPads in my classroom for my students to use on a daily basis. They were used for some project, but I feel that having them on a daily basis made the most impact on my students as learners. All 21 of my students used the iPads on a daily basis for both Reading and Math. Every morning, students rotated onto the iPads to use a program called Learning A-Z that my district purchased for me. The program allows me to individualize student learning by assigning them stories that are at their own instructional reading level. Students listened to and read stories. They then took a quiz on the story. I was able to obtain data regarding each child's progress throughout the year.

My principal also purchased the program IXL math. It is an online math program with specific questions related to each common core learning standard. I assigned students practice problems related to the daily lesson. Every child

worked for at least 15 minutes each day on IXL. They were also allowed a choice when completing homework. They could do a worksheet that I assigned, or IXL problems that I assigned. About ½ of my students would complete their homework online each night. To date, students in my class have completed about 60,000 math problems on IXL.

The iPads were also used numerous times throughout the year to engage students in research projects. They researched an animal of their choice and then created their own nonfiction book about their animal. Having the iPads was more beneficial for my students with an Individualized Education Plan because they did not need to manipulate a mouse. This leveled the playing field for them and they were able to work as fast as the other students, navigating the websites.

Students used the iPads for a biography project. We used the APP called Educreations. After finding information using the iPad and texts, students created their own digital book about the person they researched. They learned how to import pictures, add text and record their written paper. Students then presented their Educreations project to the class.

The iPads have made a tremendous impact in the learning of my students. I have been able to teach the Common Core Learning Standards by integrating technology into virtually everything I do. Compared to other classes in the building, other teachers have commented that "My students know more about the computer and iPad than the other kids and many of the teachers." Their navigation skills are exceptional. They know how to evaluate the credibility of web sites. They know how to use various apps for learning and to obtain information. Students in my class have learned how to construct their own learning and create meaning from what they read using iPads. They are more motivated to learn and put forth more effort when doing these projects. Most of all, they are proud of their accomplishments. Students in my class are truly 21st Century Learners who are becoming college and career ready. It was exciting to watch them learn and grow as learners this year. Thank you, ENTERGY for these valuable learning tools.