

Proposal Abstract

Amsterdam High School, within the Greater Amsterdam School District, has been successful in utilizing instructional technology to increase student engagement, develop 21st Century skills and “habits of mind”, and improve student achievement. We have found that instructional technology has been a critical component in raising our student’s scores on state assessments and improving our graduation rates, especially for our NCLB subgroup populations. This grant would allow us to expand how technology is used in our high school in order to continue the momentum we have begun in increasing expectations for students and staff, developing strong curricula and programs, and preparing our students for college and careers. This grant would assist us in addressing the state’s *Race to The Top Initiatives*, as high school math teachers would develop and implement interim assessments to support Data Driven Instruction (DDI), using IPAD technology and assessment software.

Our proposed project focuses on IPAD technology within our high school math classes, beginning in grade 9 and continuing through grade 11. Recent curriculum mapping and alignment efforts with the Common Core Standards have paved the way for the development and implementation of common formative and interim assessments- a cornerstone of Data Driven Instruction(DDI). These assessments would be developed and then implemented in the classroom,, providing teachers and students with immediate feedback regarding progress. Bambrick-Santoyo (2010) indicates that “evidence strongly suggests that, when properly applied, , interim assessments are among the most powerful drivers of academic excellence” (p. 8)

We would also pilot the use of an online platform (*Edmodo*, or the like) for interactive communication and the submission of work electronically, preparing students for college-level methods of delivery and communication.

The use of IPADS in the ninth grade academy math classes would support the delivery of on-line content through e-books, on-line data bases, and Web 2.0 applications and tools, including *Learnzilla* (*found on EngageNY.org*) , thereby “bringing the math to life” within the classroom. Access to resources and “real world” information would support teaching to the Common Core Standards. Some “flipping” of instruction would be piloted where possible, maximizing instructional time.

An embedded coaching model would be utilized for professional development, with a technology coach modeling lessons in the classrooms, sharing resources, providing support through a shared discussion board and facilitating a Professional Learning Community (Dufour & Eaker,1998). This proposal begins by targeting ninth grade as a critical time period for laying the foundation for achievement in high school. Engagement and achievement in ninth grade has been found to lead to achievement in

later grades and high school graduation. This project would assist us in increasing student progression with their cohort group, improving math achievement, increasing student achievement and ultimately improving our graduation rate for students with disabilities, Hispanic/Latino students and economically disadvantaged.