

2012-2015 Learning Technology Grant Program

Abstract

(Abstracts are submitted by the LTG award winners)

The Charles O. Dewey School is a Junior High School with 495 students serving grades six through grade eight. The school population comprises 3% Black, 85% Hispanic, 5% White, and 7% Asian students. The student body includes 39% English language learners and 22% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2010 - 2011 was 92.9%.

In an effort to improve students' preparedness for the rigor of high school courses and pave the way toward college preparedness, Charles Dewey Intermediate School (IS 136) will partner with Bay Ridge Christian Academy to provide emergent technology that is richly blended into academic programs in all core subjects including AP and Honors, to all students in grades six through eight.

Based on the 2011-2012 Quality Review Report the areas in which the school needs to improve include expanding the level of differentiation in all classrooms to ensuring that diverse learners are consistently prepared for college and career; ensuring that the use of resources and technology is intentionally targeted to support students, especially subgroups, in meeting defined goals and developing common assessments in all content areas that align with the curriculum and enable teachers to define and prioritize student needs. To improve on these needs, technology will create a new learning environment for teachers and students.

In order to promote the use and integration of technology into the curriculum, core teachers from both schools will participate in professional development activities on the use of online programs, focusing on research through Google or Bing. Teachers will interpret data to drive instruction using the internal websites that house common assessment data, the use of technology integration techniques to increase students' achievement, motivation and connection to the school and future will be part of the culture at the schools through the emergence of tech integration training. Proposed activities will include GradPoint, to raise student achievement by offering a blended approach to required coursework and iLit, a core reading program for struggling readers. The programs can be used for remediation or the accrual of course credits. The online program will also support the schools' goal of increasing students' knowledge and achievement in the areas of English/Language Arts and Mathematics through engaging interactive technology.

All students can benefit when teachers use multiple instructional formats beyond the traditional textbook as part of the daily instruction (Alvermann, 2003). This model includes environments that foster fun and stretches the normal realms of core content classes.