

## **Joe A. Gonsalves Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19642126085617

County: Los Angeles

District (Local Educational Agency): ABC Unified

School: Joe A. Gonsalves Elementary School

### **Demographics**

Enrollment: 658 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

The mission of the Gonsalves Elementary School community is to educate all students to become informed and productive 21st century citizens. We will maintain a safe school environment that enhances effective learning and promotes positive behavior. High quality instruction, the commitment of families and community to promote and support learning, as well as the desire of students to do their best are cornerstones to the success here at Gonsalves Elementary.

Located in Cerritos, California, in the ABC Unified School District, Gonsalves serves 658 students in grades TK through 6th. This includes 22 general education classrooms, as well as three special day classrooms serving students with moderate-severe Autism. Our diverse student population is comprised of 62% Asian, 16% Hispanic, 7% White, 8% Filipino, and 6% African American. English Learners make up 20% of our student body. Twenty percent of our students are Socioeconomically Disadvantaged, and 10% receive Special Education services.

Highly qualified teachers use effective, research-based practices and receive professional learning in English Language Arts/English Language Development and Math to support their efforts in the classroom. Bi-monthly collaboration time allows grade-level teams to analyze student assessment data, which is then used to plan and implement professional learning and curriculum initiatives. We were named a National Blue Ribbon School in 2001 and 2012, a California Distinguished School in 2000 and 2010, and every year named a California Business for Education Excellence Honor Roll School. In our first year of training and implementation, we earned the California PBIS Coalition Bronze Award for our status as a Positive Behavior Intervention and Supports school. On the 2016–2017 SBAC, 88% of students met or exceeded the standards in ELA, and 83% did so in Math. These scores fall well above the state average.

We are proud of the sense of “community” that emanates throughout our campus. Parents volunteer countless hours to support teachers, special events, and the overall educational program at Gonsalves. They actively participate through our Booster Club, School Site Council, LCAP parent meetings, and cultural parent groups. We hold monthly Sack Lunch Days where families and students enjoy a picnic-style lunch together. Students and parents share cultural traditions at our annual Lunar New Year celebration, Diwali assembly, and "Taste of Gonsalves" cultural festival.

Building character and positive behavior is our focus. We recognize students at Spirit and Awards Assemblies, and around our school for showing STAR behavior - Stay Safe, Take Responsibility, Act Respectfully, and Ready to Learn. Our strong and active Student Council not only organizes enjoyable events for our student body, but also plans and participates in various community outreach efforts. Through these experiences, students work together to develop organizational and leadership skills.

## **Model Program and Practices**

Name of Model Program/Practice: Technology Integration in Education

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.” – Bill Gates

At Gonsalves we understand that to truly prepare our students to be informed and productive 21st century citizens, we must use technology to give them the digital literacy and critical thinking skills they need to be innovators, strategic-thinkers, and problem-solvers. Our school’s vision is to equip students with the knowledge and tools they need to become productive citizens in an ever-evolving, high-tech world. We want students to be highly literate individuals who are able to critically navigate through the world around them using a myriad of available resources. In order to achieve our vision, we aim to incorporate technology into every facet of our educational program.

To that end, we have established three objectives for our program:

1. Use technology resources to enhance teacher productivity and assess student learning
2. Facilitate communication with parents and the school community with the use of technology
3. Integrate 1:1 technology into daily instruction to provide meaningful learning experiences

In Spring of 2016, our fourth grade team became the first grade level to pilot our 1:1 technology integration program. The following school year, we expanded the program to include the 5th grade classes. In what is now our third year of implementation, we have 1:1 devices in our 3<sup>rd</sup>–6<sup>th</sup> grade classes with plans to continue down the grade-levels until all classrooms have 1:1 devices. Our Special Day Classes (SDC) for our moderate to severe Autism students receive individualized instructional support with 1:1 iPads. For our non-verbal special education students, this is their preferred method of communication, which supports their inclusion into the school community.

Our school’s technology integration program is successful due to the supportive nature and accelerated pace of the roll out, as well as the participating teachers’ readiness to learn and incorporate technology to enhance instruction. In a short period of two years, our school has gone from zero to 437 1:1 student Chromebooks. While funding this initiative required a substantial amount of money, we were largely able to accomplish this due to the generous contributions of our Booster Club and Student Council. Through collaboration of the grade levels, teams develop lessons that create opportunities to challenge students by allowing them to examine topics with more depth and complexity. Furthermore, our teachers receive professional development with release days where teachers are given time to collaborate within and across grade-levels to share ideas and develop technology-driven lessons. Teachers have also attended technology conferences such as the national CUE conference to gain more ideas and insight on how to effectively integrate technology into the classroom.

## Implementation and Monitoring

At Gonsalves we are keenly aware that true technology integration is not simply handing a student a device. Teachers work intently and intentionally to find creative ways to both deliver and expand upon content, and to provide opportunities for students to think critically and problem solve. Technology is integrated into every aspect of our educational life at Gonsalves.

To enhance productivity, teachers have up-to-date laptops and iPads. Using Google Classroom, our teachers manage assignments, provide immediate feedback, and communicate with parents. Students' projects are organized in their classroom drives into a digital portfolio, cataloging their learning over the years. The Principal uses Google Classroom with staff to obtain feedback.

Technology plays a large part in assessing student performance, helping tailor instruction to meet their needs. To collect informal data, teachers use programs such as Kahoot and Plickers as engaging formative assessment tools to get a brief snapshot of student mastery. Teachers give digital assessments in all academic areas using programs such as Google Forms, ConnectEd, Pearson Realize, and Illuminate. Teachers use a data analysis protocol and response frequency reports to identify areas of strengths and needs to inform instruction.

Our school has embraced various means of communicating with families. Flyers are supplemented by school news updates through the school website, and with Remind messages and emails from the principal. Teachers connect with parents to inform them of their child's academic and social development through emails, class websites, and ClassDojo, an app that shares reminders, photos, and student progress. It is a two-way channel allowing parents to easily communicate with teachers.

A foundational element to technology integration into our classrooms is teaching digital citizenship within the context of our school's PBIS framework. Students understand that the expectation to Stay Safe, Take Responsibility, Act Respectfully, and be Ready To Learn is required in the digital world and are aware of what each of the behaviors look like online.

1:1 tech use allows for a multimedia approach to learning in which students are able to access and process information, collaborate, and demonstrate learning in many ways. We use apps such as FlipGrid and Padlet to create forums for discussion and increase student engagement. Teacher-created and curated Hyperdocs flip the traditional teacher-directed model and allow students to access content visually and auditorily at their own pace. In Google Docs, students write and publish their work, and participate in whole class essay-writing and peer editing. English Learners receive targeted instruction in language and literacy through Imagine Learning, an adaptive online program that adjusts to their needs. 1:1 access allows our upper grade students to develop critical thinking skills while helping young students to navigate digital applications.

## Results and Outcomes

Looking at the California Dashboard, Local Assessments, Attendance Rates, and the California Healthy Kids Parent Survey, it is evident that our integration of technology in all facets of our school has played a major role in the success of our students.

This is reflected on the CA Dashboard for not only all our students, but also targeted student groups as well:

### CAASPP- ELA:

- All Students: Very High and Maintained
- English Learners- Very High
- Socioeconomically Disadvantaged- Very High
- African American- Very High
- Hispanic and Students with Disabilities- High and Increased Significantly

### CAASPP- Math:

- All Students: Very High and Maintained
- English Learners- Very High
- Socioeconomically Disadvantaged- High
- Students with Disabilities- High
- African American- High
- Hispanic- High and Increased

Through the use of Imagine Learning (IL), which gives extra support for our English Learners, we not only see success in ELA and Math, but also progress towards becoming Fluent English Proficient with a Proficiency Rate of 76% and a Reclassification Rate of 19.2% last year. IL data this year shows students improving their scale scores by an average of over 60 points.

Local measures to monitor progress also include our online District benchmark assessments which show the tremendous growth of our students:

### ELA:

- Benchmark 1- 63% Mastered
- Benchmark 2- 86% Mastered

### Math:

- Benchmark 1- 75% Mastered
- Benchmark 2- 83% Mastered

Using technology to communicate and connect with our families creates two-way communication that builds confidence within the school community as is indicated in our latest CA Healthy Kids Parent Survey:

- Learning environment is inviting- 98%
- School motivates students to learn- 98%
- School has supportive learning environment- 97%
- School encourages me to be an active partner with the school in educating my child- 94%
- School keeps me well-informed about school activities- 94%

One result we are very proud of came within our first year of implementing our program. The District organized a “Yellow Bus” tour to take teachers to exemplary schools where integration of technology was being done at a high level. Gonsalves was chosen as one of these schools and teachers from around the district came to observe and get ideas on how they, too, could use technology to enhance learning, build collaboration, and promote critical thinking in their students and classrooms.

The future looks bright as we look to grow and expand our program. We plan to introduce a Passion Project program where students use technology to explore and share a curriculum-related topic about which they are passionate. We will use Google Forms to collect various data like student council election results or parent input on school programs. We will enhance our social media presence to broaden our reach to families and the community. And of course, we will continue to move technology into all of our classrooms to provide all our students the opportunity to be 21st-Century Learners.