

## **Ada Harris Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 37680076037758

County: San Diego

District (Local Educational Agency): Cardiff Elementary

School: Ada Harris Elementary

### **Demographics**

Enrollment: 367 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Ada Harris is located in the lovely coastal community of Cardiff-by-the-Sea in North County San Diego and serves elementary students in grades 3–6. Our beautiful campus is nestled in a park like setting surrounded by single family homes and open canyon space. Built eighteen years ago, our school is reminiscent of Craftsman Bungalows with a grand entrance and auditorium. We are fortunate to have outdoor learning space as part of each classroom and a tropical courtyard that welcomes collaboration. Upon any visit, you will see groups of students in the hallways working together on a cross curricular project, filming at one of our green screens and outside making a video or coding robots to complete a course they designed.

The students, staff, and parent support are what makes Ada Harris so special. Several years ago teachers embraced a growth mindset philosophy and the power of "yet" to meet students where they are and show them their limitless potential. Our teachers have two hours a week for collaboration amongst their grade level and with specialty teachers. This allows for a supportive and integrated teaching environment. Our dedicated teachers share ideas and plan experiences together as a team to engage and

inspire students. We value the whole child and pride ourselves in providing a blended learning atmosphere with personalization that is built around critical thinking, collaboration, communication, creativity and choice.

Thanks to our generous partnership with the Cardiff SEA (our parent group) our learning extends beyond the classroom with technology and our 1:1 iPad program. We use technology to enhance and personalize student learning every day. We believe it's important to teach our students digital citizenship in order for them to behave safely, participate responsibly, and think critically in our digital world. We have been recognized as a Common Sense District since 2015. We offer specialty courses as part of our regular school day to all students that currently include music, technology, STEAM and physical education. In addition, we offer band for students in grades four through six to further enrich the Ada Harris experience.

The Cardiff Way is more than a set of behavioral norms and rules to follow, it is the belief that students and adults at Ada Harris deserve a safe, supportive environment in which to work, learn and play. Our student council consists of two representatives from each class and they take an active role in creating a warm and welcoming environment with purpose. With the help of parent volunteers, they have organized Walk and Bike to School Wednesday and are helping with the design and use plan for our new garden. Ada Harris students are empowered and believe that they can do whatever they set their hearts and minds to accomplish.

## **Model Program and Practices**

Name of Model Program/Practice: Technology Integration Across the Curriculum

Length of Model Program/Practice: 5–8 years

Target Area(s): Use of Technology

Target Population(s): Hispanic, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## **Description**

Students are empowered lifelong learners with the integration of technology. Our exemplary performance sets us apart and is evident in our grade level STEAM units, digital citizenship education, and the use of our Learning Management System (LMS) that aids in personalizing learning. Students have executive control over their learning, and parents have ongoing access to student progress. By harnessing the power of tech we are distinguished among our peers.

Our purposeful integration of technology has been driven by societal demands. Our approach shifted in 2012 when we became a 1:1 iPad school. Tech is no longer viewed as an add-on; it is embedded in teaching and learning. Essential apps and adaptive software have been identified for all grades. We have the infrastructure, a Google Apps for Ed Domain, an AUP, teacher laptops, networked printers, classroom projectors, and Apple TVs. Support is provided by the Tech and Site Coordinator and the Ed Tech Teacher. By rethinking traditional practices, a blended learning model was implemented for staff PD. Professional learning extends beyond the school day as teachers and administrators attend county, state, national and international tech conferences in addition to having Professional Learning Networks.

Our goals extend to students, parents and the community. Student agency over their learning has increased. The immediate formative feedback provided through our LMS and adaptive software allows students to refine their thinking and teachers to address each student's specific needs. The goal, to deepen communication with parents, is achieved through our LMS, emails, classroom websites and by inviting parents on campus to celebrate STEAM projects. Lastly, the community benefits when our students are taught how to be respectful and responsible critical thinkers in the digital world.

Equal access is available for students. Internet access is on campus and at local libraries. They control the variable of when and how long they spend learning. They gain perseverance and with a growth mindset begin to master concepts using adaptive software. Tech benefits unique populations with available accessibility features on devices. It removes barriers and facilitates learning using multiple means to represent content, express understanding and engage students. Tech gives all students a voice. This translates to improved self-esteem and self-efficiency. The sense of belonging and citizenry directly impacts well-being and student engagement, thus ownership of learning is elevated.

Elevating excellence for students, and improving parent participation through tech integration are LCAP goals. Weekly emails are sent home to communicate and request feedback via surveys. Technology removes barriers, supports growth, and gives students control over their learning. The shift in mindset due to the ownership of learning positively affects attendance. Tech use at Ada Harris empowers learners and prepares them for their future.

## **Implementation and Monitoring**

Digital transformation of classrooms engage parents in their child's learning. Informed parents are empowered to be active partners in their child's education by setting goals and monitoring progress. Students create e-Portfolios in which they set goals, demonstrate evidence of learning, and reflect on growth as learners. These are housed on the student's website and shared with parents at student-led conferences.

Our STEAM units strengthen students' understanding of content with PBL. Students become knowledge creators as they research online and critically evaluate information through the lens of good digital citizenship. As innovative designers, they use the design

process while solving problems and creatively communicating their learning in multiple ways. These projects are showcased with family participation at school events. Parents and community members are an authentic audience.

Connection with our community is valued. The 6th grade unit, Wildcats Take Action, challenges students to make a difference at school, in the community and/or in the world. Solutions for Seniors, a 5th grade unit, raises students' empathy as they interview senior citizens in the community and seek to find innovative solutions to their everyday struggles. News of our STEAM lab, Toy Design Fair, and our recognition as one of 7 Common Sense Districts in San Diego County has appeared in local newspaper articles.

Communication to stakeholders about technology via the district website includes posting of the Acceptable Use Policy, the District Tech Plan, the District Strategic Plan and the LCAP. Through the use of the School Climate survey, LCAP survey, and Project Tomorrow Speak Up survey, parents evaluate our tech integration and provide formative feedback.

Teachers attend three professional learning days presented in a blended learning environment for personalized learning. Tech integration lessons are modeled in each classroom bi-monthly by the Ed Tech teacher enhancing teaching and learning. Cohorts of teachers attend the annual CUE conference to develop as innovative educators. In 2017, the Ed Tech teacher attended the ISTE conference gaining insight on coaching. The leadership team attended the California League of Schools Conference and the National Conference on Digital Convergence. Our non-instructional staff is supported in their growth with 1:1 support and by attending SDCOE trainings.

Technology integration is continuously evaluated. An annual Tech Survey is given to all certificated staff to monitor progress toward our tech goals. Teachers evaluate their progress and provide input to their site administrator. Based on this, we adjust our goals and provide appropriate PD. Monthly tech leadership meetings are held to discuss and evaluate technology's current impact on teaching and learning. The Tech Plan is reviewed annually and the plan's progress and goals inform the use of technology.

## **Results and Outcomes**

Data on student achievement and parent engagement is collected and reviewed as part of the LCAP and Climate Survey. Progress toward goals and the impact of tech use are modified to improve effectiveness.

Data collected from grade level assessments and standards-based report cards provide insight into the use of tech on student performance. CAASPP scores are the most public measure of achievement. With 8 years of 1:1 access our CAASPP scores continue to improve.

Quantitative evidence includes attendance records that reveal students are consistently present, reflecting engagement in learning. 2016 Project Tomorrow Survey shows 74%

of 3–5th graders when asked how technology helps them responded “I get to learn at my own speed” compared with the national average of 49%. 86% said they “like to create videos about what they know” compared to 12%. As for 6th graders 76% compared to 60% report that “having online tools to help organize their work and access information helps them perform better at school”. A teacher noted she had 609 LMS messages demonstrating students taking ownership. Other LMS data from 9/17 to 3/18 shows a total of 71,180 total visits, 989,995 page views, 2,892 comments, 14,925 submissions, and 12,087 files uploaded.

Qualitative data informs our practices. Students curate artifacts using a Google website that facilitates student-led conferences in which goals, growth and reflection of learning is shared. Parents and teachers have commented positively on this practice that looks beyond grades to a growth mindset and depth of learning. “I enjoy attending conferences in sixth grade because the students are able to share how far they have come and they demonstrate their growth to parents with evidence of their learning,” Janelle Scheftner, Principal.

Students in targeted intervention for comprehension made gains of 65–78% on skill based assessments when compared to non-targeted peers.

Technology empowers learners as evidenced by 5th graders. “As a digital learner, tech allows me to learn in different ways. Schoology lets me complete assignments and submit from home”. Their teacher reports “The ability to instantly access information allows me to respond to the learning needs of my students and personalize instruction in a way that a textbook does not.”

Next year, the Ed Tech teacher will begin Phase II based on input from stakeholders. She will facilitate learning with tech to not only do things better but to do better things. Collaboratively she will support the expanded use of our LMS and continue to emphasize learning over knowledge. Staff will attend conferences to examine how the interoperability features of the LMS can be used to help personalize learning and access Open Educational Resources for our blended learning classrooms.

As architects of learning, our staff will enhance our tech integration in a way that meets societal demands by designing and delivering instruction that prepares students for their futures.