



Good Foundations Academy

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Overview for the Digital Teaching and Learning Grant for Good Foundations Academy

Good Foundations Academy (GFA) serves approximately 500 students K through 6 on our campus in Riverdale, Utah.

The Utah Digital Teaching and Learning grant has been used to supply or supplement an Apple Macintosh computer lab, 7 portable Chromebook labs and 2 portable iPad labs. The Chromebook labs have been distributed to each grade level, grades 1 through 6, to guarantee significant student access to technological resources. The iPad labs are shared between Grade 1 and Kindergarten.

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The GFA Administration has created an Early Literacy Inventory (ELI) that identifies essential prerequisite skills for building literacy. All GFA students are given a number of various assessments to determine their strengths and weakness in this area. These assessments are given 3 times per year.

Each time students are given these benchmark assessments, the results are shared with the grade level team (PLC) via a color-coded Benchmark summary. The PLCs then identify those students who are at risk of being frustrated with grade level Tier I instruction. Those students deemed at-risk are given additional assessments to determine what essential skills they might be missing. Those skills will then be taught in Tier 2 instructional blocks throughout each week by teachers and trained paraprofessionals. Regular progress monitoring continues to determine progress, shifting the interventions, or possible referral for consideration for Special Education services.

The entire process has been supported by the Utah Digital Teaching and Learning grant in the following ways:

- 1) A number of the assessments are tracked digitally (i.e., - DIBELS, HMH Reading Inventory, Utah Compose and Keyboarding).
- 2) Every grade, via the use of their grade level Chromebook labs or the stationary computer labs, access a number programs that support Tier I instruction (i.e., – Lexia, Spalding, leveled readers, digital reading comprehension exercises, Google classroom, Spelling City, keyboarding, etc.).
- 3) Benchmark assessments are shared with the teachers electronically.

- 4) Professional development is provided to teachers to help them effectively use digital resources to leverage student learning.
- 5) Teachers use digital resources to teach, research and collaborate with other members of their grade level PLCs. GFA uses the Chromebook labs, and our online portal for math instruction, support, and assessment (i.e., – Splash Math, Eureka Math, Xtramath, Star360, etc.).

GFA students have increasingly become immersed in a technology-rich environment that would not have been available if it had not been for the Utah DTL grant.

DTL Purpose, Successes, Challenges, Action Steps and Communication Plan

Purpose:

In regard to the Digital Teaching and Learning Grant, our long term goals are to leverage increased technological capacity to improve classroom instruction, provide additional academic support to all students, and track valid academic metrics to increase our overall instructional efficacy.

Successes:

- Success #1:** In grades 3 through 6, the percentage of students at or above proficiency level in reading comprehension increased by 18%, as measured on the HMH Reading Inventory.
- Success #2:** On the writing portion of the SAGE ELA assessment, students in grades 4 through 6 increased by an average of 105 points. Correspondingly, the school-wide proficiency rate on the SAGE ELA increased 12% over the previous year.
- Success #3:** In grades 1 through 6, all students have 1:1 access to technology for at least 45 minutes per day, 4 days each week.

Challenges w/ Possible Solutions:

Challenge #1: We failed to meet our Early Literacy goal that each grade (K through 2) would increase the percentage of students that are at or above benchmark on the DIBELS Composite Score by 5% between the first DIBELS Benchmark and the last DIBELS Benchmark for the school year.

Our proposed solution to meeting this challenge is to provide meaningful professional development to our teachers and paraprofessionals, along with increased technological supports for Tier 2 interventions.

Challenge #2: We failed to meet our Early Literacy goal that each grade (K through 2) would increase the percentage of students that are at or above benchmark on the DIBELS Composite Score by 5% between last year and this year.

Our proposed solution to meeting this challenge is the same as meeting Challenge 1.

Challenge #3: A significant percentage of our students, grades 2 through 6, are not proficient in computational fluency.

Our proposed solution to meeting this challenge is to schedule time each day for all students to use technological and non-technological tools to practice and track these skills.

Next Action Steps:

Action Step #1: Provide significant meaningful professional development to all teachers and paraprofessionals in Early Literacy, Fluency and Comprehension strategies.

Action Step #2: Provide significant meaningful technological, and non-technological, tools to support the teachers in this effort.

Action Step #3: Increase resources and for the purpose of increasing proficiency in computational fluency.

Our Communication Strategy:

In regard to the Digital Teaching and Learning Grant, GFA's communication strategy is to . . .

- Communicate the GFA DTL goals, successes, challenges and action steps to our teachers and paraprofessionals in the form of regular and frequent professional development.
- Communicate these items to the GFA Board in our monthly meetings.
- Communicate these items to our GFA community in a dedicated web page on our school web site.