



2012-2013 AESN Inquiry Case Study

School Name: EDGEWATER ELEMENTARY
District: #6 Rocky Mountain
Inquiry Team Members: Jenna Jasek, Debra Murray,
Sharlene Scofield
AEEA Goal Area: Literacy

Question/Focus: Will use of touch screen technology by Aboriginal students increase their academic success in reading and writing?

Scanning

Last June while we were reviewing school data, we noticed
-4/8 Aboriginal students in Grades 1-2 were lower than grade levels in reading and/or writing
-2/5 Aboriginal students in Grades 3/4 were lower than grade levels in reading and/or writing
-2/5 Aboriginal students in Grades 5 were lower than grade levels in reading and /or writing.
-Concern regarding eight aboriginal students

Our school success plan for the 2012-2013 school year centered around using more technology to help our weaker students in reading. We noticed that using our own personal ipads in class helped learners focus on specific reading and writing tasks.

***Later in the fall of 2012 we decided to track literacy results with ALL our Aboriginal students!

- We have had several Aboriginal students come and go this year.
- We looked at the academic data for 14 students who have been with us for the whole year.

We started with the performance standards but we really found that PM Benchmarks recorded for Primary students fall and spring along with the DART assessment for Intermediate students Fall and spring gave a more accurate picture of results. We also used and tracked the SMART District Wide Write for these students fall and spring. We were keen to see all related data for these students so we also included math spring marks, lates and absences. There were no discipline issues with any of these students.

Focus

We decided to try and improved success in reading and writing for our Aboriginal students by using more technology; specifically Ipads and the Read Naturally On Line program. We purchased 5 ipads and 8 licenses for Read Naturally.

Hunch

Using our own personal ipads at school for literacy and ESL, we noticed that this was a useful tool to help our students.

We felt that we could build success for reading and/ or writing in our Aboriginal students if we purchased ipads and have the Aboriginal support worker and learning assistance teacher use them directly with our Aboriginal students on a regular one to one basis. We also purchased seats in the on line Read Naturally program.

New professional learning

Windermere Elementary is another school in our zone that has made use of this technology. Learning Assistance teachers, Aboriginal Support Workers and administrators between our school and Windermere Elementary (in SD 6) connected twice during the year to learn and share best practice strategies, making effective use of reading and writing programs using touch screen technology with our Aboriginal students. -Two staff development days were involved making staff more knowledgeable about the Read Naturally program and researching Ipad Applications that work! Application sharing happened between our school and one school in the Golden Zone.

Taking action

Grade	Boy Girl	READING		WRITING		MATH	Absence	Lates
		FALL	SPRING	FALL	SPRING			
Kindergarten								
Kindergarten		Performance Standards		Performance Standards		Spring Grade		
Student 1	G	Approaching	Meets	Approaching	Meets	Meets	13	4
Student 2	G	Approaching	Meets	Approaching	Meets	Meets	7	1
Grade One								
Grade One		PM Benchmarks		SMART District Wide		Spring Grade		
Student 1	B	Approaching	Exceeding	Fully Meeting	Exceeding	Meeting	11	8
Student 2	G	Approaching	Fully Meeting	Fully Meeting	Exceeding	Exceeding	11	1
Grade Two								
Grade Two								
Student 1	B	NYM	Approaching	Min Meeting	Meeting	Meeting	5	1
		Note: Up 8 Reading Levels!						
Student 2	B	NYM	same level	NYM	Min Meet	Approaching	11	2
Grade Three								
Grade Three								
Student 1	B	Fully Meeting	same level	Fully Meeting	same level	Approaching	11	3
Student 2	B	Fully Meeting	same level	Meeting	same level	Meeting	9	3
Grade 4								
Grade 4		DART Reading Assessment		SMART District Write		Spring Grade		
Student 1	B	Fully Meeting	same level	Fully Meeting	same level	B	11	5
Student 2	B	Fully Meeting	Exceeding	Fully Meeting	same level	C+	4	1
Student 3	B	Fully Meeting	same level	Exceeding	Exceeding	A	6	0
Grade 5								
Grade 5								
Student 1	G	Min Meeting	NYM	Min Meeting	same level	C+	10	28
Student 2	B	Fully Meeting	same level	NYM	Meeting	B	9	27
No Aboriginal Students in Grade 6								
Grade 7								
Grade 7								
Student 1	B	Min Meeting	Fully Meeting	NYM	Meeting	A	20	5

Both staff and students were excited about Ipad and Read Naturally on line learning. We have ordered more Read Natural seats for next year. We are buying 4 more Ipad.

Checking

-Significant improvement results became visible for these students in reading and/or writing

-Aboriginal students were keen to read

- Lots of improved confidence as learning to read became fun. Not a chore.

- RESULTS
- 11/14 Aboriginal students are Meeting expectations or higher in Reading at this time. 4 students were in our Read Naturally program.
- ALL are writing at Meeting expectations or better!
- 12/14 are Meeting expectations or higher in Math! (We had to throw this data in!)

Reflections/Advice

Our staff was engaged in much discussion as to why these technologies seem to work for our students, culminating in the belief that

-Technology of this kind is an integral part of this generation of students

-One to One technology learning involves the 3 multisensory elements needed for retention. It is visible. It is auditory and tactile! Also technology is patient! It will wait for correct answers and provides instant feedback as well as encouragement.

-We plan to continue to purchase and use more one to one technology (Ipad and seats in the on line Read Naturally program).

Thank for the opportunity to investigate this inquiry! We feel the success!

EVERY learner crossing the stage with dignity, purpose and options.