



**A Compilation of
2012/13
Innovation Grant
Evaluation Reports**

Contents

Page 4

About Innovation Grants

Page 5

“Hands –On Electricity Lab”

Submitted by Julianne Braker, Parkview Elementary School

Page 7

“Kuta Software for Algebra 1”

Submitted by Kevin Christian, H. D. Jacobs H.S.

Page 8

“Bookshelf to Go”

Submitted by Michelle Creegan, Gilberts Elementary School

Page 10

“Fired Up For Frequency Words!”

Submitted by Mary Dieter, Dundee Highlands Elementary School

Page 13

“Math Board (not Bored) Games”

Submitted by Laura Huisman, Oak Ridge School

Page 14

“Breakfast and After School Book Club”

Submitted by Deborah Kaczar, Golfview Elementary School

Page 16

“Mapping Out Mammals”

Submitted by Kristen Lewarchic, Algonquin Lakes Elementary School

Page 18

“DS to Success”

Submitted by Neubert Elementary School

Page 20

“Tablet for Tutoring”

Submitted by Stephanie Reed, Dundee-Crown High School

Page 29

“Using Flip Cameras to Motivate Reluctant Readers”

Submitted by Katie Hoving, Hampshire High School

Page 32

“21st Century Social Studies”

Submitted by Greg Mason, Dundee Crown High School

Page 33

“Improving Language Skills with HearBuilder “

Submitted by Kelly Hibbeler, Lincoln Prairie Elementary School

Page 34

“Seeing is Believing”

Submitted by Bridget Demetriou, Meadowdale Elementary School

Page 35

“Getting a Handle on Algebra with Hands-On Equations”

Submitted by Lisa Feltman, Neubert Elementary School

Page 36

“21st Century 3rd Graders! There's an App for That... iTouch” _

Submitted by Zoki Russo, Sleepy Hollow Elementary School

About Innovation Grants

A District 300 educator proposes an innovation grant in February of each year and they are awarded in March of each year for the next school year. Proposal templates along with instructions are available at the Foundation's Web site. Upon receipt of a proposal by the February due date, the District 300 Foundation Assistant removes the submitter's name and school from the document. It is then sent to the Project's Committee for consideration. The Project's Committee presents its recommendations for Innovation Grants to the Board of Trustees at the March meeting. Criteria used by the Projects Committee include the following:

The project must be unique and never done before in District 300 as it is proposed.

The project must be innovative with clear goals aligned with State Education Standards and District 300 curricula.

The project must produce measureable results.

Innovation Grants are awarded for up to \$500. Proposals exceeding that amount will not be considered.

As a matter of policy, the Foundation does not expend funds on such items as stipends, travel, food, rewards, and incentives. The Foundation also does not expend funds on items that are considered to be necessary for the basic support of the District 300 Curricula.

Innovation Grant application forms are available at the Foundation's web site. Applications are due the first week of February each school year.

Foundation for Educational Excellence District 300 Innovation Grant Project Evaluation

Title of Innovation: Hands-On Electricity Lab

Submitted by: Julianne Braker

School: Parkview Elementary

Grade level(s) served by this innovation: 4th Grade

Brief Description of the project:

The Hands-On Electricity Lab is a mobile lab that contains materials that allow our students to build and experiment with circuits. With the materials, the students have created simple circuits, parallel circuits, and series circuits. The students have also tested various mediums to discover whether the mediums were insulators or conductors of electricity.

How was the effectiveness of the innovation measured?

The effectiveness of the innovation was measured by the students' understanding of electricity as they constructed circuits and tested materials. Additionally, the effectiveness was measured by the outcome of the district assessment. Finally, I determined the effectiveness of the project by the students' engagement during the experiments.

What were the results of that measurement?

- Students' understanding of electricity as they constructed circuits and tested materials: After the students had an initial understanding of each part of the circuit, when trying various experiments the students knew what would work and what would not work. Through the hands-on experimenting, they quickly understood that a circuit needs three basic parts (battery, wire, light bulb). They also quickly understood that the parts must be connected in a specific way. Through the testing of various materials, the students also quickly understood that a conductor of electricity most likely involves metal. By the second day, there was no confusion on how to make a light bulb light because the students had done it themselves! During each class period the students would receive their materials and know immediately what to do! Having the materials at their fingertips and being able to experience electricity as "true scientists" grew their knowledge of electricity immensely.
- District assessment: The district has provided an assessment for each science unit. I was anxious to see how my students would do after being able to experience electricity in a hands-on way. Since my students in the previous two years did not have the Hands-On Electricity Lab, I was eager to see how their assessment scores compared to this year. I was very excited to see the outcome of which I thought would happen after such thorough experimenting! The results are as follows:
 - 2010-2011 School Year: 36% of the students met the district's expectations on the assessment
 - 2011-2012 School Year: 56% of the students met the district's expectations on the assessment
 - 2012-2013 School Year: 71% of the students met the district's expectations on the assessment

- Students' engagement during the experiments: The students could not have been more excited for science class each day! They were completely engaged every time. Additionally, their confidence grew every day because they truly understood what they were experiencing. With greater confidence comes greater engagement. With my entire class being English Language Learners, I am confident that the hands-on experience with electricity gave my students a more comprehensive understanding of electricity. I have attached several pictures of my students using the equipment. By their smiling faces we can see that the students were very much engaged in their experiments!

Please identify any part of the innovation that you would modify in the future?

I can't think of anything I would modify for the future. I am extremely pleased with the materials that we received. Our electricity unit was enhanced immensely. We also had plenty of materials so that all 100 4th graders at Parkview could use the tools and not feel rushed.

Does this innovation hold possibilities for other subject areas and/or grade levels?

The materials can definitely be used for other grade levels. I believe second grade does a small unit on electricity. They can use these materials to enhance the unit. The materials can possibly be used for Language Arts. If the students are reading any non-fiction materials about electricity, they can use the tools to enhance their reading comprehension.

Additional comments?

Thank you so much for giving us this grant opportunity. I feel very supported as a classroom teacher. I had so much fun teaching my students through hands-on experiences. I wish I could do this for every unit I teach! I found so much joy in seeing my students engaged and confident in the material.

Below are photos of my students engaging in the Electricity Lab:
(On file with the Foundation)

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Kuta Software for Algebra 1

Submitted by: Kevin Christian

School: Jacobs H.S.

Grade level(s) served by this innovation: Freshmen

Brief Description of the project:

We used the Kuta software to quickly create materials for students in the tutoring centering who needed assistance in algebra 1. The classes use a standards based grading system so the students are constantly going down to the tutoring center to keep up. When a student arrives at the tutoring center they provide the teacher with a list of

How was the effectiveness of the innovation measured?

We measured it by how many algebra 1 students are using the tutoring center.

What were the results of that measurement?

We used the 7th and 8th period tutoring center data. Out of the 466 students that went down to the tutoring center in the first half of the year, 285 (61%) of them were math students. Out of the 285 math students that went down, 172 (60%) were from algebra 1. This shows a large amount of the algebra 1 students going down for help during tutoring.

Please identify any part of the innovation that you would modify in the future?

Teaching more teachers how to use it to better individualize student learning. This ties in RTI to ensure that fewer students get left behind in a class.

Does this innovation hold possibilities for other subject areas and/or grade levels?

Yes, the other general level math classes have adopted similar techniques to assist struggling students.

Additional comments?

This grant has done wonders for failing students. Using standards based grading we were able to identify what topics students were struggling with before they took an assessment. Now we are able to quickly assist them with their struggling concept before they are assessed on them. In the past we have too often told students what they are struggling with after an assessment, now we are able to diagnose what they are struggling with ahead of time and quickly put things in place for them to master these topics before a test.

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Bookshelf to Go

Submitted by: Michelle Creegan **School:** Gilberts Elementary School

Grade level(s) served by this innovation: Third Grade

Brief Description of the project: The Bookshelf to Go program provided students with the opportunity to learn how to use a digital e-reader, use the e-reader in class for research and recreational reading and to take the e-reader home. Throughout the year, we not only used the Nook for reading, but expanded it with math, science and problem solving applications as well.

How was the effectiveness of the innovation measured?

Student surveys and parent surveys were conducted to measure the interest and effectiveness of the project. See attached results.

What were the results of that measurement?

See attached results of student surveys and parent surveys. I compiled the data for the student surveys, but I scanned and attached the parent surveys so you could see all of their comments. (On file with Foundation)

Please identify any part of the innovation that you would modify in the future?

We had a few glitches early on in the project.

First of all, I wasn't able to get the Nooks before the start of the school year. My name changed (I got married) and they couldn't reach me through the system because the system was in the middle of changing my name. This was rectified. Also, we initially had some difficulty with the Nooks freezing up. While the Nooks were unreliable, I didn't feel comfortable sending them home and frustrating the parents. I met with Susanne from Barnes and Noble to follow up about using the Nooks and some troubleshooting. We figured out that in order to prevent the Nooks from freezing, a screen protector is absolutely crucial! We had carrying/protective covers for the Nooks, but did not have screen protectors. After the application of screen protectors, 99% of our problems were solved!

Another problem we encountered was completely student driven. Students signed up to bring the Nooks home every day. If a student did not bring the Nook back, it completely destroyed the calendar for the rest of the month. Students signed up every day, so if a student forgot to bring it back every day had to shift back. Some students had purposely signed up for a special day or a weekend and this shifted the days they signed up. In the future, I will keep one day per week blank and not let kids sign up on that day so we can use it to "catch up" if the kids forgot to bring it back.

A concern that I had with the advent of this program is that the students would break the Nooks or fail to bring them back. I solved this problem by having parents sign a "contract" listing that the replacement of the Nook was their responsibility if it became lost or broken. As a result, only students who were: A) responsible enough to bring the paper home, B) responsible enough to get it signed and C) responsible enough to bring the paper back were able to take the Nooks home. I felt this was important because it let the students know that they needed to be

responsible for these expensive devices. I also wanted to let the parents know that they would be responsible for the cost of the Nooks if they were lost or broken to encourage the parents to help the students be responsible.

Does this innovation hold possibilities for other subject areas and/or grade levels?

This innovation could be used at all levels and subject areas. Originally, this was meant primarily for reading, but after searching through the apps available for the Nook, I found some fantastic math apps. I downloaded 2 different math apps to help students with their math fluency facts. The students absolutely loved the math games and competed with one another because they could save their names and scores. They were constantly trying to beat the high score, and this in turn made them practice their facts. I also had students teach each other how to play chess using the Nook and I saw good leadership skills emerge from several students. Chess is a pretty tough game for 8 year olds, but working together, they figured it out.

I think putting textbooks on the Nooks instead of buying the actual books holds possibilities. I also surveyed the parents regarding their opinions of this topic. One option the Nook has is the ability to look up the meaning of unknown words and to link to the Internet for more information. I think these options would be very useful when reading a textbook. Not only that, textbooks become out of date a year after purchase, especially science and social studies texts. Digital media is constantly and easily able to be updated as the world changes. This would be a cost effective replacement for textbooks. If the District decides to go to e-books over textbooks, I would advise them to look very carefully at the e-readers available to suit their needs. I Pad or Kindle may fit their needs better because of the wide variety of options they offer. I know many school districts in the area are switching over to e-books especially with the change over to the Common Core State Standards and the possibility of the new PARCC assessments being digital. Nooks may be a good way to prepare students for these new changes!

Additional comments?

Thank you so much for this opportunity for my students and me. We enjoyed to Nooks and I feel they were part of our successful school year. I also built a great relationship with Suzanne at Barnes and Noble and we were able to help one another with using Nooks in the school setting.

I look forward to continuing the program in the future and loading new books and apps on the Nooks soon.

I attached copies of the surveys I sent out, the permission slip I used and the parent survey results I received for Bookshelf to Go. I also included the parent letter I sent home for the program.

Foundation for Educational Excellence District 300 Innovation Grant Project Evaluation

Title of Innovation: Fired Up For Frequency Words!

Submitted by: Mary Dieter

School: Dundee Highlands Elementary

Grade level(s) served by this innovation: 2nd and 3rd grade special ed

Brief Description of the project:

The “Fired Up for Frequency Words!” project used exciting, state of the art technology – the iPod – and child friendly, award winning applications – the Simplex Spelling HD and Phonics 1 apps – to teach students strategies to read, spell and write high frequency words in an innovative way. This learning experience took advantage of leading edge technology and it is appealing to all types of learners – audio, visual and tactile.

Two iPods, cases, and the Simplex Spelling HD and Phonics 1 apps were purchased for daily use by special education students and for use as a literacy intervention on an as needed basis by general ed kindergarten, first and second grade students. In the self-contained special education class, students used this app daily, as part of small group instruction, during their Language Arts block. The goals of this project were twofold:

- 1) Increase the number of High Frequency Words recognized by students
- 2) Teach students how to sound out words when writing.

The Simplex Spelling HD and Phonics 1 apps (pyxwise.com) improve spelling and reading skills by teaching a research based “reverse phonics” approach, in which students spell each word phonetically with hints provided by the program. Rather than simply memorizing words and how to spell them, students are actually taught the skills needed to break words in to phonemes, in order to spell and write them. Students are given immediate, letter by letter feedback and hints as they attempt to spell words. In the process, students are also explicitly taught many spelling rules.

Research has shown that phonics is an effective way to teach reading. Contrary to popular belief, many sight words can be sounded out via a phonics approach. Simplex Spelling HD includes over 240 words their program, including all of the 220 Dolch High Frequency Words. Once students have mastered the words in Simplex Spelling HD app, they can continue learning skills via the Simplex Spelling Phonics 1, which includes an additional 450 words as part of its program.

Simplex Spelling HD and Simplex Spelling Phonics 1 have built in progress monitoring systems that allow teachers to see, on a student by student basis, which words have been mastered and which words require further practice.

How was the effectiveness of the innovation measured?

Effectiveness was measured by:

- Successful advancement through the Simplex Spelling levels
- Improved ability read words on the Dolch High Frequency Word List
- Improved Developmental Phonics Test scores

What were the results of that measurement?

Although no students completed all the levels of the Simplex Spelling app, all students did advance through a number of the levels.

All students who had NOT mastered the Dolch High Frequency word list at the beginning of the school year read at least 100 more high frequency words by the end of the year.

All students' raw scores on the Developmental Phonics Test improved and most students scored one level higher in May than at the beginning of the school year.

For the reasons described above, the project is considered a success.

Please identify any part of the innovation that you would modify in the future?

I would have ordered iPads, rather than iPods, and I would have ordered more than two devices. The small screen on the iPods made it difficult to use them as a partner activity. iPads are more expensive but the bigger screen would have made it easier for two students to share the device, as well as making it easier for the teacher to both help and monitor students. As well, the small quantity of devices (2) made it difficult to use the iPods as a whole class activity.

Does this innovation hold possibilities for other subject areas / grade levels?

Yes. There are many other educational apps available in many different subject areas that can be purchased as interventions to address individual students' areas of weakness. As well, the iPods can be (and were) used as a camera and a recording device.

Additional comments?

When I wrote the grant, I was teaching a Cross Categorical Self Contained 1st and 2nd grade class, and I assumed that would be my same assignment this year. Instead, I was assigned a Cross Categorical Self Contained 2nd, 3rd, 4th and 5th grade class. As a result, the original apps I wrote the grant for were too basic for more than half my class. However, I was able to purchase other apps, more appropriate for my older students, so they were able to access and use this technology.

The actual purchase took significantly longer than I expected. The arrival of the iPods and the purchasing of the apps were completed in late November, not in August as I had originally expected.

Although my original proposal stated I would share the iPods across grade levels, in practice, this was hard to do, due to divergent schedules and the small number of iPods available for student use.

This summer, I will research new apps, to use with my students next year. It is great that the technology persists, and can be used for, hopefully, years to come!

My students truly loved using the iPods! They were extremely familiar with this technology and learned how to use the apps within a few days. When we first started using the iPods, at my students' request, I sent home a list of the apps so students could download them at home and use them on their personal iPads and their parents' iPhones! Watching my students enjoyed these educational activities and knowing my students wanted to continue to use them at home was a true measure of success for me!

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Math Board (not Bored) Games

Submitted by: Laura Huisman **School:** Oak Ridge

Grade level(s) served by this innovation: High School (9-12)

Brief Description of the project: The grant covered math (mainly Algebra and Pre-Algebra) board games, flash cards, and card games that students could utilize after lessons, tests and as review for the primary objectives and basic skills needed to complete higher level math.

How was the effectiveness of the innovation measured? I can see how their basic math skills have improved just by working with students on lessons and while playing the games.

What were the results of that measurement? The math board games provide a fun and new way to review basic math skills. The students have definitely improved on their basic math skills.

Please identify any part of the innovation that you would modify in the future? The website I found the games on had a lot of games for all subjects. There are also other websites that have these types of games and I would just search for a broader selection of games since I didn't spend all of the grant money.

Does this innovation hold possibilities for other subject areas and/or grade levels? It works for all grades/subjects that use math. It is a good way to enforce basic math skills.

Additional comments?

Foundation for Educational Excellence District 300 Innovation Grant Project Evaluation

Title of Innovation: Breakfast and After School Book Club

Submitted by: Deborah Kaczar **School:** Golfview Elementary School

Grade level(s) served by this innovation: 3rd & 4th

Brief Description of the project:

The grant supplied the funds necessary to purchase multiple copies of various book titles to be used for Book Clubs with students. For the first sessions, we introduced the book clubs to students in 3rd and 4th grades. To further engage students, and to offer additional learning experiences, we incorporated nonfiction texts, movies, and visuals, which correlated with the fiction mystery titles. Creative crafts, fun activities, scavenger hunts, discussions of the books, and foods were just some of the many ways that students were engaged in learning about their book's subject and to build background knowledge. One example is that the setting of a mystery took place in China Town in San Francisco, and students created dragon crafts and paraded through the halls. Additionally, a Chinese "dinner" celebration was held. Another session included the reading of a book about pirates. Students used bandanas and "jewels" to create their pirate look. At the end of the session celebration, students were served goldfish, chocolate coins, and fruit kabobs, pirate shaped suckers, and they learned pirate lingo and the meaning of pictures on pirate flags. These activities built the excitement around reading, and "Oh the places you will go" when you read a book. For future sessions, with books that were purchased with grant monies, students will visit ancient Egypt, medieval times, the old west, New Orleans, the first Olympics and Australia.

How was the effectiveness of the innovation measured?

This was a voluntary program for students, and we had a tremendous response of students who signed up for the program. We had to offer multiple sessions to meet the demand of all the students that signed up. We did need to limit the number of students because we only had two teachers to conduct the sessions, and we scheduled these for weekly sessions after school. Next year the plan is to also involve Boys and Girls club instructors, so that we can have more sessions. We presently have two teachers volunteering, and we need more adult participation in order to offer as many sessions as we would like to see offered to students.

Not only was the number of those who registered for the program a way to measure effectiveness of the program, but also teacher observation of participation in discussions and various activities.

The books chosen were from a series, and the circulation of books from the series after the book clubs sessions was noted.

Though we originally thought one measure of effectiveness would be to measure the minutes reading, and to see if they increased after the book club sessions, we felt that students have to track reading minutes for classes, and we were promoting just picking up a book and reading for enjoyment, and not because they feel they have

too. We then looked at the circulation of our library books, especially for the series introduced, and found a marked increase in circulation by those that had participated in book club.

What were the results of that measurement?

For the first time a book club was offered at GVES, we had 53 students sign up. We have had to limit the number of students due to it being a four to five session (week) program, and the limit of the number of weeks in the school year, and teacher availability.

Book clubs are a great way to engage students and to keep students interested in reading. Engaging in literary discussions through book clubs can be an effective educational tool. Discussions develop higher thinking and questioning skills. Book clubs and discussions promote a love of reading. Students will see how enjoyable and entertaining reading can be, which will entice them to read more. Another benefit is that clubs help develop discussion skills in a friendly environment. Reading expands student's horizons, and book clubs do this at an even higher level. In-depth discussions and sharing of different viewpoints, connections, and experiences all contribute to increasing knowledge and appreciation of the world and those around us. Through the use of various discussion and questioning techniques, teachers observed 100% participation in book discussions and activities by participants. Additionally, the library circulation of the additional books in the series greatly increased. The various titles had waiting lists to be checked out. When students were surveyed, 100% of participants said they would like to participate in another book club session in the future.

Please identify any part of the innovation that you would modify in the future?

In the future, we would request funding for the programming with a minimal \$2-3.00 per student. The costs for the materials, foods, decorations, etc. were all purchased from the two volunteer teachers. Not knowing the response we would get, we didn't realize the costs involved.

At the morning sessions, students were still waking up, moving slowly, some frequently arrived late, and therefore, I would not offer a morning session in the future.

Does this innovation hold possibilities for other subject areas and/or grade levels?

This program could be used for all grade levels, and subject areas using appropriate reading leveled books.

Additional comments?

I feel blessed to be able to offer this program to the students at GVES. This has been a great opportunity to promote reading for enjoyment. Pictures will be sent in an email of just a couple of our book club sessions that were held due to the grant funding for the books. Thank you to the Foundation for all their hard work and dedication to the students of D300. This program could be successful at any of our schools.

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Mapping Out Mammals

Submitted by: Kristen Lewarchick

School: Algonquin Lakes Elementary

Grade level(s) served by this innovation: 1st & 2nd (including ELL and Spec. Ed classes)

Brief Description of the project:

Shedd Aquarium came to ALES with an outreach program called “Mapping out Mammals” They held a large group assembly in the gym where the students were introduced to three different marine mammals: sea otters, dolphins, and beluga whales. Through video presentation and interactives, students learned how the animals move and what their biomes are like. Students viewed footage of animals at Shedd and in nature, they moved like animals and explored simulated environments. They also recorded their journey on a map of the Pacific Northwest.

Following the large group presentation, our presenter went to each classroom with an “animal extension” program. She brought a Blue Tongued Skink to each room. She gave the students information about the reptile, but also taught them new information and let students ask questions. The smaller setting was perfect for these additional questions.

Finally, students received a family pass to the Shedd Aquarium, allowing him or her to go visit with their family for free!

How was the effectiveness of the innovation measured?

I gave all the students who participated a short pre and post- test based on the information that Shedd Aquarium was going to present. I have attached a copy of this assessment.

What were the results of that measurement?

The results of the assessment definitely demonstrated student growth as a result of the presentation and interaction that Shedd provided.

Grade Level	Pre-test average	Post-test average
1st	32%	73%
2nd	41%	83%

Please identify any part of the innovation that you would modify in the future?

I would have liked to include more grade levels, as other students and teachers seemed very interested in what was happening in the building! I believe I could have had Shedd at our school all day, having them present in the morning and again in the afternoon.

Does this innovation hold possibilities for other subject areas and/or grade levels?

This program is best suited to teach science, but could also be used to discuss careers. The program could be tailored for all of K-5 and they have other outreach programs, which may be suitable to older grades as well. I chose 1st and 2nd grade because the program matched their science curriculum so well. The timing of the presentation was perfect according to all of the classroom teachers who have been teaching their classes about marine mammals, different biomes and even reptiles.

Additional comments?

I had only positive feedback from all of the staff that observed the presentation. Our presenter from Shedd was a certified teacher herself and she did an excellent job involving and teaching our students! I would like to see if our PTO could help to fund a future visit.

Foundation for Educational Excellence District 300 Innovation Grant Project Evaluation

Title of Innovation: DS to Success

Submitted by: Luc Miron

Submitted by: School: Neubert Elementary School

Grade level(s) served by this innovation: 3rd grade

Brief Description of the project:

DS to Success is an ongoing grant opportunity that allowed student from Mr. Luc Miron's classroom to make use of Nintendo DS Lite gaming systems in order to help student develop, maintain, or enrich themselves in educational activities that can be access via Nintendo DS Lite.

How was the effectiveness of the innovation measured?

To measure its effectiveness, I determined that I could survey students. However, based on the levels of student engagement, enthusiasm, and academic progress, it became apparent that focusing on key points could be done without a formal need to survey students.

What were the results of that measurement?

Levels of Engagement: All students used the DS at least once a week. Some used it twice a week based on the week's activities. Students who are pulled out to complete reading interventions may have as many opportunities to access their DS time, but still do enjoy working on them when possible. I've had very few students cause any management or behavioral concerns based on their time using the DS systems.

Levels of Enthusiasm: Few students have complained about the DS game that I have selected for them to play. I have a collection of about 12 game titles that allow students to work with DS in math, spelling, word work, enrichment, reading, or logical reasoning endeavors. Based on student strengths and/or weaknesses, I chose games for each child that allows them to push themselves, and perhaps persevere when the game levels increased in difficulty. Within the 5 months that I've used the DS systems in class, I've had no student ask to replace DS game with silent reading or some other learning activity. Every trimester, I plan to change their games. Overall, they are pleased with their DS time.

Academic Progress: At a recent AIMSweb data review, our data tracking team members expressed that we, as a school should "beef up" our spelling program as our students were still struggling to spell some basic high-frequency words. As I looked at my classroom data, the spelling scores were the highest I've ever had. I attribute this to the amount of time students are working with words and spelling via their DS time. Strong spellers can benefit from a title like Spelling Scripps (which is intended for higher spellers who might be striving to prepare for the National Spelling Bee), while titles like Spelling Game Challenges and more, provide more direct and basic spelling applications, which may very well have helped some less proficient spellers hone their skills. The game Wheel of Fortune (yes, based on the

TV show), has also proven to be highly engaging title for average to above average spellers.

Please identify any part of the innovation that you would modify in the future?

Well, there's not much tweaking to be done; albeit, the application may have a more limited future than I had expected. Three of the twelve systems I currently own are now out of commission. Some of the systems do freeze-up on the kids from time-to-time, which can be a bit frustrating for the kids. As a whole, the students do take good care of them, so I project that I should be able to use the DS systems for at least another 3 years. (As long as the batteries don't die out and I have 6 working DS systems, I am able to keep up the DS delivery system as it is currently in place.) The media staff has been helpful in replacing the headsets as some of those have worn out from frequent use.

Does this innovation hold possibilities for other subject areas and/or grade levels?

I suppose. The catch is in having a teacher adopt a content delivery or facilitation system that allows all students to access the DS systems. At the third grade level, the students are able to play the games independently and take care of the systems. Older grade levels could likely also benefit from DS to Success.

Additional Comments:

Of the grants I've written over the years, this has been my most fruitful grant. The levels of differentiation that are attainable with this resource are unparalleled. The engagement levels are through the roof. I hope that DS systems can be a part of my classroom a few more years before they all die-out on me. (Replacing or fixing DS can be pretty expensive).

Thanks again to the Foundation for another year of great learning opportunities! Before the end of February, I promise to send you some pictures of the DS and students in action!

Foundation for Educational Excellence District 300 Innovation Grant Project Evaluation

Title of Innovation: Tablet for Tutoring

Submitted by: Stephanie Reed **School:** Dundee-Crown High School

Grade level(s) served by this innovation: High school students

Brief Description of the project:

The grant I received was for using an iPad to improve the operations of our tutoring program. Initially, I planned for it to help me accomplish three goals: to improve tutoring operations to be responsive to the immediate needs of the building, to provide a staff of well-trained peer tutors, to rely more on technology and become more paperless. As the school year got off to a start, I realized my plan was going to have to be adapted a bit.

At the time, this was my plan:

With a tablet computer, I can monitor peer tutors in classrooms, coordinate tutoring in advisory classes, communicate with cooperating teachers, and supervise tutoring in the Tutoring Center, all at any point throughout the day. Satisfying the various tutoring needs of the building will become immediate and individualized through the use of a tablet.

Dundee-Crown's tutoring services have always adapted to the needs of the building: differentiating instruction, supporting Restructuring, Rtl, and Literacy initiatives, buffering increases in class size, and reaching out to struggling students. With each step our building has taken to improve the quality of education, tutoring services have stepped up to facilitate. As the strides become longer and the steps take us further, tutoring services must keep up, implementing these positive changes. Maximizing available technology, using a tablet, will ensure efficiency and effectiveness in all areas of tutoring services.

The needs of the building, as it turned out, would necessitate more flexibility on my part, in different ways than I initially envisioned. I do feel that these three main goals were attained, but I must admit, in some different ways than I anticipated. I also feel that the outcome was very positive and the future for this project holds continual promise.

How was the effectiveness of the innovation measured?

Considering all of the adaptations our tutoring program went through between last spring and this fall, the tablet was a very helpful tool. Interestingly, I used this tool for different purposes than I had anticipated.

This school year, 2012-13, we moved to an 8-period schedule. This spread out advisory times to four periods instead of just one, and thus, completely changed our ASC (Academic Support Center) design from that of the 2011-12 year. The primary change was that teachers were no longer available to help during ASP (Academic Support Period) time anymore because they had an ASP class of their own. Suddenly assisting students in need during this time was left up to either the peer tutors, after school options, or no one in particular.

I had three categories of usefulness in mind for this project: serving the needs of the building, the need for well-trained tutors, the importance of becoming paperless. Throughout the year, I kept an informal log of how the iPad was being used, either by my students or me. I also kept some data about our growth this year to determine how much technology, like the iPad, is influencing the services we provide as a tutoring program. To show a clear comparison of the plan to the actuality, I inserted updates (in plain text) into my original proposal (in blue italics).

1. Serving the needs of the building:

Tutoring services at D-C include Peer Tutoring, ASC (Academic Support Center), AST (After School Tutoring), DC Learns (additional after school tutoring, and the Activity Bus. These programs serve over 90 percent of our student body.

Peer tutors assist teachers in classrooms and support them during advisory time and after school. Last term [October-December 2012], 85 peer tutors completed 2,154 classroom-tutoring sessions. Since the very first term four years ago, we have doubled the number of peer tutors available, and tripled the number of sessions per term. Our Academic Support Center, run during Charge-it-up or advisory, assisted students 1,098 times in just Term 2. Additionally, students have gotten help at After School Tutoring around 500 times this year. This amount of growth is exciting, but it also requires careful organization and planning by a team of teachers and staff, apart from myself.

How the iPad was useful in serving the needs of the building:

The change in schedule did not change the fact that students still needed help during advisory time. Throughout the first month of school, some of the tutors and I designed a system for bringing students from ASPs into the Tutoring Center for assistance.

Because students doing homework often need a computer, and because we have a shortage of student computers in our building, I allowed students to use the iPad for research and review. There were many times when computers would be at a shortage, and a student just needed to look something up quickly. These were the times I was so grateful to have the iPad. I was able to pass it off to a tutor to help a tutee access quick information without struggling to find a computer in the vicinity and wasting time in the process.

There were numerous days when there were over 90 students attending ASP tutoring each day. There were numerous days when the all of the computer labs were being used by classes, a student was using my single student computer, and there were 5-10 additional students waiting to use a computer.

Teachers are requiring students to use computers to complete assignments and keep up with their grades in IC. These expectations are beneficial to our students, and at the same time, are taxing our technological capabilities in our building. Teachers are being more creative, not only in incorporating technology, but in gaining access to it. Administrators are defining appropriate use policies, and enforcing them. It is also important that teachers, and tutors are demonstrating to students how technology should be used: to enhance learning. The IPod has truly been useful in these instances.

iPad Activities that tutors helped tutees with:

- Balancing chemistry equations and doing mole conversions using the Chem. PRO app.
- Performing general Internet searches. For example, definitions of words, image searches for picture representations of concepts.
- Watching Khan Academy video examples of math equations, especially graphing.
- Checking grades in Infinite Campus.
- Having discussions with tutees about study habits, missing work, grades, etc.
- Viewing PowerPoint's of Chemistry and Physics class notes from another teacher through a shared Dropbox folder.
- Listening to pronunciations of Spanish and French words using GoogleTranslate.
- Playing French and Spanish review games using the Living Language app.
- Looking up examples of triangle proofs for Geometry.
- Viewed online Biology lessons posted by a Freshman Biology Teacher using his iPad.

This year's statistics:

This school year, 2012-13, there were 99 tutors each semester. Some tutored in classrooms, and about 15 helped in the Tutoring Center for ASP tutoring. It is difficult to do a straight comparison of last year's statistics to this year's, due to the change in our schedule. It certainly felt like a busier year, having to split more of my time between coordinating ASP tutoring and attending to the classroom tutors. It was helpful to have a tablet computer to just pick up and move around with me wherever I was in the Tutoring Center, or in the building. I was able to answer student questions, by saying, "Let's look that up together," instead of, "Let's see if we can find a computer to look that up."

Classroom Tutoring Sessions	Semester 1= 5200	Semester 2= 4360	Total= 9560
ASP Tutoring (during periods 3,4,7, & 8)	Semester 1= 2500	Semester 2= 3390	Total= 5890
After School Tutoring	Semester 1= 855	Semester 2= 376	Total: 1231

2. The need for well-trained tutors:

Peer tutors must be trained in the most current educational technologies and programs because they are the ones called upon to assist teachers and students using them for the first time. Like when the Smartboard first arrived, tutors have often been a line of support to teachers trying new technologies in the classroom. They helped teachers trouble shoot and try new activities they were hesitant to without support.

Tablets are being used right now in several AP courses to replace textbooks. Having a tablet available to the peer tutors will help them be more confident using them and equipped to help other students and staff with them. If more classes adopt textbooks this way, tablet knowledge will become a requirement of tutor training.

During the first week of school, the tutors go through Tutor Training. Here, they learn and practice the skills they will use every day with their tutees. I have a mix in each class of new tutors and experienced tutors. Both groups need a few days to practice tutoring skills and prepare for the semester ahead; however, their training needs to be specific to their level of experience.

How the iPad was useful in Tutor Training:

I separated the two groups of tutors and sent the experienced groups to use the IPod to video demonstrations of tutoring situations while I presented an activity with the new tutors. When I brought the groups back together, the experienced tutors walked us through these examples on the projector and provided discussions with the new tutors.

It was so easy to just hand the IPod off to each group, collect it, connect it to the projector, and display the example in front of the class. The two groups helped each other at the same time: the experienced tutors reviewed skills from last year, and new tutors solidified understanding of new skills.

On Late Start Mondays, I met with the tutors for skill development activities. I used feedback from the tutors and their cooperating teachers to guide the topics we focused on. If a tutor was absent, he or she was able to make up these activities by watching a video version of the day's meeting at home.

The IPod made this possible because I was able to record the day's meeting, and then email the tutor a link for him or her to watch at home later. Other times, it was easy use the IPod to review the videos and go over what a tutor had missed. Either way, every tutor was kept updated, and was given opportunities to build important skills.

Survey Responses from Tutors¹:

1. "We have had a steady growing population in ASP tutoring, and I think the results are remarkable. As long as students know that the help is available, I think the possibilities for the program are endless."
2. "Well I believe that people learn the best when they are in a comfortable environment. I think that when people are able to work with students their own age that actually makes it easier because us tutors don't have to look down at them because we are around the same age, just trying to help them out! I think it's great the students at any time can come in and get extra help because it on their own time and they know themselves what they need to learn more about. It is a less stressful way to ask your questions without making things rushed and I think it's awesome! One the tutee is comfortable with the tutor I believe they always want to ask more questions with helps them achieve."

¹ Used anonymously with permission. Taken from "End-of-Term Reflection" surveys of Peer Tutors, 2012-13.

3. "I've noticed that when students come to tutoring they leave with a positive mindset, whether it's learning the material they came in to learn, or learning study skills, etc."
4. "One day, a really shy girl came into the tutoring center needing help with her freshmen English paper. I helped her figure out the teacher's corrections and each time she checked in with the teacher to get more corrections she would periodically come in for tutoring. It was awesome to watch her grow as a writer and help her along in the process."
5. "The evidence that I have [that tutoring is beneficial] is the relationships between my tutees and me. I know I have repeated this reason but that is because it is so influential. Once that tutee knows you on a personal level, they are no longer embarrassed to reach out for help. That is what tutoring is about, making the tutee comfortable and getting them to understand the concept."

3. The importance of becoming paperless:

Our students will be entering an increasingly paperless work world, so they need more immersion in new computer technologies. If I set that example by placing value in "paperlessness", I will motivate them to try replacing paper with technology.

Our society is certainly moving in this direction; therefore, our students are becoming more adept at using technology instead of paper. Giving students more opportunities for a paperless work environment better prepares them for college and careers that are increasingly computer-dependent.

Instead of giving assignments on paper, I email them and post them on their WIKI (dctutors.wikispaces.com). Instead of handing out packets of reading material, I scan and convert them to PDF files and share them electronically. When they have questions to ask me, they know they can always email me instead of waiting until our next class period. Being able to use a tablet for these functions will increase the turn-around time even more.

I continued this year with emphasizing the use of technology over printed paper. Tutor Training was centered around a Prezi² I built and displayed on the projector. I used it as an outline for training, instead of using printed notes from a PowerPoint. I also spent a portion of training helping tutors learn to access GoogleDocs. For independent work, I gave students the option of watching some educational videos, in addition to the articles I had posted for them on the WIKI site.

Overall, I tried to demonstrate a good example of professional use of technology so that they become more comfortable and confident when they use it. It is all too easy for students to pull cell phones from their pockets and use them as distractions from learning. Students need to see that devices are purposeful in an educational environment for things like searching for information and solving problems. They need clear examples and guidelines to teach them appropriate uses. Having an iPod in the Tutoring Center allows tutors and tutees to do this together.

² Prezi - 24 - is an online presentation tool similar to PowerPoint, yet easy for students to learn, and free to use. The website is www.prezi.com.

What were the results of that measurement?

<ol style="list-style-type: none"> 1. More timely communication with teachers 2. More accurate data collection and reporting 3. More adaptability in services provided 		<p>Update Spring 2013</p>
<p>Now:</p> <ul style="list-style-type: none"> --Emails --Online request submissions --Informal, unplanned meetings with cooperating teachers --Data reports are reported at the end of a term --Tutoring services are portable, but their support systems are not --Paper dependant systems still in place <p>Issues:</p> <ul style="list-style-type: none"> --Slow response time of emails and in-person communications, going to and from my office computer --These computer-dependent operations require me to be at my desk --I cannot be both on a computer and in parts of the building I need to be at the same time --Data reports are not as useful at the end of a term as they would be if they were up-to-the-minute --Tutoring services happen throughout the day, throughout the building, but the behind-the-scenes organization and planning is comparably not as flexible --Paper-dependent systems are inefficient and wasteful 	<p>Goals/ Solutions:</p> <ul style="list-style-type: none"> --Increase electronic communications among cooperating teachers, peer tutors, tutoring staff, myself Measure: frequency of emails --Ability to make electronic notes when meeting teachers in person Measure: Record of notes, feedback, electronic communications --Immediate adaptations as they are identified when observing tutors and meeting with teachers Measure: Feedback from teachers and tutors, a survey of the effectiveness of tutoring services --Reduce response time when implementing changes and adjustments Measure: Right now response time to adjustments in schedules, teacher referrals, and requests ranges from 24-72 hours. This can be reduced to 24 hours or less. --Reduce turn-around time for data reporting, Measure: Shift from updating twice per term to updating on a weekly or daily basis. Shift from reporting data and statistics 	<p>Changes or Updates:</p> <ul style="list-style-type: none"> --iPod somewhat useful in meetings with teachers, however, I attended fewer meetings this year than last. --I used the iPod when observing tutors in classrooms to make notes and give feedback to tutors. --Still dependent on paper passes for ASP tutoring. Goal for next year to reduce paper pass use by allowing students to scan themselves in to the Tutoring Center with their IDs. --The iPod did allow me to make notes to myself, and helped increase my response time. I was able to communicate on email with much more freedom. --Tutoring requests were reliably filled within 24 hours. This can be attributed to better GoogleForm use, better communication with teachers, and some very positive, dedicated peer tutors. ASP Tutoring was very busy at times, as I mentioned. The iPod was not essential to achieving this goal, yet when tutoring became busy, it became essential to have an

	<p>at the end of a term to reporting accurately as often as needed.</p> <p>--Reduce paper dependency in tutoring services. Continue using the WIKI website, Gmail, and GoogleDocs. Seek new uses for electronic systems already in place programs. Seek more free technologies to use.</p> <p>Measure: Increase functionality of the DCTutorsWIKI or convert to a more functional, free website. Complete conversion to PDF versions of paper documents, especially the Tutor Training Manual I am creating. Increase communication with tutors via Gmail and shared GoogleDocs.</p>	<p>additional computer available for tutoring use.</p> <p>--ASP Tutoring updates and attendance data were reported to staff on a monthly basis.</p> <p>--My goal for next year is to find a way for tutors to check in remotely, or electronically. I did not find a working solution to this challenge this year. Doing this would save tutors 5-10 minutes of class time per day for next year.</p> <p>--I also want to expand the functionality of the WIKI, or migrate to a GoogleSite for next year, as I think I have reached the limits of what that site can provide.</p> <p>--The tutor training manual is compiled in a Prezi and I have used the IPod to display it and train tutors individually with it.</p>
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Please identify any part of the innovation that you would modify in the future?

I have clear plans for how I will expand the use of the IPod for Tutoring Services.

In my proposal I said,

By improving my capabilities as Tutoring Director, I will improve our tutoring services overall, which will benefit all students who receive tutoring services, therefore, our entire student body. It is logical: the better the service, the more benefit each student receives from it.

I explained what I accomplished this year. During the summer, and throughout next year, I plan to...

- Attend IPod classes provided at the district's STAT Conference in June.
- Research and purchase helpful applications for the IPod.

- Complete the online technology courses I have started through Western Illinois University's STAR Program.
- Practice recording mini-lessons or instructional videos to post on our tutoring site.
- Seek opportunities to collaborate with teachers in my building who are teaching with iPods.

Next year our Tutoring Center will once again undergo a major adaptation. The Academic Support Center will return with the support of teachers once again. We will also combine our Math and Reading Labs into this facility. I anticipate that in order for these services to combine and run efficiently, I will need to become even more adept at using the technology I've been granted. I am certainly grateful for all I have learned, and all I have been able to pass along through this experience. I am excited to see what next year will bring!

Does this innovation hold possibilities for other subject areas and/or grade levels?

Tablets are very much an important part of our future in education. Our concept of education as something that is delivered in person, by teachers, in a school building is in the process of changing right now. Of course teachers must be adept at these technologies because they are how education will be delivered to students. I will not assume I need to make an argument about the importance of technology in our schools as it is understood at this point.

More students are coming to class with tablets of their own, or smartphones that work just as well. Students can put immediate demands on the knowledge they seek and do not have to search hard to learn the information they seek. I found two articles about the future of education that made me feel encouraged about the way tutoring had been working in ASP tutoring.

I came across a list of "21 Things That Will Become Obsolete in Education by 2020"³ written by Shelly Blake-Plock, a Baltimore educator. The third item to become obsolete is 'Our concept of what a computer is'. Because computing is going mobile and over the next decade we're going to see the full fury of individualized computing via handhelds come to the fore."

Additionally, Janna Anderson, of Elon University's School of Communications said, in *The Futurist*, "What we do need are places where people can gather — places that foster an atmosphere of intellectual expansion, where learners can pursue deeper meaning or consult specialists with access to deep knowledge resources. It's all about people accessing networked knowledge, online, in person, and in databases. We need collective intelligence centers, and schools could be that way, too."⁴

I think my vision for an Academic Support Center would come close to this. As I described earlier, next year, the Tutoring Center, Math Lab, Reading Lab, Test Center, and Teacher Support will all become one facility. It will be a challenge to make everything come together in an efficient system. However, I feel more

prepared from this year's experiences, with all the IPod has made easier, for this next phase.

My goal is to create a welcoming, supportive environment for any student to use. I want students to continue having a positive attitude toward getting work done in our facility. I look forward to building on the successes of ASP Tutoring.

On the last week of school, I asked a few tutors and a few tutees to use the IPod to make a short testimonial about how Tutoring has helped them. I plan to use these clips to help advertise our Academic Support Center at the beginning of next school year.

Additional comments?

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Using Flip Cameras to Motivate Reluctant Readers

Submitted by: Katie Hoving **School:** Hampshire High School

Grade level(s) served by this innovation: Mostly 9th-10th

Brief Description of the project:

Mrs. Thompson, our school librarian, and I were able to purchase flip cameras to use for Book Trailers. Students read a novel and then used the cameras to film a trailer for the book. I used the cameras in my two special education Reading classes. In one class, we read the novel *Unwind* by Neal Shusterman, and in the other class, we read the novel *Full Tilt* by Neal Shusterman. Both books were chosen by the students, and after reading, they completed all the planning, filming, and editing of the book trailers. Both classes involve students who struggle with decoding, fluency, and reading comprehension.

How was the effectiveness of the innovation measured?

Students were scored with a rubric that we created during the planning phases when we wrote the grant. The rubric ended up being edited but the majority of it was left intact. The main difference between the original grant and the actual implementation is that my classes read the novels as a whole class instead of reading different novels in small groups. This was done because my classes, being resource special education, are so small. The groups would have been too small to film multiple, different videos.

In addition to the rubric, students filled out a reflection survey after completing the projects. They also were assessed on reading skills using the Scantron Reading assessment.

What were the results of that measurement?

Since my students mainly completed the book trailers as a whole class, the rubric did have to be adjusted. They all earned high scores because each student had an important role in filming, acting, and editing. I had the whole class film and act, with many students taking on lead roles. I then had them work independently or in partners to put the book trailers all together. Instead of having 6 students edit one film, this allowed them to have more of a say in how they wanted to piece everything together. Each student or partner had to sift through the film clips to decide which ones to use, put them in order, upload them into Movie Maker, add special effects & transitions, add music, and add other title & credit slides. When all the videos were completed, I invited other staff members to our book trailer viewing

celebration. These staff members, in addition to students in my other classes, voted on which book trailer best captured the novels.

Overall, my students LOVED this project. We ran into a few glitches such as filming in the middle of winter makes it really difficult to represent outdoor settings, and using Windows Movie Maker can lead to deleted files. However, my students couldn't wait to come to class to work on their projects. Their reflections indicated that every single one of them enjoyed the project and would be willing to read a novel again if it meant they'd be able to film another book trailer. All staff members who viewed the videos were quite impressed with the student's work, and students who I have in my other classes kept asking when they'd get to complete a Book Trailer. I even had students apologize for missing class because they knew it meant their part of story could not be filmed without them. They asked their moms to do extra laundry so they'd have the same shirt on in the film. Some even showed their films to parents after the fact because they were so proud. To me, these things are even more important than a grade or a rubric. It shows that the students were engaged in the project and excited about a book!

In terms of Scantron scores, the students in my Reading courses had some of the higher reading scores and/or the most improved scores compared to all of my other students. There's no way to know if this can be attributed to the Book Trailers, but it's still something to be proud of!

Please identify any part of the innovation that you would modify in the future?

The only major modification I ended up making, and would probably continue to make in the future, is that I had my whole class read the same book and do the filming together. This is because my classes are so small. If I have a "normal" class, I would be able to have different groups work together to create book trailers for different books. However, since my classes are so small, it was nearly impossible to do different books. Now that I know some of the technology glitches, I think future projects will go quicker because I'll be able to prevent some of the computer issues from occurring. Because I now know what works and what doesn't, I would definitely give future students a timeline of when everything needs to be completed. Otherwise, this project can last forever! Finally, I might even read 2-3 books throughout the course of the year and then have students work in groups to create different videos. Then, we can avoid filming in the winter and different groups can film trailers for different books. I also would still like to have some type of school competition on who can create the best book trailer.

Does this innovation hold possibilities for other subject areas and/or grade levels?

Yes - This project would be great for other classes that include book talks or literature circles. I truly feel that students, especially reluctant readers, would be more interested in a novel if they knew they'd get to create a video after reading it. I also thought it would be neat if my students could create book trailers for children's books. Then, the book trailers could be sent to the elementary schools to promote new books for those kids to read. Personally, I think almost all grade levels would enjoy a project like this. Unfortunately, it sounds like Flip Cameras are no longer

being made, but any type of camera would work. I would love to see the library host a book trailer competition too!

Additional comments?

Thank you so much for the opportunity to purchase these cameras for my classes. These projects were a great undertaking, but they allowed me to work on integrating more technology into my classes since I know my students learn well when they can use technology. This proved that point, and I really think I was able to get my students excited about reading. I can't wait to try these projects again next year. Thanks again and thanks also for the extension since I was on maternity leave last Spring!

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: 21st Century Social Studies

Submitted by: Greg Mason **School:** Dundee Crown High School

Grade level(s) served by this innovation: 9-12

Brief Description of the project:

The purpose of the project was to enrich the curriculum with readings that have students practice critical thinking skills and researching skills.

How was the effectiveness of the innovation measured?

Student engagement in the lessons was informally measured, and any student writing or reading comprehension that followed assignments.

What were the results of that measurement?

Through using the sources provided through the grant my students had a greater understand of the content then if we were to just use the textbook and any other supplemental materials.

Please identify any part of the innovation that you would modify in the future?
Some readings would be modified to make them shorter.

Does this innovation hold possibilities for other subject areas and/or grade levels?

This innovation was shared with many members of my department and I could see reading or English teachers using the material if appropriate.

Additional comments?

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Improving Language Skills with HearBuilder
Submitted by: Kelly Hibbeler **School:** Lincoln Prairie Elementary
Grade level(s) served by this innovation: Pre K – 5

Brief Description of the project:

The HearBuilder program targets three areas of speech/language, including Auditory Memory, Following Directions, and Sequencing. The program allows the speech/language pathologist to specifically target students' need and track progress in a systemic way. Students are able to improve their language skills in the targeted areas in an engaging and motivating way on the computer and SMART Board, incorporating technology and skills that are fundamental in learning to read, write and participate effectively in school.

How was the effectiveness of the innovation measured?

Students' progress was monitored through the program itself in that it is able to track their progress towards completing specific objectives. Additionally, student input was given regarding their participation and enjoyment of the program.

What were the results of that measurement?

At least 40-50 students have been participating in the program. Data indicates that all students have made progress in completing objectives and are continuing on to advancing levels of the program. Students take pride in their achievements as they complete levels and are able to apply the skills they are learning through the computer program to other activities. Students also indicate that they enjoy the program and demonstrate through their continued involvement and motivation to complete levels that the program is successful in targeting improving language skills.

Please identify any part of the innovation that you would modify in the future?

I feel that this program is very successful and would not choose to modify any aspect of how I have incorporated it into speech/language therapy this year.

Does this innovation hold possibilities for other subject areas and/or grade levels?

I have recommended this program to other speech/language pathologists; in addition, as I become more familiar with the program, I can foresee recommending it to classroom teachers as an option for their students to participate in their classroom. I feel it is appropriate for the populations I have been working with (PreK-grade 5), and could also see it possibly being appropriate for specific populations at the middle school level.

Additional comments?

Thank you for the opportunity to be able to purchase and use this program; I feel it has been a great success and a very helpful tool for aiding students with language impairment.

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Seeing is Believing

Submitted by: Bridget Demetriou

School: Meadowdale Elementary

Grade level(s) served by this innovation: K- 4th

Brief Description of the project: A document camera is a quick and easy way to actively engage students in the learning process and incorporate technology into the classroom for teachers and students to utilize. I held three trainings for staff to familiarize them with the camera and its operations. A few of the ways the teachers and students used the camera were: to read and project books so all could see, share their work and experiments with their classes, and learn to recognize coins and their values.

How was the effectiveness of the innovation measured?

I measured the effectiveness of the innovation by the number of times the document camera was checked out by staff to use in their classrooms with their students.

What were the results of that measurement?

The document camera was checked out and used an average of three times a week by staff and students.

Please identify any part of the innovation that you would modify in the future?

Does this innovation hold possibilities for other subject areas and/or grade levels?

Yes, I will offer the document camera training again this year for new staff members and explain the checkout procedures. I will also give them ideas on how to use the camera with their classes. I am also going to train the third and fourth grade students how to assemble and use the camera as well.

Additional comments?

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: Getting a Handle on Algebra with Hands-On Equations

Submitted by: Lisa Feltman **School:** Neubert Elementary

Grade level(s) served by this innovation: 5th Grade

Brief Description of the project:

My project, Getting a Handle on Algebra with Hands-On Equations, would incorporate a hands-on learning approach in my math classroom to the most fundamental algebraic concepts. This program would utilize technology through the use of the SMART Board, maximize student engagement by increasing hands-on opportunities for all students and increase critical thinking and problem solving opportunities as students experience algebraic thinking while interacting with peers and solving algebraic equations. Developing strong math-minded students increases their opportunities to excel on the ACT, which leads to more opportunities for college and career choices. This program provides students with success, enjoyment and fascination with math.

How was the effectiveness of the innovation measured?

The main measure of successful progress will be the 2013 Math ISAT results for 5th grade. I will compare the results of this cohort group to their Math ISAT scores as 3rd & 4th graders. I will also be able to analyze by math strands to see if there is a noticeable improvement in Algebra (currently 8A, 8B, 8C & 8D). An additional measure included the AIMSweb fall, winter and spring benchmarking for Mathematical Computation (MCOMP) and Concepts and Application (MCAP).

What were the results of that measurement?

We have not received our 2013 ISAT data at this time. As for our AIMSWeb data, our grade level doubled their scores from fall to winter and maintained in the spring. Anecdotally, we observed all of our students thinking algebraically at higher levels and dialoging with their peers with correct verbiage.

Please identify any part of the innovation that you would modify in the future?

I would create additional lessons to provide more practice of parentheses, brackets and braces with rational numbers, which is aligned to CCSSM. Does this innovation hold possibilities for other subject areas and/or grade levels?

This program has 30 lessons. The first 7 are aligned to the 5th grade CCSSM. I would recommend continuing this program into 6th grade as integers are introduced.

Additional comments?

**Foundation for Educational Excellence District 300
Innovation Grant Project Evaluation**

Title of Innovation: 21st Century 3rd Graders! There's an App for That... iTouch __
Submitted by: Zoki Russo **School:** Sleepy Hollow ES
Grade level(s) served by this innovation: 3rd Grade

Brief Description of the project:

Students in math and literacy were able to use apps/software that would provide additional assistance in these two academic areas. For example, during our math rotations I would have 2 students every rotation use the apps that were geared towards the area of concerns that they needed to strengthen. As for literacy, those students who needed additional phonics or sight word help would use certain apps that would provide them additional assistance. Many of my gifted students would use a spelling/vocabulary program that I felt would provide some differentiation for them, as well as, give them the opportunity to use their amazing spelling skills to use.

How was the effectiveness of the innovation measured?

Most of us remember studying new vocabulary words aka spelling words or “mastering” math facts by cranking out hundreds of flashcards over the span of our school years....what does that really assess? With that said, there was no formal assessments given; standardized tests of any sort given. Many of the apps provide numerous levels of exercises as my student’s developed his or her reading skill (phonics/ phonemic awareness) or gained automaticity with a specific math operation. My students were engaged and showing progress as they went from level to level as their comprehension was increasing. Some of the apps have the potential to enhance the learning experience of a child who might otherwise struggle with literacy or math skills...enough said.

What were the results of that measurement?

When applicable, I would have the kids who were working on phonics, sight words or vocabulary come up to me and show me as they did a few of the activities; this would allow me gauge their progress and understanding of the material.

Please identify any part of the innovation that you would modify in the future?

Does this innovation hold possibilities for other subject areas and/or grade levels?

I feel that if I were to use some of the free apps and didn't have to buy two of the same apps (was told to purchase two for some odd reason via district tech individual) resulting in less money to purchase apps that were far more costly.

Additional comments?

Wish I knew that I would have to spend half my app money to purchase two of each apps; I assumed I would have \$100 to purchase apps and not \$100 to purchase 2 of each app. As a result, I couldn't download everything I wanted to and had to hesitate as to what my third graders would truly benefit from.