

Proposal Abstract:

Provide a one page description of your proposal's activities in relation to integrating instructional technology into learning opportunities to improve student achievement. These activities must include the New York State Learning Standards (including Common Core), and indicate how they are aligned with the goals of the Board of Regents Reform Agenda. Projects may occur in the classroom, the library media center, or both. Please include the project's purpose/objectives, grade levels targeted, intended results in terms of teachers' professional development and student learning opportunities.

English Language Arts and Literacy: Digital Fluency targeted students in participating schools to fulfill their potential and improve skills to master: 1) NYS exams in ELA, 2) supplement mastery in History, Social Studies, and Science 3) technology literacy skills, and 4) digital research, digital competency, and safety of use knowledge. PLA/SURR Eligible List was reviewed to identify potential participating public schools (<http://www.p12.nysed.gov/irs/accountability/designations/home.html>).

A student assessment score review for all student groups revealed special education student scores were the weakest. All proposed participating schools will include special education students to improve their secondary ELA Regents scores. The public and non-public partners that are focusing on advancing achievement for English Language Arts and Literacy showed weakness in the following performance areas:

- Determine the central idea of a text and read and comprehend complex literary and information texts
- Identify aspects of a text that reveal an author's point of view or purpose and be able to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

This proposal, English Language Arts and Literacy, Digital Fluency, will specifically address each of these areas of weakness, while grounding lesson activities in literacy projects, and promoting enhanced collaboration between participating partner schools. In a three-step process, Student Data Services and Model Schools Professional Developers will work directly with teachers in respective subject areas in each of these middle schools to create learning experiences integrated with technology, implement these in the classroom and to reflect upon these curriculum enhancements for future growth.

Technology is embedded in the process. Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use, both critical analysis and production of media are integrated through the standards. Student assessment data informs the process. Technology integration assists in closing the performance gap. Each enables teachers to share effective classroom strategies, have access to detailed, disaggregated student performance data to identify specific group and individual learning needs, and target specific learning strategies to specific areas of student need.

This proposal integrates with each of the districts' technology plans by infusing core content area curriculum with new multi-media technology applications and approaches to support teacher professional development in literacy and technology. This proposal's objective is to train teachers, through customized professional development to:

- Become aware of identified local learning gaps and/or areas in need of improvement
- Become aware of digital research skills, digital competency, and knowledge of safety of use

- Effectively integrate the use of student assessment data combined with technology tools and resources into curriculum to support identified needs
- Assist students to acquire the building blocks necessary to develop literacy skills, which will translate into improved assessment scores and readiness for college and career