To: Education Foundation of Indian River County C/O Mr. Douglas Herron   Date: August 24th, 2020

From: Valerie Savoie Guerra, K-3 Reading Interventionist, Citrus Elementary School

Name of project: **Differentiated Learning at Citrus Elementary School (CES)**

Additional Information about the Project: **Differentiated Learning at Citrus Elementary School is** a schoolwide initiative that includes two main components with the underlying goal of improving Reading achievement of all students, while increasing their access to high quality books through the use of technology. It incorporates an all year-round access to a leveled online library for all students, teachers, and families (Raz-Kidz), 45 tablets for use inside the classrooms, as well as meaningful embedded professional development (PD) to support teachers with effectively scaffolding E-books & utilizing data to differentiate instruction optimizing students' literacy achievement.

Strategy 1: Increasing Schoolwide E-Books Access

Access to high-quality books and instruction are foundational to supporting students' effective reading skills development (NICHD, 2000; Kuo, 2016). Moreover, Ebooks have been shown to improve students' engagement, choices, reading enjoyment, and overall reading achievement (Ciampa, 2016; Kucirkova, Littleton, & Cremin, 2017; Tingir et al., 2017; Vavasseur, Crochet, & Dempster, 2016). Furthermore, the current educational context posed by the Covid-19 crisis in the world, urgently points to the need of effectively utilizing strategies to reach all learners at all times. In this context, our project incorporates the use of tablets and of an online level library—Raz-Kids—to enable teachers to assign leveled books, track students' progress using various tools (such as audio recording, to analyze students' use of reading strategies, errors, fluency, etc. or reading comprehension quizzes and other data tools), within an organized system (incentives & rewards), while ensuring that access may be maintained for all families at all times; in effect, responding to the current schooling needs of our families in virtual, transitional, or brick and mortar school settings. While MyOn and Epic! books are resources already available to families in our school district, Kids A-Z "library" is a leveled system, which enables effective differentiation and empowers students to make incremental reading gains, while teachers scaffold their reading instruction. Findings from multiple studies support utilizing technology and Kids A-Z to improve reading achievement among K-5 students (Ho, 2018; Hsiang-Yeh & Smrekar, 2020; Marchand, 2015 ; Resendez, & Azin, 2014). By providing differentiated and data-informed instruction with a leveled Ebooks library, we are utilizing a documented Universal Design for Learning strategy that has the potential to significantly improve students' literacy achievement within our diverse and inclusive school.

Strategy 2: Providing Meaningful Professional Development to Maximize Differentiation & Learning Gains

High-quality instruction has continuously been identified as a key component to students' effectively learning (Marzano, 2003; Marzano & Brown, 2009). Implementing meaningful and high-quality differentiated PD and opportunities for teachers to collaborate and learn have been found effective in improving their instructional practices (Akiba & Liang, 2016; Grierson & Woloshyn, 2013; Penuel, Fishman, Yatmaguchi & Gallagher, 2007). Hence, we will be using PD and collaboration to support teachers with effectively using Raz-Kids to differentiate as well as to build data-related competencies to effectively use analytics, as it has been identified as an effective practice to help teachers leverage their instruction and improve student learning (Wayman & Jimerson, 2014; Wilhem, 2011). PD will be initially provided *prior* to the implementation of Raz-Kids and on an on-going basis, as the data will be utilized by grade-level teams, during their weekly morning meetings, to drive instruction.

Alignment to the District Strategic Plan & the School Improvement Plan: Differentiated Learning at CES is a schoolwide initiative directly aligned to the Districts' Strategic Plan Mission, which is to "transform[…] education to inspire and empower all students to maximize their full potential". By deploying a schoolwide differentiated technological literacy tool, as well as tablets for two grade levels (K & 1st grade), in conjunction with providing meaningful PD to all teachers aimed at successfully implementing our School Improvement Plan strategy of differentiation, we are in effect providing year-round students' access to a high quality interactive library of scaffolded e-books and empowering all of them to become independent readers while maximizing their reading growth accordingly.

Amount Requested: $10,000.00   Total Project Cost: $10,079.00

Targeted population: CES is a school situated in Vero Beach, Florida. Citrus Elementary has a student population of 707 students, with 47% minority rate (FLDOE, 2020). Citrus Elementary serves a high-need community, with 77% of students qualifying for free or reduced lunch (FLDOE, 2020).

Number of children: 707 students (Raz-Kids) & K & 1st grade classes (5 tablets/class): tablets will be sanitized.

Succinct Summary:

The Issue: The Covid-19 crisis has given CES staff the opportunity to effectively utilize online learning tools to provide meaningful and differentiated virtual instruction to our students in our IRSD family. Within this context and with the newly set of skills that all families, students, and staff have developed, there is both a challenge and an opportunity to continue providing rigorous reading instruction, while improving overall student achievement. Improving student achievement is crucial to enable all our students to reach Reading proficiency levels, as the most recent state tests show that 52% of our students are proficient in Reading and therefore, that more work is needed to improve educational attainment (FLDOE, 2019). Moreover, in the primary grades, I-Ready data shows a similar pattern, with around 55% of our students scoring at or above the 50th percentile in the mid-year I-Ready Reading diagnostic test (I-Ready Internal Data, 2020)

The Change: Through the continuous use of data, differentiation, PD, and teachers' collaboration, an online library of leveled Ebooks (Raz-Kids) will be implemented across the school to enhance all students reading skills. Tablets will be provided to two grade-level (K & 1), with a focus of strengthening their foundational skills to support their current achievement and to better prepare them to the intermediate Reading levels expectations. All students will improve their literacy and reading skills.

The Actions: Initial PD will be provided to teachers (how to setup & use Raz-Kids, how to analyze data & transfer into actionable instructional actions). Raz-Kids will be implemented. On-going collaboration, differentiated data analysis & PD will be provided to teachers (how to translate data into instructional practices, how to utilize data to leverage tiered instruction to improve overall student reading, etc.). .

Grant Oversight: Mrs. Savoie Guerra, K-3 Interventionist, will be responsible for the implementation of the project and to monitor progress and results. Mrs. Mejia, K-2 literacy coach, will provide the oversight for this project. Mrs. Savoie Guerra will be responsible for sustainability, which will be achieved through the a) use of the program across the school; b) reuse of the material in subsequent school years; c) collaborative data analysis and instructional problem-solving and decision-making.

Monitoring progress and results: I-Ready data (baseline and diagnostic data) will be used to monitor progress and results. Within program analytics will be utilized to closely monitor progress, such as: students' reading levels (baseline and end of the year) and other relevant data.

Volunteers: No volunteer is needed for this project.

Itemized Budget:

23 x Raz-Kids 1 year subscription	($115.45 each)	$2,655.35
45 Samsung Galaxy 8" Tabs A Wi-Fi Tablet 32Gb	($149.99/tablet, 5 tablets per class in K and 1st grade)	$6,749.55
45 Sturdy Cases for tablets	($14.98/tablet)	$674,10
Total (tax exempt & free shipping):		**$10,079.00**