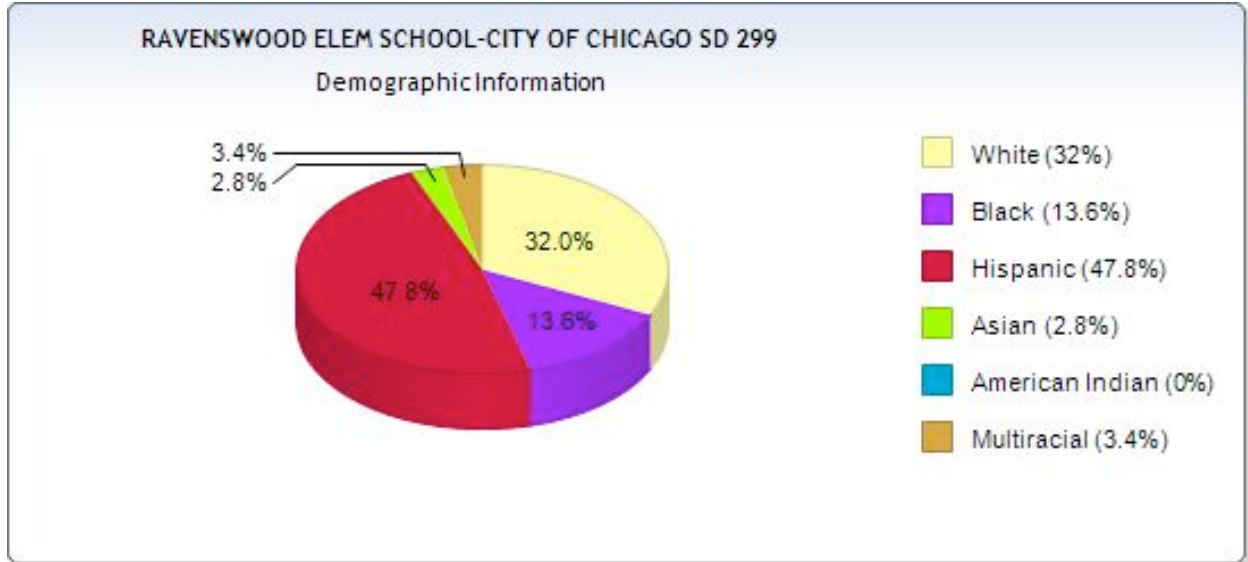


Ravenswood School Illinois State Low-Cost Laptop Initiative Grant



Ravenswood School has a population of 469 students from grades PreK-8th grades. 63% of the students are low-income and receive free or reduced lunch.

The school attendance rate is 94.2%

16% of the students have Individualized Education Plans (IEP)

16.6% of the students are considered English Language Learners (ELL)

Exec. Summary

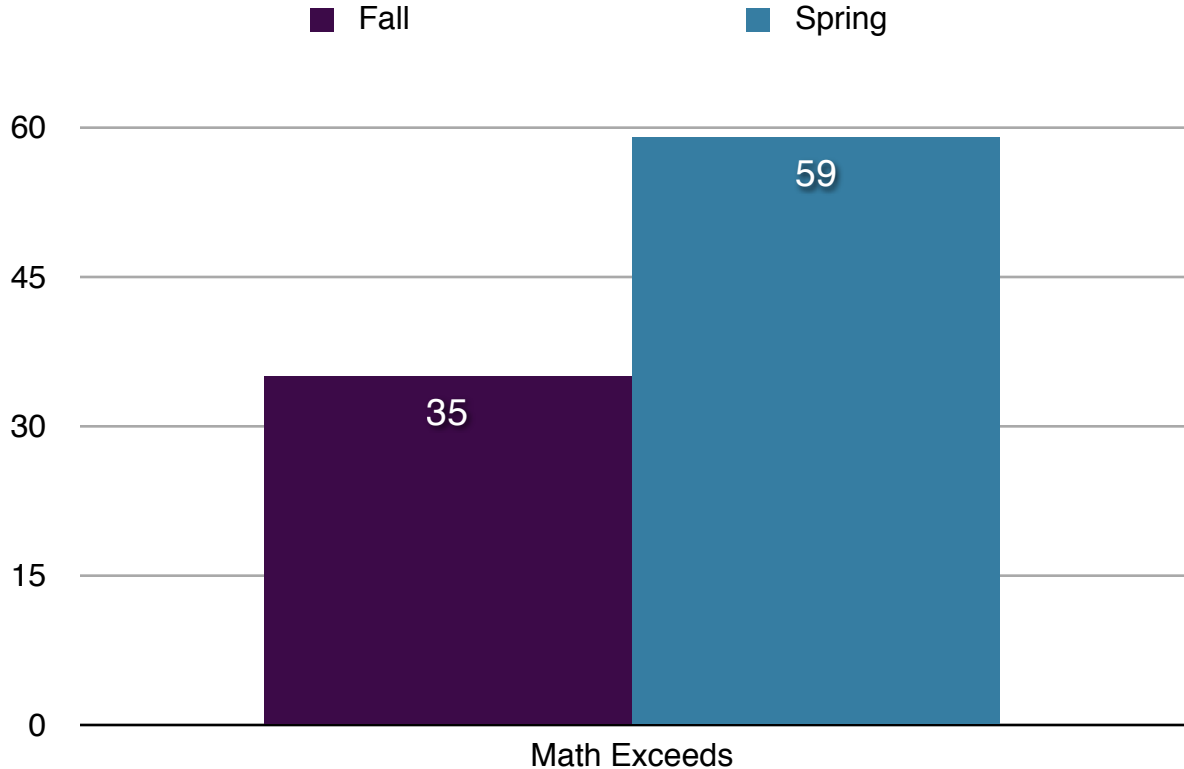
Ravenswood Elementary is a public school located in Chicago's diverse Uptown neighborhood. The school was awarded the State of Illinois's low-cost Laptop Grant for students in grades 4th-8th. The grant brought in a much needed boost to its technology department and allowed 96 students and teachers to utilize iPads on a 1:1 ratio.

Ravenswood Elementary School is attended by 469 Chicago students. The student body is truly diverse with 47.8% Hispanic, 32% White, 13.6% Black, 2.8% Asian, 3.4% Multi Racial. The socioeconomic consists of 63% of the students receiving free/reduced lunch. The ISAT composite of students meeting/exceeding state standards in reading and math is 72%.

There are many factors that provide motivation. Teachers have seen an increase in student engagement, interaction, and overall attendance in the iPad classrooms. The students are excited about learning because each morning they obtain their individual iPad from the cart and use it for each subject in some way or another throughout the day. Whether a specific task is assigned or a student generates a question on their own, the iPad is available, and because of this we've seen an increase in independence and virtually off-task learning has decreased significantly.

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The students with IPADS took the NWEA MAP assessment in the Fall and in the Spring.



The graph above shows the students improvements on this assessment. With using the IPADS to enhance our teaching and learning, we were able to move students from the meets category to the exceeds category. There was a 24% increase of students that moved from meets to exceeds.

Collaboration: The iPads provided an instant opportunity for students to interact with each other. It began early in the Fall when we first used the iPads to find images of Jackie Joyner-Kersey and discover what the heptathlon is. From there students could be heard asking, "where did you find that?" and "show me how to do that." As we know, younger students are fearless when it comes to technology, and they dove right in! This continued throughout the year with google searches, app use, and Keynote presentation creation. The collaboration happened among students, and also between general education teachers and resource teachers. For example, the art teacher used the SketchBook Express app with students, the Music teacher taught note scales using the PPPiano app, and the Drama teacher used the iPads to record scenes, photograph tableaux, and research various topics.

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Critical Thinking:

the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion

Teachers are continually working on their craft, and how to more effectively engage students in learning. One goal is to increase rigor and get students to think more critically. The iPads have been an invaluable resource toward reaching this goal. For example, students in the 4th grade classroom researched regions of the U.S. and determined the most important historical events and the impact on the region's culture. Students studying the West region determined that Chinese immigrants had a large impact on the development of the railroad system that led to the expansion of transportation system across the U.S. In order to evaluate information, students had to create a value scale to draw conclusions. The iPad and its' capabilities enable this type of learning to take place.

Communication: Students in the 21st Century need to be able to communicate effectively in a variety of ways. The iPads opened the door for student interaction. They used the device, the apps, and the software as topic for conversation. Additionally, EdModo (a social website for educators) allowed students and teachers to interact outside of the typical pencil and paper mode. The teacher created a survey, quizzes, and poles for students to respond to electronically. Immediate feedback was seen by all students based on their classmates responses. The teacher could respond to individuals or the entire group quickly and easily. A parent page was created to increase communication between home and school. The information on the page was used to help improve the classroom learning environment.

Creativity: Students used the iPads to express their creativity and learning in a variety of ways. One of the most effective ways was using the Keynote presentations on states. They created slides, decided on animations, and the transitions for the presentation. Once students became familiar with the software they up'd their game by adding video slides, and created a whole class project for Black History Month which included recordings of each person's fact research and their write up of the information. Students used the writing process to create a lead, deliver the fact, and provide a conclusion statement.

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