



1:1 program increases the percentage of students meeting reading proficiency and growth targets.

Hannah Martin
Elementary School
SUCCESS STORY »

School Profile

City/State:

Lake in the Hills, IL

School Type:

Public

District Enrollment:

9,495 students

School Enrollment:

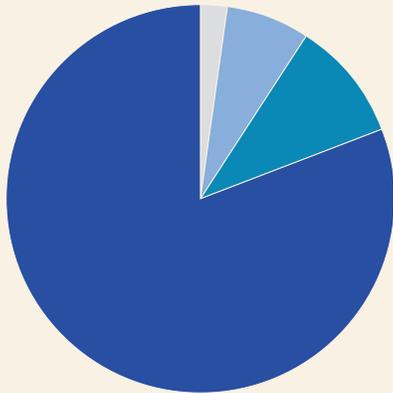
1,040 students

Grades:

3–5

Ethnicity:

- 81% Caucasian
- 10% Hispanic
- 7% Asian
- 2% African American



» Hannah Martin Elementary School Overview

Located 60 miles northwest of Chicago, Consolidated School District (CSD) 158 is one of the fastest growing school districts in the state of Illinois. Its mission is to inspire, challenge, and empower everyone, every day. To that end, CSD 158 is in the midst of implementing a 1:1 initiative with the goal of personalizing learning to increase student achievement, college and career readiness, and engagement.

» Challenge

In 2011, CSD 158 undertook an elementary literacy curriculum review. Although students in the district performed well on the Northwest Evaluation Association's (NWEA) Measures of Academic Progress® (MAP) assessment under the old basal curriculum, the district wanted a stronger reading program. It sought a more structured program that was aligned to the Common Core State Standards and included resources for differentiated instruction.

At the same time, the district was researching ways to integrate technology into the classroom to transform teaching and learning. It found many examples of schools that had invested in 1:1 hardware but did not have the digital curriculum and training to change instructional practices and learning outcomes. CSD 158, however, was looking for a way to personalize the student's learning experience using technology.

» Solution

After a thorough vetting process, the literacy curriculum review team selected Pearson's Reading Street as the new curriculum. Since Reading Street had a digital edition, the timing seemed right for the district to try a 1:1 implementation. CSD 158 introduced the program during the 2012–2013 school year at Hannah Martin Elementary School using Android tablets.

The first year of the program was very challenging for the school. Not only did teachers have to implement a new reading curriculum, but they also had to learn how to use the tablet for instruction and manage students who were eager to get their hands on electronic devices. Marisa Burkhart, CSD 158's director of educational technology, explained, "It's not just buying the tablet. You need to change how the classroom functions."

Pearson provided professional development before the school year began, but the training provided a lot of material for teachers to digest. To support teachers in this transition, Matt Webster, assistant principal at that time, had to be creative. He scheduled assemblies and events for students that did not require teacher attendance so that teachers could gain 16 hours of professional development time. He supplemented externally led professional development with district-led sessions that were teacher driven. To meet teachers' needs, some sessions were curriculum based and others were more focused on technology or classroom management.

Webster explained, “I can’t emphasize how important the professional development part of it is because it’s all new to everybody. There’s no way you’re going to get from A to B in this if you don’t change the way you offer professional development and the quality of it.”

As teachers became more familiar with the curriculum and technology, they were able to introduce a level of differentiation into their classrooms that was not possible before the 1:1 initiative. Digital leveled readers from Reading Street provided content for students based on their abilities. During small-group instruction time, teachers assigned individual work to students via the learning management system on the tablets. The technology also gave teachers modality options for providing instruction. Katrina McLaughlin, who taught 3rd grade at Martin during the 2012–2013 school year, elaborated, “[1:1] changed a lot for me with my writing instruction. I always had trouble conferencing with all my students, but once I started using Google Docs, I was able to conference virtually with those higher-level kids through comments. That opened up a whole lot of time for me that I could really focus on the kids who most needed that one-to-one face-to-face time.”

Martin’s 1:1 initiative is also helping students become more college and career ready by better preparing them for high-stakes tests. The new reading curriculum includes higher-level questions that provoke deeper discussions. Andrea Finnan, a 5th-grade teacher, uses an online chat room for discussions. Each week she posts a big question from the reading unit for student response. She gave the following example: “The big question this week was ‘What challenges do immigrants encounter?’ The student replies to the question, and it’s like a discussion board that I can project. I use it for all kinds of things, to answer the question and generate conversation about immigrants, but also to talk about sentence structure. Are they writing 5th-grade sentences? Do their replies start with capitals and end with periods? Is there a subject and a predicate? We could spend 30 minutes just on the big question because there are so many things that we can do with it.”

Weekly and unit assessments included in the Reading Street curriculum give students practice in close reading, making inferences, and finding support from the text to justify their reasoning, skills that will be included in the upcoming PARCC assessments. Online tests provide immediate feedback to teachers, enabling them to identify gaps in students’ knowledge and adjust instruction in a timely fashion.

Student engagement has soared with the transition to 1:1 because the tablets give students the opportunity to demonstrate and share their knowledge in different ways, like blogging or creating visuals to explain a concept. The technology also facilitates student collaboration and innovation. Webster expounded, “We’re no longer interested in them just giving information back to us anymore. We want them discovering that information on their own. We want it to be meaningful and memorable.”

Staff collaboration has also increased. Martin schedules time for staff to meet to review which practices and approaches are working and to collaborate on lesson plans. The technology allows teachers to easily share resources for their students as well as for each other.

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—Marisa Burkhart
Director of Educational Technology
CSD 158

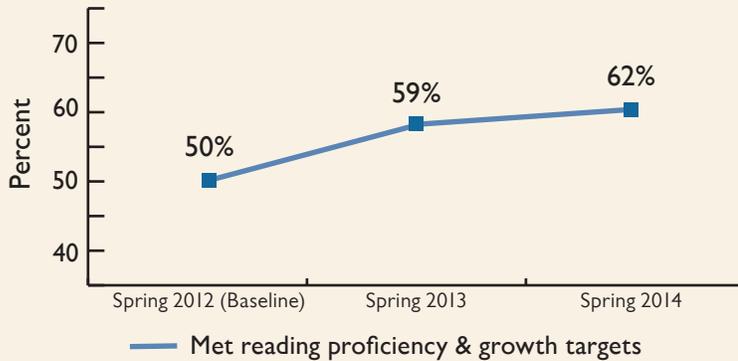
“I can’t emphasize how important the professional development part of [a 1:1 implementation] is because it’s all new to everybody.”

—Matt Webster
Principal
Hannah Martin Elementary School

» Results

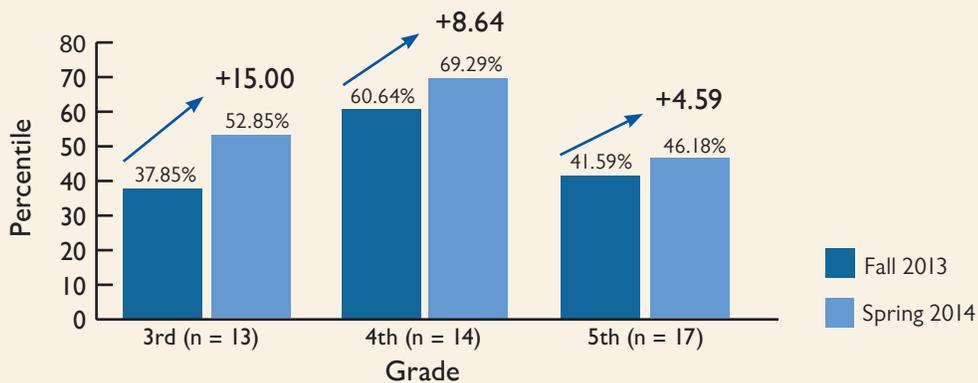
Since the 1:1 implementation began two years ago, Martin has seen a 24 percent increase in the percentage of students meeting both reading proficiency and growth targets—from 50 to 62 percent—as measured by the MAP test (see Figure 1). Conversely, the percentage of students not meeting reading proficiency or growth targets has declined from 13 to 8 percent.

FIGURE 1: Percentage of Students Meeting Reading and Growth Targets, MAP Test



Martin has also noticed a decrease in behavioral issues and an increase in achievement as students have become more engaged. The school started collecting achievement data on students in the Positive Behavioral Intervention and Support (PBIS) Tier II program in 2013. In one year, the percentile growth of 3rd-grade students in PBIS Tier II was 15 percentage points. It was 8.64 percentage points for 4th-grade students and 4.59 percentage points for 5th-grade students (see Figure 2). Webster, who was promoted to principal in 2013, attributes the social/emotional and achievement growth to both an increased level of tiered supports in that area in PBIS and an increase in student engagement that is a direct result of the 1:1 program.

FIGURE 2: MAP Reading Percentile for Students in PBIS Tier II Program



Erika Schlichter, chief academic officer, credits Martin’s transformation and increased achievement to strong leadership, cultural changes, professional development, and the right curriculum and technology. With 1:1, “teachers have to change how they do their job. You can’t teach and learn in the same way. It shifted how we conceived what we do.” The implementation has been so successful at Martin Elementary School that CSD 158 rolled out the program to its other four elementary schools.

For more information about digital literacy solutions, visit pearsonschool.com/literacy