

2015-16 Technology Grant Recipients

This school year marks the third in which the Hillsboro School District has invested in a technology mini-grant program to stimulate teacher innovation in the classroom. Forty grants of approximately \$5,000 each were awarded, for a total investment of nearly \$200,000. Below is a recap of projects that received funding.

**Denotes a building's first year receiving a mini grant*

Brown Middle School

Project Title: Creating a Virtual World of Learning

Staff: Mark Striplin | Social Studies

I am hoping to add six iPads to my classroom to have a 1:1 environment. With a 1:1 environment I can use software that allows the class to create and learn in a virtual environment. I want to use Minecraft to make a world that students can have emotional ownership of in order to help them relate to the events that happened in American History. I would also like to enhance my classroom's connectivity to ensure students ability to access rich multimedia from the Internet quickly and easily.

Butternut Creek Elementary

Project Title: The Big Dilemma

Staff: Brook Haskins | 6th Grade

The Big Dilemma is embracing the engaging educational components of technology without taking away the benefits of movement and nature. I want to use technology to engage kids in school, while also encouraging them to embrace non-tech - physical activity and nature. Physical activity and having an appreciation of nature helps your brain perform at a higher level.

Century High

Project Title: Empowering Tomorrow's Global Citizens and Leaders

Staff: Stacy Carleton | Language Arts

Just about any high school student knows how to send an image over Snapchat or post a comment on Twitter, but for too many of them, that's where their technological expertise ends. All students deserve the chance to develop their critical reading and writing skills in a context that will best prepare them for classes such as the new AP Human Geography course we are adding at Century next year. Google Chromebooks and platforms such as Google Sites and Schoology would provide endless opportunities for all of my students to hone the communication skills necessary for success throughout the rest of their lives, including SBAC assessments; the interactive, online learning programs of higher education; and a tech-driven, global marketplace.

Eastwood

Project Title: 5/6 Chromebooks

Staff: Anne Berg | 5 & 6 Grades

In the upcoming 2015-2016 school year, I intend to use 15 Chromebooks in both small group and whole classroom settings to increase student engagement and achievement in all content areas. With the implementation of the Common Core State Standards, my students are in need of increased opportunities to access complex literary and informational texts as well as meaningful applications and websites that support academic language development. Chromebooks are a phenomenal tool that will assist and complement my teaching in making students' learning a more authentic, hands-on experience that will help prepare them to be college- and career-ready.

Project Title: 5/6 Academy Tech Integration

Staff: Andrew Ratzke | 5 & 6 Grades

This year, we had the opportunity to use 9 iPads between two classrooms (from our previous CTI grant) and saw firsthand how it maximized learning opportunities for our students. For the upcoming school year, I will use the 15 additional Chromebooks in individual, small group and whole class lessons that will continue to provide students with increased access to literary and informational text, language-rich websites, comprehensible input, and applications that support the integration of all content areas. This increased access to technology will allow my students to reach the high academic expectations of the CCSS while engaging and motivating them to stretch their thinking.

Project Title: Continuing to Bridge the Technological Skill Gap

Staff: Aliceson Brandt | 5 & 6 Grades

This year, we had the opportunity to use 9 iPads between two classrooms (from our previous CTI grant) and saw firsthand how it maximized learning opportunities for our students. For the upcoming school year, I plan to use the 15 additional Chromebooks in individual, small group and whole class lessons, that will continue to provide students with increased access to literary and informational text, language rich websites, comprehensible input, and applications that support the integration of all content areas. This increased access to technology will allow my students to reach the high academic expectations of the CCSS while engaging and motivating them to stretch their thinking.

Farmington View

Project Title: 2nd Grade STEMasters

Staff: Heather Severance | 2nd Grade

My second grade class will blog bi-weekly to highlight all of the STEM activities in our classroom. This will allow my students to increase the amount of non-fiction writing they do and share our STEM learning with families and the rest of our school.

Project Title: Collaboration and Technology to Help Engage Readers

Staff: Kim Harris | 3rd Grade

Collaboration and technology are both strong motivators for student engagement and achievement. With the use of Schoology and email, I will provide the unique opportunity for my students be pen pals with a class in Tillamook. Each student will have their own pen pal with whom they can share information about themselves as well as what we are learning about. Throughout the year, they will also have the opportunity to join literature circles with students from the other class. The literature circles will use FaceTime to discuss concepts from the book, and they will use Schoology to post questions and responses to help enhance their learning. By taking my literature circle to another level, I will be able to increase motivation in reading for my most reluctant readers.

Project Title: Ecosystems in MinecraftEdu

Staff: Christine Aldrich | 5th Grade

I plan to increase knowledge retention and student engagement by having students build ecosystems using MinecraftEdu. Students will build the ecosystems to apply their knowledge as well as create a tool for other students to learn with. This project brings gaming into the classroom, which is an avenue just beginning to be explored, and yet is something a majority of students are interested in. Not only will it incorporate NGSS standards, but also CCSS English and Language Arts standards as well.

Project Title: iPad Minis for Little Lives and Daily 5

Staff: Erin Harris | Kindergarten

I will use iPad minis on a daily basis in my kindergarten classroom to reinforce the Kindergarten Language Arts Common Core State Standards (CCSS) with innovative and engaging apps. I will specifically be targeting apps that will allow me to expand my listening library as well as make books accessible to all students. Two apps that I intend to use are EPIC! And Qrafter Pro. My technology project is designed to incorporate visual, hands-on, and meaningful iPad apps that will encourage and strengthen language arts skills using reading, listening, and speaking opportunities during Daily 5 work. With the wide range of abilities in a classroom setting, multiple iPad mini devices would allow for more differentiated instruction with a variety of apps that provide varying levels of difficulty.

Project Title: Expanding Digital Publishing

Staff: Mallory Cruickshank | 1 & 2nd Grade

This year, my students used 8 iPads to publish their writing. Once students had published their books, we shared the books with all students in class. There was a noticeable difference in the level of motivation to produce high caliber writing after seeing the possibilities of digital publishing. The number of students who were meeting standards more than doubled after we began using the iPads to publish our writing! The challenge was that I had 16 students who were ready to publish their books, and only eight iPads. I plan to use the money from this grant to increase the number of iPads in my room with the long-term goal of having 1:1 iPads. This project will increase student engagement & motivation during writing by allowing more students to participate in the digital publishing process.

Free Orchards Elementary School

Project Title: Learning is Rad with an iPad

Staff: Lisa Lower | 4th Grade

My project is focused on integrating technology into daily life. My vision for using a set of iPads is multidimensional and includes uses of technology across the curriculum and classroom walls. We will use iPads to research, teach content in a student-friendly way, and to share and communicate with other students throughout the world. I plan on using the technology to read QR codes that link students to stories or websites that have lesson specific information as well as integrating the use of iPads with G.L.A.D units. I will stay connected with parents by creating a class Instagram account. Parents will see their children in action, and watch classroom projects come to life. Students will use Google Docs for shared learning projects from our class to another across the world.

Project Title: Strengthening Our Language Through Technology

Staff: Sheri Fisher | ESL

Targeting our English Language Learners at all grade levels, we are excited to integrate technology into the four domains of ELD instruction- listening, writing, reading, and speaking. We see the integration of technology with Chromebooks as a means of scaffolding instructional supports for student success within language development. With high levels of engagement, our students will be able to reflect, synthesize, create, and collaborate as they acquire language skills and structures. Through our school-wide ELD structure, we propose utilizing Google Drive, an application called "Writing Reviser", and Adobe Voice to promote critical thinking and metacognition with language development and language acquisition.

Glencoe High School

Project Title: Advanced Engineering Training Carts

Staff: Chris Steiner | Engineering Technology

The Advanced Engineering Training System is a system of online learning modules and carts that support student mastery of 3D printing and CNC machining. Teachers can prepare students to work with the system and then take advantage of computer assisted instruction and student-paced learning. Giving the locus of control for learning to the students provides greater motivation for learners and provides more time for teachers to address other learning issues throughout the classroom. New, engaging learning is fun and challenging, and students are more motivated to achieve in engineering design and they tell their friends about it, too. The carts and their online component are the most appropriate way to engage today's millennial generation with instant feedback and self-paced learning.

Groner Elementary School*

Project Title: Mini Apples for Math and More

Staff: Jennifer Strand | Kindergarten

iPad minis in my Kindergarten classroom would provide students with technology opportunities that are engaging connections to the Math Common Core State Standards. I plan on using thoughtfully prepared activities through visual, hands-on, and skill-focused apps that will strengthen math number sense, computational skills, and problem solving with higher-level thinking. Students will work independently, in pairs, and small groups. This will encourage oral language practice routines that are supported by Guided Language Acquisition Design (GLAD strategies). With a wide range of ability levels in a classroom setting, students will be able to access content at their developmentally responsive skill levels for an individualized educational experience.

Hillsboro High School

Project Title: Research Like a Historian!

Staff: Ben Goodwin | Social Studies

In the modern world, historians do a vast amount of research by accessing online archives and resources, and create histories that move beyond the bound page to create compelling maps, graphics, and written accounts of the past. I would like to provide my students with daily access to the amazing array of online scholarship that historians use today in order to engage all students with high-level historical inquiry.

Project Title: Bringing Science into the 21st Century

Staff: Carrie Webber | Science

My project has two separate parts. First, I would like to teach students how to how to authentically collect and analyze data for each lab that we perform. Qualitative analysis of lab work is generally avoided given our limited resources, and I would like to increase its presence so as to increase the overall rigor of the class. Second, I would like to place a greater emphasis on CCSS in my classroom. During each unit, I would like to dedicate several days to a research, reading, and writing project in which the students scour the internet for current events related to the chemistry topic that we are studying in an effort to help them understand how what we are learning in the classroom relates to the big picture.

Project Title: Incorporating Hands-On Engineering Design Using VEX Robotics

Staff: Sara Wilson | Technology

Starting 2015-2016 school year, a 3rd semester long Robotics class will be added to the Robotics Focus Program of study to allow students to use their knowledge of programming and robotics to engineer and design more robust robots. It is the goal for the students to use the VEX Robotics system, which allows the students to engineer pieces of metal to build a robot, instead of snap together predictable Legos. The focus will for the students will be on engineering design and implementation, rather than pre-designed robots with given instructions. Using the VEX system will also allow the Drafting students to use 3D modeling to design and print parts. The Drafting students will also be able to engineer and 3D model to build various projects.

Project Title: Snapshot Autobiography

Staff: Kim Bliss | Social Studies

Each fall I begin my freshman world studies classes by asking students share their own personal history, conduct an interview of a family member, and compare competing historical narratives about an important event in their lives. It's an amazingly effective way for me to get to know a lot about students in a short amount of time, build community, and introduce the concept of historiography early on in the curriculum. Over the years students have created compelling narratives of their journeys to Hilhi and conducted countless interviews of those close to them. This project will enable students to curate and present the history of their lives using a combination of family photos, auditory interviews, and narration with the aid of the application Explain Everything.

Imlay Elementary School

Project Title: Expanding Technology Support

Staff: Anita Hansen | Learning Specialist

Students with exceptional needs often face barriers to learning in the general education classroom. In order for all students to access instruction and be able to demonstrate their knowledge, technology can be used to facilitate the presentation of information, aid in the expression of knowledge, and engage students with exceptional needs in the process of learning and growing, all in an environment of inclusion and community.

Lincoln Street*

Project Title: Successful Second Graders

Staff: Kelsey Lemons | ESL

My project is to provide extra support and interventions in the classroom during literacy based ELD and writing to differentiate for the learning needs of students who are near or below grade level reading, need additional help recognizing letter sounds and phonics, or need support in their spelling. The majority of my students are second language learners in their English skills so having an additional tool to differentiate for their needs in a way that would be engaging and new to help them practice their weak skills in reading and with their phonics skills. All of the activities for my project would reinforce students' abilities to read and write independently while being successful.

Project Title: Supporting Emergent Readers

Staff: Kristina Godfrey | 3rd Grade

My Supporting Emergent Readers project is the result of my strategies this past year to help six struggling readers in my class. The group included four second-language learners and two students struggling with visual-spatial challenges. The students also struggled with writing and comprehension questions. With an Emergent Reading Program, I'd be able to use Epic and One-Minute Reader, both applications that match my students reading levels of DRA 4 and assist their visual/audio capabilities to follow written words. And, the Dragon Dictation capabilities allows those readers -- who had difficulty writing -- to speak their answers and have them transcribed with the iPad. By having these assistive measures, I can expand this Emergent Reading Challenge program next year.

Orenco Elementary School

Project Title: Project Tech Equity

Staff: Bonnie Marsh | 2nd Grade

Project Equity meets the needs of a diverse group of students by providing equal access to free/low cost online research tools. Many of my students are from low income families without access to books or internet at home. Nearly ½ are English Language Learners, many at level 2 or below. One-third are emergent readers/writers at DRA level 8 or below. 5 are SPED. Per CCSS I need to provide non-fiction texts and teach collaborative research and report writing, My goal is to have one iPad or Chromebook for every two students to encourage language development through collaboration, provide audio/read-along access to non-fiction texts, teach keyboarding skills and allow students to record their reports orally as they are developing their literacy skills.

Project Title: Quatama Engineering Incorporated

Staff: Matt Odman | 6th Grade

Students will work as a group of 2 or 3 and create a solar oven out of materials that will be provided. They will then test their oven outside while collecting results. Next the students will research companies in the community that work with solar energy and create a letter that "sells" their solar idea concept to that company.

Project Title: Everyone...All the Time!

Staff: Leslie Sell | 4th Grade

We have a saying in my classroom: "Everyone...All the Time!", which means no one sits on the sidelines, no one watches as others actively learn and engage. Everyone participates. Giving each student a Chromebook will ensure this will happen consistently. It will increase collaboration through blogging and discussion tools, giving even the most reluctant sharers a voice; foster creativity and innovation as students discover new ways of achieving mastery, presenting learning, and pursuing passions; provide access to differentiated instructional resources allowing all students to participate and learn; and give me instant access to students' understanding through a variety of online formative assessments, so no one will slip through the cracks.

Project Title: Man's Law VS Natural Law

Staff: Shawna Munson | 6th Grade

Students will research human disasters on a local and global scale as well as analyze the role humans play in such disasters. Socratic Seminars and class discussions will help provide insight and awareness to understand the impact on the world environment. They will then do a research project about the effects that these disasters have had on the environment and the surrounding communities and what can be done to prevent such disasters. Using ThingLink, students will create an informational presentation detailing the resources needed to help provide relief and the resources lost for natural catastrophes.

Project Title: What's the Story?

Staff: Sharon Angal | 3 & 4 Grade

As we move into a generation where more and more is being done online and my students come to me with more tech savviness than I can keep up with, I would like to put some of that energy into providing my students the opportunity to create digital stories and reports using Thinglink and Little Bird Tales. Students will create stories they write, illustrate and record about their family history, and then compare and contrast them with the history of someone in their own community or region. Students will also write reports with one of the programs, using engineering/scientific inquiry and science content to create a presentation for the class.

Reedville Elementary School*

Project Title: Reedville Leadership for a strong community

Staff: Sarah Lopez and Raquel Lemus | Counselor & 2nd Grade

In this project we want students to use technology as a communication and leadership development tool. Our leadership students and Jr. Coaches will use the technology to make iMovies to support the school goals for building a positive school climate. Students will create iMovies for leadership announcements, demonstrations or role-plays for our monthly character traits, game of the week led by Jr. Coaches for our Playworks program, and for each classroom to share their No Excuses University College chant. Students will develop leadership, communication, character understandings, and organization in this project. The movies will be shown to all classrooms during morning announcements and for Monday morning classroom meetings (community development with restorative justice program).

Project Title: Metalinguistic Skills Through Technology

Staff: Rachel McLemore | 2nd Grade

An essential component of dual language programs is the metalinguistic process where students are able to think about their own and peers' language use. The goal of this project is to facilitate high level literacy and language skills in a dual language setting by using technology to engage students in the analysis of language use. One of the focuses in dual language is making cross-language connections. Being able to accomplish this with the visual supports and immediate feedback that technology allows gives students the chance to have various platforms for investigating, demonstrating, comparing, and getting immediate feedback on language use. Technology allows for a more dynamic and fluid process for practicing metalinguistic skills.

Rosedale Elementary School

Project Title: 1:1 Shared Flipped Classroom

Staff: Patrick Brittenham | 5th Grade

Using Chromebooks, students from two different 5th Grade classes will experience a 1:1 flipped classroom model for math, allowing for personalized instruction and technology access for a larger number of students. Students will use Google Docs, LearnZillion, and Schoology to track their process, record data, create graphs, and share resources/links with their peers. The two teachers "switching" classrooms will then be free to focus on one subject well and plan more in-depth lessons for the students, i.e. Math and ELA.

Project Title: Interactive Literacy: Learning, Creating, Collaborating, and Publishing with Chromebooks

Staff: Erin VanDyke and Erin Shepherd | 3rd Grade

Imagine walking into an energetic 3rd grade classroom and observing students commenting on, questioning, and responding to their peers' work through Schoology. Imagine the excitement on another third grader's face when she tells you what she has learned about forces and motion while researching online. Come back tomorrow and you might hear third graders recording their own voices dramatically and expressively reading a poem that their classmates and parents can listen to and comment on later. Other third graders will be working in a small group with their teacher to learn how to use an online dictionary to look up a new word they want to learn. We imagine a classroom where our students have access to Schoology through Chromebooks to make all of the above a reality.

Project Title: Working Together, Learning Together

Staff: Ashley Siebert | 2 & 3 Grade

The iPad would be used as a tool in my classroom for students to express their knowledge and to document the progress they are making in reading comprehension, mathematical thinking and composing written work. I would use the seesaw app and kid blog app to start a digital portfolio. These apps allow students to record their thinking in videos, voice recordings, or text. Students have to think, plan and present in a concise way. The iPad would also be used as a tool to help support reading and math with other apps.

Tobias Elementary School*

Project Title: Picture Perfect - Publishing & Presenting Using iPads

Staff: Terry Sayre | 2nd Grade

Teams of students will produce educational videos highlighting specific content after doing research. Some of the content they present may be about shoreline and animal habitats, engineering, traffic flow at Tobias, or space. This project combines English Language Arts skills, science and technology in a motivating and exciting technology format. The student-made movies will be used in other classes at Tobias and will be made available through our district website.

South Meadows Middle School

Project Title: Collaboration Through Inquiry

Staff: Gabe Nagler | Science

Inquiry is at the heart of effective science instruction. The adopted NGSS standards demand that students build models, rather than recite facts, and investigate, rather than passively observe. In this project, Chromebooks will be paired with hands-on activities to engage students in activities that will develop skills in critical thinking, analysis and creativity, while also developing NGSS science and engineering practices. The availability of flipped instructional materials will allow students to choose the resources that best fit their needs. Through collaboration tools such as Google classroom, students will interact, share ideas, and develop the strong foundation necessary for designing and carrying out hands-on investigations.

Project Title: From Sage on the Stage to Guide on the Side: A Flipped Classroom Approach

Staff: Jenae Gregory | Math

Our students today are practically born with mobile technology in their hands; growing up with smartphones and tablets being the norm. Why not use their experience with this technology to our advantage to motivate and engage all students? My project includes the use of devices to help flip my classroom, a strategy to maximize classroom learning time. Time in class would be spent allowing students to achieve mastery of standards at their own pace in an active format, skipping the teacher lecture and gaining more time for in-depth practice and one-on-one support. They use technology at home (and at school) to watch video lessons, take formative assessments and collaborate with other students. Students are so in tune with technology that we should use it to engage them in a format they enjoy.

Project Title: The 21st Century Science Classroom

Staff: Diann Espinoza | Science

I will implement the 21st century science classroom I envision, providing opportunities for student engagement and success. To set the stage, students will be given the freedom to choose from a variety of hands-on activities to entice their curiosity about a specific concept. Once engaged, they will be directed to pursue explanations for their observations--watching teacher- created and online educational videos and reading provided materials as well as interacting on web-based sources. Classroom discussions and interchanges will be interspersed with these learning periods. As students progress, they will be required to regularly log their learning in Google classroom in a variety of ways that others will view and comment on.

W.L. Henry Elementary School

Project Title: MakerLab: A Creative Space for Creative Minds

Staff: Laura Lee Sheller and Becky Cisco | Technology Teacher & Library Manager

This project will create an effective 21st Century learning environment to be used as both a Makerspace and as the Chromebook Lab (aka MakerLab). We hope to integrate the two “subjects” with back-to-back class times in order to maximize the amount of time students can work on their extended learning experiences (note: not all projects will be integrated). We will use various furniture choices to create multiple learning-style spaces within the room. Focused, Active, and Interactive learning areas will allow students to be self-directed and active in the learning process. Close collaboration between the media assistant, technology teacher, and classroom teachers will allow for project-based learning that provides students with the tools to express their knowledge in alternative ways.

Project Title: Proud Publishers

Staff: Angela Vargas | 3rd Grade

Imagine how empowering it would be to say "I am a published author" in 3rd grade. Based on my research, offering different entry points for writing is just what all children need to be successful. Children need to see themselves as writers, actively read and share their stories, noticing sounds, descriptive words, and multiple elements of writing. A program like Story Bird has many benefits and is easily accessible from any device. Students can write and illustrate their own stories, as well as listen to and read stories written by other students and themselves, and then publish and print them. With the support of technological devices, I can create a community of empowered writers and readers. All students will thrive knowing they are published authors who are delighted by reading.

Witch Hazel Elementary School

Project Title: Listen to Learn

Staff: Breanna Phillips | Kindergarten

As HSD transitions to full-day kindergarten, the instructional opportunities available to incoming students certainly must increase. For many children, their entrance into a kindergarten classroom is their first glimpse of the educational journey they are embarking on, and it is imperative that a love of learning, and particularly a love of reading, be fostered throughout this formative first year. My goal for this upcoming school year is to incorporate the Daily 5 model during literacy, and I believe technology is the key to bringing reading to life during this time. Not only would it present unlimited options of literary and informational texts to our listening center, but it would also provide a variety of forms of word work practice to promote foundational reading skills.

Project Title: Tech for Kindergarten

Staff: Sheri Anderson | Kindergarten

I want to use iPads in my Dual Language Kindergarten classroom to teach reading and writing skills. Students will learn to author and illustrate simple books. They will read and share their books with peers. Students will benefit from differentiated instruction using technology. My Kindergarten students will learn to save work to an online learning journal. This will promote a home-school connection by enabling parents to view students' work. This project will help my students be successful in meeting the CCSS in reading and writing.