AUTHENTIC APPLICATION

OF DIGITAL LEARNING

SUBMISSION FORM

Action Requirement*	Response
Summarize the needs identified to implement this action based on: ● student performance data ● curriculum documents ● school professional development plan ● staff and student surveys ● technology plan ● instructional evaluation framework ● budgeting	The Long Branch Public Schools began the 2020-2021 school year in an all-remote learning environment, due to the COVID 19 pandemic. During the summer learning programs, which took place in July and August of 2020, our school and district initiated the use of the iReady learning platform, in addition to several other online learning platforms, in preparation for the 2020-21 school year. The iReady platform includes diagnostic assessments taken by students, beginning in the Fall. These diagnostic assessments help create individual learning paths for each student, in the areas of math and English Language Arts (ELA), and align with the NJ state standards addressed in our curriculum. The attached link contains data from these diagnostic assessments: https://docs.google.com/spreadsheets/d/1V22WM_isiUu_VAVU7P6O0oM1PpYF50sxqRMe1HPa1wU/edit?usp=sharing Another important assessment tool used in our district and at our school is the Scholastic Reading Inventory, or SRI, used to determine each student's current reading level. Link for SRI data: https://drive.google.com/file/d/1tHkk1hsG4tyHumfUOHhypgWMFoB2Zw3J/view?ts=60b8ffe2 Based on the iReady diagnostic and SRI assessments, individual learning paths were created for each student. Teachers were able to analyze and interpret this data to

	inform instruction as well as create dynamic small groups within their class, and carried out in zoom breakout rooms. In addition, surveys were sent to student families, staff, and students with regards to the modified learning environment taking place this school year. Attached is that link: https://drive.google.com/drive/folders/164YCi0bXgJqeiy5uXyBK8XAcF1cRVsk9?usp=sharing The need for continuous professional development for staff and peer collaboration was identified and addressed, in order to ensure academic success for all students. Staff and student surveys were used to guide instruction and activities for next year during the SCIP/ESSA meetings. This ensures we meet the needs of the individual students and address their concerns. Attached is a link which lists all surveys sent to LBPS and GLC staff this school year. In addition, this document lists assemblies and extracurricular learning activities. https://docs.google.com/document/d/13PIUDuCork2JcUF-J8z_y3B43Z04Fpyuz_DO3F6MZ3k/edit?usp=sharing
Summarize/list the steps to be taken to address the needs identified above to facilitate implementation of this action. Areas of action should include: ● professional learning and support ● curriculum and lesson planning ● development of authentic student opportunities (ex. competitions, camps, internships) ● resource acquisition	Attached is a link listing all professional development that took place this school year: https://docs.google.com/document/d/1NLDeAtPLh6zE5c8FZJwEQMk_QfZoDZgTeIyYs6V1JL0/edit?usp=sharing One form of professional development contained in the list is called "What's Up Wednesdays", in which a staff member or pair of staff members presented a webinar via zoom, which featured an educational online platform they wanted to share with their peers. The presenters were then available as "resident experts" to help their fellow teachers with any questions they might have with regards to using that platform. The platforms that were presented included Blooket, Flipgrid, Jamboard, Seesaw, Google Slip-n-slide, Nearpod, and Peardeck. Webinars and training were also offered for iReady, Google Classroom, and Classlink. Professional Learning Communities (PLCs) met weekly by grade level. In these meetings, teachers planned lessons, and discussed the online platforms, as well as assessment.

	Authentic opportunities existed for students with the GLC Debate club (conducted virtually), the GLC green team, the PowerSave team, and the Future leaders Club. Students were involved in making videos for the [Virtual Green Fair](#) , which was broadcasted on YouTube. (https://youtu.be/FiCejujzYkE) Also refer to the link below which contains a list of assemblies, learning activities, and surveys for the 2020-21 school year at GLC. The guidance counselors at the George L. Catrambone school provided support and incentives for student achievement. Mr. Villacres has a YouTube channel which contains the remote learning weekly pizza contest, GLC News "virtual style" broadcasts by the GLC Future Leaders Club, Student of the Month presentations, Red Nose Day at GLC, and more. (https://www.youtube.com/channel/UCo1gAXSM2VdII2XqIXEsviw). Attached is a link which lists all surveys sent to LBPS and GLC staff this school year. In addition, this document lists assemblies and extracurricular learning activities. https://docs.google.com/document/d/13PIUDuCork2JcUF-J8z_y3B43Z04Fpyuz_DO3F6MZ3k/edit?usp=sharing
Provide a list of the 5-10 most effective and widely used digital learning tools, resources, and/or strategies and how the school uses or intends to use them to create more authentic learning opportunities for its students.	Here at the George L Catrambone School we have used a variety of digital learning tools across our K-5 grade levels. Digital tools have important advantages for making processes more consistent, secure, efficient, and effective. With such effective digital platforms, teachers were able to monitor student progress. [An explanation and list](#) of effective digital platforms here at GLC explains how we as a school have implemented the programs this year both remotely and virtually.
Summarize your progress to date in implementing this action, such as training on authentic learning, new activities and opportunities developed, and resources	At the GLC School, the use of technology was of great importance for the academic success of our students. Students and staff found themselves in an unprecedented situation of mandatory virtual learning, due to the COVID pandemic. Our school and district worked diligently to identify and use digital platforms which would be

accessed/acquired that foster authentic application of digital tools.	appropriate for our students and staff. The platforms mentioned above, along with professional development opportunities, peer collaboration, and creative, innovative learning activities have provided our students with the necessary tools to achieve academic success. The GLC School has provided a plethora of professional development training to it's staff, in various ways this year. What's Up Wednesdays allowed teachers to train their peers in the use of various online platforms, which were used both online and in-person. PLC's gave grade level teams the opportunity to share ideas, knowledge, and information about lesson planning, assessment, and the online platforms we are using. Teachers were able to share and review diagnostic assessment information and collaborate on future instruction and the tools we would utilize to do so.