

**Mc  
Graw  
Hill  
Education**



# **Natomas Unified School District**

Customized Proposal | California StudySync®





#### **VISION STATEMENT**

All NUSD students graduate as college and career ready,  
productive, responsible, and engaged global citizens.

---

## Table of Contents

Executive Summary .....	4
California StudySync .....	7
Core ELA Instruction .....	8
Dynamic Digital Environment .....	13
Professional Development .....	14
Year One Complimentary PD Summary .....	15
McGraw-Hill Education Partnership with Natomas Unified School District .....	19
Appendix   California StudySync Success Story .....	20

## ■ Executive Summary

McGraw-Hill Education is a global pioneer in educational content, assessment, and innovation; and is one of the world's largest educational companies, with products and services in more than 60 languages and 44 countries. As such, McGraw-Hill Education is both a trusted and an iconic brand that students and professionals depend on to meet the demanding educational needs of a rapidly changing world.



Today, McGraw-Hill Education is a learning science company that partners with educators and institutions to improve education and results for students. This is achieved by combining trusted content and pedagogy with technology that's been shown to drive results. We join with educators every day to deliver high quality, powerful tools to help them unlock student potential and meet state and district goals. As partners, we are in for the long haul; we continue our support throughout the implementation, make adjustments whenever necessary, are prepared to customize solutions, and are as interested in the outcomes as you are.

## Support Cycle for Natomas Unified School District



The *Support Cycle for Natomas Unified School District* demonstrates that McGraw-Hill Education is uniquely positioned to be the strongest possible partner with the district for many reasons:

- A classroom **solution** that effectively combines proven pedagogy, purposeful print resources, media, and technology to fully embrace students at all levels, including students of all language proficiency levels.
- We bring a philosophy of instruction that offers a differentiated and personalized approach to learning that **motivates students to exceed their current achievement levels** while providing teachers with lessons for multiple kinds of delivery and differentiated resources to help accelerate and sustain proven learning gains.
- A dynamic digital environment includes full-featured, technology-driven resources for teachers and students that transforms teaching and learning to be data-driven, adaptive, mobile and highly interactive, with the option for full print support.
- A research-based solution that is built on the spirit of the California CCSS, which is designed to teach to the rigor, intent, and depth of the California Framework and CCSS.
- Our **professional development services** work with teachers through a blended approach, combining online opportunities with onsite workshops.



We believe that *California StudySync* will positively impact the students of **Natomas Unified School District** by helping them master the fundamentals, providing engagement through technology, and delivering motivation for higher achievement.

## ■ California StudySync®

*California StudySync's* core program was built from the ground up using the blueprint provided in California's ELA/ELD Framework to fully align with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century.



*California StudySync* provides digital texts, engaging writing prompts with peer review options, scripted video lessons, cross-curricular extension activities and assessment rubrics, all based on the CCSS Appendix B Exemplars and designed to help teachers easily integrate the standards into their classrooms.

A focus on the fundamentals with *California StudySync* includes:

- An Instructional Path with 10-12 texts, broken into First Read and Close Read assignments, Skills lessons with direct instruction on Common Core skills, and engaging Blast assignments
- Customized assignments based on whole class, small group, or individual learning objectives
- Customized writing prompts based on learning level and ability
- The ability to group peer-reviewed assignments by interest and/or learning level
- The ability to assign different library excerpts to different groups based on Lexile® level or learning objective
- Appropriate learning supports and challenges to groups within a single class
- Assignments linked across classrooms and buildings to address specific learning needs
- An Extended Writing Project, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way
- Formative and summative assessments

*California StudySync's* combination of hundreds of core texts, engaging multimedia and skills-based lessons is uniquely engaging and effective in advancing reading, writing, listening, and critical thinking skills to prepare all students for college and careers. An all-in-one platform, *California StudySync* is accessible on any device, anywhere, anytime, allowing it to be used with fidelity in both low tech and high tech environments. It is the only existing secondary ELA solution that is updated on an ongoing basis without the restrictions of a traditional copyright that often limit the flexibility of other ELA products. This dynamic platform allows for the addition of contemporary texts, additional standards, and other timely resources that facilitate solid, responsive instruction.

---

## Core ELA Instruction

### Overview

*California StudySync* provides a full Scope and Sequence with four thematic units at each grade level for a full year of rich instruction.

Each of the four units of instruction at a grade level contains two key components that are inextricably linked and work in tandem with one another: a Thematic Unit and a designated English Language Development (ELD) Unit. Each of the four units is united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge, including substantial coverage of science and history/social science topics. This investigation also provides students the opportunity to apply learning across a wide range of texts in and out of the classroom, build domain-specific vocabulary, and practice writing across a collection of fully connected texts.

Each Thematic Unit contains:

- Lesson plans, which ensure rigorous, focused instruction
- Skill-building activities, vocabulary, and grammar
- An extended writing project that explores a unit's theme and essential question
- A research project to deepen content knowledge
- Full text study for each unit's anchor text
- Formative and summative assessments, which prepare students for high-stakes standardized tests
- A Pacing Guide, to help effectively plan each unit

### Differentiation for All Students

*California StudySync* provides multiple ways for teachers to differentiate instruction and develop appropriate responses to intervention. Assignments can be targeted to whole classes, small groups, or individual students to ensure instruction of targeted skills. Texts, prompts, and assessments can be customized based on group or individual educational goals. Learning supports are embedded throughout for all levels of learners, including reluctant readers, as well as English learners. *California StudySync's* classroom management and assessment tools are flexible and easy to use, putting curriculum and instruction decisions directly in the hands of teachers.

Students requiring more support will benefit from the video, audio recordings, audio text highlight, closed captioning, and annotation tools, for improved reading comprehension. The full audio and audio-to-text tools model authentic reading of the text in two speeds.

In addition to the core instruction described above, every lesson in the Thematic Units contains resources and guidance for teachers to both scaffold instruction for three levels of English learners (Emerging, Expanding, and Bridging) and approaching grade-level learners, and enrich and extend activities for beyond grade-level learners. Every lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for English learners and/or approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

## **English Learner Support**

The Teacher's Guide includes suggested prompts for reading and rereading (close reading) of the selections, note taking, accessing complex text, and English learner support. Over 85% of prompts are text related and serve to help students comprehend the selection (Access Complex Text Instructional prompts and tasks).

Scaffolded instruction for Emerging, Expanding, and Bridging English learners is embedded in core instruction. The program includes the *LAS Links® Second Edition Placement Test*, which is designed for schools and districts to support initial identification and student placement in instructional programs. Placement Test results can be used to place students into the Emerging, Expanding, and Bridging levels of *StudySync* ELD instruction.

Designated English Language Development units work in tandem with the core ELA instruction. They cover the California ELD standards at each grade level with a focus on close reading, analytical writing, and academic discussions. Extended Oral Projects ask students to develop, practice, and deliver a short presentation.

The *StudySync* library is continually expanding, with new texts added each month. In 2016, a minimum of 40 texts will be available in Spanish, allowing students greater access to a wide variety of texts. Teachers can choose which texts to assign and can also customize all assignments and writing prompts to address the needs of all learners. In addition, closed captioning and audio text highlighting support important reading skills development.

## **Vocabulary Instruction**

*California StudySync* provides students with repeated exposure to new vocabulary using a combination of direct and explicit instruction, clear and consistent strategies for acquiring new vocabulary, and opportunities to both practice and apply key vocabulary while reading, writing, speaking and listening. *California StudySync* exposes students to vocabulary in the texts they read, as well as academic vocabulary and discipline-specific words from various content areas.

Each Thematic Unit lesson plan includes ideas for building instructional routines with vocabulary and grammar. Teachers are instructed to have students make predictions about particular vocabulary words in the text, while modeling the use of context clues, parts of speech, and sentence structure to determine meaning. After a close read of the text, students work on defining the vocabulary and comparing the definitions to their predictions.

## **Focus on Writing**

With *California StudySync*, students receive explicit writing instruction as well as multiple writing assignment opportunities. Assignments include writing customizable prompts and assessment rubrics that align learning objectives and outcomes directly to the Common Core, and writing skills lessons help teachers monitor student progress toward mastery of key reading and writing skills.

To help teachers assess student writing, *California StudySync* has Common-Core aligned rubrics that clearly define the objectives of a particular writing task (e.g. writing a constructed response to address an argumentative prompt). Each rubric has several elements that clearly define how students perform on discrete skills. Since students are measured against the same rubric each time they complete a particular type of writing, teachers and students can see the development of skills over time.

Unique to *California StudySync* is the online anonymous peer writing review, which initiates a cycle of analyzing, writing, and revising. With peer review, students respond frequently and meaningfully to the texts they are reading; engage in multiple forms of writing; and practice timely, anonymous critiques of other students' writing, which ultimately helps them thoughtfully analyze and revise their own work.

## Ongoing Assessment

Assessment is integrated and continual through the progression of *California StudySync* thematic unit assignments.

Each thematic unit contains a summative (Smarter Balanced format) unit exam at the close. These summative exams include the following:

- Assess grammar and comprehension skills as well as vocabulary standards that are taught throughout each unit of instruction
- Stimulus texts reflect increased rigor and text complexity required by CCSS
- Format mirrors SBAC end-of-year and performance task assessments
- Variety of item types, including selected response, constructed response, extended written response
- Items written at varying levels of difficulty/Depth of Knowledge

In addition, writing is a key ongoing assessment used throughout the entire program. Students are prompted to read, discuss, reread, think critically and then demonstrate their deep level of understanding about what they have read through a focused writing assignment, complete with a teacher-selected rubric. Teachers also have access to grammar and vocabulary handouts for assessment within selections.

*StudySync* ELD Assessments provide tools to monitor students' English language proficiency development and academic growth. The assessments contain key components teachers can use to assess students' needs and inform instruction. The results of the unit assessments, along with the results of other informal assessments, such as the rubrics and checklists used within the unit instruction as well as teacher's observations, should be used to determine students' mastery of the ELD standards. A Level Up rubric is provided to help determine when the students may be ready for less scaffolding as they exit one Language proficiency level and enter the next.

In addition, the *LAS Links® Second Edition Placement Test* is designed to support initial identification and placement in instructional programs for newly enrolled students. The test is structured around the four major language domains of Speaking, Listening, Reading, and Writing, with a balance of constructed-response and multiple-choice items. *LAS Links* blends the assessment of English proficiency with academic language knowledge, using vocabulary that is needed for success in school. The items carefully measure the student's ability to interact with grade-level academic language and content without relying on the student's knowledge of the underlying subject matter.

## Print Options

*California StudySync* print options include:

- A Consumable Student Reading and Writing Companion:**  
Write-In Texts provide added support for online activities and the opportunity to complete tasks completely off-line, if desired.
- Print Teacher Resource Binder:**  
The Teacher Binder provides teachers with the tools necessary to plan their instruction and to implement lesson plans both on and off-line. Teachers are provided a detailed user guide, pacing guides, key instructional routines and printouts for grammar, vocabulary and other instruction, as well other instructional supports.



## Parent Support

All students using *StudySync* are provided a personal *StudySync* account, meaning students can sign into the product anytime, anywhere, whether it is at school, at home or at a public library. This expanded access provides students the ability for students to extend their learning beyond the school day. It also provides parents the ability to view all student assignments and completed work from any device. In addition, students and parents have 24-hour access to *StudySync*'s rich resources, including over 1,000 texts and text excerpts, allowing for both students and parents to explore a diverse selection of classic and contemporary texts, along with the supporting multimedia.

For students without digital access at home, the Student Reading and Writing companion is designed for students to complete work at home and to share reading and writing assignments with parents.

## Dynamic Digital Environment

Teachers use the innovative *California StudySync* digital components to ensure students' success in the classroom. The Student Mobile Apps allow students to work both online and offline; and are compatible with iOS for Apple iPads, Android for phones and tablets, Chrome, and Win8.1. Examples of the wide range of digital components include:

- **Sync Library: Extensive Digital Resources:** Excerpts of hundreds of classic and contemporary texts – both fiction and nonfiction.
- **SyncTV: Award-Winning Multimedia Lessons:** High quality media-driven lessons with explicit instruction as well as engaging models of academic discussion and collaboration.



- **Sync Blasts: Weekly Supplementary Twitter-Like Writing Practice:** “Blasts” challenge students to analyze topics of current cultural significance, giving them the opportunity to voice informed opinions on topics that matter in a succinct and respectful manner.
- **Sync Review: Online Writing and Peer Review:** A proprietary process designed to improve reading and writing skills and increase the amount of time students spend engaged with subject matter from all curricular areas.
- **CCSS Assignments and Assessments:** Rigorous, customizable writing prompts and assessment rubrics that align learning objectives and outcomes directly to the CCSS and assessments.
- **Classroom Teacher Management Tools:** Flexible instructional models allow for scaffolding, differentiated instruction, and multiple assessments.

## ■ Professional Development

McGraw-Hill Education is committed to partnering with Natomas Unified School District in implementing a successful reading language arts curriculum. Throughout the adoption, we will work with NUSD educators to achieve reading language arts curriculum goals by assisting teachers and administrators on effective use of *California StudySync* in the classroom. All professional development sessions are designed to provide teachers and administrators with an understanding of the philosophy and organization of the program as well as to support professional development goals aimed at increasing student performance.

We have provided a sample of the range of professional development options we can deliver to the district. The final proposal will be customized to the needs of the district, and developed in partnership between the NUSD administrators and McGraw-Hill Education experts.



## Year 1 Complimentary PD Summary

TRAINING TYPE	QUANTITY
Year 1 Planning Meeting	1
Teacher Program Training	40
Administrator Training	1
Technology Specialist Training	1
Trainer-of-Trainers	1
On Demand Virtual Resources	Unlimited
Year 2 Planning Meeting	1

\*Number of days to be determined after discussions with the district. Each day represents 1 presenter per group of 30 teachers; the number of days represents the total number of presenters needed for the number of participating teachers. Partial days are counted as a full presenter day.



## **Executive Planning Meeting**

Upon the adoption of *California StudySync*, an initial meeting will take place with district curriculum leaders and the McGraw-Hill Education team to discuss the special needs and objectives of the district.

**Purpose:** To collaborate on a comprehensive plan for the initial implementation of McGraw-Hill Education and the ongoing professional development options. We will work with the administration to mutually plan the professional development and schedule dates to serve your needs. Goals and content of these sessions will be modified to meet the needs and training objectives defined by district leaders. Additional information regarding session agendas will be discussed and confirmed during district planning meetings.



## **Program Implementation Teacher and Support Staff Training**

The goal is to provide teachers with a thorough introduction to *California StudySync* so that they can begin using the resources in their classroom. The overview will be customized to meet the needs of the district and may include the following topics:

- Organization of the program
- Overview of digital resources
- Lesson planning
- Assessing and evaluating student achievement
- Differentiated Instruction
- Best Practices – Effective Teaching Strategies
- Targeted Intervention

**Participants:** All Teachers and Support Staff



## **Administrator Training**

This initial overview for administrators is designed to assist the educational leadership in monitoring teacher implementation of *California StudySync* in the classroom. This session will be arranged cooperatively with the administration and may include the following:

- Program Overview
- Assessment
- Techniques for monitoring implementation of the new resources

**Participants:** Principals, Assistant Principals and Curriculum Leaders



## **Trainer-of-Trainers**

The McGraw-Hill Professional Development consultant staff will train a cadre of selected personnel with the intent that this cadre provides ongoing support and training for district teachers and coaches. The Leadership Cadre will receive an in-depth study of *California StudySync*, including training in reading language arts topics. Effective strategies are embedded throughout and are integral to the Institute. Topics for the Professional Development Institute will be determined collaboratively in response to district needs and may include the following:

- **Implementing onsite sessions** where the leadership cadre will be trained in delivering implementation sessions and content sessions for identified student improvement. Based on district needs, this training may include in-depth product study and/or guidance on instructional strategies. This cadre of lead teachers and coaches will then be equipped to provide professional development to all teachers throughout the year at the building level.
- **Interpret data** where the leadership cadre will review and discuss student performance data as a baseline for focusing professional development and developing goals for the year’s professional development sessions.
- **Implementing Common Core** where the leadership cadre will be trained on Common Core topics that align to District initiatives. Topics will be determined during initial meetings and may include Accessing Complex Text, Rigorous Reading, Assessment in Depth, Technology, and Small Group Instruction.

**Participants:** District Designated Leadership Cadre: Lead Teachers and Building Coaches



## **Technology Implementation**

In this session, technology specialists receive hands-on training of the McGraw-Hill Education technology resources. The technology resources are designed to enhance instruction and customize learning. Participants will receive an overview of each technology piece, followed by an interactive learning experience. The following resources are typically covered:

- Assessments – generate ready-made or customized tests
- Data Dashboard – Real-time recommendations for appropriate level assignments, reading selections, remediation, and more—automatically compiled from previous assignments and assessments
- Teacher Planning – electronic lesson planner, Teacher Edition and all Blackline Masters
- Using Lesson Presentations for customized instruction
- Student Experience – complete interactive student edition

**Participants:** Technology Specialists



## Virtual Training Resources

Embedded virtual courses include:

- **Quick Start Course:** a four-hour “getting started with the program” session that is moderated and can be completed in one sitting, or, more appropriately, over a few days or weeks.
- **Implementation Course:** a more in-depth, self-paced training available on demand.
- **Administrator Support Course:** provides administrators unique insight into the program and support resources, such as observation checklists and other materials.

These online implementation modules provide district educators with ongoing implementation and curriculum support. Online Implementation Modules are grade-level specific and will be available for all teachers throughout the adoption.

In addition, online video libraries are accessed through the ConnectED Portal. This format provides flexibility and access for teachers and coaches – short video clips of master teachers, model lessons and reading language arts experts located at point of use. These video segments are correlated and aligned to the Common Core Content Standards.

**Participants:** All Teachers and Administrators



## Advanced Training Options

After the initial implementation professional development, the district has the option to pay for multiple advanced training options. The first is customized live webinars that can be recorded for future use. Additionally, we can provide live workshops in either a train-the-trainer model or train-the-teacher model to focus on literacy best practices. The live workshops would be delivered by our expert National Curriculum Specialists, with possible keynote appearances by one of our nationally known authors.

The district can also pay for coaching services. During coaching, a McGraw-Hill Education specialist works onsite with teachers/administrators to support program fidelity throughout the year. The specialist can model lessons, co-teach lessons, and conduct grade level and individual planning meetings. The specialist can also observe classrooms, provide critical feedback, and conduct individual conferences. Onsite visits build internal capacity within the school and develop teacher independence to successfully sustain the program.

---

## ■ McGraw-Hill Education Partnership with Natomas Unified School District

McGraw-Hill Education is committed to a long-term, sustained partnership with Natomas Unified School District. We will work with the district to sustain a successful literacy implementation, and look forward to planning additional phases as further needs are addressed.

Your dedicated McGraw-Hill Education team includes:

### Christina McColley

Sales Representative

916-505-0654

christina.mccolley@mheducation.com

### Gary Kranc

District Manager

916-542-5077

gary.kranc@mheducation.com

### Karen Stevens

State Adoption Manager

760-218-9955

karen.stevens@mheducation.com

### McGraw-Hill Education Customer Service

- By Phone: Call 1-800-437-3715 (8am-6pm ET M-F)
- Via the Technical Support Website: [www.eptech.com](http://www.eptech.com)
- Via the McGraw-Hill website: [www.mheonline.com](http://www.mheonline.com)

*Click on "Contact Us" and then select "Technical Support." You will be connected to Software Support where you can find additional technical information or email a support specialist about your problem.*

# Appendix

# High-Tech School Plugs into *StudySync* for Content and Student Engagement



## SUCCESS STORY

### ABOUT THE SCHOOL



Name  
Robert C. Fisler School

Location  
Fullerton, CA

Enrollment  
960

### Overview

Robert C. Fisler School is one of two K-8 schools, and one of five schools with middle school-aged students in the suburban Fullerton School District in Orange County, California. Fisler serves approximately 960 students. Second through eighth grade students participate in the school's 1:1 laptop program. This high-tech program has been in place since the school opened in August 2004.

### Wired for success

During the school facility-planning phase, community feedback recommended students in second through eighth grades be equipped with laptops. Alongside laptops, students interact with online textbooks and digital assignments as part of the learning environment.

Over the past 10 years, laptops have made way for iPads. The school remains tech-focused as it implements the rigorous Common Core State Standards. As a largely suburban school district with dramatic disparities in household income, there are challenges to maintaining equality in building technology investments and student access to tech-enhanced learning opportunities.

Elizabeth Ellison is an eighth grade English Language Arts and English Language Essentials teacher. She has worked in the Fullerton School District for 21 years and has been at Fisler since it opened its doors. She discovered the *StudySync* ELA digital curriculum and wanted to add it to her classroom right away.

Ellison learned about *StudySync* from her colleagues using the program already. She felt confident about the potential of *StudySync* for her students given its robust multi-media library containing hundreds of texts and excerpts; Common Core aligned instruction in reading, writing, listening and speaking; differentiation resources; and assessment tools to ensure student readiness for key high-stakes assessments, college, and career.

During the 2012-2013 school year, Ellison incorporated *StudySync* into her classroom as a trial. Several other Fullerton School District middle school teachers did the same. Now Ellison uses *StudySync* in her classroom every day. Seventh and eighth graders across the whole district are using *StudySync*'s core literacy program.

“The big thing is having access to so many great excerpts of literature,” Ellison said. “We have immediate access to current and classic works. It’s scary-easy planning.”

Ellison believes that *StudySync* lessons and units ensure engaging digital learning aligned to the Common Core, giving teachers the ability to always create relevant, Common Core-aligned assignments through a user-friendly platform.

“It’s phenomenal,” Ellison said. “If everyone had *StudySync*, they’d have a Common Core ELA textbook.”

## Meeting the digital needs of a high-tech district

Although Fisler has been wired for online learning since established, that is not necessarily the case for other schools in the Fullerton School District using *StudySync*.

In fact, Nicolas Junior High School followed Fisler by adopting *StudySync*, although still transitioning to a 1:1 laptop program. Students have experienced literacy gains as well. After seeing the success of students at Fisler and

Nicholas, other schools in the Fullerton School District adopted and incorporated *StudySync* regardless of where they were in their digital transition process.

## Streamlined lesson planning with extensive *StudySync* resources

Varied access to technology and digital resources across the district over the last 10 years left Ellison and other Fullerton educators constantly searching the web to plan and assemble their lessons to make sure they had what they needed to be effective educators.

More specifically, before *StudySync*, Ellison’s process included finding a text to meet her lesson plan, locating the perfect excerpt, and searching for any interesting videos or audio to go along with it. Next, Ellison vetted her selections to ensure the copyrights were in order.

Then, after developing a class discussion, Ellison hoped the school’s aggressive Internet filter would not interfere. Ellison recalls when her class was in the middle of *The Call of the Wild*, accessed through another online library. During a crucial literary moment, Ellison learned a whole chapter was unexpectedly blocked. These challenges faced by Ellison and other teachers in the most technologically driven school in the district made teaching media-rich lessons difficult.

## Enrollment

82.5%

Asian/Pacific Islander

7.9%

Caucasian

5.6%

Hispanic

.4%

African American



The *StudySync* digital library provides texts and lesson plans, making it easy for teachers to keep pace within a high-tech classroom. Texts can be sorted by grade level, Lexile® level, Common Core recommendation, genre, title, author or keyword to streamline lesson planning. Additionally, *StudySync* can be accessed whenever and wherever including *StudySync*® TV lessons like that accompanying *The Call of the Wild*.

For Ellison, instead of experiencing blocked content from other online sources, she provides her students more cohesive, meaningful learning experiences using *StudySync*.

Schools throughout the district with fewer technological enhancements than Fisler, successfully implemented *StudySync*. By creating a thoughtful technology implementation plan, the school successfully leveraged *StudySync* at least once a week in honors, remediation, and Advancement Via Individual Determination (AVID) classrooms for assignments and creative class discussions.

## Customized curricula to meet student achievement levels

Although more than 91 percent of students at Fisler scored at or above proficient on the California State Assessment for English Language Arts, Ellison's high-performing students still learn at different levels and paces.

One student in Ellison's classroom has visual and audio processing challenges. These learning needs led to behavior problems; however, with *StudySync*, the student annotated as he read lessons, researched concepts, participated in classroom discussions, and used video and audio enhancements to work through material at his own pace. *StudySync* helped him become a more productive learner.

The phases of learning in *StudySync*, from First Read to Close Read to peer-review work, reinforce literacy skills and concepts, and provide opportunities to scaffold assignments based on students' interests and reading abilities. Lessons can be tailored and assigned to a whole class, a small group, or an individual student.

### Fisler School Benchmark Assessments before and after *StudySync* lesson use

LITERACY PROGRESS BEFORE STUDYSYNC		LITERACY PROGRESS AFTER STUDYSYNC	
STUDENTS AT GRADE LEVEL	26 Students	68 Students	161% Increase
ADEQUATE PROGRESS	33 Students	31 Students	6% Decrease
LIMITED PROGRESS	27 Students	6 Students	78% Decrease
MINIMAL PROGRESS	20 Students	1 Student	95% Decrease

Early in her adoption, Ellison saw results. “I was just reviewing our latest benchmark results. I am very pleased,” said Ellison. Prior to using the *StudySync* Thematic Unit on Suspense with her class, 26 of her students tested at grade level. After completing the unit, 68 students tested at grade level. Similarly, 19 students who had previously tested at minimal progress improved their test results.

*“The students can immerse themselves in the whole process in a more meaningful way than if it was just a textbook, notes, and then answering the questions on a test.”*

—Elizabeth Ellison  
Teacher, English Language Arts

“They have been so completely engaged with the Suspense Unit, they are making connections to other reading selections and they are using what they have learned in other classes,” said Ellison.

### Improvements in the art of conversation in Language Arts class

Ellison believes the biggest improvement for all of her students is a deeper understanding of different types of literature — including poetry, classic and contemporary novels, and informational texts — alongside more meaningful classroom conversations.

Ellison compared class discussions before *StudySync* to “lobbing a wet tennis ball.” One student would make a point, then, another student would make a different point.”

“Nothing bounced,” she said, “but they thought they were having discussions. Generating a running conversation was difficult.”

After using *StudySync TV* with its modeling of student-led academic discussions and additional *StudySync* multi-media resources, Ellison reported that her students are engaged and excited to participate more fully in class. They also have learned how to listen and better participate in an academic discussion on a topic.

“They have read and re-read such a great selection of texts and have become so confident in their abilities. They use literary terms and apply them because they have seen it modeled so well in *StudySync* by students they can relate to,” said Ellison.

