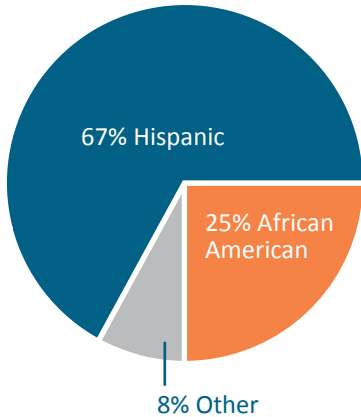




## Korematsu Discovery Academy (KDA) Grades PreK-5

### By the Numbers

- Principal: Charles Wilson
- Total Student Enrollment: 388
- 2011 API Score: 788
- 95% Free or reduced lunch
- 67% ELL



### Theory of Change

Mr. Wilson started with the question “How can we use blended learning to increase and personalize human learning?” By facilitating students’ access to digital content and small-group instruction, providing students, teachers, and leaders with easier access to student data, and facilitating a collaborative, data-driven culture with space and time to plan, we believe learning can be more efficient and effective.

Korematsu Discovery Academy has worked closely with Education Elements on developing an innovative Blended Learning instructional design. Founded in 2010, Education Elements advises and works side-by-side with schools to implement blended learning in classrooms and provides a technology platform (the Hybrid Learning Management System) that makes it easy and effective for administrators, teachers and students to track student performance. Education Elements’ consultants bring several years of classroom and business experience with them as they partner with schools.

### Goals

1. To increase academic gains at Korematsu Discovery Academy through the adoption of Blended Learning best practices in select classrooms.
2. To develop a Blended Learning implementation that serves as a model to other OUSD schools looking to adopt Blended Learning best practices into their pedagogical approaches.

### Innovation

Korematsu is starting small and deep, by completely redesigning one grade level as a Blended Learning model for the school. Central to Korematsu’s Blended Learning philosophy is striking the proper balance between critical thinking and skill-building activities in the classroom. KDA intends to use digital content to facilitate the latter, giving pilot teachers the freedom to focus on the former. Like Madison, KDA teachers will also be using a wider array of digital content providers than is standard in a Blended Learning classroom. Mr. Wilson and the KDA staff have long been proponents of Fast ForWord, an online program that helps build student memory and phonological awareness, and Accelerated Reader, a reading program that helps build vocabulary and reading comprehension skills. Both Fourth Grade pilot teachers will continue to use these programs as they also add ST Math, Achieve 3000, and Mangahigh to their curricula.

### Detailed Pilot Objectives (in design phase with SRI International)

Teacher Practice	Student Outcomes	System Outcomes
<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Integration of digital content</li> <li>• Differentiated Instruction</li> <li>• Use of Data</li> <li>• Self-efficacy</li> <li>• Increased satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Near term: increased student engagement, student agency and student attendance</li> <li>• Long term: increased student academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Increased capacity: improved IT support; expanded capacity for instructional coaching involving the use of technology; flexibility</li> <li>• Expansion of blended learning to more schools</li> </ul>



## School Background

Korematsu's founding Principal, Charles Wilson, attributes much of the school's student achievement growth to the implementation of two online learning programs as part of their effort to individualize student learning and accelerate reading levels, primarily during after school intervention. The two programs, *Fast ForWord* and *Reading Assistant*, are published by Scientific Learning, and OUSD has recently purchased *Fast ForWord* district-wide licenses due in large part to the success at Korematsu.

Korematsu has posted a 196-point gain over the past 4 years to an API of 788 in '10-11. Korematsu was recently nominated for one of the nation's highest K-12 honors: the National Blue Ribbon Schools award.

*"With so many digital choices, we have to be picky. 'Don't collect data we don't need, don't use software that doesn't serve a specific goal.'"*

Charles Wilson

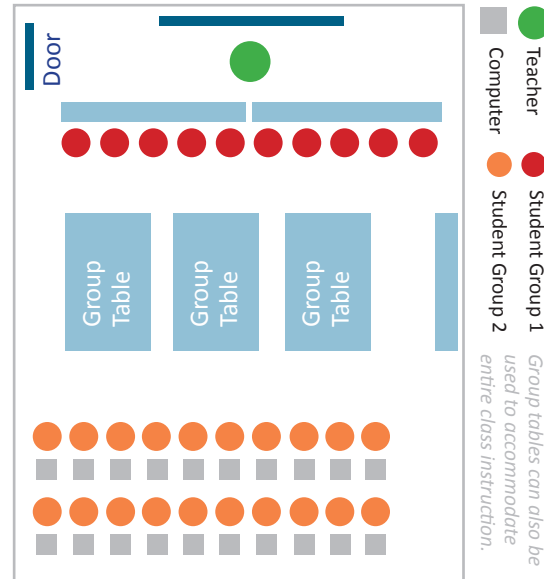
## Digital Content

Grade level/subject	Digital content
4th Grade	Achieve3000, ST Math, MasteryConnect, Mangahigh (free)
School-wide programs	Reading Assistant, FastForWord, Accelerated Reader

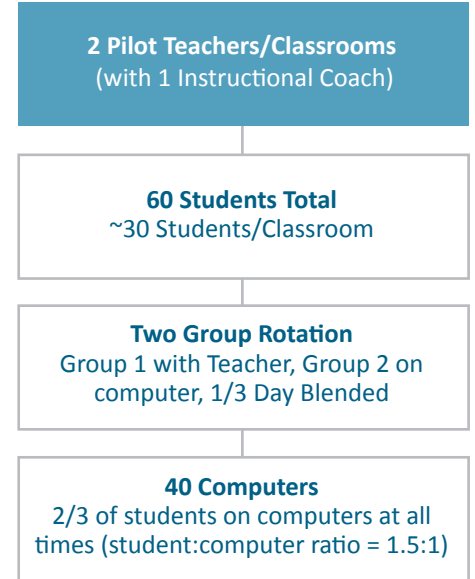
## Model Design

In-classroom two group rotation with 2/3 of students on computers and 1/3 of students with the teacher. Students on computers will use personalized, adaptive digital content primarily to reinforce concepts learned with the teacher, though at times they will receive direct instruction online. Students with the teacher will receive a mix of whole-group and differentiated small-group instruction to receive direct instruction from the teacher and to collaborate with other students on project-based group work.

### Classroom Design



### Pilot Classes and Hardware



### Rotational Schedule (Computer in orange/Teacher in red)

	8:40-9:35	9:35-10:10	10:10-10:45	10:45-11:20	11:20-12:05	12:05-12:45	12:40-1:15	1:15-1:50	1:50-2:00	2:00-2:55
<b>Monday A</b>	MF/ST	Swun Math	Skills/RA	Writing	Lunch	ELD/AED	Vocab/GL Text	RTI	Recess	SS
<b>B</b>	Swun Math	MF/ST	Writing	Skills/RA	Lunch	ELD/AED	Vocab/GL Text	RTI	Recess	SS
<b>Tuesday A</b>	MF/ST	Swun Math	Skills/RA	Writing	Lunch	ELD/AED	GL Text	RTI	Recess	Science
<b>B</b>	Swun Math	MF/ST	Writing	Skills/RA	Lunch	ELD/AED	GL Text	RTI	Recess	Science
<b>Wednesday A</b>	MF/ST	Swun Math	Skills/RA	Writing	Lunch	ELD/AED	GL Text	Assembly	Recess	
<b>B</b>	Swun Math	MF/ST	Writing	Skills/RA	Lunch	ELD/AED	GL Text	Assembly	Recess	
<b>Thursday A</b>	MF/ST	Swun Math	Skills/RA	Writing	Lunch	ELD/AED	GL Text	RTI	Recess	SS
<b>B</b>	Swun Math	MF/ST	Writing	Skills/RA	Lunch	ELD/AED	GL Text	RTI	Recess	SS
<b>Friday A</b>	LA/M	PREP	PREP (10:25)	RC/MF	Lunch	ELD/AED	Spelling/RTI	Free choice	Recess	Science
<b>B</b>	RC/MF	PREP	PREP (10:25)	LA/M	Lunch	ELD/AED	Spelling/RTI	Free choice	Recess	Science

