



The Community Foundation
Serving Riverside and San Bernardino Counties

S.L. Gimbel Foundation Fund Grant Evaluation Form

Grant Period:	December 1, 2013 through November 30, 2014
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Organization: McPherson Magnet Education Foundation

Contact Name: Cheryl Robertson

Title: Teacher

Phone Number: (714) 390-8604

Grant Period: Dec. 1, 2013 – Nov. 30, 2014

Award Amount: \$25,000

Grant Number: 20130833

The entire McPherson Magnet School community would like to sincerely thank S.L. Gimbel Foundation Fund for the memorable and most beneficial Grant monies awarded for the period of December 1, 2013 through November 30, 2014.

- Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

Teaching at McPherson is a multi-media experience. This project provided the means to enhance technology for all students at our site. Because of S.L. Gimbel's \$25,000, matching the \$25,000 we raised as McPherson Education Foundation, we were able to purchase 60 iPads with Mobile Device Management (MDM) software licenses, Lightning Keyboards, and Rugged Protection iPad Air Cases for classroom/teacher use. All 894 children, grades K-8, thirty-nine teachers, and ten support staff including a large number of special education students in general education classes, second language learners, at-risk students, hearing impaired, and those with learning and processing disabilities were served.

- What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?

The key challenge was to create the most cost effective, reliable, and easy to use iPad combination of hardware necessary to serve our population and find the "right-fit" technician to support our long-term technology education goals. Towards that end, we researched, purchased, and implemented the student/teacher friendly iPads. Each of our 39 teachers received an iPad before our 2013-2014 school year was over, so they could practice over the summer. Orange Unified School District updated our Wi-Fi system over the summer to accommodate the increased technology demands our school is facing through "bring-your-own-devices" and added iPad use school-wide.

Our next challenge was to educate the teachers in iPad-classroom technology. We chose to delay Apple TVs until our Wi-Fi system's ability was increased. During the summer, many teachers opted for additional District-provided training on iPad use. We have recently discovered an app, Air Server, will take the place of Apple TV. Our technician has been working with the K through 8th grades of our school to help teachers integrate technology on an everyday basis.

- Describe any unintended positive outcomes as a result of the efforts supported by this grant.

Our three-third grade classrooms were each given 8 iPads for student use. Following Orange Unified School District's "I-Teach" model, third grade teachers attended first-grade "I-Teach" lessons so they could model after the inclusive lessons being taught in one of our first grade classrooms. Teachers implemented small-group collaborative instruction/response. Removing learning barriers, they have accessed text directly to cite evidence and support their understanding through pictures and graphic representations. All McPherson teachers K - 8 were extremely pleased with the ability to interact with lessons and student projects in a hands-on and highly motivating technology.

Standardized testing has changed in California. Beginning in spring of 2014, students take their Common Core Smarter Balanced Assessment Consortium tests on computers rather than the "bubble-in pencil method". With additional iPads in third grade and teacher knowledge, we can incorporate iPad usage in this testing. Scholastic Reading Counts tests (daily in classes across the grade levels) can now be taken on iPads as well as Chrome Books in classrooms, increasing availability for all to succeed. JiJi, our online math practice, can be accessed on iPads in the classroom, reducing the need for waiting until our weekly Computer Lab access. Again, more access means that more students will succeed.

- Describe the overall effect this grant has had on your organization.

This grant made it possible to put an iPad into the hands of each teacher. We have been able to give each teacher the ability to come into today's educational world. Teachers now are able to grow with the times to incorporate iPads into daily lessons. In the third grade, the use of iPads in daily transactions has increased student feedback as they verbally express their responses, expressions of understanding, and retelling capabilities. All students are able to express their thoughts in words as they collaborate with others, increasing their vocabulary development, and self-confidence in expressing their ideas. iPads provide avenues to voice their responses. McPherson Magnet has just begun to realize what other schools have been developing; the iPad world of education.

Students, teachers, and community members were able to clearly present, communicate, and view learning objectives, curriculum standards and classroom materials, as well as evaluate meaningful student understandings through use of iPads. Increased use of

technology school-wide has been an enhancement to overall student learning. Students using online programs have advanced in their performance scores.

- Tell us a few success stories that made an impact on your organization and/or community as a result of this grant.

In third grade, students practiced a 15 minute Reader's Theatre presentation of Follow the Drinking Gourd. Other classes were then invited in as they took their "show on the road". Students then returned to their classes to use the application "30 Hands" to create a book using iPads. One of the major focus standards of reading in the third grade is Retelling a Story.

Many grade levels have incorporated the program Kahoot.it into an intriguing student response lesson review. Teachers can create quizzes or interactive discussions with small groups collaborating to answer questions. Throughout teaching a unit on constellations, teacher-made questions created an atmosphere for review of the text. Students were anxiously awaiting their "game-show" responses.

First graders used iPads for research using Discovery Education videos, then presented their research to the class. Small groups collaborated to record facts gleaned from science videos and determine key facts to share with class.

First graders used iPads to develop Keynote presentations. Small groups worked together to research facts to add to slides. Groups chose presentation format, transitions for each slide, and facts pertinent to their presentation. Each group then presented Keynote to the class projected via Apple TV onto screen.

- Provide a financial report on the use of your grant funds (expenditures).

Invoice from Vendor #000137:	6 - 10 packs iPad Air	\$31,219.20
Invoice from Vendor #110386:	60 MDM Licenses	1,200.00
Invoice from Vendor #076885:	30 Lightening Keyboards	1,765.80
Invoice from Vendor #070003:	60 Rugged Protection Cases	1,887.96
Technology Assistant 3-1-14 to 6-13-14		4,005.75
Total:	\$ 40,0078.71	

The \$25,000 grant from the S.L. Gimbel Foundation was spent in full on our purchases. The balance of the matching funds, donated by the families of our school, was used to fund Science Kit replenishment, Elementary and Middle School Science Supplies, Student Loaner Laptops, as well as Technology Repairs and Upgrades school-wide.

Thank you for making this possible for us.