# Project Implementation Plan

The technology change plan at Lakeside High School will be implemented in three phases. The first phase will be focused on putting the infrastructure into place. Phase one begins with the installation of classroom data drops. Currently all classrooms have at least one drop, however, the goal is for all classrooms to have a total of five. This will allow for several students to be working independently on computerized learning activities while others are engaged in other classroom activities. The cost of installing additional data drops can be reduced if all are installed at once instead of in phases, therefore, the plan calls for installation in the beginning of the first year.

*Read On!* software is an interactive reading program designed especially for high school students with reading difficulties. This software assesses learners and places them at the appropriate level. The program builds vocabulary, comprehension and analyzes writing skills. *Read On!* is a product of Steck Vaughn and states , "ongoing assessment embedded in the program constantly monitors learners' progress and adjusts instruction to meet their needs. To accelerate mastery, learners focus only on the skills they need." *Read On!* will be installed on the Lakeside server and will be accessible by all classroom computers.

The final technology portion involved in phase one will be the purchase of headsets for the classroom computers. This will enable those working on the computer to "tune out" the rest of the classroom noise and improve concentration.

Teachers and students in Language Arts will be the first to implement the changes. Phase two brings the social studies and math teachers actively participating in the stated goals and increases the daily time students are exposed to technology related activities. Phase three brings in the science teachers and all other Lakeside teachers. Complete details of the Implementation Plan along with indicators and benchmarks can be found in Appendix B.

|  | **Phase One** | **Phase Two** | **Phase Three** |
|---|---|---|---|
| Technology | • 5 data drops/classroom<br>• Computer headphones<br>• *Read On!* Software |  |  |
| Teachers & Students | • Language Arts | • Social Studies/Math | • Science |

Listed below are the strategies for students and teachers to accomplished the stated goals and achieve reading success. As stated above, Language Arts teachers will be the first to participate, using

the strategies listed in the table below to integrate technology into their classrooms. Successful performance can be monitored through direct classroom observation and viewing lesson plans.

Students in Language Arts classrooms will begin the year with testing in order to determine their current reading level. *Read On!* software can then be used as a tool for individual learning improvement. Classroom activities, peer tutoring and individual sessions with the reading specialist, if necessary, are strategies to continue the learning process. This will be measured by classroom observation and teacher or administration reports. All are designed to have students ultimately reading at grade level and will be measured by comprehensive exams.

**See Appendix C for further details.**

| Students | Teachers |
|---|---|
| • All students will take a test to determine their current reading level | • Teachers will participate in training workshops for professional development regarding integrating technology into the classroom and individualizing instruction |
| • Students will participate in reading improvement activities during class time 3 hours weekly | • Teachers will participate in training workshops for proper use of *Read On!* software. |
| • Students of high level will tutor lower level students 2 hours weekly, during class time | • Teachers will develop lesson plans with technology use in curriculum |
| • Students will participate in peer assessments of reading skills and tests | • Teachers will design reading improvement activities with technology integration in the classroom |
| • Students identified by the reading specialists will meet with her weekly | • Teachers will participate in peer sharing of ideas in weekly meetings |
| | • Teachers will participate in peer assessment of reading improvement activities with technology use within classroom |