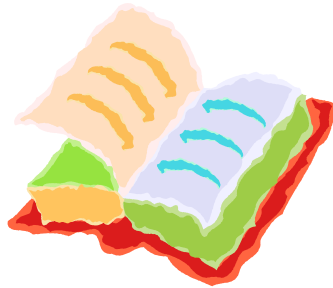# Read On!, Lakeside High School

MIT 522
May 2, 2006
Dr. Mahnaz Moallem

Aixia Zhang
Jessica Shartle
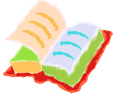**Fran Strauss**

Table of Contents

Introduction

Lakeside High School is one of five high schools within the New Hanover County School System and the only school that is considered an *alternative school*. Students who are enrolled at Lakeside have failed either the math and/or reading 8th grade EOG and have been sent to Lakeside for an *alternative* 9th grade year.

Poor reading skills among students have been identified as a major obstacle to student performance. Data obtained from surveying the Lakeside teachers and from directly interviewing the reading resource teacher, revealed that 82% of students are reading well below grade level. Reading levels are not currently being directly measured; however, teachers surveyed felt Lakeside students are reading below the 5th grade level. Thus the scores on the EOG tests are well below average. In December 2006 only 11% of the students enrolled at Lakeside passed the repeat competency exam. Direct observation of classrooms revealed that 80% of teacher's instructional strategies are not adjusted to students with multiple needs and backgrounds. All classrooms have at least one computer and the school has a computer lab; however, during observation, data shows that the computer lab was not utilized during instruction and teachers failed to use technology to facilitate student learning.

The goals of this technology plan include:
- Students will read at grade level
- Students will actively engage in classroom activities, using technology 80% of the time
- Teachers will develop learning activities to improve student learning daily
- Teachers will develop lesson plans integrating technology daily

A technology change team includes key Lakeside School personnel (see Appendix A) and has been established to develop the mission and vision statements for the technology change plan. This plan includes the integration of interactive reading software to measure and monitor reading and writing skills improvement. This plan also allows for the installation of 5 data drops per classroom in order to accommodate more computer stations and student computer accessibility. Phase I of the project involves the purchase of reading software to assess the current reading level of each and every student who enters Lakeside High School and can be used for independent student work along with ongoing reassessment. A change to the current infrastructure would include the installation of additional data drops so that each classroom would be able to house five computers, increasing student access to technology and the reading software. The purchase of additional headphones will help to ensure that students can work independently while other classroom activities are going on. Language Arts teachers will participate in the first phase to begin developing lesson plans integrating technology and developing classroom activities to improve active learning.

Phase two brings in the social studies teachers, and by Phase three, all teachers at Lakeside High School have moved away from the traditional lecture style teaching and are actively engaged in classroom activities that improve student participation and learning. The ultimate goal is to improve reading skills, enabling students to pass the competency test and return to their traditional school with new skills to make their high school years rewarding and successful. With this preface to the technology plan for Lakeside School, the following mission and vision statements have been established:

Mission Statement:

The mission of the reading technology plan of Lakeside High School is to improve reading skills of the students. Through this technology plan, teachers of Lakeside High School will engage in and enjoy reading software use in students' reading task, and students of Lakeside High School will be interested in reading and enhance their reading and comprehension skills beyond their current grade level of reading, which in return, will result in effective use of other technology use in classroom instruction. Ultimately, through the technology plan, a majority of students in Lakeside High School will be able to pass EOG test for 9th grade and return to a traditional high school with the necessary skills at 9th grade level to allow them to actively participate in learning.

Vision Statement:

We believe in that all children in Lakeside High School can learn and that the use of *Read On!* software will improve reading skills for students. Our vision is to provide teachers, students, and families an opportunity to access and integrate *Read On!* software use in reading, teaching and learning for students within and beyond the school setting and to become active participants in technology use in curriculum instruction. We have been given the task of empowering our students with the desire to make learning a life-long process. Using technology is a basic skill that will help students become lifelong learners, capable of critical thinking and problem solving and become active members of the world beyond our door.

Technology Change Goals:

- Improve available infrastructure related to running *Read On!* software by August, 2006
- Complete *Read On!* training for change management team by August, 2006
- Combine *Read On!* training for other teachers with curriculum instruction through daily work.
- 80% of the school time, students will be able to engage in reading activities along with *ReadOn* software
- Students will be able to read at grade level.
- Teachers feel comfortable incorporating *Read On!* software into reading instruction.
- Teachers will be able to develop learning activities and lesson plans related to *Read On!* use.
- Install 5 data drops per classroom.

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 • Computer headphones • *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

Communication Plan

Information is currently distributed within the Lakeside community through weekly staff meetings, e-mails and direct communication. A communication plan has been developed in order to smoothly integrate the technology change plan at Lakeside High School.

The computer resource teacher at Lakeside High School will lead the change management team. Other team members include the reading resource teacher, the vice principal, the school counselor, social worker and special population's coordinator. This team will also be responsible for disseminating information during all phases of the technology implementation to all stakeholders. In addition to the change management team, other stakeholders include the principal, vice principal, NHC Central office, all Lakeside teachers, parents and students, and any potential funding resources.

The communication plan as listed in Appendix A, provides the details as to the format of the communication, the method of communication and party responsible for its publication.
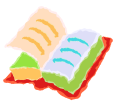
Design of the Infrastructure

Lakeside server is a Netware server and was recently updated. This server currently houses all programs allowing access by all computers connected to the server. Through routine observation and check report from Helen, a computer resource teacher, 80% of teachers, except computer teachers, rarely use software related to subject in class instruction. Software that teachers and students use most is word processing, internet search, and games. For example, Star Reader Program and Skills tutor are rarely used by teachers and students. Computer lab is used infrequently by teachers for activities and they were accustomed to lecturing in traditional styles. Internet is accessible for every student and staff with an ID and Password. Internet access and internet environment are always under safety. By inventory for teachers and students from Lakeside school, 80% teachers stated that they felt comfortable using computers in their classroom; however, 90% of teachers felt compelled to stay on track and teach to the NC curriculum guidelines for 9th grade. As per teacher surveys, 90% of Lakeside students are very comfortable with technology for personnel use, however reading is a major obstacle for proficient use of technical programs and computer based testing By class observation from teachers and the reading specialist, 80% of students are reading below grade level. Lakeside only has one reading resource teacher. Presently, other subject teachers like SS teachers, LA teachers, are required to teach reading in turn. One computer resource teacher is mainly responsible for basic troubleshooting, for example, simple network and hardware problems, monitoring computer use in classroom, and training the staff on new software application. When problems related to technology use cannot be solved by the computer resource teacher, a technician from New Hanover County School Technology department will be asked to fix these problems. Scanners are seldom used in relevant subject instruction, mainly used for school administrating needs.

The technology plan includes the purchase of *Read On!* software, an interactive tool for people with reading difficulties that is especially targeted to high school students. This software will be loaded onto the server at Lakeside High School, which has been recently updated and the software program can be accessed from all classrooms. The computer resource teacher will be responsible for installing the software onto the server. Any advanced technical assistance can be obtained through New Hanover County School Technology Department.

Each classroom is equipped with a variety of computers that differ greatly in performance capacity and application. Some classrooms have only one computer, others have up to five. The technology change plan includes the installation of additional classroom data drops so that each classroom will have the potential for five working computers. Lakeside personnel have recently submitted a purchase request for the new computers. It is anticipated the new computers will be in place in phase one of the implementation plan.

The purchase of headphones for each computer of all classrooms will allow students to work within the classroom environment while other activities are occurring. Specifications on infrastructure improvement are listed in the below table.

Goal:

Make available new software running in server and the classroom.
Prompt smoothly use of up-to-date technology among teachers and students.

Minimal Requirements of *ReadOn* Software	What we need	What we have
Hardware	Windows 98, ME, NT4 (Service Pack 6), Win2000, XP	√
	Pentium 300MHz processor	√
	64MB RAM	√
	Sound Card	√
	300 MB free disk space	√
	CD ROM Drive	√
	Screen resolution of 800×600 pixels with high (16bit) color	√
Peripherals	Speakers	
	A TWAIN-compliant scanner	√
	Keyboard and mouse	√
	Printer	√
	Headphone set for classroom	
Software	Office	√
	Acrobat Reader	√
	Network	√
Language support	English	√

In terms of minimal system requirement of *Read On!* , the current hardware condition (for details, please see Appendix D.) will be able to meet the needs of running of the new software within classrooms and the computer lab. So, no hardware needs to be updated or added.
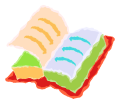
Staff Development Plan

A plan for professional development is needed in order to change the pedagogy of teachers at Lakeside school. Teachers are accustomed to lecture style teaching that does not address student individual needs and backgrounds. The staff development goals for this technology plan include:

- Teachers will develop learning activities to improve student learning daily
- Teachers will develop lesson plans integrating technology daily
- Teachers will become educated on the proper use and benefits of the *Read On!* software program

The technology change plan utilizes the Three Levels and Small Group Training professional development model. This model states that technology integration requires three distinct levels. The first requires teachers to actually use and become familiar with a particular piece of software. Second, teachers must be trained to evaluate the selected technology for their particular classroom use, and finally, teachers must discuss how to integrate software into their curricular and how they are to change what they are doing in their classrooms.

This model is project based, for technology is only the tool, not the focus of the activity. As the above goals are implemented, each learning activity is ultimately designed to improve student learning by improving reading skills. Discussion with the reading specialist revealed that students were not interested in focusing on reading improvement skills directly through book reports or phonic instruction, however, were eager to participate in projects, especially involving community-based activities such as newspaper research (recent inclusions: Bird Flu and the port of Wilmington).

The three levels and small group training model states that training must be progressive, continuous and ongoing, for single-shot training is ineffective. Teachers need longer times in order to thoroughly absorb the information and incorporate it into their classrooms. This model also states that learning to use technology is required, not voluntary and that principals, superintendents and other administrators should take technology staff development courses along with the teachers who will be implementing the information.

The technology staff development courses are to be taught in a workshop group forum setting. This setting allows for discussion and sharing or ideas and experiences amongst teachers. Initial training is to be delivered by a representative or subject matter expert who is a seasoned *Read On!* software user. The goal is for the representative to deliver a one day workshop on a teacher work day, with both hands on technical sessions, troubleshooting sessions, and open discussion sessions. This training will be delivered first to the change management team (see Appendix A). Upon receiving this training, the change management team will facilitate the implementation of the software in the classroom. They will train the remainder of the teaching staff (12 teachers in all), in phases as referenced in the technology plan, starting with the Language Arts teachers, on the *Read On!* software and relate their success stories and experiences to the group. These sessions will be conducted on a teacher work day and a small stipend will be paid to each participating teacher. These sessions will consist of two parts: the first portion is a hands-on demonstration in the computer lab. The second portion will be in a forum setting to encourage round table discussion.

Estimated cost of the training workshop for the change management team is $830. Budget details for each training session can be found in the Budget section below and in Appendix F.

## Technology Support Services

Technology support services will not be complex as the *Read On!* Software support is available through the website: www.steckvaughn.harcourtachieve.com as well as the United States service support phone line.

Technology Support Ladder

Problem	Support Contact
Technical difficulty with hardware or standard software	1st line – Computer Resource Teacher

or accessories	2nd line – New Hanover County Schools ITSD
	3rd line – Hardware, Software, Accessory Vendor
Technical Difficulty with the Read On Software Program	1st Line – Reading Resource Teacher
	2nd Line – Computer Resource Teacher
	3rd Line – Read On Software Support Services
Data Drop Technical Support	1st Line – Computer Resource Teacher
	2nd Line – New Hanover County Schools ITSD
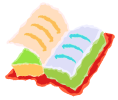
Project Budgets and Timeline

The majority of the expense for this technology change plan is derived from the purchase of the *Read On!* software and the installation of classroom data drops. All other expenses are listed below and further details are listed in Appendix F.

A Summary Budget Table

Direct Cost	2006-2007	2007-2008	2008-2009	Total
Consultants	$ 2,000	$ 500	$ 500	$ 3,000
Software	$ 20,872			$ 20,872
Headphones	260			260
Data Drops	$ 6,600			$ 6,600
Read On! Workshops – Change management team	$ 830			$ 830
Read On! Workshop - teachers	$ 175	$ 350	$ 175	$ 700
Total	**$ 30,737**	**$ 850**	**$ 675**	**$ 32,262**

Appendix A

Coalition Team	Change Management Team	Additional Stakeholders
• Principal • Vice Principal • Computer Resource Teacher • PTA	• Computer Resource Teacher – Leader • Reading Resource Teacher • Vice Principal • Counselor • Social Worker • Special Populations Coordinator	• Central NHC Office • Lakeside Teachers • Parents • Students • Potential Funding Resources

Stage and objective of the communication	Stakeholder Group	Format	Vehicle	Responsible Party
Mission Statement Communicate Vision to the Stakeholders	Change Management Team	Verbal, Electronic	Presentation, Internet (School website announcement)	Coalition Team
	Central NHC Office	Verbal, Electronic	Presentation, Internet	
	Teachers	Verbal, Electronic	Presentation, Internet (School website announcement)	
	Parents	Written, Verbal	Newsletter, PTA discussion	
	Students	Verbal	Announcement and preview	
	Potential funding sources	Verbal, Written, Electronic	Presentation, Newsletter, Internet (Priority Email)	
Goal Setting Communicate goals of the project	Coalition Team	Verbal, Electronic	Presentation, Internet (Priority Email)	Change Management Team
	Central NHC Office	Written, Electronic	Report, Internet	
	Teachers	Verbal, Electronic	Presentation, Internet (School website announcement)	
	Parents	Written, Verbal	Newsletter, PTA discussion	
	Students	Verbal	Classroom Announcement	
	Potential funding sources	Verbal, Written, Electronic	Presentation, Newsletter, Internet (Priority Email)	
Data Gathering Communicate the	Coalition Team	Written, Electronic	Report, Internet (Project progress E-board of school website)	Change Management Team
	Central NHC Office	Written, Electronic	Report, Internet meeting	

current situation	Teachers	Written, Electronic	Report, Email, School website announcement	
	Parents	Written, Verbal	Report, PTA discussion	
	Students	Verbal	Classroom discussion	
	Potential funding sources	Written, Electronic	Report, Internet (Priority Email)	
Planning Communicate program plans; provide objectives, timelines and reinforce mission statement	Coalition Team	Verbal, Written, Electronic	Presentation, Report, Internet Posting	Change Management team
	Central NHC Office	Verbal, Written, Electronic	Presentation, Report, Online	
	Teachers	Verbal, Written, Electronic	Presentation, Report, Online forum	
	Parents	Written, Electronic	Report, Internet	
	Students	Verbal	Classroom Discussion	
	Potential funding sources	Verbal, Written, Electronic	Presentation, Report, Online announcement	
Implementation Communicate the processes involved with implementation	Change Management Team	Written, Electronic	Report, Internet Posting, Detailed handout	Coalition Team Change Management Team
	Central NHC Office	Written, Electronic	Report, Internet Posting	
	Teachers	Verbal, Written	Discussion, Report, Project forum E-board	
	Parents	Written	Newsletter	
	Students	Verbal, Written	Classroom announcement, detailed handout	
	Potential funding sources	Written, Electronic	Report, Internet Posting	
Evaluation Communicate the results of measurable values	Change Management Team	Verbal, Written, Electronic	Presentation, Report on Success and subsequent remediation or direction, Internet Posting	Coalition Team Change Management Team
	Central NHC Office	Verbal, Written, Electronic	Presentation, Report on Success and subsequent remediation or direction, Internet Posting	
	Teachers	Verbal, Written, Electronic	Presentation, Report on Success and subsequent remediation or direction, Internet Posting	
	Parents	Verbal, Written, Electronic	Presentation, Report on Success and subsequent remediation or direction, Internet Posting	

Students	Verbal	Communicate program results via classroom discussion – receive feedback	
Potential funding sources	Verbal, Written, Electronic	Presentation, Report on Success and subsequent remediation or direction, Internet Posting	

Appendix B

Project Implementation Plan

Phase 1 - 2006

Goals (Outcomes)	Indicators	Benchmarks	Measures
Students in Language Arts classrooms read at grade level	Score on the reading test	By December 2006, student reading exam scores will improve by one grade level	Comprehensive exam scores
Students in Language Arts classrooms will actively engage in classroom activities, using technology 80% of the time	Reading assignments and activities. Story writing and reading	By December 2006, 50% of the classroom time, students will engage in classroom activities with technology use	Teacher Report Classroom Observation
Teachers in Language Arts classrooms will develop learning activities to improve student learning daily	Group reading exercises Peer review and compilation writing exercises Reading comprehension activities	By December 2006, teachers will administer learning activities 50% of their instructional time	Lesson Plans Classroom Observation
Teachers in Language Arts classrooms will develop lesson plans integrating technology daily	Technology supported lesson plans	By December 2006, 50% of the teacher lesson plan contains technology related activities	Lesson Plans Classroom Observation
Updated interactive reading software available on school sever	All classrooms and the computer lab can access software on the server	By August 2006, all software needed is installed and updated on server	Technology specialist measure and test report
Accessories available on all computers	Headset	By August 2006, all accessory equipment needed is available on every computer	Technology resource teacher observation
5 data drops per classroom	Data drop is usable	By August 2006, 5 data drops are access to per classroom	Technology resource teacher observation

Phase 2 - 2007

Goals (Outcomes)	Indicators	Benchmarks	Measures
Students in Language Arts and Social Studies classrooms read at grade level	Score on the reading test	By December 2007, student reading exam scores will improve by one grade level	Comprehensive exam scores
Students in Language Arts and Social Studies classrooms will actively engage in classroom activities, using technology 80% of the time	Reading assignments and activities. Story writing and reading	By December 2007, 50% of the classroom time, students will engage in classroom activities with technology use	Teacher Report Classroom Observation
Teachers in Language Arts and Social Studies classrooms will develop learning activities to improve student learning daily	Group reading exercises Peer review and compilation writing exercises Reading comprehension activities	By December 2007, teachers will administer learning activities 50% of their instructional time	Lesson Plans Classroom Observation
Teachers in Language Arts and Social Studies classrooms will develop lesson plans integrating technology daily	Technology supported lesson plans	By December 2007, 50% of the teacher lesson plan contains technology related activities	Lesson Plans Classroom Observation

Phase 3 - 2008

Goals (Outcomes)	Indicators	Benchmarks	Measures
All students read at grade level	Score on the reading test	By December 2008, student reading exam scores will improve by one grade level	Comprehensive exam scores
All students will actively engage in classroom activities, using technology 80% of the time	Reading assignments and activities. Story writing and reading	By December 2008, 50% of the classroom time, students will engage in classroom activities with technology use	Teacher Report Classroom Observation
All teachers will develop learning activities to improve student learning daily	Group reading exercises Peer review and compilation writing exercises Reading comprehension activities	By December 2008, teachers will administer learning activities 50% of their instructional time	Lesson Plans Classroom Observation

All teachers will develop lesson plans integrating technology daily	Technology supported lesson plans	By December 2008, 50% of the teacher lesson plan contains technology related activities	Lesson Plans Classroom Observation

Appendix C

Identify Implementation Strategies/Activities

Goals & Benchmarks	Description of Strategies/Activities to Achieve Goals & Benchmarks	Timeline (Projected date for Achievement)	Budget
Technology Infrastructure The teachers and students will have uniform and quality learning environment with technology use. **Benchmarks:** **By August of 2006**, ● All software needed, especially interactive reading software is installed and updated on school sever ● Accessory equipment required for optimal use is available on all computers ● 5 data drops are access to per classroom	● Technology resource teacher, with the help of NHCS Technology Department, will install new software on the server at Lakeside ● Technology resource teacher, with the help of NHCS Technology Department, will install accessory equipment on all computers ● The NHCS Technology Department will arrange for the installation of 5 data drops per classroom	Installation by August 2006	**$ 20,872** **$ 260** **$ 6,600**

Students All students will be able to read at grade level and engage in classroom activities with technology use. **Benchmarks:** **By December 2006,** ● Students in Language Arts will improve by one grade level in reading exam scores. ● Fifty percent of the classroom time, students will engage in classroom activities with technology use **By December 2006,** ● Students in Language Arts and Social Studies classrooms will improve by one grade level in reading exam scores. ● Fifty percent of the classroom time, students will engage in classroom activities with technology use. By December 2006, ● All students will improve by one grade level in reading exam scores. ● Fifty percent of the classroom time, students will engage in classroom activities with technology use	● All students will take a test to determine their current reading level ● Participate reading improvement activities during class time three hours weekly. ● Students of higher level will tutor lower level students 2 hours weekly, during class time. ● Peer assessments of reading skills and tests ● Students identified by the reading specialist will meet with her weekly	Phase 1: Sept 2006 Phase 1: Nov 2006 Phase 1: Nov 2006 Phase 1: Nov 2006 Phase 1: Nov 2006	No cost No cost No cost No cost No cost
Teachers	● Participate in training workshops for	Phase 1: Attend at	No cost

Teachers will develop lesson plan and learning activities integrating technology to improve student learning daily
 	
Benchmarks:
 	
By the end of phase one,
● Teachers in Language Arts classrooms will administer learning activities 50% of their instructional time
 	
● Fifty percent of lesson plan of teacher contains technology related activities
 	
By the end of phase two,
● Teachers in Language Arts and Social Studies classrooms will administer learning activities 50% of their instructional time
 	
● Fifty percent of lesson plan of teacher contains technology related activities
 	
By the end of phase three,
● All teachers will administer learning activities 50% of their instructional time
 	
● Fifty percent of lesson plan of teacher contains technology related activities
	professional development regarding integrating technology into the classroom and individualizing instruction
	
	● Participate in training workshops for proper use of *Read On!* software.
	    Change management team
	    Language Arts teachers
	
	● Develop lesson plans with technology use in curriculum
	
	● Design reading improvement activities with technology integration in the classroom
	
	● Peer sharing of ideas in weekly meetings
	
	● Peer assessment of reading improvement activities with technology use within classroom
		least one workshop prior to August 2006
		
		Phase 1: Aug 2006
		
		$ 830
		$ 175
		Phase 1: Nov 2006
		
		No cost
		
		Phase 1: Nov 2006
		
		No cost
		Phase 1: Nov 2006
		
		No cost
		
		Phase 1: Nov 2006
		
		No cost

Appendix D

<u>Current Technology Resources</u>

Hardware

Classroom Hardware

Room #	Subject	Pentium				Printer			Scanner	CD Burner	Projector	Comments
		1	2	3	4	HP	Epson	IBM				
101	Science			1C	1C	1						HP 1012
102	Social Studies		2C		1C	1						HP 1012
103	Language Arts				1C	1						HP 1012

Room #	Subject	Pentium				Printer			Scanner	CD Burner	Projector	Comments
		1	2	3	4	HP	Epson	IBM				
104	Math				1C	1						HP 6122
108	Suspension			4C	1C	1	1					HP 740; Epson 680C
201	Science	1C			1C	2						HP 6MP; 670C
202	Language Arts			1C	1C		1					Epson 740
203	Social Studies			3C	1C	1						HP950C
204	Math		1C		1C	1						HP 6122
205	Social Studies			1C		1						HP 6122
206	Computer Aps			15C	1C	2			1 Opscan			HP 4050N; 685XI
207	Math			1C	1C	1						HP 1012
208	Science		1C		1C	1	2					HP 1012; Epson LQ570
209	Disability		1C		1C	2						HP 4050N; 680C
210	Language Arts				1C	1						HP 4050N
211	Nurse			1C								
300	PE			2C	1C	1						HP 670C
301	Lounge			1C								
302	Language Arts		1C		1C	1	1					HP 840C; Epson LQ570
303	Reading Specialist			1C	1C	1						HP 4050
304	Nova Net		1C	26C		2	2					HP 930C, 5SI; Epson 740
305	Social Studies				1C 1HP	2						HP895 CI, 940C
306	Nova Net			1C								
400	Science/Math Long suspension		1C	4C	1 HP	2						HP 840C, 400
401	Language Arts/Social Studies Long suspension			6C		1		1				HP 6122; IBM 400
600	Secretary			1C		1						HP 6122
601	Secretary				2HP	2						HP 4500N; 6122
Room #	Subject	Pentium				Printer			Scanner	CD Burner	Projector	Comments
		1	2	3	4	HP	Epson	IBM				
602	Principal				1C 1CL	1						HP 820C
603	Vice Principal				1C	1						HP 930C
604	Counselor				1HP	1						HP 930C
605	Deputy			1C			1					Epson 740
607	Social Worker			1C		1						HP 3820

610	Computer Lab			26C 16DL	2HP 1A	2			1- HP Scan Jet 5490C		1 Hitachi 1 Elmo	HP Laser 4000
611		2C	5C	2 C	2			1- HP Scan Jet 5490C			HP Laser 4050; 670C
612				1C 1CL	2	1				1-Iomega		HP Laser Jet, 810C; Epson 777
613	Media AV	2C				1						Epson 740
	Wireless cart Laptops		14D									5 yrs old; 63 MB memory; not configured to server
	Totals	**1C**	**12C**	**45C 20 DL**	**23C 1A 7HP 2CL**	**40**	**10**	**1**	**3**	**1**	**2**	
	Codes: C = Compaq HP = Hewlett Packer A = Apple DL = Dell Laptop CL = Compaq Laptop											

Software	Network	Human Resources	Facilities
All classrooms: • Inspiration • Green Globs – Graphing Equations • MS Office 2000 • Excel • NCWise • Access • Timeliner • Power Point • World Discovery Deluxe • Publisher • Student Reference Library • Windows movie maker • Acrobat Reader • Multi Media Encyclopedia	Internet access in every classroom and administrative office Dedicated server for faculty, staff and administration only WAN, LAN or Wireless Connectivity	Computer Resource Teacher is responsible for maintaining and servicing equipment. She is able to draw support from the county office if needed.	Two-level, 59,576 sq. ft facility 15 Classrooms 1 Computer Lab 1 Media Center 1 Nova Net Lab

• Dictionary, thesaurus and encyclopedia • Encarta • SkillsBank • MS Works • Eyewitness History of the World • Occupational Outlook Handbook • Windows Media Player • GroupWise • Star Reader Program • OPAC • Classroom Manager			

Appendix E

Relationship among Implementation Activities, Timeline, Budget Needs and Assessment/Evaluation

Implementation Activity	Timeline	Budget needs	Assessment Activities
Technology ● Technology resource teacher, with the help of NHCS Technology Department, will install new software on the server at Lakeside	Summer 2006	$ 20,872	Teachers will be able to use the software program to monitor student's progress
● Technology resource teacher, with the help of NHCS Technology Department, will install accessory equipment on all computers	Summer 2006	$ 260	Teachers will be able to directly observe students using technology in the classroom, using headphones to eliminate outside noise.
● The NHCS Technology Department will arrange for the installation of 5 data drops per classroom	Summer 2006	$ 6,600	Teachers will be able to engage some students in classroom activities while others work on self-paced computer programs
Students ● All students will take a test to determine their current reading level	Phase 1: Completed by the end of Sept 2006	No cost	Reading resource teacher will coordinate administration and grading of test
● Participate in reading improvement activities during class time three hours weekly.	Phase 1: Nov 2006	No cost	Students will work independently with reading software, using built-in assessment activities and tests to monitor progress.
● Students of higher level will tutor lower level students 2 hours weekly, during class time.	Phase 1: Nov 2006	No cost	Teachers will monitor and supervise tutoring efforts

● Peer assessments of reading skills and tests	Phase 1: Nov 2006	No cost	Teachers will monitor and supervise tutoring efforts
● Students identified by the reading specialist will meet with her weekly	Phase 1: Nov 2006	No cost	Reading resource teacher will be able to provide one-on-one activities to improve reading skills for those that require more attention
Teachers ● Participate in training workshops for professional development regarding integrating technology into the classroom and individualizing instruction	Phase 1: Attend at least one workshop prior to August 2006	No cost	Professional Development Office of New Hanover County Schools will track teacher participation in workshops
● Teachers will participate in a workshop training for *ReadOn* software	Phase 1: LA teachers Aug 2006	No cost	Lakeside Change Management Team will observe and evaluate training
● Develop lesson plans with technology use in curriculum	Phase 1: Nov 2006	No cost	School administration and reading specialist will observe classrooms and provide guidance as needed.
● Design reading improvement activities with technology integration in the classroom	Phase 1: Nov 2006	No cost	School administration and reading specialist will observe classroom activities and provide guidance.
● Peer sharing of ideas in weekly meetings	Phase 1: Nov 2006	No cost	Teachers will be able to exchange lesson plans and ideas in staff meeting and through direct interaction
● Peer assessment of reading improvement activities with technology use within classroom	Phase 1: Nov 2006	No cost	Teachers will guide and monitor each others progress in integrating technology with reading activities.

Appendix F

Budget Details

Direct Cost	Description	2006-2007	2007-2008	2008-2009	Total
Change team workshop – *Read On!* software	Paid staff development - Change Management team members x 6 ($125 each)	$ 750			$ 750
	Training materials supplied by software representative	No cost			$ 0
	Lunch	$ 80			$ 80
Language Arts teachers workshop -	Paid staff development – Language	$ 150			$ 150

Read On! software	Arts teachers x 3 ($50 each)				
	Copy/supplies	$ 25			$ 25
Social studies and math teachers workshop - *Read On!* software	Paid staff development – Social studies/math teachers x 6 ($50 each)		$ 300		$ 300
	Training materials		$ 50		$ 50
Science teachers workshop - *Read On!* software	Paid staff development – Science teachers x 3 ($50 each)			$ 150	$ 150
	Training materials			$ 25	$ 25
		$ 1005	$350	$ 175	$ 1530

Timeline for Activities Table

Activities 2006	May	June	July	Aug	Sept	Oct
Install data drops		x	x			
Purchase *ReadOn* software			x			
Purchase headphones			x			
Evaluate student reading levels				x	x	
Differentiation workshop			x	x		
ReadOn software workshop – Change team				x		
ReadOn software workshop – Phase 1 (Language Arts teachers)				x	x	

Evaluation

Name of Evaluator	Description of the Specific Evaluation Strategies to be Used	Projected Date to be Completed	Expected Cost of Services
UNCW – Department of Education, Reading Specialist	• Meet with change management team and create check-list for reviewing implementation of strategies • Interview and observe classroom teachers to determine level of classroom technology integration • Collect data from observation, lesson plans, teacher reports and student test scores • Formative results presented to Team	• Aug 2006 • Oct 2006 • Dec 2006 • Jan 2006	 $ 3,000