Technology Implementation Plan

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EDTC815: Advanced Administration and Supervision of Technology

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November 15, 2021

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The West New City public school district, in the northern area of New Jersey, serves 4,567 students across three elementary schools, one middle school, and one high school. Recent reports on academic achievement for the district show that student scores are below the state average in English Language Arts (ELA). While the district has previously attempted to improve student achievement, the scores have not increased. This technology implementation plan proposes adopting the Achieve3000 Literacy platform to improve student academic achievement in English Language Arts.

Need

The annual School Performance reports for the West New City district show that students have achieved below the state average for the past three years (NJ Department of Education, 2020). Students from 3rd grade to high school take the New Jersey Student Learning Assessment (NJSLA) every year. The NJSLA measures student progress statewide in English towards college and career readiness for grades 3 through high school (NJ Department of Education, 2019). The most recent report shows that only 49% of the students across the district met or exceeded expectations on the NJSLA-ELA assessment, which is less than the state average of 58%.

The ongoing world health crisis has impacted student learning, achievement, and instructional delivery. Further, the sudden switch to remote learning limited student-to-student and student-to-teacher interactions, critical to building ELA literacy. Due to the consistent underachievement in the NJSLA-ELA and the increasing need for effective online programs, it is imperative to implement a new program to improve student academic achievement in ELA

literacy. After analyzing student NJSLA data and the program options available, the Achieve3000 Literacy online program is the most suitable option to improve student academic achievement in ELA.

Supporting Research Review

The Achieve3000 Literacy platform is a program that provides differentiated content and instruction to improve reading skills and academic achievement in ELA for PreK-12 students (Achieve3000, 2021). Achieve3000 provides engaging readings in the fields of ELA, science, arts, and social studies. The Achieve3000 Literacy program is aligned with state and district standards for ELA. The program uses adaptive learning technology to differentiate content and assessments based on student reading levels. Adaptive learning technology combines machine learning technology and personalized learning in a software platform to provide instant feedback based on the learners' needs for mastery (EDUCAUSE, 2020). The platform utilizes an initial assessment to determine the student's Lexile level and personalize the content in the lesson to their reading level. Continuous assessments throughout the online reading lesson help modify the personalized pathways to promote accelerated growth. Personalized learning is particularly beneficial to provide equitable academic success for students with special needs and English language learners (ELL). The program allows students with diverse needs and levels to discuss the ideas presented in the content during whole-class instruction. Correspondingly, the data presented in the program reports can help teachers further personalize small instruction to target specific reading skills.

A case study presented by Achieve3000 (n.d.-a) on the Bloomingdale School District in New Jersey shows consistent significant improvement on ELA state assessments over 3 years. Similar research on the impact of Achieve3000 on student academic achievement across four

school districts in the United States shows a significant positive effect compared to traditional ELA curricula (Magnolia Consulting, 2015). Similar studies show similar sustained reading growth in ELL and special needs populations (Achieve3000, n.d.-b; Hill et al., 2016). A Haymon & Wilson (2020) study shows that Achieve3000 can positively impact reading achievement in advanced-level middle school students. The literature available indicates that Achieve3000 has the potential to improve ELA academic achievement in state assessments.

Cost

Achieve3000 offers a package plan and individual student licenses. The individual student licenses cost $42 per year each, for a 100-student minimum, and the required professional development costs an additional $2,300 per day (What Works Clearinghouse, 2018). The package plan tailored for our district includes 250 teacher licenses, 5,000 student licenses, and 6 days of professional development for $210,499 per year. The packaged plan will cover our student population and provide the flexibility to purchase additional student and teacher licenses as needed. The district has no training costs, considering the professional development sessions are included with the packaged plan, and lead ELA teachers will provide future training for new staff. Achieve3000 is a fully online platform, therefore it will not require new devices or improvements to the district's network, minimizing total implementation costs.

Technology Implementation Plan

The Achieve3000 platform implementation will begin during the Summer before the start of the new school year. The Technology and Curriculum Director (TCD) will work closely with the Achieve3000 representatives to manage the district's account, licenses, and platform rollout. Similarly, each school's technology coordinators will collaborate with the TCD to create and

manage individual teacher and student accounts. The TCD will coordinate with the Achieve3000 representatives to schedule professional development (PD) for the district. All content-specific supervisors and building administrators will attend the first PD session on the basic features, in-depth usage of the reporting features, and best instructional practices. The PD sessions will be administered during the determined training days in the school calendar and will begin during the two staff days at the start of the school year, as outlined in Table 1 below.

Table 1

Professional Development Schedule

	Date	Topic
Session 1	September 7	Administrators and supervisor training
Session 2	September 8	Teacher Training – The Basics
Session 3	October 9	Teacher Training – Reporting and Analytic Tools
Session 4	November 10	Teacher Training – Best Practices
Session 5	January 11	Teacher Training – Using Data to Drive Instruction
Session 6	February 12	Teacher Training – Advanced Features

ELA teachers from every school in the district will participate in professional development (PD) sessions as outlined in Table 1. The PD sessions for ELA teachers will progressively introduce the platform's basic, intermediate, and advanced features. The sessions will include usage features, reporting, analytics tools, and best practices to introduce Achieve3000 in their lessons. All ELA teachers will participate in Achieve3000 PD during the first year of the program. Each ELA teacher will be responsible for turnkeying training

information to the science and social studies teachers in their grade-level teacher team during their common planning times (CPT) in the week following their PD sessions. Future PD sessions will focus on training new staff and introducing new features as needed.

Students will utilize the Achieve3000 platform during ELA, science, and social studies classes. The Achieve3000 company suggests using at least one to two lessons per week to double the predicted student growth (Achieve3000, 2021). Students will complete at least one Achieve3000 assignment each week in ELA class. Similarly, students will complete at least one lesson per month in science and social studies classes. The combined usage will allow each student to complete at least 80 assignments per academic year, meeting the target recommended by Achieve3000 to improve reading levels and academic achievement. ELA teachers will monitor student usage monthly and will provide an end-of-year usage report to their supervisor. Similarly, building administrators, supervisors, and the TCD will analyze student usage and score reports from the platform at the end of the school year.

Technology Implementation Assessment

The evaluation for the Achieve3000 platform implementation will include student usage and score reports, informal teacher observations, and standardized state assessment scores. Since the primary goal of the Achieve3000 implementation plan is to increase academic achievement in ELA, the platform's effectiveness will be assessed mainly through the student scores in the English section of the New Jersey Student Learning Assessment (NJSLA). The NJSLA results for the year will be compared to student scores from previous years and will be monitored for consistent growth in the future years.

Building administrators and ELA supervisors will assess the Achieve3000 technology integration in teacher lessons through informal observations using the PICRAT model. The PICRAT model is an effective tool to evaluate technology integration as it provides valuable data to drive future teacher instructional training (Kimmons et al., 2020). Additionally, teachers will continuously monitor student usage and growth by analyzing platform-created reports. All data collected will be analyzed together to assess the platform's effectiveness and direct future improvements for the use of the platform in the district and each classroom.

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