

NexGen Learning at Lago Vista ISD

Project Red: Steps to Successful Implementation

Planning:

- ✓ Current Research
- ✓ Visioning
- ✓ Engaging Stakeholders
- ✓ Program Planning

Preparing:

- ✓ Infrastructure
- ✓ Learning places and spaces
- ✓ Professional development
- ✓ Initial Device Setup

Implementation:

- ✓ Distribute devices
- ✓ Continued professional development
- ✓ Student & Parent Sessions

Project Red identified nine key implementation factors that are linked most strongly to educational success in technology implementation.

Project Red Key Implementation Factors (Ranked Order of Predictive Strength)

1. **Intervention classes:** Technology is integrated into every intervention class period.
2. **Change management leadership by principal:** Leaders provide time for teacher professional learning and collaboration at least monthly.
3. **Online collaboration:** Students use technology daily for online collaboration (games/simulations and social media).
4. **Core subjects:** Technology is integrated into core curriculum weekly or more frequently.
5. **Online formative assessments:** Assessments are done at least weekly.
6. **Student-computer ratio:** Lower ratios improve outcomes.
7. **Virtual field trips:** With more frequent use, virtual trips are more powerful. The best schools do these at least monthly.
8. **Search engines:** Students use daily.
9. **Principal training:** Principals are trained in teacher buy-in, best practices, and technology-transformed learning.

NexGen Learning at Lago Vista ISD Lago Vista High School Mobile Learning Measures of Success

Goal	Measures of Success	Timeline
NexGen implementation at LVHS employs strategies that carry out the LVISD district mission and goals	Alignment of evaluation of measures in the LVHS campus improvement plan with district mission and goals.	Quarterly progress monitoring; Ongoing
Principals are trained in teacher buy-in, best practices, and technology-transformed learning.	Successful completion of training on technology-transformed learning, updates, and networking.	Semesterly; Ongoing
Monthly admin team updates to share and document successes, troubleshoot, and discuss evaluative measures.	Meetings held; minutes and agendas; Updates to the Board of Trustees.	Monthly; Ongoing
Teachers achieve a minimum level of Augmentation on the SAMR model of technology implementation in the 2014-2015 school year.	Lesson observations by administration using the NexGen Learning Walkthrough form, with particular focus on evaluation measures related to the SAMR model	Monthly; Yearly; Ongoing
Technology is integrated into core curriculum weekly or more frequently.	Tracking the use through Canvas for lesson, content, and assignment delivery	Monthly; Yearly Ongoing
	Tracking the amount of time students use the iPads in classrooms through Canvas	
	Classification of types and levels of classroom use and frequency, by subject	
Online formative assessments are done at least weekly.	Tracking assessments through Canvas; Survey data.	Monthly; Yearly; Ongoing
Leaders provide time for teacher professional learning and collaboration at least monthly.	Professional development offerings, schedule, and attendance; Survey data.	Monthly; Yearly; Ongoing
Monthly virtual field trips.	Teacher & student survey data	Yearly; Ongoing
High levels of parental involvement and support.	Measured by face-to-face meetings and trainings	Semesterly; Ongoing
Students highly engaged in learning resulting in fewer discipline issues.	Disciplinary action rate and frequency of disciplinary action.	Yearly; Ongoing
Improvement in student achievement as measures on national and state assessments.	Comparison of longitudinal student achievement data on national & state assessments (ACT, SAT, ACT-Plan, PSAT, STAAR)	Yearly; Ongoing
Reduction in paper and copying expenses.	Comparison of longitudinal budget expenditures related to paper & copying.	Yearly; Ongoing
Teachers spend more time on instructionally productive activities & less on paperwork.	Feedback during Professional Learning and staff meetings; Survey data	Yearly; Ongoing
Increase in teacher attendance.	Comparison of longitudinal teacher attendance data	Yearly; Ongoing
Project Red: Measures reflecting a high quality instructional program		
Increase in AP course enrollment over time.	Comparison of longitudinal AP course enrollment data.	Yearly; Ongoing
Increase in dual credit enrollment over time.	Comparison of longitudinal dual credit enrollment data.	Yearly; Ongoing
Increase in successful course completion.	Comparison of successful course completion data & grade data.	Yearly; Ongoing
Increase in the graduation rate.	Comparison of longitudinal graduation rate data.	Yearly; Ongoing
Increase in students completing and achieving post-high school college and career planning.	Comparison of graduation planning data and post-secondary education & training attendance data.	Yearly; Ongoing