**1. Identify a teaching/learning problem.**

a. State the learning problem

b. Describe the learning problem.

c. Describe how the problem is central to the mission of your school.

Our school’s current mission is to improve reading instruction by expanding our instruction of genres, comprehension and vocabulary skills, and teaching core academic subjects at each student’s independent or instructional reading level. The struggle with this is providing a variety of books at the student’s reading level and in their interest. Schools do not have the money to purchase different subject books at different levels with vocabulary and comprehension supports for each book. Research shows that “improving access of struggling readers to books they can actually read is critical to improving their reading growth.” (Allington, 2006) Richard Allington found during his study of classroom texts, that most classrooms have few information texts and even fewer at appropriate levels. He continues by stating, “By providing a multilevel supply of informational texts tied to state content area standards, we can solve two problems: improving students’ access to informational texts and improving the likelihood that struggling readers have books they can actually read {and comprehend} in the content area instruction.” (Allington, 2009) Allington recommends to achieve this, each classroom should try to have 1,000 titles or more in their classroom of varying levels and genres/topics. (Allington, 2009) As a schools have little money these days, our school has struggled in finding ways to accomplish this goal. I believe investing in Raz-kids would be one solution in providing multi-leveled texts in varying genres or core academic subject areas and supporting reading instruction to all students.

**2. Develop a stakeholder survey.**

[Teacher Survey](https://docs.google.com/forms/d/13FqE9JoT3Vst5y8VgISGIOWIGCfYlB4Ukpq2C0-o090/viewform)

[Student Survey](https://docs.google.com/forms/d/1JZIqQpxxjTQ4YHTc97dM_-6LDi5jMzD6shUNrIj-FY4/viewform)

**3. Describe a current cost-effective technology that can help address the problem.**

1. What is your technology solution? What does it do? How does it help support the problem you have identified?

“The Raz-kids animated leveled books and interactive quizzes give educators choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support. They read freely in the backroom. Or, teachers easily limit students to appropriate reading levels and specific books and tracks student reading progress. Students can practice reading to improve reading comprehension and reading fluency anywhere with Internet access.” (learning-z.com) Raz-kids is an online site and app that has a variety of books both informational and fictional at different elementary reading levels. Many of the books in the raz-kids program are similar topics or about core academic subjects or in a variety of interest levels. This program could help support the problem of providing a variety of appropriate leveled books to students in core academic areas and supporting reading instruction to each student at their independent level. Within each level are about 30 books of different interests and subjects. Teachers can assign each student a level which sets the program to only allow students to see books at their reading level. Also, students can receive support in books assigned that are too difficult with the accommodation of read to me or vocabulary support, that is be pre-selected by a teacher. Once the student has read the story, they are able to practice reading skills in fluency, vocabulary, and comprehension. Teachers are alerted when a student is exceling or struggling in a certain area or with the level and can adjust or assign different skills for the student to practice. Teachers are also able to create reports of student data either by student or whole class. Students earn rewards and incentives as they read more books and preform different tasks.

b. What does your on-going support and training look like? What creative ways can you devise to support your colleagues?

To help provide on-going support and training, teachers will first attend a 2-hour training on the parts of the raz-kids site and time to login and investigate the site with tech support available. After the training, teachers will be given links to support and training videos provided by Learning A-Z with the purchase of a school subscription to Raz-Kids.com. After about 4 weeks and once a month following that, the following survey will be put out:

[Implementation Survey](https://docs.google.com/a/pennfield.net/forms/d/1q9dd98KSlTCy7sKAJrVnBkOHEi2UDcrpyhnTgBlq6P0/viewform)

Then using the data provided a series of one hour after school professional development will be given once to twice a month, depending on need. Teachers will also be encouraged to set aside a portion of their PLC time to discuss the implementation of RAZ-kids in their classrooms, problems or concerns, and using the report data on raz-kids.com/teacherportfolio to guide discussion on decisions for large/small group instruction and Panther Hour placements (our school’s version of RtI program). At the end of the year both teachers and students will complete a survey on how effective raz-kids was in supporting the problem of providing a variety of appropriate leveled books to students in core academic areas and supporting reading instruction to students at their independent level.

c. What does the solution cost [buying the tech, supporting it, upgrading, and training]?

 By using the computers already purchased and maintained by the school’s technology funds, this solution’s cost is primarily the cost of the yearly subscription of Raz-kids. According to Raz-Kids.com, the cost of the raz-kids program for 18 Classrooms, 1 Year is $1,349.10.

**4. Funding for Solution**

a. Other than district resources or grants, how will you fund your solution?

b. How is this plan viable?

 An average of 3 dollars per student will pay for the subscription of the program for each student and provide a surplus of 200 dollars for unplanned supporting or troubleshooting costs. There are a few ways to plan to pay for this cost.

* The first is a walk-a-thon fundraiser. Students raise money from supporters to walk for 2 hours. If all 508 students raise a minimum of $3 or half raise $6 dollars the schools subscription would be paid for with the surplus for management emergencies that cannot be afforded by the technology budget (a total of $1524).
* Another way to help support this program is Conference Pop-can drive. During the 4 weeks of conferences, bins and containers would be placed at school entrances. Parents/guardians can then donate empty pop cans for money to help support the Raz-kids program. If only half of parents brought in 30 cans to each conference (one in fall and one in spring) it could raise about $1500 dollars over the course of 6 conference nights. If all 500 parents brought in 30 cans to both required conferences, the school could raise about $3000.

\*\*\*\*If both fundraisers are implemented and successful and teachers find raz-kids a helpful solution, the school could look at purchasing multiple elementary e-reader applications/programs, such as [Storia](http://store.scholastic.com/microsite/storia/home) or [BookAdventures.](http://www.bookadventure.com/Home.aspx) Both of these programs are similar to Raz-kids but require purchase of individual books for unlimited usage and all extension activities.

**5. Implementation**

What does your implementation path look like? Specifically, discuss the vision (why is the problem a problem? Why is the solution a good solution?), skills needed to implement the solution, incentives (why would fellow teachers want to implement the solution), resources (what’s needed to implement the solution), and then action plan (how will you ensure that the right actions are taken by the right people?).

In almost every literacy meeting, the number one complaint by teachers in my building is “We do not have enough books. We do not have enough subject area books at different levels. And we do not have the money to buy enough for every classroom and for every student.” Although Raz-kids is not the perfect solution, it is the start to providing a solution to the problem of providing multilevel books in multiple genres and subject areas. Teachers and students will only need basic computer skills to begin use of this program and training can be provided for the more detailed, advanced skills. I believe that teachers will be encouraged to use Raz-kids as they see student interest begins to peak, they are able to easily use the data reports to do progress monitoring of all students, and they are able to use the multi-leveled text of core academic instruction and review.

The implementation and action plan will follow a four step process:

1. Train –All teachers, staff, and students will be trained in how to use the program. Teachers and support staff will receive professional development about all of the different options within the program and how to use it with students. Students will then be trained either by homeroom teacher or technology teacher in how to use raz-kids online books and quizzes, appropriate use, how to contact teacher, etc.
2. Try- Teachers and students will begin to use Raz-kids as part of their Daily 5- Reading program. They will be sure to record successes as well as problems they find while using the program. Teachers will begin to make reports using student data and students will continue to use the program as previously stated.
3. Review- Teachers will then partake in the Implementation Survey above. Teachers will also be encouraged to meet as grade level teams to discuss common grade level problems/solutions, lessons, uses, management solutions, etc. All departments will review how they are doing in responding to needs, funding, and implementing the program.
4. Repeat- The data will be collected and independent or whole group instruction will be given to help teachers with troubleshooting. Teachers will also be given time to share ideas and solutions that they have developed or learned while using Raz-kids in their classrooms. Teachers will be encouraged to continue using Raz-kids in their classrooms in new and innovative ways. Surveys will continue to be issued every month for the first year so communication continues to be frequent and simple.