

Action Plan

INDICATOR: VISION & LEADERSHIP

The capacity of the school to operate from a shared vision of technology that is characterized by the belief that a comprehensive, integrated approach to technology-enriched teaching and learning will improve student performance. This includes clear decision making processes, agreed upon for key stakeholders and the commitment of resources.

GOALS	PROCESSES	HUMAN RESOURCE DEVELOPMENT	INFORMATION SYSTEMS	MEASURES & RESULTS	DATES		
					Start	Review	Eval.
What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<ul style="list-style-type: none"> <input type="checkbox"/> Develop staff ownership of the vision <input type="checkbox"/> Re-establish the technology committee <input type="checkbox"/> Develop an information sharing process 	<ul style="list-style-type: none"> <input type="checkbox"/> The technology committee needs to meet regularly to plan for the use and the documentation of improvements related to technology implementation. <input type="checkbox"/> The committee needs to report regularly to all staff <input type="checkbox"/> Share the vision & plan at the August Retreat. 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize the expertise of the Tech Center. <input type="checkbox"/> Identify rubrics to assist in the assessment of integration of technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Wide dissemination of the vision. <input type="checkbox"/> Summary of technology committee work 	<ul style="list-style-type: none"> <input type="checkbox"/> Anecdotal data of the work of the technology committee. 	8/98	1/99	4/99

INDICATOR: LEARNING COMMUNITY

The degree to which technologically-based communication systems help teachers, administrators, students, parents, members of the community and business partners exchange appropriate information and collaborate about topics of mutual interest.

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					Start	Review	Eval.
What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<ul style="list-style-type: none"> <input type="checkbox"/> Community Access <input type="checkbox"/> Internal electronic communication <input type="checkbox"/> Data collection tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop & implement a community access plan <input type="checkbox"/> Develop & implement a plan for internal electronic communication <input type="checkbox"/> Develop data collection tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Access for all staff to the network <input type="checkbox"/> Security 	<ul style="list-style-type: none"> <input type="checkbox"/> Data collection tools need to be generated 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey results <input type="checkbox"/> Usage charts 	10/98	Ongoing	4/99

INDICATOR: INFORMATION MANAGEMENT

The capacity of the school to use technology for information management to support its educational planning process. This includes tools for gathering, sharing, analyzing and presenting relevant data in a timely way in order to determine the needs of students and / or the organization, the changes that should be made, and measuring results.

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					Start	Review	Eval.
What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<input type="checkbox"/> Differentiate instruction & planning using data collected electronically	<input type="checkbox"/> Provide training on data gathering and use of data to address instructional planning and the delivery of instruction <input type="checkbox"/> Provide CRT results for each class at August Retreat	<input type="checkbox"/> Technology Fellowships from the district <input type="checkbox"/> School Vista training for all staff	<input type="checkbox"/> Anecdotal records of planning tools needs to be kept	<input type="checkbox"/> Anecdotal records of planning <input type="checkbox"/> Student achievement data from IGAP, CRT, ITBS, School Vista and performance based assessment	8/98	4/99	4/00

INDICATOR: Technology Curriculum

The capacity of the school to provide students, parents and staff with a well articulated curriculum that documents outcomes of technology literacy necessary for integration with the curriculum

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What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<ul style="list-style-type: none"> ❑ Develop a plan for delivering the technology curriculum ❑ Ensure that the tech curriculum is applied in teaching and learning in the classroom. ❑ Increase student, teacher and parent understanding of the technology curriculum. 	<ul style="list-style-type: none"> ❑ Implement the plan for the transfer of tech skills to classroom instruction ❑ Develop staff competencies to create an internal electronic learning community ❑ Include technology as a component of reporting student progress. 	<ul style="list-style-type: none"> ❑ Training for staff ❑ Expectation of implementation of tech curriculum in the teaching / learning process 	<ul style="list-style-type: none"> ❑ Documentation of classroom application of tech curriculum needs to be gathered ❑ Evidence of achievement gains need to be documented ❑ Technology skill acquisition needs to be documented in reports of progress to parents 	<ul style="list-style-type: none"> ❑ Anecdotal data of implementation ❑ Samples of reports to parents ❑ Student achievement data from IGAP, CRT, ITBS and performance based assessment 	9/98	11/98	4-99

INDICATOR: INFRASTRUCTURE

The capacity of the school to build and maintain a reliable, flexible and high quality technological infrastructure that is easily available to all students, staff and parents whenever and wherever needed. This includes hardware, software, and communication components; ready access to networked resources.

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					Start	Review	Eval.
What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<input type="checkbox"/> Parents need to be provided access to technology on a regularly reliable basis. <input type="checkbox"/> Tools for collecting data must be developed	<input type="checkbox"/> A plan for parent access needs to be developed	<input type="checkbox"/> Lab monitors <input type="checkbox"/> PTA	<input type="checkbox"/> Data collection on student and parent use	<input type="checkbox"/> Survey results <input type="checkbox"/> Usage charts	10/98	Ongoing	4/98

INDICATOR: Teaching and Learning: Curriculum, Instruction & Assessment

The capacity of the school to use technology to provide paths for learning, teaching and assessment which are adaptable to the needs of different students and give curricular opportunities for students to engage in the process of gathering, analyzing and presenting information in order to acquire and produce knowledge.

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What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<ul style="list-style-type: none"> ❑ Develop assessment plan to utilize technology to assess learning and modify instruction ❑ Integrate the curriculum through the RAP process 	<ul style="list-style-type: none"> ❑ Training for staff to develop competencies in differentiated instruction & assessment 	<ul style="list-style-type: none"> ❑ Technology Fellowships from the district ❑ School Vista training for all staff 	<ul style="list-style-type: none"> ❑ Anecdotal records of planning need to be developed and maintained ❑ Student achievement data from IGAP, CRT, ITBS and performance based assessment need to be coordinated 	<ul style="list-style-type: none"> ❑ Anecdotal records of planning ❑ Student achievement data from IGAP, CRT, ITBS and performance based assessment 	9/99	1/00	4/00

INDICATOR: Projects & Activities

The capacity of the school to provide extended day and year enrichment opportunities for students and staff to encourage experimentation and innovation and to extend the technology vision to improve teaching and learning.

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What goals does the school need to accomplish related to this indicator?	What process does the school need to put in place to achieve the goals?	What or who needs to assist?	What data is available or needed to develop the goals?	How will the school measure results?			
<ul style="list-style-type: none"> ❑ Extended day activities for students and staff ❑ Share staff & student projects electronically 	<ul style="list-style-type: none"> ❑ Technology Club sponsored by Tiffany & Zan ❑ After school camp compensated by district with mentoring for staff ❑ Post projects & activities on www and through e-mail 	<ul style="list-style-type: none"> ❑ District grants ❑ Tech Academy credit for those being mentored ❑ Staff to sponsor activities 	<ul style="list-style-type: none"> ❑ Documentation of implementation of extended day activities to the regular school day 	<ul style="list-style-type: none"> ❑ Anecdotal data of extended day activities impact on regular school day 	10/98	1/99	4/99

INDICATOR: Training

The capacity of the school to provide a variety of timely opportunities for staff, parents, and community partners to develop their technical skills and conceptual understanding of how people might learn better with technology, and advance the organization by promoting and encouraging systems thinking, teamwork and collaboration supported by technology.

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<input type="checkbox"/> Competency based training for all staff	<input type="checkbox"/> Survey staff to determine training needs <input type="checkbox"/> Tech academy training <input type="checkbox"/> Identified competencies <input type="checkbox"/> School based training program	<input type="checkbox"/> Tie the development of technology competencies to other staff development <input type="checkbox"/> Building mailing list	<input type="checkbox"/> Building mailing list use <input type="checkbox"/> Competency based instruction for all staff	<input type="checkbox"/> All staff competent with: Eudora, Netscape, Word and PowerPoint	6/98	Ongoing	4/99

INDICATOR: Support & Resources

The capacity of the school to provide human resources to ensure technical assistance to support and maintain the network and fiscal resources to support both the implementation and experimentation of the planning.

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<input type="checkbox"/> Formalize plan for support & resources	<input type="checkbox"/> Technology committee to manage tech budget <input type="checkbox"/> Tech committee to develop and promote mentoring / troubleshooting program	<input type="checkbox"/> Mentors designated or developed	<input type="checkbox"/> Documentation of budget management <input type="checkbox"/> Documentation of use & need for technical support	<input type="checkbox"/> Staff skill level <input type="checkbox"/> Fiscal resources are allocated annually to support technology	5/98	1/99	4/99