

Olympia School District District Technology Plan 3/20/2007

District Technology Plan

Olympia School District 2007 - 2010

Technology Vision Statement:

The Olympia School District believes that technology supports and enhances teaching and learning for all students and that the integration of technology tools and resources will narrow the achievement gap and prepare students to become successful participants in their future.

Action Plan:

Goal: Technology Literacy for Students
SMART Goal: Increase the percentage of eighth grade students at Tier 2 from 43% (2007) to 55% and at Tier 3 from 25% (2007) to 35% by 2010.

Strategy: Students will be provided opportunities to develop technology skills and to use technology to support and enhance their learning activities.

Rationale: Technology skills are essential for a world-class education and for students to compete effectively in a global economy.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and implement an updated Technology Skills Scope and Sequence for K - 8 based upon the ISTE National Educational Technology Standards.	Provide Technology Skills training sessions for all K - 8 staff	9/5/2007 - 6/11/2008	1500000.00 / Hardware / Standards-based computers 1500.00 / Training Costs / Training for staff	OSD Technology Coordinator Technology Advisory Committee Technology Coordinators Building Principals	An increasing percentage of eighth grade students will survey at Tier 2 and Tier 3 on the PILOT Jr survey
Establish an assessment process to gauge student progress in developing technology skills at	None required	9/5/2007 - 6/18/2010	1000.00 / Training Costs / Tech Skills trainings	Teachers - grades 3 - 8 Building level Technology Coordinators Principals	Results as measured by the established process

both elementary and middle school.			District Technology Coordinator
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Procedures for evaluating success in reaching this goal Data collected annually from the eighth grade PILOT Jr. Technology Literacy Survey.

Goal: Communications
SMART Goal: Improve district-wide communications for all staff, students and parents.

Strategy: Use technology resources to facilitate the improvement of communications for staff, students and parents.

Rationale: Additional communication resources will improve the flow of information to and from staff, students and parents. This strategy aligns with OSPI's Nine Characteristics of High Performing Schools - numbers four and nine.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Expand the district's use of resources for web page development, web presentation, blogging, podcasting, and email work team tools.	Training sessions for each specific area e.g. Podcasting in the Classroom, First Class Collaboration Tools	9/5/2007 - 6/11/2010	50000.00 / Software / Select and purchase appropriate resources	OSD teachers OSD WebMaster OSD Technology Coordinator Resource presenters	Accounting of numbers of staff participating in training sessions and through observations and surveys of staff to identify their use of the resources provided.
Expand the use of Skyward's Family Access across all secondary sites to provide online parental access to gradebook and attendance information.	Training for all staff in Gradebook and basic Family Access components	9/5/2007 - 6/11/2010	0.00 / Training / Costs / Family Access training for staff	Secondary teachers Secondary principals Student Records Coordinator Technology Coordinator Asst. Superintendent Parents of secondary	Accounting of the number of participating staff and parents

			students	
Implement video conferencing for teaching and learning activities within each building	Initial training for building identified leaders 9/5/2007 - 6/11/2010	95000.00 / Hardware /	Purchase and install portable video conferencing unit in each building	Building identified leaders Technical Support staff
				Observation and accounting for scheduled conferences using KORRS

Procedures for evaluating success in reaching this goal Observation and bi-annual surveys

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Procedures for evaluating success in reaching this goal Observation and bi-annual surveys

Goal: Strategic Intervention
SMART Goal: Implement technology-based learning programs as interventions to support teaching and learning activities to close the achievement gap within content areas and to support the district's goal to increase the percentage of students meeting WASL standards in Reading, Writing and Math by 10% in 2010.

Strategy: Select comprehensive technology based learning programs that will focus on helping struggling learners in Math and Reading.

Rationale: Research supports the use of specific technology based applications to increase learning for struggling learners

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Establish a process for buildings to request and implement technology based interventions	None required	9/5/2007 - 6/18/2008		Principals TRAC Technology Coordinator Curriculum Director	Use of the process by buildings
The Technology Resources Advisory Committee (TRAC) will	Training will be provided by vendor and/or	9/5/2007 - 6/18/2008	1200000.00 / Software / Content area learning	"Learning Programs" TRAC sub	Inventory of installed and implemented applications MAP and

facilitate the selection process for major learning programs to be used as Math interventions.	district		programs	committee Technology Coordinator K-12 Teaching and Learning Director Principals	Classroom based assessments WASL results

Procedures for evaluating success in reaching this goal MAP assessments for MATH WASL results in targeted content areas Classroom based assessments

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Establish a process for buildings to request and implement technology based interventions	None required	9/5/2007 - 6/18/2008		Principals TRAC Technology Coordinator Curriculum Director	Use of the process by buildings
The Technology Resources Advisory Committee (TRAC) will facilitate the selection process for major learning programs to be used as Math interventions.	Training will be provided by vendor and/or district	9/5/2007 - 6/18/2008	1200000.00 / Software / Content area learning programs	"Learning Programs" TRAC sub committee Technology Coordinator K-12 Teaching and Learning Director Principals	Inventory of installed and implemented applications MAP and Classroom based assessments WASL results

Procedures for evaluating success in reaching this goal MAP assessments for MATH WASL results in targeted content areas Classroom based assessments

Goal: Classroom Technology Integration
SMART Goal: The integration of classroom technologies into instructional practice by Olympia School District teachers will increase from 88% at Tier 1 (2007) to 75% at Tier 2 by June 2010.
Strategy: Place Tier 2 instructional technologies into each classroom. Provide teachers with appropriate training and support including the use of the Peer Coaching program.
Rationale: Classrooms must have Tier 2 technologies to support teachers using technology to teach. Teachers must have appropriate training and support to increase their skill level and overall effectiveness with technology. Peer coaching is supported by research as an effective staff development strategy.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Place Tier 2 technologies into each classroom including a ceiling mounted projector and document camera and where appropriate, a wireless laptop computer. Interactive whiteboards and student response systems will be "seeded" into each building.	Technology 101, 102, 103, 104 training sessions will be offered at the district level or the building level and will include a focus on the essential technology skills necessary for a Tier 2 classroom.	9/5/2007 - 6/11/2010	1000000.00 / Hardware / Tier 2 hardware (projector, doc. camera, laptop computer)	Tech Support staff (installations) OSD Teachers Building level Technology Coordinators Peer Coaches District Technology Coordinator IT Manager	Inventory of district classrooms to verify placement of equipment PILOT Technology Integration and Productivity skills surveys
			3000.00 / Training / Costs / Training sessions (presenters)		
			325000.00 / Hardware / Interactive whiteboards, student response systems		
Use the Peer Coaching model to mentor and support teachers in their instructional use of classroom technologies.	Peer Coaches receive training through the ETSC/M.S. Peer Coaching program and are encouraged to	9/5/2007 - 6/11/2010	10000.00 / Training / Costs / Peer Coach training	OSD Peer Coaches Mentored staff	PILOT Technology Integration and Productivity Skills surveys

	continue their personal growth with technology by attending ESD and/or OSD offered workshops.				
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Procedures for evaluating success in reaching this goal Data collected annually through the PILOT Technology Integration and Productivity Skills surveys

Inventory: The district has completed the current online technology inventory and will continue to do so annually.

CIPA Compliance: The district has completed the current Form 479 and will continue to do so annually.

District-Level Network and Telecommunications Plan - Part 1

District Technology Standards: The Olympia School District maintains a hybrid computer network with both Macintosh and PC systems. Minimum standards are aligned with current OSPI standards-based specifications:

- Intel or AMD based Pentium III 700 MhZ (or Celeron 850 MhZ) or higher desktop or laptop
- Mac G4/G5 700 MhZ or higher desktop or laptop, or iBook 600 MhZ or higher

District supported software for all workstations:

- Office suite - MS Office
- Email - FirstClass
- Web Browsers: Internet Explorer, Firefox, Safari (Mac)

Budget Summary: The district's general budget will provide the necessary funds for technical support staff. The capital projects 2007 Technology Levy will provide funds for computers, network infrastructure upgrades, learning applications, and classroom instructional resources.

District-Level Network and Telecommunications Plan - Part 2

E-Rate – Priority One Requests

Voice, Data, Video and Other Priority One Capabilities	Purchase / Budget / Potential Funding Source(s)
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DS-1, DS-3, trunking services; PRI Dial tone, cellular service; and wide area broadband transport for data, voice and video communications	Funding will be provided by general budget sources currently allocated for telecommunication services.
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How will these services support your district's learning goals? Requested telecommunication services will provide access to instructional and operational resources, and communication tools necessary to meet the district's goal of improving teaching and learning within all classrooms. These services include inter-building access to student and fiscal records, online learning programs in all content areas, and voice and face-to-face communications.

E-Rate – Priority Two Requests

Hardware/Software/Support	Purchase / Budget / Potential Funding Source(s)
Network switches, wireless access points, file servers, data backup and recovery systems	Funding will be provided by general budget sources currently allocated for telecommunication services, and capital projects funds from the 2007 Technology Levy.
The Olympia School District will seek to consolidate its systems and processes through streamlined enterprise architecture, and revised life cycle management procedures for enhanced world-class operations of information technology resources. Over the next 3 years, the District will be replacing and/or upgrading the majority of all network Core systems to provide efficient, reliable and sustainable solutions within the infrastructure. These replacements and/or upgrades will consist of key systems such as servers, switches, routers, network monitoring devices, wireless access points, universal power supply systems, operating systems and applications. Currently the District stores over 7 terabytes of data spread across all schools. As teaching and learning requirements change and federal regulations regarding the archival and storage of electronic media become effective, robust Disaster Recovery and backup solutions will be implemented. Installation of Enterprise class wireless access points, remote policy based management solutions and secure VPN capable firewalls will provide key solutions to facilitate emerging work-at-home and flexible work initiatives. Existing bandwidth and core systems will be evaluated and upgraded or replaced to compensate for increased data transmissions over LAN/WAN networks. 2007-2010 Technology Projects: - Implementation of a Patch Management Solution supporting key systems to include Desktops & Servers - Enterprise Firewall implementation; Secure VPN, Secure DMZ, Policy based remote client management, robust reporting - Network Management Tools; Intrusion Detection Systems & Intrusion Protection Systems - Desktop Imaging Solution - Enterprise Web filtering solution to support and facilitate the use of Internet Based solutions in a secure and safe environment. - Enterprise Class Wireless Access Point installation - MDF/IDF wiring to include Data Centers and various school MDF/IDF closets - Enterprise	Funding will be provided by the 2007 Technology Levy and general funds allocated to technology support and maintenance

Help Desk system implementation (School Dude) – Staff additions to support application - Conversion of remote applications to centrally managed Remote solutions (i.e. Terminal services, Thin Client) - District wide core Router and Switch replacements to include conversion to Comcast Management solution - Core systems upgrade to include servers, switches, routers and firewalls. - Evaluate current - Quarterly vulnerability Assessments on all core systems. - Departmental policy & procedure implementation; standardization of platforms to facilitate support and maintenance. - Implementation of Disaster Recovery and Backup Solutions to include Primary & Secondary SAN and Tape/Optical archival process (Disk to Disk to Tape Solution) - Server Consolidation – Replace Workstation class systems with Enterprise Class Dell Servers - Microsoft ISA server implementation supporting web authentication and security processes. - Implementation of Life Cycle user management solution; Advanced Tool ware and Open Schools - Enterprise Agreements with Microsoft, MAC and various applications

How will these services support your district's learning goals? Requested hardware and software will upgrade data and video network infrastructure to support the district's goal of improving teaching and learning across all classrooms.

Maintenance, Upgrade, and Support Strategies

Description of Maintenance/ Upgrade/Support Strategies	Purchase / Budget / Potential Funding Source(s)	Timeline
The district will provide the necessary technical support and maintenance for network and computer-based services. Professional development and training opportunities will be provided for the effective use of all classroom related, network and computer-based services.	Funding will be provided by general budget sources currently allocated for technical support and maintenance, staff development and training. Capital projects funds from the 2006 Technology Levy will where appropriate for training and support.	July 2007 through June 2010

How will these services support your district's learning goals? These maintenance and support strategies will assist the district meet it's goal of improving teaching and learning across all classrooms by ensuring that all network services are reliably delivered and that staff are properly trained.

Process to Review and Update Your Plan

Progress Evaluation and Update Activities/Objectives	Person/Team Responsible	Timeline
The Technology Resources Advisory Committee (TRAC) will review progress made on the District Technology plan annually. TRAC will provide the district with recommendations for plan updates to reflect new developments in technology and when appropriate, the plan will be adjusted to improve the plan's ability to support district goals.	Technology Resources Advisory Committee (TRAC) and the Technology Coordinator	Annually during October 2008 and 2009

Review and update building level technology plans	TRAC Technology Coordinators Principals	Annually during October 2008 and 2009
Review and update Networking and Telecommunications plan	IT Manager Technology Coordinator TRAC	Annually during October 2008 and 2009
Conduct online PILOT Technology Integration surveys	All OSD certificated staff members	Annually during October 2007, 2008, 2009

Building Technology Plans

**Avanti High School
2006 - 2010**

Action Plan:

Goal: Stakeholder Communication
SMART Goal: Parents and students will have access to progress reports and active learning plans through online tools

Strategy: Stakeholder sessions will identify digital student management needs specific to Avanti.
Rationale: Meaningful interaction requires identification of student/parent/staff input.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Software will be purchased or developed that will provide meaning data on student progress in Avanti's Performance Task Curriculum		2/15/2007 - 5/29/2009		Avanti Staff OSD Staff Software Publisher	Program will be developed and published with 50% of parents accessing it for information by 2010
Stakeholder sessions to be held in a variety of forums on a quarterly basis through planning, development, and implementation of tool.		2/15/2007 - 6/24/2010		Avanti Faculty Avanti Students Avanti Parents	Stakeholder sessions will be conducted Proposal will be prepared Product development will be monitored Parents and students will access student progress data w/50% accessing by 2010

Procedures for evaluating success in reaching this goal Specific program needs will be identified for final stakeholder input report

Goal: Improving Career and Technical Education through Technology Integration
SMART Goal: Students in CTE classes will use appropriate industry technologies in courses to demonstrate proficiency in foundation and industry specific standards with full implementation of best practices instructional technologies in place by 2010.

Strategy: CTE classes will incorporate industry standard technologies in instruction and student produced work.

Rationale: Washington State Career and Technical Education standards require students to demonstrate mastery of industry specific skills and standards. Maintaining a relevant and authentic curriculum requires use of industry standard technologies in instruction and assessment.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
CTE teachers will meet with building CTE Advisory Board to identify specific technologies required to meet standards on an annual basis	CTE teachers will independantly research best practices curriculum for CTE technology integration and will attend at least one off-site technology training annually.	2/14/2007	Set of 5 Graphics Tablets	Avanti CTE Faculty Avanti Administration District CTE Staff Avanti CTE Advisory Board	10 percent annual increase in CTE course enrollment each year from 2007-2010
		-	2500.00 / Hardware /		
		6/25/2010	2500.00 / Hardware / Large format printer		
			7500.00 / Hardware / Theater Sound Board		
			7500.00 / Hardware / Programmable Theater Light Panel		
			1500.00 / Software / Instructional AutoCad Software		
	1000.00 / Training Costs / Annual Profesional Development				

Procedures for evaluating success in reaching this goal Annual review of building based CTE standards and curriculum to review alignment with best practices research.

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Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
CTE teachers will meet with building CTE Advisory Board to identify specific technologies required to meet standards on an annual basis	CTE teachers will independantly research best practices curriculum for CTE technology integration and will attend at least one off-site technology training annually.	2/14/2007 - 6/25/2010	2500.00 / Hardware / Set of 5 Graphics Tablets	Avanti CTE Faculty Avanti Administration District CTE Staff Avanti CTE Advisory Board	10 percent annual increase in CTE course enrollment each year from 2007-2010
		2500.00 / Hardware / Large format printer			
		7500.00 / Hardware / Theater Sound Board			
		7500.00 / Hardware / Programmable Theater Light Panel			
		1500.00 / Software / Instructional AutoCad Software			
		1000.00 / Training Costs / Annual Profesional Development			

Procedures for evaluating success in reaching this goal Annual review of building based CTE standards and curriculum to review alignment with best practices research.

Goal: Teacher Facilitation of Student Centered Learning through Technology
SMART Goal: All teachers will use classroom technology tools to facilitate student engagement in interdisciplinary student centered projects.

Strategy: Aquisition of tier 2 and 3 resources for Avanti allowing all teachers to implement technology based student centered learning opportunities.

Rationale: In order to facilitate tier 3 student centered instruction appropriate technology resources must be available to teachers.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Implementation of tier 3 technologies in student centered instruction	district and site based training	2/15/2007 - 6/24/2010	3000.00 / Hardware / 2 electronic whiteboards	Avanti Staff OSD staff	Increased student achievement on WASL Increased rate of ontime graduation Increased enrollment in CTE courses Increased enrollment in upper division math classes
			900.00 / Hardware / 3 document projectors		
			1800.00 / Hardware / Classroom set of 6 digital microscopes		

Procedures for evaluating success in reaching this goal

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	microscopes		
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Procedures for evaluating success in reaching this goal

Goal: Improve student achievement in Math through technology integration
SMART Goal: Increase the percentage of students meeting the WASL Math Standard by 10% in 2007, 2008, and 2009, going from 47.2% to 77.2% meeting the standard by 2010.

Strategy: All math teachers will use classroom technology tools to facilitate student engagement in general instruction, projects, and interdisciplinary tasks. Math teachers will implement tier 3 tools in math instruction.

Rationale: Increased engagement and use of relevant tools for math instruction will increase engagement and connect math instruction with real life applications

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
2 Classroom sets of current graphing calculators purchased	Site and district originated training on upper and lower level math instruction with graphing calculators a peripherals.	2/15/2007 - 6/24/2010	2400.00 / Hardware / 2 classroom sets of graphing calculators including instructors calculator	Avanti Math Teachers District Staff	10% annual increase in proficiency in WASL Math Assessment

Procedures for evaluating success in reaching this goal Evaluation through WASL and MAPS data Increased enrollment in upper level math classes

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Procedures for evaluating success in reaching this goal Evaluation through WASL and MAPS data Increased enrollment in upper level math classes

Goal: Increase Student Achievement in Science through Technology Integration
SMART Goal: Increase the percentage of students meeting the WASL Science standard by 10% in 2008, 2009, and 2010, going from 36.4% to 66.4% meeting the standard by 2010.

Goal: Using Technology to Improve Reading Achievement
SMART Goal: Increase the percentage of students meeting the WASL standard by 5% in 2007 and 3% in 2008 and 2009, going from 85.3% to 96.3% meeting the standard by 2010.

Goal: Improving Writing Achievement through Technology Integration
SMART Goal: Increase the number of students meeting the WASL Writing standards by 10% in 2007, and 3% in 2008 and 2009, going from 85.3% meeting the standards in 2006 to 96.3% meeting the standards by 2010

**Boston Harbor Elementary
2007 - 2010**

Action Plan:

Goal: Technology Integration
SMART Goal: Build capacity of 80% of staff by moving into the initial stages of Tier 1 (Teacher Productivity Station) in 2006-2008 to Tier 2 (Instructional Presentation and Student Productivity) in 2008-2010 and Tier 3 (Student Centered Learning Classroom) in 2010-2012

Strategy: Develop a supportive infrastructure in: Professional Development, Training, Instructional Support
Rationale: The infrastructure consists of two parts: human resources--which deals with professional learning and support, -and technology which deals with hardware, software, and facilities. The key to technology planning is to make informed decisions which fully support student achievement and the learning capacity of the entire organization. Taking a broad view of educational technology and educating staff about current and emerging technologies will have a positive impact on student learning and achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
CAPACITY BUILDING Place Tier 2 Resources into the building to grow the capacity of staff expertise and increase student resources: • Wireless capabilities, building wide camera, one per class • Projector • Classroom set of Alphasmart Neos • Online lesson resources from the internet adapted for teacher use • Printer in classroom including color and black/white capabilities • Certified staff laptop computers for home - school use • Portable wireless lab with 30 laptops for student use • Handheld planning devices (Palm Pilot, Writing Tablet) for staff	Peer Coach Support: Provide ongoing instructional support for peer coach (summer institutes, monthly meetings, conferences, etc) Collaboration Time: Provide time for peer coach to share and disseminate best practices through technology	9/5/2007 - 6/11/2010	0.00 / Training / Peer Coach / Costs / Stipend	Principal Tech Peer Coach Building Tech Assistant	Tier 1 Resources are maintained and enhanced Tier 2 and 3 Resources are phased in according to teacher readiness

<p>Build technical support capacity within the staff. • Site Level Peer Coach – coordinate efforts to train staff on on instructional presentation and student productivity • Increase hours for Building Technology Resources Assistant – coordinate efforts to maintain equipment and support student learning.</p>			
<p>NEEDS ASSESSMENT OF TECH RESOURCES STANDARD TECHNOLOGY RESOURCES: Determine what resources staff and students currently have and what resources they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will be fully funded with these standard technology resources below. • Standards-based computer • Access to at least one printer • Internet access • Office suite productivity software, including MS Publisher • Online teacher lesson resources • Access to student management software</p>	<p>PILOT Surveys: Give staff time to take the Tech Surveys and then time to analyze and disseminate the information First Class: Provide staff with training on how to use First Class/ email School Website: Demonstrate how to view and input school and class information on website MS Office Training: Basic and advanced use of MS Office software including word, excel, powerpoint,</p>	<p>9/5/2007 - 6/11/2010 0.00 / Hardware / Tier 1 Tech Resources for Teacher Productivity Stations</p>	<p>Principal Tech Peer Coach Building Tech Assistant Tier 1 resources noted on the activity/task column</p>

sites and resources			
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Procedures for evaluating success in reaching this goal (1) Comparison of math, reading and writing performance of 4th graders on the WASL 2006 through 2012, (2) Comparison of PILOT technology tool using both the Integration Survey and PILOT LITE, and Productivity Survey.

Goal: Math
SMART Goal: Improve student mathematics content and process skills to increase the percentage of students meeting standard on the WASL from 70% to 80% by spring of 2007 and to 95% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate math experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Enhance parent education • Provide Parent education classes and activities which enhance math experiences for students at home • Publish Parent Tips and online resources on the website, parent conferences, Curriculum Night, and classroom newsletters	TBD	9/5/2007 - 6/11/2010		Principal Teachers Math Coach Social Services Coordinator	• Parent and Family Surveys
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district	VERTICAL TEAMING: Alignment of GLES to current math curriculum, Math Trailblazers MATH SEMINAR: Using a case study method, provide ongoing staff development	9/5/2007 - 6/11/2010	0.00 / Other / Need a math coach to analyze data and provide job-embedded learning for staff and students	Principal Sp Ed Teacher, Intermediate Teachers, Primary	Increased student achievement

<p>and building efforts to support closing the achievement gap through interactive, problem-solving experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>through the training program, Developing Mathematical Ideas. STAFF COLLABORATION: Using the Lesson Study model, increase teacher capacity through this job-embedded staff development training through communication both on-grade, cross-grade and cross-school avenues</p>				
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Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal:
SMART Goal:

Math
Improve student mathematics content and process skills to increase the percentage of students meeting standard on the WASL from 70% to 80% by spring of 2007 and to 95% by spring of 2008.

Strategy:
Rationale:

Use technology programs to differentiate learning experiences
The role of technology to enhance and differentiate math experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>Enhance parent education • Provide Parent education classes and activities which enhance math experiences for students at home • Publish Parent Tips and</p>	<p>TBD</p>	<p>9/5/2007 - 6/11/2010</p>		<p>Principal Teachers Math Coach Social Services Coordinator</p>	<p>• Parent and Family Surveys</p>

<p>online resources on the website, parent conferences, Curriculum Night, and classroom newsletters</p>					
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, problem-solving experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current math curriculum, Math Trailblazers MATH SEMINAR: Using a case study method, provide ongoing staff development through the training program, Developing Mathematical Ideas. STAFF COLLABORATION: Using the Lesson Study model, increase teacher capacity through this job-embedded staff development training through communication both on-grade, cross-grade and cross-school avenues</p>	<p>9/5/2007 - 6/11/2010</p>	<p>0.00 / Other /</p>	<p>Need a math coach to analyze data and provide job-embedded learning for staff and students Principal Sp Ed Teacher, Intermediate Teachers, Primary</p>	<p>Increased student achievement</p>

Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Writing

SMART Goal: Improve student writing (Content/Organization/Style and Conventions) to increase the percentage of students meeting standard on the WASL from 63% to 75% by spring of 2007 and to 85% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences

Rationale: The role of technology to enhance and differentiate writing experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, writing process experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current writing program so the programs from K-6 are coherent SIX TRAITS: Provide in-depth training/coaching/on-site visitations on six traits – instruction as well as assessment WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom writing program</p>	<p>8/8/2007 - 6/11/2010</p>		<p>Principal Sp Ed Teachers Literacy Coach Social Services Coordinator</p>	<p>Increased student achievement</p>
<ul style="list-style-type: none"> • Publish Parent Tips and online resources on the website, parent conferences, Curriculum Night, and classroom newsletters 	<p>To be determined by staff and parent input</p>	<p>9/5/2007 - 6/11/2010</p>		<p>Principal Librarian Literacy Coach</p>	<p>Increased student achievement</p> <ul style="list-style-type: none"> • Increase parent participation by 50% each year • Parent and Family Surveys

Procedures for evaluating success in reaching this goal Comparison of writing performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Writing

SMART Goal: Improve student writing (Content/Organization/Style and Conventions) to increase the percentage of students meeting standard on the WASL from 63% to 75% by spring of 2007 and to 85% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences

Rationale: The role of technology to enhance and differentiate writing experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, writing process experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.	VERTICAL TEAMING: Alignment of GLES to current writing program so the programs from K-6 are coherent SIX TRAITS: Provide in-depth training/coaching/on-site visitations on six traits - instruction as well as assessment WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom writing program	8/8/2007 - 6/11/2010		Principal Sp Ed Teachers Literacy Coach Social Services Coordinator	Increased student achievement
<ul style="list-style-type: none"> Publish Parent Tips and online resources on the website, parent conferences, Curriculum Night, and classroom newsletters 	To be determined by staff and parent input	9/5/2007 - 6/11/2010		Principal Librarian Literacy Coach	Increased student achievement <ul style="list-style-type: none"> Increase parent participation by 50% each year Parent and Family Surveys

Procedures for evaluating success in reaching this goal Comparison of writing performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Science
SMART Goal: Improve student science content knowledge and process skills to increase the percentage of students meeting standard on the WASL from 45% to 60% by spring of 2007 and to 75% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate science experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Enhance parent education • Provide Parent education classes and activities which enhance science experiences for students at home • Publish Parent Tips and online resources on the website, parent conferences, Curriculum Night, and classroom newsletters	To be determined by staff and parent input	9/5/2007 - 6/11/2010	0.00 / Other / Need a math/science coach to analyze data and provide job-embedded learning for staff and students	Principal Librarian Building Science Coordinator	• Increase parent participation by 50% each year • Parent and Family Surveys
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, hands-on, problem-solving, inquiry-based science experiences that include technology TARGETED ASSISTANCE: Determine	VERTICAL TEAMING: Alignment of GLES to current FOSS program so the programs from K-6 are coherent INQUIRY-BASED SCIENCE: Through the efforts of LASER, provide ongoing training and collaborative support in the principles of inquiry-based learning WASL	9/5/2007 - 6/11/2010	0.00 / Other / Need a math/science coach to analyze data and provide job-embedded learning for staff and students	Principal Building Science Coordinator Ed Leadership Team	Increased student achievement

best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.	SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom science program			
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Procedures for evaluating success in reaching this goal Comparison of science performance of 5th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Science
SMART Goal: Improve student science content knowledge and process skills to increase the percentage of students meeting standard on the WASL from 45% to 60% by spring of 2007 and to 75% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate science experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness	
Enhance parent education • Provide Parent education classes and activities which enhance science experiences for students at home • Publish Parent Tips and online resources on the website, parent conferences, Curriculum Night, and classroom newsletters	To be determined by staff and parent input	9/5/2007 - 6/11/2010		Principal Librarian Building Science Coordinator	• Increase parent participation by 50% each year • Parent and Family Surveys	
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to	VERTICAL TEAMING: Alignment of GLES to current FOSS program	9/5/2007 - 6/11/2010	0.00 / Other /	Need a math/science coach to analyze data and provide	Principal Building Science Coordinator Ed Leadership	Increased student achievement

<p>fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, hands-on, problem-solving, inquiry-based science experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>so the programs from K-6 are coherent INQUIRY-BASED SCIENCE: Through the efforts of LASER, provide ongoing training and collaborative support in the principles of inquiry-based learning WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom science program</p>		<p>job-embedded Team learning for staff and students</p>	
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Procedures for evaluating success in reaching this goal Comparison of science performance of 5th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Reading

SMART Goal: Improve student reading comprehension and analysis to increase the percentage of students meeting standard on the WASL from 93% to 96% by spring of 2007 and to 100% by spring of 2008.

Strategy: Use technology programs to differentiate learning experiences

Rationale: In today's schools, too many children struggle with learning to read. As many teachers and parents will attest, reading failure has exacted a tremendous long-term consequence for children's developing self-confidence and motivation to learn, as well as for their later school performance. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure. The National Reading Panel

(NRP) issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The Panel was charged with reviewing research in reading instruction (focusing on the critical years of kindergarten through third grade) and identifying methods that consistently relate to reading success. The role of technology to enhance and differentiate reading experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness	
Use technology programs to differentiate learning experiences for students – Reading Interventions • Continue to use Reading Counts Program as an incentive to motivate all students to read more...at their independent reading level	Refresher course needed for ReadWell, Aerobics, and Fast Forward to train new staff	9/5/2007 - 6/11/2010	0.00 / Other /	Investigate reading programs which has a strong media/tech component (cost ?)	Primary Sp Ed Teacher, Intermediate Librarian	100% Teachers and Paraprofessional can use all the technology programs 3-5% increase of students meeting standard on the reading WASL in all subgroups each year

Procedures for evaluating success in reaching this goal Comparison of reading performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal:

Reading

SMART Goal:

Improve student reading comprehension and analysis to increase the percentage of students meeting standard on the WASL from 93% to 96% by spring of 2007 and to 100% by spring of 2008.

Strategy:

Use technology programs to differentiate learning experiences

Rationale:

In today's schools, too many children struggle with learning to read. As many teachers and parents will attest, reading failure has exacted a tremendous long-term consequence for children's developing self-confidence and motivation to learn, as well as for their later school performance. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure. The National Reading Panel (NRP) issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The Panel was charged with reviewing research in reading instruction (focusing on the critical years of kindergarten through third grade) and identifying methods that consistently relate to reading success. The role of technology to enhance and differentiate reading experiences will support our

students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use technology programs to differentiate learning experiences for students – Reading Interventions • Continue to use Reading Counts Program as an incentive to motivate all students to read more...at their independent reading level	Refresher course needed for ReadWell, Aerobics, and Fast Forward to train new staff	9/5/2007 - 6/11/2010	0.00 / Other / Investigate reading programs which has a strong media/tech component (cost ?)	Primary Sp Ed Teacher, Intermediate Librarian	100% Teachers and Paraprofessional can use all the technology programs 3-5% increase of students meeting standard on the reading WASL in all subgroups each year

Procedures for evaluating success in reaching this goal Comparison of reading performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

**Capital High School
2007 - 2010**

Action Plan:

Goal: Reading
SMART Goal: Increase student achievement in reading so that 100% of CHS students meet standard on the 10th grade Reading WASL in 2007

Strategy: Use technology resources to differentiate and personalize learning experiences for all student in Reading.

Rationale: Differentiated instruction is an effective instructional practice and is proven to increase student learning

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Implement technology-based learning programs as interventions for struggling learners	Training for staff using the new program	9/5/2007 - 6/11/2010	2000.00 / Training / Staff Costs / Development	Teachers of students who are struggling in Reading Student Support Services staff	Classroom based assessments Increasing WASL Reading scores

Procedures for evaluating success in reaching this goal Classroom based assessments WASL scores in Reading

Goal: Reading
SMART Goal: Increase student achievement in reading so that 100% of CHS students meet standard on the 10th grade Reading WASL in 2007

Strategy: Use technology resources to differentiate and personalize learning experiences for all student in Reading.

Rationale: Differentiated instruction is an effective instructional practice and is proven to increase student learning

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Implement technology-based learning programs as interventions for struggling learners	Training for staff using the new program	9/5/2007 - 6/11/2010	2000.00 / Training Costs / Staff Development	Teachers of students who are struggling in Reading Student Support Services staff	Classroom based assessments Increasing WASL Reading scores

Procedures for evaluating success in reaching this goal Classroom based assessments WASL scores in Reading

Goal: Technology Integration
SMART Goal: Increase the percentage of staff at Tier 2 to 80% by 2010

Strategy: Provide Tier 2 technologies into all classrooms and provide training and instructional support for all staff to reach Tier 2

Rationale: Teachers must have appropriate Tier 2 technologies in their classrooms and must have appropriate training and support to teach effectively at Tier 2.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Identify training opportunities for all staff	Staff will participate in	9/5/2007 -		All staff Technology	PILOT survey taken annually PILOT

to reach Tier 2	District offered training sessions Staff will participate in ongoing Technology skills training sessions within the building	6/11/2010		Coordinator Peer Coaches and mentored teachers	Productivity Skills surveys
Provide Tier 2 technologies into each classroom	Technology skills workshops provided by the District and at the building level	9/5/2007 - 6/12/2009	0.00 / Hardware / Place Tier 2 technologies	Technical Support staff Technology Coordinator	Inventory of the numbers of Tier 2 items within all classrooms

Procedures for evaluating success in reaching this goal PILOT survey taken annually PILOT Productivity Skills surveys

**Centennial Elementary
2006 - 2010**

Action Plan:

Goal: Reading
SMART Goal: READING - By 2010, 100% of 3rd, 4th, and 5th graders will meet standard on the WASL.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in reading.

Rationale: Differentiated instruction, when used effectively, is a proven strategies to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Accelerated Reader as a motivational strategy for students. STAR Assessment and DIEBLS to inform	No urgent need for AR or STAR training at this time; however CES	9/5/2007 - 6/11/2010		Classroom teachers, para-educators, Librarian, Parent	Increased student achivement based on CBA, MAP, and WASL results.

instruction.	staff will engage in DIEBLS training during the summer of '07.		Volunteers	
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Procedures for evaluating success in reaching this goal CBAs, MAP, WASL

Goal: Reading
SMART Goal: READING - By 2010, 100% of 3rd, 4th, and 5th graders will meet standard on the WASL.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in reading.

Rationale: Differentiated instruction, when used effectively, is a proven strategies to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Accelerated Reader as a motivational strategy for students. STAR Assessment and DIEBLS to inform instruction.	No urgent need for AR or STAR training at this time; however CES staff will engage in DIEBLS training during the summer of '07.	9/5/2007 - 6/11/2010		Classroom teachers, para-educators, Librarian, Parent Volunteers	Increased student achivement based on CBA, MAP, and WASL results.

Procedures for evaluating success in reaching this goal CBAs, MAP, WASL

Goal: Math
SMART Goal: MATH - By the spring of 2010, 100% of 3rd, 4th and 5th graders will meet or exceed standard on the WASL in math.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in math.

Rationale: Differenitated instruction is a proven practice that increases learning for all students.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Study Island software as supplemental curriculum. Continue use of Math Facts in a Flash software for struggling learners.	Engage in a PLC with staff on How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson.	9/5/2007 - 6/11/2010	Purchase 1200.00 / Other / Study Island	Classroom teachers in grades 3-5, Staff Development Coordinator, Tech Coordinator, Peer Coach, Para-educators, Parents, Principal	CBAs, MAP WASL
			1200.00 / Software / Study Island		

Procedures for evaluating success in reaching this goal CBAs, MAP, WASL Results

Goal: Math

SMART Goal: MATH - By the spring of 2010, 100% of 3rd, 4th and 5th graders will meet or exceed standard on the WASL in math.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in math.

Rationale: Differentiated instruction is a proven practice that increases learning for all students.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Study Island software as supplemental curriculum. Continue use of Math Facts in a Flash software for struggling learners.	Engage in a PLC with staff on How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson.	9/5/2007 - 6/11/2010	Purchase 1200.00 / Other / Study Island	Classroom teachers in grades 3-5, Staff Development Coordinator, Tech Coordinator, Peer Coach, Para-educators, Parents, Principal	CBAs, MAP WASL
			1200.00 / Software / Study Island		

Procedures for evaluating success in reaching this goal CBAs, MAP, WASL Results

Goal: Writing
SMART Goal: WRITING - By the spring of 2007, 94% of 4th graders will score a 9 or higher on the WASL in writing.

Goal: Staff Use of Technology
SMART Goal: STAFF DEVELOPMENT- By the year 2010, 75% of Centennial certified staff will achieve tier 2 as measured by the PILOT survey.

Strategy: Provide classroom Tier 2 technologies into each classroom and provide training opportunities and instructional support for all staff to reach Tier 2.
Rationale: Teachers must have appropriate technologies within thier classrooms to teach and engage students in tech-based learning activites. To effectively use the technology, teachers must have training and on-going instructional support.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and provide technology-related opportunities for all staff.	District-offered staff development as well as building-level staff development.	9/5/2007 - 6/11/2010	0.00 / /	Certificated Staff to include peer coach, technology coordinator, principal.	100% of 3rd-5th grade teachers will succesfully use the technology to ehance student learning as observed by the building princpal.
			0.00 / Hardware / 2 technologies		

Procedures for evaluating success in reaching this goal Annual pilot survey results and pilot productive skills survey. Observation of teacher use of technology by building principal using a district-povided observation rubric.

Goal: Science
SMART Goal: SCIENCE - By the spring of 2007, 73% of all 5th graders will meet or exceed standard on the WASL in science.

**Garfield Elementary School
2007 - 2010**

Action Plan:

Goal: Math
SMART Goal: The number of students meeting the math standard on the 2007 4th grade WASL will increase from the 2006 4th grade WASL by 5%.

Strategy: To develop the skills in students in the early intermediate grades to use technology effectively for problem-based learning and problem-solving in mathematics, as well as provide them with the opportunity for discussion.

Rationale: Through the use of technology, students will be able to work together in cooperative learning groups, teacher-student interactions. They will be able to use open ended thinking for inquiry and problem solving questions using technology.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Incorporate the use of problem-based learning into math curriculum.	Learning what problem based - learning is and connecting it to our current Trailblazer math curriculum.	9/3/2007 - 6/25/2010	1000.00 / Training Costs / Trainers, Planning materials	Principal, Staff Development Team, Math Specialist	Observations conducted by our building principal and Technology Integration Survey.
Use of technology to increase problem based learning and problem solving skills in students.	Training for the staff in using the technology correctly and teaching the students how to use the software productively.	9/3/2007 - 6/25/2010	44000.00 / Hardware / Classroom software Inspiration for student usage as well as current math	Technology committee, technology coordinator	PILOT technology survey both for staff and students, principal observation

		software. Trainer for use of software and technology Interactive white boards (1 per teacher) Digital tools (1 digital camera per grade level) Laser Printers (1 per pod) Test prep software (math and reading)	
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Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2007 and 2010.

Goal: Technology Integration
SMART Goal: Increase the number of staff at Tier I to Tier II by 50% in 2010.
Strategy: To develop the skills in teachers to use technology more effectively during instruction for problem-based learning in the classroom.
Rationale: Teachers who are trained to use technology effectively in their classrooms will be able to model the use of it to their students. Technology will become an integrated part of instruction within the classroom.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Monitoring Responsible? Effectiveness
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Incorporate the use of technology into classroom instruction	Provide training opportunities within the building and at the district level for use of technology.	9/3/2007 - 6/25/2010	1000.00 / Training Costs /	Staff Development training-trainer Equipment and software for training	Technology coordinator, building principal, staff development team	PILOT technology survey, Principal observation
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Procedures for evaluating success in reaching this goal Comparison of technology performance on the technology survey between 2007 and 2010.

**Jefferson Middle School
2007 - 2010**

Action Plan:

Goal:

Goal #1 (07-08) Classroom Tier 1 Level Technology Integration

SMART Goal:

By the end of the 2007-08 school year 100% of Jefferson's teachers will demonstrate technology skills at or above the Tier 1 level in order to integrate technology throughout all curricular areas to improve reading, writing, math, and science WASL scores for all students as outlined in the JMS School Improvement Plan.

Strategy:

Provide staff development workshops and peer coaching support.

Rationale:

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Teachers will create classroom Websites.	yes	8/27/2007 - 9/10/2007		OSD staff, ESD113	Observation.
Teachers will develop proficiency with the Microsoft Office Suite.	yes	8/27/2007 - 6/18/2008		to be determined--OSD staff, ESD113	Observation.
Teachers will learn how to operate their standards based laptop computers.	yes	8/27/2007 - 9/7/2007		to be determined--OSD staff, ESD113	Observation.

Teachers will use the Internet to find information and instructional resources for their classes.	yes	8/27/2007 - 6/18/2008		to be determined--OSD staff, ESD113	Observation.
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Procedures for evaluating success in reaching this goal PILOT Technology Integration Survey.

Goal: Goal #2 (07-08) Eighth Grade Technology Literacy
SMART Goal: By the end of the 2007-08 school year, 85% of the 8th graders will place at or above the Tier 2 level of the National Educational Technology Standards for Students.

Strategy: Follow NETS tiers to establish a scope and sequence for all subjects and all grade levels.
Rationale:

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Plan and begin implementation of 6th grade(Tier 1) technology expectations across the curriculum.	---	8/27/2007 - 9/28/2007		6th grade teachers, Tech Coordinator, Principal	Observation.
Plan and begin implementation of 7th grade technology expectations (Tier 2) across the curriculum	---	8/27/2007 - 9/28/2007		7th grade teachers, Tech Coordinator, Principal	Observation.
Plan and begin implementation of 8th grade technology expectations (Tier 3) across the curriculum.	---	8/27/2007 - 9/28/2007		8th grade teachers, Tech Coordinator, Principal	Observation.

Procedures for evaluating success in reaching this goal PILOT Student Literacy Survey.

Goal: Goal #3 Family Access (07-08)
SMART Goal: By the end of the 2007-08 school year 50% of the Jefferson Middle School families will use Family Access to retrieve important school-related information about their student from home through district tracking or parent survey.

Strategy: Communicate with families in a variety of ways
Rationale:

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Provide Family Access workshops for incoming 6th grade parents.	---	8/27/2007 - 9/28/2007		OSD tech staff, Principal	Survey
Target the ESL communities for FamilyAccess training.	---	8/27/2007 - 6/18/2008		OSD tech staff, Principal, Counselor, ESL staff	Survey.
Update teachers on Family Access modifications and building expectations.	yes	8/27/2007 - 6/18/2008		All staff, OSD tech staff, Principal	Observation.
Provide parent skill training during curriculum night and parent teacher conferences.	---	9/10/2007 - 11/16/2007		OSD tech staff, Principal	Survey.
Include Family Access information and training at the 5th grade parent night.	---	4/1/2008 - 5/23/2008		OSD tech staff, Principal	Survey.

Procedures for evaluating success in reaching this goal Count the number of Family Access participants.

**Julia Butler Hansen Elementary
2007 - 2010**

Action Plan:

Goal: Reading
SMART Goal: Increase the percentage of students meeting standard on the 4th grade WASL in Reading to 90 % by 2010

Strategy: Use technology applications that focus toward improving reading skills by increasing the volume of reading performed by students

Rationale: Increasing the amount of reading leads toward improved reading skills

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Accelerated Reader and STAR Assessment	None needed	9/5/2007		Classroom teachers Student Support Services staff Librarian Para Professionals	Annual WASL results DIBELS assessments
		-			
		6/11/2010	600.00 / Software / Reader application and tests		
			200.00 / Software / Accelerated Reader		

Procedures for evaluating success in reaching this goal Performance of 4th graders on the WASL each year

Goal: Reading
SMART Goal: Increase the percentage of students meeting standard on the 4th grade WASL in Reading to 90 % by 2010
Strategy: Use technology applications that focus toward improving reading skills by increasing the volume of reading performed by students
Rationale: Increasing the amount of reading leads toward improved reading skills

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Accelerated Reader and STAR Assessment	None needed	9/5/2007		Classroom teachers Student Support Services staff Librarian Para Professionals	Annual WASL results DIBELS assessments
		-			
		6/11/2010	600.00 / Software / Reader application and tests		
			200.00 / Software / Accelerated Reader		

Procedures for evaluating success in reaching this goal Performance of 4th graders on the WASL each year

Goal: Math
SMART Goal: Increase the % of students meeting the standard on the 4th grade WASL math to 75% by 2010
Strategy: Use technology applications that focus toward improving math skills by increasing computation fluency
Rationale: Computation fluency increases accuracy of math skills

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Math Facts in a Flash	none needed	9/5/2007 - 6/22/2010	0.00 / Software / Math Facts in a Flash	Classroom teachers Para professionals	Performance of 4th graders on the WASL each year

Procedures for evaluating success in reaching this goal Perfomance of the 4th graders on the WASL each year

Goal: Technology Integration
SMART Goal: Increase the percentage of staff at Tier 2 to 85%
Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and support for all staff to reach Tier 2
Rationale: Teachers must have appropriate technologies within their classrooms to teach and engage students in their learning activities. Teachers need to have appropriate training in order to use technology effectively to teach.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and provide technology related staff development opportunities for all staff	District offered staff development Building level staff development	9/5/2007 - 6/11/2010		All certificated staff Tech Coordinator Technology Peer Coach	PILOT survey PILOT Productivity Skills Surveys

Procedures for evaluating success in reaching this goal PILOT survey taken annually PILOT Productivity Skills survey taken annually

Goal: Technology Literacy
SMART Goal: Meet ISTE/OSD technology standards for grades 3 - 5 by 2010

Strategy: Use technology applications to address ISTE/OSD technology skills
Rationale: Hands on experience using technology tools

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Type to Learn, Kid Pix, Kidspiration, Inspiration	Staff development/exploration of software application	9/5/2007 - 6/21/2010	3000.00 / Software / Kid Pix, Type to Learn, Kidspiration, Inspiration	Building level certified and classified staff	PILOT Jr survey CBA as appropriate

Procedures for evaluating success in reaching this goal PILOT Jr survey CBA as appropriate

Strategy: Use technology applications to address ISTE/OSD technology skills
Rationale: Hands on experience using technology tools

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal PILOT Jr survey CBA as appropriate

**Leland P Brown Elementary
 2007 - 2010**

Action Plan:

Goal: Technology Integration

SMART Goal: Increase the percentage of staff at Tier 2 by 75%

Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and instructional support for all staff to reach Tier 2.

Rationale: Teachers must have Tier 2 technologies within their classrooms to teach and engage students within learning activities. Teachers need appropriate training in order to use technology effectively within thier instruction.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Place Tier 2 technologies into each classroom	Technology skills trainings for all staff	9/5/2007 - 6/11/2008	0.00 / Hardware / Install Tier 2 technologies	Technical support staff Technology Coordinator	Inventory of equipment in classrooms
Provide technology related trainings for all staff	Staff attends ongoing District technology offerings Staff attends building level developed trainings	9/5/2007 - 6/11/2010	0.00 / Training / Costs / Presenters for workshops	All staff Principal Peer Coaches Technology Coordinator	PILOT surveys taken annually Observation: increased use of technologies by staff
Use the Peer Coach model to grow technology skills for all staff	ESD and OSD District trainings	9/5/2007 - 6/11/2010	0.00 / Training / Costs / Peer Coach program	Peer Coaches Principal All staff	PILOT surveys Observations Increased number of mentored teachers

Procedures for evaluating success in reaching this goal PILOT Tech Integration survey taken annually PILOT Productivity Skills survey

Goal: Technology Literacy
SMART Goal: Meet ISTE/OSD technology standards for K - 5 by 2010

Strategy: Use technology resources to address ISTE/OSD skills per the scope and sequence adopted by the District

Rationale: Continued hands-on experience provides improved learning

Activities/Task	Professional Development	Timeline	Resources Amount /	Who is Responsible?	Monitoring Effectiveness
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			Type / Description	
Grade level meeting to determine how/when specific technology skills will be addressed	Ongoing district/building level trainings	9/5/2007 - 6/11/2008	All staff Principal Technology Coordinator	Observations

Procedures for evaluating success in reaching this goal District developed assessment

Goal: Reading
SMART Goal: Maintain WASL reading scores for fourth grade at no less than 80%

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in Reading.

Rationale: Differentiated instruction is proven to increase student achievement

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Accelerated Reader and STAR testing	none required	9/5/2007 - 6/11/2010		All staff SS Team Para Professionals	Number of students at or above 80% on reading scores increases

Procedures for evaluating success in reaching this goal Classroom based assessments MAP testing STAR testing WASL scores

Goal: Reading
SMART Goal: Maintain WASL reading scores for fourth grade at no less than 80%

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in Reading.

Rationale: Differentiated instruction is proven to increase student achievement

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness

		Description			
Use Accelerated Reader and STAR testing	none required	9/5/2007 - 6/11/2010		All staff SS Team Para Professionals	Number of students at or above 80% on reading scores increases

Procedures for evaluating success in reaching this goal Classroom based assessments MAP testing STAR testing WASL scores

Goal: Math
SMART Goal: Maintain WASL reading scores for 4th grade at no less than 80%

**Lincoln Elementary School
2007 - 2010**

Action Plan:

Goal: Reading
SMART Goal: Increase the percentage of students who meet the state standard in Reading to 90% in 2010.

Strategy: Use technology resources to differentiate and personalize learning experiences for all intermediate students in reading.

Rationale: Differentiated instruction is proven to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Explore in conjunction with the district technology resources to improve student reading.	Participate in the selection process.	9/5/2007 - 6/9/2010		Principal and tech coordinator; Reading "team"; Peer Coaches	TBD

Procedures for evaluating success in reaching this goal Classroom based assessments. MAP results. WASL results.

Goal: Reading
SMART Goal: Increase the percentage of students who meet the state standard in Reading to 90% in 2010.
Strategy: Use technology resources to differentiate and personalize learning experiences for all intermediate students in reading.
Rationale: Differentiated instruction is proven to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Explore in conjunction with the district technology resources to improve student reading.	Participate in the selection process.	9/5/2007 - 6/9/2010		Principal and tech coordinator; Reading "team"; Peer Coaches	TBD

Procedures for evaluating success in reaching this goal Classroom based assessments. MAP results. WASL results.

Goal: Technology Integration
SMART Goal: Increase the percentage of staff at Tier 2 to 85% by 2010.
Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and instructional support for all staff to reach Tier 2.
Rationale: Teachers must have appropriate technologies within their classroom to teach and engage students within learning activities. Teachers need appropriate training and support in order to use technology effectively.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Place Tier 2 technologies in every classroom and provide staff development opportunities.	Provide training opportunities at the building and district levels.	9/5/2007 - 6/9/2010	0.00 / Hardware / Tier 2 Technologies	Peer Coaches, Tech Coordinator, All teachers, District coordinator	PILOT Survey

Procedures for evaluating success in reaching this goal PILOT Survey taken annually. PILOT Productivity Skills Survey taken annually.

Goal: Writing
SMART Goal: Increase the percentage of students meeting state standards in writing to 75% in 2010.

Strategy: Use technology to improve student achievement in writing.
Rationale: Providing multiple opportunities for students to grow in their writing.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Provide opportunities to intermediate students to practice writing and editing using word processing.	Building based staff development lead by Peer Coach and "writing team".	9/5/2007 -	0.00 / Software / Word processor on all student computers	Principal, teachers, Peer Coach, Tech Coordinator	Principal classroom observation.
		6/9/2010	0.00 / Hardware / Laptop computers		

Procedures for evaluating success in reaching this goal Classroom based assessments; student work samples; WASL results

Goal: Writing
SMART Goal: Increase the percentage of students meeting state standards in writing to 75% in 2010.

Strategy: Use technology to improve student achievement in writing.
Rationale: Providing multiple opportunities for students to grow in their writing.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Provide opportunities to intermediate students to practice writing and editing using word processing.	Building based staff development lead by Peer Coach and "writing team".	9/5/2007 -	0.00 / Software / Word processor on all student computers	Principal, teachers, Peer Coach, Tech Coordinator	Principal classroom observation.
		6/9/2010	0.00 / Hardware / Laptop computers		

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Procedures for evaluating success in reaching this goal Classroom based assessments; student work samples; WASL results

Goal: Math
SMART Goal: Increase percentage of children meeting state standard in mathematics to 85% in 2010.
Strategy: Use technology resources to differentiate and personalize learning experiences for all students in math.
Rationale: Differentiated instruction is proven to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Math Facts in Flash.	Provide basic training for new staff.	9/5/2007 - 6/9/2010		Principal, teachers.	WASL math results. MAP results. Classroom assessments.

Procedures for evaluating success in reaching this goal WASL math results. MAP results. Classroom assessments.

Goal: Math
SMART Goal: Increase percentage of children meeting state standard in mathematics to 85% in 2010.
Strategy: Use technology resources to differentiate and personalize learning experiences for all students in math.
Rationale: Differentiated instruction is proven to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use Math Facts in Flash.	Provide basic training for new staff.	9/5/2007 - 6/9/2010		Principal, teachers.	WASL math results. MAP results. Classroom assessments.

Procedures for evaluating success in reaching this goal WASL math results. MAP results. Classroom assessments.

**Madison Elementary School
2007 - 2010**

Action Plan:

Goal: Reading
SMART Goal: READING – Increase the number of 4th grade students who meet the WASL standard in reading to from 93% to 96% in 2007 and 98% in 2010
Strategy: Use technology programs to differentiate learning experiences
Rationale: Differentiated instruction increases learning

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use technology programs to differentiate learning experiences for students – Reading Interventions •Continue using Waterford and Aerobics which continues to provide a strong phonemic awareness for students and families in kindergarten •As a reading intervention program we are piloting the program Leap Frog’s two programs: Leap Track and Reading Pro •Continue to use Fast Forward to support struggling readers from grade 2 and above with an intensive intervention program based on phonological sequence •Continue to use Accelerated Reader Program as an incentive to motivate all students to read more...at their independent reading level	Refresher course needed for Waterford, Aerobics, and Fast Forward to train new staff Ongoing support of Leap Frog materials	9/1/2006 - 6/30/2010		Title 1 Teacher, primary Sp Ed Teacher, Intermediate Librarian	3-5% increase of students meeting standard on the reading WASL in all subgroups each year 100% Teachers and Paraprofessional can use the technology programs

Continue using Waterford and Fast Forward ...Research/pilot new programs such as Leap Frog and other internet resources to strengthen reading skills ...investigate into purchasing the Success for All 1st grade reading program which integrates media and technology into the early literacy program	Provide appropriate training for staff who will be using Waterford, Fast Forward, and Leap Frog resources	9/5/2007 - 6/16/2010		Principal Reading Specialist	WASL Reading scores
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Procedures for evaluating success in reaching this goal WASL Reading standard scores

Strategy: Refine using DIBELS as a diagnostic and benchmark reading assessment tool every month/trimester
Rationale: Continuous monitoring of student progress allows us to track student growth and differentiate instruction and/or move students to fluid reading groups at their instructional levels

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal 100% of teachers will be able to demonstrate proficiency in all areas by 2010 - administering, data entry, profile reports, analysis of data Benchmark Testing of K-5 students given 3 times a year will show "on target" growth and monthly Progress Monitoring of students who need additional will show continuous growth

Strategy: Enhance parent education and communication through multiple avenues including technology
Rationale: Madison continues to reach out to more families as well as build the capacity of parent and family involvement through a variety of activities. The goal is to communicate to our families and provide resources for them in conjunction with the local community.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
We believe that there are 6 ways to involve families and the community at our school: 1.Parenting: We offer a variety of ways to assist families with	• Provide Parent education classes and activities which enhance reading experiences for	9/1/2006 - 6/30/2010		Principal Title 1 Teacher Librarian Social Services Coordinator	• Increase parent participation by 50% each year • Parent and Family Surveys

<p>parenting skills, family support, understanding child development, and setting home conditions to support learning. 2.Communicating: We provide many forums to communicate with our families about school programs and student progress. Class, school, and district newsletters are just a few avenues that we use to communicate regularly with our families. 3.Volunteering: Madison is proud of its efforts to recruit and retain parents and other community members to work with our students. We offer in-class support as well as Lunch Buddies, Reading Buddies, and a host of other community efforts that strengthen our school community. 4.Learning at Home: Madison makes great efforts to involve families with their children in academic learning at home including homework, goal setting, and other activities. The teachers design homework that enables students to share and discuss interesting tasks. 5.Decision-Making: Parents and families are contributing participants in school decisions, governance, leadership and advocacy activities through our Educational Leadership Team and the Booster Club. 6. Collaborating with the Community: One of the strengths of Madison is the depth and breadth of connections to the community. We are involved in coordinating resources and funds for</p>	<p>students at home • Provide teacher training so they can publish Parent Tips and online resources on their classroom websites, parent conferences, Curriculum Night, and classroom newsletters</p>				
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families, students, and the school with community groups, including business organizations, social service agencies, cultural/civic organizations, and colleges/universities.					
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Procedures for evaluating success in reaching this goal Title 1 Schoolwide Parent Involvement Annual Plan will be used as an evaluation tool in each of these areas: Annual Meeting of Title 1 Requirements Additional Meetings to Explain School Program and Student Progress Parent Involvement in School Plan Parent Access to Information School Response to Parent Involvement School Compact Parent Training on How to Help Their Child at Home

Goal: Reading
SMART Goal: READING – Increase the number of 4th grade students who meet the WASL standard in reading to from 93% to 96% in 2007 and 98% in 2010

Strategy: Use technology programs to differentiate learning experiences
Rationale: Differentiated instruction increases learning

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use technology programs to differentiate learning experiences for students – Reading Interventions •Continue using Waterford and Aerobics which continues to provide a strong phonemic awareness for students and families in kindergarten •As a reading intervention program we are piloting the program Leap Frog’s two programs: Leap Track and Reading Pro •Continue to use Fast Forward to support struggling readers from grade 2 and above with an intensive intervention program based on phonological	Refresher course needed for Waterford, Aerobics, and Fast Forward to train new staff Ongoing support of Leap Frog materials	9/1/2006 - 6/30/2010		Title 1 Teacher, primary Sp Ed Teacher, Intermediate Librarian	3-5% increase of students meeting standard on the reading WASL in all subgroups each year 100% Teachers and Paraprofessional can use the technology programs

sequence •Continue to use Accelerated Reader Program as an incentive to motivate all students to read more...at their independent reading level				
Continue using Waterford and Fast Forward ...Research/pilot new programs such as Leap Frog and other internet resources to strengthen reading skills ...investigate into purchasing the Success for All 1st grade reading program which integrates media and technology into the early literacy program	Provide appropriate training for staff who will be using Waterford, Fast Forward, and Leap Frog resources	9/5/2007 - 6/16/2010		Principal Reading Specialist WASL Reading scores

Procedures for evaluating success in reaching this goal WASL Reading standard scores

Strategy: Refine using DIBELS as a diagnostic and benchmark reading assessment tool every month/trimester

Rationale: Continuous monitoring of student progress allows us to track student growth and differentiate instruction and/or move students to fluid reading groups at their instructional levels

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal 100% of teachers will be able to demonstrate proficiency in all areas by 2010 - administering, data entry, profile reports, analysis of data Benchmark Testing of K-5 students given 3 times a year will show "on target" growth and monthly Progress Monitoring of students who need additional will show continuous growth

Strategy: Enhance parent education and communication through multiple avenues including technology

Rationale: Madison continues to reach out to more families as well as build the capacity of parent and family involvement through a variety of activities. The goal is to communicate to our families and provide resources for them in conjunction with the local community.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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<p>We believe that there are 6 ways to involve families and the community at our school:</p> <p>1.Parenting: We offer a variety of ways to assist families with parenting skills, family support, understanding child development, and setting home conditions to support learning. 2.Communicating: We provide many forums to communicate with our families about school programs and student progress. Class, school, and district newsletters are just a few avenues that we use to communicate regularly with our families.</p> <p>3.Volunteering: Madison is proud of its efforts to recruit and retain parents and other community members to work with our students. We offer in-class support as well as Lunch Buddies, Reading Buddies, and a host of other community efforts that strengthen our school community. 4.Learning at Home: Madison makes great efforts to involve families with their children in academic learning at home including homework, goal setting, and other activities. The teachers design homework that enables students to share and discuss interesting tasks.</p> <p>5.Decision-Making: Parents and families are contributing participants in school decisions, governance, leadership and advocacy activities through our Educational Leadership Team and the Booster Club. 6. Collaborating with the</p>	<ul style="list-style-type: none"> • Provide Parent education classes and activities which enhance reading experiences for students at home • Provide teacher training so they can publish Parent Tips and online resources on their classroom websites, parent conferences, Curriculum Night, and classroom newsletters 	<p>9/1/2006 - 6/30/2010</p>		<p>Principal Title 1 Teacher Librarian Social Services Coordinator</p>	<ul style="list-style-type: none"> • Increase parent participation by 50% each year • Parent and Family Surveys
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<p>Community: One of the strengths of Madison is the depth and breadth of connections to the community. We are involved in coordinating resources and funds for families, students, and the school with community groups, including business organizations, social service agencies, cultural/civic organizations, and colleges/universities.</p>					
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Procedures for evaluating success in reaching this goal Title 1 Schoolwide Parent Involvement Annual Plan will be used as an evaluation tool in each of these areas: Annual Meeting of Title 1 Requirements Additional Meetings to Explain School Program and Student Progress Parent Involvement in School Plan Parent Access to Information School Response to Parent Involvement School Compact Parent Training on How to Help Their Child at Home

Goal: Technology Integration
SMART Goal: Build capacity of 80% of staff by moving into the initial stages of Tier 1 (Teacher Productivity Station) in 2006-2008 to Tier 2 (Instructional Presentation and Student Productivity) in 2008-2010 and Tier 3 (Student Centered Learning Classroom) in 2010-2012

Strategy: Develop a supportive infrastructure in the goal area of technology: Professional Development, Training, and Instructional Support

Rationale: The infrastructure consists of two parts: human resources--which deals with professional learning and support, -and technology which deals with hardware, software, and facilities. The key to technology planning is to make informed decisions which fully support student achievement and the learning capacity of the entire organization, adults included. The best way to overcome this is to take a broad view of technology and educate staff about current and emerging technologies and their benefits to student learning and achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Procedures for evaluating success in reaching this goal PILOT Tech Integration survey and PILOT Lite survey Comparison of math performance of 4th graders on the WASL between 2006 and 2007

Goal: Mathematics
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in math from 74% in 2006 to and 80% in 2008 and 85% in 2010

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate math experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, problem-solving experiences that include technology</p> <p>TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current math curriculum, Math Trailblazers MATH SEMINAR: Using a casestudy method, provide ongoing staff development through the training program, Developing Mathematical Ideas.</p> <p>STAFF COLLABORATION: Using the Lesson Study model, increase teacher capacity through this job-embedded staff development training through communication both on-grade, cross-grade and cross-school avenues</p> <p>COMPUTATIONAL FLUENCY: Review research and provide training on computational fluency using the training module, Cognitively</p>	<p>9/1/2006 - 6/30/2010</p>		<p>Principal Sp Ed Teacher, Intermediate Title 1 Teacher, Primary</p>	<p>Increased student achievement</p>

	Guided Instruction			
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Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: Mathematics
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in math from 74% in 2006 to and 80% in 2008 and 85% in 2010

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate math experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, problem-solving experiences that include technology</p> <p>TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current math curriculum, Math Trailblazers MATH SEMINAR: Using a casestudy method, provide ongoing staff development through the training program, Developing Mathematical Ideas.</p> <p>STAFF COLLABORATION: Using the Lesson Study model, increase teacher capacity through this job-embedded staff development training through communication both on-grade, cross-grade and cross-school avenues</p>	<p>9/1/2006 - 6/30/2010</p>		<p>Principal Sp Ed Teacher, Intermediate Title 1 Teacher, Primary</p>	<p>Increased student achievement</p>

	COMPUTATIONAL FLUENCY: Review research and provide training on computational fluency using the training module, Cognitively Guided Instruction			
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Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: WRITING
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in WRITING from 75% in 2006 to and 80% in 2008 and 85% in 2010

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate writing experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, writing process experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are	VERTICAL TEAMING: Alignment of GLES to current writing program so the programs from K-6 are coherent SIX TRAITS: Provide in-depth training/coaching/on-site visitations on six traits – instruction as well as assessment WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom writing program	9/1/2006 - 6/30/2010		Principal Sp Ed/Title 1 Teachers Literacy Coach Social Services Coordinator	Increased student achievement

not meeting stated goals. Closely examine possible technology resources that show promise.					
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Procedures for evaluating success in reaching this goal Comparison of writing performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: WRITING
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in WRITING from 75% in 2006 to and 80% in 2008 and 85% in 2010
Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate writing experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, writing process experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.	VERTICAL TEAMING: Alignment of GLES to current writing program so the programs from K-6 are coherent SIX TRAITS: Provide in-depth training/coaching/on-site visitations on six traits - instruction as well as assessment WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom writing program	9/1/2006 - 6/30/2010		Principal Sp Ed/Title 1 Teachers Literacy Coach Social Services Coordinator	Increased student achievement

Procedures for evaluating success in reaching this goal Comparison of writing performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: SCIENCE
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in SCIENCE from 52% in 2006 to and 65% in 2008 and 80% in 2010

Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate science experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, hands-on, problem-solving, inquiry-based science experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current FOSS program so the programs from K-6 are coherent INQUIRY-BASED SCIENCE: Through the efforts of LASER, provide ongoing training and collaborative support in the principles of inquiry-based learning WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom science program</p>	<p>9/1/2006 - 6/30/2010</p>		<p>Principal Building Science Coordinator Ed Leadership Team</p>	<p>Increased student achievement</p>

Procedures for evaluating success in reaching this goal Comparison of science performance of 5th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

Goal: SCIENCE
SMART Goal: Increase the number of 4th grade students who meet the WASL standard in SCIENCE from 52% in 2006 to and 65% in 2008 and 80% in 2010
Strategy: Use technology programs to differentiate learning experiences
Rationale: The role of technology to enhance and differentiate science experiences will support our students by pinpointing instruction with targeted assistance.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>NEEDS ASSESSMENT: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. It is hoped that the staff will explore these alternatives in conjunction with district and building efforts to support closing the achievement gap through interactive, hands-on, problem-solving, inquiry-based science experiences that include technology TARGETED ASSISTANCE: Determine best instructional practice and high-yield resources materials that support learners who are not meeting stated goals. Closely examine possible technology resources that show promise.</p>	<p>VERTICAL TEAMING: Alignment of GLES to current FOSS program so the programs from K-6 are coherent INQUIRY-BASED SCIENCE: Through the efforts of LASER, provide ongoing training and collaborative support in the principles of inquiry-based learning WASL SCORING OF STUDENT WORK: training on how WASL is scored and what implications WASL has for a classroom science program</p>	<p>9/1/2006 - 6/30/2010</p>		<p>Principal Building Science Coordinator Ed Leadership Team</p>	<p>Increased student achievement</p>

Procedures for evaluating success in reaching this goal Comparison of science performance of 5th graders on the WASL between 2006 and 2010, showing a positive trend in all subgroups

**Mckenny Elementary
2007 - 2010**

Action Plan:

Goal: Math
SMART Goal: Increase the percentage of third, fourth, and fifth grade students meeting standard on the WASL; increase Math WASL scores a minimum of 3% to reach Adequate Yearly Progress- 78.4% to 81.4% in Grade 3, 66.7% to 69.7% in Grade 4, and 61.6% to 64.6% in Grade 5

Strategy: Use technology math applications to support basic math skill development
Rationale: The ability to recall basic math facts fluently and automatically is necessary for students to attain higher-order math skills. Students need help to develop rapid, effortless, and errorless recall of basic math facts.(Whitehurst, 2003)

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Implement Math Facts in a Flash	Provide training for all staff using Math Facts	9/5/2007 - 6/11/2008	700.00 / Software / Purchase Math Facts in a Flash	Certificated and classified staff; Principal; Tech Coordinator	MAP; Math Facts built in assessments and tracking system

Procedures for evaluating success in reaching this goal MAP; WASL Math; Assessment Data from within the software application

Goal: Technology Integration
SMART Goal: Increase the percentage of certificated staff at Tier 2 to 90% by 2010

Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and instructional support for all staff to reach Tier 2

Rationale: Teachers must have Tier 2 technologies within their classrooms to teach and engage students within their learning activities. Teachers need appropriate training in order to use technology effectively within their instruction.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness	
Train staff for Tier 2 instructional use of technology	Building level trainings; District level trainings	9/5/2007 - 6/11/2010	500.00 / Training Costs	Trainers and support staff	Certificated staff; Principal; Tech Coordinator; Peer Coaches/mentored staff	PILOT survey; PILOT Technology Skills surveys; Principal observation of classroom practice; Peer Coaching projects and logs

Procedures for evaluating success in reaching this goal PILOT annual survey; PILOT Technology Skills

Goal: Science
SMART Goal: Increase the percentage of fifth grade students meeting standard on the Science WASL; increase Science WASL scores a minimum of 3% to reach Adequate Yearly Progress- 45.2% to 48.2%
Strategy: Integrate technology into the science experience by developing technology-enhanced lesson plans which address the FOSS science units
Rationale: Technology can and clearly does contribute to student learning and education goals including the support of life-long learning and the achievement of high proficiency in science. (Glennan and Melmed, 1996)

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and disseminate technology-enhanced lesson plans for each FOSS Science unit	Provide staff development opportunities for staff to explore newly-created lessons, the wireless laptop lab, and to revisit Science notebooks	9/5/2007 - 6/11/2010		Mission to Planet Earth Core Committee (Intel Grant) Certificated Staff Principal Tech Coordinator	Notebook collection of lessons Survey staff about their use of new lesson plans

Procedures for evaluating success in reaching this goal Classroom Based Assessments; WASL scores

**Mclane Elementary School
2007 - 2010**

Action Plan:

Goal: Integrated Reading
SMART Goal: Utilizing AR reading's on-line tool to expand the number of books available for testing and Read Naturally Software Edition to improve student's reading fluency and comprehension, McLane will increase the percentage of students who have read 10 books in a series or non-fiction books from 10% to 50%.

Strategy: Increase the amount, variety, and level of books available for AR testing.
Rationale: If more books are available to students for AR testing, students will be more likely to continue books in series and/or choose books that interest them. This will encourage reading for enjoyment.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Introduce teachers to new on-line AR tools.	Introduce teachers to new on-line AR tools.	9/5/2007 - 6/18/2010	0.00 / Training / Staff development training and prep. / Costs	Keith Rhodes Judy Porter	Number of teacher able to help their students use on-line AR.

Procedures for evaluating success in reaching this goal MAP Reading scores

Goal: Integrated Reading
SMART Goal: Utilizing AR reading's on-line tool to expand the number of books available for testing and Read Naturally Software Edition to improve student's reading fluency and comprehension, McLane will increase the percentage of students who have read 10 books in a series or non-fiction books from 10% to 50%.

Strategy: Increase the amount, variety, and level of books available for AR testing.
Rationale: If more books are available to students for AR testing, students will be more likely to continue books in series and/or choose books that interest them. This will encourage reading for enjoyment.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Introduce teachers to new on-line AR tools.	Introduce teachers to new on-line AR tools.	9/5/2007 - 6/18/2010	0.00 / Training Costs / Staff development training and prep.	Keith Rhodes Judy Porter	Number of teacher able to help their students use on-line AR.
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Procedures for evaluating success in reaching this goal MAP Reading scores

Goal: Tech Integration
SMART Goal: Increase the percentage of staff at Tier 2 from 1% (2006) to 70% by 2010
Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and instructional support for all staff to reach Tier 2.
Rationale: Teachers must have appropriate technologies within their classroom to teach and engage students within learning activities. Teachers need appropriate training and support in order to use technology effectively.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Provide training opportunities at the building and district levels.	All staff will participate in trainings at District and building levels	9/5/2007 - 6/11/2010		Peer Coaches, Tech Coordinator, all staff, district coordinator.	PILOT Technology Integration survey taken annually PILOT Productivity Skills surveys

Procedures for evaluating success in reaching this goal PILOT Survey taken annually. PILOT Productivity Skills Survey taken annually.

**Olympia High School
2007 - 2010**

Action Plan:

Goal: Technology Integration

SMART Goal: Increase the percentage of staff at Tier 2 to 85% by 2010

Strategy: Provide many Tier 2/3 Technologies into classrooms and provide training opportunities and instructional support for all staff for Tier 2/3.

Rationale: Teachers need to have access to appropriate Tier 2 and Tier 3 technologies to teach and engage students in learning activities. Teachers need to have appropriate training and instructional support to be effective in their use of current technologies.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Provide Tier 2/3 technologies into classrooms	District and building training, also conferences etc. where appropriate	9/5/2007 - 6/16/2010	0.00 / Hardware / Provide appropriate equipment	Staff, Technology coordinator,	Pilot survey results

Procedures for evaluating success in reaching this goal Annual PILOT Survey results Have staff take PILOT Productivity Skills surveys

Goal: Math
SMART Goal: OHS SIP Goal III: Math – For the Class of 2009, we will break 80% students meeting the WASL Math standard by the end of the year. For the class of 2008, we will achieve 90% meeting the standard by the end of the year. Another goal could include 95% of Geometry students meeting the standard on the first try.

Strategy: Use Technology resources to support student achievement.

Rationale: Individualized instruction helps students to the next level.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Expand Compass Math Offerings	Training additional staff	9/5/2007 - 6/18/2008	0.00 / Hardware / Additional computer stations and licenses for project.	Math Team	WASL scores, classroom evaluation

Replace (4) classroom sets of graphing calculators	None required	9/10/2008 - 6/12/2009		Math department Technology Coordinator	Observation of calculator usage
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Procedures for evaluating success in reaching this goal Classroom based assessments. WASL math results.

Goal: Math
SMART Goal: OHS SIP Goal III: Math – For the Class of 2009, we will break 80% students meeting the WASL Math standard by the end of the year. For the class of 2008, we will achieve 90% meeting the standard by the end of the year. Another goal could include 95% of Geometry students meeting the standard on the first try.

Strategy: Use Technology resources to support student achievement.
Rationale: Individualized instruction helps students to the next level.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Expand Compass Math Offerings	Training additional staff	9/5/2007 - 6/18/2008	Additional computer stations and licenses for project. 0.00 / Hardware /	Math Team	WASL scores, classroom evaluation
Replace (4) classroom sets of graphing calculators	None required	9/10/2008 - 6/12/2009		Math department Technology Coordinator	Observation of calculator usage

Procedures for evaluating success in reaching this goal Classroom based assessments. WASL math results.

Goal: Reading

SMART Goal: OHS Goal I & II: Reading and Writing – To hit 98% meeting the Reading and Writing standard and no far misses.

Strategy: Provide targeted assessment and curriculum via technology program
Rationale: Individualized student plan tailored to where the student is currently will allow quick gains.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Enhance Read180 program at OHS	Training for teachers and support staff	2/16/2007 - 2/16/2008		Special Services staff. Technology staff.	WASL scores and classroom evaluation

Procedures for evaluating success in reaching this goal WASL Reading and Writing scores. Classroom evaluation.

Goal: Reading
SMART Goal: OHS Goal I & II: Reading and Writing – To hit 98% meeting the Reading and Writing standard and no far misses.

Strategy: Provide targeted assessment and curriculum via technology program
Rationale: Individualized student plan tailored to where the student is currently will allow quick gains.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Enhance Read180 program at OHS	Training for teachers and support staff	2/16/2007 - 2/16/2008		Special Services staff. Technology staff.	WASL scores and classroom evaluation

Procedures for evaluating success in reaching this goal WASL Reading and Writing scores. Classroom evaluation.

Goal: Student Technology Literacy
SMART Goal: "We will continue to carry a heavy focus on the Low Socio-Economic students at our school"

Strategy: Provide 'One to One' learning opportunities for classroom pilot project
Rationale: Students will have 24/7 access to school, web, and personal resources

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Acquire classroom set of laptop computers with suitable software. Construct district-wide 'WiMax' wireless network to keep students connected to school sanctioned resources on site or at home or elsewhere in the district.	Train students and staff Train tech support Train parents	9/10/2008 - 6/17/2009		Staff Tech Staff Parents	Classroom evaluation Family access to social services

Procedures for evaluating success in reaching this goal Classroom evaluation

**Pioneer Elementary School
2007 - 2010**

Action Plan:

Goal: Technology Integration
SMART Goal: Increase the percentage of staff at Tier 2 to 75%

Strategy: Provide Tier 2 technologies into each classroom and provide training opportunities and support for all staff to reach Tier 2.

Rationale: Teachers must have appropriate Tier 2 technologies in their classroom to teach and engage students within learning activities. Teachers need appropriate training and support in order to use technology effectively.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Place the technology in the classrooms.	Training provided at district and building levels.	9/5/2007 - 6/11/2008	0.00 / Hardware / 2 technologies	Technical support staff, Technology coordinator and Principal.	Inventory of equipment placed.

Staff will participate in district and building trainings.	District and building provided trainings.	9/5/2007 - 6/16/2010	Technology Coordinator and Peer Coaching.	Pilot Productivity Skills Survey's. Pilot Technology Integration Survey.
Use Peer Coaching model to provide support for all staff.	Ongoing district/ESD trainings.	9/5/2007 - 6/16/2010	Peer Coaches and teaching staff.	Productivity Skills Survey's. The number of mentored teachers.

Procedures for evaluating success in reaching this goal The Pilot Technology Integration Survey given annually. Use Pilot Productivity Skills Survey's.

**Reeves Middle School
2007 - 2010**

Action Plan:

Goal: Math
SMART Goal: Increase the percentage of students meeting standard in Math from 64% in 2007 to 75% in 2010 on the WASL

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in Math

Rationale: Differentiated instruction is proven to increase learning achievement

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Explore in conjunction with the District technology-based applications to support students in Math	Teachers will attend training in the use of adopted Math application(s)	9/5/2007 - 6/18/2010	0.00 / Software / District adopted software	Math teachers Principal Para Educators	MAP test results WASL Math results

Procedures for evaluating success in reaching this goal Classroom based assessments WASL Math results MAP results

Goal: Technology Integration

SMART Goal: Increase the percentage of teachers at Tier 2 to 85% by 2010

Strategy: Provide Tier 2 technologies into each classrooms and provide training opportunities for all staff to reach Tier 2

Rationale: Teachers must have appropriate technologies within their classrooms to use to teach and engage students. Appropriate training and support is necessary in order for teachers to learn and use technology effectively for instruction.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and provide technology staff development opportunities for all staff	District offered technology courses	9/5/2007 - 6/11/2010	0.00 / Training / Technology / Costs / courses	Staff development Coordinator Peer Coach(s) Technology Coordinator All teachers	PILOT survey results

Procedures for evaluating success in reaching this goal Annual PILOT survey results PILOT Productivity Skills surveys

Goal: Technology Literacy

SMART Goal: Increase the number of students at Tier 2 from 45% to 60% and the number of student at Tier 3 from 25% to 40%, and meet ISTE/OSD standards for grades 6 - 8 by 2010

Strategy: Provide direct instruction within specific classrooms that addresses technology skills for all students

Rationale: Student need direct instruction to learn specific technology skills

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Establish a required course for teaching technology skills at 6th - 8th grades for all students	District offered Tier 2 focused courses	9/5/2007 - 6/11/2010	0.00 / Hardware / Standards-based computers and Tier 2 technologies	Block and elective teachers All teachers Librarian	PILOT Jr surveys CBA's

Procedures for evaluating success in reaching this goal PILOT Jr survey CBA's

**Roosevelt Elementary School
2007 - 2010**

Action Plan:

Goal: Technology Integration
SMART Goal: Roosevelt will build capacity to 75% of staff by moving into the initial stages of Tier 1 (Teacher Productivity Station) in 2006-2008 to Tier 2 (Instructional Presentation and Student Productivity) in 2008-2010 and Tier 3 (Student Centered Learning Classroom) in 2010-2012

Strategy: Place Tier 2 technologies into each classroom and provide training opportunities and instructional support stakeholders in reaching reach Tier 2.

Rationale: Teachers must have appropriate technologies in their classrooms to effectively teach and engage students in learning within curricular activities. Teachers need appropriate training and support in order to use technology effectively.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and present Technology Training for all staff.	District offered staff development Building Level Staff Development	9/5/2007 - 6/18/2010	0.00 / Hardware / Place Tier 2 Support in Each Classroom	Principal Peer Coach All Staff School Technology Specialist OSD Technology Staff	PILOT survey taken annually PILOT Productivity Skills survey taken as needed

Procedures for evaluating success in reaching this goal PILOT Survey taken annually. PILOT Productivity Skills Survey taken as needed

Goal: Reading
SMART Goal: Increase the number of 4th grade students who meet or exceed the WASL standard in Reading to 98% in 2010

Strategy: Use of instructional software and productivity software to differentiate and enhance learning experineces for students. Integration of SFA program to instructional/productivity software.

Rationale: Research in Best Practices for teaching shows that a differentiated approach to instruction (targeted instruction) supports student learning.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Continue and expand upon the use of Accelerated Reader to encourage reading and to monitor student reading progress.	Regular site-based workshops for teachers and staff in the use of hardware and software required for the successful use of the AR program.	9/5/2007 - 9/16/2010	0.00 / Materials / Updated AR materials and software	Librarian Title 1 staff Classroom teachers Paraeducators	3-5% increase in students meeting or exceeding WASL standard in Reading by 2010

Procedures for evaluating success in reaching this goal Comparison of reading performance of 4th grade students on the WASL between 2006 and 2010. Reading scores will show an positive trend in all recognized subgroups.

Goal: Math
SMART Goal: Increase the number of 4th grade students who meet or exceed the WASL standard in math to 85% in 2010
Strategy: The use of instructional technology to differentiate and enhance student learning experiences
Rationale: Technology can be used to enhance and differentiate math experiences, supporting our students by providing instruction with targeted assistance

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Increased use of instructional and productivity software for staff, as well as students.	Use of Peer Mentors OSD Workshops Site-Based Workshops	9/5/2007 - 9/17/2010	0.00 / Tech Support / Tech Coordinator for Staff Development	Technology Coordinator Peer Mentors Librarian Principal	Increased student achievement in Math as measured by the WASL. Increased use of math productivity software by teachers and staff.

Procedures for evaluating success in reaching this goal Comparison of math performance of 4th graders on the WASL between 2006 and 2010, showing a positive trend in all recognized subgroups

**Thurgood Marshall Middle School
2007 - 2010**

Action Plan:

Goal: Staff Technology Integration
SMART Goal: All staff will increase technology literacy rate from 95% Tier 1 in 2007 to 30% Tier 2 by 2008 and 60% will reach Tier 2 by 2009. 85% of the staff will reach Tier 2 by 2010.

Strategy: Place Tier 2 technologies into all classrooms. Provide training opportunities and instructional support for all staff to reach Tier 2. Provide new curriculum learning tools such as SRS
Rationale: A Tier 2 classroom(teacher) requires appropriate hardware, training and support to effectively use technology to support instruction. SRS can motivate teachers and students to increase learning and provide more learning opportunities

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and provide staff/student support through a technology expert teacher Provide technical support for hardware and software	Provide hands-on training through released days for Peer Coaches and staff ESD, district and building staff development opportunities to support specific needs of the students	9/5/2007 - 6/11/2010		Library/media technology expert technical support all staff peer coaches	Student PILOT Surveys Develop Tier level surveys at each grade level Quarterly Technology team evaluations of the process and progress Develop parent technology pre and post survey
Provide interactive boards for peer coaches and collaborating teachers. Develop and provide staff development opportunities for all staff	ESD, district and building offered workshops	9/5/2007 - 6/11/2010	0.00 / Hardware / Laptops/wireless connections and mounts/document cameras/projectors/interactive boards/digital cameras	ALL staff; technology support staff; peer coaches	PILOT Surveys

<p>Provide Standard based working computer labs Develop a technology-enriched integrated class within the MMS Provide Standard based COWS for the whole school with a technology media support person (possible through library/media staff) who coaches/mentors staff and students in helping integrate technology into curriculum Set up the following technology standards: Tier 1 level focused in 6th grade Tier 2 level focused in 7th grade Tier 3 level focused in 8th grade</p>	<p>Provide hands on-training through released days for peer coaches and staff ESD, district and building staff development opportunities to support specific needs of the students</p>	<p>9/5/2007 - 6/11/2010</p>		<p>Tech Coordinator Peer Coach and mentored teachers MMS Staff</p>	<p>Student PILOT Surveys Develop Tier level surveys at each grade level Quarterly Technology team evaluations of the process and progress Develop parent technology pre and post surveys</p>
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Procedures for evaluating success in reaching this goal PILOT survey taken annually
 PILOT Productivity skills surveys observations and documentations by principal
 SRS data base

Goal:

Student Technology Literacy

SMART Goal:

Students will increase technology literacy rate from 19% Tier 1 in 2007 to 20% Tier 2 by 2010, 49% Tier 2 in 2007 to 80% by 2010 .

Strategy:

Provide Standard based working computer labs
 Develop a technology-enriched integrated class within the MMS
 Provide Standard based COWS for the whole school with a technology media support person (possible through library/media staff) who coaches/mentors staff and students in

helping integrate technology into curriculum Set up the following technology standards: Tier 1 level focused in 6th grade: Tier 2 level focused in 7th grade and Tier 3 level focused in 8th grade
Rationale: A Tier 2 student needs hands on consistent opportunities to increase their technology skill development to Tier 2 and beyond

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Develop and provide staff/student support through a technology expert teacher Provide technical support for hardware and software	Provide hands on-training through released days for peer coaches and staff ESD, district and building level staff development opportunities to support specific needs of the students	9/5/2007 - 6/11/2010	0.00 / Hardware / Tier 2 & 3 Resources-interactive board for library; 33 17 " iMacs; 33 MacBooks; COWS; appropriate software such as Inspiration	Library/media technology expert technical support All staff Peer Coaches	Student PILOT Surveys Develop Tier level surveys at each grade level Quarterly Technology team evaluations of the process and progress Develop parent technology pre and post survey

Procedures for evaluating success in reaching this goal Student PILOT Surveys Develop Tier level surveys at each grade level Quarterly Technology team evaluations of the process and progress Develop parent technology pre and post surveys

Goal:

Mathematics

SMART Goal:

MATH - The percentage of students scoring below Level 3 on the Mathematics portion of the 2005-06 Washington Assessment of Student Learning will be decreased by three percent on the 2007-08 test and continue to decrease by three percent in 2008-09 and 2009-10. Use technology resources to differentiate and personalize learning experiences for all students in Math

Strategy:

Use technology effectively for problem-based learning in mathematics.

Rationale:

Computers should be used less for drill and practice in the classroom and more as open-ended thinking tools and content resources. (Statham & Torell, 1996). Differentiated instruction, when used effectively, is a proven strategy to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
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Incorporate the use of problem-based learning into math curriculum Explore in conjunction with the district technology-based applications to support students in Math Possible learning programs: Riverdeep or Compass Learning's Odyssey SRS systems	Staff training on learning programs and their applications	9/5/2007 - 6/11/2010	0.00 / Hardware /	Compass Learning's Odyssey Math or Riverdeep Destination Math SRS systems	Math teachers CBA's, MAP assessment, principal technology support personnel trainers WASL results

Procedures for evaluating success in reaching this goal CBA's, MAP assessments, WASL results

Goal:

Mathematics

SMART Goal:

MATH - The percentage of students scoring below Level 3 on the Mathematics portion of the 2005-06 Washington Assessment of Student Learning will be decreased by three percent on the 2007-08 test and continue to decrease by three percent in 2008-09 and 2009-10. Use technology resources to differentiate and personalize learning experiences for all students in Math

Strategy:

Use technology effectively for problem-based learning in mathematics.

Rationale:

Computers should be used less for drill and practice in the classroom and more as open-ended thinking tools and content resources. (Statham & Torell, 1996). Differentiated instruction, when used effectively, is a proven strategy to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible? Monitoring Effectiveness	
Incorporate the use of problem-based learning into math curriculum Explore in conjunction with the district technology-based applications to support students in Math Possible learning programs: Riverdeep or Compass Learning's Odyssey SRS systems	Staff training on learning programs and their applications	9/5/2007 - 6/11/2010	0.00 / Hardware /	Compass Learning's Odyssey Math or Riverdeep Destination Math SRS systems	Math teachers CBA's, MAP assessment, principal technology support personnel trainers WASL results

Procedures for evaluating success in reaching this goal CBA's, MAP assessments, WASL results

Goal: Reading
SMART Goal: READING - The percentage of students scoring below Level 3 on the Reading portion of the 2005-06 Washington Assessment of Student Learning will be decreased by three percent on the 2006-07 test and continue to decrease by three percent in 2008-09 and 2009-10.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in Reading

Rationale: Differentiated instruction, when used effectively, is a proven strategy to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Explore and analyze technology-based applications for reading to support students Install learning programs in an appropriate learning center support personnel and provide training for staff	Staff training through workshops on technology based reading resources such as Accelerated Reader and SRS systems	9/5/2007 - 6/11/2010	0.00 / Hardware / Reading learning programs and supported hardware	all staff district reading specialists technology support personnel	CBA's, MAP assessment, WASL

Procedures for evaluating success in reaching this goal CBA's, MAP assessments, WASL results

Goal: Reading
SMART Goal: READING - The percentage of students scoring below Level 3 on the Reading portion of the 2005-06 Washington Assessment of Student Learning will be decreased by three percent on the 2006-07 test and continue to decrease by three percent in 2008-09 and 2009-10.

Strategy: Use technology resources to differentiate and personalize learning experiences for all students in Reading

Rationale: Differentiated instruction, when used effectively, is a proven strategy to increase student achievement.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Explore and analyze technology-based applications for reading to support students Install learning programs in an appropriate learning center support personnel and provide training for staff	Staff training through workshops on technology based reading resources such as Acclerated Reader and SRS sytems	9/5/2007 - 6/11/2010	0.00 / Hardware / Reading learning programs and supported hardware	all staff district reading specialists technology support personnel	CBA's, MAP assessment, WASL

Procedures for evaluating success in reaching this goal CBA's, MAP assessments, WASL results

**Washington Middle School
2007 - 2010**

Action Plan:

Goal: Math
SMART Goal: Improve the number of students meeting the Math standard on the 2008 WASL will increase from 72% in 2006 to 85% in 2008.

Strategy: Use Compass Math and other technology based programs to reinforce basic operations and mathematical procedures.

Rationale: Technology supports a variety of learning styles, and creates interactive opportunities for practice and new knowledge.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use COMPASS Math for students who need extra help in preparation for WASL success.	Teachers will be trained to use this program.	2/9/2007 - 2/9/2008		Staff, students, administrators, parents.	WASL scores will improve.

Procedures for evaluating success in reaching this goal WASL scores and other assesments will demonstrate acheivement of this goal.

Goal: Math
SMART Goal: Improve the number of students meeting the Math standard on the 2008 WASL will increase from 72% in 2006 to 85% in 2008.

Strategy: Use Compass Math and other technology based programs to reinforce basic operations and mathematical procedures.

Rationale: Technology supports a variety of learning styles, and creates interactive opportunities for practice and new knowledge.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Use COMPASS Math for students who need extra help in preparation for WASL success.	Teachers will be trained to use this program.	2/9/2007 - 2/9/2008		Staff, students, administrators, parents.	WASL scores will improve.

Procedures for evaluating success in reaching this goal WASL scores and other assesments will demonstrate acheivement of this goal.

Goal: Technology Integration
SMART Goal: Increase the percentage of staff at Tier 2 from 19% to 90% by 2010

Strategy: Through a variety of resources and training oppourtunities staff will learn the necessary skills to move from Tier I to Tier II.

Rationale: In order to support student progress through the various technology tiers, staff will need to have proficiency in a variety of technological arenas.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
Teachers will update web pages for student and parent access. Teachers will integrate technology in the classroom in	Teachers will have staff development opportunities to learn a variety of	2/9/2007 - 2/9/2008		Tech coordinator, tech support staff, staff,	The PILOT survey will determine the change from tier to tier.

<p>the form of document cameras, Smart boards, classroom response systems. Teachers will explore web resources that are appropriate to the curriculum they are teaching, and link them to their websites.</p>	<p>technology skills. Collaboration time will be provided to work with other staff with advanced technology skills. Teachers will work with student technology leaders to integrate technology in to content areas.</p>	<p>administrators, and students.</p>	
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Procedures for evaluating success in reaching this goal Staff will annually take the OSPI Pilot survey.

Goal: Technology Literacy
SMART Goal: Increase the percentage of students at Tier 2 by 5% each year over the next three years.
Strategy: Build upon tech skills learned in the 6th grade. Support students who enter WMS after 6th grade in technological literacy.
Rationale: In order to be successful in our increasingly technology driven world, students need to be a literate as possible as they enter in to high school.

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description	Who is Responsible?	Monitoring Effectiveness
<p>Students will engage in classroom activities that address recognizing bias and authenticity in electronic forms of information. They will also learn to correctly cite sources of electronic information.</p>	<p>Design curriculum that is experiential and inquiry based.</p>	<p>2/9/2007 - 2/9/2008</p>		<p>Staff, student, administrators, parents.</p>	<p>Scores on the PILOT Jr. survey will increase. Teachers will develop and use formative assessments.</p>

Procedures for evaluating success in reaching this goal Students will continue to take the PILOT Jr. assessment.

Modified By: Ron Morsette **Modified On:** 3/20/2007