OK-ACTS SAMPLE ACTION PLAN

We selected Practice 1: Shared Values, Common Goals and Shared Purpose (Core Learning Principles). Practice 1 was selected because it will foster growth for our need of technology within our school building.

Supporting Evidence

After following a principal who was at our school for 22 years, I thought that change would not be easy. I knew that effective leadership is the key component of any successful school. With this leadership role comes the responsibility to students, staff and parents as well as the community to provide students with the skills they need to succeed in an ever-changing world of technological advances. Opportunities to develop our shared vision, goals and purpose began to emerge through staff awareness, the North Central Accreditation process and a stronger focus of technology. I was overwhelming surprised that most of the staff was ready for change and felt that some type of action plan was necessary.

After each OK-Acts meeting, I met with the staff to learn about OK-ACTS and the basic practices and principles. Each meeting would focus on a new practice and I would guide teachers to help them understand the importance of shared development by all stakeholders for a vision of technology. The staff freely discussed their thoughts and needs and a discussion was held to figure out a way to develop, implement, and monitor an active, long-range (5 years), and systemic technology plan to achieve our vision.

I began planning the processes and having informal dialogues about the issues with a variety of stakeholders. Group discussions and sharing occurred as we looked for themes and commonalities from the responses.

When walking through the doors of our school you immediately know that there is an expectation for professional dialogue and growth. Every teacher is involved in the decision making process and included on at least two formal committees. Most of our teachers are also an active part of district committees.

Surveys to our students, former students, community, staff and parents were sent out to gather as much data necessary to make educational decisions. All participants indicated a high need for improved technology within our school. Site committee meetings were established immediately and so began the process of developing our shared vision. While including our PTA, we continued to hold committee meetings and faculty meetings. Our discussions focused on where our vision was taking us. Once we gained ideas from all of the various groups, shared decision-making started taking place. Faculty was kept up to date of timelines and informed of committee meetings through weekly memos. Organization of timelines and information became critical to implementing what was needed to pursue our goal of improved technology.

It was important to us to hold as many meetings as possible so that a good understanding of every grade level's needs were assessed. The next step was to align our technology goals with district goals for improvement. Once this step was achieved, we concentrated our site team meetings on how much money was needed to accomplish our shared technology plan.

Our faculty, parents, community, and students began developing our site goals. This shared decision-making process provided comprehensive data supporting site goals. A team of teachers and support personnel worked together for several months and compiled a complete and detailed profile of Our. From this profile the staff decided what school-wide goals to develop over the next 5 years. Improving reading, math, geography and technology were selected. Our site goals are now going to be the driving force each year that will determine where academic efforts and money are concentrated. After spending months gathering data, the teachers were very positive and felt good about their decisions they made as they selected the school-wide goals. They understood that all goals were driven around students' needs and could see where necessary improvements were needed. Originally, the staff decided to only have three goals but through the process they felt that four goals were essential.

It is critical that in order for our students to develop higher level thinking skills and to be truly successful in an ever-changing world, then technology has to be integrated within the curriculum. When speaking with faculty, district personnel, as well as community leaders, we all seemed to agree on this factor. Students and faculty, through TAGLIT, clearly indicated their belief that quality teaching and learning takes place with the integration of technology. This is what will drive our decision making for effectively implementing technology within our school building.

Our school provides a sense of professionalism that is surrounded by a happy and inviting building atmosphere. Many dialogues take place daily for professional growth. Structure is in place, with many collaborating meetings, that take place weekly for teacher-generated dialogue and effective feedback from parents and administration. All viewpoints are encouraged and welcome. Well-structured weekly memos help teachers organize their week and offer tips and event information.

Technology is utilized through all stages of goal and site planning. Preparation time is cut in half when teachers use the word processor to write site goals and to develop graphs and data. Our school currently has four laptops for teacher checkout. During committee meetings the staff can brainstorm and save their ideas on a computer without going to their classrooms. Staff members share goals via email and then brainstorm again and make necessary changes without meeting formally. Email is utilized to keep goals updated at every opportunity. Teachers use Accelerated Reading in their classroom to encourage reading and utilize STAR reading test, a technology based assessment to check for growth in

vocabulary and comprehension. The teachers are required to chart the student's progress and submit results to the counselor's office to be placed on excel.

Obstacles

Brainstorming was used, during a staff meeting, to find all the obstacles that might hinder us from reaching our goals. The faculty listed the following items: 1.) lack of funding; 2.) lack of participation; 3.) lack of time commitment; 4.) unclear expectations; 5.) lack of time to research new programs; 6.) lack of knowledge; 7.) needed a stronger norm for professional growth; 8.) common definitions; 9.) openness to mistakes needed more acceptance; 10.) focus more on teacher needs than student needs; 11.) time for professional dialogue were needed; 12.) need more staff development on integration of technology; 13.) more trust for each other and the process; 14.) need more parental involvement; 15.) lack of funding; 16.) and researching best practices and discuss how it applied for us.

Lack of funding is one of the largest issues we currently face. With recent school budget cuts due to decreased state funding, our school is dramatically impacted. Without funding it is almost impossible to implement, plan or provide appropriate technology to our students and staff. Our does not have up-to-date technology equipment and is in great need of a computer lab and other technology devices. If we do find the time for training, we don't have a training facility for staff or teachers. The staff indicated they need additional projection devices, digital camera, scanners, printers, and software.

Staff felt even though committees are in place and meetings are held regularly, it often happens that time and energy is shifted to more pressing issues. This results in repeat planning in order to bring committees up to date. Everyone's "plate" is full and finding the time to commit to our goals is definitely an obstacle. Often faculty does not have the personal time to invest or commit to attend meetings before, after or during school hours. Teachers, parents, and students lead busy, high paced life styles where everyone races from one event to the next. Finding time to commit to a committee that will keep you before, after, or during school hours is often difficult. It is difficult to put more time into the planning stages of goals that are set. So, as other commitments arise we must learn to prioritize and organize our time effectively.

Unclear expectations can destroy the best of plans. It is critical to provide a clear plan to teachers, parents and the community that outlines the mission and where goals can take students. TAGLIT showed unified responses from both teachers and students that a clear integration of technology needs to take place in our school. Additional practice on spreadsheets and databases will aid student learning and provide a full functioning multi-media lab for student use. Lack of computer equipment inhibits classroom training. Teachers indicated a need for more computers in the classrooms for student use and practice. Additional

training time will also be needed to improve teacher computer skills in all aspects of the new technology.

The staff feels that additional professional development or planning time is needed to share and learn more about technology.

Lack of knowledge, a need for a stronger professional growth plan, and establishing common definitions also takes time to plan and implement. The staff feels that openness to mistakes needs more acceptance from parents and the administration center. However, even after listing and discussing all obstacles, the faculty seems to be very motivated and excited to see our school improve and provide better technology strategies for students and themselves.

Action Plan

To begin, we must facilitate the shared development by all stakeholders of our vision for technology and widely communicate that vision. A clear vision must be established. The staff felt having a separate goal for technology would help focus directly on technology and help staff understand that Our feels it's an important component to our school. For the next five years we will focus our energies on improving all our goals and using technology as the driving force. We must begin by developing a broad and organized process to implement and monitor our long-range, systemic technology plan to achieve our vision. Clearly defined expectations for all staff members will be defined and a written plan will be developed. Professional days will be used, by teachers, to establish a technology rich school improvement plan that is a collaborative effort between all staff members and parents. Teachers will have the opportunity to visit other classrooms and schools.

The staff feels that keeping our data up-to-date and using it each year to make decisions is a must. We will begin writing a comprehensive computer program from File Maker Pro to gather and hold all our information. The program will be able to disaggregate our information so that we can make sure we are reaching all students and making educated decisions. This will provide minimal pull up time when accessing student information. Staff will be able to find comparisons between student groups with the push of a few buttons on a computer. This cost effective method will save school personnel valuable time.

A plan must be developed to promote research-based effective practices in use of technology. Monthly meetings will be held and early out days will provide opportunity to find and discuss best practices. Our weekly memo will be a tool used to list web sites and reading materials. Currently we have book studies with all new teachers (3 years or less). A plan will be developed to widen our book studies to include all teachers and research the best practices in implementing and utilizing technology.

A plan must be implemented so that our school web site is up-dated and more functional. A teacher section needs to be developed where teachers can post curriculum lessons to share with other teachers in the building. Developing one to two lessons per teacher per year would eventually help the whole staff and new teachers would not have to struggle with developing lessons.

A student based tracking system will be developed and designed to disaggregate and graph student/school data. Teachers will be able to track individual students each year. A full profile will be given to each teacher at the beginning of the year to help them understand each child. The profile information will include if a child is ADD/ADHD, raised in a single parent home, economic static, academic static, ELL, in need of tutoring, Success student, reading level, if they have been retained any time in their school career, in gifted classes, along with other important data.

It will be important to relay to teachers that plenty of training sessions and exposure to new technology will be provided. Training sessions will have to be provided throughout the school year at many different times until we feel our site has the tools and skills necessary to be successful. The staff will be kept up to date on all new devices and training sessions using the weekly memo.

Our staff feels the most immediate instructional need is technology. Over the next five years, we are planning to purchase enough computers to have at least three window-based computers in each classroom. Our school's goal is to purchase and install up-to-date software to use on all of our classroom computers. Moving from Mac to window-based computers, we are in great need of new software. Our will need additional Averkeys, headphones and classroom drops (to connect to the network) to support the new computers. In order to facilitate the new technology, several classrooms will need new computer tables, shelves and storage cabinets.

Our long-range goal for technology is to establish a multi-media/production station. The estimated initial cost of this project is $32,000. Approximately $5,000 will be needed each year to expand and maintain this project. Our production lab will be used to develop and broadcast daily shows.

Remember the big phrase from the movie, “Field of Dreams”... If you build it, they will come? I’ve learned through my experience with having a television/production studio that if you show up with a camera...**they will come and learn!** Why is it that people, especially kids, are so drawn to a microphone and a camera? Simple! Some of them just like to be in the spotlight!

Our students are no different; they love to show their intelligence, their talents and their humor! This would be evident if we had a daily production class/lab. Our production lab would give students an opportunity to express themselves in ways that they wouldn’t normally do in everyday situations. The enthusiasm they

would bring into the studio would be contagious! They would be making great strides in learning the basic techniques of television broadcasting. They would learn how to present the daily news with confidence, clarity and accuracy. They would also learn the same techniques used in network television news, including script writing, interviewing and creative storytelling.

Students will write, produce and deliver current school and world news events. The lab will be available to all grade levels. Students will have access to the Internet for research and multi media programs will be available to students. The production lab will provide applications to a real profession. All curriculum areas will be strengthened while students learn to work together in this real life situation. Students will enhance their communication skills. Spanish will be offered daily to all our students. Not only will the production lab be used for academic purposes, it will be used to build self-esteem. Students who would not normally “shine” will have the opportunity to be a “star”. Teachers will be able to use the production/multi media lab to create instructional videos and explain classroom experiments. Safety related videos will also be developed to show students and staff. Videos of best practices will be produced to help teachers with various subjects such as learning styles, brain-based learning and thematic teaching. Step by step instructional technology videos will also be created to help teachers and students learn new technology applications and programs.

Our will write a grant for a weather station to be installed in the multi-media lab through KJRH channel 2. The staff will use the weather station for instruction to understand meteorology, climatologic and the environment. Curriculum would be developed with the help of KJRH and would be available for all teachers to integrate weather units into the classroom and placed on the web.

It is of the up most importance to our staff and parents to install and maintain a computer lab along with three computers available to our students in each classroom. This goal will take a large commitment of funding for the next five years. However, we feel it is an important and very necessary tool in preparing our students for the future.

All grade levels, starting with first grade, would like to implement the Leap Track Assessment and Instructional System. The system gives students a stimulating multisensory learning experience and allows students to hear specific letters and words, sound out decodable words and read entire pages. It offers dramatic results with concepts of sounding and blending. Interactive books allow students to work independently, in small teacher led groups, or whole class activities. The system and training will cost approximately $12,990 per year.

All grade levels, starting with third grade, would like to purchase and integrate the 24-pad Classroom Performance System. This system is designed where teachers can create their own interactive questions and lessons. When a

teacher asks a question, the system allows every student to respond versus one student at a time. The cost would be approximately $11,980 per year.

By establishing a clear vision, utilizing shared decision making, clearly defined expectations will be established. Planning for the future will help give us a concentrated area to spend our money on and help focus the staff in one direction.

It is my goal to communicate the vision of where we currently are now compared to where we can be with the latest in technology. By promoting technology integration among my staff, I will effectively model for them with our current capabilities, what leaps and bounds can be achieved with additional devices. One great way to do this is to bring in vendors to do presentations to the staff on the latest tools in technology. Once the staff can see technology in motion, it will be contagious and they will want to implement it right away. The same goes for students, parents and business partners once they see where we can go with technology.

Our clearly defined vision of goals will be shared continuously with our students, faculty, parents and community to make sure they understand our goals and what core-learning principals guide them. Assessment will be done by reviewing our goals quarterly to see if they are currently being met. This is where a clearly defined plan of action will be organized and implemented. Attached is the sheet we will use to monitor the goals/plan.

If adjustments are needed, then we will come together as a staff, including parents, students and business partners, with efforts on how to identify and improve where needed until technology is integrated into our school.

OK-ACTS staff will be surveyed and utilized to help our school improve using technology when necessary.

Evaluation strategies must be developed to ensure that our school continues to reach their goals. The staff would like to have TAGLIT available to students and staff to see what growth, in the area of technology, has taken place.