

Grace Lutheran School

Huntington Beach, California



Focus on Learning

WASC Revised Action Plan

Western Association of Schools and Colleges

April 2008

Pages 2 and 3 of this report are taken from the Visiting Committee Report revised to separate strengths and growth areas identified by the school that the VC concurred with and highlight VC additions. No additions or deletions were made to the visiting committee member report.

General Comments:

The stakeholders are commended for the thoroughness in the preparation of the Focus on Learning document. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The administration provided direction, training and other resources to the school. The Visiting Committee found that students were extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities at Grace Lutheran School.

Schoolwide Areas of Strength:

The visiting committee concurs with the school's identified areas of strength:

1. Christian presence as evidenced by students, parents, and staff.
2. A highly qualified and committed faculty and staff.
3. Standards based curriculum.
4. A wide variety of programs, activities, support systems, and community involvement available to support all Grace Lutheran School students.
5. The high level of communication between staff, school, and home.
6. Before-school and after-school program provided by the Recreation Club.
7. Specialty classes offered in the areas of Spanish, art, physical education, music and resource.
8. The PTL's (Parent Teacher League) dedication and commitment in providing on-going support for students, families, faculty and staff.
9. The leadership of the school works in unison to ensure the school's purpose is met.

In addition the visiting committee has identified additional schoolwide areas of strength:

10. The teachers display nurturing and caring attitudes that permeate the school culture.
11. The acquisition and renovation of the new school site shows the commitment of all stakeholders to provide a safe and orderly learning environment.
12. The administrator's commitment to establishing a professional learning community at Grace Lutheran School.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Continue refining the procedures and protocol for the resource department to ensure individual student needs are being met.

2. The school is fortunate to have a resource specialist on campus; however there is a need for more assistance in identifying and supporting individual student learning needs.
3. Implement Student Study Teams more effectively by developing strategies, policies, and procedures to effectively support individual student learning needs.
4. The Student Learning Goals are believed to be intrinsic values embedded in their school culture. It would be valuable to develop a method of assessment for student achievement of the Student Learning Goals.
5. There is a need for faculty and staff to use the ITBS results to inform instruction.
6. There is a need to align curriculum, Student Learning Goals, and California Content Standards to instruction and assessment.
7. Embed the technology curriculum into existing school curriculum, i.e. align classroom instruction with California Academic Standards and incorporate the technology component into subject specific instructional practices.

In addition, the Visiting Committee has identified areas that need to be added to or clarified in the action plan:

8. It is recommended within the student personal and academic growth action plan that the inclusion of social/emotional health components be specifically addressed.
9. The action plan needs to support measurable academic goals based on data analysis.
10. Develop a technology plan based on the ISTE standards that include a learning plan for students, staff, administrators and allocation of resources.

Chapter V: Ongoing School Improvement

On the basis of the focus group findings, the following Action Plan has been developed to address identified needs in three major areas. Grace Lutheran School's schoolwide action plan will strive to:

1. align curriculum from Jr. K through 8th grade in a formative way to ensure that instructional goals and individual student learning needs are met.
2. develop and implement a plan to address differentiated instruction as it relates to student learning and the identification of individual student learning needs.
3. develop and implement a plan to address technology needs.

The GLS leadership team sought to create action plans with well-formulated timelines that clearly delineate responsibilities for implementation and monitoring of the schoolwide action plan. Faculty and staff will serve on one action plan focus team. To ensure the implementation of the plan one member of the schools leadership team will be assigned to each implementation team. The role of the leadership team member is to be the bridge between the implementation team and the school leadership team. They will provide school, church and community groups with regular updates and progress reports. They will serve as the conduit to the school leadership to ensure that appropriate resources are made available. This structure will ensure that no one person or group is responsible for implementation and will aid in providing community support in implementing the schoolwide action plans.

CURRICULUM AND INSTRUCTION

Growth Area Action Plan #1: Grace Lutheran School will align curriculum from Jr. K through 8th grade in a formative way to ensure that instructional goals and individual student learning needs are met.

Rationale: In order to unify student learning school wide, we are matching the curriculum with current research and practices to optimize student learning. GLS wants to insure students are meeting educational goals without having any gaps in their education.

Goals:

- ❖ Align curriculum throughout the grade levels (Jr. K-8th)
- ❖ Reinforce and optimize learning through measurable academic goals for teachers and students
- ❖ Support the attainment of SLGs
- ❖ Continue to meet California content standards
- ❖ Improve test scores
- ❖ Incorporate latest research into curriculum

SLGs Addressed:

Self Directed Learners; Quality Producers; Effective Communicators; Complex Thinkers; Collaborative Workers; and Christian Community Participants.

CURRICULUM AND INSTRUCTION

Tasks	Action Steps	Person Responsible	Resources	Timeline	Means to Assess (Evidence)	Means to Report (Sharing)
<p style="text-align: center;">#1 Material Review & Selection</p>	<ul style="list-style-type: none"> ➤ Committee will be responsible for ordering current curricular materials for review. ➤ Committee will be responsible for including all teachers of their curricular area in the review of these materials ➤ School wide integration of analysis to ensure inter-connection at and between grade levels to scope and sequence, standards, assessments, and curriculum ➤ Committee will consider “improvement Plan” during review process. ➤ Committee will present their recommendation to the faculty. ➤ Committee will then present a final decision to administration for approval. 	<ul style="list-style-type: none"> ➤ Curriculum Team ➤ Administration Team ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Release time ➤ Sample resources from the curriculum lab ➤ School Funding ➤ State Resource Materials ➤ Curriculum map for each grade level 	<p>2007-2008 Science 2008- 2009 Math 2009-2010 Reading/LA & Religion 2010-2011 PE & Fine Arts 2011- 2012 Spanish 2012-2013 SS & Health</p>	<ul style="list-style-type: none"> ➤ Plans to address standards ➤ Presentation from curriculum lab ➤ State standards 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Funding and School Budgets,
<p style="text-align: center;">#2 Implementation of Adopted Materials and Resources</p>	<ul style="list-style-type: none"> ➤ Committee will make sure that adopted materials and resources have arrived in a timely fashion and support the faculty in the implementation process. ➤ Committee will monitor the revision of unit plans, assessment and rubrics at and between grade levels to ensure consistency in assessing student learning. ➤ Committee will suggest in-service opportunities if necessary for 	<ul style="list-style-type: none"> ➤ Curriculum Team ➤ Administration Team ➤ Director of Student Resources ➤ Faculty 	<ul style="list-style-type: none"> ➤ Release time ➤ School Funding ➤ State Standards ➤ Staff Development Days 	<p>2007-2008 SS & Health 2008- 2009 Science 2009-2010 Math 2010-2011 Reading/LA & Religion 2011-2012 PE & Fine Arts</p>	<ul style="list-style-type: none"> ➤ Beginning, Middle and end of year progress reports ➤ Student work ➤ Research and trends information 	<ul style="list-style-type: none"> ➤ Yearly adoption Reports ➤ Sample of student work from new curriculum ➤ Updated curriculum map

	<p>implementation of the adopted materials.</p> <ul style="list-style-type: none"> ➤ Committee will evaluate curriculum brochures from each grade level checking to see that they are accurate and current with the newly adopted materials. ➤ Committee will meet with administrative team to discuss progress and concerns 			2012-2013 Spanish		
#3 Enhancement & Support	<ul style="list-style-type: none"> ➤ Committee will research ways for faculty to enhance the adopted curriculum: ➤ Examples: computer software, field trips,, community projects, internet sites, brand-new resource, in-service programs ➤ Committee will search out educational experiences that will support teacher instruction and share with the faculty. ➤ Committee will investigate techniques and methods of creating cross curricular opportunities for students. ➤ Committee will analyze data from SLGs and ITBS test scores (if applicable) in order to: <ul style="list-style-type: none"> •Evaluate strengths and weaknesses of the current curriculum based on measurable goals •Report to faculty a summary of results •Recommend alterations to the curriculum to address weaknesses ➤ Committee will present ideas to the faculty at staff meetings 	<ul style="list-style-type: none"> ➤ Curriculum Tem ➤ Administration Team ➤ Faculty 	<ul style="list-style-type: none"> ➤ Release time ➤ State Standards ➤ Copies of enrichment activities, i.e. field trips, projects etc. ➤ Offsite and onsite teacher trainings 	2007-2008 Spanish 2008- 2009 SS & Health 2009-2010 Science 2010-2011 Math 2011-2012 Reading/LA & Religion 2012=2013 PE & Fine Arts	<ul style="list-style-type: none"> ➤ Copies of technology team action plan ➤ Samples of school work ➤ Level of enthusiasm(in terms of field trips and projects) ➤ Copies of Test Scores and SLGs 	<ul style="list-style-type: none"> ➤ Survey results from enrichment activities ➤ Level of use in updated technology
#4 Evaluation Part 1	<ul style="list-style-type: none"> ➤ Committee will evaluate the time allotted for instruction of their curricular area at each grade 	<ul style="list-style-type: none"> ➤ Faculty ➤ Curriculum Team 	<ul style="list-style-type: none"> ➤ Copy of our SLGs, ITBS scores and state 	2007-2008 PE& Fine Arts	<ul style="list-style-type: none"> ➤ Copies of Previous Test scores and current test scores 	<ul style="list-style-type: none"> ➤ Faculty meeting ➤ Dept. Chairs ➤ Updated test scores

	<p>level.</p> <ul style="list-style-type: none"> ➤ Committee will meet with administration to share any concerns with the curriculum that has arisen from evaluation. ➤ Evaluate strengths and weaknesses of the current curriculum ➤ Report to faculty a summary of results ➤ Recommend alterations to the curriculum to address weaknesses ➤ Committee will compare the curriculum to the California Curriculum Framework. 	<ul style="list-style-type: none"> ➤ Administration Team 	<ul style="list-style-type: none"> standards ➤ Copies of student work 	<p>2008- 2009 Spanish 2009-2010 SS &Health 2010-2011 Science 2011-2012 Math 2012-2013 Reading/LA & Religion</p>	<ul style="list-style-type: none"> ➤ Standardized test scores as well as curriculum assessments ➤ Evidence of a curriculum map ➤ Allotment of instruction time 	
<p>#5 Evaluation Part 2</p>	<ul style="list-style-type: none"> ➤ Committee will determine strengths and weaknesses of curriculum based upon: <ul style="list-style-type: none"> •Scope and sequence •Measurable academic goals •Comparison to California Curriculum Framework (where applicable) •time allotted for instruction at each grade level ➤ Committee will analyze data from SLGs and ITBS test scores(if applicable) in order to: <ul style="list-style-type: none"> • Evaluate strengths and weaknesses of the current curriculum • Report to faculty a summary of results • Recommend alterations to the curriculum to address weaknesses 	<ul style="list-style-type: none"> ➤ Faculty ➤ Curriculum Team ➤ Administration Team 	<ul style="list-style-type: none"> ➤ Copy of our SLGs, ITBS scores and state standards ➤ Copies of student work 	<p>2007-2008 Reading/LA & Religion 2008- 2009 PE & Fine Arts 2009-2010 Spanish 2010-2011 SS & Health 2011-2012 Science 2012-2013 Math</p>	<ul style="list-style-type: none"> ➤ Scope and sequence for each grade level ➤ California state standards ➤ Time allotted for instruction 	<ul style="list-style-type: none"> ➤ Newsletter ➤ Staff Meetings
<p>#6 Explore New Ideas & Current Research</p>	<ul style="list-style-type: none"> ➤ Committee will purposefully seek out current research related to their curricular subject ➤ Committee will determine which information would be useful in making faculty more effective in reaching the objectives of the 	<ul style="list-style-type: none"> ➤ Curriculum Team ➤ Administration Team ➤ Resource Specialist 	<ul style="list-style-type: none"> ➤ Current trends in education ➤ PTL Budget ➤ School Budget ➤ CA Standards for curriculum be addressed 	<p>2007-2008 Math 2008- 2009 Reading/ LA & Religion 2009-2010 PE & Fine</p>	<ul style="list-style-type: none"> ➤ Documentation from conferences ➤ Data collected from the internet ➤ Current trends in education 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Survey results ➤ Funding sources- i.e. line items in

	<p>curriculum.</p> <ul style="list-style-type: none"> ➤ Committee will analyze data from SLGs and ITBS test scores (if applicable) in order to: <ul style="list-style-type: none"> • Evaluate strengths and weaknesses of the current curriculum • Report to faculty a summary of results • Recommend alterations to the curriculum to address weaknesses ➤ Committee will share with the administrative team what current research indicates about their curricular area and how that information might impact the following year's review. 		<ul style="list-style-type: none"> ➤ GLS Staff ➤ Release time ➤ Copies of SLGs, ITBS test scores 	<p>Arts 2010-2011 Spanish 2011-2012 SS & Health 2012-2013 Science</p>		<p>and School Budgets,</p>
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SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Growth Area Action Plan #2: Grace Lutheran School will develop and implement a plan to address differentiated instruction as it relates to student learning and the identification of individual student learning needs.

Rationale:

Brain based research on how students learn is constantly evolving, and as a result changing the knowledge, attitudes and instructional strategies of educators. As complex beings, it is becoming more and more evident that the way students learn is unique to each individual. It is important for teachers to identify student strengths and weaknesses, and find means to develop both. Through the implementation of differentiated instruction and assessment, teachers, as well as students will be empowered to create an optimal learning environment that addresses the needs of each individual in the classroom. After analyzing the data in Chapter 4 of the self-study report we found a recurring theme to be issues related to meeting individual student needs at both ends of the ability spectrum. There is a need to further develop strategies to support the individual academic, social, and emotional needs of our students.

Goals:

Develop and implement a plan to meet individual student needs in two areas:

- 1) Within the classroom
- 2) Within the Resource Department.

SLGs Addressed:

Self Directed Learners; Quality Producers; Effective Communicators; Complex Thinkers; Collaborative Workers; and Christian Community Participants.

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Tasks	Action Steps	Person Responsible	Resources	Timeline	Means to Assess (Evidence)	Means to Report (Sharing)
Identify classroom, teacher, and student needs	<ul style="list-style-type: none"> ➤ Committee will purposefully seek out current research related to differentiated Instruction and assessment as it pertains to meeting the needs of all students, with a focus on student needs at both ends of the ability spectrum including social and emotional needs ➤ Committee will share with the administrative team what current research indicates about the effective uses differentiated Instruction and assessment as it relates to our curriculum and classroom instruction and procedures ➤ Committee will determine which information will be useful in assisting faculty in reaching the objectives of meeting individual student needs through the use of differentiated Instruction and assessment 	<ul style="list-style-type: none"> ➤ Resource Specialist ➤ Resource Team 	<ul style="list-style-type: none"> ➤ Faculty /Staff ➤ Administrative Team ➤ Current trends in education ➤ Research on differentiated instruction ➤ Curriculum recommendations for enrichment, remediation, and assessment ➤ NCLB Funds (Title II) for teacher education ➤ GLS Staff ➤ Copies of SLGs. ITBS test scores ➤ Teacher surveys ➤ Student surveys ➤ Peer observations 	<ul style="list-style-type: none"> ➤ 2008-2009 	<ul style="list-style-type: none"> ➤ Report Cards ➤ IOWA ➤ Data Collection ➤ Drafts of manual in progress ➤ Documentation from conferences ➤ Data collected from the internet ➤ Current trends in education 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Drafts of manual in progress ➤ Faculty meeting minutes
				<ul style="list-style-type: none"> ➤ 2008-2009 		
				<ul style="list-style-type: none"> ➤ 2008-2009 		
Instruction & Assessment Review	<ul style="list-style-type: none"> ➤ Evaluate current strengths and weaknesses of classroom instruction and assessment ➤ Report a summary of results to faculty ➤ Recommend alterations to classroom instruction and assessment 			<ul style="list-style-type: none"> ➤ 2008-2009 	<ul style="list-style-type: none"> ➤ Observation, surveys and Assessment results 	<ul style="list-style-type: none"> ➤ Program Department ➤ Assessment result reports
Current Research as it relates to Grace	<ul style="list-style-type: none"> ➤ Committee will seek out workshops and In-service trainings that enhance teaching skills in the area of differentiated instruction 			<ul style="list-style-type: none"> ➤ Spring 2010 	<ul style="list-style-type: none"> ➤ Artifacts ➤ Reports 	<ul style="list-style-type: none"> ➤ Artifacts

Curriculum and Instruction	<ul style="list-style-type: none"> ➤ Follow curriculum review cycle and enhance as it relates to differentiated instruction and assessment for both enrichment and accommodation ➤ Committee will search out educational experiences that will support teacher instruction and share with the faculty 	<ul style="list-style-type: none"> ➤ Curriculum Team ➤ Student Learning Team 		<ul style="list-style-type: none"> ➤ Spring 2009-2010 	<ul style="list-style-type: none"> ➤ Minutes ➤ Workshop attendance 	<ul style="list-style-type: none"> ➤ Curriculum review connection ➤ Artifacts
#2 Establish clear cut goals and objective of the Resource Department	<ul style="list-style-type: none"> ➤ Committee will research the existing needs of the Special Needs Program at Grace School to determine goals and objectives by answering the following questions: <ul style="list-style-type: none"> • What is the purpose of this program • Who is it meant to serve • What do we want to accomplish 	<ul style="list-style-type: none"> ➤ Resource Specialist, ➤ Administrative Team 	<ul style="list-style-type: none"> ➤ Current trends in education ➤ Research on differentiated instruction ➤ Curriculum recommendations for enrichment, remediation, and assessment ➤ NCLB Funds (Title II) for teacher education ➤ GLS Staff ➤ Copies of SLGs. ITBS test scores ➤ School Districts and home schools to assess and identify students with special needs 	<ul style="list-style-type: none"> ➤ Fall 2010-2011 	<ul style="list-style-type: none"> ➤ Artifacts from school ➤ Data collected ➤ Currents trends in education ➤ copies of in-service materials ➤ Classroom observation ➤ Report of findings 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. chair meetings/minutes ➤ Administration Team ➤ Resource Team
	<ul style="list-style-type: none"> ➤ Committee will research existing special needs programs in private and public school settings and compile an analysis of those programs ➤ Committee will study the Existing Programs Report and compare these programs to the needs of the Grace community, search for ways to apply what others have done in our own situation 			<ul style="list-style-type: none"> ➤ Fall 2009-2010 	<ul style="list-style-type: none"> ➤ Documentation of findings ➤ Reports 	<ul style="list-style-type: none"> ➤ Administration Team ➤ Faculty meetings/minutes
	<ul style="list-style-type: none"> ➤ Committee will define the measurable steps to be taken in accomplishing the broad and general goals set by establishing step by step milestones along an established timetable to measure progress along the way. ➤ Measurable steps will be designed to investigate the risks and benefits of achieving the goal. (What will this change/effort bring? What are the inhibitors or barriers counteracting the efforts?) 			<ul style="list-style-type: none"> ➤ Spring 2010-2011 	<ul style="list-style-type: none"> ➤ Plan 	<ul style="list-style-type: none"> ➤ In-service minutes ➤ Plan Handbooks

	<ul style="list-style-type: none"> ➤ Committee will define how students are identified, assessed, and serviced through the use of: <ul style="list-style-type: none"> • The Child Study Team • Remediation, Intervention, and Modifications • The Application • The Psych. Ed Report • The 504 Plan 			<ul style="list-style-type: none"> ➤ 2008-2009 	<ul style="list-style-type: none"> ➤ Assessments results ➤ School District protocol ➤ CA Ed Protocol 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. chair meetings/minutes ➤ Administration Team ➤ Resource Team
	<ul style="list-style-type: none"> ➤ Committee will research staffing and training needs as it pertains to para-educators to assist students and teachers in the resource lab and/or in the classroom. ➤ School wide integration of analysis of insure 			<ul style="list-style-type: none"> ➤ Spring 2009-2010 	<ul style="list-style-type: none"> ➤ Research findings ➤ Training needs 	<ul style="list-style-type: none"> ➤ Training Schedule ➤ Artifacts

INTEGRATING TECHNOLOGY INTO THE CURRICULUM

Growth Area Action Plan #3: Grace Lutheran School will develop and implement a plan to address technology needs.

Rationale:

Technology is rapidly emerging as an important component of teaching, learning and reform in American Schools. Students need to be successful in a technologically rich world. They must have a range of skills to express themselves not only through paper and pencil, but also audio, video, animation, design software as well as a host of new environments (e-mail, Web sites, message boards, blogs, streaming media, etc.). Because technology continues to play an important role in modern society, integrating technology into the schools will help prepare students in a rapidly changing environment. As quoted by the Office of Educational Technology (1994c), “Technology is neither an end in itself nor an add-on. It is a tool for improving – and ultimately, transforming – teaching and learning. To accomplish that job, technology must be an integral part of the school or community’s overall plan to move all children toward high academic standards.”

Goals:

- ❖ Professional development and support of staff on an ongoing basis.
- ❖ Technology that improves student learning, is meaningful, helps students perform authentic tasks, assists students in learning skills that will prepare them for future careers, and creates engaging opportunities to learn that supports individual student needs.
- ❖ The plan will enable us to meet the National Educational Technology Standards (NETS) and performance indicators for teachers.
- ❖ Support student attainment of SLGs.
- ❖ Integrate the school-wide technology plan with curriculum and instruction.
- ❖ Maintain and support the appropriate infrastructure (i.e., hardware/software) in order to support 21st century learning.

SLGs Addressed:

Self-Directed Learners; Quality Producers; Effective Communicators; Complex Thinkers; Collaborative Workers; and Christian Community Participants.

3.a Infrastructure:

Tasks	Action Steps	Person Responsible	Resources	Timeline	Means to Assess	Means to Report (Sharing)
<p>#1 Identify school and student program needs.</p>	<ul style="list-style-type: none"> ➤ Inventory existing hardware and software ➤ Assess teacher technology skills ➤ Determine staff technology needs ➤ Locate available resources: ➤ Current school budget ➤ PTL ➤ Outside sources 	<ul style="list-style-type: none"> ➤ Technology team ➤ Administration ➤ Resource Specialist ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Current school budget ➤ PTL Budget ➤ School Budget ➤ Hardware manuals ➤ CA Standards for curriculum be addressed ➤ Student and Teacher Technology Standards ➤ GLS Staff ➤ Other Schools Technology teams ➤ Release time ➤ Formalized inventory system (tracking system) 	<p>Fall 2008 - Spring 2009</p>	<ul style="list-style-type: none"> ➤ Current hardware inventory ➤ Current school budget ➤ PTL budget ➤ Surveys ➤ PTL & School Budgets 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Survey results ➤ Inventory report ➤ Funding sources- i.e. line items in PTL and School Budgets, technology gifts
<p>#2 Prepare and evaluate plan</p>	<ul style="list-style-type: none"> ➤ Synthesize findings from task #1 to identify & include: • Training and support (teacher/students) • Hardware needs • Develop a learning plan teacher/student technology standards • Develop budget and funding strategy • Means to assess implementation 	<ul style="list-style-type: none"> ➤ Technology team ➤ Administration ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Results/documents from Action Step #1 ➤ Release time ➤ Samples plans from other educational institutions ➤ PTL & School Budgets 	<p>Summer 2009 – Fall 2009</p>	<ul style="list-style-type: none"> ➤ Formal Plan ➤ In-service and Training schedules ➤ Plans to address standards 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Funding in PTL and School Budgets, technology gifts

#3 Implement/monitor/ revise	<ul style="list-style-type: none"> ➤ Implementation: <ul style="list-style-type: none"> • publish the plan • fund • execute plan ➤ Monitor: <ul style="list-style-type: none"> • regularly review implementation • assess progress using means identified in plan ➤ revise if necessary-based on current research and trends 	<ul style="list-style-type: none"> ➤ Technology team ➤ Administration ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Release time ➤ PTL & School Budgets ➤ Tech Infrastructure Plan ➤ Funding reports ➤ Assessments identified in the plan ➤ Progress reports ➤ Current research and trends 	Spring 2010	<ul style="list-style-type: none"> ➤ Yearly Action Plan Progress Reports ➤ Teacher in-service training schedules and reports ➤ Receipts and documentation of hardware purchases ➤ Budget reports ➤ Research and trends information ➤ Records of hardware purchases 	<ul style="list-style-type: none"> ➤ Yearly Acton Plan Reports ➤ Reports: News & Notes, Faculty Meetings, Parent Meetings, Congregation Updates ➤ Increased visible use of technology
				Fall 2010		

3.b Implementation and Teacher Support

Tasks	Action Steps	Person Responsible	Resources	Timeline	Means to Assess (Evidence)	Means to Report
#1 Identify program needs.	<ul style="list-style-type: none"> ➤ Inventory curriculum and software ➤ Assess technology skills of students and teachers ➤ Research curriculum and software trends/availability to identify software needs ➤ Locate available funding sources ➤ Investigate techniques and methods for integrating technology into subject matter instruction ➤ findings from curriculum committee review (including student/teacher standards) of subject area implementation 	<ul style="list-style-type: none"> ➤ Technology team ➤ Curriculum team ➤ Administration ➤ Resource Specialist ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Current school budget ➤ PTL Budget ➤ School Budget ➤ Curriculum committees enhancement and support findings ➤ Curriculum being addressed ➤ Hardware/software manuals ➤ CA Standards for curriculum be addressed ➤ Student and Teacher Technology 	<ul style="list-style-type: none"> 2007-2008 Spanish 2008-2009 SS & Health 2009-2010 Science 2010-2011 Math 2011-2012 Reading/LA & Religion 2012-2013 PE & Fine Arts 	<ul style="list-style-type: none"> ➤ Teacher/student technology assessments ➤ Curriculum and software inventory ➤ Current school budget ➤ PTL budget ➤ Curriculum committees enhancement and support findings ➤ Surveys ➤ Formalized inventory system ➤ PTL & School Budgets 	<ul style="list-style-type: none"> ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Survey results ➤ Inventory report ➤ Funding sources-i.e. line items in PTL and School Budgets, technology gifts

	<p>into action plan (includes curriculum, enhancements, assessments)</p> <ul style="list-style-type: none"> ➤ information in regards to what other schools are doing 		<p>Standards</p> <ul style="list-style-type: none"> ➤ GLS Staff ➤ Other Schools ➤ Technology teams ➤ Release time 			
#2 Prepare plan	<ul style="list-style-type: none"> ➤ Synthesize findings from task #1 to identify & include: <ul style="list-style-type: none"> • software requirements • Training and support (teacher/students) • Curriculum integration for target subject area (see curriculum review schedule) • Hardware needs ➤ Address teacher/student technology standards (learning plans) ➤ Develop budget and funding strategy ➤ Means to assess student and teacher progress in meeting the goals of the plan 	<ul style="list-style-type: none"> ➤ Technology team ➤ Administration ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Results/documents from Action Step #1 ➤ Release time ➤ Samples plans from other educational institutions ➤ PTL & School Budgets 	<p>2007-2008 Spanish</p> <p>2008-2009 SS & Health</p> <p>2009-2010 Science</p> <p>2010-2011 Math</p> <p>2011-2012 Reading/LA & Religion</p> <p>2012-2013 PE & Fine Arts</p>	<ul style="list-style-type: none"> ➤ The technology plan for curricular area being addressed ➤ Teacher in-service training schedules and reports 	<ul style="list-style-type: none"> ➤ The technology plan for curricular area being addressed ➤ Faculty meetings/minutes ➤ Dept. Chair meetings/minutes ➤ Funding in PTL and School Budgets, ➤ technology gifts
#3 Implement/monitor/revise	<ul style="list-style-type: none"> ➤ Implementation: <ul style="list-style-type: none"> • publish the plan • fund • execute plan ➤ Monitor: <ul style="list-style-type: none"> • regularly review implementation • assess progress using means identified in plan • revise if necessary-based on current research and trends 	<ul style="list-style-type: none"> ➤ Technology team ➤ Administration ➤ Faculty ➤ PTL ➤ School Board 	<ul style="list-style-type: none"> ➤ Release time ➤ PTL & School Budgets ➤ Tech Plan ➤ Funding reports ➤ Assessments identified in the plan ➤ Progress reports ➤ Current research and trends 	<p>2007-2008 Spanish</p> <p>2008-2009 SS & Health</p> <p>2009-2010 Science</p> <p>2010-2011 Math</p> <p>2011-2012 Reading/LA & Religion</p> <p>2012-2013 PE & Fine Arts</p>	<ul style="list-style-type: none"> ➤ Yearly Action Plan Progress Reports ➤ Budget reports ➤ Research and trends information ➤ Other evidence of student teacher progress in meeting the technology goals and standards ➤ Records of software and hardware purchases 	<ul style="list-style-type: none"> ➤ Yearly Acton Plan Reports ➤ Reports: News & Notes, Faculty Meetings, Parent Meetings, Congregation Updates ➤ Report cards ➤ Student work: project, presentations, observations ➤ Increased visible use of technology

*This action plan will be on the curriculum review cycle reviewing on subject are each year. On the curriculum review cycle it falls in the Enhance & Support

phase.