School Improvement Plan Analysis

• What is your school’s mission/vision?

The mission statement of Hollydale Elementary is, “Our mission is to foster a safe, nurturing environment that promotes academic, emotional, and social growth for all.”

• What are the targeted areas for improvement (ex. fourth-grade math, improved LA scores for ESOL population, etc.) and the specific goals related to this improvement area that are set forth in the SIP (ex. % gain in CRCT scores)?

**The School Strategic plan outlines five specific areas and goals for achievement:**

1. All students will be on or above grade level in reading, English Language Arts, and Writing.
2. Students will demonstrate continuous improvement on local, county, and state indicators.
3. Students will demonstrate proficiency in problem solving, number sense, and measurement.
4. Students will demonstrate continuous improvement on performance assessments and local, county, and state indicators.

• How is technology included in the SIP? Is student technology literacy included as a goal in your SIP?

Teacher use of technology is briefly included in the School Strategic Plan. The plan states, “Teachers will work together to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support understanding and application.” The plan further explains that School Focused Staff Development will focus on this objective. Strangely, the monitoring plan for teacher use of technology includes writing assessments, writing rubrics, and student performance. The school improvement plan does not address student use of technology nor technology literacy.

• Why is technology is addressed (or not addressed!) as it is?

 I believe technology is **briefly** mentioned in the School Strategic Plan because it is a component of the Georgia Keys. In an attempt to at least acknowledge this standard, teacher use of technology was briefly noted in the plan. However, the true use of technology in the classroom (specifically student usage) is not acknowledged or addressed. I believe this is ultimately due to the desire to focus on academic areas that are frequently used to measure school success. Academic areas used to determine whether a school makes Adequate Yearly Progress are viewed as high priority, making technology and other concentrations seem less important. Thus, when writing the School Strategic Plan, the building leadership team focused on what was deemed most important for *perceived* school success.

• Are you pleased with the current treatment of technology-related issues in the SIP? Why or why not?

I am definitely not pleased with the current treatment of technology and related issues in the School Strategic Plan. First of all, I think the brief mentioning of teacher use of technology is disappointing. It shows that technology, at some point in the planning of the SSP, was discussed and it was clearly not deemed priority. The monitoring plan for the technology standard seems irrelevant and unrelated, and demonstrates that the stakeholders involved in writing this objective had very limited knowledge of this standard. More importantly, not addressing student use of technology is incredibly disappointing. It shows that allowing students to utilize the amazing resources we have is not viewed as important. The School Strategic Plan identifies the goals and high priorities of a school, failing to adequately address the use of technology sets the tone for what is expected from teachers and students.

• Would you like to see technology issues represented differently in future SIPs? If so, why?

Yes, I would like to (and hope to) see technology addressed to an extent that represents the true importance of this field. I would like to see the teacher usage of technology objective enhanced and expanded to really reflect fully operational integration. Additionally, and of greatest priority, I would like to see student use of technology addressed in the School Improvement Plan. Student use of technology through integrated learning experiences is of such great importance. Adding this component to the SSP would define the importance, increase the expectations, and push teachers to facilitate technological learning experiences.

• What are your first thoughts of how technology could contribute toward achieving the mission/vision/goals set forth in your school improvement plan?

As noted in the mission statement and School Strategic Plan, we have many of these academic and learning goals at Hollydale, the desire to increase academic achievement is so evident. The priorities are clear. Technology, when implemented effectively, can be a great resource for reaching these academic goals. We have access to a wealth of resources that, when utilized, could so greatly enhance the academic learning experiences. If we are preparing students to be lifelong learners and global citizens, technology must be a priority.

• How might technology be integrated more effectively into your SIP in the future?

Just about any addition to the SSP related to technology would be more effective. I would like to see the addition of student use of technology objectives in the SSP. This, along with measurable objectives and a defined plan to reach this goal (possibly through a Technology Plan) would be great. I think the addition of a Technology Plan, to work in conjunction with the SSP would be highly effective.

**School Tech Plan Analysis**

• Is there a technology plan that is separate from the SIP at your school? **NO**• If so, when and how was it created?
• Do members of the school community know about the tech plan?
• Is it being implemented effectively?

**District Technology Plan Analysis**:

• What are some major action points/goals outlined in your district tech plan?

There are eight goals or objectives for the CCSD Technology Plan. In the District Technology Plan, each objective is described along with Benchmarks, Evaluation Methods, Strategies, Funding, and Responsible Individuals.

Instructional Usage Goals:

1. Increase student engagement through higher order thinking experiences using digital tools and resources in exploring real world issues and solving authentic problems.
2. Increase teachers’ use of technology to promote collaboration, to support and clarify conceptual understanding, to provide multiple and varied formative and summative assessments, and to differentiate the teaching and learning process.
3. Increase e-learning (virtual learning) opportunities and access for students at all levels to high quality supplemental or full courses of instruction personalized to student needs.
4. Students and staff will safely and ethically use the Internet to access educationally appropriate materials and engage in Internet enabled learning activities. (Internet Safety Goal)
5. Increase effective administrative uses of technology to monitor and increase student achievement and to manage business operations. (Administrative Goal)
6. Improve meaningful, multidirectional communication between school, home, and community that consistently supports student learning.
7. Increase staff competency to implement a variety of online instructional strategies.
8. Reduce the information and technology literacy gap between schools and improve student performance on the technology literacy assessment.

• How was your district technology plan formed?

Before any plan can be written, a thorough analysis of current level of proficiency must be addressed. In order to write future goals, you must know current position. These were the instruments and resources used to measure current position:

 1. Levels of Technology Implementation (LoTi) and DETAILS questionnaire

 2. GAPSS Teacher Survey Questions

 3. GAPSS Observation Items

 4. Classroom Observations

 5. Parent, Staff, Student SIP Survey Items

 6. Eighth grade Technology Literacy Assessment Scores

 7. Usage data: SkillsTutor, netTrekker, CVL resources, Blackboard, Atomic Learning,

 8. Assistant Principal Perceived Needs Survey

 9. Essential Conditions Survey

After analyzing the data,

• What do you think of your district plan?

I think our District Technology plan is data driven and extensive. The need for a technology plan is evident in the data collected and analyzed. The specificity of the goals and the plan for reaching these goals is helpful in implementation. Overall, I think this plan is well written. Unfortunately, I do not think many people know that our district has a District Technology Plan. Unless specifically looking for this plan, it is not easily found or publicized. If we have such a thorough and extensive plan for improvement, the stakeholders need to be aware and involved.

• How might you become involved in district level technology planning/implementation?

To become involved with the district level technology planning and implementation, I think first you must let others know you are interested. Establishing an interest in the technology planning as well as a commitment and desire to assist in the process, shows that you will take a vested interest in the initiative. Next, I think you would need to network and contact those individuals which are already involved. Sharing your knowledge, interest, and desire for improvement would communicate your vision for the district. From there, one would hope to have the opportunity to get involved at the district level. As far as implementation, as teachers, we all have the opportunity to get involved. We may start as unintentional and unofficial building technology leaders, and progress from there. Leading by example shows that your action in the classroom is more important than talking about the importance of technology integration. The involvement has to start somewhere, the classroom is probably the best place.

**National Technology Plan**

* What are some major action points/goals outlined in your national tech plan?

The National Technology Plan establishes 5 Key Learning Goals. These goals relate to learning, assessment, teaching, infrastructure, and productivity.

Five Key Learning Goals:

1. 1.0 Learning: Engage and Empower

All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

1. 2.0 Assessment: Measure What Matters

Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

1. 3.0 Teaching: Prepare and Connect

Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

1. 4.0 Infrastructure: Access and Enable

All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

5.) 5.0 Productivity: Redesign and Transform

Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

* How was the national technology plan formed?

The National Education Technology Plan was authored by the United States’ Office of Educational Technology and published in November 2010. The Office of Educational Technology was led by Karen Cator, under the leadership of Arne Duncan of the United States Department of Education. This plan was called for by President Barak Obama. It was the result of collaboration among a variety of individuals and organizations.

* What do you think of your national plan?

I think this national plan is incredibly extensive. It is multidimensional and provides a universal perspective of educational technology in the United States. I think this plan should have probably been written many years ago, but and thankful that there is one now to guide the nation’s schools in technology integration. Students essentially have to “power down” when they enter the classrooms. This plan addresses the need to bring the technology in the classroom to the level in which the students already utilize outside of the classroom. I appreciate the emphasis on sharing and collaboration described in the plan. It seems that it promotes connecting with educators to share best practices on a national scale. I like that this plan is broad, allowing for states, districts, and schools to further define and interpret the objectives based on the needs of the student population.

* How does it differ from local and district plans?

I think these two plans, while working simultaneously, vary greatly. First, the district technology plan is, by default, going to be more specific. Written specifically for the district, this plan offers details and data specifically related to Cobb County. On the other hand, the National Technology Plan is broader, taking a more generic perspective. This difference helps the two plans work together more efficiently. The National Technology is more extensive, establishing more objectives and covering more areas of technology integration. I think the district plan gives more applicable information, but seeing a national perspective is also very beneficial.