



**Leadership
Committee
Collaborative
ACTION STEPS
2017 -2019**

Goal I: Designing Academic Experiences for College & Career

Name	Role	Strategic Priorities
Trish Calandro	Chair	Individualize teaching and learning through implementation of differentiated instructional techniques in the classroom
Mike Schiff & Rachael Anderson	Administrator	Generate, leverage and strategically utilize interventions and programs to close student achievement gaps where they exist
Apryl Palazzo	Faculty	In alignment with the District's Programs of Study, continue to develop clear and deliberate career pathways for a variety of students
Robin Jaramillo	Faculty	
Marissa Whitten	Faculty	
Mary Neyer	Faculty	

Goal I:
Designing
Academic
Experiences
for College
& Career

Goal I: Designing Academic Experiences for College & Career

**Please refer to handout provided for more in-depth details*

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>1.1 Individualize teaching and learning through implementation of differentiated instructional techniques in the classroom</p>	<p>*1.1a - Currently have a DI PD focus (DI Cohort training for all teacher, DI on PDP) *1.1b - Use of technology-based programs in the classroom (i.e. I-Ready at the MS, My Access Writing at the HS, etc.) *1.1c - Exploring unit planning, with a focus on use of DI strategies</p>	<p>*1.1a - Include DI in lesson planning expectations *1.1b - Compile a list of free online resources that facilitate DI in the classroom by subject area *1.1c - Use the 16-17 SY to solicit teacher input from pilot group and refine unit plan template</p>	<p>*1.1a - Ensure DI is a critical component of the district's philosophy and build as main component into new teacher program *1.2b - Develop or adopt district model for implementing technology (i.e. SAMR method) *1.1c Obtain a platform for unit planning that would allow for collaboration as well as tracking of standards</p>
<p>1.2 Generate, leverage and strategically utilize interventions and programs to close student achievement gaps where they exist</p>	<p>*1.2a - MS/HS lab classes *1.2b - Enrichment, support, recreation during SMART at the HS *1.2c - Current student interventions and supports (<i>ARPs, I&RS, AAP, math working lunch (MS), mentoring program</i>)</p>	<p>*1.2a - Look at data relevant to student achievement of those placed in lab classes to make programmatic adjustments *1.2b - Identify our current status of SMART using multiple measures (i.e. teacher/parent/student surveys, academic data, discipline data, etc.) *1.2c - Streamline available supports and interventions available at the MS and HS to fall under the I&RS process</p>	<p>*1.2a - Look to restructure lab classes to provide more targeted interventions using a diagnostic (pass/fail) *1.2b - Partner with the community to provide enrichment, recreation, support during smart beyond guest speakers (i.e. colleges, universities, yoga studios, etc.) *1.2c - Adopt AVID or other research-based program to support student success</p>

Goal I: Designing Academic Experiences for College & Career

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Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>1.3 In alignment with the District's Programs of Study, continue to develop clear and deliberate career pathways for a variety of students</p>	<p>*1.3a - Academy Programs and 6 Programs of Study (POS)</p> <p>*1.3b - Guidance support and course selection centered on POS</p>	<p>*1.3a - Incorporate more curricular experiences specific to those in the academy and who have interests in a specific career path (i.e. cross-curricular project, etc.)</p> <p>*1.3b - More frequent check-ins with students throughout the year; identification of and concentration on students who need additional levels of support regarding HS pathways</p>	<p>*1.3a - Create “schools” and or various programs as an extension of the Academies/6 POS to capture students who have a specified interest but may not be “advanced” (School of Allied Health, child care program, ROTC, Vocational Programs, etc.)</p> <p>*1.3b - Create guidance curriculum in each of the grade levels 7-12 that incorporate various elements and stages related to college and career readiness; align parent nights to each grade level.</p>

Goal II:

Fostering a positive Organizational Culture

Goal II: Fostering a positive organizational culture		
Name	Role	Strategic Priorities
Craig Stephenson	Chair	Recognize alumni as an important constituent group and expand engagement opportunities
Monique Stowman Burke & June Cioffi	Administrator	Improve opportunities for all employees to provide relevant and meaningful feedback & empower them to problem solve
Jane Dalton	Faculty	Improve communications and customer service while developing a welcoming school environment at all levels of the organization
Nick Kline	Faculty	
Jeanine Delaney	Faculty	
Donna Carpenter	Faculty	
	Faculty	

Goal II: Fostering a Positive Organizational Culture

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>Recognize alumni as an important constituent group and expand engagement opportunities</p>	<ul style="list-style-type: none"> -Established a network of alumni via social media. -Held a Turkey Trot for Alumni and Friends -Started a database of names/addresses of alumni -Alumni Games -Sports Wall of Fame 	<ul style="list-style-type: none"> -Send quarterly newsletters to alumni. -Organize more opportunities for alumni involvement. -Alumni Section in Newsletter -Refine communication regarding alumni games -Bring in alumni speakers during PARCC testing for downtime 	<ul style="list-style-type: none"> -Wall of Fame - Sports and Beyond -What it Means to be a Dragon Video. -Video Alumni Through Our Studio - "Share your three-minute story" -"Where are they now?" Section on webpage -"Once a Dragon, Always a Dragon" - Retiree Wall.
<p>Improve opportunities for all employees to provide relevant and meaningful feedback & empower them to problem solve</p>	<ul style="list-style-type: none"> -SciP -Team Leaders/Department - Chairs -Faculty and Staff Surveys 	<ul style="list-style-type: none"> -SciP updates in faculty meetings (2-3 times per year) -Meeting Minutes emailed to staff after each meeting. -Teacher Time-out at HS Level 	<ul style="list-style-type: none"> -Provide opportunities for Teacher Leadership PD. -Knights of the Roundtable Monthly Meetings - Could be off campus; Open Forum -Google Classroom Community for All Staff - -Could Choose Another Platform -End of year BBQ to celebrate successes and solicit feedback for upcoming school year. - - Also serves as a culture and climate builder.

Goal II: Fostering a Positive Organizational Culture

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>Improve communications and customer service while developing a welcoming school environment at all levels of the organization</p>	<ul style="list-style-type: none"> -KEA Monthly Meetings -KHSAC -Social media- various Twitter, - Facebook pages, website, marquee, School Messenger Blasts, Linked In Inside Kingsway/Newsletters -Orientation Programs/BTS Nights/C & P Night -Student Ambassador Program -Dragon Run/SW Day -KEF Events - Toast of the Town, Jazz Bistro -Memorial Day Program -CER Summer Program 	<ul style="list-style-type: none"> -Improve secretarial skills for improved customer service. -Continue recognizing faculty, support staff, maintenance, bus drivers, food service, nurses, trainers, each other, etc. -Possible KMSAC at the middle school -Further Expand Role of Student Ambassadors 	<ul style="list-style-type: none"> -Use School Messenger/Voice Message more frequently Additional Senior Citizen Events - Grandparents Gone Wired -Expand Parent Programs - - SMART Assistance, -Grade-level programs, Naviance, Drug Programs -CER Programs for Adults -Transportation for Parents/Guardians -Community Suggestion Box - Virtual

Goal III: Generate, leverage & utilize financial, facility and human resources

Name	Role	Strategic Priorities
Jim Lavender	Chair	Identify ways to maximize the quality, utility and appearance of our facilities
Jason Schimpf & Kathleen Jackson-Hill	Administrator	Aggressively pursue equitable school funding and grant opportunities to secure sufficient personnel and to expand relevant educational programs
Dave Murnane	Faculty	Develop a community volunteer program to assist the District where resources are thin
Jon Dalton	Faculty	Optimize recruitment, retention and succession planning within the District
Tom Yourison	Faculty	
Nancy Kocis	Faculty	

Goal III:
**Generate,
Leverage, &
Utilize
Financial,
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Resources**

Goal III: Generate, Leverage, & Utilize Financial, Facility, and Human Resources

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
3.1 Identify ways to maximize the quality, utility and appearance of our facilities	<ul style="list-style-type: none">- Created a clean template to work within high school- Begun decorating walls with raised letters and photos of students- District office utilizing student photos- Coat of Arms and other emblems created (STEM, BLA)- Eitel Theater - new curtains	<ul style="list-style-type: none">- Update the painting throughout the school- Add flowers to the landscape- Expanded use of LCD screens throughout buildings to include district highlights- Expand facility rentals to include birthday parties- Theater, stage and house lighting	<ul style="list-style-type: none">- Set a schedule to paint and update annually- HS locker replacement in old sections- Upgrade and expansion of trophy and award cases- Replacement of HS track- Expansion of bus maintenance facility and transportation offices- Asphalt repairs and recoating- Theater, hang posters of past shows and replace house lighting with LED

Goal III: Generate, Leverage, & Utilize Financial, Facility, and Human Resources

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>3.2 Aggressively pursue equitable school funding and grant opportunities to secure sufficient personnel and to expand relevant educational programs</p>	<ul style="list-style-type: none"> - Initiated fair funding campaign - Key administrators and parents have testified before several Senate and Assembly Budget and Education Committee Hearings - Built comprehensive website to inform community; - Held 'School Funding Rally' at Kingsway 	<ul style="list-style-type: none"> - Pursue programmatic upgrades through redesigned use of ESEA funds (Title I, Title IIA) - Targeted use of KEF mini-grants and expanded participation - Support FFAC and expand community outreach 	<ul style="list-style-type: none"> - Continue to pressure legislature to address school funding inequity - Potential legal action against State of NJ - Expand upon KEF fundraising events to maximize proceeds - District-wide commercialism program (Naming rights, advertising, etc.) - Partner with Sorbello Farms as fundraiser through KEF - Agriculture farm-to-fork programs/grants

Goal III: Generate, Leverage, & Utilize Financial, Facility, and Human Resources

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>3.3 Develop a community volunteer program to assist the District where resources are thin</p>  <p>The poster is titled 'Kingsway Regional School District VOLUNTEERS'. It features the district's logo and the text 'WE NEED YOU! Teachers, Parents, and Community Promising Excellence one Dragon at a time! When we all work together, who wins? OUR KIDS!'. Below this, it lists various roles needed: Classroom Volunteer, Lunch Room, Co-Counselor Clubs, Career Center, Office Support, Marching Band, Special Events, Athletics/Coaching, and Student extra duties. It includes a URL 'http://www.krsd.org/BeaCommunityVolunteer', a phone number '856-861-3300 ext. 439 or 4323', and the address 'Kingsway Regional School District, 283 Kings Highway, Woodlawn Twp., NJ 08085'.</p>	<ul style="list-style-type: none"> - Established Volunteer Program for 2017-17 SY - Changed policy to allow for criminal history background fees to be paid by the District - Shared with local churches in(Swedeseboro & Logan) & Four Seasons at Weatherby - Posted volunteer opportunity on RCGC online job board 	<ul style="list-style-type: none"> - Ensure timely review and acceptance of volunteer applications - Establish a process for volunteer assignments and District orientation - Provide volunteer training at least once a year - Establish community relationships to grow the volunteers - Include volunteer program on all KRSD communication to include student packets 	<ul style="list-style-type: none"> - Develop partnerships with local colleges/ universities as a means to increase the KRSD brand - Continue to access the alumni as a resource - As part of the planning for the school year determine all activities or opportunities for volunteer involvement - Determine a goal for the number of volunteers each year

Goal III: Generate, Leverage, & Utilize Financial, Facility, and Human Resources

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>3.4 Optimize recruitment, retention and succession planning within the District</p>	<ul style="list-style-type: none"> - Established Human Resource Office and qualified personnel - Created HR Website - Created new onboarding process - Created employee handbook - Increasing the pool of substitutes as a source for potential hires - Posting on NJHire.com - Staff Wellness committee - New employee orientation - Employee payroll portal - BeneService Member advocacy program 	<ul style="list-style-type: none"> - Focus efforts on 'branding' Kingsway as a District committed to excellence - Identify the Standards of Excellence as a requirement for success - Develop a staffing plan in line with the student growth - Establish a training program for the substitutes and partner with a staff member - Develop a 'succession plan' using a 9-box grid - Initiate a 'sub-central' plan to lower costs - Maximize participation on wellness committee and expand opportunities to promote wellness - Use of GCN for mandated trainings 	<ul style="list-style-type: none"> - Develop a recruitment strategy for each year - Require all substitutes to shadow in the HS and/or MS prior to taking an assignment as part of the training - Establish a partnership with colleges/universities for internships and student teacher opportunities - Create opportunities for cross training where possible - Use professional development meetings as a source for interest in developing a pool of candidates for succession planning - Focus on current employee needs (i.e. total wellness, work/life balance) - Daycare program and align to child development program

Goal IV: Equitable Access for all Students to Advanced Courses & Programs

Goal IV: Equitable access for all students to advanced courses & programs		
Name	Role	Strategic Priorities
Katie Fransko	Chair	Identify and eliminate barriers that restrict access to advanced coursework for underrepresented subgroups
Stefanie Fox-Manno & Lauren Kerr	Administrator	Ensure that parents of our English Language Learners (ELL) have every opportunity engage in the discussion regarding their child's school experience
Sumana Stephenson	Faculty	Identify and target at-risk learners with effective intervention strategies, supports, and programs to close identified achievement gaps
Reena Ninan	Faculty	
Alexandra Bossi	Faculty	
Laura Newton	Faculty	

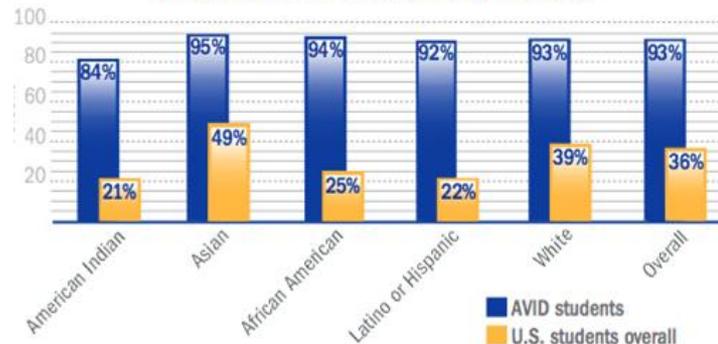
Goal IV: Equitable Access for all Students to Advanced Courses & Programs

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>4.1 Identify and eliminate barriers that restrict access to advanced coursework for underrepresented subgroups</p>	<ul style="list-style-type: none"> PRIDE 2.0: analyzing current & longitudinal data, identifying Kingsway's risk factors, defining "at risk" population AP Roundtable meetings Researched AVID system Attended AVID Showcase, AVID Summer Institute At-A-Glance, met with Program Engagement Coordinator 	<ul style="list-style-type: none"> Collaborate with Guidance (recommendation process) Develop protocol for assessing student readiness for advanced level coursework Continue research/consider implementation of AVID-like program Expand opportunity of World Language advancement to all students 	<ul style="list-style-type: none"> Continue AP Roundtable meetings Offer professional development on "Pre-AP" (curricular requirements/instructional requirements) Offer professional development on AVID instructional strategies

A College and Career Readiness System

AVID Secondary helps schools develop a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content area.

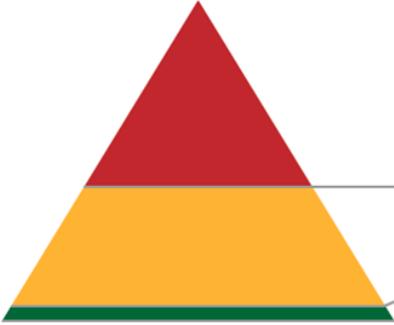
AVID Elective students, regardless of ethnicity, complete college entrance requirements.



Goal IV: Equitable Access for all Students to Advanced Courses & Programs

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>4.2 Ensure that parents of our English Language Learners (ELL) have every opportunity engage in the discussion regarding their child’s school experience</p>	<ul style="list-style-type: none"> • District translators (HS and MS)/key documents being translated for parents (in Spanish) • One guidance counselor for all ELL students • Home Language survey • Back to School Night (all parents were invited to begin at 6:00 to meet with ESL teacher) • Title I Parent nights (translators present) • Spring/Summer ELL Parent Night (in addition to Title I nights) • ESL Summer Program (works around the ESY schedule so that students have transportation) • Grade reports every 2 weeks (parents required to sign PR) • EL Plan for exited students • Partnership with Complete Care • Letters/score reports (in L1) for results on ACCESS Test 	<ul style="list-style-type: none"> • Community contacts as translators (expand languages); we have one Mandarin community contact • Translate documents in other languages • Improve Back to School Night for ELL parents • Continue to add/improve parent nights • All materials translated for ESL summer program (letters/schedule) • Researching format for progress reports (in addition to the grade reports) • Individualized Academic Plans for each ELL student • Translate ACCESS Test score letters into L1 • Reaching out to local colleges (Rowan) to get tutors • Hold parent conferences 	<ul style="list-style-type: none"> • Additional translators with expertise in different languages (i.e., Mandarin) • Simplified version of the newsletter for ELL parents • Consider parent nights outside of school (i.e., church, fire hall) • Continue to translate documents for parents • Build/find ways for parents to get involved in the school community (understand their strengths and how they could contribute) • ESL website • ESL guide for parents, teachers, and students

Goal IV: Equitable Access for all Students to Advanced Courses & Programs

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>4.3 Identify and target at-risk learners with effective intervention strategies, supports, and programs to close identified achievement gaps</p>	<ul style="list-style-type: none"> • DI Cohorts continued • MS Lab Classes: i-Ready professional development • HS Lab Classes: MyAccess Writing • AAP, Math Boot Camp, incentivizing participation, MS culminating trip experiences • Math Working Lunch (MS): Up to 55 students per day • Curriculum Assistance Lab (SMART assistance for special education students) • SMART incentives • GGG & Renaissance Programs • NHS Peer tutoring • AVID research • I&RS team processes & interventions (WADE) 	<ul style="list-style-type: none"> • i-Ready reports/refine MS lab classes • Research interventions for secondary level (i.e., Catchup Math) • Utilize Performance Matters/multiple measures to determine those at-risk for failure • ESL Block for Levels 1-2 • i-Ready Diagnostic for ELL students (Math) • i-Ready Diagnostic integrated into I&RS process • Continue to revise curriculum to increase rigor and align standards 	<ul style="list-style-type: none"> • Writing Center during SMART • Math Center during SMART (incentivize with real-life application/trips) • Summer Bridge program • Universal screener/diagnostic to proactively place students in “tiers of supports” 

Goal V: Effectively use data to inform decision making

Name	Role	Strategic Priorities
Robert Rosenheim	Chair	Acquire and utilize comprehensive data systems district-wide to inform decision making
Sue Graziano & Mike Beirao	Administrator	Use data strategically to evaluate programs for efficacy, fidelity and relative value
Christina Bamford	Faculty	Use data to evaluate and expand special education programs and practices that enhance student experiences
Ann-Marie Moraca	Faculty	
Danielle MacIntosh	Faculty	

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Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	What Might We Implement in the Future:
<p>5.1 Acquire and utilize comprehensive data systems district-wide to inform decision making</p>	<ul style="list-style-type: none"> ● Notice and Wonder protocol ● Utilize Performance Matters (data repository/ platform) with administrative team, Guidance department, CST members, and Data/Tech Mentors ● Track student participation (SMART at HS and Math Working Lunch at MS) ● PRIDE 2.0 Committee ● Renaissance at HS/MS (track student grades, attendance, and behavioral data) ● Offer PD, PLW open labs, and resources (SGO, Data Wise, PARCC) ● Participate in a Case Study between Harvard University’s Data Wise Project and Kingsway Regional High School (<i>studying the integration of the Data Wise Improvement Process with the 9th Grade English PLT</i>) 	<ul style="list-style-type: none"> ● Pilot the Data Wise Improvement Process at the middle school and high school (integrate Performance Matters) ● Design/offer various tutorials, PLW “open labs”, and resources for staff to access Performance Matters ● Increase Data Wise PD offerings ● Refine the collection and analysis of SMART/Math Working Lunch participation data ● Use elements of the Data Wise Improvement Process in order to establish District-level and School-level PD goals 	<ul style="list-style-type: none"> ● Integrate the Data Wise Improvement Process across the District (<i>This is the framework from which we make meaning of data in all PLTs/departments across the District</i>) ● Integrate Performance Matters across the District (<i>This is the platform from which we access data</i>)

Goal V: Effectively Using Data to Inform Decision Making

5.2 Use data strategically to evaluate programs for efficacy, fidelity and relative value

- SGOs
 - Use the *Notice and Wonder* protocol in PLTs and on various District committees to evaluate our current programs. (**HS:** AAP, I&RS, ARPs, Math/English Labs; **MS:** AAP, I&RS, Push-in BSI Communication Labs, Math Lab)
 - **Analyze a wide variety of student performance data** (PARCC, CSA, PSAT, AP, SAT, course grades) with administrative team, teacher-leaders, and PLTs in order to evaluate curricula and programs
 - Revise/align CSAs and assessment “crosswalks”(ELA and mathematics) in order to increase data validity
- Strategically Integrate elements of the **Data Wise Improvement Process within the District I&RS team, AAP and ARP processes**
 - Evaluate the BSI programs in the middle school and the labs in the high school
 - Refine AAP, ARP, and Ineligibility List process (*specifically, how we use data to evaluate programs*)
 - Utilize Performance Matters (multiple measures) to determine/track those at-risk
 - Research/action-plan/integrate/ track success of academic interventions
 - Continue to revise/align CSAs (ELA and mathematics) in order to increase data validity
 - Systematize **student surveys** in order to evaluate curricula and programs
- Possibly integrate AVID at KRSD
 - Use Performance Matters’ assessment platform to administer CSAs across the District (*instant item analysis; increases data analysis opportunities*)

Goal V: Effectively Using Data to Inform Decision Making

<p>5.3 Use data to evaluate and expand special education programs and practices that enhance student experiences</p>	<ul style="list-style-type: none">• Establish(ing) progress indicators to move students from RC to ICS (Least Restrictive Environment for special education students)• Using IEP “tracker” worksheets, faculty members set and monitor specific IEP goals for students (ongoing throughout the school year).• Used stakeholder feedback to inform and prioritize the expansion of Community-Based Instruction (CBI) and Structured Learning Experiences (SLE) for our STEP programs (formerly MD)	<ul style="list-style-type: none">• Refine time period and procedures for faculty to use data from progress indicators to inform IEP decisions• Track SWD participation in extra-curricular activities• Seek/create opportunities to interact with GenED peers• Develop student training plans to capture progress in CBI and SLE (collect and evaluate data from these plans to monitor programs)	<ul style="list-style-type: none">• Create academic experiences for SWD to interact with their GenED peers (<i>i.e.: Academy Programs Service Learning</i>)• Remove barriers for SWD to take honors/AP level coursework (PRIDE 2.0)• Research and integrate the state developed SLE rubric within our SLE programs (adapted version applicable for CBI)
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Goal VI: Increase Student Interaction with Technology

Goal VI: Increase student Interaction with technology

Name	Role	Strategic Priorities
Megan Bruder	Chair	Effectively integrate technology into the teaching and learning process to enhance the student experience
Brian Tonelli & Ed Dubbs	Administrator	Ensure that all students have access to technological devices
Ali Shelley	Faculty	Develop and expand virtual communities and online learning to connect classrooms
Cassie Tomczak	Faculty	
Allyn Torres	Faculty	
Karen Schonewise	Faculty	
Rob Iocona	Administrator	

Goal VI: Increase Student Interaction with Technology

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	Implement in the Future:
<p>1 of 3 Effectively integrate technology into the teaching and learning process to enhance the student experience</p>	<p>PLWs offered:</p> <ol style="list-style-type: none"> 1. Unit planning using Google Docs 2. Google for Education 3. Data Wise - Data/Tech mentors 4. Substitution, Augmentation, Modification and Redefinition (SAMR) <p>Other methods</p> <ul style="list-style-type: none"> • Flipped Classroom • Simulated exercises - NGSS, application in all classes • Skype/Google Hangout guest speakers to classes • Virtual surgery 	<ul style="list-style-type: none"> • Improve infrastructure to handle all wireless devices at once. • Utilize (HS) Media Centers to make up for lack of computer labs. • Utilize teaching computer labs in off periods. • Continue to educate teachers/staff on individualized learning plans utilizing technology • Utilize technology as a mode of professional development as a means to model infusion of technology into the learning process • Reflect on SAMR in classrooms and refine practices 	<ul style="list-style-type: none"> • New infrastructure • Implement dividers in Media Center to section off for multiple classes to use at once in different capacities. • Create sign up schedule for teaching computer labs during off periods • Offer professional development for incorporating technology to individualize a student's education • Virtual field trips to colleges/careers in guidance office through use of Google cardboard (virtual reality head set) • Virtual reality experiences in classroom to bring real world application into the instruction. (e.g. astronomy, environmental shifts, government) • Collaborate with other professionals (university professors, career experts to add the real world application to curriculum and 21st century to curriculum • Collaborate with other classrooms all over the world who are covering the same material to aid in the learning process. • Further professional development on SAMR incorporation of technology

Goal VI: Increase Student Interaction with Technology

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	Implement in the Future:
<p>2 of 3</p> <p>Ensure that all students have access to technological devices (Sped, ELL, gifted, at-risk)</p>	<ul style="list-style-type: none">• Technological devices in the High School and Middle School<ul style="list-style-type: none">○ Chromebooks○ Desktops○ Laptops○ Ipads: HS & MS: 30 each• Majority of rooms have Promethean boards• Elmos• 3 computer labs (MS), 1 small lab (HS), Media Center labs	<ul style="list-style-type: none">• Increase technology via KEF grant.• Upgrade & replace wireless devices (ex. Chromebooks, laptops)• Upgrade & replace wired devices (ex. Desktops)• Re-evaluate all devices annually• Rosetta Stone Cloud (ELL)• iReady in AAP (academic assistance program) & lab classes• Possibly using phones as BYOD	<ul style="list-style-type: none">• Upgrade & replace consistently every 5 years.• Prioritize technology/budget• Buy cheap wireless laptops & make into Chromebooks• Investigate ways to get technology for PARCC testing <p><u>Computers for Learning</u></p> <ul style="list-style-type: none">• Virtual Reality opportunities• Could BYOD be possible next year (18-19)?

High School (n=1184)

■ Chromebooks ■ Student Desktops ■ Laptops

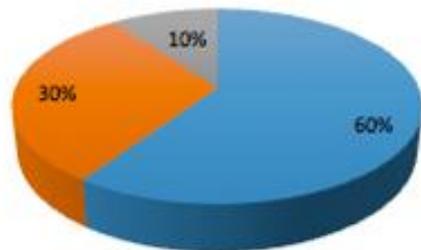


Chart Area

Middle School (n=529)

■ Chromebooks ■ Student Desktops ■ Laptops

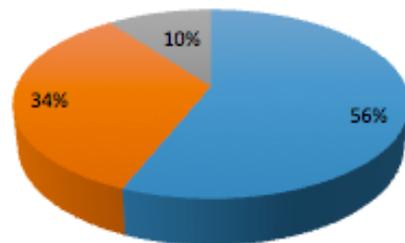
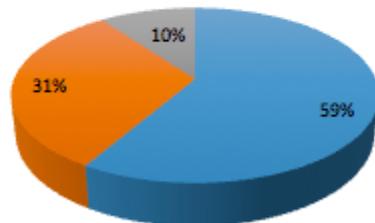


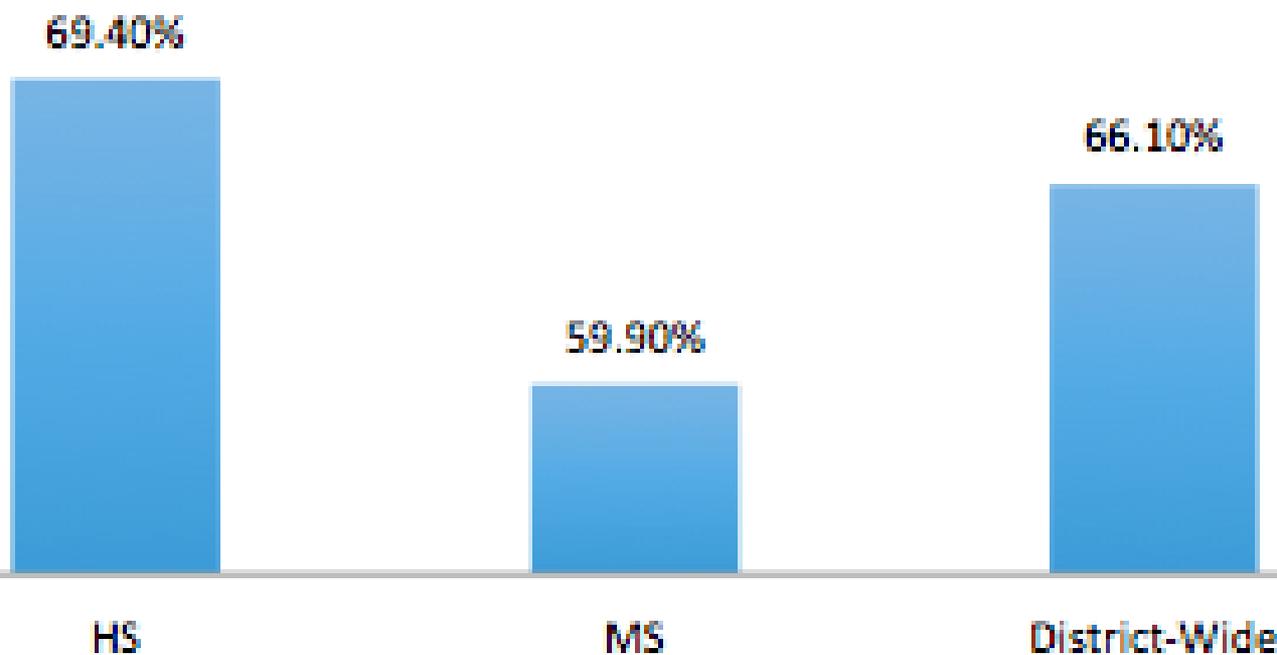
Chart Area

District-Wide (n=1713)

■ Chromebooks ■ Student Desktops ■ Laptops



% of Students Interacting with Technology



Goal VI: Increase Student Interaction with Technology

Strategic Priorities	What We are Doing Currently:	How We Can Refine/Perfect:	Implement in the Future:
3 of 3 Develop and expand virtual communities and online learning to connect classrooms	<ul style="list-style-type: none">● Flipped Classroom PLWs● Utilizing Google Classroom● Skype for Education	<ul style="list-style-type: none">● Increase training opportunities● Infuse new technology into PLWs● Teachers can request webcams for Skype	<ul style="list-style-type: none">● Google Certified Trainer Teachers to turnkey to staff<ul style="list-style-type: none">○ Interdisciplinary collaboration○ Vertical articulation● Purchase more webcams● Virtual reality experiences (R in SAMR--Redefine)<ul style="list-style-type: none">○ Field trips○ College Tours○ Guest Speakers