The Arundel School Site Plan
2013-2014

ARUNDEL SCHOOL

41-69021-604472
CDS Code
DRAFT 1

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School Vision and Mission

The Arundel staff is dedicated to providing a comprehensive educational experience for the whole child, acknowledging that children demonstrate varying styles of learning, and that true education must address a broad range of competencies.

As stated in the Arundel Charter, the mission of Arundel School is to develop students who are confident, competent, productive and responsible students who possess habits, skills, and attitudes to succeed in middle school and high school and beyond.

The Arundel Mission statement:

The Arundel community, in collaboration with involved and caring parents provides a welcoming and engaging environment to prepare students with a variety of learning styles to become confident and competent learners. Arundel is dedicated to providing experiences that nurture the whole child.

Year One Implementation, 2013-2014

I: Aligning Curriculum and Instruction to a 21st Century Model of Learning

1. Authentic Assessment/Exhibitions
The Strategic Plan envisions new rubrics, Personal Learning Plans (PLPs) and measurements of student, school, and district success that reflect the depth, quality and higher order displayed in student learning outcomes. Assessments will also include measures of Whole Child outcomes, (e.g. physical wellness, character development, etc.), a practice for collaborative review, and authentic assessment of student work. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Students at all grade levels will establish Personal Learning Plans and exhibit work as examples of deep, high quality learning (the Five Cs of 21st Century Skills and Whole Child outcomes) using district rubrics that measure content knowledge, authenticity, and levels of engagement.

Year 1 Target: District-wide development and piloting of draft rubrics to authentically assess depth of student content knowledge and mastery of the Five Cs of 21st Century Skills and craft student learning objectives.

Aligning Curriculum and Instruction to a 21st Century Model of Learning				
What's Working	**What Requires Change**	**Action**	**Who**	**When**
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		1.1. Draft District exit rubrics and plan PD trainings for 3rd, 5th, and 8th grades that incorporate and measure authentic audiences and levels of engagement	**By end of 2013-2014 school year**	**Admin Leadership and Design Team (11)**
	Principal to work with selected staff members on what this should look like for this year	**1.2. Student Presentations and Exhibitions**	**Year-long**	**Self-selected staff and students**
Our TK team has gathered some samples of work to add to the TK report card and digital portfolio	Tk team will continue to develop products for digital portfolios	1.3. Explore and pilot Student Digital Portfolios online platform and format appropriate to grade levels	January, 2014	TK & Design Team
		1.4. Research, draft and	By end of 2013-2014	Design Team (11)

		pilot rubrics for the 5 C's for grades TK-3, 4-5, and 6-8 that integrate with the exit rubrics in 1.1	school year	
		1.5. Design a system of scheduled assessment feedback to parents via conferences and online platforms	By end of 2013-2014 school year	Design Team (11)
		1.6. Research, pilot and recommend procedures and platforms for implementing and tracking student Personal Learning Plans and Project Based Learning	Draft Plan by the end of 2013-2014 school year	Administrative Council in consultation with Design Team

2. Common Core State Standards (CCSS)
Our students will enter a world of work and social interaction that will be very different from those of their parents. In order to prepare them for the future and yet undefined careers, it is imperative to consider and address a number of emerging trends that provide the context and conditions for their future success. These trends include a Connected and Borderless World, Workplace Requirements for 21ˢᵗ Century Skills, and the Need for Global Environmental Awareness. California's adoption of the Common Core State Standards (CCSS) brings these new elements of teaching and learning to the forefront and helps address the opportunities and challenges we currently face. CCSS provides a more student-centered approach to assessment and gives teachers, schools, and school districts a richer set of formative data to inform teaching and learning, while allowing students to self-monitor their progress in real time. (SCSD Strategic Plan 2013-2018, pages 2-4).

Year 5 Target: CCSS, NGSS (Next Generation Science Standards), and Smarter Balanced assessments are fully implemented integrated with technology infused, Project Based Learning units, Blended Learning platforms, and authentic assessments in all grade levels.

Year 1 Target: All staff will demonstrate increased understanding of CCSS for their grade level or subject matter area, and collaborate with their colleagues to pilot and refine representative Mathematics and English Language Arts lessons. All teachers teaching science will develop a foundational understanding of the Next Generation Science Standards (NGSS).

Common Core State Standards (CCSS)				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Math: implementation of EDM in all grades and EDM and EnVision in 4ᵗʰ grade. Implementing new Reading assessments DRA 2 across all grade levels starting in January. DRA 2 Training from Sarah Orton occurred in January 2014. Teachers are being trained in and are using Lucy Calkins Units of Study on Narrative, Opinion and Persuasive writing Building Common Core binders with staff throughout the year. We will be adding sections as the year progresses. IOpener trade books purchased last year and utilized at all grade levels. This is to ensure more interaction with non-fiction at all grade levels.	Some staff are working through *Pathways to Common Core* book chapter by chapter Schedule time for cross grade level sharing to help teachers understand scope and sequence of reading and writing skills. (preferably around non-fiction standards) Work in grade level teams to develop grade specific informal writing assessments and rubrics **Not consistently using across grade levels. How do we balance EDM and the things we use to supplement?**	**2.1 K-8 Educators will instruct students using English Language Arts (ELA) and Math CCSS**	**Educators; Principals**	**Ongoing 2013-14** **Ongoing 2013-14** **Site meetings 10/22/13 11/13/13 12/3/13 1/7/13 3/11/14**

		2.2. District, sites, and County Office of Education will provide targeted, practical professional development in CCSS throughout the school year allowing for staff to complete training in depth over time through strands of ongoing professional learning opportunities	**Mary Jude Doerpinghaus (MJD) in coordination with in-house and outsourced staff**	
Arundel has one teacher delving deep into the new science standards	Need some basic training in next generation Science Standards	2.3. District to support educators participation in Next Generation Science Standards (NGSS) Training through SMCOE to enhance awareness/knowledge	Tom Keating (TK), Content K-8 teachers of Science	
	We need to communicate to our staff about what our pilot teachers are doing. We need to plan some PD on examples of PBL and the basics of PBL design to better prepare the next cohorts of teachers	**2.4 District to offer Project Based Learning (PBL) training in implementing CCSS to core early implementing group including Design team and select group of Project-Based Learning (PBL) "leaders"**	**Buck Institute with Design Team Members, Administrators and non-selected design team applicants**	**Ongoing 2013-14** **Pilot Teachers-October 16-18, 2013** **Principals 11/8/13**
		2.5. District will investigate models of Blended Learning and promote in support of CCSS objectives	Design Team working with pilot teachers	Ongoing 2013-14
		2.6 District will gather and analyze baseline data via surveys and interviews following every Professional	Design Team	Ongoing 2013-14

		Development opportunity to assess efficacy of training and for future planning		
		2.7 District to host collaboration "forums" for middle and elementary to share about CCSS which could include the following: video, photos, blogs, online resource, PLC share outs, cross school opportunities, etc.	Design Team; MJD; TK and Self-Selected staff	Ongoing 2013-14
	We need to talk about this on our site and ways in which we will capture lessons for review and analysis	2.8 District will create a lively, interactive repository of lessons, reflections and comments for ongoing learning	TK, Design Team; self-selected staff	
		2.9 Communication with staff and parents around CCSS and Smarter Balance via website, news blasts, Changing times, etc. 2.10 District will work with staff to align curriculum implementation K-8 to reflect CCSS	Craig Dr. Baker, Robert Porter, MJD, TK, Mindy Hill (MH), Christina Carrier	

Learner Outcome: Not applicable year one.

Educator Outcome: All staff will demonstrate increased knowledge and initial implementation of CCSSs and will report they are fully prepared to implement CCSS for 2014-2015, as measured by processes established by principals

3. 21ˢᵗ Century Skills and Whole Child

In order to develop relevant, real-world, global curricula that builds extended learning experiences and integrates both the Whole Child approach and Environmental Stewardship, the Strategic Plan seeks to align curricula to focus on 21ˢᵗ Century Skills, especially the 5 Cs -- **C**ritical Thinking & Problem Solving, **C**ommunication, **C**ollaboration, **C**itizenship (Global) and **C**reativity & Innovation. In addition, the Strategic Plan emphasizes new, expanded practices in Whole Child learning and teaching, Physical, Social, and Emotional Health and Wellness Programs, CCSS, and Science, Technology, Engineering and Math (STEM). (SCSD Strategic Plan 2013-2018, page 2-4).

Year 5 Target: All aspects of teaching and learning will integrate 21ˢᵗ Century Skills and the Whole Child practices as implemented by a collaborative team of educators.

Year 1 Target: All staff will demonstrate increased awareness and explore implementation of diversification beyond traditional academics; including Social-Emotional Learning, the Arts, Health and Wellness and the Five Cs of 21ˢᵗ Century Skills. Rubrics will be developed, piloted, and refined for application by all staff in Year 2.

21ˢᵗ Century Skills and Whole Child				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
This is ongoing		3.1. A first cohort of teachers will receive training in the 5 C's as part of the 3 day PBL101 training by Buck Institute	Buck Institute	October 2013
This is ongoing		3.2. All Design Team and PBL Cohort 1 teachers will implement at least one lesson that explicitly incorporates the Five C's to share with principals	Mrs. Higginbotham and Mrs. Ettari are Arundel pilot teachers	Spring 2014
This is ongoing		3.3. Design team will pilot Five Cs and Whole Child projects and design rubrics as part of ongoing professional development on PBL with Buck Institute;	Design Team teachers	Ongoing 2013-14
We are using the Second Step curriculum in our TK program as a new social-emotional curriculum. Mrs. Larsen our school counselor teaches monthly theme lessons around	We need to reflect and inventory current practices by grade level	3.4. District staff will identify effective practices currently being used internally and research new promising	Design Team and site administrators	Ongoing 2013-14

		practices, pilot and compile a resource to be used to draft an aligned P-8 social-emotional learning curriculum in the 2014-2015 school year.		
This is a school wide goal this year.	We need to discus and plan at grade level meeting times.	**3.5. All teachers will collaboratively plan at least one activity that is integrated across curriculum including, but not limited to, music, art, etc.**	**Design Team**	**Ongoing 2013-1014**
We are working with Hidden Villa this year with garden kits at different grade levels. We are also building new garden spaces near the library that will be ready for use by March.	We need to plan more lessons in class and through our PE department on proper nutrition. Create a table monitor program to help with lunchtime chaos,	**3.6. Staff and students will increase their awareness and ability to embed improved health and wellness choices into their daily lives including physical fitness, healthy nutrition, etc., through implementation of the Health and Wellness Initiative and selected goals**	**MJD in collaboration with Counselors, Psychologists, Mindy Hill, and potentially outside partners**	**Research, Awareness & pilots Ongoing 2013-2014**
9 teachers are piloting gardening kits from Hidden Villa Eagle Scout and former Arundel student is building a garden and raised beds near the library as part of his Eagle Scout Project	Reorganize the lunch tables to be more conducive for order and recycling/composting.	**3.7 Staff and students will increase their knowledge and awareness of environmental education opportunities (e.g. recycling programs, trash reductions) and strive to compost at all schools**	**All staff including elective teachers in coordination with principals**	**Ongoing 2013-2014**
		3.7	Mindy Hill (MH) & MJD in collaboration with Wellness Committee; site Health & Fitness Educators; and with partners (e.g. Sequoia	Ongoing 2013-2014

			Healthcare District/Pamela Kurtzman; Teen Talk; Hidden Villa, CAFF Harvest of the Month; Sobrato Center, Safe Routes to School Group; Weight Watchers, Boot Camp, PAMF, and local medical professionals)	
		3.7	MH; MJD; Principals; Educators; The Lunch Masters and Recology; C/CAG	Ongoing 2013-2014

4. Project-Based Learning (PBL)
The Strategic Plan envisions greater emphasis on Project-Based Learning (PBL) to focus on problem-solving, collaboration, critical-thinking skills, and time management skills in order to develop greater student engagement and ownership of their learning. The district will contract with a PBL trainer or training organization to build district capacity for effective PBL instruction that enables the implementation of the CCSS, the 5 Cs, and technology-infused Boundless Learning. (SCSD Strategic Plan 2013-2018, pages 4-5).

Year 5 Target: All students Grades Pre through 8 will be engaged in multiple PBL projects as common aspects of learning.

Year 1 Target: Expand district capacity to lead implementation of PBL: (1.) Train Design Team of Teacher/Admin leaders, and (2.) Prepare principals to lead instructional transformation; and 3) Design team members will bridge from current "projects" to more formalized PBL model.

Project-Based Learning (PBL)				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Exploration with PBL, and design lessons		**4.1. Intensive K-8 Summer Institute -- PBL, Design Learning, Learning Environments, Mindset will be provided to selected teachers**	**Design Team (13 Teacher Leaders selected) and TK, Marie Crawford (MC),**	**August 12-16**
		4.2. Staff will select PBL Training Organization/Trainers and PBL model of instruction for school year	TK, MC, MJD	August 5-9, 2013
		4.3. PBL awareness training will be offered during district sponsored Professional Development before school	**Buck Institute**	**August 21-22**
	We need to plan for ways in which our pilot teachers can share their learning	**4.4. A three day Introduction to PBL course for an initial cohort of Design Team Teaches and additional early adopter teachers**	**Buck Institute Training Faculty**	**October 2013;**
	Principal needs to plan on how to bring these ideas back to our	**4.5. One day PBL Administrator Leadership**	**Buck Institute and all school-site**	**November 2013**

	staff	**Development for school site administrators**	**Administrators**	
		4.6. Teacher PBL Readiness Survey provided by Buck Institute	**Buck Institute, MJD, TK, MC, Sarah Orton (SO)**	**Fall, 2013 Spring, 2014**
		4.7. Teachers attending the Cohort 1 PBL101 training will design, pilot and share a minimum of two PBL units aligned with CCSS and the 5 C's over the course of the school year	Design and Cohort 1 teachers	Spring, 2014
		4.8. PBL Sharing Community to showcase examples of Pre-8 PBL units	**Design Team plus additional Cohort 1 early adopters**	**One district-wide meeting per trimester and ongoing participation in an online community**

5. Collaborative Teaching Models

Many district teachers are either planning co-teaching pilot classes or have started to implement them fully, as envisioned in the Facility Master Plan to utilize flexible learning and collaboration spaces for students and educators. (SCSD Strategic Plan 2013-2018, page 6).

Year 5 Target: Learning environments will feature collaboration, multi-age groupings, inclusion, and co-teaching models to differentiate instruction for students.

Year 1 Target: Implementation of Collaborative Teaching models will take place at CMS and TL, and pilot projects will be launched at several elementary schools. All staff will become aware of and explore models of multi-age grouping, inclusion and differentiation. As a result, a cadre of 20 staff making up multiple groups of representative groups at each school will develop professional learning committees to share and report their work and outcomes to their site and district colleagues.

Collaborative Teaching Models				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
	Clarification on 5.6. What does this mean?	5.1. Self-selected school-sites and teams will begin new co-teaching pilot projects	Brittan Acres Grade 4; White Oaks K and 4; Heather: 1st grade team	2013-14 school year
		5.2. Middle school-sites will expand current co-teaching implementation to a broader group of students	Tierra Linda, Central Middle School	2013-14 school year
		5.3. Selected sites will pilot inclusion models for intervention continuum (RTI, SPED)	Brittan Acres: K-4; Heather: 3rd-4th	2013-14 school year
Plans changed after we lost our inclusion teacher. TK is piloting co-teaching techniques in their classrooms this year. We designed a new space that is connect on the inside.		**5.4 Special Education "inclusion" model will be piloted in Transitional Kindergarten**	**Arundel**	**2013-14 school year**
	Still need further development	**5.5 District and school sites will provide differentiation coaching and/or co-teaching training and/or professional growth**	**Administrators and staff will co-develop the "how"**	**At least once/year 2013-14 school year**

		opportunity for staff		
		5.6 District staff in coordination with school sites will create a student-focus group to solicit input on collaborative teaching models (e.g. student council, leadership, etc.) to gather baseline data	**MJD, principals and students**	**2013-2014 school year**

6. Professional Growth and Evaluation

The Strategic Plan aims to enhance and professionalize the role of the educator by providing a greater level of autonomy, responsibility, and support. The two main avenues for achieving this model include: (1) Building a robust professional development ("PD") plan to provide all staff with ongoing professional learning to support their ability to teach in new ways and with new emerging tools; (2) Establishing a new system of evaluation for all staff (e.g. teachers, administrators, classified staff, etc.) based on professional growth, coaching and mentoring. (SCSD Strategic Plan 2013-2018, pages 5-6). The district has increased its ability to implement the strategic plan effectively through the launch of a district Admin Design Team (Mary Jude Doerpinghaus, Dr. Tom Keating, Marie Crawford, Sarah Orton, Ray Dawley) and Educator Design Team.

Year 5 Target: Full implementation of a Professional Growth and Evaluation Model that incorporates new roles and responsibilities, Professional Development (PD), Coaching, and Mentoring for all staff – certified, classified, and administrative.

Year 1 Target: The Professional Growth and Evaluation Model will be developed by the District-Union Committee and readied for piloting in Year 2.

Professional Growth and Evaluation				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
Our leadership team developed a solid PD plan for this year		6.1. A new, multiple measure Educator Evaluation Measure model will be created in collaboration staff and administration	District-Union Committee	Ongoing
		6.2. District and school-sites will provide professional development (PD) growth opportunities via staff meetings, Wednesday early-release afternoons and selected PD Days	**All schools; MJD and District Staff**	**Agreed to by 10/1/13 at each site and August 21-22 as well as integrated throughout 2013-14 School Year**
	Need to research more opportunities to send staff to	**6.3. School sites will send staff on "study tours" to exemplary 21st Century Learning districts, schools, and programs to develop further understanding of programmatic and facility**	**Teachers, administrators**	Ongoing; 2013-14 School Year

		opportunities		
Teachers are using their shared planning time meet as a grade level Release time for grade levels is working great. Topics covered include, app research, pacing guides, assessments for report cards		**6.4. Site principals will facilitate increased time for teachers for professional learning (e.g. Legarza "time", Wednesdays, staff meetings, etc.)**	**Teachers, administrators**	**Ongoing; 2013-14 School Year;**
		6.5. District staff in collaboration with educational and Human Resource (HR) staff will develop a "new teacher" induction training to be implemented at the onset of the 2014-15 school year	District Union Committee in coordination with HR and CTA	Spring, 2014
Formal goal setting documents have been created per teacher contract requirements	Principal has asked staff who are not being formally evaluated to think about professional goals, especially related to the strategic plan, that they are comfortable sharing.	**6.6 Staff will set personalized professional growth goal(s) (formal or informally as determined by site administration)**	**Admin and Staff**	**August 2013**
		6.7 Online registration system will support self-selected staff development	Staff and Administrators	August-September, 2013 and ongoing reflection
	Need to discuss how this will look with Arundel pilot teachers	**6.8 Students of self-selected pilot teachers will provide feedback on a targeted activity, project, etc. to refine teaching practices**	**Students of selected subgroup and selected staff**	Spring, 2014

7. Parent & Community Partnerships & Education
The district is committed to ensuring all staff and parents are informed and educated on the Strategic Plan as well as progress made toward its objectives. Additionally, parent and student input will be solicited as to how we are succeeding in meeting our goals at site and student levels. During the implementation years, the district will solicit parent input, report findings, and create action plans regarding student experiences, growth and Whole Child well-being and understanding of 21st Century Learning practices. (SCSD Strategic Plan 2013-2018, pages 7-8).

The district aims to explore, establish, and evaluate community relationships and partnerships with non-profit organizations, industry, local businesses as well as state and federal government agencies in order to engage external partners and funders for the implementation of the Strategic Plan. The district will aggressively pursue alternative sources of funding from foundations and other related organizations that may help fund innovative programs contained in this plan. (SCSD Strategic Plan 2013-2018, pages 5, 8).

Year 5 Target: SCSD Is recognized as an exemplar of school innovation and a center for professional development and visitation in which boundaries between home and school are blurred, parents, community members and global partnerships are engaged co-participants and contributors in meaningful 21st Century Learning activities both in and out of school.

Year 1 Target: A formalized resource of and for parents and community partners (industry, non-profit, etc.) will be developed that supports the implementation and evolution of the Strategic and Facilities plans, and expands the parent and community knowledge base in 21st Century Learning.

Parent & Community Partnerships & Education				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
	Needs further development	**7.1. Staff will identify, categorize, and disseminate a rich resource of parental and community supports available to support 21st century learning for students**	**MJD in coordination with administrators, educators, parents and community partners**	**Ongoing 2013-2014**
I planned and implemented a parent night around our Every Day Math program, Common Core standards and the Smarter Balanced Assessment. I plan to do this at least once each trimester		**7.2. District staff will design and deliver an enhanced parent education series including a variety of workshops, forums, meetings, etc. on targeted topics to ensure parents have access to learning opportunities around 21st century learning.**	**MJD in coordination with administrators, educators, parents and community partners**	Ongoing, 2013-2014 Year; evenings

		7.3 District staff will develop a comprehensive communication plan to ensure ongoing communication occurs through various media including, but not limited to, ~Website development, ~District and school site newsletters ~E-communications	Craig Baker, Mary Jude Doerpinghaus, Robert Porter, Tom Keating, Mindy Hill, and Christina Carrier	December, 2013; ongoing
		7.4 District staff will explore possibilities in social media as a means to enhance communication and information dissemination to all stakeholders (e.g. Facebook, Edmodo, Twitter, etc.)	TK	Ongoing 2013-2014
		7.5 District staff will create a fund development plan to explore promising partnerships and develop a small cogent set of targeted partners to support 21st Century learning	TK, Craig and Carol Elliott, District staff	Ongoing 2013-2014
		7.6 District staff will explore possibilities of grant writing as means for fiscal support of our work	TK and CB	Ongoing 2013-2014

8. Facility Master Plan for 21st Century Learning Environments

The Facility Master Plan envisions flexible learning and collaboration spaces for students and educators, including spaces designated for: (a) individual, (b) small group/large group, (c) indoor/outdoor, (d) whole campus use, and (e) collaboration work. (SCSD Strategic Plan 2013-2018, pages 2-5).

Year 5 Target: Opening of two new 4-5 schools and completion of 21st Century redesign of existing schools.

Year 1 Target: Successful piloting of innovative classroom learning environments and library/media centers. District will evaluate pilots and employ lessons learned into next phase of facility planning.

Facility Master Plan for 21st Century Learning Environments				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		8.1. 4-5 Bridge Schools Arroyo Dartmouth	Design Team	2015-16 2016-17 2017-2018
Arundel's Tk is piloting a combined classroom this year		**8.2. Encourage Pilot Classroom Learning Environments for Co-Teaching/ Collaborative Teaching**	**Subset teachers**	Ongoing
		8.3. Conceptualize and plan Computer Lab transitions and Library transformations	Design Team	Ongoing
		8.4. Begin to pilot furniture and equipment in new PD Center and selected classrooms as budget permits	PD Center at new district office, selected classrooms	Roll Out Fall, 2013
		8.5 Study Tours to exemplary facilities	Selected subgroups	Roll Out Fall, 2013; Ongoing 2013-2014

9. Technology Infusion, Integration, and Infrastructure for Boundless Learning

The Strategic Plan sees great potential through developments in technology and social networking that have given us the opportunity to create new forms of collaboration and communication systems to change the way educators, students, and community members interact. The plan aims to implement a comprehensive, district-wide Technology Plan outlining learner outcomes and effective use of technology for teaching and learning, data collection and analysis, and district-wide operations. The Technology Plan shall include a robust infrastructure, capacity for one-to-one computing, a platform for district-wide collaboration and sharing, and sufficient training for staff, students, and parents in its use. (SCSD Strategic Plan 2013-2018, page 5).

Year 5 Target: Technology integration in classrooms, and connections with the outside world will be seamless and robust. Students will have ubiquitous access to boundless learning 24/7.

Year 1 Target: Implementation of a fully functioning, robust network and infrastructure across all schools, both in school and after school, with all staff

Technology Infusion, Integration, and Infrastructure for Boundless Learning				
What's Working	What Requires Change	Action	Who	When
Data/Evidence to improve		What we're going to do-- the commitment to improve		
		9.1. Provide professional development and rollout cloud-based environments (Edmodo and Google Apps) to support student learning.	TK & Tech Team	August 21-22 and Monthly
		9.2. Continue to upgrade Network Infrastructure to bring all schools to 1 GB connectivity over the internet (Currently 250 MB Bandwidth)	TK & Tech Team	Ongoing and 1GB by June 2014
		9.3. Completion of comprehensive technology plan/roadmap for the next 5 years that outlines how to achieve ubiquitous access to technology in and out of school.	TK & Design Team & Tech Team	First Year Draft September, 2013 Final 5 Year Draft June, 2014
		9.4. Create Project/Lesson Repository and Discussion Platform for Teachers	TK & Tech Team	Roll Out, January, 2014 & ongoing

		9.5. Create a plan to redesign Tech Associate Position to support Boundless Learning	TK & Design Team HR	February, 2014
		9.6. Pilot Mobile Computing/ Media Center model	Heather Staff and Admin, TK & Tech Team	August, 2013 and ongoing
		9.7. Establish a district technology committee that will meet a minimum of four times a year to assess Tech equipment, software, and staffing needs. 9.8. Investigate platforms and hardware to connect classrooms to each other and the outside world via video conferencing	District Staff, TK, parents, board TK and Design Team	September 2013 Ongoing during 2013-14 school year