

Innovation and Change



21st Century Educational Plan 2013-2018



*~ The School District of Washington Motto ~
Every Child, Every Day. The Washington Way.*

An education to meet the demands of the 21st Century

The School District of Washington— Innovation and Change in the 21st Century

Students in the 21st Century will have more educational, technological, and societal demands, challenges, and opportunities placed on them than ever before. The public education system must change to provide students every opportunity for success.

The School District of Washington is a business. Our business is to develop citizens who lead, discover, and succeed in an ever changing global society.



Innovation and Change

The School District of Washington collaborated with students, staff, parents, and business and community leaders during the 2011-2012 and 2012-2013 school years to understand and evaluate the current curriculum, instructional strategies, and educational environment. This group also investigated the research skills, knowledge, equipment, and materials our students would need to be successful in a world with continual political, economical, and technological change.

Innovation and change in the School District of Washington will provide students more opportunities to think critically, problem solve, collaborate, communicate, and take ownership of their education and ultimately their futures. The adoption of a Common Core State Standards based curriculum and expanded technology will allow students to gain a rigorous and relevant education.



Please visit us at
www.washington.k12.mo.us

EVERY CHILD, EVERY DAY. THE WASHINGTON WAY.

~ The School District of Washington Mission ~

In collaboration with students, staff, parents and the community the School District of Washington commits to ensuring that all students reach their fullest potential.

~ The School District of Washington Belief ~

The School District of Washington believes in the continuous improvement of student learning and teaching.

Six Elements in the 21st Century Model

The SDOW will focus on the integration of six key elements in its plan to transform schools as they prepare students for the 21st Century:

Increase Student Engagement

Connect student learning to the “real world” through authentic and innovative experiences.

Transform Learning Environments

Transform the concept of “school” to embrace dynamic, sustainable learning environments.

Support Innovators

Support innovators in employing practices that emphasize authentic learning experiences and increase student engagement.

Personalize Professional Growth

Cultivate and model a culture of dynamic professional learning that embraces continuous change.

Enhance Communications

Advance the use of communication tools that foster transparent conversation.

Collaborate to Make Decisions

Establish an expectation of collaboration to solve problems and make decisions.

A Road Map for Implementation

Through the work of three focus groups, the SDOW is revising curriculum, integrating technology, repurposing facilities, and expanding community involvement partnerships to support innovation and quality learning for all students.

The 2012-2013 school year marks the beginning of significant change in instructional practices and enhanced learning for students through the implementation of the SDOW 21st Century Action Plan for Change. The Plan will be evaluated annually in order to determine progress, make changes, and identify new goals. The entire plan is available online at www.washington.k12.mo.us.



Supporting 21st Century Schools

All are encouraged to be involved in the implementation of the SDOW 21st Century Model. Please consider:

- **Becoming a volunteer.** — Share your special skills.
- **Staying in touch.** — Register to receive our electronic newsletter and other updates.
Go to www.washington.k12.mo.us

What Is 21st Century?

Here is a sampling of current SDOW projects that fit the framework of the 21st Century Model. You might have heard of some of these exciting developments:

- ⇒ **Technology Enhancements**— A 1:1 technology initiative is being developed at Washington High School.
- ⇒ **Science, Technology, Engineering, and Math**— Scientific inquiry taught by a Science Specialist in elementary schools (pilot).
- ⇒ **Early Childhood Education**— An Early Childhood Center, in partnership with ECC, will expand preschool opportunities and enhance the teacher education program.
- ⇒ **Graduation**— A task force is analyzing trends and developing programs to ensure that every student graduates.
- ⇒ **21st Century skills** will be added to graduation requirements for those desiring accelerated outcomes.



ACKNOWLEDGMENTS

Members of all facets of our community contributed to each component of the 21st Century Plan for Innovation and Change. Contributions ranged from gathering and analyzing data, writing missions and visions, analyzing building plans, and evaluating the need for technology, and taking the work from Focus Groups and turning their recommendations into viable goals.

Participants included students, parents, business and community leaders, District administrators, teachers, and staff who worked tirelessly to create the 21st Century Plan for Innovation and Change which outlines the goals and strategies that grew out of the desire for the School District of Washington to achieve its mission and vision.

A complete listing of participants is included in Appendix B.

CREDIT

The School District of Washington modeled the 21st Century Educational Plan from the Missoula Public Schools, Missoula MT District Learning Plan. The layout and heading are synonymous with the Missoula Plan, but the content descriptions, strategies, objectives, and instructional basis was created from the combined efforts of the small and large Focus Groups including their feedback sheets and table notes.

Editor's Note

It is with great appreciation that the School District of Washington has been able to develop the 21st Century Plan for Innovation and Change. The efforts of over one hundred participants, over the past three years, have been tremendous; resulting in a comprehensive plan that will change the scholastic environment and the educational prospects for our future graduates. Great admiration should be had for the dedicated participants who gave an overwhelming number of hours to provide input to create this document. For without their vision, persistence, guidance, and commitment this project could not have been possible.



TABLE OF CONTENTS



2013-2018



TABLE OF CONTENTS

I.	Introduction.....	7
II.	Vision and Core Values	12
III.	Student Outcomes.....	15
IV.	Roadmap.....	18
	Introduction to 21 st Century Goals	19
	Summary of Goals	20
V.	Model of Change	24
	Increase Student Engagement and Achievement.....	28
	Transforming Learning Environments.....	62
	a. 1:1 Initiative	83
	Support Early Innovators	130
	Personalize Professional Growth.....	133
	Enhance Communications.....	146
	Collaborate to Make Decisions	154
VI.	Maintaining Momentum / Progress	158
	Appendices.....	163
	Appendix A. Expectations for Student and Teacher Learning.....	164
	Appendix B. Participants.....	170



INTRODUCTION



2013-2018



I. Introduction

The School District of Washington (SDOW), through its comprehensive 21st Century Plan for Innovation and Change, is implementing the first step toward becoming a top achieving school district in the state of Missouri, as well as one of the best in the nation.

School District of Washington

District Goals

1. Pursue high achievement and graduation for all students, regardless of student circumstances and abilities.
2. Cultivate and grow staff into quality, dynamic team members through an effective evaluation and support system.
3. Develop and implement effective professional development that encompasses best practices and supports all staff.
4. Analyze and restructure the organization to become more efficient, effective, and accountable to support the goals of the District.
5. Foster and enhance staff, student, parent, business, and community involvement.

The 21st Century Plan for Innovation and Change was developed through the hard work of three Focus Groups:

Focus Group 1: Increasing Achievement and Engagement for All

Focus Group 2: Strategic Planning for Facilities – Safe and Efficient Learning Environment

Focus Group 3: Improving Student Achievement of Digital Learners

Each of these groups, made up of community members, students, parents, and staff members understood that students need to be taught different skills in varied and technologically enhanced learning environments to meet students' unique learning needs. Each Focus Group engaged in large and small team discussions in order to provide feedback and ideas to the steering team. This collaborative effort resulted in recommendations that were taken under advisement by the steering team, administration, and the Board of Education.



Focus Group 1

Increasing Achievement and Engagement for All Learners

Focus Group 1 was charged with determining the business of our business, developing a mission and vision, setting high standards for our students, describing quality teaching and administrative leadership. By answering the following questions the process of developing a viable 21st Century Action Plan for Innovation and Change began:

- What do students need to know and do?
 - What do students need today? What will students need in 2023?
- How do we know what students know and can do?
 - How do we assess for learning? How do we monitor progress? What should we grade?
- What do we do when they don't know?
 - What interventions will help students succeed?
- What do we do when students come to us already knowing and need more?
 - How do we challenge students?

Focus Group 2

Strategic Planning for Facilities – Safe and Efficient Learning Environments

Long range facilities planning and learning environments was the area of concentration for Focus Group 2. Along with community economic development experts, Focus Group 2 members deliberated to provide input to create the highest quality learning environments for our pre-kindergarten through high school students.

Focus Areas:

- Population analysis, grade configuration, current reality
- Prioritization of needs and assembling options
- Narrowing the options and selection of a plan that is economical, responsible, and conducive to learning
- Holding town hall meetings, engaging the broader public
- Financially supporting the plan and development of a timeline



Focus Group 3

Improving Student Achievement of Digital Learners

Lastly, Focus Group 3 evaluated our current learning environments, researched technology integration in other quality schools, and researched various hardware devices and software packages to support the following Focus Group 3 developed goals:

1. Ensure equitable access of technology to enhance student learning of 21st century skills to produce independent, self-directed, resourceful students that are prepared to critically think, collaborate, and problem solve in a complex, diverse and highly technical world.
2. Improve the quality of learning by requiring teachers to utilize provided tools that enable them to be facilitative, resourceful, and relevant lesson planners.
3. Expose students to authentic materials, collaborative online environments, and appropriate social networks to expand their thinking, extend their learning, and enhance their abilities to connect school to life in relevant, safe, and academically challenging ways.
4. Ensure that core curriculum is delivered in the most engaging manner, resulting in students producing products that not only demonstrate their level of skill but produce evidence through the sharing of multi-media presentations, spreadsheets, graphs, charts, reports, stories, and other such relevant artifacts.
5. Utilize technology that provides students, teachers, and parents manageable and timely assessment results, quality instructional feedback (electronically and or personally), and ownership over learning goals and progress.

Overall, all stakeholders agree that the School District of Washington must provide an educational environment enabling students to gain knowledge and skills to become productive members of society. It is our duty and our challenge to be innovative forward thinkers and provide an education based on an unknown future.

Guided by the Focus Groups, the Board of Education, the Administrative Team, and other staff members, an action plan, SDOW 21st Century Educational Plan for Innovation and Change, was created and contains:

- The Vision for 21st Century Teaching and Learning
- The Model of Change
- The Roadmap



This document will be evaluated and reviewed on an on-going basis to ensure the School District of Washington is on track for success. During the review process, critical analysis of each data point to recognize goal achievement is crucial. Failure is not an option! Doing nothing to change our educational delivery system and not keeping up with the changes of the global society is to ensure our students are destined to fail. Making changes and altering the course of our roadmap is a necessary and vital part of achieving success.

Celebrating the hard work of the staff, students, parents, and community in assisting the School District of Washington in going from good to GREAT is a must. The goals in this plan are lofty and attainable but only with every member of our team and community working collectively for the betterment of the School District of Washington and all of its constituents.



VISION AND CORE VALUES



2013-2018



II. Vision 21st Century for Teaching and Learning

School District of Washington

Vision

*The School District of Washington is rich in tradition and we are proud of our accomplishments. However, **continuous improvement remains our focus and desire each and every day. We commit to the growth of student learning, behavior, citizenship, participation and service. Our high expectations of students are a reflection of how much we value them.***

All students deserve to reach their fullest potential. The School District of Washington provides rigorous learning opportunities and instructional support to all students. As a learning community, we determine knowledge and skills our students need to acquire, monitor their progress, and provide interventions that best meet their needs. In addition, we realize that in order for students to continuously improve, the professionals within the school system must do so as well. We foster the idea of professional learning teams as a means of collaboration among teachers/staff. This approach promotes discussions about the grade level or course level skills we desire our students to know and be able to demonstrate. We work individually as well as in teams to determine the most appropriate instruction and support for students. We utilize a team approach when analyzing student data, best practices, and instructional materials. We invest in quality teaching and effective leadership and recognize that together, the process of school improvement in the School District of Washington can be obtained.

*In the School District of Washington, we believe an engaged student will develop a sense of belonging and accomplishment. **We encourage participation and service in school beyond that of what goes on in the classroom. Students need a sense of purpose, motivation, and teamwork that many times can be obtained through active participation in school programs, functions, clubs, organizations, extracurricular activities and community projects. We invite students and parents to explore these opportunities to enhance their school experience even more.***

*Ultimately, as we **prepare students for the 21st century**, we take pride in knowing that we have done all that we can to **foster academic growth, belongingness in school and pride in community. We will always remain focused on producing college/career ready students who are prepared to succeed in a culturally diverse, global society.***



School District of Washington

Core Values

We believe in educating all students in a safe, nurturing learning environment that promotes the following core values:

Respect- *Respect yourself and others at all times.*

- Respect yourself by giving your best effort.
- Respect others by recognizing their efforts.
- Respect yourself by learning.
- Respect the mission or the cause.

Ownership- *Show ownership over your actions.*

- Make learning a priority, own your destiny.
- Take responsibility for your own actions.
- Understand that there are consequences for your actions.
- Learn from your mistakes. No one is perfect.
- When working with others, pull your own weight.
- Admit when you are wrong, acknowledge others when they are right.
- Accept that things don't always work out as planned, find another healthy alternative.

Commitment- *See things through to completion.*

- We have high expectations because we care.
- Choose well and stick with it.
- Ask for help, invest in yourself.
- Never compromise your integrity.
- Commit to a purpose, be part of something.
- Set a goal, develop a plan, and make it happen.
- Accomplish something you didn't think you could.

Kindness- *Everyone deserves to be treated well.*

- Treat people with respect, even if they are not like you.
- Help someone in need.
- Show compassion for mankind.
- Believe in yourself.
- Honesty is the best policy.



STUDENT OUTCOMES



2013-2018

III. Student Outcomes and Instructor Facilitation

The School District of Washington is focused on producing students who possess the skills of competent problem solvers and critical thinkers. Each student should mature in their ability to communicate and collaborate, to develop an understanding of their community and the world around them, to cultivate their desire to make a difference in their lives and the lives of others. The outcomes of graduates of the School District of Washington can be categorized within the following dimensions.

Outcomes of Graduates
<ul style="list-style-type: none">• Life Long Learner• Conceptual Knowledge• Community and Citizenship• Career Development

Life Long Learner skills are delineated as to the ability of students to take initiative for ones' own learning, self-assess, be critical thinkers, problem solvers, risk takers, and goal achievers. Lifelong learning skills should lead students to develop individual learning plans to help them succeed in furthering their academic careers and to pursue not only career options but areas in which further knowledge is desired or in areas of passion.

Conceptual Knowledge refers to our students' ability to learn how to think critically, formulate questions, analyze and synthesize content, and to effectively use technology. The level of conceptual knowledge should challenge students to fully understand and appropriately apply grade and course level standards and objectives to daily and future learning through rigorous and relevant coursework in all academic areas including math, science, English language arts, engineering, the arts, and technical learning.

Community and Citizenship outlines experiences for students to be part of the greater good, to develop a sense of belonging, and to give back through participation in service learning projects, community participation, sharing ideas, and giving and receiving feedback. Collaboration skills, conflict resolution, embracing diversity, and developing an understanding of global issues are elements of citizenship development.

Career Development is delineated by development of communication skills, collaboration, work ethic, and the ability to promote and advertise ones' skills to obtain gainful employment. Experiences include internships, professionally mentored projects, and acquisition of technical skills certificates.



Expectations for Student Learning and Instructor Facilitation

The Four C's

Creativity and Innovation refers to the student being able to think divergently, make connections, take risks, and to take lessons further than explained or expected. Learning from mistakes is a critical component to being successful in an innovative climate. Teachers are called to create experiences which allow students to: be facilitators of their own learning, promote curiosity in students, and to provide open-ended lessons and assignments with rigorous thought provoking assessments.

Critical Thinking and Problem Solving includes problem-solving, seeing concepts and beliefs from varied perspectives in order to understand the global society and world difficulties and complications. Teachers support this environment by helping students understand diversity, providing opportunities to collaborate, and by providing extensive experiences to promote critical analysis of one's own thinking.

Communication defines the need for students to be able to write, speak, and use media in multifaceted formal and informal writing experiences. Being able to effectively communicate provides students the opportunity to question, express thoughts, feelings, and understanding of concepts and ideas. Teachers should provide opportunities for writing across content areas, collaboration on challenging topics, and public speaking and discourse with individuals of various ages and diverse backgrounds.

Collaboration allows students to consider and respect different points of view, further their learning experiences, understand others, and to learn and lead. Collaboration promotes teamwork, and helps students understand the ability to learn from others, and respond to challenges of working with peers with different ideas and thoughts. To foster a collaborative environment, teachers should design a classroom and lessons that encourages students to take on the learner/leader role and develop effective collaboration skills.

These expectations came from Focus Group discussions regarding the desire to graduate students from the School District of Washington who hold the keys to being successful in the 21st Century. To enable students the opportunity to enter college or the workforce with these skills, the instructional practices of teachers must change to reflect instruction required to teach the competencies students must possess to function adequately in a world that is unbeknownst to us. Specific expectations for student learning and Instructor facilitation are included in Appendix A.



ROADMAP



2013-2018



IV. ROADMAP

Introduction to 21st Century Goals

The vision statement of the School District of Washington should guide the path and opportunities for the students. As divergent thinkers and risk takers, we should question, research, provide, and evaluate the most innovative ways to assist students in being successful in the 21st Century. Without inquiry and investigation of novel and fitting learning opportunities the environment becomes stagnant and irrelevant. It is through the evaluation of the current reality and the progress toward goal achievement that implementation stays on course. Minimally, progress to goal achievement will be evaluated annually. The approach of the School District of Washington is to answer guided questions for each of the goals via the action plan; therefore, each goal includes a guiding question, a goal, objective, rationale, current reality, and a path to implementation. A summary of goals and progress is included in a subsequent section.

Note: The goals designated with an asterisk () are mandated by Department of Elementary and Secondary Education (DESE). Meeting the educational goals of ALL students regardless of race, color, creed, or socio-economic diversity is of utmost importance of the School District of Washington.*

Summary of Goals for the Six Elements in the 21st Century Model

<i>Increase Student Engagement through authentic and innovative experience</i>	
OBJECTIVES:	Completion Percent
Student achievement in the area of math will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.	
Student achievement proficiency in the area of English Language Arts will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.	
Student achievement proficiency in the area of science will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.	
Student achievement proficiency in the area of social studies will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.	
Implement ACT, PLAN, and EXPLORE for all students in grade 11, 10, and 8.	
The district will strive to have 95% of all students in attendance 90% of the academic year.	
The School District of Washington will increase graduation rate to 95% as measured by the APR formula.	
Students will have an understanding of workforce and how to prepare to be successful in their career.	
The School District of Washington will offer Preschool for enrichment on a tuition basis and through Title I for At-Risk students (100 Total) including a transition program from preschool to kindergarten.	
The School District of Washington will coordinate with other programs such as IDEA, Perkins, McKinney-Vento, Preschool, ECSE as appropriate to meet the needs of students a minimum of two times per year.	
The School District of Washington will monitor and provide services for homeless students as well as coordinate with community agencies to provide programs for this population.	

Summary of Goals for the Six Elements in the 21st Century Model

<i>Transform Learning Environments</i>	
OBJECTIVES:	Completion Percent
Provide every student with meaningful technology opportunities and enable students to be proficient on the 8th Grade Technology Literacy Test.	
Integrate technology competencies into the district curriculum at all levels. Review of annual survey of students will demonstrate a 10% increase in daily computer usage.	
The District will advance the technological learning environment for all students and teachers. An annual review of the Census of Technology will demonstrate a 15% increase of technology penetration into District classrooms.	
The District will continue a systematic process for upgrading and replacing technology throughout the district. An annual review of the Census of Technology will demonstrate that no more than 20% of the District's computers (technology devices) are more than 5 years old.	
The District will provide technical and instructional support regarding learning opportunities for students throughout the district. Review of annual student surveys will demonstrate a 95% satisfaction rating for technology support district wide.	
Provide STEM (Science, Technology, Engineering, Math) courses or content integration, K-12 by 2016, (Pilot through WMS Encore, and/or Campbellton and Labadie Elementary), two courses over next five years.	
Foreign Language will be provided to students through encore course work (WMS), through the gifted program or as an after-school opportunity for elementary students	
Provide effective organization of programs to meet the needs of all students, i.e., reorganize instructional setting for Special Services programs.	
Completion of a short term and long term facility plan based on student enrollment and budget projections. Research will be conducted to determine alternative programming needs.	
The School District of Washington will coordinate with Federal, State, and Local services and programs for the prevention of violence, safety, and nutrition. 100% of staff and students will be trained and acclimated to the new crisis response procedures.	

Summary of Goals for the Six Elements in the 21st Century Model

<i>Support Innovators</i>	
OBJECTIVES:	Completion Percent
The School District of Washington will graduate 90% or more of its students with *% obtaining a 21st Century diploma. (Percent to be determined)	
The School District of Washington will encourage teachers to attend workshops/conferences to gain ideas and innovations (1 per year) to increase the rigor and programs/course available to our students.	

<i>Personalize Professional Growth</i>	
OBJECTIVES:	Completion Percent
Not less than 10% of funds received by the LEA under Subpart 2 will be allocated for professional development for schools identified as schools in improvement to effectively implement the curriculum.	
100% of the staff members employed at the School District of Washington will be considered highly qualified as per Federal mandates. This will ensure that poor and minority children are not taught at higher rates by inexperienced, unqualified or out-of-field teachers.	
Professional development activities will be expanded to assist teachers in developing technology skills and integrating technology into the curriculum.	
The district will provide 1-4 hours of high-quality professional development opportunities for all staff teaching ELL students to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English Language development programs for English Language learners.	

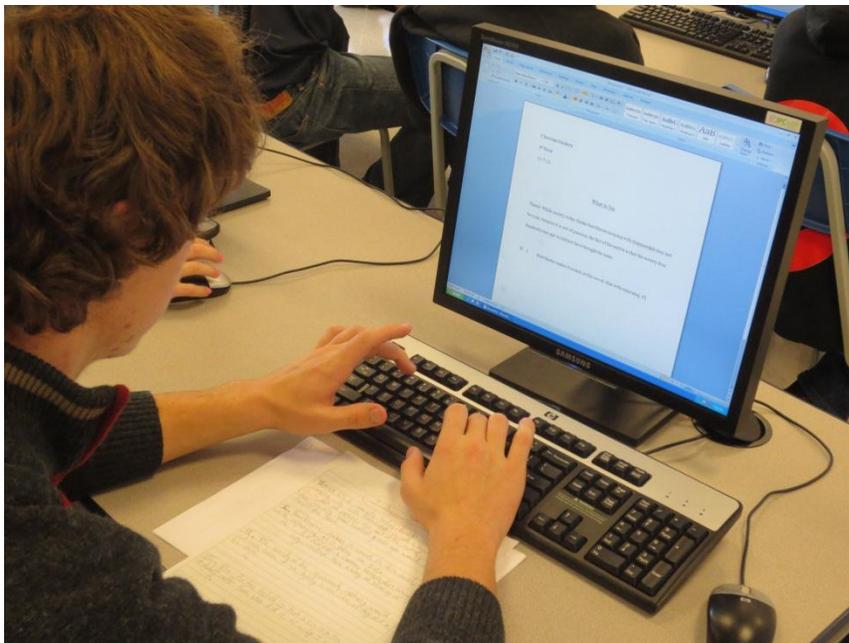
Summary of Goals for the Six Elements in the 21st Century Model

<i>Enhance Communications</i>	
OBJECTIVES:	Completion Percent
Communication between the district, parents, and community will increase and district information will be disseminated in various ways to meet the needs of all community members a minimum of four times per year.	
The District will provide increased communications between students, parents, and the district. An annual review of usage data will show an annual increase in the number of parents and students using the parent and student portals, with a parent usage goal of 95% by 2015.	
Implement standards based report cards to provide a more accurate picture of students' mastery of skills.	
The District, through its two times a year parent nights, parent advocacy meetings, and school-home communication activities, will promote parental and community participation in instructional and English language development programs for ELLs, struggling readers, homeless, migrant, immigrant.	

<i>Collaborate to Make Decisions</i>	
OBJECTIVES:	Completion Percent
The School District of Washington will govern by providing effective leadership with strategic plans that benefit the students, staff, and patrons of the District. The School District of Washington will continue to implement plans to achieve 100% of the district's 21st Century Plan for Innovation and Change goals.	



MODEL OF CHANGE



2013-2018



V. MODEL OF CHANGE:

The goal of this project along with the work of the Focus Groups is to change the way the School District of Washington is structured in learning and in teaching to reflect societal changes as well as technological advances of the 21st century. Over the past 100 years, instruction and learning has remained relatively unchanged. This model of change is designed to alter the way instruction is delivered and learning is achieved. Goals and strategies have been developed based on best practices, advancements in technology, and innovative thinking to bring the School District of Washington closer to achieving its vision of 21st century teaching and learning.

The model of change will require greater flexibility and continued research in instructional practices and methods in which students learn to keep up with the pace of society. The goals and strategies are complex and may require numerous years to establish and perfect. The plan will require changes to current cognitive practices and changes to the educational culture.

The model of change elements grew from the Focus Groups discussions to answer the question,

Imagine it is a warm, sunny day in May, 2017. Please list what you would like to have seen the School District of Washington accomplish in the two areas below.

- 1. High standards for student learning, high expectations for all students.*
- 2. Quality teaching and effective school leadership exists; decisions are driven by data with accountability for all.*

In answering this question, the Focus Groups organized their thinking and expectations into six interdependent components. Each of the components is comprised of objectives and action steps to achieve the desired outcome of changing the School District of Washington to reflect the educational needs of the 21st century.

- 1. INCREASE STUDENT ENGAGEMENT and ACHIEVEMENT** – Connect student learning to the “real world” through authentic and innovative experiences.
- 2. TRANSFORM LEARNING ENVIRONMENTS** – Convert the concept of “school” to embrace dynamic, sustainable learning environments.
- 3. SUPPORT INNOVATORS** – Support creative, groundbreaking staff in employing practices that emphasize authentic learning experiences and increase student engagement.
- 4. PERSONALIZE PROFESSIONAL GROWTH** – Cultivate and model a culture of dynamic professional learning that embraces continuous change.
- 5. ENHANCE COMMUNICATION** – Advance the use of communication tools that foster transparent conversation.
- 6. COLLABORATE TO MAKE DECISIONS** – Establish an expectation of cooperation and teamwork to solve problems and make decisions.



Increased Student Engagement and Achievement

In the 21st century, students must be connected to their learning and embrace conceptual understanding. Students must be engaged and understand how their learning connects to their future careers, educational experiences, and to the world as a whole. Learning must be relevant and engaging.

Transform Learning Environments

To convert the concept of “school” to embrace dynamic, sustainable learning environments, the School District of Washington desires to provide innovative learning in technologically equipped schools that offer rigorous learning for all students. All students, from pre-kindergarten to those preparing for post high school careers or the college experience deserve to learn in state of the art buildings and must be provided opportunities to take part in experiences that embrace integration of technology and provide space for a wide array of collaborative learning experiences.

Support Early Innovators

To promote innovation in students, the School District of Washington must forego traditional instruction and model modernization of teaching, materials, and the educational process, while providing an atmosphere that supports both teacher and student innovation. Coursework must be valuable to the student, promote high-level thinking, and be open-ended in order to be a catalyst for further learning.

Personalized Professional Growth

Professional learning and teacher collaboration is the key to keeping education relevant and meet the educational goals and opportunities for 21st century learning. Staff will need a deep understanding of content and possess the ability to apply the content by utilizing a variety of instructional strategies. Self-improvement and self-actualization incorporate the ability to communicate the importance of learning with students while continuing to reflect on ones’ strengths and weaknesses.

Enhance Communication

With the changes in technological advancement, effective communication skills are vital. Educators and students must have the opportunities to perfect formal and informal, written and oral communication skills, and understand that trust and relationships are built on effective communication.

Collaborate to Make Decisions

Sharing, learning, understanding others, widening horizons, and enhancing intellectual knowledge are skills that can be honed through collaboration of professional learning communities. It is through teamwork, support, collaboration, and relationship building that an organization grows to



its fullest potential. Bearers of these skills become leaders and assist in moving organizations in achieving the greatest realm of possibilities.



INCREASE STUDENT ENGAGEMENT AND ACHIEVEMENT



2013-2018

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective - Student achievement in the area of math will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.

Current Reality :

School Year	Baseline	Progress	Target	Target Met
2007-2008	60.30%			
2008-2009		68.00%	65.30%	Yes
2009-2010		74.40%	70.30%	Yes
2010-2011		72.90%	75.30%	No
2011-2012		67.90%	80.30%	No
2012-2013			85.30%	
2013-2014			90.30%	
2014-2015			95.30%	
2015-2016			95.30%	
2016-2017			95.30%	
2017-2018			95.30%	

Purpose of Goal:

To provide students with opportunities to learn and understand mathematical concepts and apply their learning to real world problems.

Guiding Questions:

What instructional strategies will provide the most effective learning opportunities for students to learn grade level mathematical concepts?

How can students demonstrate knowledge of math concepts to show enduring understanding of math content?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement Balanced Math	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Instructional Coach Participants: Instructional Coaches, Teachers, Principals	03/18/13: Review teaching strategies to ensure that students are learning and understanding the foundations of Algebra. 08/15/13: Provide professional development to all teachers in math content and instructional strategies. 08/20/13: Increase the rigor of the Quarterly Assessments (QA) to include Smarter Balanced Assessment Consortium (SBAC) like questions. 08/20/13: Continue to evaluate curriculum to ensure rigor and content alignment is synonymous with Common Core and SBAC.	District Curriculum page, professional development sessions, district purchased resources and/or textbook	Pre and post assessments will be administered to measure learning of skills for all students.	Evidence of student learning will be monitored/collected through STAR Math, data teams, and formative assessments based on curricular skills.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement strategies to increase the percent of students passing 8th grade Algebra from 45% to 80% by 2014-2015.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Instructional Coach Participants: Instructional Coaches, Teachers, Principals	03/15/13-03/15/18: Review teaching strategies to ensure that students are learning and understanding the foundations of Algebra. Administer a placement test to all 6th grade students to provide appropriate Middle School class placement. 08/15/13-08/15/18: Provide professional development to all teachers in math content and instructional strategies. 08/20/13-08/20/15: Increase the rigor of the QA to include (SBAC) like questions. 08/20/13-08/20/15: Continue to evaluate curriculum to ensure rigor and content alignment is synonymous with Common Core and SBAC.	District curriculum, professional development sessions, district purchased resources and/or textbook	Pre and post assessments will be administered to measure learning of skills for all students.	Evidence of student learning will be monitored/collected through STAR Math, data teams, and formative assessments based on curricular skills.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Students and teachers will be provided training and will use a variety of technology strategies, manipulatives and drawings to model understanding of how to solve real-world problems and develop critical thinking skills by applying processes and curriculum objectives to lessons.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Instructional Coach, Technology Coordinator Participants: Instructional Coaches, Teachers, Principals	03/15/13-03/15/18: Teachers will be provided professional development in math strategies and in use of technology to assist with technology and effective content learning strategies. 08/15/13-05/16/14: Teachers will take part in follow up training to ensure strategies and technology are being used with fidelity.	District Curriculum, professional development sessions, district purchased resources and/or textbooks	Teachers will demonstrate proficiency and ability to use resources to promote critical thinking. Students will demonstrate knowledge of how to utilize resources effectively to solve real-world problems.	Evidence will be collected by using the walk-through process and periodic checks of student work samples, as well as success on Math MAP, EOC, SBAC, quarterly, formative, and summative assessments.	local funds and/or WINGS grant
	Teachers will be trained on how to use data (STAR, QA, MAP, EOC, and SBAC) to make quality decisions concerning student placement in groups within the classroom, in special programs, and how to change their teaching strategies to meet the needs of all students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Instructional Coach Participants: Instructional Coaches, Teachers, Principals	08/15/13-05/16/14: The District will provide training on administering assessments and effectively utilizing data to determine student placement and to drive instruction. 08/15/14-05/18/15: Teachers will take part in follow up training to ensure strategies are being used with fidelity.	District Curriculum, professional development sessions	Teachers will demonstrate proficiency in using data to make quality decisions about student placement in the classroom and implement effective strategies to promote learning.	Data will be gathered on a spreadsheet to determine placement of students within the classroom and special programs. Administrators will monitor spreadsheet.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide electronic or hard copy textbook based on Common Core State Standards (CCSS) implementation to guide teacher instruction and student utilization.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Coordinator Participants: Instructional Coaches, Teachers, Students	11/20/12-04/12/13: Research math textbooks and software. 03/01/12-05/20/13: Select math textbook/software. Provide training for implementation with fidelity. 08/20/13-05/16/14: Continue training teachers in program implementation.	District purchased resources and/or textbooks	Teachers will demonstrate proficiency and ability to use resources to enhance the curriculum. Students will demonstrate knowledge of how to utilize resources effectively to promote self learning.	Administrator walk-through and PBTE	Textbook fund

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Students in need will be provided Tier II intervention services including: CEIS, Acellus, Do the Math, Go Solve, Cloud 9, small group, and other intensive math intervention services.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Math Coordinator Participants: Instructional Coaches, Teachers, Students	08/20/13-05/16/14: Student assessment data will be used to determine intervention services needed. Services will be provided on a quarterly basis.	CEIS, Acellus, Do the Math, Go Solve, Cloud 9, small group, and other intensive math intervention services	Progress will be monitored by measuring the number of students needing services at the beginning of the year as compared to the number of students needing services at the end of the year.	Math quarterly assessment, annual Math MAP, EOC, SBAC, quarterly STAR Math assessments, and formative assessments will be used to analyze and document success.	Title IA, Special Education Funding
	Students will be provided with After School Tutoring (AST) opportunities throughout the district with a specific focus on Title 1A designated schools and those in improvement using scientifically research based strategies in the area of math.	Person(s) with Primary Leadership Responsibility: Principals, Tutors, Instructional Coaches Participants: Teachers, Students	01/11/10-05/13/18: After School Tutoring will be incorporated for at-risk students. All schools will receive funds for (AST). Title Schools and schools in improvement will receive additional funds to implement the program for a greater length of time. Additional AST will include services for Limited English Proficiency (LEP), Migrant, and Immigrant students, as appropriate.	Financial assistance will be allotted to each school to provide services for at-risk students to develop skills and deeper understanding of concepts.	Pre and post assessments will be administered to measure the progress/learning of skills for all students.	Evidence of student learning will be monitored/collected through electronic tools: STAR Math, Acellus, and formative assessments based on curricular skills.	Local, Title IA, Title III - LEP Funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will implement its pull-out/push-in service delivery model for English Speakers of Other Languages (ESOL) service delivery method to help Limited English Proficiency (LEP) students attain math language proficiency and function in all-English instructional settings, based on the recommended instructional time.	Person(s) with Primary Leadership Responsibility: Principals, Instructional Coaches Participants: Teachers	08/19/09-05/20/13: Materials and professional development will be provided to teachers to effectively implement the curriculum.	ESOL methods of delivery will include direct instruction, push-in services, electronic reference materials, translators, and content materials.	ELL students will show evidence of progress on an on-going basis as well as gain proficiency in the math content language.	Evidence of student success will be measured by ACCESS, Math MAP, EOC, SBAC, quarterly, and formative assessments, as well as review of students' schedules.	Title III - LEP Funds
	The SDOW will incorporate scientifically based research strategies to strengthen the core academic math program as measured by MAP and EOC scores.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: Teachers	08/16/10-05/20/13: Research various math programs to determine effectiveness and possible implementation.	Teachers will be trained and be expected to proficiently implement Balanced Math.	Students will show proficiency in all steps of Balanced Math leading to an understanding of math content language.	Evidence will be collected by using the walk-through process, period checks of student work samples and success on formative and summative assessments.	local funds
	Professional Learning Communities (PLC) work including collaboration between regular and special education will be implemented.	Person(s) with Primary Leadership Responsibility: Principals, Director of Special Services Participants: Special education and regular education teachers	08/20/13-05/20/18: Teachers will be provided PLC opportunities to meet with Special Education teachers and Tier II CEIS implementers to discuss individual student achievement.	Early release calendar schedules will be implemented to dedicate time for collaboration.	Meeting agendas will be created, followed, and evaluated to determine if the time allocation is effectively being utilized for improvement of student instruction.	Agendas and meeting minutes will be collected for evaluative purposes.	N/A

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objectives - Student achievement proficiency in the area of English Language Arts will increase by 5% on a yearly basis as measured by MAP/EOC/SBAC.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2007-2008	65.00%				To provide students with opportunities to read and comprehend various genres for both informational and enjoyment purposes.
2008-2009		74.20%	70.00%	Yes	To develop students' communication skills both written and spoken in formal and informal environments.
2009-2010		71.40%	75.00%	No	To develop students' communication skills both written and spoken in formal and informal environments.
2010-2011		72.90%	80.00%	No	To develop students' communication skills both written and spoken in formal and informal environments.
2011-2012		66.10%	85.00%	No	To develop students' communication skills both written and spoken in formal and informal environments.
2012-2013			90.00%		Guiding questions:
2013-2014			95.00%		What strategies and opportunities must be provided to grow students who are effective readers, writers, and speakers who understand how to effectively communicate with others in a global society?
2014-2015			95.00%		What strategies and opportunities must be provided to grow students who are effective readers, writers, and speakers who understand how to effectively communicate with others in a global society?
2015-2016			95.00%		What strategies and opportunities must be provided to grow students who are effective readers, writers, and speakers who understand how to effectively communicate with others in a global society?
2016-2017			95.00%		What strategies and opportunities must be provided to grow students who are effective readers, writers, and speakers who understand how to effectively communicate with others in a global society?
2017-2018			95.00%		What strategies and opportunities must be provided to grow students who are effective readers, writers, and speakers who understand how to effectively communicate with others in a global society?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Elementary classroom teachers will be provided professional development to further develop their Balanced Literacy skills including instruction in Linda Dorn Comprehension Focus Groups, Guided Reading Plus Training, and Running Record data collection process.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Literacy Instructional Coach Participants: Instructional Coaches, Pathways to Reading Coaches, Teachers, Principals	08/20/12-05/21/13: K-6 teachers will receive professional development on Running Records. K-12 teachers will receive training on comprehension of non-fiction text and content specific text. 08/15/13-05/16/14: K-6 teachers will continue to receive training on Guided Reading including modeling by Literacy Coordinator and Literacy Instructional Coaches. 08/15/13-05/18/15: K-2 teachers will receive training on Pathways to Reading, Level 2.	Specific reading materials such as Linda Dorn Comprehension Focus Groups, Guided Reading Plus Training, Running Record Data Collection	Evidence of progress will include sign-in sheets at workshops, teachers modeling specific techniques for Literacy Coaches and Pathways to Reading Coaches to ensure appropriate techniques and strategies are being implemented. Individual student running record data will be analyzed to show student growth.	Evidence will be collected by utilizing principal walk-throughs, collection of running record data sheets, implementation progress reports provided by Literacy and Pathways to Reading Coaches.	Title IA, Title IIA, Professional Development Allocation
	Identified students in grades 7-12 will be provided reading intervention services through specialized programs or through the Coordinated Early Intervention Services (CEIS) program.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Literacy Instructional Coach Participants: CEIS teachers, Language Arts Lab (LAL) Teachers, Principals	08/20/13-05/20/18: Student assessment data will be used to determine intervention services needed. Services will be provided on a quarterly basis.	Read 180 program, Seeing Stars, Visualize Verbalize, Reading Recovery (analysis only)	Progress will be monitored by measuring the number of students needing services at the beginning of the year as compared to the number of students needing services at the end of the year.	Quarterly assessments, annual CA MAP or EOC/ELA SBAC assessment, quarterly STAR Reading assessments, and formative assessments will be used to analyze and document student progress.	Title IA, Special Education Funding

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Language Arts Lab (LAL) teachers will receive scientifically research based training using, Levels of Literacy Integration Groups by Fontas and Pinnell.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Literacy Instructional Coach Participants: LAL Teachers, Principals	08/20/13-05/16/14: LAL teachers will receive on-going training in how to effectively implement Literacy Integration Groups.	Fontas and Pinnell videos, workshops, and instructional books	Pre and Post training surveys will be used to show teacher growth in strategies. Teachers will model strategies for peer review and review by the Literacy Coach and building principals.	Surveys and walk-through documentation will be used to collect evidence of success.	local funds, Title IA, Title IIA
	Intervention services will be provided to elementary students in a Tier II level including CEIS interventions (Read 180, Seeing Stars, Visualize Verbalize, and possibly Reading Recovery and other intensive reading intervention services).	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Literacy Instructional Coach Participants: LAL Teachers, Principals	08/20/13-05/20/18: Student data will be analyzed to determine instructional programming for remediation. Reading Recovery will be analyzed to determine the effectiveness and viability of implementation.	Read 180 program, Seeing Stars, Visualize Verbalize	Progress will be monitored by measuring the number of students needing services at the beginning of the year as compared to the number of students needing services at the end of the year.	Quarterly assessment, annual CA MAP/ELA SBAC assessment, quarterly STAR Reading assessments, and formative assessments will be used to analyze and document student progress.	Title IA, Special Education Funding

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Students will be provided with after-school tutoring opportunities throughout the district with a specific focus on Title designated schools and those in improvement using scientifically based strategies.	Person(s) with Primary Leadership Responsibility: Principals Participants: Tutors	08/18/13-05/20/18: District dollars will be used to provide afterschool tutoring with additional Title IA dollars being used to provide additional services. Length of services and number of weeks of services are provided will be based on school and student needs	Acellus, Reading A-Z, Soar Reading, Buckledown Reading	Students will obtain 80%-100% mastery.	Pre and post tests, formative assessments will be used as evidence of success.	local funds, Title IA
	The SDOW will incorporate scientifically based research strategies to strengthen the core academic English Language Arts program as measured by MAP and EOC scores.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coordinator, Principals Participants: Teachers	09/28/10-05/13/13: Read 180 will be implemented as a Tier III Intervention in grades 3-12. 03/9/09-05/13/13: Pathways to Reading will be incorporated in grades K-2 to address phonemic awareness, phonics, and comprehension issues with students.	Resources to strengthen students' English Language Arts skills include: Read 180, Acellus, Pathways to Reading, and CCSS specifically aligned strategies	Evidence of progress will be determined by the students' success in reading and mastery of the CCSS.	Evidence of success of each program will be monitored with data obtained from each of the programs.	Title IIA, Title IA
	The district will implement its pull-out/push-in ESOL service-delivery method, based on the recommended instructional time, to increase the English proficiency and core academic content knowledge of LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principal Participants: ESOL Teachers	08/18/13-05/20/18: ESOL teachers will write an individual progress plan for each LEP student describing how the student will attain English proficiency.	Tablets, laptops, various instructional materials, specific ESOL programs will be researched	Student individual progress plans will be evaluated to determine success on specific goals.	Evidence will be collected through Individual student progress plans and AMAO data.	Title III - LEP

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	ESOL teachers will make instructional changes that lead to increased English proficiency for their LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers	08/23/10-5/20/18: ESOL teachers will analyze ACCESS, W-APT, MAP, and GATES data to make instructional changes to lead to increased English proficiency.	ESOL teachers attend training to effectively evaluate the ACCESS, WAPT, MAP and GATES data	Teacher recommendations for instructional changes will be monitored to determine the success of those instructional changes.	Upon monitoring assessments, ESOL teachers will set goals for each student. Goals will be collected and measured for student success.	Title III - LEP
	Summer school will be provided as a remedial program for ESOL students. Transportation will be provided for ESOL students. Transportation is not provided to the regular school population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Summer School Principal, ESOL Principal Participants: ESOL Teachers	06/01/12-070/9/18: Analyze data to determine which LEP students qualify for Summer School Services, as well as to determine the specific educational goals to meet their needs.	Scientifically research based programs, trained teachers/paras to implement instruction	Students will successfully meet individual goals set in the areas of reading.	Evidence of success will be collected through the implementation of pre and post assessments.	Title III - LEP
	The SDOW, through its semi-annual planning meetings, will promote parental and community participation in instructional and English language development programs to assist parents in understanding how they can assist their students to succeed in learning English.	Person(s) with Primary Leadership Responsibility: Title III Coordinator, ESOL Principal Participants: ESOL Teachers, Principals	08/23/12-05/20/18: The SDOW will ensure that parents/guardians of LEP students have the opportunity to understand and assist in the instructional planning of ESOL programs.	Translation services, parent materials, and attendance incentives	Evidence of progress will be determined by the parents indicating they have increased their knowledge in how to assist their child in learning English.	Evidence of parent learning will be collected through a survey (in their native language, when necessary).	Title III - LEP

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will plan, implement, and evaluate programs designed to assist migrant students. Evaluation of programs and review of data will be completed on a yearly basis involving stakeholders of this population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers, Regular Education Teachers, Principals, Counselors	08/18/12-05/20/18: It is the expectation of the SDOW that all migrant students succeed to the same level of expectancy as the total SDOW student population according to MAP, EOC, SBAC and GATES. Services provided will continue one year past designation as being a migrant student if no other equitable services are available.	Read 180, Visualize Verbalize, Seeing Stars, Acellus, After-school Tutoring	Successful acquisition of grade level skills	Quarterly Assessments, formative and summative assessments, Star Reading assessments, CA MAP & EOC/SBAC assessments	local funds
	The SDOW will incorporate scientifically based research strategies to strengthen the core academic English Language Arts program as measured by MAP and EOC scores. Materials and professional development will be provided to teachers to effectively implement the curriculum.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: All teachers	08/18/13-05/20/18: Professional development days will be dedicated to learning and understanding the curriculum, instructional strategies, and development of technological materials to strengthen the content area.	Books, videos, workshops, coach and teacher presentations	Professional development surveys will be used to determine learning gleaned from professional development and implementation of new strategies within the classroom.	Surveys and walk-through documentation	Title IIA, Professional Development funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	PLC work including collaboration between regular, special education, ESOL, LAL, CEIS teachers will be implemented.	Person(s) with Primary Leadership Responsibility: Principals, Director of Special Services Participants: Special education and regular education teachers	08/20/13-05/20/18: Teachers will be provided PLC opportunities to meet with other teachers to discuss individual student achievement.	Early release calendar schedules will be implemented to dedicate time for collaboration.	Meeting agendas will be created, followed, and evaluated to determine if the time allocation is effectively being utilized for improvement of student instruction.	Agendas and meeting minutes will be collected for evaluative purposes.	N/A

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objectives - Student achievement proficiency in the area of science will increase by 5% on a yearly basis as measured by EOC/SBAC.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To develop students who are naturally curious, inquisitive, and inquiry minded and desire to analyze their physical and biological environments.
2008-2009	64.70%				Guiding questions: What instructional strategies can be used to foster the desire to question, discover, research the known and unknown? How can educators encourage the understanding of concepts that are far beyond what is recognizable to the human eye or touchable by the human hand?
2009-2010		61.50%	69.70%	Yes	
2010-2011		79.30%	74.70%	No	
2011-2012		61.00%	79.70%	Yes	
2012-2013			84.70%		
2013-2014			89.70%		
2014-2015			94.70%		
2015-2016					
2016-2017					
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	A science inquiry lab, Science, Technology, engineering, and Math (STEM) will be developed & integrated into the grades 4-6 specials schedule to provide authentic science experiences to students and to provide curriculum development and professional development to elementary teachers to enhance the learning of science concepts on a daily basis.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coordinator, Principals Participants: Teachers	03/05/13-07/01/13: Initiate science inquiry lab, Science, Technology, Engineering, and Math (STEM), pilot at Campbellton and Labadie Elementary. Recruit and hire a Science Specialist. Evaluate curriculum and Next Generation Science Standards (NGSS) and plan lessons for lab and classroom experiences. 08/15/13-05/15/14: Provide professional development to 4-6 grade teachers in the science content area. 03/15/14-04/15/14: Evaluate pilot to determine if program will be implemented at remaining	Professional books such as: <i>A Year of Inquiry</i> by Linda Froschauer <i>Inquiring Scientists, Inquiring Readers: using Nonfiction to Promote Science Literacy Grades 3-5</i> by Jessica Fries-Gaither & Terry Shiverdecker Lab materials, teacher budget for consumable resources	Evidence of progress will be determined by a pre and post student survey to measure attitudes and goals related to science, pre and post assessment of students related to inquiry and a pre and post survey of teachers of grades 4-6.	Evidence will be collected utilizing survey results assessment results, and classroom observations.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	A science lab teacher/coordinator will be hired to teach the science inquiry lab, assist with curriculum writing and provide content expertise.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants:	03/08/10-05/20/18: Post position. Interview and hire.	Appletrac System	Issuance of a BOE Teaching contract will serve as evidence of progress.	SISFIN software will be used to collect evidence and ensure hiring of teacher.	local funds
	Grades 9-12 curriculum and course offerings will include scientifically diverse course work such as Plant and Animal Genetics	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coordinator, Principals Participants: Teachers	09/15/14-08/15/15: Review curriculum and courses currently offered, provide training and resources to potential staff and add new courses in Spring 2015 for students to take in Fall of 2015.	Teacher professional development, or additional staff, textbooks or online resources	Evidence of progress will include documentation of additional science courses and developed curriculum.	The number of students enrolled in new science courses will serve as a collection base for success.	local funds
	Curriculum will be revised to incorporate CCSS and NGSS.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coordinator, Principals Participants: Teachers	Starting Spring 2013, follow DESE updates and begin transitioning to the new standards as advised.	Teacher professional development, curriculum revisions, textbooks or online resources	Evidence of progress will include surveys of teacher professional development, curriculum revisions, acquiring teacher resources such as textbooks, trade books, or online resources to support instruction.	Evidence will be collected through implementation of curriculum identifying CCSS and NGSS.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide electronics or hard copy textbook based on CCSS implementation to guide teacher instruction and student utilization.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Science Coordinator Participants: Instructional Coaches, Teachers, Students	11/20/12-04/12/13: Research science textbooks and software. 03/01/12-05/20/13: Select science textbook/software. Provide training for implementation with fidelity. 08/20/13-05/16/14: Continue training teachers in program implementation.	District purchased resources and/or textbooks	Teachers will demonstrate proficiency and ability to use resources to enhance the curriculum. Students will demonstrate knowledge of how to utilize resources effectively to promote self learning.	Administrator walk-through and PBTE	Textbook fund
	The district will implement its Pull-out/Push-in ESOL service-delivery method, based on the recommended instructional time, to increase the science proficiency and core academic content knowledge of LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers	08/18/13-05/20/18: ESOL teachers will write an individual progress plan for each LEP student describing how the student will attain science proficiency.	Tablets, laptops, various instructional materials, specific ESOL programs will be researched	Student individual progress plans will be evaluated to determine success on specific goals.	Individual student progress plans and AMAO data will be collected as evidence of success.	Title III - LEP

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	ESOL teachers will make instructional changes that lead to increased science proficiency for their LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers	08/23/10-05/20/18: ESOL teachers will analyze ACCESS, W-APT, MAP, and GATES data to make instructional changes to lead to increased science proficiency.	ESOL teachers attend training to effectively evaluate the ACCESS, W-APT, MAP data to make educational decisions	Teacher recommendations for instructional changes will be monitored to determine the success of those instructional changes.	Upon monitoring assessments, ESOL teachers will set goals for each student. Goals will be collected and measured for student success.	Title III - LEP
	Summer school will be provided as a remedial program for ESOL students. Transportation will be provided for ESOL students. Transportation is not provided to the regular school population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Summer School Principal, ESOL Principal Participants: ESOL Teachers	06/01/12-07/09/18: Analyze data to determine which LEP students qualify for summer school services, as well as to determine the specific educational goals to meet their needs.	Scientific research based programs will be utilized to meet the needs of ELL students. Trained teachers/paras will implement instruction during the summer school program.	Students will successfully meet individual goals set in the area of science.	Evidence of success will be collected through the implementation of pre and post assessments.	Title III - LEP
	The SDOW, through its semi-annual planning meetings, will promote parental and community participation in instructional and English language development programs to assist parents in understanding how they can assist their students to succeed in learning English.	Person(s) with Primary Leadership Responsibility: Title III Coordinator, ESOL Principal Participants: ESOL Teachers, Principals	08/23/12-05/20/18: The SDOW will ensure that parents/guardians of LEP students have the opportunity to understand and assist in the instructional planning of ESOL programs.	Translation services, parent materials, and attendance incentives will be utilized	Evidence of progress will be determined by the parents indicating they have increased their knowledge in how to assist their child in learning English.	Evidence of parent learning will be collected through a survey (in their native language, when necessary).	Title III - LEP

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will plan, implement, and evaluate programs designed to assist migrant students. Evaluation of programs and review of data will be completed on a yearly basis involving stakeholders of this population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers, Regular Education Teachers, Principals, Counselors	08/18/12-05/20/18: It is the expectation of the SDOW that all migrant students succeed to the same level of expectancy as the total SDOW student population according to MAP, EOC. Services provided will continue one year past designation as being a migrant student if no other equitable services are available.	Visualize Verbalize, Acellus, After-school Tutoring	Evidence of successful acquisition of grade level skills will be utilized as evidence of progress.	Evidence will be gathered through data collected from quarterly assessments, formative and summative assessments, Science MAP & EOC/SBAC assessments	local funds
	The SDOW will incorporate scientifically based research strategies to strengthen the core academic science program as measured by MAP and EOC scores. Materials and professional development will be provided to teachers to effectively implement the curriculum.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: Teachers	08/18/13-05/20/18: Professional development days will be dedicated to learning and understanding the curriculum, instructional strategies, and development of technological materials to strengthen the content area.	Books, videos, workshops, coach and teachers presentations	Professional development surveys will be used to determine learning gleaned from professional development and implementation of new strategies within the classroom.	Surveys and walk-through documentation will be gathered.	Title IIA, Professional Development funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objectives - Student achievement proficiency in the area of social studies will increase by 5% on a yearly basis as measured by EOC/SBAC.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide students with the understanding and knowledge of world cultures, relationships among civilizations, and governmental processes, and how communities and individuals relate to one another.
2009-2010	AH: 54.9, GV: 47.4				Guiding questions: How do students learn to work collaboratively and understand diversity in a district that has a minimally diverse population? What techniques and strategies are necessary to provide students experiences to understand the differences and similarities of various cultures?
2010-2011		AH: 61.4, GV: 51.4	59.90%	Yes/No	
2011-2012		AH: 57.3, GV: 46.6	64.90%	No/No	
2012-2013			69.90%		
2013-2014			74.90%		
2014-2015			79.90%		
2015-2016			84.90%		
2016-2017			89.90%		
2017-2018			94.90%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	K-12 social studies curriculum and course offerings will incorporate world culture and distant learning programs.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coordinators, Director of Technology, Principals Participants: Teachers	08/15/13-05/15/18 The curriculum will be evaluated to incorporate technology integration to enable teachers to implement distance learning and additional course offerings to meet the needs of a vigorous and relevant civics, government, and cultural programs	Curriculum evaluation data, fieldtrips to other successful schools to gain information for course development	Evidence of progress will be determined through implementation of new courses, evaluation of course enrollment, and success on EOC, MAP, SAT, AP and ACT assessments.	Lumen enrollment data and assessment data will be the means to collect data.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide electronics or hard copy textbook based on CCSS implementation to guide teacher instruction and student utilization.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum Participants: Instructional Coaches, Teachers, Students	11/20/12-04/12/13: Research social studies textbooks and software. 03/01/12-05/20/13: Select social studies textbook/software. Provide training for implementation with fidelity. 08/20/13-05/16/14: Continue training teachers in program implementation.	District purchased resources and/or textbooks	Teachers will demonstrate proficiency and ability to use resources to enhance the curriculum. Students will demonstrate knowledge of how to utilize resources effectively to promote self learning.	Administrator walk through and PBTE will serve as the means for collecting evidence.	Textbook fund
	The district will implement its pull-out/push-in ESOL service-delivery method, based on the recommended instructional time, to increase the social studies proficiency and core academic content knowledge of LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers	08/18/13-05/20/18: ESOL teachers will write an individual progress plan for each LEP student describing how the student will attain social studies proficiency.	Tablets, laptops, various instructional materials, specific ESOL programs will be researched	Student individual progress plans will be evaluated to determine success on specific goals.	Individual student progress plans and AMAO data will be collected as evidence of success.	Title III - LEP
	ESOL teachers will make instructional changes that lead to increased social studies proficiency for their LEP students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers	08/23/10-05/20/18: ESOL teachers will analyze ACCESS, W-APT, MAP data to make instructional changes to lead to increased science proficiency.	ESOL teachers will attend training	Teacher recommendations for instructional changes will be monitored to determine the success of those instructional changes.	Upon monitoring assessments, ESOL teachers will set goals for each student. Goals will be collected and measured for student success.	Title III - LEP

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Summer school will be provided as a remedial program for ESOL students. Transportation will be provided for ESOL students. Transportation is not provided to the regular school population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Summer School Principal, ESOL Principal Participants: ESOL Teachers	06/01/12-07/09/18: Analyze data to determine which LEP students qualify for summer school services, as well as to determine the specific educational goals to meet their needs.	Scientific research based programs will be utilized Trained teachers/paras will implement instruction	Students will successfully meet individual goals set in the areas of social studies.	Evidence of success will be collected through the implementation of pre and post assessments.	Title III - LEP
	The SDOW will plan, implement, and evaluate programs designed to assist migrant students. Evaluation of programs and review of data will be completed on a yearly basis involving stakeholders of this population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, ESOL Principal Participants: ESOL Teachers, Regular Education Teachers, Principals, Counselors	08/18/12-05/20/18: It is the expectation of the SDOW that all migrant students succeed to the same level of expectancy as the total SDOW student population according to MAP, EOC. Services provided will continue one year past designation as being a migrant student if no other equitable services are available.	Visualize Verbalize, Acellus, After-school Tutoring	Evidence of successful acquisition of grade level skills will be utilized as evidence of progress.	Evidence will be gathered through data collected from quarterly assessments, formative and summative assessments, MAP & EOC/SBAC assessments	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will incorporate scientifically based research strategies to strengthen the core academic social studies program as measured by MAP and EOC scores. Materials and professional development will be provided to teachers to effectively implement the curriculum.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: Teachers	08/18/13-05/20/18: Professional development days will be dedicated to learning and understanding the curriculum, instructional strategies, and development of technological materials to strengthen the content area.	Books, videos, workshops, Coach and teachers presentations	Professional development surveys will be used to determine learning gleaned from professional development and implementation of new strategies within the classroom.	Surveys and walk-through documentation will be used to collect evidence of success	Title IIA, Professional Development funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: Implement ACT, PLAN, and EXPLORE for all students in grade 11, 10, and 8.

Current Reality:

Purpose of Goal: To provide students, parents, and counselors information to collaboratively plan appropriate course selection and career path opportunities.

School Year	Baseline	Progress	Target	Target Met
2013-2014	All three grades			
2014-2015				
2015-2016				
2016-2017				
2017-2018				

Guiding questions: In what manner should students understand their own strengths and interests and know what coursework they must pursue to hone their skills?

By what means, should students be guided to narrow the focus of course and career opportunities while still being able to partake in the richness of the course offerings?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement ACT, PLAN, and EXPLORE for all students in grade 11, 10, and 8.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: Teachers, Counselors	03/15/13-08/15/14: Evaluate cost of implementation, schedule test administration, train counselors and set expectation for results usage for all three assessments 08/15/14-12/15/14: Inform parents about the impact of the assessment. 08/15/14-05/20/18: Implement plan and share results with students/parents	ACT, PLAN, and EXPLORE assessments, website, and newsletters	The evidence of progress will be indicated by increased knowledge of assessments, completion of counselor training, enrollment of students to take the ACT, PLAN, and EXPLORE.	Evidence will be collected by tracking curricular changes based on results of the assessment, survey of students, parents, and counselors determining cost to benefit ratios.	local funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: The district will strive to have 95% of all students in attendance 90% of the academic year.

Current Reality:					Purpose of Goal: To support students in fully participating in all capacities of their educational careers and to develop a habit of responsibility. Guiding questions: How do parents and staff members encourage and assist students in realizing the importance of full participation in school and help students develop a sense of responsibility in endeavors that may not be desirable? By what means should the SDOW develop an inviting community atmosphere that students embrace?
School Year	Baseline	Progress	Target	Target Met	
2008-2009	95.40%	95.60%	95.00%	N/A	
2009-2010		95.40%	95.50%	No	
2010-2011		95.00%	95.50%	Yes	
2011-2012		95.20%	95.50%	Yes	
2013-2014			95.50%		
2014-2015			95.50%		
2015-2016			95.50%		
2016-2017			95.50%		
2017-2018			95.50%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Schools will develop a sense of community and create an atmosphere that is desirable for student participation.	Person(s) with Primary Leadership Responsibility: Principals Participants: Staff, parents, community	08/17/13-05/18/18 Annually, surveys will be completed to assist BLT in understanding the school climate to develop plans for making cultural changes. Principals will monitor attendance on a regular basis and send letters home as a designated number of absences are reached.	Character building programs such as Character Education, Positive Behavior Support, and some components of 7Habits of Highly Effective Students	Achieving 95% high satisfaction rate on climate surveys will indicate progress.	Student, parent, and staff surveys will be the mean by which evidence is collected.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Student attendance will be monitored resulting in plans being developed to enable students to fully participate in their educational career.	Person(s) with Primary Leadership Responsibility: Principals Participants: Staff, parents	08/15/13-05/15/18: Principals will monitor attendance on a regular basis and send letters home as a designated number of absences are reached. Plans will be developed to address attendance concerns	Student information system, counselors, mentors	95% attendance for each student will indicate success.	Evidence of success will be fulfilled through daily attendance collection, weekly attendance monitoring by secretaries.	N/A

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective : The School District of Washington will increase graduation rate to 95% as measured by the APR formula.

<i>Current Reality:</i>					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	Enable all students with the opportunity to obtain a high school diploma.
2007-2008	89.22%				Guiding Questions: With the diversity in students socio-economic backgrounds and learning potential, by what means should the SDOW ensure that all students have the opportunity to graduate from schools?
2008-2009		87.90%	95.00%	No	
2009-2010		85.80%	95.00%	No	
2010-2011		88.30%	95.00%	No	
2011-2012		86.80%	95.00%		
2012-2013			95.00%		
2013-2014			95.00%		
2014-2015			95.00%		
2015-2016			95.00%		
2016-2017			95.00%		
2017-2018			95.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	All students should have programs that enable them to obtain a high school diploma.	Person(s) with Primary Leadership Responsibility: Director of Student Services, Administration, Counselors Participants: Teachers	08/15/13-05/15/14: The Director of Student Services will reconvene the staff to study the drop-out rate and potential solutions to the drop out issue. Based on their goals a timeline will be developed.	Conferences on drop-out prevention, best practices, professional journals	Implementation of a Drop-out Prevention Program will indicate success.	Agendas, program components, and implementation plans will be collected as evidence of success.	local funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: Students will have an understanding of the workforce and how to prepare to be successful in their career.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2012-2013					To provide students with a vast array of occupational career opportunities resulting in students making conscientious career choices
2013-2014					
2014-2015					
2015-2016					
2016-2017					
2017-2018					Guiding questions: With limitless career opportunities being available to students, how can students be assisted in understanding the realm of possibilities?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Expand BRIDGE: School Business Partnership to allow for all students to have the opportunity to shadow a professional.	Person(s) with Primary Leadership Responsibility: BRIDGE committee Participants: Assistant Superintendent of Curriculum, Principals, Teachers, students, community	08/15/14-12/15/14: Survey local business to determine businesses willing to host a student shadowing project. Survey students to determine the shadow experiences they wish to experience. Determine the "take aways" students should gain from shadowing. 03/15/15-5/1/15: Match students to businesses. Survey students and businesses to gain feed back concerning the shadowing program.	BRIDGE network, list of workforce opportunities for shadowing	Evidence of success will be increased number of students in career shadowing opportunities, baseline should be developed during implementation year.	Tracking of shadowing opportunities by counselors will be the basis for collecting evidence.	N/A

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Increase community involvement within the classroom experience through presentations, career fairs, judging in events, Expos, etc.	Person(s) with Primary Leadership Responsibility: BRIDGE committee Participants: Assistant Superintendent of Curriculum, Principals, Teachers, students, community	08/15/13-08/15/18: Set guidelines for classroom community involvement events, survey staff on number of existing events and set goal for increasing opportunities. Include presentation experiences in the curriculum where relevant	BRIDGE network	Evidence of progress will be determined by the number of experiences, a minimum of one experience per teacher should occur. Survey teachers to determine if experiences add to the curricular experience.	Secretaries will collect feedback forms indicating presentation experience. BRIDGE committee will use surveys to collect evidence.	N/A

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: The SDOW will offer Preschool for enrichment on a tuition basis and through Title I for At-Risk students (100 Total) including a transition program from preschool to kindergarten.

Current Reality:					Purpose of Goal: With academic, physical, and social emotional growth of students prior to entering preschool being precursors of educational development, providing early intervention programs is a must. Guiding questions: With varied skill development, emotional growth, and social development, how can the District best provide an environment to enable pre-kindergarten students to develop a solid foundation upon which to build skills?
School Year	Baseline	Progress	Target	Target Met	
2007-2008					
2008-2009					
2009-2010		103	100	Yes	
2010-2011		106	100	Yes	
2011-2012		99	100	No	
2012-2013		87	100	No	
2013-2014			100		
2014-2015			100		
2015-2016			100		
2016-2017			100		
2017-2018			100		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	In partnership with East Central College (ECC), an Early Childhood Careers Academy will be implemented to provide students with the opportunity to earn a child development associate degree.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendent of Curriculum, SDOW Board of Education, ECC Board of Education, ECC Director of Educational Programs Participants: Assistant Superintendent of Curriculum, Principals, Teachers, students,	03/15/13-08/15/14: Curriculum and program policies will be written in conjunction with FRCC, SDOW, and ECC.	sample curriculum, sample policies	The development of a curriculum and policies will serve as evidence of progress.	Evidence will be collected by the BOE adopting the Early Childhood Careers Academy curriculum.	ECC funds, local funds
	A preschool program (tuition based and Title I funded) will include a full day, Monday-Friday program, and a four-day, half-day preschool program to assist students in being academically and social-emotionally ready for kindergarten.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Director of Preschool Participants: Teachers	08/10/01-05/30/18: On a yearly basis in January, enrollment and budgetary constraints will be analyzed to determine the location and number of preschool tuition and Title IA slots that will be available to preschool students.	Past enrollment and budget documents	Maintaining current enrollment of Title IA qualifying students and filling the tuition paying student slots will be indicative of success.	The number of Title IA qualifying students and tuition enrollment will be tracked by Director of Preschool.	Title IA, Tuition collection, local funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: The SDOW will coordinate with other programs such as IDEA, Perkins, McKinney-Vento, Preschool, ECSE as appropriate to meet the needs of students a minimum of two times per year.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2007-2008					In order to provide quality programs, while being conscientious of overlapping programming and limited budgets, it is necessary to coordinate services.
2008-2009					
2009-2010	2				Guiding questions: With a variety of organizations and funding mechanisms, how can the SDOW equitably support program needs for students?
2010-2011		2	2	Yes	
2011-2012		2	2	Yes	
2012-2013			2		
2013-2014			2		
2014-2015			2		
2015-2016			2		
2016-2017			2		
2017-2018			2		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The Growing Place Preschool teachers will meet one time a year with kindergarten teachers and LAL teachers to discuss transition of preschool students to kindergarten.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Program Coordinators Participants: Teachers	08/18/10-05/20/18: The principal in charge of reading programs will set and organize a meeting to discuss transitions of students from preschool to kindergarten, programs offered, and skills needed to be successful.	Best practices, guidelines and policies for program enrollment	Yearly meetings indicating transition needs will indicate success.	Agendas and meeting minutes will be collected for evaluative purposes.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The Assistant Superintendent of Curriculum will hold meetings to coordinate services (IDEA, Perkins, McKinney-Vento, Preschool, ECSE) between various groups to ensure no overlap of services are provided and ensure no gaps in services are present.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Directors Participants: Organization members	01/15/11-02/28/18: Meetings will be held on a yearly basis	List of services provided by each entity	Yearly meetings indicating transition needs will indicate success.	Agendas and meeting minutes will be collected for evaluative purposes.	local funds

Increase Student Engagement and Achievement

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: The SDOW will monitor and provide services for homeless students as well as coordinate with community agencies to provide programs for this population.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2007-2008					To ensure students with economic concerns or are living in extenuating circumstances are provided with a barrier free educational experience.
2008-2009					
2009-2010	0				Guiding questions: How can the SDOW provide an educational experience for students who are living without permanent housing and economic means a quality educational experience free from judgment and bias? In what ways can the educational experience be designed to break the potential cycle of homelessness?
2010-2011	0	1 communication	1 meeting or communication	Yes	
2011-2012		1 communication	1 meeting or communication	Yes	
2012-2013			1		
2013-2014			1		
2014-2015			1		
2015-2016			1		
2016-2017			1		
2017-2018			1		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will monitor and provide services for homeless students as well as coordinate with the community agencies to provide programs for this population.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Participants: Principals, Counselors, Community agency members	08/18/09-05/20/18: Meetings will be held on a yearly basis.	DESE created homeless handouts will be provided to community agencies to ensure community members understand services provided by SDOW	Yearly meetings indicating transition needs will indicate success.	Agendas and meeting minutes, and pictures of posters hung on community bulletin boards (DESE required) will be collected as evidence of success.	N/A



TRANSFORMING LEARNING ENVIRONMENTS



2013-2018

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments.

Objective - Provide every student with meaningful technology opportunities and enable students to be proficient 8th Grade Technology Literacy Test.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2012-2013					To provide an equitable technological based education for all students to prepare them for 21st century post-secondary learning and careers.
2013-2014					Guiding Questions: With the rapidly changing technological environment, how should the SDOW provide students with hardware and software necessary to meet students' educational needs? What are the expectations for use of technology in the educational process by the student and the educators? What methods of professional development will be utilized to train educators to effectively integrate technology?
2014-2015					
2015-2016					
2016-2017					
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Students will use a variety of technology strategies to solve real-world problems and develop critical thinking skills.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Coordinator Participants: Building Principals, Teachers, Students	08/20/09-06/29/18: All students will demonstrate mastery on course or grade level objectives while maximizing the amount of technology tools and strategies used.	Each student will have access to various technology tools for learning and teachers will receive professional development on how to facilitate learning with this technology.	Teachers will attend professional development focused on integrating technology and incorporating it into instructional activities.	Teacher professional development logs will show they have received technology integration training. Principal walk-through and evaluations will reflect this technology integration in the classroom.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Students will use a variety of multimedia tools such as video/Internet conferencing, online courses, and distance learning to facilitate their learning and communicate ideas/information.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Coordinator Participants: Building Principals, Teachers, Students	10/12/12-05/30/18: Based on needs as designated by staff and administrators, distance learning opportunities will be offered at necessary buildings. 11/12/12-05/30/18: Video conferencing equipment will be installed in each building. 10/12/12-05/30/18: Based on recommendations by staff and administration, online courses will be offered in needed areas at the high school level.	All schools will be equipped with quality web cameras, head sets, microphones, and the Camtasia program. Training will also be provided on how to use these tools to make learning more global.	The tools will be purchased and the training will be scheduled for identified staff.	Principals will ask teachers to share when they plan to do multimedia instruction so they can do a walk-through.	local funds
	The District will continue to assess students' Eighth Grade Technology Literacy.	Person(s) with Primary Leadership Responsibility: Middle School Principal, Assistant Superintendent of Curriculum, Technology Coordinator Participants: Technology Teacher, Students	07/01/12-06/30/18: All district students are required to take computer class during 7th grade. The district uses the students' successful completion of this class as the assessment of Technology Literacy.	District mandated course at Washington Middle School	Successful completion of course indicates acceptable level of Technology Literacy.	This "assessment" is tracked in the Assessments Module of our student information system (Lumen WebSIS).	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - Integrate technology competencies into the district curriculum at all levels. Review of annual survey of students will demonstrate a 10% increase in daily computer usage.

Current Reality :					Purpose of Goal: To teach students how to effectively use a variety of technology skills and applications in the content areas to be prepared for 21st Century post-secondary learning and careers.
School Year	Baseline	Progress	Target	Target Met	
2008-2009	11.00%				Guiding Questions: How should the SDOW effectively ensure that all students are gaining technology skills within the content areas? By what means, will all students learn about various applications and programs to expedite and expand their learning?
2009-2010		55.60%	16.00%	Yes	
2010-2011		57.80%	21.00%	Yes	
2011-2012		62.80%	56.00%	Yes	
2012-2013			61.00%		
2013-2014			66.00%		
2014-2015			71.00%		
2015-2016			76.00%		
2016-2017			81.00%		
2017-2018			86.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Update District Technology Curriculum to identify technology skills by grade level with assessments to meet MSIP 5 requirements. Curriculum goals will be realistic and appropriate for age/grades, and based on NETS.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Library Media Specialists, Technology Instructors, Building Principal Participants: Technology Coordinator, Curriculum Coordinator	07/01/12-06/30/15: Technology instructors will provide a copy of skills taught quarterly and how they align to NETS.	District staff and professional development time will be allocated for this purpose.	Technology teachers will utilize professional development time to cross reference the standards taught with the NETS.	The quarterly standards taught will be cross referenced to NETS and provided to administrators and the technology coordinator.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - The District will advance the technological learning environment for all students and teachers. An annual review of the Census of Technology will demonstrate a 15% increase of technology penetration into District classrooms.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2007-2008	25.00%				Guiding Questions: By what means, can technology hardware be purchased and installed to enable teachers to effectively integrate technology?
2008-2009		37.00%	30.00%	Yes	
2009-2010		55.00%	42.00%	Yes	
2010-2011		61.00%	47.00%	Yes	
2011-2012		77.00%	52.00%	Yes	
2012-2013			82.00%		
2013-2014			87.00%		
2014-2015			92.00%		
2015-2016			97.00%		
2016-2017			100.00%		
2017-2018			100.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will equip all classrooms with a mounted media projector and speakers.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Chief Financial Officer Participants: Building Principals, Computer Technicians	07/01/12-06/29/14: The District is in the process of installing projectors and speakers in all classrooms.	The District is using licensed and bonded contractors to install projectors and speakers to minimize liability and ensure quality installations.	The number of classrooms equipped with projectors and speakers will increase annually.	The annual Census of Technology (COT) will be used to determine the number of classrooms completed.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - The District will continue a systematic process for upgrading and replacing technology throughout the district. An annual review of the Census of Technology will demonstrate that no more than 20% of the District's computers (technology devices) are more than five years old.

Current Reality :					Purpose of Goal: To provide up-to-date hardware for technology integration.
School Year	Baseline	Progress	Target	Target Met	
2008-2009	5.00%				Guiding Questions: How should the District provide the most current models of technology within a limited budget?
2009-2010		9.00%	<20%	Yes	
2010-2011		25.00%	<20%	No	
2011-2012		7.00%	<20%	Yes	
2012-2013			<20%		
2013-2014			<20%		
2014-2015			<20%		
2015-2016			<20%		
2016-2017			<20%		
2017-2018			<20%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will continue the implementation of the four (1:1 dependent) or five-year computer and network equipment rotation plan.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Network Administrator, Assistant Superintendent of Curriculum, Chief Financial Officer Participants: Computer Technicians	07/01/12-06/29/18: A portion of the district's computer and network equipment will be replaced annually. The portion replaced will be the machines that have reached the designated anniversary of their purchase/installation.	To facilitate the rotation, a portion of the District's annual budget will be dedicated to this purpose.	Computer and network equipment will be replaced as they reach their designated anniversary.	Data collected during annual Census of Technology.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will continue standardization of computer equipment and purchasing of all technology equipment and resources/tools through the District's Technology Services Department	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Network Administrator, Technology Administrative Assistant, Assistant Superintendent of Curriculum, Chief Financial Officer Participants: Computer Technicians, Building Principals, Teachers	07/01/12-06/29/18: All technology related purchases will be entered by the Technology Department, after receiving necessary quotations and competitive pricing.	Personnel will request pricing from the Technology Department for desired items. Once the quote is received, users will complete and submit a Technology Request Form, and the Technology Department will enter the PO and complete the purchase.	Principals will ensure that staff members are following proper procedures to obtain technology items.	A SISFiIN review will determine if any technology related items have been purchased outside of the Technology Department.	local funds, Title IA

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - The District will provide technical and instructional support regarding learning opportunities for students throughout the district. Review of annual student surveys will demonstrate a 95% satisfaction rating for technology support district wide.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide adequate personnel to effectively support technology integration.
2009-2010	85.00%				
2010-2011		90.00%	90.00%	Yes	
2011-2012		92.00%	95.00%	No	
2012-2013			95.00%		
2013-2014			95.00%		
2014-2015			95.00%		
2015-2016			95.00%		
2016-2017			95.00%		
2017-2018			95.00%		

Guiding Questions:
If the goal for students and teachers is to effectively integrate and utilize technology, how many staff members and in what capacity is necessary to support such an endeavor?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will define Skill Development Plans (SDP) for technicians and support coordinators.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Network Administrator, Assistant Superintendent of Curriculum Participants: Computer Technicians	07/01/12-06/29/18: Skill development plans (similar to the PDP's for certified staff) will be developed for technicians and support coordinators.	Annual evaluation forms will need to be amended to reflect requirements of SDP's.	Staff will track completion of required elements of SDP.	Staff will submit documentation of completion of required elements annually on a district provided form.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will annually reevaluate technology support coordination for each facility in the district.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Coordinator, Network Administrator Participants: Computer Technicians	07/01/12-06/29/18: Based on building needs and feedback from annual staff survey, the Network Administrator will determine if changes need to be made in building assignments for the district's technicians.	Summaries of trouble tickets from Help Desk, results of annual staff survey.	Staff will be reassigned as needed, in order to provide the best service possible for the district.	Network and Technology Director will compile data from help desk summary and survey to meet with central office administration and evaluate technology support twice a year.	local funds
	The District will employ two additional technical support staff members to address a variety of support needs, as it works to reach a more desirable technician to computer ratio.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Human Resources Director, Network Administrator, Technology Coordinator Participants: Computer Technicians	03/15/13-07/01/13: Hire a Help Desk Operator (Follow personnel plan in 1:1 initiative if implemented) as budgets allow. 03/15/13-07/01/14: Hire a Computer Technician (Follow personnel plan in 1:1 initiative if implemented) as budgets allow.	Funds provided by district budget	Staff members will be hired through the board approved hiring process.	A review of staffing numbers will demonstrate completion of this goal.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will provide training for support of major software applications (i.e., student management system, financial/human resources, student assessment, phone systems, etc....).	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Human Resources Director, Technology Coordinator, Network Administrator Participants: Computer Technicians, Other Staff Members	07/01/12-06/29/18: The district will continue to provide training on various systems during and after school, as well as during summer months.	Funds for substitutes provided by district budget.	Records will be kept of trainings offered and personnel who attend.	Course sign in sheets will be submitted to Human Resources Department.	local funds
	The District will implement IM/Chat capability to augment support calls and troubleshooting. The District will implement Moodle.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Network Administrator, Technology Coordinator Participants: Computer Technicians	02/15/12-06/29/18: IM/Chat services will be provided to strengthen technical support and teacher communication.	District resources will be used to maintain upgrades for Lumen IM/Chat and Moodle as well as provide training for staff	District staff will have IM/Chat and Moodle tools as well as training provided for them.	IM/Chat logs will be reviewed, Moodle upgrades will be provided regularly, and PD implementation logs will be monitored for training on a yearly schedule.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - Provide STEM (Science, Technology, Engineering, Math) Courses or content integration K-12 by 2016, (Pilot through WMS Encore and Campbellton and Labadie Elementary), two courses over next five years.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide students with opportunities to expand critical thinking and problem solving skills in the areas of science, technology, engineering, and math and expand their knowledge of career opportunities.
2013-2014					Guiding Questions: With careers requiring a strong foundation of science, technology, engineering, and math skills, how should educational offerings differ to prepare students to be successful?
2014-2015					
2015-2016					
2016-2017					
2017-2018			2		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement STEM courses in various grade levels.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Building Principals Participants: Science and Math Teachers, Curriculum Teams, Instructional Coaches	03/15/13-05/20/14: Visit schools implementing quality STEM courses; evaluate curriculum needs; evaluate staffing possibilities; present potential STEM course layout to Assistant Superintendent of Curriculum; obtain Board of Education approval of new STEM course	prepackaged materials, model curriculums, science and math standards, budgets	Evidence of progress will be measured through implementation of STEM course.	Lumen Student Information system will be used to track courses offered.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - Foreign Language will be provided to students through encore course work (WMS), through the gifted program or as an after-school opportunity for elementary students

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide students with the opportunity to learn a foreign language at an opportune time in their linguistic development.
2014-2015			1 class		Guiding Questions: What are the most utilized languages throughout the world that our students would benefit from learning in order to communicate in a global society?
2015-2016					
2016-2017					
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement foreign language classes at an elementary school setting or at WMS.	Person(s) with Primary Leadership Responsibility: CIA office Participants: CIA Department, Teachers, Principals	05/15/13-03/15/14: Research districts currently implementing foreign language courses, research after-school vs. during school implementation, evaluate WMS encore schedule, determine location and grades levels implementing foreign language. 01/15/14-03/15/14: Develop goals and standards for foreign language classes at each grade level, develop curriculum prior to course implementation. 03/14/14-05/15/14: Evaluate and purchase foreign language text/software. 07/01/14: Hire teacher or tutor to implement foreign language program.	Model foreign language curriculums, foreign language materials/software	The evidence of progress will be passage of formative assessments determining the success of learning the foreign language and the number of students taking the foreign language course.	Completed notes on program evaluation, completion of goals, and completed course curriculum will be the means by which evidence is collected.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - Provide effective organization of programs to meet the needs of all students, i.e., reorganize instructional setting for Special Services Programs.

Current Reality :					Purpose of Goal:				
School Year	Baseline	Progress	Target	Target Met	To provide all students with learning environments that are conducive to effect skill acquisition.				
2013-2014									
2014-2015									
2015-2016									
2016-2017									
2017-2018									
					Guiding Questions:				
					How can programs, space and curriculum be revised to more effectively meet the needs of students?				

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Develop a Center for autism, school within a school design.	Person(s) with Primary Leadership Responsibility: Director of Students Services Participants: Teachers, Principals	08/15/13-08/15/15: Research Autism Center, school within a school design details: budget, space, integration. 08/15/15-05/15/18: Implement plan.	Best practices, other schools with similar programs	Evidence of progress will indicated through more effective programming for students and greater success on IEP goals.	Walk-throughs and goal success will be collected as sources of evidence of success.	local funds

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - Completion of a short term and long term facility plan based on student enrollment and budget projections. Research will be conducted to determine alternative programming needs.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2013-2014		Early Childhood Bldg.			To provide our earliest learners with a solid foundation of pre-kindergarten skills in an environment fully equipped to be conducive to excellent instruction.
2014-2015			WMS Bldg.		To provide state of the art Middle School.
2015-2016					To provide students with the opportunity to effectively move from Elementary to Secondary environments.
2016-2017					Guiding Questions: What type of environment will promote the greatest learning are our youngest learners?
2017-2018					With Middle School being a delicate transition time. What type of facility is needed to fully meet the needs of a Middle School student?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Build a state of the art Early Childhood Center to house preschool, ECSE, and Parents as Teachers programs.	Person(s) with Primary Leadership Responsibility: Superintendent, SDOW Board of Education, Participants: District staff and community	03/15/13-08/15/14: Pass bond issue to gain funds to proceed with building the ECC Center, develop plans with architect, building	sample building plans, bonds	Evidence of progress will be characterized by obtaining approval of voters to proceed with building the center and opening the doors to your youngest learners.	Evidence will be collected through ballots, meeting agendas, building plans, and ribbon cutting.	Bond monies

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	To address growth in programs and class space issues, the District will pursue building a new middle school to meet the programming needs of the district.	Person(s) with Primary Leadership Responsibility: Facility Committee, Superintendent, Director of Buildings and Grounds, Administrative Staff Participants: Community, teachers, principals	03/15/13-08/15/15: Pass bond issue to gain funds to proceed with building the new middle school and develop plans with architect, building	sample building plans, bonds	Evidence of progress will be characterized by obtaining approval of voters to proceed with building the Middle School.	Evidence will be collected through ballots, meeting agendas, building plans, and ribbon cutting.	Bond monies

Transform Learning Environments

GOAL - Transform the concept of "school" to embrace dynamic, sustainable learning environments

Objective - The SDOW will coordinate with Federal, State, and Local services and programs for the prevention of violence, safety, and nutrition. 100% of staff and students will be trained and acclimated to the new crisis response procedures.

Current Reality :					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	
2008-2009		96.00%	100.00%	No	To provide the safest facilities possible.
2009-2010		96.00%	100.00%	No	Guiding Questions: In light of what appears to be a trend in school violence, how can the District provide the safest school possible but still allow for quality delivery of instruction? With such tragedy occurring due to bullying, what programs, processes, and procedures are needed to prevent the onset of bullying? Through what means, can the District provide knowledge concerning health, nutrition, and wellness to ensure that staff and students members are healthy?
2010-2011		96.00%	100.00%	No	
2011-2012		100.00%	100.00%	Yes	
2012-2013			100.00%		
2013-2014			100.00%		
2014-2015			100.00%		
2015-2016			100.00%		
2016-2017			100.00%		
2017-2018			100.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	A District Safety Committee will be assembled to revise and orient the District's crisis response plan and procedures.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Human Resources, Safety Committee, Administration, Local First Responders Participants: Staff, students, and parents	01/5/13-08/20/13: The District will evaluate current safety plans with local law and emergency responders to provide a safe educational environment for all children. 08/20/13-12/15/18: Staff will be trained on safety procedures and implement drills. Changes in safety plan will be made as plans are evaluated on a yearly basis.	Safety plans, records of drills	The evidence of progress will be demonstrated by having effective drills and passing inspections by First Responders.	Evidence will be collected through drill documentation sheets, post drill reflections, and parents, staff, and student surveys.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will provide health and nutrition services to staff and will provide health and wellness curriculum content to students to promote healthy lifestyle choices.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Counselors, Principals Participants: Staff, students	08/18/09-05/20/18: Wellness Fairs will be held periodically. Health and nutrition information will be disseminated to staff members. Curriculum will be updated to include health and wellness skills and content for students.	Insurance promotions, Healthteacher software, websites, curricular materials	Evidence of success will be determined by decreased insurance claims, reduced teacher absences, and increased student attendance percentages.	Evidence will be collected by utilizing AESOP data, Healthteacher sign-in logs, sign-in sheets at Wellness Fairs and Quarterly Assessments.	Title IA
	Various anti-bullying programs will be implemented to decrease existing bullying and to reduce the onset of additional bullying.	Person(s) with Primary Leadership Responsibility: Principals, counselors Participants:	08/18/10-05/20/18: WHS and WMS will provide transition programs through WEB and Jay Crew Leadership workshops to promote a sense of belonging to reduce drug and alcohol use in middle and high school. Programs will be introduced at Elementary schools.	Character education programs, Positive Support Systems (PBS), videos, conferences, workshops	The evidence of success will be determined by a decrease in discipline records pertaining to bullying and 98% satisfaction rate of surveys rating school safety.	Evidence will be collected through Lumen Student Information System and through Lumen surveys.	local funds



1:1 INITIATIVE



2013-2018



1:1 INITIATIVE

Device Procurement and Deployment

2013-2018

Device Procurement Deployment 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Develop a work flow chart based on the staff, space, on-line helpdesk system and service level.</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department Participants: Human Resources</p>	<p>04/01/13-06/01/13 Draft flow chart will be designed and presented to central office administrators by June 2013.</p>	<p>District staff-time to research and develop the flow chart</p>	<p>The draft chart and final chart are completed on targeted dates.</p>	<p>By 06/01/13 there will be a flow chart developed to give an overall picture of technology staff, location of staff, and duties assigned. There will also be an annual print out of Help Desk ticket #s.</p>	<p>N/A</p>
	<p>Develop policies and procedures for repairs of student and faculty machines including reasonable service and time expectations to make the necessary repairs. Budget constraints as well as tech staff are determining factors. A low service level agreement (10 minutes or less) will result in a larger loaner pool. Assume 50 machines per 200 machines if 10 minutes or less. Assume 25-30 machines per 200 if 15 minutes or more. Define the services provided by the IT department. This includes hours of operations, services performed in-house vs. off-site, and prioritization.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director, IT Department, CFO Participants:</p>	<p>04/01/13-06/01/13 Discussions will take place between central office administration and the network director so there is a clear picture of what the expectations are for when a student brings a broken computer to the IT service area.</p>	<p>District staff-time to develop and operate a successful service center</p>	<p>Expectation will be outlined and monitored for success.</p>	<p>A loaner guideline will be established by the SDOW.</p>	<p>N/A</p>

Device Procurement Deployment 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Review the current structure of IT staffing for hardware support. Look for ways to increase site-based support. Solutions such as training library clerks for basic end-user support or password resets; training of student helpers; and other low cost models should be explored. Cloud-based solutions versus software may also alleviate the need for additional personnel support. Make use of student internships and computer clubs to assist in technology repairs.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director, Central Office Participants: Principals</p>	<p>04/01/13-08/01/13 Discussions will take place between central office administration and the network director to list out pros and cons as well as security risk with teacher and student helpers. The district will establish an on-site tech for WHS for the 2013-14 school year.</p>	WHS space, district funds	There is a technician on site at the WHS.	The SDOW will increase their site based technician repair support for the 13-14 school year. They will also explore ideas with IT class at FRCC and possibly hiring more elementary technology teachers to allow for repair time.	N/A
	<p>Invest when necessary in contracted services to catch up with hardware installation, support, or adding network services.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director Participants:</p>	<p>01/15/13-08/04/14 As an ongoing base, the network director will determine if an outside source is necessary to complete projects on time.</p>	Outside service contractor, district funds	Projects will be completed on time.	The network director will contract an outside source when timelines can not be met and workload is too much.	local funds
	<p>Select devices based on required specific and request for proposal (RFP).</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department Participants: Focus Group 3</p>	<p>01/15/13-03/15/13 Information will be presented to the Focus Group 3 regarding device specifics and pricing to aid in the selection process.</p>	Device research	A device is chosen to suit the needs of the district and students.	Focus Group 3 will be surveyed on their choice of device.	N/A

Device Procurement Deployment 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Order devices based on request for proposal (RFP).	Person(s) with Primary Leadership Responsibility: Network Director, Central Office Participants:	04/01/13-05/15/13 Devices will be ordered based on the recommendation of those surveyed and request for proposal.	District funds	Devices are delivered to district.	Devices are ordered as per the selection process.	local funds
	Explore and decide upon an image and application management plan for updates (e.g. patches, antivirus, new apps).	Person(s) with Primary Leadership Responsibility: Central Office, Network Director Participants:	04/01/13-06/03/13 Discussion will take place to have a clear picture of what the students and staff will be doing with the device and the appropriate image will be placed on the device. There will also be a plan for yearly maintenance.	In-house or outsourced	A plan is derived from discussions and success of pilot programs are monitored.	There will be a written plan provided for imagining and annual cost to maintain, update, and expected length of service life.	local funds
	Purchase spare machines to use as loaners for staff and students machines that need repair or replacement.	Person(s) with Primary Leadership Responsibility: Network Director, Central Office Participants:	Once a clear timeline expectation is established for device service, the network director will create a loaner program to meet those expectations.	Back-up devices purchased	Device service guidelines will be established and monitored for success.	This will be established in the SDOW loaner guideline.	local funds
	Establish bimonthly routines for monitoring the work order system. Prioritize work orders in high demand use and by age when possible.	Person(s) with Primary Leadership Responsibility: Network Director Participants: IT Department	06/01/13-06/01/18 Network director will meet monthly with tech staff to monitor timely ticket closure and prioritize according to student learning.	Help Desk system, IT Department	Meetings will be held and ticket closure will be done in a timely fashion.	Monthly Help Desk ticket reports will be printed and reviewed.	N/A

Device Procurement Deployment 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Promote models like "Ask three before me" to reduce help desk requests.</p>	<p>Person(s) with Primary Leadership Responsibility: Principals, IT Department Participants: Staff</p>	<p>01/01/14-06/01/18 Principals will communicate to their staff that teachers should try about three things to fix their tech problem before they put in a help desk ticket. Reboot, check power, rehook cables, using Mozilla not Explorer, etc.</p>	<p>Help Desk system</p>	<p>Help Desk tickets will have listed the things tried before entering the ticket.</p>	<p>Teachers will need to note three things they have tried to fix their problem on their Help Desk ticket.</p>	<p>N/A</p>



1:1 INITIATIVE

End User Support

2013-2018

End User Support 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide district staff with mobile device. Teaching staff and administrators will be provided with laptops or tablet pc for future staff development and instructional direction of the district. Mobile technology will provide new opportunities for staff collaboration and in-service.	Person(s) with Primary Leadership Responsibility: CFO, Technology Director, Professional Development Committee Participants:	05/01/13-02/13/14 Continuous advancement with mobile technology and its usage to advance student learning will take place yearly.	District funds or grants used to purchase mobile technology for teachers and administrators	Teachers and administrators are becoming more advanced with using mobile technology.	Mobile technology for staff will increase yearly. Student learning with mobile technology professional development will be the focus to help increase use and understanding.	District funds or grants
	Install wireless at all buildings.	Person(s) with Primary Leadership Responsibility: Network Director Participants: Buildings & Grounds Department, IT Department	01/28/13-03/01/14 Wireless will be done at WHS and wiring will be done in all other buildings by 2014.	Purchase wire and AP	Wireless is established at WHS and wiring completed in all other buildings.	A strong wireless system will be established throughout the district.	local funds
	Provide opportunities for students to work in mobile environments and exposure to a multitude of tools.	Person(s) with Primary Leadership Responsibility: Network Director, Instructional Coaches, Focus Group 3 Participants:	05/01/13-06/01/13 Clear expectations and professional development support will be established for teachers.	Professional development training	Teacher professional development calendars include technology training.	The evaluation leader of Focus Group 3 and Instructional Coaches will create a guideline of technology usage expectations by teacher and student.	local funds, Title II

End User Support 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Identify student & teacher expectations. District devices should be selected by determining what teachers and students need to be able to do and then defining how and what resources they will need to perform the task. It is recommended that the stakeholder group be involved in setting and identifying these goals.</p>	<p>Person(s) with Primary Leadership Responsibility: Focus Group 3, Network Director Participants:</p>	<p>01/15/13-03/15/13 Research will be done through the Focus Group 3 to select the best device for students and begin a pilot program.</p>	<p>Travel cost, cost to implement a successful pilot</p>	<p>Visits will be conducted and discussions will determine best device for the SDOW.</p>	<p>Focus Group 3 will do their research and come up with a plan for device selection and implementation.</p>	<p>local funds</p>
	<p>Create job description and application for student support team.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent, Network Director Participants: Principals</p>	<p>03/01/13-05/01/13 Job description and application for student support team will be created.</p>	<p>Application, Job Description</p>	<p>Student support team will be trained.</p>	<p>Applications will be review and the best candidates will be trained.</p>	<p>N/A</p>
	<p>Involve students and classroom teachers in image testing.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director Participants: Teachers, Students</p>	<p>04/01/13-05/01/13 After a device is selected, a meeting will be held regarding imaging.</p>	<p>IT Department, teachers, students</p>	<p>There will be a meeting regarding imaging with students and teachers.</p>	<p>After a device is selected, students will be given a chance to attend a meeting to review and give input with imaging.</p>	<p>N/A</p>

End User Support 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Explore and decide upon an image and application deployment plan.	Person(s) with Primary Leadership Responsibility: Network Director, IT Department Participants:	04/01/13-05/01/13 Imaging done in-house and by the supplier will be explored and selected for efficiency of deployment.	WHS staff, IT Department, possibly an outside resource	Deployment is performed smoothly and timely.	A deployment plan will be designed, piloted and monitored for success.	N/A
	Consider any customization to the image and applications that will eliminate user issues, questions, and concerns such as FAQs on desktop, etc.	Person(s) with Primary Leadership Responsibility: Network Director, IT Department Participants:	04/01/13-05/01/13 The image will be universal and provide the necessary tools for all users.	IT Department, possibly an outside resource	Different imaging system will be explored and researched.	Device imaging from what other schools are doing. 1:1 will be reviewed and presented for input and selection.	N/A
	Consider asset tracking software such as Track-IT, Web Helpdesk.	Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:	04/01/13-05/01/13 Current Lan Desk system services will be presented to central office administration and decision will be made on what should be selected for our mobile devices.	Software cost, contracts	The appropriate protection will be researched and provided for mobile devices.	The district will use Lan-Desk to track devices. Research will be done on whether or not we need further protection and tracking devices.	N/A
	Evaluate and decide upon a back-up strategy for student files. This will include options for cloud storage.	Person(s) with Primary Leadership Responsibility: Network Department Participants: IT Department	04/01/13-08/01/13 A clear understanding will be established on how student files will be backed-up. An in-house as well as a cloud provider will be researched and the best solution will be selected for the SDOW.	Server storage space, cloud contract	A back-up storage plan will be established for the pilot programs at WHS.	Student file storage will be analyzed and options considered for 2013-14 school year.	local funds

End User Support 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Align serial numbers to replaceable parts. Track these component allocations for "can" reporting purposes. This will help determine where problems are occurring. This data can be tremendously helpful in working with partners to quickly identify and rectify recurring problems.</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department Participants:</p>	<p>03/01/13-08/15/18 The IT technicians will be certified on the device selected so they will be able to fix the units in-house. They will track their repairs through Help Desk tickets.</p>	<p>IT certification, back up parts</p>	<p>All technicians will be certified and back-up parts will be obtained.</p>	<p>The IT Department will have surplus equipment and operate an in-house service center and will partner with supplier. IT staff will be certified to work on devices.</p>	<p>local funds</p>
	<p>Develop a long-term vision and plan that articulates how students should be using technology in the classroom and set minimum standards of availability and the resources the devices should support, as well as how teachers will be accountable for implementing additional technology resources in course content and instruction.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Instructional Coaches, Curriculum Director Participants: Focus Group 3</p>	<p>03/01/13-08/15/18 A long term plan will be developed to help guide teachers on student usage of technology in the classroom. Professional development will also be provided for teachers for implementing technology.</p>	<p>PD hours, a resource guide</p>	<p>Teacher professional development will be focused on technology integration and an action plan will be developed.</p>	<p>Teacher professional development logs will reflect technology integration and the action plan will be developed and used as a resource.</p>	<p>local funds, Title II</p>
	<p>Create student Technology Handbook and Parent Contract Agreement.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Instructional Coaches, Curriculum Director Participants: Focus Group 3</p>	<p>03/01/13-01/15/14 The SDOW will gather examples for other schools to create a student technology handbook and agreement forms for implementation and device rollout.</p>	<p>E and Printed Handbook and agreement forms.</p>	<p>There is a handbook and agreement forms created.</p>	<p>The handbook will be posted online for the SDOW.</p>	<p>local funds</p>

End User Support 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Determine if students & staff will be able to bring in personal devices and access to network. The ability of staff and students to bring in personal devices for use.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director, Technology Director, Instructional Coaches, Assistant Superintendent of Curriculum Participants:</p>	<p>03/01/13-01/15/14 The Network Director will research and create a plan to determine how students and staff could bring their own devices.</p>	<p>Site visits. other research, the infrastructure to support the plan if needed</p>	<p>The Network Director will share with central office administration the action plan to make this happen.</p>	<p>The Network Directors' action plan will be provided to central office administration.</p>	<p>local funds</p>



1:1 INITIATIVE

Infrastructure Development

2013-2018

Infrastructure Development 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Install wireless systems in all buildings. Standards for controller based 802.11n wireless systems to provide coverage for density should be established. The network should be designed to support district owned mobile devices as well as staff and student Bring Your Own Device (BYOD). The district should seek an outside company to provide an assessment and installation for the system.</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department, Buildings & Grounds Department Participants:</p>	<p>01/28/13-03/01/14 Wiring will be pulled and access points placed throughout WHS for wireless access and density.</p>	<p>District budget, IT Department, Buildings & Grounds Department, possibly outside source</p>	<p>Wire will be pulled and access points installed.</p>	<p>WHS will have wireless access in every classroom throughout the building by 2014. The district is looking at newer non-controller base technology.</p>	<p>local funds</p>
	<p>Complete the upgrade to the internet service. Establish a routine for periodic checks of Internet use to proactively keep bandwidth at optimum levels for users. Monitor and upgrade internet usage in the future. To accommodate utilization spikes, normal utilization should not exceed 70% of capacity. Annual planning for bandwidth should also take into consideration anticipated new Internet programming and redundant Internet services.</p>	<p>Person(s) with Primary Leadership Responsibility: Central Office, Network Director Participants:</p>	<p>03/01/13-07/01/14 A district technology upgrade plan will be given to the Network Director. The network director will ensure quality service is provided for all devices.</p>	<p>District budget, IT Department, Building & Grounds Department, possibly outside source</p>	<p>Reliable service will be given to any and all devices throughout the district.</p>	<p>A school year plan will be given to the Network Director of what technology will be in and used at each building and the Network Director will see that it is supported.</p>	<p>local funds</p>
	<p>Ensure that reliable Gigabit connections are maintained within the network infrastructure.</p>	<p>Person(s) with Primary Leadership Responsibility: Central Office, Network Director Participants:</p>	<p>03/01/13-07/01/14 Reliable should be defined. I.E. 98% of the 7 hour day when students and staff are on campus. Once this is defined, the Network Director will work to ensure that standard is achieved.</p>	<p>District budget, IT Department, Buildings & Grounds Department, possibly an outside source</p>	<p>A clear standard is established and followed</p>	<p>A school year plan will be given to the Network Director of what technology will be in and used at each building and the Network Director will see that it is supported.</p>	<p>local funds</p>

Infrastructure Development 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Install & maintain robust network infrastructure which provides reliability and flexibility for users. Incorporate management tools and monitoring from internal IT and possible outside solution providers where possible.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director Participants:</p>	<p>3/1/13-7/1/14 The Network Director will understand what services are required of the infrastructure and make sure it is able to support it and adhere to the reliable standard.</p>	<p>District budget, IT Department, Buildings & Grounds Department, possibly an outside source</p>	<p>All infrastructure will support what technology is requested and established in the SDOW.</p>	<p>The SDOW infrastructure will provide reliable standard of service for all users.</p>	<p>local funds</p>
	<p>Complete the conversion to a Microsoft network. A unified network will provide ease of maintenance and cost efficiencies for the district. Seek outside assistance for the conversion and assistance from experts in the design of Active Directory.</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department Participants:</p>	<p>7/1/13-8/1/13 SDOW staff will be provided training on the new system and it will be rolled out by August of 2013.</p>	<p>District budget, IT Department, Buildings & Grounds Department, contract with outside source</p>	<p>Professional development will be planned and the system will be rolled out.</p>	<p>The conversion will be completed by August 2013 and assistance from outside sources will be considered and used if necessary.</p>	<p>local funds</p>
	<p>Review cloud based options for student and staff email including Google and Microsoft 365. Design an implementation plan and convert from Groupwise.</p>	<p>Person(s) with Primary Leadership Responsibility: IT Department Participants:</p>	<p>3/1/13-7/1/14 SDOW staff will be provided training on the new system and it will be rolled out by August of 2013.</p>	<p>District budget, IT Department, Buildings & Grounds Department, contract with outside source</p>	<p>Professional development will be planned and the system will be rolled out.</p>	<p>Cloud based options will be considered and a plan with cost and benefits will be presented in the 2013-14 school year.</p>	<p>local funds</p>

Infrastructure Development 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Research a district portal or cloud based resources to provide easy student and staff access to file storage, resources, and single sign-on.	Person(s) with Primary Leadership Responsibility: Network Director Participants:	03/01/13-07/01/14 The options for students and staff to store files and have a single sign-on will be researched and presented to central office administration by the network director.	District budget, IT Department time	Research will be presented and choices made.	Easy access and storage for student and staff files as well as single sign-on will be researched and presented to central office for the 2013-14 school year.	local funds
	Seek outside assistance to provide links for data systems through the use of active directory and tying data between software systems to improve user access to data and reduce data redundancy and errors.	Person(s) with Primary Leadership Responsibility: Network Director, Curriculum Director Participants:	03/01/13-07/01/14 Data software will be researched and a plan will be chosen for what is best for students and staff of SDOW.	Software cost out of district budget	Discussions on this will take place in 2013-14.	Specific details for what we are wanting the software to do will be laid out and then software systems will be researched. This is later in the process and will be done by 2014-15	local funds
	Keep the network design flexible and place as much in the cloud as possible. Thorough documentation is essential for ongoing support.	Person(s) with Primary Leadership Responsibility: Network Director, Central Office Participants:	03/01/13-07/01/14 An in-house and outside source cloud will be researched. Service will be provided and monitored for efficiency.	Server storage cost, outside cloud storage cost	Pros and cons of using a cloud system will be presented to make the best choice for SDOW.	The cloud system will be researched and pros and cons will be presented to central office and a decision will be made after a semester of wireless devices are up and running.	local funds
	Maximize the use of cloud based resources to ensure user access anytime, anywhere and reduce IT overhead.	Person(s) with Primary Leadership Responsibility: Network Director Participants: IT Department	03/01/13-07/01/14 An in-house and outside source cloud will be researched. Service will be provided and monitored for efficiency.	Server storage cost, outside cloud storage cost	Pros and cons of using a cloud system will be presented to make the best choice for SDOW.	Once wireless is installed with fidelity, the cloud system will be investigated.	local funds

Infrastructure Development 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Survey staff, students & parents to monitor success of the program. Throughout the coming two years, particular attention should be paid to the user experience as the program grows and increases demands on the network. As with any new initiative, extraordinary effort should be made to ensure that unforeseen problems are caught and rectified as soon as possible. This ranges from front line (in the classroom) user support to analyzing back-end network logs.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director Participants:</p>	<p>01/01/14-01/01/16 Feedback will be given by end users through surveys. These surveys can be developed in our current Lumen system.</p>	Lumen, IT Department	A survey is completed to address all areas of implementation (Training, roll-out, efficiency, and success).	Surveys will be created in Lumen to answer specific questions about pilot programs and/or implementations of 1:1.	N/A
	<p>Ensure that sufficient bandwidth from both the wireless network and Internet access are maintained. Design systems to maximize the user experience. Sufficient load testing, monitoring, and maintenance need to be incorporated in the network design.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director Participants:</p>	<p>03/01/13-07/01/14 The Network Director will understand what services are required of the infrastructure and make sure it is able to support it and adhere to the reliable standard.</p>	District budget, IT Department, Buildings & Grounds Department, possibly an outside source	All infrastructure will support what technology is requested and established in the SDOW.	Network Director will provide sufficient network services for SDOW students and staff.	local funds
	<p>Create Technology plan.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director Participants: Technology Committee</p>	<p>03/01/13-07/01/16 The Director of Technology has a technology plan in place and will review it yearly. Updates will be made to meet any and all new initiatives.</p>	Technology Committee	The Technology Plan is on file and reviewed yearly with updates.	The Technology Committee updated the Technology Plan last year and will review it yearly and update as needed. A full review will be done in 3 years.	N/A

Infrastructure Development 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Develop cycle of infrastructure audits and network designs.</p>	<p>Person(s) with Primary Leadership Responsibility: Network Director, Central Office Participants:</p>	<p>03/01/13-07/01/15 An audit was done in 2010. Limitations listed on this report will need to be addressed and fixed. Another audit may need to be preformed before 2015.</p>	<p>District budget, IT Department time</p>	<p>Limitations on the 2010 audit are updated to the standard suggested by the audit report.</p>	<p>An audit was done in 2010. Some of the limitations have already been addressed. The document can be reviewed with the Network Director to ensure continuous improvements.</p>	<p>local funds</p>



1:1 INITIATIVE

Financial Planning

2013-2018

Financial Planning 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Determine and seek funding to install and support wireless networks for all schools.	Person(s) with Primary Leadership Responsibility: CFO, Network Director Participants:	01/28/13-03/01/14 Hard wiring will be done throughout the buildings. Wireless access will be done in WHS and middle school by 2014.	District budget, staff time, tax levy, WINGS grants	Quality wireless service will be in place at WHS by August 2013.	Wireless access will be established at the WHS and common areas in the WMS and the wire will be pulled in all buildings by August 2014.	local funds
	Itemize the technology budget. Review the budget for operating efficiency. Perform a complete audit/review of licensing cost with software systems to review current expenses and determine where cost savings and/or data efficiencies can be obtained.	Person(s) with Primary Leadership Responsibility: CFO, Network Director, Title Administrator Participants:	The budget will be reviewed and focused on the technology implementation.	District budget, staff time, tax levy, WINGS grants	Planned implementation will be achieved.	The budget will support all the things being implementing in technology.	N/A
	Establish a plan for replacement of devices which are either broken due to accidental damage or lost by students.	Person(s) with Primary Leadership Responsibility: IT Department Participants:	A plan will be established for insurance and an IT service center so devices will be maintained.	District budget, staff time, tax levy, possible student fees	A service plan will be in place for pilot programs.	The district will have loaner devices and an insurance policy will be adopted and shared with the school community when employing 1:1 devices.	local funds

Financial Planning 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Develop a 1:1 or bring your own device (BYOD) cost analysis. Develop a spreadsheet of all known costs identifying first year and ongoing costs associated with the program.	Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:	03/01/13-07/01/18 A comprehensive product, training, service, and budget plan will be developed. The plan is reviewed and adjusted accordingly.	Central Office, IT Department	A cost analysis plan is made and reviewed.	A comprehensive product, training, service, and budget plan will be made and reviewed by the administrative team. This plan will be reviewed quarterly.	local funds
	Analyze all budgets to fund technology implementation. Consider possible revenue streams such as textbook funds to offset costs of the program.	Person(s) with Primary Leadership Responsibility: Central Office Administration Participants:	03/01/13-07/01/18 The central office administration will prioritize the budget and look for possible funding sources.	District budget, outside funding sources	The district has funds to effectively implement 1:1 pilots and programs.	A comprehensive product, training, service, and budget plan will be made and reviewed by the administrative team. This plan will be reviewed quarterly.	N/A
	Develop financial plan for incidental costs such as loaner equipment, extra batteries, cases and checkout broadband cards.	Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:	03/01/13-07/01/18 A comprehensive product, training, service, and budget plan will be developed. The plan is reviewed and adjusted accordingly.	District budget, outside funding sources	The district has funds to effectively implement 1:1 pilots and programs.	A comprehensive product, training, service, and budget plan will be made and reviewed by the administrative team. This plan will be reviewed quarterly.	N/A
	Develop personnel cost plan. The total cost of the plan needs to include personnel to support training costs.	Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:	03/01/13-07/01/18 A comprehensive product, training, service, and budget plan will be developed. The plan is reviewed and adjusted accordingly.	District budget, outside funding sources	The district has funds to effectively implement 1:1 pilots and programs.	A comprehensive product, training, service, and budget plan will be made and reviewed by the administrative team. This plan will be reviewed quarterly.	local funds

Financial Planning 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Track and document the annual costs to assist in projecting the cost in years two and beyond.</p>	<p>Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:</p>	<p>03/01/13-07/01/18 A comprehensive product, training, service, and budget plan will be developed. The plan is reviewed and adjusted accordingly.</p>	<p>District budget, outside funding sources</p>	<p>The district has funds to effectively implement 1:1 pilots and programs.</p>	<p>A comprehensive product, training, service, and budget plan will be made and reviewed by the administrative team. This plan will be reviewed quarterly.</p>	<p>local funds</p>
	<p>Research financial options - direct purchase, leasing, and lease to purchase.</p>	<p>Person(s) with Primary Leadership Responsibility: Central Office, IT Department Participants:</p>	<p>03/01/13-07/01/18 Device purchase option will be considered and the best selection will be made for the SDOW.</p>	<p>District funds, tax levy, possible outside funding sources</p>	<p>Purchase plans are discussed and considered.</p>	<p>When proceeding with the plan, at least two options will be considered and presented . The best suited for the SDOW will be chosen.</p>	<p>local funds</p>



1:1 INITIATIVE

Curriculum Needs

2013-2018

Curriculum Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Engage coaches and district leaders for follow-up with Common Core curriculum, instructional strategies, and technology to ensure training is aligned and embedded.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum Participants: Administrative Team</p>	<p>08/15/12-05/15/13 Continue to develop/revise curriculum, strategies, and use of technology following Curriculum Cycle. Embed technology use in most lessons. 03/15/13-05/15/13 Develop a process to collaborate across the district for collecting contributions and keeping resources current. 09/01/13-11/15/13 Develop accountability plan to ensure curriculum/technology is being effectively implemented. Teachers attend training for sharing. Align this directly with the current work on Common Core Standards.</p>	<p>SDOW Online Curriculum allowing for uploading of technological strategies that demonstrate implementation of authentic learning experiences. Utilize Moodle, Blackboard or other collaboration device for teachers to communicate about the curriculum and instructional strategies.</p>	<p>Evidence of usage, as measured by: Curriculum submissions to the CIA Office, Uploads to curriculum, Walk-through documentation that curriculum as well as technology based curriculum is being effectively implemented. Feedback from users</p>	<p>Curriculum cycle work will be monitored and documented by CIA Office.</p>	<p>local funds</p>

Curriculum Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Map electronic resources to curriculum shared across the district. Maximize professional learning communities and existing efforts to engage everyone in this work. Tap into the resources. Many Washington teachers have already identified on their own and make sure these are included as the comprehensive database of instructional resources is developed.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum Participants: Teachers</p>	<p>Spring 2013 Update activity form to include CCSS and Practices. Expectation for teachers will be to submit activity sheets electronically. Ongoing Encourage the use of technology into activities when appropriate. Encourage staff to share strategies and activities during PLC. Include technology into each teacher-created unit. Provide clear expectations for teacher and student components. Utilize instructional coaches to support teachers in creating and implementing the units. Utilize PLC time or additional avenues for teachers to add technology components to curriculum. Fall 2012-Spring 2013 Continue as on-going process.</p>	<p>Excel Activity Template Update Moodle and/or establish wiki for teachers to post and share Web 2.0 resources Model lessons and training for expectations Instructional coaches Can teachers be paid for their time?</p>	<p>Submission of activities electronically. A resource of sharing technology is identified. Include a technology content guide (like a pacing guide) for grade levels and content areas.</p>	<p>Units will be posted on-line in the curriculum. Curriculum cycle work will be monitored and documented by CIA Office.</p>	<p>local funds</p>

Curriculum Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Identifying free web tools to enhance instruction.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, IT Department, Instructional Coaches Participants: Teachers</p>	<p>Spring 2013- ongoing Web tools will be researched and shared with students, teachers and parents.</p>	<p>District staff and professional development hours</p>	<p>A bank of web tool resources will be provided and training to share and demonstrate these tools will be ongoing.</p>	<p>CIA and IT will check and monitor progress daily.</p>	<p>local funds</p>
	<p>Document successful curricular integration strategies to share at faculty meetings, with parents, and through marketing strategies.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, IT Department, Instructional Coaches Participants: Administrative Team</p>	<p>03/15/13-08/15/18 Research successful strategies from top performing schools. Determine knowledge parents must have to assist students to be successful with 1:1 integration. Plan webinars and meetings to share integration strategies.</p>	<p>Webinars; strategic lesson plans</p>	<p>Checklist of training sessions.</p>	<p>Sign-in sheets at trainings.</p>	<p>local funds</p>

Curriculum Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Inform faculty of the goals as well as the data collection required to measure the goals. Learning walks, faculty professional growth plans, and lesson plan collection and evaluation are needed to measure the success of the program.</p>	<p>Person(s) with Primary Leadership Responsibility: Human Resources, Assistant Superintendent of Curriculum Participants: Administrative Team</p>	<p>03/01/13-03/01/14 Change walk through forms to measure usage.</p>	<p>Walk through forms; professional growth plans; lesson plan evaluation.</p>	<p>There will be an updated walk-through form to assist in collecting and monitoring goals.</p>	<p>Administrators will observe classroom instruction and evaluate instructor lesson plans.</p>	<p>N/A</p>
	<p>Visit http://www.emints.org/about/index.shtml to review a program that focuses on the curriculum and changes instructional practices using technology as the vehicle.</p>	<p>Person(s) with Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Department Participants: Instructional Coaches</p>	<p>03/01/13-05/15/13 CIA Department, Technology Department and possibly other stakeholders will research the eMINTs website. Decide what type of implementation we may be interested in, if any. 2013-2014 Research and secure funding sources (grants). Apply for eMINTs services.</p>	<p>eMINTs website, Districts' website</p>	<p>Report on research findings, including pros and cons of utilizing eMINTs service.</p>	<p>Decision if it is in the best interest of SDOW to utilize eMINTs services.</p>	<p>local funds</p>

Curriculum Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Include technology in curriculum development</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum</p> <p>Participants: Technology Department, Instructional Coaches, Teachers, Principals</p>	<p>08/15/12-04/15/13</p> <p>Continue as ongoing process: Teachers will include technology into each unit. Provide clear expectations for teacher and student components. Utilize instructional coaches to support teachers in creating and implementing the units.</p>	<p>Web 2.0 resources</p>	<p>Include a technology content guide (pacing guide) for grade levels and content areas.</p>	<p>Units posted on-line in the curriculum.</p>	<p>local funds</p>



1:1 INITIATIVE

Marketing Needs

2013-2018

Marketing Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Maintain staff web pages and social media accounts.	Person(s) with Primary Leadership Responsibility: Web Content & Communications Manager Participants:	08/15/12-08/01/18 Staff must receive a FULL training session before receiving access to create/update websites. SDOW must create a social media usage policy to ensure it is being used responsibly.	Appropriate training, preferably mandatory, during the summer	Increased participation with helpful/engaging content posted to staff websites.	Training attendance numbers. Periodic checks of active/inactive staff accounts.	local funds
	Notify local media organizations (newspapers, television, etc.) of plans and successes to generate positive press.	Person(s) with Primary Leadership Responsibility: Web Content & Communications Manager Participants:	08/15/13-09/15/13 Our plan must be finalized before we can successfully promote it to the public	Missourian newspaper, KLPW radio, no TV	The SDOW will receive more local positive press.	Periodic checks of local media websites and main sources (newspaper, radio).	N/A

Marketing Needs 1:1 Initiative

	<p>Set staff standards for web maintenance and posting and implement accountability standards for monitoring.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Web Content & Communications Manager Participants:</p>	<p>06/01/13-08/01/13 This is imperative to keep a level of quality and consistency throughout all websites. Graphic standards should apply to all materials, not just websites.</p>	<p>Review current expectations and collect graphic/web standards examples from other districts</p>	<p>Greater consistency throughout all published district materials.</p>	<p>Periodic checks of websites and other published materials.</p>	<p>N/A</p>
	<p>Publish the goals and implementation schedule of the initiative and share with the members of the Washington community in a variety of ways – web page, e-news, etc. Initial communication needs to emphasize 21st Century Learning as the main impetus of the initiative as well as include points about the benefits of a 1:1 program including ROI information.</p>	<p>Person(s) with Primary Leadership Responsibility: Web Content & Communications Manager Participants:</p>	<p>08/15/13-09/15/13 Our plan must be finalized before we can successfully promote it to the public.</p>	<p>Websites, social media, email blasts, phone blasts, videos, FAQs, press releases to local media</p>	<p>More positive support from the community. Fewer questions/ concerns from the community.</p>	<p>Surveying stakeholders for understanding regarding our initiative.</p>	<p>N/A</p>
	<p>Track information on the web related to the school (Wikipedia, personal blogs, etc.).</p>	<p>Person(s) with Primary Leadership Responsibility: Web Content & Communications Manager Participants:</p>	<p>08/01/12-08/01/18 Maximize or web presence and address negative information.</p>	<p>Action plans from other districts Well-respected community stakeholders to come to our defense</p>	<p>Greater consistency of our message through the web and less negative opinions.</p>	<p>Periodic checks of external websites.</p>	<p>N/A</p>

Marketing Needs 1:1 Initiative

	<p>Design, schedule, communicate, and conduct orientation for all stakeholders.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Web Content & Communications Manager Participants:</p>	<p>08/01/13-05/01/14 Once a final implementation plan is decided upon, the Technology Director and Communications Manager will use examples gathered from others to create a action plan to share with Central Office Administration.</p>	<p>Examples from other districts Videos, handouts, presentations , hands-on training</p>	<p>Attendance during orientation. Fewer questions/ concerns from stakeholders.</p>	<p>Orientation attendance numbers. Number of questions/concerns from stakeholders.</p>	<p>local funds</p>
	<p>Make use of frequently asked questions (FAQs), videos, and resource material for stakeholders.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Director, Instructional Coaches Participants: Teachers</p>	<p>2013-2014 Training on video production software for coaches/teachers. Spring 2013 Evaluate and acquire video editing software if what we have will not meet expectations. Research other resources from those who are already doing this. On-going Develop FAQ's and post on website and Facebook page.</p>	<p>Information shared in the form of podcasts, videos, newsletters, etc. in which specific technology initiatives are identified.</p>	<p>Created resources</p>	<p>Artifacts of information shared Will monitor web traffic for resources viewed.</p>	<p>local funds</p>

Marketing Needs 1:1 Initiative

	<p>Inform local pawn shops and police of initiative and make available serial numbers of district owned devices.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director Participants:</p>	<p>Fall 2013 This will occur once devices are received, and prior to rollout.</p>	<p>Excel spreadsheet with device serial numbers</p>	<p>All local pawn shops (Washington, Union, St. Clair, Warrenton, etc.) informed. All local LEO's (Washington PD, Franklin, St. Charles, and Warren Co. Sheriff departments) informed.</p>		<p>N/A</p>
	<p>Review the existing Acceptable Use Policy (AUP) to ensure the updated policies reflect the school culture and include use of cell phones, social media, and BYOD.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Assistant Superintendent of Curriculum Participants:</p>	<p>Fall 2013 Students and parents will sign an updated AUP so all parties are aware of updated policies.</p>	<p>Fall enrollment packets, district website</p>	<p>Students will have a current AUP on file.</p>	<p>Building secretaries will keep track of signed/ returned AUP for the year. These will be entered and tracked in Lumen.</p>	<p>N/A</p>



1:1 INITIATIVE

Student Technology Needs

2013-2018

Student Technology Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Identify, design implementation, and set accountability standards based on ISTE NETS-S for technology literacy skill development for all students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Department, Instructional Coaches Participants: Teachers, Students	04/01/13-05/15/13 Identify student proficiency skills. 11/15/13-01/15/14 Develop training schedule for students. Determine personnel to teach students. Create test or accountability plan for students to ensure appropriate use of technology apps and devices.	ISTE NETS-S Standards	Students will show evidence of technological skills embedded within the curriculum.	Staff will use ISTE-NETS-S Standards checklist.	local funds
	Survey student on their technology skills.	Person(s) with Primary Leadership Responsibility: Technology Department Participants: Students	04/01/13-05/15/13 An electronic technology survey for students will be created, taken, and analyzed.	Lumen and SDOW students and staff	Students will have taken the survey and the results are shared and analyzed.	Surveys are available for viewing in Lumen	N/A

Student Technology Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Develop training plan for students new to the district or transfer is mid year.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Department</p> <p>Participants: LMS, Buildings, Technology support</p>	<p>03/01/13-05/01/13 Create a monthly schedule of new student training dates. Identify expectations for student training to parents with enrollment paperwork. Update AUP to include student devices.</p> <p>06/01/13-08/01/13 Develop training. Develop check-out and accountability systems.</p> <p>08/15/13-09/15/13 Identify and train teams of students who can help with device transitioning. Designate and train one person/building to be a technology liaison.</p>	<p>Staff to lead training</p> <p>Locations for trainings</p> <p>Student teams trained</p>	<p>Attendance at regular training sessions</p>	<p>Data collected through various means (Attendance sheets compared with new enrollment, on-line surveys...)</p>	<p>local funds</p>



1:1 INITIATIVE

Professional Development Needs

2013-2018

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Conduct a baseline survey and annual assessment of staff skills.	Person(s) with Primary Leadership Responsibility: Technology Director Participants: Teachers	annually Winter 2012 Develop survey Conduct Baseline assessment Spring 2013 Ongoing Conduct annual assessment	Electronic assessment Survey to be administered with Lumen or possibly Moodle	100% of staff will complete assessment annually.	Electronic assessments conducted annually.	N/A
	Create Teacher Pilot Selection Document.	Person(s) with Primary Leadership Responsibility: High School Administration, Assistant Superintendent of Curriculum, Technology Teams Participants:	Spring 2013 A document will be created for high school teachers to share their interest and ability to pilot a 1:1 initiative with their course.	Application form	The form will be developed, presented to the High School staff, and selections made.	Pilot selection application will be completed.	local funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Develop a tiered professional development plan for staff.	Person(s) with Primary Leadership Responsibility: IT Department, Assistant Superintendent of Curriculum, Instructional Coaches Participants:	Spring 2013-2014 A specific 3 tiered plan will be developed for staff. The plan will be tiered as well as ongoing. The staff will be required to master all levels over a given amount of time.	IT Staff PD time online resources	A plan is developed, a timeline is attached to it, and training modules begin.	Data will be collected on how teachers are proceeding through the tiered training.	local funds
	Implement individualized professional growth plans for teachers and include 21 st century teaching skills as related to the initiative's goals as well as needed technology skills.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: Principals	Spring/Summer 2013 Research & review other professional growth plans. Update professional growth plans to include technology focus/skills. Train principals in what effective technology integration looks like. Results/accountability of Professional Growth Plan goals/objectives. Technology as part of walk-through/evaluation.	Professional Growth Plan template; Classroom walk through template; Training for teachers & administrators on effectively integrating technology	Completion of teacher goals Classroom walk through data	Classroom walk through data Professional Growth Plan reflection/results	local funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Provide staff technology professional development. Train staff to be successful with multi-faceted technology skills, pedagogical changes, and classroom management with technology.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Director, Instructional Technology Facilitator Participants: Instructional Coordinator</p>	<p>04/01/13-05/15/13 Determine topics and a calendar for professional development. Determine what devices will be used by teachers and students 06/01/13-10/01/13 Use technology to deliver learning opportunities. Train staff on how to effectively use technology Train/model how teaching with technology should look Work with teachers to develop procedures for classrooms to assist with classroom management techniques Ongoing: Continued Professional Development on content and technology Initial Trainings conducted. 08/15/12-08/15/18 trainings 2 to 3 times per year in years 2+.</p>	<p>Training sessions Set procedures based on devices Coaches ITF Teachers In house or contracted out?</p>	<p>Technology Guide for Teachers Curriculum Guide Improvement gauged through annual assessment of skills and through PBTE evaluations.</p>	<p>Teacher evaluations Walk-throughs Annual Skills Assessment PBTE Evaluations</p>	<p>local funds</p>

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Build a professional development program that allows staff to construct lessons and use product.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: Technology Department, Teachers, Principals	03/01/13-05/01/13 Technology staff and CIA determine skills and strategies to be taught to teachers 05/01/13-08/15/13 Provide integrated training with curriculum, instructional strategies, and technology. The training program should be ongoing and support existing staff. Training should include "Make and Take" applications where staff are afforded time to design lessons incorporating technology tools and resources.	PD Plan Skype Webinars PD 360	Walk-through data shows increased and effective technology implementation and integration. Staff skill surveys show skill growth.	With walk-through data and staff skill documents.	local funds, professional development funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Develop a technology professional development plan for beginning and new to the district staff. (Include long-term substitutes in technology training.)</p>	<p>Person(s) with Primary Leadership Responsibility: Instructional Coordinator, Instructional Technology Facilitator</p> <p>Participants:</p>	<p>03/15/13-05/01/13 Identify, develop, and post training schedules a semester ahead so teachers can decide if they want to plan for summer or school year attendance. Since not all training can occur before the first day of school, a prioritized list of training needs to be created.</p> <p>06/01/13-08/15/13 Incorporate training with new device into new teacher orientation. Include new staff in summer training. Provide clear expectations for teachers regarding on-going training opportunities.</p>	<p>Coaches/ Instructors to provide on-going training</p>	<p>A list of trainings provided and attendance.</p>	<p>Attendance at training.</p>	<p>local funds, professional development funds</p>

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Build technology skills of instructional specialists and instructional coaches.	Person(s) with Primary Leadership Responsibility: Technology Department Participants: outside sources	03/01/13-05/15/13 Provide instructional specialists and instructional coaches with devices to be used by district. Identify professional development opportunities to build technology skills. Incorporate technology into professional development delivered by district specialists/coaches. 06/01/13-08/15/13 Provide clear expectations for specialists/coaches regarding on-going training opportunities.	Coaches/ Instructors given devices and training	Increased usage of technology and technology devices in specialist/ coach's delivery of PD.	Coaches will have devices and a professional development log that reflects technology training throughout.	local funds
	Technology Specialists to support teaching staff and integrate within other staff development.	Person(s) with Primary Leadership Responsibility: Instructional Coordinator, Math Coordinator, Literacy Coordinator Participants:	08/20/13-10/15/13 Modeling technology usage within staff development and in-service opportunities. 06/01/13-08/01/18 Tech Specialists receive same content training as classroom teachers to assist with support	Coaches ITF Various PD	Successful use of technology by classroom teachers.	Teacher evaluations Walk-throughs	local funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Deliver “just in time” training, ongoing coaching, and online training to strengthen existing training initiatives.</p>	<p>Person(s) with Primary Leadership Responsibility: Instructional Coaches Participants:</p>	<p>03/01/13-05/15/13 Identify potential on-line training modalities/programs/ websites. 06/01/13-08/15/13 Train instructional coordinators in on-line training. 08/01/13-05/15/14 Provide PLC time to coaches for identifying links between adult practices and student development.</p>	<p>Training in the form of podcasts, videos, newsletters, etc.</p>	<p>Trainings occur in multiple formats.</p>	<p>From staff professional development logs.</p>	<p>local funds</p>
	<p>Identify, design implementation, and set accountability standards based on NETS-T and NETS-A for a technology literacy skill development for all staff. Review and design implementation for a technology literacy skill development program for all staff for 21st century learning.</p>	<p>Person(s) with Primary Leadership Responsibility: Technology Coordinator Participants:</p>	<p>03/1/13-5/15/13 Collect and review NETS standards. Begin planning staff development program. 06/01/13-08/15/13 Complete standards for SDOW. 08/15/13-10/15/13 Finalize Professional Development plan. Implement fall of 2013.</p>	<p>ISTE Standards resources from other districts</p>	<p>Monitor teacher progress in professional development plans, through classroom observations. Teachers will demonstrate increased technology usage and proficiency in their classroom instruction.</p>	<p>Performance Based Teacher Evaluations (PBTE), walkthroughs, classroom observations, annual staff survey</p>	<p>local funds</p>

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Develop technology questions for hiring procedures. Learning standards based on ISTE NETS-T and NETS-A.	Person(s) with Primary Leadership Responsibility: Human Resources, Administrative Team Participants:	03/01/13-03/01/14 Do more intense interview procedures to include technology questions or test into the interview.	Interview question form	The interview form is updated and reviewed by technology.	The 2014 interview question form will be compared to that of previous years.	local funds
	Analyze PBTE evaluation procedures in the art of technology.	Person(s) with Primary Leadership Responsibility: Human Resources, Administrative Team Participants:	03/01/13-03/01/14 Meetings will be set so the PBTE will can examined and changed to reflect the SDOW technology expectations.	PBTE	Meetings are being held and the PBTE will change.	Meeting notes and form revisions will be shared with tech and CIA teams.	local funds
	Involve district and site leaders in setting goals, expectations, modeling, and establishing accountability for staff and student use of technology.	Person(s) with Primary Leadership Responsibility: FG3 Participants:	08/15/13-05/31/14 FG3 team will meet on a monthly basis to set goals and identify possible hardware. FG3 will review the Professional Development plan and accountability plan for staff and student use of technology.	Variety of webinars and literature demonstration from successful 1-1 schools PD Plan Accountability Plan	Goals, PD Plan, Accountability plan	Notes and minutes from FG3 meetings.	local funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Establish accountability for staff use throughout the instructional day by district leaders and coaches, as well as building principals.	Person(s) with Primary Leadership Responsibility: Administrative Team Participants:	03/01/13-08/01/18 The SDOW will establish a minimal standard and monitor these expectations with walk-through and PBTE data.	Walk-throughs PBTE	Teachers will have a document with expectations for embedded technology usage.	Walk-through and PBTE data	local funds
	Update & expand the use of the district provided Moodle to make available an online learning system for curriculum collaboration, staff training, and student use. Online collaboration and communication tools should assist the district in combating the barriers of geographic disbursement of the district.	Person(s) with Primary Leadership Responsibility: Instructional Technology Facilitator Participants:	06/01/13-08/15/13 Provide levels of training for staff Provide online collaboration for staff 03/01/13-08/01/18 Provide continued training and assistance as teachers continue to utilize program	ITF Training (face-to-face and online)	Expanded use within classrooms Use by PLCs/ departments	Continued monitoring of district Moodle pages.	local funds
	Establish the expectation and provide opportunities for staff to share what they have learned with the Washington teaching community as staff has opportunities (i.e. professional conferences, graduate school, etc.) to learn technology and instructional method.	Person(s) with Primary Leadership Responsibility: Principals, Professional Development Committee, Instructional Coordinator Participants:	03/01/13-05/15/13 Update professional development follow-up forms to include identified areas of staff needs. Professional Development Committee provide input and share expectations with buildings. Include time during professional development meetings for participants to share brief summary of their learning from out-of-district workshops. Establish guidelines for sharing through Moodle, PLCs, faculty meetings....	Moodle Wikis	Professional Development Committee forms	Data collected through various means (on-line surveys, agendas...)	local funds

Professional Development Needs 1:1 Initiative

MSIP 5 Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	<p>Encourage Teachers to develop their own “Personal Learning Networks” for professional growth.</p>	<p>Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Department, Administrative Team, Math Coordinator Participants: Principal, Professional Development Committee</p>	<p>03/01/13-05/15/13 Continue sharing professional development/curriculum information with grade level teams. Consider using tools such as Moodle, Web 2.0, etc. to create networks within the district. 08/15/12-08/15/18 Share with staff opportunities to add to their networks. Encourage staff to share with others their networks during PLC.</p>	<p>Moodle Wikis Web 2.0</p>	<p>Administrators and teachers will share examples and benefits of their professional learning networks.</p>	<p>Some of these will be posted on school web page or shared in district e-newsletter.</p>	<p>local funds</p>



SUPPORT EARLY INNOVATORS



2013-2018

Support Innovators

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objectives - The School District of Washington will graduate 90% or more of its students with *% obtaining a 21st Century diploma. (Percent to be

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide students with a set of criteria: academic, social, emotional, service, technology to enable students, upon graduation, to be prepared to be college and/or career ready.
2013-2014					Guiding questions: With an ever changing global economy and a technologically innovative culture, what skills, opportunities, and experiences are necessary for students to succeed?
2014-2015			90.00%		
2015-2016			90.00%		
2016-2017			90.00%		
2017-2018			90.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	A 21st Century diploma will be developed including the following criteria: virtual course work, service projects, and academic rigor.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Instructional Coaches Participants: All teachers	08/15/13-05/20/18: Research the Pennsylvania senior research paper, develop criteria for diploma, provide criteria to graduating class of 2017.	Various samples of graduation requirements that have rigorous components to assist in designing 21st Century Diploma	Development of the criteria and diploma, percentage of students successfully achieving the goals of the diploma will serve as the evidence of progress. Baseline will be set in implementation year.	Lumen student information system will be used to track students meeting the graduation requirements.	N/A

Support Innovators

GOAL - Connect student learning to the "real world" through authentic and innovative experiences.

Objective: The School District of Washington will encourage teachers to attend workshops/conferences to gain ideas and innovations (1 per year) to increase the rigor and programs/course available to our students.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide teachers with the opportunity to increase their learning and extend their knowledge of content to offer programs for students that will widen the students' opportunities to be successful in the 21st century.
2014-2015	Planning year				
2015-2016			1		
2016-2017			1		
2017-2018			1		Guiding Questions:
					With an ever changing world of technological advancements and career opportunities, what programs and courses are necessary to give students a foundation for success?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Principals and teachers must continually look to the future to assess the need to use innovative strategies, differentiated instruction, and enhance courses and coursework to challenge their students.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Administration Participants: Teachers	08/15/14-05/15/15: Collaborate with administrative team on encouraging innovation, develop a program for encouraging teachers to be innovative, provide motivation for creativity in program and instruction. 08/15/15-05/15/18: Implement innovation program.	conferences, workshops, professional journals	The evidence of progress will be the improvement of instruction and creation of educational opportunities through innovative endeavors. It is desired that one innovative initiative be implemented on a yearly basis.	Due to the nature of innovative programs being on relatively large scale, determination of how evidence will be collected will be determined in the planning process.	local funds



PERSONALIZE PROFESSIONAL GROWTH



2013-2018

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change.

Objective : Provide relevant and effective feedback to promote growth for District staff members.

Current Reality:					Purpose of Goal: To provide teachers with descriptive and evaluative feedback for professional growth. It should include a developmental scale and acknowledge and reward growth.
School Year	Baseline	Progress	Target	Target Met	
2013-2014					
2014-2015					
2015-2016					
2016-2017					
2017-2018					Guiding Questions: How do we measure teacher effectiveness? How can we help teachers develop as professionals? Is the tool comprehensive and specific?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	District administrators will assess the evaluation tool, research alternatives and be trained on a device to effectively evaluate staff and provide relevant feedback.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: Teachers	08/18/11-06/01/13: To assess evaluation tools and determine the method of showing progress of achieving this goal	Alternative evaluation tools	Implementation of the tool will be considered evidence of progress.	Evidence will be collected through Teacher evaluations	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The Administrative team will implement the University of Missouri Network for Educator Effectiveness Model (MUNEE) for Teacher Growth and Evaluation	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendents of Curriculum and Human Resources, Principals Participants: Teachers	08/15/13-05/20/18: Implement and use the MUNEE Tool 05/28/13-05/30/13: Administrators attend MUNEE training to become certified to utilize the MUNEE tool 08/15/13-08/15/14: Administrators will implement the classroom observation in August and train teachers and implement the professional development plan component in the Spring 2014. 08/15/14-08/15/15: Administrators will implement the Units of Instruction (UOI) and students surveys component. Training will be provided to teachers on each of these components.	University of Missouri Network for Educator Effectiveness Model (MUNEE) for Teacher Growth and Evaluation	Evidence of progress will be determined by tracking the scores on the growth and evaluation indicators chosen by the Board of Education and administrative team with teacher input. Student achievement scores will continue to be a part of ongoing conversations during the evaluation process	Evidence will be collected through the electronic collection of scores and reports provided through the MUNEE tool	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	District administrators will assess the evaluation tool, research alternatives and be trained on a device to effectively evaluate administrators and superintendent and provide relevant feedback.	Person(s) with Primary Leadership Responsibility: Superintendent Participants: Asst. Superintendents Principals	08/01/13-06/01/14: To assess evaluation tools and determine the method of evaluating and showing growth of the administrators and superintendent 06/01/14-08/01/14: Possible tools will be shared with the Board of Education that meet the state mandates and school board specifications. The superintendent and the Board of Education will be trained on how to utilize the tool 08/01/14-06/01/18: Evaluation tool will be utilized to show growth and evaluate the administrative team	Alternative evaluation tools	Implementation of the tool will be considered evidence of progress.	Evidence will be collected through administrator and superintendent evaluations	local funds

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change.

Objective : Provide relevant and effective feedback to promote growth for District support staff members.

Current Reality:					Purpose of Goal: To provide support staff members with descriptive and evaluative feedback for professional growth. It should include a developmental scale and acknowledge and reward growth.
School Year	Baseline	Progress	Target	Target Met	
2013-2014					
2014-2015					
2015-2016					
2016-2017					
2017-2018					Guiding Questions: How do we measure support staff effectiveness? How can we help support staff develop as professionals? Is the tool comprehensive and specific?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District administrators will assess the evaluation tool, research alternatives and provide training to department supervisors on a device to effectively evaluate support staff and provide relevant feedback.	Person(s) with Primary Leadership Responsibility: Superintendent Participants: Principals, Department Supervisors, Support Staff members	06/01/13-08/01/13: To assess evaluation tools and develop a tool for support staff growth and evaluation 08/01/13-07/01/18: Train department supervisor staff on new growth and evaluation tool to be utilized during the fall and spring of each year with the support staff. Annual training sessions will be provided to review and revise if necessary.	Alternative evaluation tools, District designed growth and evaluation tool	Implementation of the tool will be considered evidence of progress.	Evidence will be collected through support staff evaluations	local funds

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change.

Objective : Not less than 10% of funds received by the LEA under Subpart 2 will be allocated for professional development for schools identified as

Current Reality:					Purpose of Goal: To provide teachers with multiple opportunities for personal and professional growth.
School Year	Baseline	Progress	Target	Target Met	
2007-2008					Guiding Questions: What training do teachers need? What strategies will help them develop as dynamic learning professionals?
2008-2009					
2009-2010	\$43,000				
2010-2011		\$43,000	\$43,000	N/A	
2011-2012		\$43,000	\$43,000	N/A	
2012-2013		\$43,000	\$43,000		
2013-2014					
2014-2015					
2015-2016					
2016-2017					
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Professional development including Assessment For Learning/Data Teaming, content-specific trainings, Common Core Standards, Balanced Reading, Balanced Math and technology will be included in the professional development plan for all or specific teachers dependent on the content.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals, Teachers, Instructional Coordinator Participants: Teachers	08/15/12-08/20/18: Specifics of implementation will be determined by professional Development Committee.	District purchased materials Instructional Coordinator Math Coordinator Literacy Coordinator Technology Coordinator Certified trainers	Teacher participation in various workshops Implementation of programs and expectations in the classroom will be indicative of progress.	Teacher evaluations Sign-in sheets/feedback forms will be utilized for collected as evidence.	Title I School Improvement (a), Title IA

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change

Objective : 100% of the staff members employed at the School District of Washington will be considered highly qualified as per Federal mandates. This will ensure that poor and minority children are not taught at higher rates by inexperienced, unqualified or out-of-field teachers.

Current Reality:

School Year	Baseline	Progress	Target	Target Met
2007-2008				
2008-2009				
2009-2010	85.00%			
2010-2011		99.00%	100.00%	No
2011-2012		100.00%	100.00%	Yes
2012-2013			100.00%	
2013-2014			100.00%	
2014-2015			100.00%	
2015-2016			100.00%	
2016-2017			100.00%	
2017-2018			100.00%	

Purpose of Goal: To ensure that all teachers have the academic abilities and knowledge required to successfully teach students.

Guiding Questions: With the change in standards and the increased knowledge needed to successfully teach students, how can the District be assured that teachers possess the quality to meet the challenge of educating our students?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Teachers who do not meet Highly Qualified Teacher mandates will participate in approved professional development, take approved course work, or will take the PRAXIS in the qualifying area.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: Teachers and Paras	08/18/13-02/28/18: Annually, the Assistant Superintendent of Curriculum will notify the principal of not-highly qualified teachers. Asst. Superintendent of Curriculum will meet with teachers who do not meet the Highly Qualified Teacher mandates and create an action plan to assist them in meeting the mandates.	workshops, conventions, PRAXIS test	Increased certifications of teachers is evident of highly qualified teachers.	Evidence will be collected through DESE portal.	Title IIA, local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Title II dollars will be utilized to provide professional development based on the professional development needs assessment.	Person(s) with Primary Leadership Responsibility: Professional Development Committee, Assistant Superintendent of Curriculum Participants: Teachers	08/18/10-05/20/18 The Assistant Superintendent of Curriculum will review the professional development needs assessment.	Conferences, workshops, District purchased materials Instructional Coordinator Math Coordinator Literacy Coordinator Technology Coordinator Certified trainers	Teacher participation in various workshops Implementation of programs and expectations in the classroom will be indicative of progress.	Teacher evaluations Sign-in sheets/feedback forms will be utilized for collected as evidence.	Title IIA

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change

Objective : Professional Development activities will be expanded to assist teachers in developing technology skills and integrating technology into the curriculum.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To provide teachers with technology skills including Web 2.0 tool to enable them to successful teach students in a mode that is engaging and necessary for the learning in the 21st century. Guiding Questions: How should teachers receive professional development to ensure integration? What skills are necessary for teachers to know and be able to implement?
2007-2008	68.00%				
2008-2009		72.00%	73.00%	No	
2009-2010		96.70%	77.00%	Yes	
2010-2011		85.50%	82.00%	Yes	
2011-2012		80.10%	87.00%	No	
2012-2013			92.00%	N/A	
2013-2014					
2014-2015					
2015-2016					
2016-2017					
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	All teachers will successfully complete the three technology skill tiers to show proficiency in integrating technology in their instruction.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, ITF Participants:	07/01/12-06/29/14: Three skill levels and the training tied to each level will be determined and provided for all teachers.	Technology and PD department CSD will possibly help	Tiers are determined, training and assessments are defined. PD plan is developed and implementation begins.	Tiers, assessments, and PD plan will be shared with central office administration.	local funds
	Correlate all technology professional development with recommended staff competences which are based on NETS*T standards for teachers.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, ITF Participants:	07/01/12-06/29/14: All Professional Development conducted by the Technology Department will be aligned with NETS*T recommended staff competencies.	Various technology systems and resources provided by the district.	All technology training material will clearly display the relevant NETS*T standard(s) covered by the PD session.	A review of training materials will show that NETS*T standards have been identified.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Expand technology training opportunities for alternative times and methods of delivery to include summer, evening, and online.	Person(s) with Primary Leadership Responsibility: Technology Coordinator Participants:	07/01/12-05/29/15: The Technology Department will continue to provide training opportunities both after school and over the summer, as well as providing training opportunities during school hours. The Technology Department will also develop alternative	Funds for substitutes Moodle and district website for online trainings	Records will be kept of trainings offered and personnel who attend.	Course sign in sheets will be submitted to HR.	local funds
	Provide technology professional development with college credit option.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, ITF Participants:	04/15/12-04/15/14: The technology department will explore options of providing credit through local colleges and/or universities.	Partnership with colleges/universities	Records will be kept of trainings offered and personnel who attend trainings for college credit.	Successful completion of trainings for course credit will be reported to HR.	local funds
	Increase number of technology facilities to provide teachers with training and instructional support district wide. May train existing instructional coaches to provide this service.	Person(s) with Primary Leadership Responsibility: Superintendent, Technology Coordinator Participants:	07/01/12-07/01/14: Add one Instructional Technology Facilitator 05/01/13-07/01/13: Add one Instructional Technology Facilitator	Funds provided by district budget	Staff members will be hired through the board approved hiring process.	A review of staffing numbers will demonstrate completion of this goal.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will continue to provide new teacher technology orientation training.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Coordinator, ITF Participants:	07/01/12-06/29/15: The Technology Department will provide new staff members with instruction in all of the fundamental technology systems they will be required to use. This includes, but is not limited to, the student information system, CMS/LMS, email, network access, Help Desk, etc...	One full day of training for new teachers	Records will be kept of trainings covered and personnel who attend.	Course sign in sheets will be submitted to HR.	local funds
	Administrators recommend specific technology training for teachers in buildings/programs based on PBTE.	Person(s) with Primary Leadership Responsibility: Building Principals, Program Directors, Technology Coordinator, ITF Participants:	07/01/12-06/29/14: Building administrators will submit requests for trainings, specific to their buildings, based on building needs as determined by staff PBTE's. When possible, trainings will be conducted on site.	Personnel PBTE's, Training Request Form	Training Request forms will be retained by the Technology Department. Records will be kept of trainings offered and personnel who attend.	Course sign in sheets will be submitted to HR and the building administrator.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide teachers with professional development opportunities to develop technology-rich lessons in all assessed curricular areas.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Assistant Superintendent of Curriculum, ITF Participants:	07/01/12-05/29/15: The Technology Department will continue to provide training opportunities both after school and over the summer, as well as providing training opportunities during school hours. The Technology Department will also develop alternative training opportunities online.	Funds for substitutes for training during school hours Moodle and district website for online trainings	Records will be kept of trainings offered and personnel who attend.	Course sign in sheets will be submitted to HR.	local funds
	Implement ongoing training for teachers during regular contract time. Minimum of two training days per teacher, per year.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Technology Coordinator, Building Principals Participants:	10/19/12-06/29/15: Phase I-Begin strategy with 25 teachers (divided into two teams) 10/19/13-06/29/15: Phase II-Add four additional teams (50 teachers) into the program 10/19/14-06/29/15: Phase III-Add four additional teams (50 teachers) into the program	Funds for substitutes for training during school hours Moodle and district website for online trainings	Records will be kept of trainings offered and personnel who attend. Those who miss a session will be required to make up the session.	Course sign in sheets will be submitted to HR and the building administrator.	local funds

Personalize Professional Growth

GOAL - Cultivate and model a culture of dynamic professional learning that embraces continuous change

Objective: The district will provide 1-4 hours (every other year) of high-quality professional development opportunities for all staff teaching ELL students to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English Language development programs for English Language learners.

Current Reality:

School Year	Baseline	Progress	Target	Target Met
2007-2008				
2008-2009	Yes			
2009-2010				
2010-2011		Yes		Yes
2011-2012				
2012-2013				
2013-2014				
2014-2015				
2015-2016				
2016-2017				
2017-2018		Yes		Yes

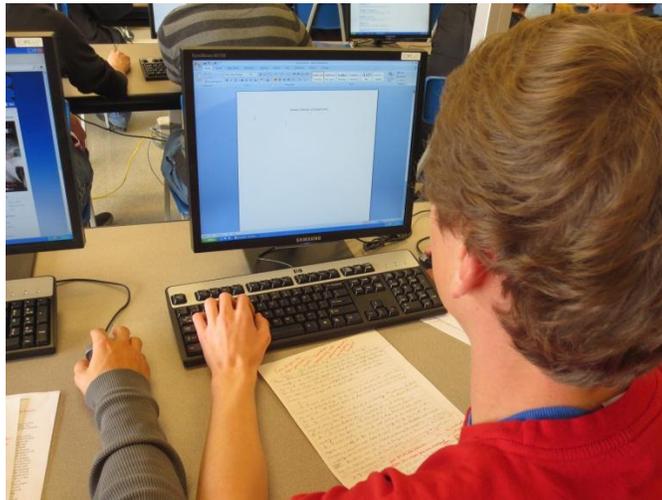
Purpose of Goal: To ensure that all teachers have the academic abilities and knowledge required to successfully teach ELL students.

Guiding Questions: How is teaching an ELL student different than that of a non-ELL students? How can we ensure that the ELL students will gain sufficient achievement to be successful in our District?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The SDOW will provide teachers with high quality, on-going professional development for teachers that teach LEP students and to aid students in meeting AMAO criteria.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: ELL Teachers	08/18/10-05/20/18: Annually, teachers will be provided professional development by trained ELL teachers in differentiated instruction.	MELL facilitators, SDOW ELL teachers, materials and resources	Increased achievement on AMAO objectives will be deemed as evidence of success.	DESE will provide documentation of success.	Title III - LEP



ENHANCE COMMUNICATIONS



2013-2018

Enhance Communications

GOAL - Advance the use of communication tools that foster transparent conversation

Objective: Communication between the district, parents, and community will increase and district information will be disseminated in various ways to meet the needs of all community members a minimum of four times per year.

Current Reality:					Purpose of Goal:
School Year	Baseline	Progress	Target	Target Met	To ensure community members are informed of District initiatives.
2012-2013	4				
2013-2014			4		
2014-2015			4		
2015-2016			4		
2016-2017			4		
2017-2018			4		
					Guiding Questions:
					How can the District effectively communicate with patrons to ensure that accurate and current information is being received?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	A newsletter to patrons will communicate CSIP progress as well as highlight district news, issues, and successes.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendent of Curriculum, Instructional Technology Staff Participants:	08/15/13 - 06/15/18: The District will use a variety of communication tools, including newsletters, to inform patrons about news in our district. Annually, parents will be surveyed concerning their thoughts on school communication.	Websites, phone blasts, email blasts, social media, mailers, local media	Survey results stating there are fewer questions and increased attendance at events will indicate success.	Evidence will be collected by obtaining reports from electronic media, communication survey to patrons.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Conduct community meetings in various locations (day and evening options) with presentations to explain data or issues facing the District such as MSIP 5 changes, SBAC implementation, or instructional changes.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendents, CFO Participants: Community, Staff	08/15/13-05/14/18 Other than current focus group meetings, unaware of community meetings to explain data or issue facing the district.	Standard meeting tools, member and patron attendance, activities and example data to support/explain the issues	Fewer questions, increased/decreased attendance at meetings.	Communication survey to patrons.	local funds
	Complete upgrade to District phone system to improve access and add voice mail for all staff.	Person(s) with Primary Leadership Responsibility: Network Administrator Participants:	05/07/12-11/15/18 Upgrade phone system at Washington West Elementary School.	Purchase phones and services to upgrade all schools, all staff with voice mail	Phone systems will be uniform throughout the district and all staff will have access to voicemail.	The Network Administrator will provide a review of phone systems to central office administration yearly.	local funds
	Continue to expand and update District web presence.	Person(s) with Primary Leadership Responsibility: Technology Coordinator, Web and Communications Manager Participants:	07/01/12-06/29/15: The district has recently revamped its web presence and will continue to expand and enhance the resources it provides.	SchoolLoop for website	The website will continue to grow and expand.	Reports from SchoolLoop system will detail the number of pages and active links on the website.	local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Increase parent communication by using district Facebook and Twitter accounts for inclement weather and school closing information.	Person(s) with Primary Leadership Responsibility: Superintendent, Technology Coordinator, Network Administrator Participants: Parents, students	10/16/12-06/29/15: The district has recently added a Facebook page, as well as a Twitter account. The District will continue to advertise these services in an attempt to increase users.	Facebook, Twitter, SchoolLoop, etc...	The district will increase its number of followers on Facebook and Twitter.	Reports from Facebook and Twitter will show the number of followers the district has.	local funds

Enhance Communications

GOAL - Advance the use of communication tools that foster transparent conversation

Objective: The District will provide increased communications between students, parents, and the district. An annual review of usage data will show an annual increase in the number of parents and students using the parent and student portals, with a parent usage goal of 95% by 2015.

Current Reality:					Purpose of Goal: To ensure parents are aware of student progress, assignments, fees, etc.
School Year	Baseline	Progress	Target	Target Met	
2008-2009	0.00%				Guiding Questions: By what means, can the District ensure that parents have the most current information concerning their child's academics and school business?
2009-2010		52.00%	25.00%	Yes	
2010-2011		61.00%	50.00%	Yes	
2011-2012		70.00%	75.00%	No	
2012-2013			80.00%		
2013-2014			85.00%		
2014-2015			95.00%		
2015-2016			95.00%		
2016-2017			95.00%		
2017-2018			95.00%		

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Provide parents with student information online, including grades, attendance, and homework.	Person(s) with Primary Leadership Responsibility: Technology Coordinator Participants: Parents, students	08/21/12-04/15/15 All teachers will maintain a webpage linked to the district website.	SchoolLoop, Moodle, Lumen WeBSIS	Lumen provides parental access for grades, attendance, lunch balance, etc... It can also be used for students to access homework. Moodle also provides access to assignments and homework. SchoolLoop websites can be used by teachers after attending training on the system.	Reports from Lumen will demonstrate the number of parents and students using the portal. As all staff are listed on the website, a quick review will demonstrate whether or not a staff member is maintaining a page.	local funds

Enhance Communications

GOAL - Advance the use of communication tools that foster transparent conversation

Objective: Implement standards based report cards to provide a more accurate picture of students' mastery of skill.

Current Reality:					Purpose of Goal: To more accurately show the progress of students' academic skills.
School Year	Baseline	Progress	Target	Target Met	
2013-2014	Grade 1				Guiding Questions: Is there a more effective way to show students' achievements on academic skills?
2014-2015	Grades 2 & 3				
2015-2016					
2016-2017	Grades 4-6				
2017-2018					

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Implement standards based report cards for grades 1-6.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum Department Participants: Teachers, Principals	03/15/13-08/15/14: Align curriculum and scoring guides to allow teacher to more accurately show students success on grade level standards in grade 1 while continuing to provide letter grade summary. 08/15/14-09/15/14: Send parent notification stating the change in the grading system for first grade students. 08/15/14-10/15/14: Align curriculum and scoring guides to allow teacher to more accurately show students success on grade level standards in grades 2 and 3 while continuing to provide letter grade summary. 08/15/15-06/15/16: Send parent notification stating the change in the grading system for second and third grade students. 08/15/17-10/15/17: Implement same plan for grades 4-6.	Standards based reporting research	Evidence of progress will be indicated through implementation of a standards based report card.	Evidence will be collected through the Lumen Information System.	N/A

Enhance Communications

GOAL - Advance the use of communication tools that foster transparent conversation

Objective: The District, through its two times a year parent nights, parent advocacy meetings, and school-home communication activities, will promote parental and community participation in instructional and English language development programs for ELLs, struggling readers, Homeless, migrant, immigrant.

Current Reality:					Purpose of Goal: To ensure that all parents have knowledge of the federal programs available and know how to assist their students in being academically successful.
School Year	Baseline	Progress	Target	Target Met	
2007-2008					
2008-2009					
2009-2010	2	2	2	Yes	
2010-2011		2	2	Yes	
2011-2012		2	2	Yes	
2012-2013			2		
2013-2014			2		
2014-2015			2		
2015-2016			2		
2016-2017			2		
2017-2018			2		

Guiding Questions:
How should the District provide information on assisting students to parents of ELL, Title I, Homeless, migrant and immigrant students?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The District will hold two meetings per year to promote parental involvement and to assist parents in assisting their students in learning English and understanding academics.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum, Principals Participants: Teachers, parents, students	09/01/10-05/15/18: On an bi-annual basis, plans will be developed to provide parent nights to assist parents. Hands on activities, informational packets, or demonstrations will be provided.	Various academic materials and resources	Evidence of progress will be indicated through documentation of scheduled events and exit slip data.	Evidence will be collected through surveys.	Title III

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Parents of Title I, migrant and ELL students will be invited to participate in the review of policy, parent-school compacts, and capacity learning activities a minimum of one time per year. Parent compacts will be developed and implemented to show district, school, parent, and student responsibilities to ensure student success.	Person(s) with Primary Leadership Responsibility: Assistant Superintendent of Curriculum Participants: Parents, staff	07/26/10-06/15/18: Agendas will be created and meetings will be initiated to include parents on program requirements.	Agendas, minutes, compacts, policies	Exit slips will be used as evidence of success.	Evidence will be collected through agendas and minutes.	local funds



COLLABORATE TO MAKE DECISIONS



2013-2018

Collaborate to Make Decisions

GOAL - Establish an expectation of collaboration to solve problems and make decisions

Objective : The School District of Washington will govern by providing effective leadership with strategic plans that benefit the students, staff, and patrons of the District. The School District of Washington will continue to implement plans to achieve 100% of the district's 21st Century Plan for Innovation and Change goals.

Current Reality:					Purpose of Goal: To gain input from the SDOW Board of Education, staff, and Focus Groups, in guiding the District to provide students and staff with 21st century learning and teaching environments, instruction, and educational opportunities.
School Year	Baseline	Progress	Target	Target Met	
2013-2014			20%		
2014-2015			40%		
2015-2016			60%		
2016-2017			80%		
2017-2018			100%		

Guiding Questions:
In a swiftly changing world, how should stakeholders investigate best practices and collaborate to offer appropriate educational advice to District decision makers?

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	Alignment of District budget to 21st Century Plan for Innovation and Change initiatives.	Person(s) with Primary Leadership Responsibility: Superintendent, Director of Finance, Board of Education (BOE) Participants: Focus Group team members, principals, and teachers	05/01/13-06/01/18: On an annual basis, budgets will be evaluated to ensure that spending is tied to the District goals.	Building and district budgets, 21st Century Plan for Innovation and Change	Evidence of progress will be measured by each school turning in a budget that has been evaluated against the goals of the District.	Evidence will be collected by each school submitting an approved budget.	IDEA, Title IA, IIA, III-LEP, Federal funds, and local funds

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The Board of Education will attend a Board Workshop together twice per year to analyze district progress and strategically plan (goals).	Person(s) with Primary Leadership Responsibility: Superintendent Participants: BOE members, Assistant Superintendents, and other personnel relevant to the agenda	05/01/13-06/01/18: The Superintendent will set an agenda based on topics that require a greater length of discussion than regularly scheduled BOE meetings allow.	agenda topics	Progress will be measured by BOE members gaining understanding of various educational topics that require input before approval, advisement, or disapproval.	Evidence will be gathered by collecting agendas and meeting minutes.	N/A
	Revise the 21st Century Learning Plan for Innovation and Change with the help of stakeholders to best meet the needs of students.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendents Participants: Focus Groups, Administration, Staff	07/01/08-06/30/18: On an annual basis, the progress of each goal will be determined and documented in a report to the community. Revisions will be made as needed based on the data collected on each goal.	Data to support each goal progress	Evidence of progress will be indicated by the annual report.	Evidence will be collected by gathering the specific evidence for each goal and by documenting revisions needing to be made to enable the District in successfully achieving each goal.	N/A

MSIP Standard	What needs to be done?	By whom?	What are the specifics of implementation? What is the timeline?	What resources?	What is the evidence of progress?	How will evidence be collected?	Funding
	The School District of Washington formed and will continue to meet with the Community Engagement Teams (Focus Groups) to gather information to assist the SDOW in planning and implementing a quality education for students, and improve facility and material needs of the district.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendents Participants: staff, community members	09/01/10-05/18/18: The Superintendent, as needed, will convene a focus group to study and provide input on topics that can make significant impact on the educational process of the district.	Various research, guiding questions	Evidence of progress will be measured by successfully implementing the collaborative process utilizing focus groups resulting in consensus on a District determined focus.	Goals achievement, agendas, and minutes or reflection sheets, identifying decision consensus, will be obtained as evidence of progress.	local funds
	The SDOW, in consultation with the community, will review and revise, if necessary, the 21st Century Plan for Innovation and Change, Title IA Plan, and Title III-LEP Plan every two years and within three months of a school being identified as Focus or Priority.	Person(s) with Primary Leadership Responsibility: Superintendent, Assistant Superintendent of Curriculum, CFO Participants: community members	This strategy will be implemented if MSIP 5 requires such a strategy to be included with district plans.	yearly data, research	Progress will be measured by schools not being identified as a Focus or Priority school.	Goals achievement, agendas, and minutes or reflection sheets, identifying decision consensus, will be obtained as evidence of progress.	local funds



MAINTAINING MOMENTUM / PROGRESS



2013-2018



VI. MAINTAINING MOMENTUM

Collaboration and broad participation of numerous staff members, community members, parents, and students is the key to successfully implement the 21st Century Action Plan for Innovation and Change. The creation of the plan required open-mindedness, progressive thinking, and team work. Implementation of the plan will necessitate persistent, on-going self-reflection and continuous evaluation if the School District of Washington is to realize the complex goals that are required to reach our vision for our students.

Systemic change requires time, effort, dedication, and organized preparation to ensure the plan is being implemented in an effective manner and to ensure that the actions being implemented are truly leading the School District of Washington in the direction required to meet our goals. Success will be based on the collaborative efforts of all stakeholders being open and honest in goal evaluation, and a willingness to face difficult challenges, as data shows the need for plan modification or potential elimination of a strategy, objective, or desired goal.

Evaluation, Reflection, and Problem Solving

In order to forge ahead on the desired path to success, regular and committed evaluation must take place. As the organization changes, the 21st Century Action Plan for Innovation and Change must remain intact to guide our future. During the evaluation process, stakeholders must have the opportunities to understand the foundation of the plan, and have opportunities to comprehend and embrace the vision. Through cooperation and candid conversation, stakeholders will:

- monitor progress and attainment of goals
- monitor progress of objectives
- critically evaluate, problem solve, and provide input on progress
- be forward thinking of future endeavors as goals are realized

Transparency and Communication

The School District of Washington puts forth great effort to provide all students, staff, parents, and community with reliable and valid district information. Sharing pertinent information with the educational community holds members accountable in ethical implementation, gains support for endeavors, and reduces misgivings and misunderstandings. To ensure communication is transparent and effective in maintaining plan momentum, stakeholders will:

- share the vision to gain community support for implementation of the 21st Century Action Plan for Innovation and Change
- make connections to other district goals and initiatives
- communicate and report progress
- encourage community participation and involvement



Monitoring Progress

Successful implementation plans include timelines to guide effective evaluation of goals and facilitate movement within the plan. Timelines provide an avenue to ensure progress is being made at regular intervals and reduces latency from occurring. Activities to guarantee momentum is maintained include:

District Adoption

- School District of Washington School Board of Education adoption of the 21st Century Action Plan for Innovation and Change indicates permission and desire to become change agents for the improvement of instruction, environment, and educational processes for our students, staff, and community.

Building District Capacity for Change and Innovation

- Presentation of 21st Century Action Plan for Innovation and Change to all School District of Washington staff members via faculty meetings to build capacity for ownership and initiate collaboration, inquiry, knowledge development, and execution of innovation and change.

Annual Review

- The Focus Groups will annually review the 21st Century Action Plan for Innovation and Change to determine the degree of goal success, need for plan reorganization, and the need to move the plan to the next dimension.

Table 1. Monitoring Progress of the 21st Century Plan for Innovation and Change The School District of Washington, Washington, MO <i>District Adoption</i>	
1. Finalize and present initiative to SDOW Board of Education.	March 2013
2. SDOW posts the 21 st Century Action Plan for Innovation and Change on the SDOW website.	April 2013
3. Initiative leadership collaborates with building leadership to prepare for presenting the plan to staff and to delineate building leadership responsibilities in supporting the initiative.	April - May 2013
4. SDOW introduces the 21 st Century Action Plan for Innovation and Change to the community through website, tweets, and video presentations.	May 2013 - August 2013
<i>Building District Capacity for Innovation and Change</i>	
1. Building leadership holds meetings with the building staff to share SDOW 21 st Century Plan for Innovation and Change leading to development of building level plan.	May 2013 - October 2013



<p>2. District Leadership Team (DLT)* meets to:</p> <ol style="list-style-type: none"> review data and update current reality monitor attainment of project goals determine if goal maps need to be revised debrief progress of department specific goals 	<p>March 2013 - June 2017 (six times per year)</p> <ul style="list-style-type: none"> September November January March May July
<p>3. Buildings develop their Building Leadership Team (BLT)* to realize the goals of the 21st Century Plan for Innovation and Change and meet with the team to:</p> <ol style="list-style-type: none"> create a building level 21st Century Plan empowering the success of the District plan inquire, reflect, and revise the building level plan share the progress of the District plan and reflect on successes and challenges 	<p>March 2013 - June 2017 (six times per year)</p> <ul style="list-style-type: none"> August October December February April June
<p>4. Goal specific Professional Learning Communities (PLC)* and Initiative Implementers meet regularly to engage in work necessary for successful goal accomplishment.</p>	<p>March 2013 - June 2017 (weekly or as often as necessary)</p>
<p>5. District leadership meets with building leadership on a regular basis to:</p> <ol style="list-style-type: none"> review project goals analyze progress toward goals collaborate across schools to solve problems and share ideas 	<p>September 2013 – June 2017 (monthly)</p>
<p>6. Building and grade-level/content PLC convene regularly to collaborate on students’ performance data, instructional strategies, technology implementation, and common assessments.</p>	<p>September 2013 – June 2017</p>
<p>Annual Review</p>	
<p>1. Initiative Leadership meets with Focus Groups 1, 2, and 3 to:</p> <ol style="list-style-type: none"> revisit Vision review progress data review needed initiative changes review surveys provide suggestions for plan revision 	<p>April 2013 – June 2017 (yearly)</p>
<p>2. District leadership meets to:</p> <ol style="list-style-type: none"> review progress toward goals confirm Vision for 21st century learning identify additional action steps to solidify implementation and facilitate continued progress identify new goals and action steps to achieve them facilitate necessary revisions to site-based plan communicate 21st Century Plan for Innovation and Change to community 	<p>June 2013 – June 2017 (annual Summer Retreat)</p>



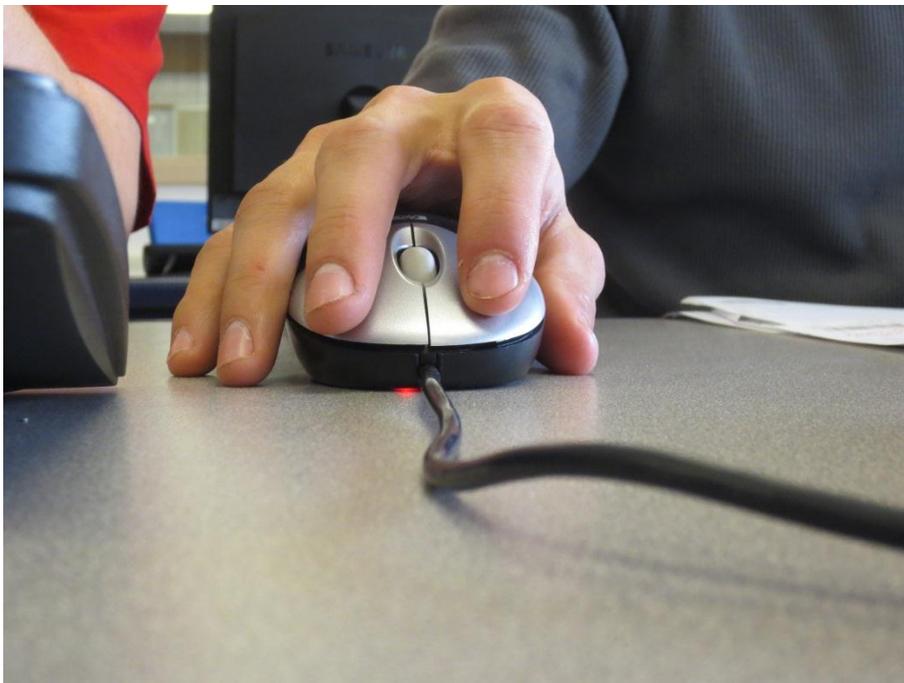
Building Leadership Team (BLT) refers to the school building level team comprised of principals, staff members, parents, and community members developed to assist in steering the building initiatives designed to meet the School District of Washington goals and evaluate building level undertakings.

District Leadership Team (DLT) comprised of District Administrators, staff members, and community members developed to assist in implementing and evaluating the comprehensive school improvement plan titled 21st Century Plan for Innovation and Change.

Initiative Leadership refers to the School District of Washington Cabinet (Superintendent, Assistant Superintendents, CFO, and Director of Student Services).



APPENDICES



2013-2018



**APPENDIX A:
EXPECTATIONS FOR
STUDENT AND TEACHER
LEARNING**



2013-2018

Table E2. 21st Century Outcomes and Teacher Facilitation Mode
Expectations for Student Learning and Teacher Facilitation

Creativity and Innovations

What Students Do:

- I will be intellectually curious and question my surroundings
- I accept the invitation to be innovative in tasks that pique my intellectual curiosity
- I promote my creative abilities and talents with and without technological tools

What Teachers Do:

- I engage students in meaningful learning activities
- I encourage students to understand their passion and develop skills to express their desires
- I provide high quality, cutting edge lessons involving current and relevant technology
- I engage students in creativity and innovative lessons
- I purposely use resources available to ensure high level engagement and learning
- I inspire students and bring out the best in their performance

Table E2. 21st Century Outcomes and Teacher Facilitation Mode
Expectations for Student Learning and Teacher Facilitation

Critical Thinking and Problem Solving

What Students Do:

- I will develop critical thinking skills and become a problem solver
- I understand that technology has multiple purposes: entertainment and an academic tool
- I understand my own learning and use learning opportunities to become a more critical thinker and problem solver
- I associate my learning with real world problems
- I examine multiple perspectives
- I explore connections between divergent ideas
- I consider, analyze, and evaluate intentions or purposes of authors or sources of information
- I engage in research projects involving careful observation, measurement and experimentation, and reflection with qualitative and quantitative tasks
- I hypothesize and question
- I apply knowledge and skills to new situations
- I challenge myself to use current level of knowledge to tackle unfamiliar situations and problems and develop strategies to overcome them
- I use scientific inquiry to learn about and understand the world around me
- I do my best to learn grade level content and take task-appropriate risks and challenges to increase my learning

What Teachers Do:

- I prepare all students to be problem solvers and critical thinkers regardless of their background or ability
- I tailor instruction for students so all students succeed to his/her potential
- I will perfect my teaching skills and learn the latest techniques to meet the needs of all students
- I provide opportunities for students to understand technology once used for entertainment can be productively used as an academic tool
- I think analytically about the application of technology in the classroom
- I participate in professional development to increase my skills in order to deliver quality instruction to my students
- I provide opportunities to increase the critical thinking level of students and document evidence of understanding through formative assessments
- I view each student as a puzzle to be solved
- I expose students to many divergent points of view, perspectives, and arguments and teach them strategies to critically analyze each to understand and possibly respond
- I promote scientific inquiry to learn about and understand the world
- I provide grade level content
- I encourage students to take task-appropriate risks and challenges to increase their learning

Table E2. 21st Century Outcomes and Teacher Facilitation Mode
Expectations for Student Learning and Teacher Facilitation

Communications

What Students Do:

- I will evaluate my ACT, PLAN, and EXPLORE data to determine my plan of action for success in my academic career
- I use digital media to create and share knowledge/ideas with others
- I communicate my proficiency using multimedia tools in the form of a portfolio
- I use technology to plot, plan and formulate my career path to achieve my goals
- I monitor my success according to my individual learning plan and seek assistance when needed
- I write every day for a wide variety of purposes, to a diverse audience on various topics
- I speak to my peers in class in small groups and to the entire class to further the educational process and improve my personal skills
- I respond and express ideas with clarity to promote understanding, further a concept, or provide information verbally and in written communication
- I communicate effectively using multi-media technology and public presentations
- I will acquire a second language and practice the art of translation
- I listen to understand not to respond

What Teachers Do:

- I require writing on a daily basis on a wide variety of topics and for a wide variety of purposes
- I provide students the opportunities to communicate in small and large groups
- I provide students with the opportunity to present ideas through presentations with and without technological experiences
- I make learning meaningful and relevant using real world skills and learning experience
- I communicate effectively with parents and encourage parental involvement
- I respect diversity of a student's backgrounds and learning styles
- I communicate student learning with students, parents, and community in a positive, professional and productive manner
- I communicate and collaborate globally within culturally diverse groups
- I create and implement individual learning plans for all students, communicate student success of those plans to all pertinent parties
- I effectively monitor, document and communicate goals and standards for each students
- I question more than lecture
- I observe and listen to student discourse for formative assessment of student learning
- I pose open-ended questions and topics of discussion to encourage

Table E2. 21st Century Outcomes and Teacher Facilitation Mode
Expectations for Student Learning and Teacher Facilitation

Communications

What Students Do:

What Teachers Do:

- students to explore divergent perspectives
- I provide networking technologies that enhance development of communication skills
 - I inspire students to become successful, individual citizens for the 21st century
 - I provide a safe comfortable learning environment and support all students in learning to their potential
 - I partner with business and community members to prepare students to be successful members of the workforce
 - I motivate students and teach them how to self-motivate and take ownership for their learning
 - I teach students to set goals and monitor the progress toward those goals
 - I participate fully in my professional learning community, do my part, and share ideas, strategies and lessons

Table E2. 21st Century Outcomes and Teacher Facilitation Mode
Expectations for Student Learning and Teacher Facilitation

Collaboration

What Students Do:

- I strive to understand other students' points of view and see clarification when differences occur
- I seek assistance from other students as part of the learning process
- I lead as well as follow when working in collaborative efforts with my peers
- I work with the staff and parents on setting educational and learning goals and use self-monitoring skills to monitor my goals
- I will learn self-motivation skills and seek understanding for my own learning
- I work as a collaborative participant in pairs, small groups, and large groups to complete complex tasks
- I commit and contribute to group work by using my strengths, supporting others, and work to improve my weaknesses
- I strive to broaden my collaboration skills by engaging with others on teams that involve diverse cultures, ages, and unfamiliar subject areas

What Teachers Do:

- I inspire students to become successful, individual citizens for the 21st century
- I provide a safe comfortable learning environment and support all students in learning to their potential
- I partner with business and community members to prepare students to be successful members of the workforce
- I motivate students and teach them how to self-motivate and take ownership for their learning
- I teach students to set goals and monitor the progress toward those goals
- I participate fully in my professional learning community, do my part, and share ideas, strategies and lessons
- I organize student learning spaces, physically and technologically, to encourage collaboration
- I am open to new ideas and seek to improve my teaching techniques and student engagement through collaboration
- I collaborate with other educational professionals and networks through technological capabilities
- I organize student lead projects and learning
- I model respect for diversity and equity through my facilitation skills on a daily basis
- I lead as well as follow during the collaboration process
- I help students develop strategies to understand others and provide strategies for resolving conflict



APPENDIX B: PARTICIPANTS



2013-2018

THE WASHINGTON WAY

FOCUS GROUP 1

Increasing Student Achievement and Engagement

Dr. Teri Alsadi, Fifth Street Principal	Candace Kluba, Special Ed Teacher
Laura Amlong, Parent	Trisha Ley, Preschool Teacher
Jody, Bakameyer, Parent	Larry Marrs, Patron/Educator
Michael Batsie, Science Teacher	Jody Maune, Parent
Linda Bromeier, Reading Teacher	Ann Meyer, Patron/Public Relations
Carol Bunton, Carol	Guy Midkiff, Patron
Lisa Burr, Parent	Kim Minnich-Contarini, Business Instructor
Janie Chalem, Parent	Tracy Moreland, Parent/Volunteer
Brian Edler, Para – South Point	Tracy Niccum, Special Ed Para
Boyd Eversole, Patron	Terri Ogle, Fifth Grade Teacher
Brandy Foss, Nurse/Parochial Parent	Leslie Quint, Health Occ
Pat Frank, Parents As Teachers	Stacy Schiermeier, Patron
Erin Gaebe, Fifth Grade Teacher	Karrie Schmidt, Third Grade Teacher
Jeanne Gladden, Business Person	Melinda Schmitt, Fourth Grade Teacher
Sharon Grimes, Parent/Nurse	Sherry Schull, ELL Para
Jennifer Gullet, Language Arts Teacher	Diane Schwab, Reading Specialist
Lisa Haddox, Substitute Teacher	Heike Sehrt, Elementary Secretary
Teresa Hamlett, Parent	Cassandra Suggs, ELL Para
Kellie Harbath, Patron	Gail Strubberg, Preschool Teacher
Eric Heimos, Parent	Susie Thierbach, Parent
Penny Heisel, Technology Instructor	Susan Thomas, FRCC Resource Teacher
Kim Helm, Speech Pathologist	Larry Tobben, Art Teacher
Nikki Obermark, Kindergarten Teacher	Melanie Trentmann, Math Coordinator
Colleen Himmelberg, Patron	Jean Webb, Retired Communications Art Teacher
Lisa Hipkiss, Science Teacher	Ronald Weiskopf, Patron
Amanda Hoerstkamp, First Grade Teacher	Kara Pate, Second Grade Teacher
Bill Horner, Union Patron	Sandy Westhoff, LPN Program
Lisa Huxel, Special Ed Para	Wendy Wisdom, Special Ed Para
Mary Beth Huxel, Education Coordinator—ECC	Becky Zanin, Kindergarten Teacher
Valerie Jankowski, Elementary Librarian	Carol Zanin, Retired Counselor

THE WASHINGTON WAY

FOCUS GROUP 2

Facility Planning, Safe and Supportive Learning Environments

Jenny Bartlett, Parent	Bill Horner, Union Patron
William Beaver, Patron	Michael Johnson, Long Term Sub/Patron
Elizabeth Beerman, Patron	Sharen Jones, Special Education
Kim Voss, ProRehab/Parent	Jennifer Kroeter, Fourth Grade Teacher
Julie Bell, Asst. to Superintendent	Sarah Kurtz, Fourth Grade Teacher
RuthAnn Buchholz-Smith, Kindergarten Teacher	Michelle Patke, Parent
Tim Buschmann, Physical Education Teacher	Bonnie Rademacher, Special Ed Para
Donald J. Cognata, Patron	Anthony Rector, Collision Repair
Patrick Cunningham, Sales Manager/Patron	Melissa Reynolds, Patron
Lauren Davis, Special Ed Para	David Smith, Parent
John Freitag, Parent	Debbie Stone, Benefits Coordinator
Jeanette Marquart, Purchasing Agent	Steven Strubberg, Architect/Parent
Connie Groff, Reading Teacher	Dinah Sudholt, Sixth Grade Teacher
John Gross, Businessman/Patron	Matt Tobben, Insurance
Doug Hagedorn, Patron	Linda Wideman, Kitchen Manager
Melissa Hardin, Science Teacher	Todd Yenser, Parent/Electrician
Tricia Holm, Band Instructor	

THE WASHINGTON WAY

FOCUS GROUP 3

Improving Student Achievement of Digital Learners

Stacey Ayers, Parent	Eric Lause, Asst. Coordinator of Support Services
Jennifer Barton, Parent	Glenda Leslie, Principal
Lorri Batsie, Computer Teacher	Ann Loesing, Library Media Specialist
Rekke Berges, Instructional Technology Facilitator	Dale Loesing, Network Administrator
Mark Blakely, Patron	Timothy Lynchard
Ann Bolzenius, Long-Term Suspension Teacher	Jane Mandernach, Technology Teacher
Sandy Borgman, Co-Principal	Jeff Marquart, Graphic Arts Teacher
Larissa Bray, Language Arts Teacher	Kelle McCallum, Principal
Belinda Cundiff, Language Arts Lab Teacher	Jamie Meyer, Parent
Catherine Day, Third Grade Teacher	Jennifer Meyer, Principal
Molly Derner, Parent	Lori Mickelson, Fourth Grade Teacher
Anthony Dobson, WEB Content & Communications Manager	Annette Miles, Parent
Jessica Fitzgerald, Science Teacher	Ron Millheiser, Co-Principal
Leah Fitzgerald, Library Media Specialist	Greg Newell, Patron
Rachael Franssen, Director of Student Services	Kelly Richard, Counselor
Connie Groff, Language Arts Teacher	Marty Riggs, Patron
Dan Hall, Parent	Mary Robertson, Principal
Janie Hamai, Parent	Wynn Scheer, Patron
Susan Harms, Co-Principal	Karrie Schmidt, Third Grade Teacher
Penny Heisel, Technology Teacher	Keli Schneider, First Grade Teacher
Dawn Hellebusch, Principal	Zachary Schneider, Social Studies Teacher
Kyle Hoffmann, Computer Technician	Judy Schwentker, Library Media Specialist
Valerie Jankowski, Library Media Specialist	Rebecca Searcy, Language Arts Teacher
Cathy Jinkerson, Business Teacher	Bill Stewert, Patron
Michael Jinkerson, Sixth Grade Teacher	Judy Straatmann, Assistant Superintendent
Shelley Kinder, Chief Financial Officer	Steve Sullentup, Patron
Robin Kluesner, Lead Bookkeeper	Melanie Trentmann, Math Coordinator
Zach Kosark, Social Studies Teacher	Lori VanLeer, Superintendent
Nicole Kottmann, Fourth Grade Teacher	Casey Zastrow, Parent
Sarah Kurtz, Third Grade Teacher	
Rob Landers, Technology Coordinator	