

**Georgetown Independent School District
Strategic Planning**



What we think, we become.

**Strategic Planning Team Presentation
to
The Georgetown Independent School District
Board of Trustees**

June 23, 2014

Project Summary

The Georgetown Independent School District Board of Trustees initiated a Strategic Planning Initiative in Fall 2013. A subcommittee of the Board represented by Board President Scott Alarcon and members Ronna Johnson and Scott Stribling met with consultants to select an organization to lead the district through the planning process. After intensive interviews, the subcommittee of Trustees recommended to the entire Board of Trustees in October 2013 that Cambrian Strategic Services be selected to facilitate the process, under the leadership of strategic planning consultant Betty Burks.

Trustees then submitted names for a very important Strategic Planning Committee, a committee that represents the entire Georgetown community. The Trustees identified committee members who were residents with no students in the district, parents in the community, business leaders, students, teachers, support staff, administration, and trustees. This committee met November 7, 2013 for a strategic thinking session and again on November 21-23, 2013 for an initial planning session. During this three-day session, the committee developed Beliefs, a Mission Statement, Strategic Objectives, Strategies, and Parameters.

The district, along with Trustee nominations and a process for community members to self-nominate to the process, developed Action Teams to address each of the five strategies developed by the Strategic Planning Team. Action Team Leaders met with Betty Burks on January 10, 2014 for a leader training session. The full action teams met from January to March 2014. These action teams again represented all aspects of the Georgetown community. After much deliberation and research, these teams have developed results statements that will be presented to the Strategic Planning Team on June 3, 2014. The Strategic Planning Team accepted all results with minor revisions and will present the entire Strategic Plan to the GISD Board of Trustees on June 23, 2014. District administrators will meet on July 23-24, 2014 to organize plan implementation.

Strategic Planning Initiative

A Five-year Vision

Key Players

Georgetown ISD Board of Trustees	
Scott Alarcon	President
Mike Hewlett	Vice President
Ronna Johnson	Secretary
Fred Barhydt	Member
Greg Eady	Member
Scott Stribling	Member
Andy Webb	Member
Melanie Dunham	Incoming Member

STRATEGIC PLANNING TEAM	
TEAM MEMBERS	
Scott Alarcon	Vicki Barbosa
Annette Bargainer	Fred Barhydt
Amy Beran	Wendy Cash
Richard Castillo	Anna Cornett
Margarite Crerend	Dr. Gene Davenport
Dr. Dave Denny	Karen Dooley
Melanie Dunham	Rob Dyer
Adrian Gonzales	Leslie Janca
Joe Dan Lee	Holly Mahagan
Priscilla Martinez	Barbara Pearce
Karen Smith	Deborah Soto
Sandra Staton	Scott Stribling
Samantha Virnig	George Wagner
Gus Weber	
Betty Burks, External Facilitator Cambrian Strategic Services	Dr. Brenda Albright, District Internal Facilitator

Georgetown ISD

Mission Statement

Embracing a tradition of diverse educational experiences and extensive community partnerships, the Georgetown Independent School District mission is to empower and inspire all students to lead and serve in a global society by creating world class learners and engaged citizens through relevant experiences every day.

Georgetown ISD

Beliefs

- ~ We believe that public education is the foundation of our community.*
- ~ We believe that physical, mental, and emotional health are vital to a well-balanced life.*
- ~ We believe that positive relationships are essential to an individual's development.*
- ~ We believe that learning continues throughout life.*
- ~ We believe that service and volunteerism are valued in our community.*
- ~ We believe that every individual is worthy of respect.*
- ~ We believe in the possibility and potential of every individual.*

Georgetown ISD

Strategic Objectives

- ~ Every student will receive an academic foundation that will maximize their educational potential.*
- ~ Every student will participate in leadership and service opportunities throughout their education.*
- ~ Every student will have opportunities to explore and expand educational experiences of their choice.*
- ~ Every student will learn through leading-edge technology every day.*
- ~ Every student will value a healthy lifestyle and receive opportunities to address their physical, mental, and emotional needs.*

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Strategies

1. *We will ensure that our students are served by the most exceptional staff.*
2. *We will inspire and invite community and corporate engagement.*
3. *We will actively seek all available funding to accomplish our mission and objectives.*
4. *We will improve educational experiences utilizing relevant technology.*
5. *We will redesign our learning model to include customization and innovation at all levels.*

Georgetown ISD

Parameters

- ~ *We will make decisions based on what is best for students.*
- ~ *We will make all decisions consistent with our beliefs and mission.*
- ~ *We will not confine our thinking to the limits of our existing organization.*
- ~ *We will be responsible stewards of our resources.*
- ~ *We will embrace change that leads to continuous improvement.*
- ~ *We will not allow governmental or institutional restraints to compromise learning opportunities.*

STRATEGIES AND RESULTS STATEMENTS

STRATEGY 1 – WE WILL ENSURE THAT OUR STUDENTS ARE SERVED BY THE MOST EXCEPTIONAL STAFF.

- Result 1.1: Recruiting and Hiring System
- Result 1.2: District Application Screener Tool for the interview and hiring process of instructional staff
- Result 1.3: Retention System
- Result 1.4: Professional Learning Community (PLC) Philosophy, Climate, and Culture

STRATEGY 2 – WE WILL INSPIRE AND INVITE COMMUNITY AND CORPORATE ENGAGEMENT.

- Result 2.1: A uniform and consistent communication system of identified needs throughout the district
- Result 2.2: A districtwide clearinghouse (or portal) for community engagement
- Result 2.3: Identified beneficial partnerships to enhance educational experiences
- Result 2.4: A comprehensive districtwide marketing plan
- Result 2.5: A student culture of service and community engagement

STRATEGY 3 – WE WILL ACTIVELY SEEK ALL AVAILABLE FUNDING TO ACCOMPLISH OUR MISSION AND OBJECTIVES.

- Result 3.1: Increased student attendance
- Result 3.2: Georgetown Education Foundation
- Result 3.3: Corporate sponsorships
- Result 3.4: Bond program to address capital equipment needs (transportation and technology)

STRATEGY 4 – WE WILL IMPROVE EDUCATIONAL EXPERIENCES UTILIZING RELEVANT TECHNOLOGY.

- Result 4.1: 1:1 user-to-device access for all staff and students
- Result 4.2: Infrastructure supports device access for all staff and students beyond classroom walls
- Result 4.3: District-wide online learning/course management system
- Result 4.4: Technology professional development process for all instructional staff
- Result 4.5: District technical standards and work plan

STRATEGY 5 – WE WILL REDESIGN OUR LEARNING MODEL TO INCLUDE CUSTOMIZATION AND INNOVATION AT ALL LEVELS.

- Result 5.1: Curriculum is designed around a 21st Century Learning Model, utilized within instructional delivery at all levels
- Result 5.2: All students are actively engaged in a positive, affirmative, challenging, and inclusive learning environment
- Result 5.3: Students take responsibility for their learning environment and learning experiences
- Result 5.4: Blended learning opportunities for all students
- Result 5.5: Professional Learning Communities (PLCs) in every school to support the innovation in teaching and learning
- Result 5.6: Students understand global diversity and divergent points of view

2014-2019 Strategic Planning Implementation Schedule

Strategy 1: We will ensure that our students are served by the most exceptional staff.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.1					
1.2					
1.3					
1.4					

Strategy 2: We will inspire and invite community and corporate engagement.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
2.1					
2.2					
2.3					
2.4					
2.5					

Strategy 3: We will actively seek all available funding to accomplish our mission and objectives.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3.1					
3.2					
3.3					
3.4					

Strategy 4: We will improve educational experiences utilizing relevant technology.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4.1					
4.2					
4.3					
4.4					
4.5					

Strategy 5: We will redesign our learning model to include customization and innovation at all levels.					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
5.1					
5.2					
5.3					
5.4					
5.5					
5.6					

Georgetown ISD

Strategic Planning Action 1

We will ensure that our students are served by the most exceptional staff.

Summary of Action Team 1 Specific Results Statements

The purpose of Action Team I was to develop specific results statements for the following strategy:

We will ensure that our students are served by the most exceptional staff.

The team consisted of the following members:

Name	
Cara Schwartz	Team Leader
Janet Mormon	Team Leader
Debra Barker	Member
Tamara Daniel	Member
Christine Davis	Member
Brian Dawson	Member
Molly Grantges	Member
Cheryl Lang	Member
Eric Lashley	Member
Stephanie Traugott	Member
Susan Upshaw	Member

Initial Meeting

After the initial training meeting, the team began its weekly meetings on January 15, 2014. During the first meeting, the team leaders led the members through a clarifying process to create a common aspiration. The focus question used was, “What do we want to see going on in our organization in five years as a result of the implementation of this strategy?” The team brainstormed thoughts and ideas individually and in small groups. The ideas were shared and compiled. The team leaders then led the group members through a nominal process to identify key questions that they felt needed to be investigated and researched prior to writing action plans. The questions generated for research are listed below:

- What screening tools are available for applicants? (Cheryl Lang)
- What is the best vehicle to implement embedded staff learning that is timely and relevant; what growth and learning opportunities can we provide? (Susan Upshaw)
- What would a successful new hire orientation and/or program look like? (Molly Grantges)
- How are districts recruiting diverse and exceptional candidates, and then retaining them? (Michelle Jones)
- What do other districts use to evaluate staff performance? (Brian Dawson)

Team members volunteered to research the questions and they shared their findings at the Second Team Meeting that was held on 1/29/14.

Research Presentations and Result Statements

Members presented their research to the team on January 29, 2014. This was the team's 3rd meeting. The presentations took approximately one hour. Discussion was allowed at the conclusion of each presentation and presenters were positively affirmed for the information that was gathered and shared to team members in a one page summary. The team members agreed to reconvene on February 5, 2014, to begin working on writing Result Statements.

The meeting on February 5th began with an overview and discussion of the research shared from the previous week's meeting. Team leaders stated that the charge given for this meeting was to narrow everyone's great ideas down to the most essential and to determine which specific results would be necessary to achieve the team's aspirations. In other words, what specific results must be realized by the team for Strategy 1 to become a reality.

The team then participated in an exercise to reduce the list of ideas to those that the group considered most promising. Each team member was asked to select ideas by placing one colored Post-it note by the five ideas that they favored. The result of the exercise generated a majority of the votes to eight ideas. The team worked together to combine some of the ideas. The team agreed to five ideas.

The team engaged in discussion as to whether all members were in agreement that the five ideas were acceptable to everyone. Points of clarification were made to each idea. Following the discussion, all of the team membered agreed with the selected ideas. The team members wrote the Result Statements together and were in 100% agreement with each one. Team members paired up and agreed to work together on writing the action plans during the next week. Members agreed to come to the next meeting with a draft of their action plan to present to the team on February 12, 2014.

To ensure that the results statements were stated properly, the team leaders presented them to the internal district coordinator and the external Cambrian consultant for comments and editing. The Action Team discussed that the district agreeing to select, purchase, and implement usage of a screening tool in the hiring process was their top and most urgent proposal of consideration for the Strategic Planning Team.

Final Team Meeting

The team reconvened on February 12, 2014. Team leaders reviewed the Result Statements that were 100% agreed upon by all members at the previous meeting. Members presented their action steps on their assigned plans. Agreement was reached on the action steps needed to accomplish the five results. Careful consideration was given to the cost/benefit analysis associated with each action plan.

Summary of Strategy 1

STRATEGY 1: *We will ensure that our students are served by the most exceptional staff.*

A team of eleven committed educators and community members met throughout January, February, and March to develop the Action Plans necessary to make this strategy a reality.

The four specific results for your review include the following:

- 1. Recruiting and Hiring System**
- 2. District Application Screener Tool for the interview and hiring process of instructional staff**
- 3. Retention System**
- 4. Professional Learning Community (PLC) Philosophy, Climate, and Culture**

The team's Action Plans were based on the following research topics and findings. Reference information and citations are attached for your review.

Recruiting Diverse and Exceptional Candidates

- Job Fairs
- Partnerships with local service Centers/Regional Service Centers
- Competitive compensation
- Stipends for high need areas (Special Education and Bilingual Education)

Screening Tools

- Gallup Teacher Insight – This product provides a tool for recognizing talent. It is an online tool that takes approximately 40 minutes to complete. A Talent Dimension Report provides a bar graph that compares individual teacher candidates to a research group across the talent dimension. Administrators participate in training provided by three online modules that introduce talent-based hiring and development, the use of the talent dimensions report, and index comparison tools. Benefits to the district include the following: assesses a large number of applicants quickly, streamlines the hiring process, and enables the district to search applicants by school level, subject, and certification. (Cost - \$19,000)
- HUMANeX Ventures - This product is an online tool that takes approximately 30 minutes to complete. The results are provided in a profile graph indicating the relative strengths of the candidate in eight key theme areas specific to their role. This screener tool enables school districts to do the following: identify underlying talents/qualities likely to predict those with higher probability of success in the structured interview, discover each applicant's professional work style through a set of questions posing real-life questions, and will profile the themes graphically. A talent profile graph is generated on each applicant and is available for the administrator to view. Administrators participate in training on use of the screener, the eight key themes, and using the screener with their structured interview process. (Cost - \$8,500)

Motivation, Support and Retention of New Employees

- New hire orientation program
- Focus on the goals and mission of GISD; how the employee's role fits into and supports the district goals
- Project is guided and led by exemplary staff members
- Shorter program for experienced teachers new to GISD (introducing GISD's departments, specifics related to curriculum, processes, and procedures)
- Additional time spent with teachers new to the profession and GISD (introducing strategies and methods of instructions, as well as mentoring plan)
- New educator induction should differ from new employee induction

Differentiated Professional Learning through Professional Learning Communities

- Learning must be embedded, sustained, and supported over time
- High Quality Professional Development is a comprehensive, sustained, and intensive approach to improving the effectiveness of teachers and principals as it relates to increased student achievement
- Teachers and staff engage in a continuous cycle focused on the following:
 - Continuous Improvement → Learning → Implementation →
 - Observation → Feedback → Impact from Data

Research & Citation References

GALLUP Teacher Insight Screeners

HUMANeX Ventures (interfaces with Skyward)

APPLITRACK POLARIS Teacher Fit Screener (Leander and Round Rock ISD; does not interface with Skyward)

Leaders of Learning by Richard Dufour and Robert J. Marzano

Professional Learning Communities Implementation Guide and Toolkit by Kathleen A. Foord and Jean M. Haar

Georgetown ISD

Leander ISD

Round Rock ISD

Action Plan

Strategy Number: 1

Plan Number: 1

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Recruiting and Hiring System

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Analyze current hiring procedures to determine strengths and gaps (e.g., posting of vacancies, application procedures, on-line application screening, interview process, and reference checks).				
2.	Develop and implement consistent hiring procedures district wide.				
3.	Create an on-going, year round recruiting strategy to attract exceptional staff which includes: <ul style="list-style-type: none"> • Non-traditional avenues for exceptional bilingual high needs staff • Participation in job fairs (in or out of the district) • Advertising through professional organizations • Partnerships with colleges/universities • Partnerships with local realtors 				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 1

Plan Number: 1

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Recruiting and Hiring System

COSTS

Tangible:

\$5,000 for supplies, materials, publicity, venues, registration fees, etc.

Intangible:

Time

Commitment & Responsibility

BENEFITS

Tangible:

Exceptional Applicants

Exceptional Staff

Intangible:

Continued positive exposure, strong partnerships, and publicity for GISD

Increased student achievement

Maximized student and staff potential

Action Plan

Strategy Number: 1

Plan Number: 2

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: District Application Screener Tool for the interview and hiring process of instructional staff

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine which screener to purchase (examples include HUMANeX Ventures or Gallup Teacher Insight).				
2.	Purchase and install/interface with existing Skyward system.				
3.	Provide training for administrators and other staff who are involved in hiring.				
4.	Provide the screener along with the GISD application.				
5.	Utilize the screener data with the interview and hiring process.				
6.	Include department level participation in screening for specialized areas (Special Education, Career & Technology Education, Fine Arts, Athletics, and Bilingual Education).				
7.	Evaluate the results annually of the use of the screener to determine if it is improving hiring practices related to quality, retention, and performance.				
Responsible:					

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 1

Plan Number: 2

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: District Application Screener Tool for the interview and hiring process of instructional staff

COSTS

Tangible:

Cost of Application Screener Tool -\$8,500 annually (No implementation fees)

Intangible:

Time
Commitment

BENEFITS

Tangible:

Selection of the best applicants to interview
Exceptional applicants
Exceptional staff

Intangible:

Retention of staff
Increased student learning and achievement

Action Plan

Strategy Number: 1

Plan Number: 3

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Retention System

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify areas of need for professional development of all staff.				
2.	Determine methods for professional learning growth opportunities to include: <ul style="list-style-type: none"> • Webinars • Training of trainers • Book studies • Focus conversations • Consultant support 				
3.	Initiate professional development learning and growth opportunities for all staff to include: <ul style="list-style-type: none"> • Differentiated staff development opportunities based on survey results from a district generated needs assessment • Differentiated staff development opportunities based on content/need 				
4.	Provide district (HR) and campus level (mentor) support and assistance for new teachers.				
5.	Re-evaluate and design a highly competitive compensation plan to attract the most exceptional staff.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 1

Plan Number: 3

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Retention System

COSTS

Tangible:

Annual professional development budget

Use of internal staff and possible
reassignment of duties

Increase to existing payroll budget

Intangible:

Time

Commitment

Responsibility

BENEFITS

Tangible:

Knowledgeable staff

Exceptional staff

Intangible:

Continued support for new staff and continued
development to create exceptional staffIncreased student success due to
knowledgeable staff

Retention of new staff

Action Plan

Strategy Number: 1

Plan Number: 4

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Professional Learning Community (PLC) Philosophy, Climate, and Culture

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Implement with fidelity Professional Learning Communities (PLC) concept districtwide.				
2.	Create school leadership PLCs for campus and district administrators				
3.	Provide resources to facilitate PLCs: build in scheduled shared times to meet, e.g., common preparation times, early release days, in-service, etc.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 1

Plan Number: 4

Revised Date: 3/17/14

Strategy: We will ensure that our students are served by the most exceptional staff.

Specific Result: Professional Learning Community (PLC) Philosophy, Climate, and Culture

COSTS

Tangible:

Cost of surveys

Existing staff person to coordinate and provide district-wide PLC structure

Intangible:

Time

Commitment

BENEFITS

Tangible:

Reliable and usable data to impact decision making

Exceptional use of PLCs and consistency across the district

Intangible:

Developing exceptional staff

Retaining exceptional staff

Maximizing student potential

Georgetown ISD

Strategic Planning Action 2

We will inspire and invite community and corporate engagement.

Summary of Action Team 2 Specific Results Statements

We are pleased to present the results of the assignment of Action Team 2. The purpose was to develop specific results statements for the following strategy:

We will inspire and invite community and corporate engagement.

The team consisted of the following members:

Name	
Brad Domitrovich	Team Leader
Amy Brown	Team Leader
Daniel Anstee	Member
Miranda Bradley	Member
Barbara Brightwell	Member
John Copelan	Member
Lori Corse	Member
Ty Gipson	Member
Melva Harbin	Member
George Lourigan	Member
Doug Lowe	Member
Christine Lucas	Member
Mary McKenna	Member
Kevin Pitts	Member
Suzy Pukys	Member
Natalia Ramback	Member
Paula Simmons	Member
Carey Thornell	Member
Bob Villarreal	Member
Oona Villarreal	Member
Karron Wilson	Member

Summary

The Strategy 2 Action Team met for the first time on January 15 with a dynamic and energetic group present. We continued meeting weekly (minus one Wednesday) until Spring Break. We began our focus by examining the key terms in Strategy 2 and defining individual elements.

The team focused on “we”. What did “we” mean to us? “We” refers to the entire Georgetown ISD organization and its people -- everyone in the organization – from Superintendent to Support Staff. All are a part of the internal community.

As the team discussed “inspire”, the concept of education was brought to light. We determined that it was difficult to “inspire”, if the community was not educated to the needs of the District. As part of the education process, we want to excite and ignite community partners to see those mutually beneficial opportunities to invest in the classroom. Our goal is to build on the inspiration awareness and streamline the process so the community feels invited.

“Community”, as the team saw it, consists of both internal and external partners. Internally, it is parents, students, and district employees. Externally, it is taxpayers, volunteers, mentors, retirees, faith-based groups, and more. The team felt that the “community” was not limited to just the Georgetown or Williamson county area, but a wider regional or even national collective – wherever opportunity exists.

“Corporate” entities as determined by the team included for-profit businesses and organizations, regardless of size, individuals, and agriculture-based business. It also includes those non-profit organizations that meet material needs, provide health related services or nurture educational opportunities.

Lastly, “engagement”. “Engagement”, to our team, meant a collaboration to share initiatives and visions. As we engage, we want to insure a reciprocal relationship exists between the District and the community partner.

District Strengths

The team felt that Georgetown ISD has many strengths in terms of academics, fine arts, athletics, and other extracurricular activities. The team also concluded that currently there are many wonderful partnerships that the District, campuses and individuals within schools have made. To make the District stronger, we felt that a unified approach to collaboration should be an immediate priority. Communication in a uniformed and consistent manner is vital to any successful district. The act of communicating means different things to different people. Whatever the needs, the obligation of ensuring that Georgetown ISD is a viable, sustainable, and credible communications systems falls not only on the School and Community Relations Department, but on leadership throughout the District, and in the spotlight – the community will continue its support.

As stated earlier, the fish net approach currently being reorganized, not to filter, but to funnel information and opportunities efficiently between appropriate parties. A district-wide effort is

mandatory for the ISD to embrace as it continues to maintain steady study growth over the next decade. A greater need for community collaboration exists to stretch the resources of the District to its farthest level.

Marketing Georgetown ISD is paramount as well. The committee was adamant in suggesting that the district consider a third party marketing strategist. As parents have options for their child's education, it is clear that GISD needs to be known as their only choice. Marketing accomplishments creates credibility for developers and realtors to use as people choose the Georgetown area for expansion and residency.

Strategy

#2 We will inspire and invite community and corporate engagement.

Result Statements for Strategy 2

- *A uniform and consistent communication system of identified needs throughout the district*
- *A districtwide clearinghouse (or portal) for community engagement*
- *Identified beneficial partnerships to enhance educational experiences*
- *A comprehensive districtwide marketing plan*
- *A student culture of service and community engagement*

Action Plan

Strategy Number: 2

Plan Number: 1

Date: 3/27/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A uniform and consistent communication system of identified needs throughout the district

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish uniform, consistent, and clear pathways of communication of identified needs within GISD. a) Assess current communication practices and needs <i>within</i> GISD. b) Assess current communication practices and needs <i>between</i> GISD and the community. c) Identify areas of deficiency, duplication, inefficiency and/or inequity.				
2.	Establish a system to streamline resource sharing within departments and the district. a) Implement a consistent process by which needs are identified and resources requested. b) Establish criteria for resource acceptance.				
3.	Educate and train GISD employees to promote culture of collaboration between community and district.				
4.	Assess effectiveness of practices and processes annually.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 2

Plan Number: 1

Revised Date: 3/24/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A uniform and consistent communication system of identified needs throughout the district

COSTS

Tangible:

- Time to create an efficient system
- Time to collect, process, update and communicate data

Intangible:

- Frustration with new processes
- Resistance to change
- Perception of “gatekeepers” instead of “resource management”

BENEFITS

Tangible:

- Accurate districtwide inventory of resources
- More efficient use of resources
- Less duplication
- Fewer unnecessary purchases
- Increased districtwide communication

Intangible:

- Districtwide culture of collaboration, resource sharing
- Improved communication
- Community can see efficient use of resources
- Innovation

(2003 THE CAMBRIDGE GROUP)

Action Plan

Strategy Number: 2

Plan Number: 2

Date: 3/27/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A districtwide clearinghouse (or portal) for community engagement

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a comprehensive system by which identified needs are communicated to the community.				
2.	Establish a system to share community and corporate resources.				
3.	Establish uniform, consistent, and clear opportunities for the community to match their time, talents, and/or resources with identified needs.				
4.	Create a clearinghouse (portal) for community engagement.				
5.	Educate and train GISD employees to steer needs to clearinghouse for the consideration of the community.				
6.	Assess effectiveness of practices and processes annually.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 2

Plan Number: 2

Revised Date: 3/24/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A districtwide clearinghouse (or portal) for community engagement

COSTS

Tangible:

- Designate a point person to manage clearinghouse
- Time and technology to establish clearinghouse

Intangible:

- Frustration with new processes
- Resistance to change
- Perception of “gatekeeper” instead of “resource manager”
- Inaccurate/outdated information can cause PR problems

BENEFITS

Tangible:

- Point of contact between community and schools
- Accurate district-wide inventory of resources
- More efficient use of resources
- Less duplication
- Fewer unnecessary purchases
- Increased districtwide communication
- The community can clearly see and respond to the needs of students and schools
- Increased community engagement

Intangible:

- Districtwide culture of collaboration, resource sharing
- Improved communication
- Community can see efficient use of resources
- Community understands needs of students and schools
- Innovation

Action Plan

Strategy Number: 2

Plan Number: 3

Date: 3/27/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: Identified beneficial partnerships to enhance educational experiences

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a collaborative partnership of community organizations whose work enhances educational experiences to meet students' educational, social, emotional and/or basic needs.				
2.	Establish reciprocal relationships with all area institutions of higher education.				
3.	Establish reciprocal relationships with area businesses				
4.	Build on the positive partnerships within the intergenerational community.				
5.	Create annual recognition event to celebrate community partnerships.				
6.	Educate GISD employees on the community partnerships available to enhance educational experiences.				
7.	Assess effectiveness of practices and processes annually.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 2

Plan Number: 3

Revised Date: 3/24/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: Identified beneficial partnerships to enhance educational experiences

COSTS

BENEFITS

Tangible:

- Designate a point person to manage partnerships
- Efficient and effective use of resources through intentional partnerships

Intangible:

- Resistance to change
- Threat of increased professionalism/accountability
- Perception of “gatekeeper” instead of “resource manager”

Tangible:

- Point of contact between community and schools will increase partnerships
- Students’ educational experiences will be enhanced
- Increased community engagement
- Fulfillment of mission

Intangible:

- Improved communication
- Improved relationship between community and schools
- Improved understanding of the needs of students and schools
- Innovation
- Strengthened civic pride

(2003 THE CAMBRIDGE GROUP)

Action Plan

Strategy Number: 2

Plan Number: 4

Date: 3/27/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A comprehensive districtwide marketing plan

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create District-wide Marketing Plan <ul style="list-style-type: none"> Create steps Identify responsibility Deadlines Procedures Policies 				
2.	Establish regular communication with traditional media outlets (county, district, state).				
3.	Create comprehensive social media marketing plan.				
4.	Assess effectiveness of practices and processes annually.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Date: 3/24/14

Specific Result: A comprehensive district-wide marketing plan

COSTS	BENEFITS
<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • Retaining a marketing consultant will require district funding <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Districtwide by-in to plan or benefits could be lost 	<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • A marketing plan will be created • Streamlined processes for community engagement will promote more community engagement • Community engagement directly enhancing students' educational experiences will increase • Students will benefit from increased community engagement and efficient, cost-effective use of resources and volunteerism will result <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Districtwide consistency and clarity regarding inviting and inspiring community engagement • Increase sense of morale and school and civic pride • The community will become more educated • Intergenerational ties will be strengthen

Action Plan

Strategy Number: 2

Plan Number: 5

Date: 3/27/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A student culture of service and community engagement

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify students' areas of interest for service and community engagement.				
2.	Establish meaningful links between service and community engagement and academic subjects.				
3.	Establish collaborative partnership of community organizations providing service learning and community engagement opportunities.				
4.	Ensure service learning opportunities for students at every campus.				
5.	Educate GUSD employees on the opportunities available to promote a student culture of service and community engagement.				
6.	Assess effectiveness of practices and processes annually.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 2

Plan Number: 5

Revised Date: 3/24/14

Strategy: We will inspire and invite community and corporate engagement.

Specific Result: A student culture of service and community engagement

COSTS

Tangible:

- Designate a point person or group to lead
- Training and ongoing education of staff and students

Intangible:

- Resistance to change
- Threat of increased professionalism/accountability
- Lack of buy-in

BENEFITS

Tangible:

- Enhanced educational experiences
- Character-building connected to educational experiences
- Civic pride and responsibility increased
- Increased student engagement
- Increased community engagement
- Fulfillment of mission

Intangible:

- Improved visibility in the community
- Improved relationship between community and schools
- Strengthened civic pride

(2003 THE CAMBRIDGE GROUP)

Georgetown ISD

Strategic Planning Action 3

*We will actively seek all available funding to accomplish
our mission and objectives.*

Summary of Action Team 3 Specific Results Statements

We are pleased to present the results of the assignment of Action Team 3. The purpose was to develop specific results statements for the following strategy:

We will actively seek all available funding to accomplish our mission and objectives.

Our team consisted of the following members:

Name	
Steve West	Team Leader
Bob Brent	Member
Dr. Paul Fleming	Member
Rick Lane	Member
Jeff Novak	Member
Pam Sanchez	Member
Gary Sandercock	Member
Bill Stanley	Member
Donna Wallace	Member
Cheryl Williams	Member

Initial Meeting

After our initial training meeting, the team began its weekly meetings on January 15. During its first meeting, the team leader presented a broad overview of the current methods of funding for Georgetown ISD. The team learned that the major funding system for school district operations was tied to the inverse relationship between state aid and tax collections. The remaining fund sources were either for special, unique purposes (i.e. debt service or construction funds) or were required to supplement rather than supplant funding (i.e. Title 1 or federal special education) for district programs. The group learned that, generally speaking, state and federal laws and regulations are very proscriptive as to the use of the respective funds available to school districts.

After the presentation, the team brainstormed a number of funding ideas. The results of each idea were posted for all to see. Though the team spent a lot of time during the meeting discussing each idea, none were rejected.

Some of the ideas were clearly related to new funding. Other ideas were related to saving money or redirecting current funding. Examples of these would be reducing energy costs or sun-setting ineffective programs. The determination of whether or not ideas met the strategy was considered in a future meeting.

Selection of funding ideas

After a review of the previous week's brainstorming of ideas, the team participated in an exercise to reduce the list of ideas to those that the group considered most promising. Each team member was asked to select ideas by placing one colored Post-it note by five ideas that they favored. From the result of the exercise, it was very clear that the bulk of the votes went to five ideas.

The team then discussed whether all were in agreement that the five ideas were acceptable to everyone. Points of clarification were made to each idea. Following the discussion, all of the team membered agreed with the selected ideas. Then the team leader offered to write each idea into a specific results statement before the next meeting. The team agreed.

The team requested that the team leader invite the Director of Partners in Education (PIE) to attend the next meeting to discuss the interrelationship between Partners in Education and the Georgetown Education Foundation. They also wanted a presentation on the district's student attendance.

To ensure that the results statements were stated properly, the team leader presented them to the internal district coordinator and the external Cambrian consultant for comments and editing. The consultant agreed that all but one of the statements met the requirement of Strategy 3 to *"actively seek all available funding..."*. This results statement was removed because it did not directly relate to seeking funding, but was tied to expanding volunteers to augment staffing in extracurricular areas. The team leader followed up with an email to all team members of this change.

Review of the Four Specific Results

The team heard a presentation from the Director of Partners in Education, Amy Brown. This presentation was very helpful in the team's understanding of how the education foundation relates to PIE. Ms. Brown said that the education foundation was the fundraising arm of PIE and that it was currently inactive. She discussed that PIE was a 501 (c) (3) organization and that the education foundation was under this umbrella for tax-deductible donations. The team was very appreciative of Ms. Brown's thorough presentation.

The team leader discussed with the team members the removal the action plan that was communicated via email prior to the meeting. This change was agreed to by the team.

Next, the team leader presented historical and current attendance information to the team. The team learned that the percentage of attendance was very favorable in Georgetown as compared to the State. They learned that the lowest attendance areas for Georgetown ISD was at the high school level. From a state funding standpoint, the attendance of students is critical. The resulting state aid increase for one additional student in attendance for an entire year was \$6,242 per student.

After these two presentations, the team reconfirmed the wording of the action plans. Work on the action steps and cost/benefit analysis were postponed until the next meeting.

Final Team Meeting

The Action Plan specific results were:

1. Increased state aid through improvement of student attendance
2. Reactivate the dormant Georgetown Education Foundation to achieve educational funding support for GISD
3. Solicit corporate sponsorships to support operational activities of the District
4. Implement a bond program to address capital equipment needs (transportation and technology)

Members of the team discussed specific ideas on how to implement each of these result statements. From this discussion, agreement was reached on the action steps needed to accomplish the results. Careful consideration was given to the cost/benefit analysis associated with each action plan. The complete results for Strategy 3 follow.

Action Plan

Strategy Number: 3

Plan Number: 1

Date: 02/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Increased student attendance

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Improve attendance rate at high school to district average of 96.4%				
2.	Implement specific school health initiatives that will improve attendance				
3.	Develop outreach program to target students with below average attendance				
4.	Increase participation in extra-curricular and community activities for every high school student beginning in the 9 th grade				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 3

Plan Number: 1

Date: 02/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Increased student attendance

COSTS

Tangible:

Potential cost of program implementation

Intangible:

BENEFITS

Tangible:

Each ADA produces \$6,242 in new operating revenue

Intangible:

Students learn when attending classes

Improved graduation rates

Action Plan

Strategy Number: 3

Plan Number: 2

Date: 02/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Georgetown Education Foundation

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Appoint a leadership group to reconstitute foundation				
2.	Create a communication/marketing plan to generate participation in the foundation				
3.	Determine leadership/management responsibilities of the foundation				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 3

Plan Number: 2

Date: 2/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Georgetown Education Foundation

COSTS

Tangible:

May initially require district financial support

May require minimal maintenance and replacement costs

Intangible:

BENEFITS

Tangible:

New funds to enhance and expand educational programs

Attain funds through corporate sponsorships, private donors and grants

Intangible:

Boost teacher and student morale/retention

Promotes innovative and creative instructional ideas

Increases overall community involvement and support

Action Plan

Strategy Number: 3

Plan Number: 3

Date: 2/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Corporate sponsorships

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop advertisement procedures/ guidelines for implementation				
2.	Solicit advertisements and sponsors for events				
3.	Report annually on progress				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 3

Plan Number: 3

Date: 2/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Corporate sponsorships

COSTS

Tangible:

Potential advertising expenses

Intangible:

Possibility of offensive advertisement/
sponsorships

Potential benefit could be outweighed by cost

BENEFITS

Tangible:

Additional revenues to support district
operations and instructional programs

Intangible:

Promotes positive relationships and
collaboration

Broadens relationships/involvement in
supporting activities to benefit
students

Action Plan

Strategy Number: 3

Plan Number: 4

Date: 2/10/14

Strategy: We will actively seek all available funding to accomplish our mission and objectives.

Specific Result: Bond program to address capital equipment needs (transportation and technology)

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Form community group to assess capital equipment needs				
2.	Structure debt life to match asset life				
3.	Determine potential tax rate impact				
4.	Make recommendation to Board of Trustees				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Date: 2/10/14

Specific Result: Bond program to address capital equipment needs (transportation and technology)

COSTS		BENEFITS	
<p>Tangible:</p> <p>Potential tax rate impact cost of new debt</p> <p>Maintaining additional equipment requires an increase in operational costs</p>	<p>Tangible:</p> <p>Source of new funds for large non-operational purchases</p> <p>Replacement of old buses lowers certain maintenance costs</p> <p>Improved safety in transportation of students</p>	<p>Intangible:</p> <p>Opposition to new debt</p>	<p>Intangible:</p> <p>Timely access to technology to fulfill instructional goals</p> <p>Reduce environmental impact with modern fuel technology in buses</p>

Georgetown ISD Strategic Planning

Strategy 4

*We will improve educational experiences utilizing
relevant technology.*

Strategy 4 Action Team Members

We are pleased to present the Action Plans developed by the Strategy 4 Action Team. The purpose was to develop specific results statements for the following strategy:

We will improve educational experiences utilizing relevant technology.

The team consisted of the following members:

Name	
Kim Garcia	Team Leader
Marcie Lindsey	Team Leader
Denisse Baldwin	Team Member
Maggie Brown	Team Member
Robert Costello	Team Member
Phil Garcia	Team Member
Lannon Heflin	Team Member
Terri Henry	Team Member
Mard Herrick	Team Member
Ashley Jones	Team Member
Sandy Kendell	Team Member
Andrew Maddox	Team Member
Paul Newton	Team Member
Kendall Olmstead	Team Member
Melissa Pepper	Team Member
Deah Robbins	Team Member
Mark Warren	Team Member
Jan Williams	Team Member

Strategy 4 Summary

Strategy #4: We will improve educational experiences utilizing relevant technology.

The eighteen-member committee met nine times throughout January, February, and March 2014 to develop the Action Plans necessary to make Strategy #4 come to life in GISD. Five specific results will be realized when the Action Plans are implemented.

Specific Results

1. 1:1 user-to-device access for all staff and students
2. Infrastructure supports device access for all staff and students beyond the classroom walls
3. District-wide online learning/course management system
4. Technology professional development process for all staff
5. District technical standards and work plan

Identified Needs

As the team worked through the strategic planning process, every discussion involved underlying needs that must be met prior to implementing strategic plans. Team members felt that it is imperative for Georgetown ISD to lay some groundwork.

- **Hardware and Software Standards and Procedures**
 - Regular and funded technology hardware and software refresh cycle
 - Technology needs assessment, including an updated inventory and a software/hardware audit to identify needs and reduce overlaps in functionality
 - District technical baseline/benchmark standards
 - Plan for technology procurement, maintenance, and obsolescence
- **Support Staffing**
 - Additional educational technology and technical support, including assistive technology support

The team likened these items to the fundamental levels of needs in Maslow's hierarchy of needs. If these basic district technology and support needs are not met first, employees cannot focus motivation on higher level of needs (i.e. strategic plans).

Team members emphasized that the district should focus on scheduling and funding a regular technology refresh cycle. Many campuses' computers are eight years old, and their slower response times significantly impact instructional time. Members of the team also felt that a

complete inventory followed by a hardware/software audit would help identify technology needs, as well as overlaps in functionality. The district and campuses utilize many software products that may have functions we are not aware of or that may duplicate the functions of another software. An audit could help focus our training and use.

The team felt that the district was significantly understaffed in the areas of educational technology and technical support. However, recommendations for hiring additional staff are not permitted in this strategic planning process. The team felt that implementing further strategic plans without additional staffing would result in less than desirable results.

Two other needs were discussed repeatedly, and these items were included as individual action plans:

- Meaningful and ongoing professional development in technology integration
- Additional student access to technology devices

Teachers and administrators, like students, are at many different levels of knowledge and comfort with technology use and technology integration. Meaningful and ongoing professional development is the only way to close this gap. Time and resources must be allocated for professional development, and the team felt it was important to allocate time for job-embedded professional development during the school day.

Finally, the team identified the need for additional student access to technology devices for learning. Each year, the number of online systems and online textbook resources used by students increases, requiring more access to devices such as computers, laptops, or tablets. In order to ensure that students have access to the appropriate tools for 21st century learning, the district must continue to find methods of additional student access to devices.

Research and Findings

In addition to the identified needs, the team's Action Plans were formulated based on the following research topics and findings.

Research Question 1: How can we develop and maximize our existing tools?

- Simplify process and procedures
- Importance of inventory and needs audit
- Maximize use of tools through training and preparation

Citations:

- **Six Tips for Teachers: How to Maximize Shared Resources**
<http://www.edutopia.org/blog/maximizing-teacher-use-shared-resources-mary-beth-hertz>
- **Why You Should Consolidate Your Business Technology**
<https://solutionslab.vzw.com/article/why-you-should-consolidate-your-business-technology/>
- **Maximizing Current and Future Technology Investments**
http://www.ctg.albany.edu/publications/reports/maximizing_mobile?chapter=5

Research Question 2: What are other districts doing pedagogically different that makes the best use of technology?

- **Pedagogical Shift:** Teachers had to rethink their curriculum and classroom to make technology suit the learning, not make the learning suit the technology. The instructional approach shifted to project-based learning (using hands-on collaborative projects teaching various core subjects) and problem-based learning (inquiry-based instruction that places students in several small problem scenarios) in order to develop students into self-directed learners. One example of this shift can be seen in classrooms where teachers have moved away from content apps to student-creation apps. Pre-existing curriculum has been redefined and reworked to provide seamless integration of technology into the classroom environment. This shift from the status-quo created global, engaged, motivated, and confident students.
- **Support:** Successful districts offer abundant and on-going support to teachers, administrators, staff, parents, and students. Involving students at the technical support level has given them ownership and pride in district technology initiatives. Extensive training was provided and mandated for educators in best practices for project-based learning and problem-based learning and how to seamlessly integrate technology into their classrooms and curriculum. The library was often used as the hub for technology.
- **Collaboration:** One of the key components to successful integration of technology was collaboration among its users, which include staff members and students.

Planning sessions among teachers were scheduled. Collaborative input was encouraged between students and teachers. It was vital that the right school culture was established to promote integrated technology use campus-wide.

Research Question 3: What fundamental or philosophical changes need to take place in our curriculum and in teaching and learning to fully leverage the technologies we are putting into place?

- The what (curriculum), the method (pedagogies) and the how (technology) have been around long enough for us to realize that all three need to be combined to better leverage what we have for the benefit of our students. However, there is both latency and a will for and against the rapid changes that occur in technology. Teachers have said, “We just got used to the current adoption and now we are changing again. Now you ask us to add technology to the mix. What’s next?”
- It is the leveraging of information and communication technologies that will make the difference. It is the desire to infuse new technology into the mix. It is using technology to support meaningful learning in the classroom. It is the knowing how to use technology to address the needs of our students.
- Technology is always in flux. We have a hard enough time keeping up with new adoption series and unfunded mandated education competencies. If we make the effort and have the wiliness to adapt to the change we will begin to leverage our technology to the benefit of our students.
- It is not the addition of technology into a classroom that makes a difference. It is engaging students with purposeful curriculum; it is empowering students to be responsible for their learning through methods of delivery; and it is enabling students with technology. Doing these three things will help leverage our resources to benefit our investment, our kids.

Research Questions 4 and 5: How do you effectively train teachers to use technology in the classroom? What is actually working best, and what has the most promise to spark wider change?

- Ongoing professional development and support
- Personalized learning
- Professional Learning Networks
- Online training options
- Computers as Mindtools for engaging learners in critical thinking
- Learning, justifying, and using tools
- Flipped classrooms to engage students, extend resources, and maximize learning time with teachers

Citations:

- **The Future of Personalized Learning in Elementary Schools**
www.edweek.org/media/06-20-13-personalized-learning.pdf
- **Project Tomorrow Speak Up Survey**
http://www.tomorrow.org/speakup/speakup_reports.html
- **Flipped Classrooms Provide a New Way of Learning**
<http://www.cbsnews.com/news/flipped-classrooms-provide-a-new-way-of-learning/>

Research Question 6: Is 1 to 1 necessary, and why?

- **1:1 Scenarios**
 - **District owned devices** - District provides devices to each student
 - **BYOD/BYOT** - Students provide their own devices and district assigns devices for those who cannot or do not want to provide for themselves
 - **1:1 Access** – Students provide own devices (BYOD/BYOT) and district/school provides in school access to those who don't bring their own devices, but does not assign devices to be taken home.
- **Research Based Benefits of 1:1 for Students**
 - Substantial academic achievement results seen in the area of writing skills
 - Significant increases in scores on science achievement tests
 - Significant gains in students' technological proficiency
 - In 44 Texas middle schools with 70% of students from economically disadvantaged backgrounds, compared to students attending non-1:1 schools, students in 1:1 schools were much more satisfied with school and were sent to the office less frequently and suspended less
 - Teachers observe increases in student motivation and engagement
- **Research Based Benefits of 1:1 for Teachers**
 - Less time spent in large group work in the classroom
 - Less time spent lecturing
 - More individual and group project work
 - Increases in collaboration among teachers

- **Project RED: 7 Key Findings**
 - Key Finding #1: Nine key implementation factors are linked most strongly to education.
 - Key Finding #2: Properly implemented technology saves money.
 - Key Finding #3: 1:1 schools employing key implementation factors outperform all schools and all other 1:1 schools.
 - Key Finding #4: The principal's ability to lead change is critical. Change must be modeled and championed at the principal level.
 - Key Finding #5: Technology-transformed intervention improves learning.
 - Key Finding #6: Online collaboration increases learning productivity and student engagement.
 - Key Finding #7: Daily use of technology delivers the best return on investment (ROI).
- **Teacher Training and Ongoing Support is Key!**

Citations:

- **What Does the Research Say About School 1:1 Computing Initiatives?**
http://schooltechleadership.org/wordpress/wp-content/uploads/2012/06/CASTLEBrief01_LaptopPrograms.pdf
- **Making 1:1 Work** <http://www.techlearning.com/features/0039/making-11-work/54549>
- **Project RED** <http://www.projectred.org/about/research-overview.html>
http://www.projectred.org/images/books/ISTE_Book.pdf
- **One-to-One Computing Programs Only As Effective As Their Teachers**
<http://www.eschoolnews.com/2010/02/16/11-programs-only-as-good-as-their-teachers/>
- **1-to-1 Essentials Program** <http://www.common sense media.org/educators/1to1>

Research Question 7: How are current staffing allocation and resources organized and dedicated to support the current tech landscape, and what do we consider to be adequate for the next 5 years?

- **Current GISD Technology Staffing: 21**
 - Technical Services: 2 Help Desk techs, 4 Technicians
 - Network Operations: 3
 - Educational Technology: 6
 - PEIMS/Information Services: 3
 - Systems Analyst: 1
 - Administrative Assistant: 1
 - Director: 1

- **Technology Support Model in other Districts**
 - **Del Valle**
 - 11 Technology Department employees
 - Each of their 12 campuses has 3 employees who support technology:
 - Librarian
 - Technology Applications Teacher
 - Campus Technology Assistant
 - **Alief ISD**
 - Website lists about 31 people in Technology Department
 - **Eanes ISD** (similar in size to Georgetown)
 - 1:1 iPads at Grades 6-12 that students take home
 - 1:1 iPads at Grades K-5 that stay in the classroom
 - Each of their 9 campuses has 1 Educational Technology Leader who supports teachers at their campus with implementing the iPads in the classroom and provides staff training.
 - 7 technical support staff who travel to various campuses
 - **New Caney ISD** (serves 11,500 students, located near Houston)
 - 22 Technology Department Employees
 - Director: 1
 - Secretary: 1
 - Network Operations: 3
 - Technical Services: 10
 - Instructional Technology: 2
 - Data Services: 5

Action Plan

Strategy Number: 4

Plan Number: 1

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: 1:1 user-to-device access for all staff and students

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify instructional purpose and outcomes for implementing 1:1 user-to-device access				
2.	Identify and evaluate exemplary K-12 1:1 user-to-device access models and devices (e.g. district-funded tablet, district-funded laptop, BYOD recommended devices) and arrange stakeholder site visits				
3.	Determine the most fiscally responsible 1:1 model to implement, sustain, and support				
4.	Establish the district's vision for technology's importance in creating world-ready, highly-competitive graduates and consistently communicate with all stakeholders regarding 1:1 implementation				
5.	Establish implementation schedule to include pilot locations and acquisition of resources				
6.	Provide increased campus support by ensuring on-demand educational technology and technical support				
7.	Provide initial and ongoing professional development for staff in using 1:1 technology in teaching and learning				
8.	Monitor campus implementation in using 1:1 technology and provide a quarterly report to Board of Trustees				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 4

Plan Number: 1

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: 1:1 user-to-device access for all staff and students

COSTS

Tangible:

- Time and staffing to research, identify, visit, evaluate, and acquire resources, and to conduct professional development
- Funding for site visits, resources to implement district-wide 1:1 user-to-device access, and communication of 1:1 initiative

Intangible:

- Adapting to new teaching methods and new technologies

BENEFITS

Tangible:

- 1:1 user-to-device access
- Increased teacher and student access to information
- Increased teacher and student skills and productivity
- Increased student engagement and achievement

Intangible:

- Increased staff and student morale
- Improved community perception
- More attractive as a *district of choice*

Action Plan

Strategy Number: 4

Plan Number: 2

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: Infrastructure supports device access for all staff and students beyond classroom walls

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify and implement resources needed to support higher levels of user-to-device access across the district and throughout the community, such as ability to connect multiple personal devices (X:1), access in parking lots and on school grounds, and access community-wide.				
2.	Provide increased technical support for network infrastructure.				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 4

Plan Number: 2

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: Infrastructure supports device access for all staff and students beyond classroom walls

COSTS

Tangible:

- Time, staffing, and funding to implement infrastructure resources (e.g. wireless access points, cabling, installation, bandwidth)

Intangible:

- Forging and managing relationships with city and community groups

BENEFITS

Tangible:

- Infrastructure which supports X:1 access for teaching and learning throughout school grounds and community

Intangible:

- Increased teacher and student confidence in ability to connect devices for digital learning

Action Plan

Strategy Number: 4

Plan Number: 3

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: District-wide online learning/course management system

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a committee of district stakeholders, including teachers, to identify purposes and criteria in a learning/course management system				
2.	Research current online learning/course management systems available for K-12 for blended and online learning, staff professional development, and staff collaboration				
3.	Define implementation schedule				
Responsible:					

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 4

Plan Number: 3

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: District-wide online learning/course management system

COSTS

Tangible:

- Time, staffing, and funding to research, select and implement online learning/course management system
- Funding for professional development

Intangible:

- Adapting to new teaching methods and new technologies
- Addressing potential Code of Conduct or policy infractions

BENEFITS

Tangible:

- Consistent and uniform access to learning content
- Leverage effectiveness of 1:1 user-to-device access
- Increased teaching and learning options
- Encourage collaboration and communication
- Students practice digital citizenship in a monitored environment
- Increased technology skills for teachers and students
- Increased student engagement and achievement

Intangible:

- Strengthened professional relationships
- Sustained professional learning through increased professional support
- Increased student and teacher confidence, knowledge, and morale

Action Plan

Strategy Number: 4

Plan Number: 4

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.Specific Result: Technology professional development process for all staff

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Define and publish GISD continuum of staff technology expectations based on effective models of staff technology proficiency and integration				
2.	Select and administer an assessment of basic technology and technology integration skills to all staff based on their job requirements				
3.	Create an individualized professional development pathway correlated with the technology skills assessment and the continuum of technology proficiency expectations				
4.	Allow time for multiple types of professional opportunities				
5.	Establish annual requirements for participation in technology professional development				
6.	Establish timeframes for meeting required proficiency benchmarks within the continuum of technology proficiency expectations				
7.	Align administrators' classroom observation forms to the continuum of expectations to identify areas for growth and support				
8.	Provide increased campus support by ensuring educational technology and technical support on all campuses				
9.	Educational technology collaborates with campus administration to promote growth in educational technology integration				

10.	Provide regular in-classroom and on-demand collaboration between educational technologists and classroom teachers for modeling, co-teaching, mentoring, and providing job-embedded professional development				
11.	Create opportunities for peer-to-peer learning through activities such as mentoring, professional learning communities, and classroom observations				
12.	Provide professional development which encourages teachers and administrators to participate in online professional learning and networking through social media and professional organizations				
13.	Provide opportunities for teachers to attend in-person and online professional workshops and conferences				
14.	Establish a support system for providing regular ongoing training and support for non-instructional staff				
15.	Create a reward or incentive program for educational technology skill development (e.g. badges, leaderboard, reward system)				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 4

Plan Number: 4

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.Specific Result: Technology professional development process for all instructional staff

BENEFITS

COSTS

<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • Time, staffing, and funding to create and perform: <ul style="list-style-type: none"> ○ Continuum and align observation forms ○ Assessment of basic technology skills and technology integration skills ○ Professional development pathway ○ Professional development sessions ○ Annual requirements for meeting proficiency benchmarks ○ Collaboration among administrator, educational technology, and teacher to promote teacher progress and provide job-embedded professional development ○ Teacher peer mentoring program ○ Professional workshops and conferences ○ Incentive program <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Teacher and administrator concern about their current technology skills and expectations for technology use • Increased teacher and administrator work load to fulfill professional development requirements • Increased concern when navigating online professional networks 	<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • Documented technology proficiency and integration expectations • Professional development offerings will be targeted to individual teacher and administrator needs • Increased teacher confidence, knowledge, morale, and professional relationships • Teachers are skilled in utilizing current technology for productivity and integrating it into teaching and learning • Administrators are aware of quality technology instruction and integration and able to effectively evaluate and guide teachers • Exchange of ideas, experiences, advice, and resources between colleagues and experts <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Teachers are life-long learners through sustained professional learning • Teachers feel more supported and challenged by participating in individualized professional development • Increased motivation to participate due to reward or incentive program • Increased professional support
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Action

Strategy Number: 4

Plan Number: 5

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: District technical standards and work plan

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a district baseline/benchmark standard for each relevant category based on industry standards (e.g. infrastructure, device, technical support, software, security)				
2.	Identify steps for achieving district baseline standards				
3.	Establish an annual technology work plan to include: <ul style="list-style-type: none"> • Technology needs assessment: <ul style="list-style-type: none"> ○ Inventory ○ Comprehensive software and hardware audit to identify needs and reduce overlaps in functionality • Technology procurement, maintenance, and obsolescence plan • Hardware and software refresh cycles that meet industry standard for age and utility • Build an annual budget that allows for annual refresh of targeted devices or software systems 				
4.	Create standing technology committee, including district teachers and administrators, to collaborate in ongoing strategic technology needs				
5.	Provide quarterly reports to the Board of Trustees from the technology advisory committee				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 4

Plan Number: 5

Date: 5/12/14

Strategy: We will improve educational experiences utilizing relevant technology.

Specific Result: District technical standards and work plan

COSTS

Tangible:

- Time to research and establish baselines, identify steps for implementing baselines, and compile inventory
- Funding for refresh of devices and software

Intangible:

- "Moving target" of current conditions compared to identified standards

BENEFITS

Tangible:

- Documentation of district baseline/benchmark standards
- Updated inventory of current resources
- Reduction in costs associated with overlap in hardware/software inventory
- Established budget and refresh schedule
- Faster and more reliable devices allow teachers and students to spend more time engaged in teaching and learning
- Decreased time spent repairing old devices and decreased cost for replacement parts due to refreshed systems being under warranty

Intangible:

- Teacher focus shifts from dealing with technical issues to requesting instructional support
- Stakeholder empowerment through participation in technology advisory committee

Georgetown ISD

Strategic Planning Action 5

We will redesign our learning model to include customization and innovation at all levels.

Summary of Action Team 5 Specific Results Statements

We are pleased to present the results of the assignment of Action Team 5. The purpose was to develop specific results statements for the following strategy:

We will ensure that our students are served by the most exceptional staff.

The team consisted of the following members:

Name	
Jana Rueter	Team Leader
Becky McCoy	Team Leader
Virginia Lazenby	Team Leader
Alana Arndt	Member
Stephanie Blanck	Member
Marie Camp	Member
Frances Cantu	Member
Roseanne Cantu	Member
Zoila Cardenas	Member
Sylvia Culler	Member
Bryan Daniel	Member
Lisa Dempsey	Member
Susan Doss	Member
Natasha Drumgoole	Member
Meredith Gandy	Member
Alma Guzman	Member
Lorna Hermosura	Member
John Hesser	Member
Carl Illig	Member
Nancy Janda	Member
Monica Lane	Member
Keith Odom	Member
Johnathan Purser	Member
Linda Rister	Member
Josh Schroeder	Member
Stacie Smith	Member
Lou Sneed	Member

Initial Meeting

During the initial meeting of the group, facilitators led the group in a discussion of focus and goals for the strategy. The group completed a group activity that prioritized needs and common aspirations by breaking into small groups and collecting feedback. The group expressed priorities in what they wanted to see through the process, with a long-term focus on what they wanted to see in the district five years from now. Groups decided to research their questions and inquiries, to share findings, and to discuss at the next two meetings.

Research Presentations and Result Statements

Members presented their research to the team on January 29, 2014. The groups presented their findings to the whole group, and divided again into smaller groups for additional research and discussion. On February 5, 2014, the group met to start organizing the details of their processes into the specific Result Statements. The group organized their work and research findings into seven major ideas.

On February 12, the team met with a new team leader. Becky McCoy, the original team leader, was asked by the district to lead the organization of another project. Dr. Jana Rueter took over as team leader. Virginia Lazenby remained as a team leader for Strategy 5, as well. At this meeting, the group reviewed norms and expectations, as well as all of the work accumulated up to that point. The team reviewed guiding resources and key concepts, and engaged in a discussion regarding transforming education, student success measures, and the development of self-directed learners. The group felt that they wanted to refine the Result Statements. The group reviewed the Guiding Questions that led their progress, and collectively felt that there should be revision in order to ensure the strategy will be fully implemented as intended. The group worked through a group activity to collect thorough feedback regarding the Result Statements. The entire group rotated as small groups around the charts on the original seven statements, adding feedback, contributions, and recommendations. As a result, the group decided to combine several statements and delete one. They felt that some of the original result statement work from the previous process would be best utilized as Action Steps. The group finalized five Result Statements. The team discussed all of the ideas, and ensured 100% agreement with the resulting statements.

At the February 19 meeting, the team reviewed the finalized Result Statements and Action Steps, and completed a Nominal Group Technique activity to determine priorities. The team worked in small groups, rotating around the charted statement and action posters to combine like items, remove redundant items, and clarify terms. The end result was the final Action Steps assigned to each Result Statement. The group agreed to all of the Action Steps for each statement. The team leader led the group through discussion of the purpose and process of developing a Cost Benefit Analysis for each Result Statement. The groups divided into the small teams again to discuss the research work and specifics of their Result Statement, as related to a Cost Benefit Analysis. Each small group continued to collect information for the Cost Benefit Analysis of their particular Result Statement, to be completed over a two week period.

Final Team Meeting

The team reconvened on March 5, 2014. Team leaders reviewed the Result Statements that were 100% agreed upon by all members at the previous meeting. Members presented their action steps on their assigned plans. Agreement was reached on the action steps needed to accomplish the five results. Careful consideration was given to the cost/benefit analysis associated with each action plan. The Cambrian consultant provided additional clarification and approval for the Result Statements. The complete results for Strategy 5 follow.

Action Plan

Strategy Number: 5

Plan Number: 1

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Curriculum is designed around a 21st Century Learning Model, utilized within instructional delivery at all levels

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Conduct a formal Curriculum Audit				
2.	Develop and implement a comprehensive Curriculum Management Plan				
3.	Create organizational alignment to ensure the consistent design and delivery of curriculum in grades PK – 12				
4.	Create specialized learning strategies and structures for student instruction utilizing 21 st Century learning style options, including inquiry-based and problem-based learning strategies				
5.	Align professional development to curriculum and instructional priorities				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 5

Plan Number: 1

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Curriculum is designed around a 21st Century Learning Model, utilized within instructional delivery at all levels

COSTS

BENEFITS

<u>Tangible:</u> <ul style="list-style-type: none"> • Cost of formal Curriculum Audit • Cost for staff time to develop Curriculum Management Plan • Professional Development 	<u>Tangible:</u> <ul style="list-style-type: none"> • Improvement of aligned Curriculum and Instruction model • Clear plans for district implementation • Teacher clarity for expectations and implementation • Aligned professional development for all levels • Improved student achievement
<u>Intangible:</u> <ul style="list-style-type: none"> • Increased staff time and stress during development phase • Resistance from teachers and administrators to change from old framework 	<u>Intangible:</u> <ul style="list-style-type: none"> • Stakeholder pride in model and instruction • Increased student involvement and success • Increased credibility for district learning model and instructional processes

(2003 THE CAMBRIDGE GROUP)

Action Plan

Strategy Number: 5

Plan Number: 2

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: All students are actively engaged in a positive, affirmative, challenging, and inclusive learning environment

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Assess and identify individual student gifts, strengths, passions, and learning styles of all students <ul style="list-style-type: none"> A. Provide flexible scheduling opportunities B. Create specialized learning strategies and structures for student instruction C. Integrate student interest data into the creation of meaningful experiences to guide student choices 				
2.	Extension of learning opportunities and challenges that support areas of giftedness				
3.	Implementation of consistent strategies to support the needs of English Language Learners				
4.	Students will be taught and provided opportunities to develop critical skills for effective and productive collaborative learning including: <ul style="list-style-type: none"> • Social flexibility in a variety of learning situations, including online communication, global interaction, face to face conversations, and teamwork • Negotiation and conflict resolution skills • Reflective listening and discussion • Technology etiquette and social media expectations 				
5.	Expand student learning choices: <ul style="list-style-type: none"> • Provide flexible scheduling opportunities • Fine Arts • Career and Technical Education programs • Foreign languages offered at all levels 				

Responsible:

Cost-Benefit Analysis

Strategy Number: 5

Plan Number: 2

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: All students are actively engaged in a positive, affirmative, challenging, and inclusive learning environment

COSTS

BENEFITS

<u>Tangible:</u> <ul style="list-style-type: none"> • Cost of assessing student interests and learning styles • Cost to provide staff needed to meet needs indicated by student learning choices • Cost to provide building space • Cost to provide materials 	<u>Tangible:</u> <ul style="list-style-type: none"> • Increased student achievement • Individual plans for students as they progress through the grade levels • Increased ability of teachers to meet the individual needs of students
<u>Intangible:</u> <ul style="list-style-type: none"> • Use of instructional time to complete student interest inventories • Resistance from teachers and administrators to change from old framework 	<u>Intangible:</u> <ul style="list-style-type: none"> • Stakeholder pride in model and instruction • Increased student involvement and success • Increased credibility for district learning model and instructional processes

(2003 THE CAMBRIDGE GROUP)

Action Plan

Strategy Number: 5

Plan Number: 3

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Students take responsibility for their learning environment and learning experiences

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Implement collaborative learning in every classroom				
2.	Utilization of a structured student learning framework that increases student responsibility in the learning process				
3.	Involve students in solicitation of feedback and participation in goal setting				
4.	Utilization of formative and interactive assessment processes				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 5

Plan Number: 3

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Students take responsibility for their learning environment and learning experiences

COSTS

BENEFITS

Tangible:

- Cost of paying staff to develop consistent, aligned assessment measures
- Cost of professional development

Intangible:

- Use of instructional time to complete assessments and provide feedback
- Resistance from teachers and administrators to change from old framework

Tangible:

- Increased student achievement
- Individual plans for students as they progress through the grade levels
- Increased student involvement and activity in every classroom

Intangible:

- Stakeholder pride in model and instruction
- Increased student involvement and success
- Increased credibility for district learning model and instructional processes

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Action Plan

Strategy Number 5

Plan Number: 4

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Blended learning opportunities for all students

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Increase opportunities for students to use online learning				
2.	Offer a variety of learning environments that encourage and support individual flexibility for time, place, path, and/or pace				
3.	Create and provide access to courses, lessons, and learning experiences to students through blended learning				
4.	Train teachers in blended learning				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number 5

Plan Number: 4

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Blended learning opportunities for all students

COSTS

Tangible:

- Cost of paying staff to develop plans for implementation and support
- Cost of professional development
- Cost of increased technology needs

Intangible:

- Difficulty in building time in the campus master schedule for implementation and support
- Resistance from teachers and administrators to change from old framework

BENEFITS

Tangible:

- Increased student achievement
- Increased student involvement and activity in every classroom
- Increased student knowledge of technology in the learning process
- Increased student use of technology as a lifelong skill

Intangible:

- Stakeholder pride in model and instruction
- Increased student involvement and success
- Increased credibility for district learning model and instructional processes

Action Plan

Strategy Number: 5

Plan Number: 5

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Professional Learning Communities (PLCs) in every school to support the innovation in teaching and learning

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a consistent district philosophy and process with common goals for PLC implementation				
2.	Organize campus PLCs around common goals				
3.	Schedule time in campus master schedules at all levels for PLC teams to meet				
4.	Implement feedback loops, reflection, and coaching to further develop teacher leaders				
5.	Establish a leadership academy to promote in-district development of leadership in teaching and learning				
6.	Assign campus administrators at all campuses to facilitate and lead the PLC process				

Responsible:

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 5

Plan Number: 5

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Professional Learning Communities (PLCs) in every school to support the innovation in teaching and learning

COSTS

Tangible:

- Cost of paying staff to develop plans for implementation and support
- Cost of professional development
- Cost of developing a master schedule that supports embedded professional learning (in staff and resources)

Intangible:

- Difficulty in building time in the campus master schedule for implementation and support
- Resistance from teachers and administrators to change from old framework

BENEFITS

Tangible:

- Teacher satisfaction
- Teacher retention
- Increased student achievement

Intangible:

- Stakeholder pride in model and instruction
- Increased teacher ownership in campus and district initiatives
- Increased credibility for district learning model and instructional processes

(2003 THE CAMBRIDGE GROUP)

Action Plan

Strategy Number: 5

Plan Number: 6

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Students understand global diversity and divergent points of view

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create meaningful opportunities for students to interact with culturally diverse community organizations: <ul style="list-style-type: none"> • Cultural groups • University clubs • Student cultural events 				
2.	All students will be involved in service learning opportunities				
3.	Offer foreign language instruction at all levels				
Responsible:					

(Shaded areas are for administrative use implementation phase)
(2003 THE CAMBRIDGE GROUP)

Cost-Benefit Analysis

Strategy Number: 5

Plan Number: 6

Date: 5/12/14

Strategy: We will redesign our learning model to include customization and innovation at all levels.

Specific Result: Students understand global diversity and divergent points of view

COSTS

Tangible:

- Cost of paying staff to develop plans for implementation and support
- Cost of professional development

Intangible:

- Difficulty in building time in the campus master schedule for implementation and support
- Resistance from teachers and administrators to change from old framework

BENEFITS

Tangible:

- Increased student achievement
- Increased student involvement and activity in every classroom
- Increased student knowledge of the importance of community service learning
- Increased student understanding of divergent points of view
- Increased community support for district instructional model

Intangible:

- Stakeholder pride in model and instruction
- Increased student involvement and success
- Increased credibility for district learning model and instructional processes
- Community pride and involvement