

SIP Tech Plan Analysis

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School Improvement Plan Analysis

Whitehead Road Elementary School's vision is "Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world." In addition, "The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child." Based on student data, our greatest area of need in literacy is to increase reading proficiency, the greatest area of need in mathematics is to improve master level in measurement and data and the other greatest area of need is to improve student's social-emotional learning.

"By May 2020, 90% of students at Whitehead Road Elementary School demonstrate grade-level proficiency in the area of literacy as indicated by the BAS." The literacy action plan is to streamline guided reading protocols in grades pre-kindergarten through fifth. Administrators and teachers leaders will drive professional learning during data team meetings and assess using focus walks. The strategy of guided reading is in place to provide equitable opportunities for students to engage with various texts to improve comprehension and vocabulary to promote proficiency in reading on the BAS.

"By 2020, 80% of students at Whitehead Road Elementary School will demonstrate grade-level proficiency in the area of numeracy based on the NWEA MAP Growth Assessment." The mathematics action plan is to use MAP data and district aligned unit post assessments to monitor student growth in these this area. Grade level teams will achieve this goal by aligning clear student learning goals in grades pre-kindergarten through fifth. Teachers will post learning intentions by unit in classrooms and in unit lesson plans.

“By 2020, Whitehead Road Elementary School will earn a Five-Star Climate Rating.” In the area of social-emotional learning, the focus is on positive learning environments. Teachers will also preview the school climate survey and discuss the language and nature of the survey to ensure comprehension by all students. The PBIS team has developed a school wide frayer model for behavior expectations in all locations in the school. School administrators, teachers and staff will refer to this model and students will understand behavioral expectations.

One way that Whitehead addresses equitable learning opportunities is by providing small group testing and accommodations to learners who need extended time, read aloud accommodations for students in ESOL programs or any student who needs a specific accommodation based on an academic need. Specifically addressing small group accommodations and data in the school growth plan will make this strategy more explicit and clear for outside stakeholders.

The school growth plan does not address technology in regards to learning plan. However, the survey for the social-emotional learning goal is a Google Form student’s access digitally by email or through Google Classroom. Adding this detail and how teachers will provide digital equality by modeling not only how to comprehend the questions but how to use the technology to access the material itself. This simple addition ensure teachers engage students with this technology tool before they take a required survey that will address the schools growth goals. Teachers are also familiar with this tool before they lead students through the survey discussion.

In regards to addressing technology in the school growth plan, our SMART goals directly tie to the use of technology. Our literacy goal is to improve reading proficiency through the BAS assessment. This goal utilizes technology to aid in the process of assessing. The plan does not

directly state the use of technology but technology use monitors and tracks this goal. The same is true for our math SMART goal. We are using MAP, an online data tracking system with various features for teachers, to explore data on our student's math progress for any given period. There have been several trainings held at grade levels to ensure teachers know how to use these tools effectively to monitor their students' progress. Technology is addressed but in an indirect manner. We use the technology to assist in the learning process through numerous applications. Technology should enhance the educational experience and aid in student growth, but not drive the educational experience.

I would have to say that I am satisfied with the use of technology. Frequent trainings ensure equitable access to teachers and students. This training happens at grade level meetings. We do not rely solely on technology to guide our instruction, but rather use technology to assist with our students learning goals. The only improvements I could see is being more explicit about trainings for new teachers. Embedded technology in these three goals equips our teachers and students with the data needed to drive instructional decisions, focuses and discussions. Overall, I think schools should have goals that provide the use of technology but in ways that represent the student body and data of that particular school. This is what you see in these three SMART goals at Whitehead Road.

District Technology Plan Analysis

According to the Clarke County School District website (2018), the Theory of action is as follows:

“If the district deliberately works toward eliminating the marginalization of historically underrepresented groups through an organizational emphasis of increasing student achievement for all students through rigorous standards-based instruction, consistent

progress on school growth plans, consistent focus on the social-emotional development of our students, constant attention toward equity practices and accomplishment of the strategic plan, then we will increase student achievement and sustain educational attainment in CCSD” (Clarke County School District, 2018).

This theory of action statement involves many of our school growth plan SMART goals.

Whitehead’s SIP directly aligns to the goals of the district. Just as the school’s plan, the district’s plan is set in for a two-year period. This makes the goal attainable due to the time needed to fully implement and align all the schools. I could see how these goals could take three to four years to make this more attainable; however, there is a better chance of more strides if the period is shorter. Reassessing after two years makes sense since our district is undergoing many changes.

There are many priorities at the district level. The priorities indirectly relate to technology use through data collection and data exploration. In order to ensure every teacher in every school was receiving equitable opportunities to engage in these priority indicators would be to streamline the trainings teachers receive for administration purposes. The use of technology is critical in all of these priorities is critical. Without the use of technology, these goals would not be attainable.

The Clarke County School District website also addressed equitable access for all students in the last priority. In Access to Educational Programming, “By 2020, there will be a 6% decrease in disproportionality between students of color and white students in educational programming (Clarke County School District, 2018). In School Discipline, “By 2020, disciplinary infractions with overrepresented student populations will decrease by 6% each year” (Clarke County School District, 2018). Finally, In access to Educational Programming, “By 2020, district disproportionality in student performance will decrease between student groups by

accelerating underrepresented student performance above the district strategic goal by an additional 6%” (Clarke County School District, 2018). The district is making many strides to ensure equitable access to all students through a strategic internal design with goal indicators and specific requirements from school personnel. This will ensure all students have an equal opportunity in Clarke County School District.

Table 1

District Priorities Indirectly related to Technology

Priority #1	Priority #2	Priority #3
By the end of the 2020 school year, CCSD will increase proficiency results in literacy and numeracy by 12 percentage points from the district’s baseline performance in 2017-2018.	By 2020, CCSD will develop a positive school, district and community culture that supports the social-emotional growth of all students.	By 2020, the Clarke County School District will maximize its organizational effectiveness through the implementation of systems thinking strategies and improvement science structures to ensure educational equity and organizational excellence.
<p>A. Growth on the CCSD Indicators of College and Career Success by 12 percentage points over a two-year period. (See Indicators 1, 2 and 3).</p> <p>B. Growth on the Georgia Milestones assessments by 12 percentage points over a two-year period.</p> <p>C. Growth on NWEA MAP assessments by 12 percentage points over the baseline established in the Fall 2018 over a two-year period.</p>	<p>A. Growth on Indicator #5 of the CCSD College and Career Success via the Georgia Student Health Survey.</p> <p>B. Growth on the College Board/AVID/CCSD Metacognition five-year study.</p> <p>C. Growth in student attendance rates in relation to student connections with their school environment. D. Reduction of incivility disciplinary rates across the district.</p>	<p>A. Every department will develop and implement core processes aligned to systems thinking and regularly monitor efficacy of the core processes by June 2019.</p> <p>B. Create an organizational dashboard and document growth on organizational key performance indicators for the district by November 2018.</p>

Adapted from (Clarke County School District, 2018)

School Technology Plan Status

At this current time, there is no technology plan in place at Whitehead Road. A couple years back, a Google Tech conference in Atlanta, Georgia hosted several grade level representative from our school. The focus was using Google Apps for education. A few of our team members received Google Tech Certifications. Since this time, many changes are underway in Clarke County School District. We are moving from directly focusing on technology as its own sector to leveraging technology to enhance educational experiences for our students, teachers and administrators. I proud to complement on my schools use of technology and the level of experience grade levels utilize technology to create dynamic lessons, assessments and learning opportunities for students of Whitehead Road.

References

Clarke County School District. (2018). Strategic Plan 2018-2020 / Home. Retrieved February 1, 2019, from <https://www.clarek.k12.ga.us/domain/2135>