

Action Plan: Part I

Student-Learning Goal:						
<p>By the end of the 2014-2015 school year, students in Coordinate Algebra will improve their performance on the End of Course Test, and achievement gaps between Asian students and students in the following sub-groups: Black/Non-Hispanic, Hispanic, and White/Non-Hispanic. This will be evidenced by:</p> <ul style="list-style-type: none"> • a school-wide increase of 10% in students scoring at or above the proficiency level on the state EOCT. • a narrowing of achievement gaps by 5% 						
Research-based Strategies	Actions	Person Responsible/By When	Resources/Budget	Expected Outcomes	Monitoring Tools/ Assessments: Short-Term Medium-Term Long-Term	Person(s) Responsible for Monitoring/ By When
<p>Strategy 1: Implement PD provided by the NCTM online for all Mathematics teachers, Engaging Students in Learning: Mathematical Practices and Process Standards: Extended Online Professional Development—Grades 9–12</p>	<p>Arrange release time for collaboration for participating teachers</p>	<p>Data Coach, Math Department Administrator, Math Department Chair</p> <p>due by August 30, 2014</p>	<p>\$200 / participating teacher</p>	<p>Teacher knowledge: Teachers increase knowledge of mathematical practices and process standards.</p> <p>Teachers understand how the sequence of lessons reflects the flow of learning.</p>	<p>Short-Term: Teacher enrollment</p> <p>Medium-Term: Teacher feedback through collaborative meetings and online survey</p> <p>Long-Term: Successful completion of course</p>	<p>Department chair, department administrator</p> <p>due bi-weekly and at end of 12-week course</p>

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	Develop and administer teacher feedback survey	Data Coach due 6 weeks into course and at end of 12-week course	Data Coach, 7 days (3 to develop, 1 to administer each time, 1 to evaluate each time)		Analysis of lesson plans for correlations to what PD received	Department chair, Data Coach
	Review revised lesson plans	Department Chair due bi-weekly throughout year	Department Chair, 18 days (one day every other week throughout school year)	Teacher Practice: Implement modifications learned through continued PD to increase student performance	Short-Term: Selection of new practice Medium-Term: Analysis of effect of new practice Long-Term: Student performance data	Classroom teacher (weekly) Department chair (bi-weekly) Data Coach (monthly) Department administrator (monthly)
Strategy 2: Identify at-risk students and provide additional assistance throughout the school year	Create a pre-test to administer to all students during 2 nd week of class	Mathematics teachers	Released questions from state EOCT Time to collaborate (2 days)	Identify at-risk students for closer monitoring and adjusted personalized instruction	Pre-test	Department chair
	Administer pre-test to all Coordinate Algebra students	Classroom teachers	Department-created test		Student performance data	Classroom teachers

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	Collaborate with special education and ESOL teachers	Classroom teachers, Special Education teachers, ESOL teachers	Time to collaborate Room Supplies	Teacher Practice: Teachers will evaluate student performance data, apply practices learned through PD, and adopt strategies used by SE and ESOL teachers for further enrichment	Classroom observations	SE teachers ESOL teachers Classroom teachers bi-weekly for classroom teachers monthly for SE and ESOL teachers
<p>Parent & Community Involvement: <i>Describe how you will communicate the action plan to parents and the larger community. Include how you might involve them in its implementation.</i></p>	<p>Parents and guardians of students identified as at-risk will receive notification via mail, e-messenger, and phone messenger about additional enrichment opportunities available to all students (after-school tutoring provided by National Honor Society, additional assistance from classroom teachers, Saturday LASSO schedule, etc.). Additionally, this information will be placed on the Lambert High School website and the LHS Page of ItsLearning.</p>					

STRUCTURED Field Experience Log & Reflection Instructional Technology Department

Candidate: <i>Angela B. Burgess</i>	Mentor/Title: <i>Ruth Allen / ITS</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Field Experience/Assignment: <i>Action Plan Part 1</i>	Course: <i>ITEC 7305 Data Analysis and School Improvement</i>	Professor/Semester: <i>Susan Padgett-Harrison / Fall 2013</i>

Part I: Log

Date(s)	Activity/Time	PSC Standard
11/25/2013	Research and analyze available data for EOCT scores to identify areas of need / 2 hours	2.8, 4.2, 5.1
12/02/2013	Develop and create an action plan for improving scores / 5 hours	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 3.6, 3.7 4.3 5.1, 5.2, 5.3
	Total Hours: [7 hours]	

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian				X				X
Black								X
Hispanic				X				X
Native American/Alaskan Native								X
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

Part II: Reflection

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

This field experience involved obtaining and analyzing available data from end-of-course tests in order to create an action plan for improving student performance. This field experience helped me realize the many steps that are involved in creating any change plan, no matter how small.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3— knowledge, skills, and dispositions.)

This field experience helped me to understand that as an Instructional Technology Specialist, it is important to be familiar with the standards and practices of all content areas at my school. I must also be able to develop professional development and interventions that can be applicable for teachers in all areas, not just the one with which I have the most familiarity. This must be done with enthusiasm and confidence so that the teachers will believe in the change I am trying to help them achieve.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This field experience has the possibility to impact school improvement, teacher professional development, and student learning if it is implemented by the school administration during the 2014-2015 school year. If implemented, teachers and administration will be able to assess its impact by analyzing EOCT data from the Coordinate Algebra EOCT that students will take in May 2015.