

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum, Assessment & Instruction/Curriculum Development

DISTRICT GOAL: A challenging comprehensive K-12 curriculum that meets the needs of all students and is consistent across grade levels.

MEASURABLE DISTRICT GOAL: Create and implement a curriculum development and management plan that will result in an aligned K-12 curriculum in all content areas.

CRITICAL ANALYSIS: (Describes the status of a school organization)

The Curriculum Management Audit completed by Phi Delta Kappa for the Steamboat Springs School District resulted in the following finding from the auditors: “The district lacks a comprehensive curriculum management plan to establish processes, procedures, and timelines for curriculum review, development, and implementation” (page 34). In addition, it was found that the curriculum guides that exist in the district are inadequate in design to guide effective teaching and align with district goals and state and local assessments (page 53). While there have been pockets of excellent curriculum development and alignment to state and local goals and assessments, there has not been a district-wide systemic approach to this work.

ASSUMPTIONS: (Forecasts what the future will look like)

A school district must have a clearly defined system of curriculum management in order to establish an educational focus and maintain quality control of its education services to students. Teaching is directed effectively when curriculum guides identify significant learnings and assessments that will allow teachers to diagnose the level of student mastery of the identified learner objectives and then adapt their instruction as necessary. By designing and implementing a long-range plan for curriculum review and resource adoption that includes curriculum development structures and an implementation and monitoring system, the district can begin to exercise the quality control needed to enable all students to learn in a focused and assessed curriculum.

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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2

District Wide Strategic Plan 2004 – 2007

District Implementation Plan – II. Curriculum, Assessment & Instruction/Curriculum Development

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| DISTRICT GOAL A. Curriculum Development | A challenging comprehensive K-12 curriculum is implemented that meets the needs of all students and is consistent across grade levels. | | | | |
| Measurable District Goal | Create and implement a curriculum development and management plan that will result in an aligned K-12 curriculum in all content areas. | | | | |
| Success Indicators (Measures, assessment tools) | A. K-12 curriculum frameworks exist for all content areas B. Implementation and monitoring procedures are in use. C. Develop and implement a long-range plan for curriculum review and resource adoption cycles. | | | | |
| Annual Targets (4 years) | Baseline | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| | Curriculum development and implementation do not meet Curriculum Management Audit standards. | <p><i>Language Arts & Math</i></p> <ul style="list-style-type: none"> Complete frameworks K-12 through required common assessments Develop grade level/course curriculum maps/annual instruction plans K-12 <p><i>Social studies & Science</i></p> <ul style="list-style-type: none"> Complete frameworks through skills K-12 Begin development of grade level/course curriculum maps/annual instruction plans K-12 | <p><i>Language Arts & Math</i></p> <ul style="list-style-type: none"> Complete frameworks K-12 Pilot required common assessments Pilot and select core resources <p><i>Social studies & Science</i></p> <ul style="list-style-type: none"> Complete frameworks through required common assessments K-12 Core resource review Complete grade level/course curriculum maps/annual instruction plans K-12 | <p><i>Language Arts & Math</i></p> <ul style="list-style-type: none"> Implementation monitoring Refine common assessments and gather baseline performance information Staff development for core resources <p><i>Social studies & Science</i></p> <ul style="list-style-type: none"> Complete frameworks K-12 Pilot required common assessments Pilot and select core resources | <p>Establish review cycle for all content areas</p> <p><i>Language Arts & Math</i></p> <ul style="list-style-type: none"> Program continuation <p><i>Social studies & Science</i></p> <ul style="list-style-type: none"> Implementation and monitoring Refine common assessments and gather baseline performance information Staff development for core resources |

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| | <p><i>Specials/Encore/Electives</i></p> <ul style="list-style-type: none"> • Review existing curriculum documents K-12 • Convert existing documents to framework format and fill gaps through skills K-12 • Begin development of grade level/course curriculum maps/annual instruction plans K-12 • Explore expansion and articulation of vocational programming | <p><i>Specials/Encore/Electives</i></p> <ul style="list-style-type: none"> • Complete frameworks through required common assessments • Resource review • Complete grade level/course curriculum maps/annual instruction plans K-12 • Expand vocational technology course offerings and begin framework development <p><i>Guidance, special education & ESOL</i></p> <ul style="list-style-type: none"> • Review existing programs/curriculum • Determine next steps | <p><i>Specials/Encore/Electives</i></p> <ul style="list-style-type: none"> • Complete all frameworks K-12 • Pilot required common assessments • Pilot and select core resources • Add additional vocational programs and begin framework development <p><i>Guidance, special education & ESOL</i></p> <ul style="list-style-type: none"> • Develop K-12 framework (curriculum or services as appropriate) | <p><i>Specials/Encore/Electives</i></p> <ul style="list-style-type: none"> • Implementation and monitoring • Refine common assessments and gather baseline performance information • Staff development for core resources • Complete framework development for new vocational programs including assessment development |
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| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired? |
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| 1. Design curriculum development structures that result in consistent progress toward completion while maintaining feedback and input opportunities for teaching staff. | <ul style="list-style-type: none"> • Create representative Curriculum Development Teams for each content area to complete writing of curriculum • Utilize TOSA/Tech Team members to assist Curriculum Development Teams members in maintaining feedback and input from teachers • Establish Curriculum Development Sub Teams to sub for teachers on curriculum development workdays • Utilize building level curriculum and instruction support personnel to facilitate sharing of work and gathering of feedback and input from teaching staff | K-12 curriculum frameworks exist for all content areas. | Sept. 2004-May 2005 Nov. 2004-May 2005 Nov. 2004- May 2005 Nov. 2004 – May 2005 | Director of Curriculum and Instruction TOSAs Technology Coordinators Curriculum Development Team Members Director of Curriculum and Instruction TOSAs Technology Coordinators Curriculum Development Team Members | | Time Time \$55,000 – redirection of EFB Content Standards Gift Time |

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| | <ul style="list-style-type: none"> Establish a Curriculum Development Center as a permanent location for curriculum development work that includes necessary support materials and technology to facilitate progress | | Oct. 2004-May 2005 | Director of Curriculum and Instruction Director of Technology, Planning & Data Management and Program Planning & Evaluation and tech support staff | | Time |
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| <p>2. Design performance agreement structures for curriculum development.</p> | <ul style="list-style-type: none"> • Investigate performance agreement structures in use in other districts • Develop a performance agreement structure with input from the Leadership Team and the Learning Support Team (TOSA/Tech) • Recommend a performance agreement structure to superintendent | <p>Performance agreement structure in place</p> | <p>Oct. 2004-May 2005</p> | <p>Director of Curriculum and Instruction</p> | | <p>Time</p> |
| <p>3. Expand vocational program offerings.</p> | <ul style="list-style-type: none"> • Meet with Colorado Mountain College, TIC and Pikens Tech to discuss articulation of possible vocational programs • Survey students to determine vocational program needs and interest areas • Identify additional vocational programs and plan for implementation | <p>Articulation agreements in place</p> <p>Survey results</p> <p>Additional vocational programs are identified and implementation plan in place</p> | <p>Sept. 2004 – May 2005</p> <p>Jan. 2005 – May 2005</p> <p>June 2005 – August 2005</p> | <p>Director of Curriculum and Instruction</p> | | <p>Time</p> |

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| <p>4 Design a curriculum implementation and monitoring system.</p> | <ul style="list-style-type: none"> • Research systems in use in other districts • Examine possible role of Walk-Through Model for monitoring implementation of curriculum. • Develop a system for implementation and monitoring curriculum implementation with input from Leadership and Learning Support Teams • Recommend a system for implementation and monitoring of curriculum | <p>Implementation and monitoring procedures are in use.</p> | <p>Sept 2005- May 2006</p> | <p>Director of Curriculum and Instruction</p> | | <p>Time</p> |
| <p>5. Develop and implement a long-range plan for curriculum review and resource adoption cycles.</p> | <ul style="list-style-type: none"> • Research review and adoption cycle plans in use in other districts • Develop a long-range plan for curriculum review and resource adoption cycles with input from the Leadership and Learning Support Teams • Recommend a system for curriculum review and resource adoption cycles | <p>Long-range plan for curriculum review and resource adoption cycles is in place.</p> | <p>Sept. 2005-May 2006</p> | <p>Director of Curriculum and Instruction</p> | | <p>Time</p> |

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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum, Assessment & Instruction - Assessment

DISTRICT GOAL: A comprehensive, ongoing, data driven assessment program exists and is implemented.

MEASURABLE DISTRICT GOAL: Develop a data driven assessment program, which includes both assessments aligned with curriculum and a data management plan.

CRITICAL ANALYSIS: (Describes the status of a school organization)

The auditors who conducted the Curriculum Management Audit completed by Phi Delta Kappa for the Steamboat Springs School District found inadequacies in the district assessment plan. They report, “The scope of student assessment is inadequate to assess the district’s instructional program” (page 86). Another finding was that only 36% of the district curriculum is being assessed (page 91). The auditors therefore recommended that an assessment plan be included in the district curriculum management plan. This assessment component, to be effective, should provide data from a variety of measures of student achievement.

ASSUMPTIONS: (Forecasts what the future will look like)

A student assessment plan provides the primary basis for making decisions about the effectiveness of curriculum design and delivery. A district’s plan for assessment and use of the resulting data allow the district to determine the degree to which the curriculum and instructional strategies used to deliver it are resulting in student achievement. An assessment plan is stronger if multiple measures are used in order to gain the most complete picture of student learning possible. By using the state assessment as well as district-required assessments that are valid, reliable, and aligned to district expectations in conjunction with ongoing informal, differentiated assessments, the district should have a reliable picture of the degree to which the defined curriculum is being taught and learned. Curricular and instructional changes based on the assessment results intended to increase student achievement can then be achieved.

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District Implementation Plan – II. Curriculum, Assessment & Instruction/Assessment

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| DISTRICT GOAL C. Assessment | A comprehensive, ongoing, data driven assessment program exists and is implemented. | | | |
| Measurable District Goal | Develop a data driven assessment program, which includes both assessments aligned with curriculum and a data management plan. | | | |
| Success Indicators (Measures, assessment tools) | A. Aligned assessments exist and are implemented for all content areas K-12. B. A data management plan focused on using data to make instructional and programmatic decisions exists and is implemented. | | | |
| Annual Targets (3 years) | <p style="text-align: center;">Baseline</p> <ul style="list-style-type: none"> ▪ District Assessment Matrix communicates existing district common assessments ▪ District assessment program does not meet Curriculum Management Audit standards ▪ Data management plan does not exist | <p style="text-align: center;">2004-2005</p> <ul style="list-style-type: none"> ▪ Common Assessments developed according to schedule – see Curriculum Development Plan ▪ Acquire data warehousing and analysis tool and plan for implementation ▪ Develop data management team | <p style="text-align: center;">2005-2006</p> <ul style="list-style-type: none"> ▪ Common Assessments developed according to schedule – see Curriculum Development Plan ▪ Implement data warehousing and analysis tool ▪ Implement data management team | <p style="text-align: center;">2006-2007</p> <ul style="list-style-type: none"> ▪ Common Assessments developed according to schedule – see Curriculum Development Plan ▪ Evaluate and refine operations of data management team and use of data warehousing and analysis tool |

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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum & Instruction/Assessment

| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired? |
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| 1. Multiple forms of assessment will be used to measure student achievement. | As part of the Curriculum Development Plan: <ul style="list-style-type: none"> • Determine appropriate plan for district common assessments • Develop differentiated assessments and varied instructional strategies • Train staff in effective assessment practices via on-going, job-embedded opportunities • Obtain assessment development resources | Aligned common district assessments are developed according to schedule in Curriculum Development Plan | 2004-2008 | Director of Curriculum and Instruction | Effective assessment practices | Time and Content Standards resource allocation grants |
| 2. Student progress toward mastery of district grade level expectations will be measured periodically through district wide common assessments | <ul style="list-style-type: none"> • Develop grade level and course common assessments • Develop formative assessments to inform instruction • Identify and gather assessment development resources | Aligned common district assessments are implemented according to schedule in Curriculum Development Plan | 2004-2008 | Director of Curriculum and Instruction | Effective assessment practices | Time and Content Standards resource allocation grants |

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| 3. Assessment tools will be evaluated for validity, reliability and alignment to district expectations and state standards. | <ul style="list-style-type: none"> Evaluate validity, reliability and alignment of assessments as part of curriculum and development review | Aligned common district assessments are evaluated according schedule in Curriculum Development Plan | 2004-2008 | Director of Curriculum and Instruction | Effective assessment practices | Time and Content Standards resource allocation grants |
| 4. Restructure personnel resources in curriculum and technology. | <ul style="list-style-type: none"> Research job descriptions for curriculum support and data management team positions Gather input and feedback from TOSAs and Technology Coordinators regarding restructuring roles Access principals for advice and counsel regarding restructured roles | Job descriptions exist for restructured curriculum and technology positions | Sept. 2004 – Dec. 2004 | Director of Curriculum and Instruction Director of Technology, Data Management and program Planning & Evaluation | | Time |
| 5. Conduct hiring process for data management team positions. | <ul style="list-style-type: none"> Develop hiring procedures and timeline Conduct interviews and fill new positions | New positions are filled | Jan. 2005 – Feb. 2005 | Director of Curriculum and Instruction Director of Technology, Data Management and program Planning & Evaluation | | Time Clerical and human resources support |

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| 6. Develop and implement data management plan. | <ul style="list-style-type: none"> • Utilize data management team members and curriculum support personnel to develop a data management plan • Access principals for advice and counsel regarding data management plan • Develop implementation schedule for data management plan • Communicate data management plan to staff • Implement data management plan | Data management plan exists and is implemented | Mar. 2005 – Sept. 2005 | Director of Curriculum and Instruction Director of Technology, Data Management and program Planning & Evaluation | | Time Clerical support |
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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum, Assessment & Instruction/Staff Development

DISTRICT GOAL: Recruit and retain effective school personnel who continually improve their practice through professional development, which is aligned to district and individual needs, in an environment that supports best practice, collegiality and collaboration.

MEASURABLE DISTRICT GOAL: Increase opportunities for on-going, job-embedded, collaborative staff development aligned to district and individual staff member needs.

CRITICAL ANALYSIS: (Describes the status of a school organization)

Finding 3.2 of the Curriculum Management Audit completed by Phi Delta Kappa for the Steamboat Springs School District stated that staff development in the district is inadequate in terms of design and delivery and cannot adequately promote improvement of teaching and learning in the district (page 64). In the past, professional development opportunities have primarily consisted of individual or small groups of teachers attending workshops, conferences and courses. Teachers, particularly at the elementary and middle school levels, have had limited opportunities for professional growth as teams working together on site-specific topics that are relevant, job-embedded and directly address targeted areas of weakness.

ASSUMPTIONS: (Forecasts what the future will look like)

A well-planned staff development program is essential as a district strives to accomplish its goals and connect curriculum design, classroom delivery and student learning. In successful programs, staff development is more than a workshop; it is a continuous process that is focused and coordinated around identified areas of need, preferably allowing teachers to work together in a job-embedded situation. By conducting research to identify priority staff development areas, developing partnerships with other educational systems, expanding release time teaming opportunities, evaluating the professional development plan, and refining the induction program to better meet the needs of new staff, the district will more effectively impact teaching and learning.

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| DISTRICT GOAL B. Staff Development | Recruit and retain effective school personnel who continually improve their practice through professional development, which is aligned to district and individual needs, in an environment that supports best practice, collegiality and collaboration. | | | |
| Measurable District Goal | Increase opportunities for on-going, job-embedded, collaborative staff development aligned to district and individual staff member needs. | | | |
| Success Indicators (Measures, assessment tools) | <p>A. Comprehensive Professional Development Plan emphasizes job-embedded teacher collaboration and increasing student engagement and achievement.</p> <p>B. Partnerships with the NW BOCES, NCPD and higher education encourage professional growth.</p> <p>C. Teachers work and learn collaboratively via an increase in common planning, team time and release daytime.</p> <p>D. Teachers report satisfaction with professional development opportunities on survey.</p> <p>E. 100% of participants in the induction program express satisfaction with the program.</p> | | | |
| Annual Targets (3 years) | Baseline | 2004-05 | 2005-06 | 2006-07 |
| | <ul style="list-style-type: none"> ▪ No district-wide professional development program exists ▪ Partnerships exist ▪ Common planning and team time exist at all buildings. Late start structure in place at high school only ▪ No surveys exist ▪ No evaluation exists | <ul style="list-style-type: none"> ▪ Plan in place ▪ Partnerships refined to meet evolving needs ▪ Examine release time structures and gather input from appropriate stakeholders ▪ Initial Survey ▪ Evaluate Induction Program | <ul style="list-style-type: none"> ▪ Plan refined to meet evolving needs ▪ Partnerships refined to meet evolving needs ▪ Implement release time structures ▪ Increased satisfaction reported on survey ▪ Refine Induction Program | <ul style="list-style-type: none"> ▪ Plan refined to meet evolving needs ▪ Partnerships refined to meet evolving needs ▪ Evaluate effectiveness and refine release time structures ▪ Increased satisfaction reported on survey ▪ Ongoing evaluation of program effectiveness |

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| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What "new" resources are needed? How will they be acquired? |
|--|---|--|---|--|---|---|
| 1. Identify priority areas for Comprehensive Professional Development Plan. | <ul style="list-style-type: none"> • Determine staff development needs from administrator perspective • Gather sample needs assessment surveys from NW BOCES • Conduct survey of staff to determine areas of staff development needed • Analyze data from needs assessment • Determine priorities for 05-06 • Review sample professional development plans from other districts • Develop structure and format for professional development plan • Write professional development plan including schedules of training opportunities • Schedule presenters as needed for 05-06 training opportunities • Publish 05-06 Comprehensive Professional Development Plan | Comprehensive Professional Development Plan is in place for 05-06 | Aug. 2004 Nov. 2004 Jan. 2004 Feb. 2005 Feb. 2005 Feb. 2005 Feb. 2005 March 2005 April 2005 April 2005 | Director of Curriculum and Instruction | | Time Clerical Support |

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| <p>2. Develop partnerships with NW BOCES, NCPD and higher education as part of Comprehensive Professional Development Plan.</p> | <ul style="list-style-type: none"> • Remain up to date on BOCES, NCPD and higher ed training opportunities through participation on BOCES Standards Committee and NCPD Board • Pilot Educational impact on live training • Advocate for increased training opportunities | <p>Partnerships with the NW BOCES, NCPD and higher education encourage professional growth</p> | <p>Sept. 04-May 05</p> | <p>Director of Curriculum and Instruction</p> | | <p>BOCES fee NCPD In Kind</p> |
| <p>3. Expand release time opportunities to include elementary and middle schools.</p> | <ul style="list-style-type: none"> • Examine possible structures of late start or early release options for elementary and middle schools • Develop elementary and middle school release time plan for 05-06 with advice and counsel from all applicable operational departments • Present recommendation for elementary and middle school release time plan | <p>Teachers work and learn collaboratively via an increase in common planning, team time and release daytime</p> | <p>Jan. 05-Mar. 05 Apr. 05 May 05</p> | <p>Leadership Team</p> | | <p>Time Clerical support</p> |

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| <p>4. Include staff satisfaction as a key component in program evaluation of the Comprehensive Professional Development Plan.</p> | <ul style="list-style-type: none"> • Include Comprehensive Professional Development Program on program evaluation schedule for 05-06 • Develop and administer professional development satisfaction survey for staff • Analyze and report survey results | <p>A majority of teachers report satisfaction with professional development opportunities</p> | <p>05-06</p> <p>June 05 – May 06</p> <p>June 06</p> | <p>Director of Technology, Program Evaluation and Planning Director of Curriculum and Instruction</p> <p>Data Management Team and Director of Curriculum and Instruction</p> | | <p>Time Clerical support</p> |
| <p>5. Refine Induction Program to better meet the needs of new staff.</p> | <ul style="list-style-type: none"> • Evaluate strengths and weaknesses of Induction Program • Analyze evaluation results • Develop and administer satisfaction survey to inductees and mentors • Refine Induction Program based on evaluation and survey results • Communicate Induction Program refinements to principals and staff | <p>100% of participants in the induction program express satisfaction with the program</p> | <p>Sept. 04-May 05</p> <p>Ongoing 04-05 Jan. 05-Apr. 05</p> <p>May 05</p> <p>June 05</p> | <p>Director of Curriculum and Instruction and Induction Program Coordinator</p> | | <p>Time Clerical support</p> |

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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2

District Wide Strategic Plan 2004 – 2007

District Implementation Plan – II. Curriculum Instruction & Assessment/Technology Staff Development

DISTRICT GOAL: Teachers, staff and administrators will become self-sufficient users in the basic operations of technology as defined by the district.

MEASURABLE DISTRICT GOAL: Teachers, staff and administrators will demonstrate proficiency in the basic operations of technology as defined by the District.

CRITICAL ANALYSIS: (Describes the status of a school organization)

The Curriculum Management Audit completed by Phi Delta Kappa for the Steamboat Springs School District resulted in the following recommendation in the auditors' report of May 2004 (page 70): "Staff development is inadequate in design and delivery to meet individual, employee, and system needs for improvement of teaching and learning." In addressing technology specifically, the auditors recommended that there be a "provision for on-going staff development to ensure a competency level for staff integrating technology in the classroom with the purpose of maximizing student achievement" (page 77).

ASSUMPTIONS: (Forecasts what the future will look like)

By specifying basic technology proficiencies through information literacy standards and measuring the current level of those proficiencies, it will be possible to provide multi-level learning opportunities, based on need, for teachers, administrators and staff in the district. As all parties become more proficient with technology and its applications, technology will become increasingly useful in defining district curriculum, accumulating data from district assessments, and integrating information literacy standards into daily classroom instruction. These actions should result in maximized achievement for all students.

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| DISTRICT GOAL C. Staff Development | Teachers, staff and administrators will become self-sufficient users in the basic operations of technology as defined by the district. | | | |
| Measurable District Goal | Teachers, staff and administrators will demonstrate proficiency in the basic operations of technology as defined by the District; | | | |
| Success Indicators (Measures, assessment tools) | Teachers, staff and administrators will achieve baseline proficiency in basic operations of technology Reduction in staff requests for basic technical assistance | | | |
| Annual Targets (3 years) | Baseline | 2004-2005 | 2005-2006 | 2006-2007 |
| | <ul style="list-style-type: none"> • Staff self-assessment surveys (TAGLIT) | <ul style="list-style-type: none"> • Staff assessed on basic proficiencies • Staff training provided to ensure basic competencies | <ul style="list-style-type: none"> • New staff assessed prior to start of school year • Training provided for new staff to assure proficiency in basic operations • Ongoing training for staff | <ul style="list-style-type: none"> • On-going proficiency training provided |

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| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily Responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired? |
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| 1. Teachers/staff/ and administrators will demonstrate proficiency in the use of technology and information literacy. | <ul style="list-style-type: none"> • Establish technology and information literacy standards for teachers, staff and administrators • Establish rubrics to measure proficiencies and a method of assessing competence. • Teachers, staff/administrators will take the TAGLIT self-assessment survey • Teachers, staff/administrators will be evaluated using SAM 2000 online technology evaluation • Using the Cafeteria Plan developed with Adams State as a vehicle, provide multi-level learning opportunities based on the needs of teachers, administrators, and staff | 90% of all teachers, office staff and administrators will achieve a basic technology literacy level by the end of 04-05 school year | Fall 2004 | Director of Technology, Data Management and Program Planning & Evaluation Director of Curriculum & Instruction | Multi-level learning opportunities based on needs of teachers, administrators and staff | \$27,500 |

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| | <ul style="list-style-type: none"> 90% of all other staff will achieve a basic technology literacy level by the end of the 05-06 school year a vehicle, provide multi-level learning opportunities based on the needs of teachers, administrators, and staff | | 05-06 | | | |
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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum Instruction & Assessment/Technology Integration

DISTRICT GOAL: Steamboat educators will incorporate educational technology and information literacy to improve instructional delivery and student achievement. Educational Technology and Information Literacy (ET/IL) will be used to aid in the construction of active, engaged learning environments.

MEASURABLE DISTRICT GOAL: An educational technology and information literacy is incorporated into instruction.

CRITICAL ANALYSIS: (Describes the status of a school organization)

Finding 3.3 of the Curriculum Management Audit completed by Phi Delta Kappa for the Steamboat Springs School District was that instructional technology planning was “inadequate to guide effective implementation and integration of technology in the education program” (page 76). This finding was reinforced in the technology audit done by Edu.com: “Develop a clear understanding of where the district is with respect to curriculum and instruction and technology integration” (page 8). The two documents make it abundantly clear that the district needs to clarify and strengthen its expectations for technology integration. This will be done primarily through staff development opportunities and mentoring.

ASSUMPTIONS: (Forecasts what the future will look like)

The district will begin work to identify and implement best practices for integrating technology into curriculum, assessment, and instruction to help all students meet the Colorado State Standards. Training will be provided in information literacy and teachers will plan together to incorporate technology into lessons and assessments. Mentor teachers who meet the basic proficiencies for technology use will be identified, receive further training, and work on an individual basis to model and promote technology integration. These combined efforts will strengthen and diversify instruction and thus better meet the learning needs of all students.

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STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2

District Wide Strategic Plan 2004 – 2007

District Implementation Plan – II. Curriculum Instruction & Assessment/Technology Integration

| | | | | | | | | | |
|---|---|---|---|------------------|------------------|---|--|---|---|
| DISTRICT GOAL D. Technology Integration | Steamboat educators will incorporate educational technology and information literacy to improve instructional delivery and student achievement. Educational Technology and Information Literacy (ET/IL) will be used to aid in the construction of active, engaged learning environments | | | | | | | | |
| Measurable District Goal | An educational technology and information literacy is incorporated into instruction. | | | | | | | | |
| Success Indicators (Measures, assessment tools) | Curriculum frameworks will include educational technology and information literacy resources as defined by the Curriculum Development Plan. Documentation of teacher observations will provide evidence of the integration of ET/IL. Student work samples and assessment will provide evidence of growth in student achievement. | | | | | | | | |
| Annual Targets (3 years) | <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">2004-2005</td> <td style="text-align: center;">2005-2006</td> <td style="text-align: center;">2006-2007</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • ET/IL planning conducted in each building </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • ET/IL planning is conducted in conjunction with curriculum framework development </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • ET/IL resources are embedded in curriculum frameworks </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Curriculum frameworks with ET/IL resources are available online </td> </tr> </table> | Baseline | 2004-2005 | 2005-2006 | 2006-2007 | <ul style="list-style-type: none"> • ET/IL planning conducted in each building | <ul style="list-style-type: none"> • ET/IL planning is conducted in conjunction with curriculum framework development | <ul style="list-style-type: none"> • ET/IL resources are embedded in curriculum frameworks | <ul style="list-style-type: none"> • Curriculum frameworks with ET/IL resources are available online |
| Baseline | 2004-2005 | 2005-2006 | 2006-2007 | | | | | | |
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| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired? |
|--|--|---|---|--|--|--|
| 1. Identify and implement “best” practices for using technology through integrated instruction to help all students meet Colorado content standards. | <ul style="list-style-type: none"> • Revise Technology Continuum and Information Literacy Standards using “Understanding by Design” Curriculum Framework model • Provide training in integrated technology instruction and information literacy to teachers through collaboration with Media Specialists and Instructional Specialists • Teachers will plan together with the Instructional Specialists and Media Specialists to incorporate technology into lessons. • Establish criteria for software selection in conjunction with Curriculum & Instruction • Assess the current level of computer use, the applications being used and its connection to curriculum | Curriculum Frameworks will include ET/IL resources Level of participation in training classes offered will be documented Criteria for software selection are developed Acceptable student to computer ratio is defined | May 2005 & Ongoing | Director of Technology, Data Management and Program Planning & Evaluation and Director of Curriculum & Instruction | ET/IL Planning | Curriculum development time |

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| | <ul style="list-style-type: none"> • Implement a moratorium on hardware and software purchases until platform decision is made • Develop and implement policy and procedure for the selection and purchase of software • Review teacher observations and student work samples for evidence of the integration of EL/IL. | <p>Documentation of teacher observations will provide evidence of the integration of ET/IL</p> <p>Student work samples and assessments will provide evidence of growth in student achievement</p> | April 2005 | | | |
|--|--|---|------------|--|--|--|

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
District Wide Strategic Plan 2004 – 2007
District Implementation Plan – II. Curriculum Instruction & Assessment/Technology

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|--|---|--|---|---|
| DISTRICT GOAL D. Technology Integration | Teachers/staff with advanced knowledge and skills in educational technology and information literacy will serve as mentors to other teachers and staff. | | | |
| Measurable District Goal | An ET/IL Mentor Program will be implemented and mentors will be identified. | | | |
| Success Indicators (Measures, assessment tools) | Mentors will be identified. Mentors will be trained using the Intel Teach to the Future Model. | | | |
| Annual Targets (3 years) | Baseline | 2004-2005 | 2005-2006 | 2006-2007 |
| | <ul style="list-style-type: none"> • Teachers have participated in Intel Teach to the Future Training. District has one Master Teacher on staff. | <ul style="list-style-type: none"> • District is designated an LEA for Intel Teacher to the Future Program • Mentor Teachers will be identified. | <ul style="list-style-type: none"> • Mentors will participate in the Intel Teach to the Future Training Model. | <ul style="list-style-type: none"> • Mentor Program is evaluated |

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District Wide Strategic Plan 2004 – 2007
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| <u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the goal? | <u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the goal? | <u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy? | <u>Timeline Start/End Date</u> What is the time frame for implementation of the key action? | <u>Person Responsible</u> Who is primarily responsible for coordinating the key action? | <u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal? | <u>Cost / Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired? |
|--|---|---|---|--|--|--|
| 1. Teachers/staff with advanced knowledge and skills in educational technology and information literacy will serve as mentors to other teachers and staff. 2. Mentors will use the “Intel Teach to the Future” model as a basis for ET/IL support for staff | <ul style="list-style-type: none"> • Mentors will be identified for participation in the ET/IL Mentor Program. • Basic Competencies, proficiency levels and assessments for Mentors will be defined • Criteria for an ET/IL Mentor program will be developed • District will become an Intel “Teach to the Future” LEA • Mentors will receive Intel Teach to the Future Training | A pool of proficient mentors will be available in the district in a structured program. A pilot ET/IL mentor program will be initiated and refined as necessary. | 04-05 Ongoing | Director of Technology; Data Management and Program Planning & Evaluation Director of Curriculum & Instruction | Mentor Training | Stipend Pay |

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