**Action Plan: Part I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student-Learning Goal:** | | By June of 2015 our 8th grade students with disabilities will improve their performance in mathematics. This will be evidenced by   * The percentage of SWD who meet/exceed standard will increase by 10% * Improvement of scores of SWD on the district common benchmark assessment by 15 points | | | | |
| **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** |
| **Strategy 1:**  Special Education teachers will blend “the basics” with more “specialized” math instruction. | Math teachers will teach general mathematics concepts to the whole group and pair it with more individualized and specialized instruction to the students with special needs.  IEP case managers will communicate student’s math performance to parents weekly.  Special Education Teachers will attend professional development geared toward best practices in mathematics instruction for SWD, and share their learning with regular ed. math teachers. | All teachers of special education students. This will begin at the start of the new school year.  Special Education teachers and classroom teachers will liaise on a weekly basis to communicate outcomes. Collaborative Google Doc to be set up with assignments and grades of special education students  Principal and Head of Special Education Department. Professional Learning days will be determined by Aug. 31, 2014. | No resources required  No Budget or resources required.  Consulting fee - $3000 | Math teachers will recognize and quickly adapt to needs of SWD’s who require specialized instruction. They will make use of on the spot formative assessment.  More parent awareness and involvement of their child’s curriculum requirements, current areas of struggle, and expected outcomes.  Improvement in teacher knowledge and practice. | Classroom Observation  Short and medium term effectiveness can be monitored through the communication between parents and teachers. The more involved the parents are the more they will push their child to strive for improvement. Long term monitoring will be results on the CRCT and Benchmarks in Math.  Feedback from Math teachers on training and support received from special education teachers. | Principal or assistant principal twice per month beginning in September 2015  Data team will monitor the Google Doc which will contain up to date classroom performance of SWD’s  Data Team once per month Sept. - December |
| **Strategy 2:**  **Provide different levels and types of resources and materials.** | There will be a variety of proficiency levels in the classroom, both among the special education students and the on-level class in which they are mainstreamed. Math teachers will have a range of materials on hand to ensure that each student can learn at the appropriate level. These materials will be easily accessible to the both in the classroom and on the teacher’s page in Its Learning. | Math Department Chair and classroom teacher/by Sept. 2014. ITS to ensure that all materials are also available on the teacher’s website. | Scaffolded materials for all on-level math teachers. ($2000) | Improved access to appropriate lesson material geared toward each student’s current needs. | Classroom and Website observations. | Principal/ twice per month beginning in September 2014 |
| **Parent & Community Involvement:**  *Describe how you will communicate the action plan to parents and the larger community. Include how you might involve them in its implementation.* | This action plan will be communicated through to the parents through their child’s case manager. The rational for this initiative is available on our district’s R4 dashboard so many parents may already be aware of this achievement gap. It will be made known that a collaborative effort between regular classroom teachers, special education teachers and parents will be necessary to reach this goal. This initiative can be reiterated throughout the year during each child’s annual IEP meeting. | | | | | |

**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Chis Carlisle | **Mentor/Title:** Tom Burks/ITS | **School/District:** Lakeside Middle School/Forsyth County |
| **Field Experience/Assignment:** ISLA Action Plan | **Course:** ITEC 7305 Data Analysis and School Improvement | **Professor/Semester:** Dr. Jones/Spring 2014 |

**Part I: Log**

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Activity/Time** | **PSC Standard** |
| **4/10/14** | Meet with school leaders to discuss findings in my data overview about student learning problems | PSC 1.2, 2.2 |
| 4/14/14 | Collaboratively developed the student learning goal with special education teacher and math teachers in my grade level | 1.2, 2.5, 2.8 |
| 4/28/14 | Wrote up the Action Plan for the commencement of the student learning goal. | 1.2, 2.5, 2.8 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | Total Hours: [6 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 |  |
| Black |  |  |  |  |  |  | X |  |
| Hispanic |  |  |  |  |  |  | X |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  | X |  |
| Multiracial |  |  |  |  |  |  | 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?**  In this field experience I collaboratively developed an action plan that address a student learning problem I identified in my Data Overview. I made use of the available data to identify the problem then used the ideas and methods offered in ITEC 7305 to remedy this deficiency. |
| **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.)**  Technology Leaders should be proficient in using data to inform school improvement, and assist others to do the same. This activity required strategic planning and the implementation of research based learner centered strategies to carry this out. An in depth data analysis was the precursor that enabled me to identify the learner centered problem. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This action plan as not been implemented in my school as of yet. If it is implemented it can be assessed though the methods outlined in the 6th column of the plan – monitoring tools. Ultimately our SWD’s test scores will measure the overall effectiveness of the plan. |