

**HENRICO COUNTY PUBLIC SCHOOLS
STRATEGIC PLAN ALIGNMENT TO:**

**THE INSTRUCTIONAL TECHNOLOGY PLAN
FOR THE
COMMONWEALTH OF VIRGINIA**

EFFECTIVE DATES: SEPTEMBER 2010- JULY 2015

<http://henrico.k12.va.us/StrategicPlan/Index.html>



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Introduction and Executive Summary

Henrico County is a dynamic community with a history of commitment to and engagement of the public at large in governmental processes. Henrico has evolved over the past two decades into a community with global characteristics with a continuing focus on excellence and opportunity. As such, Henrico County Public Schools is a significant force in meeting community and educational needs to respond to the desires and dreams of the citizens of Henrico County.

Under the leadership of the school board and superintendent, the division embarked on a long range planning effort to develop a strategic plan, including a plan for technology integration, to guide the division to new levels of excellence. A collaborative planning process was used that involved multiple stakeholders throughout the process. This inclusive approach began in fall 2009 and resulted in the creation of a plan that reflects a collective vision and invests the community in the direction and measures of success for individual students, schools, and the division.

Planning for the future involves a critical review of skills needed for individual success and citizenship. Planning also involves monitoring changes in and developing a response to membership trends and characteristics of the community. Community membership growth has slowed, but pockets of development continue throughout the county. As the community evolves through shifts within the metropolitan area and the influx of new families, the division evaluates resources and programs to meet the educational needs of our children. The division analyzes membership changes, developmental impacts on facilities and programs, and engages in program evaluations to ensure an innovative program of success for students. These proactive approaches are reflected in the strategic plan that is designed to

1. Ensure student achievement.

2. Assess progress towards meeting goals and objectives.
3. Manage resources to effectively deliver instructional services.
4. Integrate technology into instruction.
5. Continue to engage the community in educational processes.

Henrico County Public Schools is in its tenth year of a one-to-one laptop initiative in grades 6-12. There has also been significant progress in providing technology access to our elementary schools with a current ratio of one computer for every two students. In addition, we have continued our efforts to provide interactive whiteboard technology to use in conjunction with the laptop program. A strong emphasis of the strategic plan is the preparation of students to be successful contributing citizens in a global economy. The acquisition of 21st century skills through the use of 21st century technology tools is a critical component of the plan. This approach will enable us to move deeper into the use of technology in the instructional program as a means to an end rather than simply to introduce students to technology.

The Planning Process

Henrico County is using the planning process developed by Cambridge Strategic Services. This is a community led process that has the following components:

- 1. The Strategic Planning Steering Committee** – This committee includes representatives from all stakeholder groups in the community. The Henrico Steering Committee has 31 members. The group has examined the school district’s strengths and weaknesses and developed the framework for the plan. This work was completed in January. The analysis of strengths and weaknesses was part of the needs assessment process. The finding of needs specific to technology included the following:
 - While Henrico is rich in technology, the focus needs to be on raising expectations for the use of the technology.
 - A need was identified to measure the quality of use of technology as well as the outcomes in student learning.
 - A more formalized process for incorporating and measuring student acquisition of 21st century skills and use of technology as a tool to do so was identified as a need.
 - Additional opportunities for using the technology to expand learning opportunities through a variety of digital resources and online courses was found to be a need.

- 2. The Action Teams-** The Action Teams take the framework provided by the Steering Committee and provide the details for how the plan will be implemented. The Action Teams will begin their work in March and complete their plans by the end of May.

3. Community Review of the Plan- Once the Action Teams have completed their work, the Steering Committee will hold open community forums to receive input about the plans. The Steering Committee will consider the comments from the community in developing the final plan. Public comment on the plan will be solicited in June.

4. School Board Approval of the Plan- The final plan will be presented to the School Board for their consideration in July.

5. School-based Strategic Planning - Each school will be asked to assemble a planning team for their school with representatives from the stakeholders in their specific school community. The school teams will develop individual plans that support the District Strategic Plan.

The Planning Steering Committee:

School Board: Linda McBride, Diana Winston

Administrators: Mary Cox, John Mayo, Omega Wilson

Teachers: Quentin Ballard, Margaret Clifford, Ana Krieg, Mary Jane Newbill, Harvey Stone, John Yi

Community Members: Kathy Burcher, Anne Carson, Tyee Davenport, Tim Foster, Kusum Jain, Bob Michie, Tom Shields, Ann Slough, Lucy Wells

Student: Joi Crenshaw

Central Office Staff: Pam Bell, Penny Blumenthal, Ed Buzzelli, Chris Corallo, Mike Dussault, Pat Kinlaw, Libbey Kitten, Jean Murray, Patrese Pruden, Pat Russo, Juan Smith, Nicole Williams

The following report represents the alignment of the Henrico County Public Schools Strategic Plan with the Virginia State Technology Plan. The Henrico Strategies and the Strategy Evaluation described in this document are found in the Henrico Strategic Plan but are integrated with broader, less “technology specific” goals and objectives. This is because Henrico County Public Schools believes that use of technology is not a “stand alone” but rather an integral part of the program. To plan for use of technology in isolation of the school division’s major goals, objectives, and the key performance indicators that measure progress toward our mission would be counter-productive. The Henrico County Public School’s Strategic Plan can be found in its entirety on the school division website. Following are the core pieces and alignment to the Virginia Technology

Plan goals and objectives.

Vision:

Henrico County Public Schools will be the PREMIER school division in the United States.

Mission

Henrico County Public Schools, an innovative leader in educational excellence, will actively engage our students in diverse learning experiences that inspire and empower them to become contributing citizens.

Our Vision for the Use of Technology:

Our students are citizens of the 21st century. In order to ensure their success, we as educators must:

- Be confident and successful integrators of technology resources to support authentic, interactive teaching and learning.
- Be competent problem solvers creating a learning environment that facilitates ever-changing learning experiences.
- Be leaders in helping others develop instructional technology skills.
- Be facilitators who foster collaboration, communication, creativity and innovation among all learners.

Beliefs

We believe in accountability.

We believe in a school community grounded in respect and integrity.

We believe in continuous improvement to meet and exceed the challenges of a changing environment.

We believe that our students can and will learn.

We believe that success requires shared responsibility among all staff, parents, students, and community as stakeholders.

We believe that excellence is attainable by all.

We believe that understanding and respecting diversity enriches the individual and community.

We believe that there is value in learning from each other.

We believe that individuals are most successful in safe, caring, and well-maintained environments.

We believe that providing Henrico County students a quality education is the best investment for the future.

We believe in cultivating positive relationships.

We believe in the equity of opportunities for personal growth.

We believe that public education is essential to the survival of a democratic society.

Parameters

We will always base our decisions and actions on the best interests of students.

We will always conduct ourselves with honesty, respect and integrity.

We will value the input of others.

We will never give up on any student.

We will never tolerate discrimination.

We will never compromise excellence.

STATE GOALS AND OBJECTIVES HENRICO COUNTY PUBLIC SCHOOLS STRATEGIES

Virginia Technology Goal 1: Provide a safe, flexible, and effective learning environment for all students.

Objective Va. 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual

Objective Va. 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.

Objective Va. 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Henrico Strategy 1.1, 1.2 and 1.3: Develop a process to review and improve the selection of online courses for students.

Evaluation Strategy:

1. Number of online curriculum courses developed for multi-functional use
2. Quality of each curriculum measured by the NALC rubric for online courses.
3. Record of the types of use of each curriculum.

Virginia Technology Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Objective Va. 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Henrico Strategy 2.1: Develop a structure to evaluate the availability and use of electronic resources in each curriculum area to ensure they are considered in the review and development of curriculum, programs, and instructional initiatives.

Objective Va. 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Henrico Strategy 2.2: All schools will participate in an external audit of their classroom technology integration.

Objective Va. 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Henrico Strategy 2.3: Identify opportunities to improve equitable access to instructional technology.

Additional Henrico Strategies:

Henrico Strategy 2.4: Identify the impact of technology exposure through the 1:1 initiative on student technology aptitude.

Henrico Strategy 2.5: Document perception data of all stakeholders to inform instructional technology program improvement activities.

Strategy Evaluation:

1. Baseline and annual growth measures by secondary schools for the types and quality of use of instructional technology as measured by external team data, informal walk-through data, and technology program usage data.
2. Baseline and growth of student performance on 21st century skill-based task assessments.

3. Annual Survey and focus group interview data on perceptions of technology use both in quantity and quality.
4. Curriculum area audits of lesson repositories to monitor and report availability of technology rich curriculum-based lessons.

Virginia Technology Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Va. Objective 3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

Henrico Strategy 3.1: Communication skills will be identified for incorporation into the core curriculums at grades PreK-12th.

Va. Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.

Henrico Strategy 3.2: Teachers will assess PreK-12th students on 21st century communication activities and report assessment completion to parents.

Va. Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Henrico Strategy 3.3: Students PreK-12th grade will acquire and utilize an increased fund of vocabulary in order to improve the effectiveness of their communication skills.

Additional Henrico Strategies:

Henrico Strategy 3.4: Select a research-based model for critical thinking and problem solving in Henrico County Public Schools.

Henrico Strategy 3.5: To promote further development of critical thinking and problem solving, implement classroom performance-based tasks that document student growth in these areas.

Henrico Strategy 3.6: Develop district-wide performance-based assessments that measure division growth in critical thinking and problem solving.

Strategy Evaluation:

1. Annual review of the curriculum to determine availability and use of communication, collaboration, critical thinking and problem solving, creativity

- and innovation, and information fluency.
2. Reflective friends (external experts audit team) data at the secondary level based on the observational and interview data.
 3. Students' performance on the performance-based assessments for 21st century skills.

Virginia Technology Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Va. Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.

Henrico Strategies 4.1: A system for sharing, finding, and training teachers in the effective use of technology will be created.

Va. Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Henrico Strategies 4.2: A process for locating, researching, and testing technology solutions for the classroom will be created.

Va. Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Henrico Strategy 4.3: Conduct a cost effectiveness analysis that correlates contract specifics, cost, School Board policy and practice. Identify opportunities for improvements that ensure optimal cost and management effectiveness.

Strategy Evaluation:

1. The cost-benefit analysis for technology and learning.
2. Records of teacher training in various tools and applications
3. Student, parent, teacher surveys and focus group interviews specific to availability, training and use of technologies.
4. Reflective Friends data (external expert audit teams) on types and quality of technology use in lessons.

Virginia Technology Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Objective Va. 5.1: Use data to inform and adjust technical, pedagogical, and financial support.

Henrico Strategy 5.1: A central data store will be established.

Objective Va. 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.

Henrico Strategy 5.2: Principals and staff will evaluate and report on the infusion of technology and 21st century skills development in their schools.

Objective Va. 5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.

Henrico Strategy 5.3: Assess instructional staff members' application of technology tools to develop 21st century skills.

Additional Henrico Strategies:

Henrico Strategy 5.4: Implement structures to ensure technology and 21st century skills development are included in K-12 curriculum.

Henrico Strategy 5.5: Implement structures to ensure appropriate Web 2.0 tools are accessible and used responsibly by students and teachers.

Henrico Strategy 5.6: Assess students' knowledge and application of 21st century skills across the curriculum.

Strategy Evaluation:

1. Mobilization, training and use of the data warehouse as detailed through automated usage records.
2. Usage reports of Web 2.0 tools.
3. Student, parent and teacher survey and focus group interview data on use of technology tools.
4. Student outcomes on the division-wide 21st century skills assessments.
5. Usage reports of all other technologies.
6. Data reports of usage from informal walk-throughs
7. Data reports from the Reflective Friends (external experts audit teams)

APPENDIX A

ACTION PLAN

HENRICO STRATEGY 1.1, 1.2 AND 1.3

OBJECTIVE: We will concentrate all efforts and resources toward student instruction and achievement as follows: We will maintain an ongoing review and development process of curriculum, programs, and instructional initiatives.

SPECIFIC RESULT: Develop a process to review and improve the selection of online courses for students.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
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1.	Create a rubric for assessing the quality of an online course.				
2.	Take an inventory of current online courses and use the rubric to determine their viability for ongoing use by students.				
3.	Identify courses that should be purchased or created.				
4.	Use the rubric to identify existing high quality courses that could be purchased for use by Henrico students.				
5.	Create a schedule for course development based on the need and availability of courses both owned by Henrico and purchased				
6.	Provide training for course creators using the rubric based on the development schedule.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 1.1, 1.2 AND 1.3

OBJECTIVE: We will concentrate all efforts and resources toward student instruction and achievement as follows: We will maintain an ongoing review and development process of curriculum, programs, and instructional initiatives.

SPECIFIC RESULT: Develop a process to review and improve the selection of online courses for students.

COSTS

BENEFITS

<p>Tangible:</p> <p>Payment of staff not under contract to develop rubric</p> <p>Payment of staff to develop courses</p> <p>Payment for existing courses that meet the rubric requirements.</p> <p>Intangible:</p> <p>None</p>	<p>Tangible:</p> <p>The action plan will ensure high quality courses are available.</p> <p>Increased learning opportunities for students</p> <p>Intangible:</p> <p>Student attitude about expanded learning opportunities.</p>
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ACTION PLAN

HENRICO STRATEGY 2.1

OBJECTIVE: We will concentrate all efforts and resources toward student instruction and achievement as follows: We will maintain an ongoing review and development process of curriculum, programs, and instructional initiatives.

SPECIFIC RESULT: Develop a structure to evaluate the availability and use of electronic resources in each curriculum area to ensure they are considered in the review and development of curriculum, programs, and instructional initiatives.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a survey that can be used to inventory current availability and use of electronic resources in each content area.				
2.	Investigate funding streams at both the state and local level that can be used for electronic resources.				
3.	Create a protocol that can be used to gather perceptual data from teachers, students, and parents in relation to current resources used and future needs.				
4.	Create a review process for benchmarking electronic resources that should be considered for use in a curriculum, program, or instructional initiative.				
5.	Develop a reporting format to accompany the curriculum review that can communicate findings and recommendations.				
6.	Create an action plan format for implementation of the report findings.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 2.1

OBJECTIVE: We will concentrate all efforts and resources toward student instruction and achievement as follows: We will maintain an ongoing review and development process of curriculum, programs, and instructional initiatives.

SPECIFIC RESULT: All schools will participate in an external audit of their classroom technology integration.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Distribute Teaching Innovation Progression Chart (hereafter referred to as TIPC) to all school level administrators.				
2.	Provide training to leadership teams regarding using the TIPC as part of their Continuous School Improvement Plan.				
3.	School-wide conversations regarding the TIPC are held to unify vision and standardize vocabulary.				
4.	The initial Reflective Friends process will occur. This process includes collecting data, generating reports and engaging school leadership in a reflective process around the data. Data gathered will include student and teacher interviews, as well as classroom observation. Other relevant data may include Henrico 21 participation.				
5.	Schools will act on these data and the reflective friend's process will be reentered.				
6.	Data will be tracked over time by school and across the district.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 2.2

OBJECTIVE: Maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: All schools will participate in an external audit of their classroom technology integration.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Training development cost = 2 FTE days • Leadership training cost = 5 days per admin • Time for schools to have conversations • Time for gathering data • Reflective Friends consultants paid from 1:1 contract (staff development) <p>Intangible:</p> <ul style="list-style-type: none"> • Might be perceived as another initiative from Central Office • Teacher concern about the evaluative nature of the process • Diffusion of time and energy 	<p>Tangible:</p> <ul style="list-style-type: none"> • Common training has been provided • Hard data on school's 21st century level, standardized data tools used • Will provide quantitative ways to measure progress towards TIPC ideal • Can be used to inform future efforts <p>Intangible:</p> <ul style="list-style-type: none"> • Unify county wide vision • Builds capacity in leadership teams

ACTION PLAN

HENRICO STRATEGY 2.3

OBJECTIVE: We will maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Identify opportunities to improve equitable access to instructional technology.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	For secondary schools, create an annual report that analyzes number of students issued laptops. Where large gaps are identified, research should be done to determine what factors are causing students to not be issued laptops. Report should be run in October in order to give the district leadership direction on where the gaps are so that they can formulate a strategy to close them, if so desired.				
2.	For elementary schools, technology should create a report that analyzes the number of student to computer ratio in each elementary school that accounts for average number of units out of service for repair/replacement. Schools should report on instructional requests for “Carts on Wheels” to determine if access to instructional technology matches demand. This data should be provided to district leadership for analysis and/or action.				
3.	Implement a technical system that tracks hours of laptop usage per student with the ability to roll up to the school level, including amount of time connected to the internet at home				

4.	<p>Develop an informational report about students in top 20% and lowest 20% on SOL's. The report would combine usage data (at home/at school), TIPC data, survey data, attendance, etc. The purpose of this data would be to look for trends or correlations with regard to success or lack thereof and technology exposure.</p>				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 2.3

OBJECTIVE: Maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Identify opportunities to improve equitable access to instructional technology.

COSTS

Tangible:

- 15 FTE Developer days

Intangible:

- Results could have a negative Public Relations impact
- Diffusion of time and energy

BENEFITS

Tangible:

- School and district analysis of laptop distribution
- Data that can be used for outside agency technology reports, grant applications, and to support staff development efforts.

Intangible:

- Ability to focus efforts across the district where needed most to get laptops distributed
- Deeper evaluation of technology initiative.
- Increased usage of TIPC and monitor growth towards Ideal/Target level.
- Data to assist in laptop usage and distribution.

ACTION PLAN

HENRICO STRATEGY 2.4

OBJECTIVE: We will maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Identify the impact of technology exposure through the 1:1 initiative on student technology aptitude.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop an assessment that can be given to 6, 9, and 12th graders to determine current technology aptitude.				
2.	Administer assessment to a <i>sampling</i> of student in grades 6, 9 and 12 at the beginning of the school year. Student sample should be large enough to be statistically significant but as small as possible to minimize impact to instruction.				
3.	Analyze collected data in relation to: a. comparison of students that have been in HCPS for school career vs. students that have transferred in to HCPS b. compare scores of 6th, 9th and 12th students to look for growth. c. compare school level data d. evaluate data for relevant disaggregation trends.				
4.	Annually re-evaluate assessment items and make modification as necessary.				
5.	Annually administer assessment to students in grade 6, 9, and 12 at the beginning of the school year.				

6.	Year Four - Compare longitudinal data on students that have taken the assessment in multiple grade levels.				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 2.4

OBJECTIVE: Maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Identify the impact of technology exposure through the 1:1 initiative on student technology aptitude.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none">• Cost of developing or purchasing an assessment• Time to administer the assessment• Time to coordinate the delivery of assessment• 5 days to query and run data analysis reports <p>Intangible:</p>	<p>Tangible:</p> <ul style="list-style-type: none">• Data to make informed decisions• Determine 1:1 impact• Ensure quality of data collected <p>Intangible:</p> <ul style="list-style-type: none">• Students can set their own goals based on their assessment outcome.• Positive PR to community.• Data utilize to drive instructional technology initiatives.

ACTION PLAN

HENRICO STRATEGY 2.5

OBJECTIVE: We will maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Document perception data of all stakeholders to inform instructional technology program improvement activities.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Replicate 2003 dissertation studies of middle school student perceptions, high school student perceptions, high school principal perceptions, and U.S. History teacher perceptions.				
2.	Expand replication to include middle school principals, central office administration, and other groups of teachers following a rotation schedule so that stakeholder groups are surveyed in different years and only once every three years.				
3.	Compare replication data with results of the original dissertation studies and report out data gathered from other subjects.				
4.	Gather existing data from Parent Engagement and Satisfaction Survey, regarding technology use.				
5.	Determine if the above data are sufficient for review and				

<p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>comparison to previous surveys.</p> <p>Assuming data are sufficient, report out data regarding comparisons of parent perceptions now with results of earlier studies. Assuming data are insufficient, conduct studies similar to the ones listed in step 1 with parent groups and compare those data with results from earlier studies.</p> <p>Conduct studies similar to the ones listed in step 1 with representatives from the community and local businesses and colleges.</p> <p>Report out the results of all data, identifying trends across subject groups and identifying differences among the groups.</p> <p>Develop and implement a survey of graduates to measure program benefits in college or at work.</p> <p>Use data to inform decisions on how to strengthen the home to school connection utilizing technology.</p>				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 2.5

OBJECTIVE: Maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Document perception data of all stakeholders to inform instructional technology program improvement activities.

COSTS

Tangible:

- 10 FTE days to create survey, analyze data results, and prepare a report. No additional paper cost due to previously existing survey.

Intangible:

- None identified

BENEFITS

Tangible:

- Longitudinal data to report efforts over time.

Intangible:

- Providing an avenue for stakeholders to feel their thoughts and concerns are being sought and acted on will improve general feelings toward the initiative

ACTION PLAN

HENRICO STRATEGY 3.1

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Communication skills will be identified for incorporation into the core curriculums at grades PreK-12.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
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1.	Form a committee of all content secondary specialists and content secondary teachers to develop one communications skill activity and assessment rubrics per grade level. These communications skill activities should partner with existing pacing guides/curriculum, but also emphasize the 21 st century skills found on the TIPC rubric “Collaboration and Communication.”				
2.	Review the developed 21 st century communications skills activities and assessment rubrics by the Executive Directors, Directors of Secondary and Elementary Education and other staff (ex. instructional technology and research and planning).				
3.	Consider the addition to the HCPS report card template by the Executive Directors and Directors of Secondary and Elementary Education a section where teachers will note student completion of these 21 st century skills communication activities.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.1

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Communication skills will be identified for incorporation into the core curriculums at grades 6-12.

COSTS**Tangible:**

Time and resources to adjust HCPS report card template

Curriculum writers paid at an hourly rate to write/review the skills activities developed

Time commitment of specialists, committee members and directors to review and approve communication skills activities and rubrics

Intangible:

Teacher stress in perceiving this as one more thing to do.

BENEFITS**Tangible:**

Standardizing the quality and quantity of learning and practice communication opportunities for students

Adding 21st century based communication skills activities as standardized items on pacing guides

Ensuring despite a student's electives choices that he will receive opportunities to learn and practice effective communications skills

Increased parent awareness of communications skills activities being completed each year in core subject areas.

Intangible:

HCPS is moving toward formally addressing the parental and employer concerns regarding the communications skills of our students

ACTION PLAN

HENRICO STRATEGY 3.2

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Teachers will assess PreK – 12th students on 21st century communication activities and report assessment completion to parents.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Train the content teachers (PreK – 12 th grade) during opening August teacher work- week on the communication skills to be taught and assessed during the year.				
2.	Administer and assess student completion of the communication skills activities by teachers.				
3.	Note on student report cards the completion of the communication skills activities.				
4.	Develop an electronic communications skills portfolio for students to retain samples over grades 6 – 12 of their communications skills activities.				
	**Facilitator Note: Similar to objective 5.2 Action Plan 2, 5, and 4.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.2

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Teachers will assess 6th – 12th students on 21st century communication activities and report assessment completion to parents.

COSTS

Tangible:

Time commitment of core specialists and department chairs to develop and present communication skills activities and rubrics during opening week

Cost of software or cost of access to School Space feature that allows electronic portfolio development

Time commitment of teachers in completing additional report card notations

Intangible:

Teacher concern that opening week meeting time will increase; time in classrooms will decrease

BENEFITS

Tangible:

Report card documentation serves as formal assessment record of their communication skill levels

Electronic portfolio serves as a formal student record of progression of their communication skill levels

Intangible:

Students have increased awareness of the importance of communications skills as related to their individual success

Increased parent awareness of communications skills activities being completed each year in core subject areas.

ACTION PLAN

HENRICO STRATEGY 3.3

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Students PreK – 12th grade will acquire and utilize an increased fund of vocabulary in order to improve the effectiveness of their communication skills.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Form a committee from Instructional specialists, school counselors, coaches, English department chairs, etc. with its first task being to create professional development on research-based strategies to teach vocabulary in ways which align with best practice.				
2.	Create model lessons, including video-clips, to increase the bank of available resources on instructional strategies to teach vocabulary.				
3.	Designate staff development time across the county in order to deliver, implement, and imbed vocabulary-based instructional strategies across the content areas.				
4.	Set benchmarking means to assess student				

	vocabulary gains.				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.3

OBJECTIVE: We will provide all students with opportunities to learn and practice effective communication skills.

SPECIFIC RESULT: Students PK – 12th grade will acquire and utilize an increased fund of vocabulary in order to improve the effectiveness of their communication skills.

COSTS

BENEFITS

<p>Tangible:</p> <p>Professional development training and resources for all teachers, PK-12.</p> <p>Professional development training for administrators in the PGEOP observation and documentation of these instructional strategies</p> <p>Possible expenses:</p> <p>Keynote speaker or consultant Professional book/copies of journal articles Video-taping of PD, model lessons, PLC discussions Curriculum writing Copying of professional development resources Travel expenses</p> <p>Intangible:</p> <p>Professional development time commitments</p> <p>Teacher stress in perceiving this as one more thing to do</p>	<p>Tangible:</p> <p>Teachers will have increased capacity for teaching academic vocabulary across content areas, with greatest potential impact on low SES students and English language learners.</p> <p>Teachers will have increased knowledge of core vocabulary for the content areas, including words with multiple meanings across contexts.</p> <p>Intangible:</p> <p>Teachers will have opportunities to collaborate across content areas to address students' vocabulary needs</p> <p>Students have increased confidence in taking standardized assessments because of their vocabulary growth</p>
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ACTION PLAN

HENRICO STRATEGY 3.4

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: Select a research-based model for critical thinking and problem solving in Henrico County Public Schools.

#	ACTION STEP	Assigned	Starting	Due	Completed
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		To:	Date:	Date:	Date:
1.	Utilize one or more expert consultants to identify alternative models, assist in evaluating their relative benefits, and facilitate selection of a model to serve as the district framework.				
2.	Identify what graduates of Henrico County Public Schools should know and be able to do as it relates to critical thinking and problem solving.				
3.	Vertically align student expectations across grade levels and across curricular areas to reflect the developmental needs of students.				
4.	Seek stakeholder input from teachers, parents, and administrators to finalize the framework.				
5.	Task faculty leaders with implementation of district wide expectations related to critical thinking and problem solving.				
6.	To provide staff development support for the integration of critical thinking and problem solving in daily instruction, construct and make available through a digital community a database of sample quality questions and responses.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.4

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: Select a research-based model for critical thinking and problem solving in Henrico County Public Schools.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • Expert consultant expense (TBD) • Related documents (if purchased) • Stipend for faculty leader (TBD) • Training time for teachers • Related staff development cost including substitutes and/or stipends <p>Intangible:</p> <ul style="list-style-type: none"> • Change anxiety • Stress over SOL performance • Competition for use of instructional time 	<p>Tangible:</p> <ul style="list-style-type: none"> • Successful integration of 21st century skills • Higher test scores (Research shows more effective content learning.) • Increased on-time graduation rate <p>Intangible:</p> <ul style="list-style-type: none"> • Reflects evolving work environment (Research confirms that the trend in the job market is toward more cognitively demanding jobs.) • Promotes open mindedness • Encourages risk-taking in pursuit of learning • Community support

ACTION PLAN

HENRICO STRATEGY 3.5

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: To promote further development of critical thinking and problem solving, implement classroom performance-based tasks that document student growth in these areas.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Find commercially produced examples and/or examples from other divisions of performance-based tasks that can be used as models and adapted to HCPS essentials of learning.				
2.	Partner school based teacher leaders to begin development of performance-based tasks related to their specific grade levels and across curricular areas.				
3.	Create a standardized scoring rubric for county-wide use.				
4.	Administer and score tasks. Reach district wide agreement on anchor tasks that reflect advanced, proficient, and basic levels of performance.				
5.	Establish an accountability process for consistent, district-wide classroom implementation of performance-based tasks.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.5

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: To promote further development of critical thinking and problem solving, implement classroom performance-based tasks that document student growth in these areas.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Commercially produced examples of performance-based tasks. • Stipend for faculty leader (TBD) • Related staff development cost including substitutes and/or stipends • Teacher time for developing tasks and rubrics • Training time for teachers • Teacher time for implementing tasks <p>Intangible:</p> <ul style="list-style-type: none"> • Challenge to existing practices • Resistance to change • Stress • Fear 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increases in student achievement • Transfer of knowledge • Improved communication skills <p>Intangible:</p> <ul style="list-style-type: none"> • Increases student engagement and ownership of learning • Promotes independence in learning • Increases student confidence • Strengthens creativity
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ACTION PLAN

HENRICO STRATEGY 3.6

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: Develop district-wide performance-based assessments that measure division growth in critical thinking and problem solving.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Based on the identified research based model, establish district level assessments, district scoring rubrics aligned with classroom assessment rubrics, and data analysis tool.				
2.	Pilot assessments in a representative sample of schools.				
3.	Review the data analysis and modify assessments.				
4.	Determine the best approach for reliable county-wide scoring.				
5.	Train designated staff in the use of a scoring rubric.				
6.	Assess across the district to establish baseline data.				
7.	Utilize data analysis to guide instruction and measure future growth.				
8.	Identify grades to be assessed longitudinally.				
9.	Measure student progress over time in the development of higher order skills.				
	*Facilitator Note: Similar to objective 5.2				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 3.6

OBJECTIVE: We will provide opportunities for all students to develop critical thinking and problem solving skills.

SPECIFIC RESULT: Develop district-wide performance-based assessments that measure division growth in critical thinking and problem solving.

COSTS

Tangible:

- Central Office time to develop and pilot assessments and a county wide scoring rubric
- Actual scoring of assessments
- Analysis of results
- Partnerships among teacher and schools to increase student performance on district wide assessments

Intangible:

- Concern about reliability of performance assessments and results

BENEFITS

Tangible:

- Increased on time graduation rate
- More descriptive data about student learning

Intangible:

- Integration of technology as a meaningful tool in instruction
- Increased student engagement

ACTION PLAN

HENRICO STRATEGY 4.1

OBJECTIVE: We will develop a system where curriculum goals drive technology decisions to maximize instructional time.

SPECIFIC RESULT: A system for sharing, finding, and training teachers in the effective use of technology will be created.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Ensure the Henrico 21 site will include technology-infused, 21 st century lessons referenced by learning objectives and TIPc goals.				
2.	Develop a self-evaluation tool for new teachers or teachers who need to improve their technology skills in the PGEP cycle.				
3.	Identify teachers who are high on the TIPc chart at each school as mentees.				
4.	Have ITRTs meet with mentors at each school for training of the mentee, including the Henrico21 rubric.				
5.	Schedule a time for mentors and mentees to meet. Follow up sessions will be scheduled by the teachers.				
6.	Schedule advanced training for the mentees by ITRTs throughout the year.				
7.	Develop a means to show that				

	the mentee accomplished the goal of moving up the TIP chart.				
8.	Determine guidelines for Henrico 21 for training, user-friendliness, 21 st century content, and rights for the site				
9.	Convert the HCPS eLearning page to an interactive “iGoogle” personalized page.				
10.	Change the laptop image for grades 6 – 12 to support this system.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 4.1

OBJECTIVE: We will develop a system where curriculum goals drive technology decisions to maximize instructional time.

SPECIFIC RESULT: A system for sharing, finding, and training technology solutions for the classroom will be created.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Man hours to create the site • Man hours to up load information • Task force to gather information • Capital expense if inside for hardware resourses, if outside it's a service and we have to fund it forever • Public relations • Training time for teachers <p>Intangible:</p> <ul style="list-style-type: none"> • Man Hours • Time for teachers assigned role of mentor/mentee 	<p>Tangible:</p> <ul style="list-style-type: none"> • Lessons available to all • Websites with interactive features are already familiar to teachers • Collaborative work • Transparency for all stakeholders • Process clear and accessible to recertification points <p>Intangible:</p> <ul style="list-style-type: none"> • Sense of community among teachers • Wider range of information • Comfort level of sharing • Better student achievement • Increased effectiveness • Simplicity <p>Spare time may be used to interact with school content</p>
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ACTION PLAN

HENRICO STRATEGY 4.2

OBJECTIVE: We will develop a system where curriculum goals drive technology decisions to maximize instructional time.

SPECIFIC RESULT: A process for locating, researching, and testing technology solutions for the classroom will be created.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
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1.	Formally evaluate the current process of adopting new technologies.				
2.	<p>Develop a uniform process to adopt any new technology using a cross section of stakeholders ensuring that functional and non-functional objectives are identified.</p> <p><i>(Functional – what the instructional technology should do; the FUNCTION)</i></p> <p><i>(Non-functional – how the instructional technology should behave; the PERFORMANCE)</i></p>				
3.	Create a single tool for new technology requests that is available in School Space so county employees have easy access to request technology and monitor the process.				
4.	Research effectiveness, return on investment, through field interviews, with teachers, students, and administrators, and comparisons by a representative cross section of stakeholders (CoS) and benchmarking against other 1:1 districts.				
5.	Formalize a piloting strategy incorporating the CoS.				
6.	Create an evaluative tool for the research and pilot program prior to adopting any new technology.				
7.	Assign LTIC the duty of regularly reviewing all requests made to ensure consistent fidelity to the program.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 4.2

OBJECTIVE: We will develop a system where curriculum goals drive technology decisions to maximize instructional time.

SPECIFIC RESULT: A process for locating, researching, and testing technology solutions for the classroom will be created.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> • LTIC Time - cost of committee to develop the forms used for the process. • Substitute Teacher cost for teachers involved on LTIC. <p>Intangible:</p> <ul style="list-style-type: none"> • Promotional training for new process of technology adoption for faculty and others. • Publicize LTIC website to show transparency of process. • Negative impact on students when teachers pulled out. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Increased teacher knowledge of technology ideas across the county and with colleagues. • Potential grant money for piloting specific technology programs. <p>Intangible:</p> <ul style="list-style-type: none"> • Teacher feeling of being more part of the technology process. • More transparency. Minutes published. • More resources available to everyone. • Better tools for teachers. • Inclusive

ACTION PLAN

HENRICO STRATEGY 4.3

OBJECTIVE: We will maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Conduct a cost effectiveness analysis that correlates contract specifics, cost, School Board policy and practice. Identify opportunities for improvements that ensure optimal cost and management effectiveness.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Implement Laptop Audit Findings and Recommendations from Department of Internal Audit.				
2.	Evaluate the Acceptable Use Policy annually to ensure alignment to the Laptop Audit Findings and Recommendations and repair/replacement data.				
3.	Analyze repair and replacement laptop data to determine gaps in educational curriculum				
4.	Update educational curriculum for care and appropriate use of laptops as needed for students, staff and parents.				
5.	Explore ways to create opportunities for home internet access to all students.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 4.3

OBJECTIVE: Maintain an ongoing review of the instructional technology initiative.

SPECIFIC RESULT: Conduct a cost effectiveness analysis that correlates contract specifics, costs, school policy and practice. Make recommendations for improvements to ensure optimal cost and management effectiveness.

COSTS	BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none">• 25 FTE days <p>Intangible:</p> <ul style="list-style-type: none">• None reported	<p>Tangible:</p> <ul style="list-style-type: none">• Allows for a cost analysis to determine facets within the program that are causing monetary loss.• Save money on possible repair issues.• Increase student and staff awareness of caring for their laptops. <p>Intangible:</p> <ul style="list-style-type: none">• All parties know utilization expectations• Student and teacher laptops are kept in better condition requiring fewer repairs.

ACTION PLAN

HENRICO STRATEGY 5.1

OBJECTIVE: We will streamline instructional processes to increase efficiency.

SPECIFIC RESULT: A central data store will be established.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine data sources, including but not limited to, student demographics, discipline, student assistance teams, standardized test scores, attendance, RTI data, to be centralized in a data store (a central repository or location in which to access information).				
2.	Explore, identify and acquire user-friendly tools for storing data.				
3.	Provide staff development for administrative and instructional staff in accessing, and analyzing, data retrieved from the data store.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.1

OBJECTIVE: We will streamline instructional processes to increase efficiency.

SPECIFIC RESULT: A central data store will be established in the 2010-2011 school year.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none">• Planning and research staff time and funds• Staff development for teachers and principals <p>Intangible:</p> <ul style="list-style-type: none">• Change in how teachers make decisions	<p>Tangible:</p> <ul style="list-style-type: none">• Increase teachers access to data for instructional decision-making• Decrease decision making time <p>Intangible:</p> <ul style="list-style-type: none">• Teacher efficacy increases
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ACTION PLAN

HENRICO STRATEGY 5.2

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Principals and staff will evaluate and report on the infusion of technology and 21st century skills development in their schools.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate a group of elementary and secondary principals, teachers, and ITRTs to develop a 21 st century skills training module for administrators and teachers which focuses on the skills essential for all students: research/information fluency, problem solving/ critical thinking, collaboration/ communication, creativity/ innovation, and life skills.				
2.	All teachers and principals will complete the 21 st century skills training module.				
3.	Designate a group of elementary and secondary principals, teachers, and ITRTs to select and/or develop data collection tools for school evaluation of technology infusion and 21 st century skills development.				
4.	Designate a group of elementary and secondary principals to develop a uniform format for the annual school evaluation report of technology infusion and 21 st century skills development, and guidelines for the implementation of a digital technology portfolio				

<p>5.</p> <p>6.</p> <p>7.</p> <p>Facilitator's Note: Similar to 1.1, 1.5, 2.2, and 2.4 Action Plan #1.</p>	<p>for use by all instructional staff. Instructional staff members will complete an online self-assessment of their current performance level on the TIPC chart.</p> <p>All instructional staff members will identify technology/21st century skills focus at the beginning of the school year and will develop an action plan to complete objectives by the end of the year.</p> <p>All instructional staff members will use the contents of their digital portfolio, completion of action plan objectives and self-assessment at end of year to demonstrate progress on the TIPC continuum.</p>				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.2

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Principals will evaluate and report on the infusion of technology and 21st century skills development in their schools.

COSTS

BENEFITS

<p>Tangible:</p> <p>40 hrs @ \$20/hr x 10 people (teachers and ITRTs) +10 people non-paid (12 month staff)</p> <p>Server space and time for completing training module.</p> <p>Tech support as needed.</p> <p>Intangible:</p> <p>Loss of time for other HCPS projects.</p> <p>Administrative follow-up and monitoring of training completion.</p> <p>Possibility of stress/anxiety for principals with new task and/or evaluation format.</p>	<p>Tangible:</p> <p>All instructional staff receive same 21st century skills training.</p> <p>Common data collection tools for all schools to use for annual evaluation of technology infusion and 21st century skills development.</p> <p>Uniform format to report on evaluation of technology infusion and 21st century skills development.</p> <p>Intangible:</p> <p>District wide focus on the importance of developing essential 21st century skills for all students.</p> <p>“What gets evaluated gets done” idea.</p> <p>Principals directly involved in 21st century skills development and school evaluation.</p>
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ACTION PLAN

HENRICO STRATEGY 5.3

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Assess instructional staff members’ application of technology tools to develop 21st century skills.

#	ACTION STEP	Assigned	Starting	Due	Completed
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		To:	Date:	Date:	Date:
1.	A designated group of elementary, middle, and high school teachers, principals and ITRTs will develop guidelines for the implementation of a digital technology portfolio for use by all instructional staff.				
2.	Instructional staff members will complete an online self-assessment of their current performance level on the TIPC chart.				
3.	All instructional staff members will identify technology/21 st century skills focus at the beginning of the school year and will develop an action plan to complete objectives by the end of the year.				
4.	Instructional staff members will use the contents of their digital portfolio, completion of action plan objectives, and self-assessment at end of year to demonstrate progress on the TIPC continuum.				
	Facilitator's Note: Similar to 1.5 Action Plan #1.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.3

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Assess instructional staff members' application of technology tools to develop 21st century skills.

COSTS**BENEFITS**

<p>Tangible:</p> <p>20 hrs @ \$20/hr x 10 people (paid) +10 people non-paid (12 month staff).</p> <p>Server space for digital portfolios/tech support (as needed).</p> <p>Intangible:</p> <p>Loss of time for other HCPS projects.</p> <p>Individuals, departments, schools, zones of district may point out low performing areas and become divisive.</p> <p>Possible loss of focus/efforts on other needed individual staff development.</p>	<p>Tangible:</p> <p>Guidelines for products K-12 to demonstrate progress towards “Ideal/Target” level on TIPC continuum.</p> <p>Instructional staffs have online assessment completed; district has data across district, zones, schools, departments and individuals.</p> <p>Products to demonstrate individual, school, and district progress towards “Ideal/Target” level.</p> <p>Intangible:</p> <p>K-12 focus on technology/21st century skills.</p> <p>Individuals obtain feedback from their self-assessment/portfolio/action plan to help their professional growth and consequently, school district growth.</p> <p>Common HCPS staff focus for growth – unity and cohesiveness.</p> <p>More knowledgeable and involved instructional staff.</p>
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ACTION PLAN**HENRICO STRATEGY 5.4**

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Implement structures to ensure technology and 21st century skills development are included in K-12 curriculum.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Content specialists and ITRTs will develop a process for identifying and disseminating resources to assist teachers with the selection of appropriate technology tools and teaching strategies to develop 21 st century skills.				
2.	A selected group of elementary/secondary principals, specialists, teachers, and ITRTs will develop a rubric for evaluating lesson plans based on the Teaching Innovation Progression Chart.				
3.	Content specialists will develop a process for adding exemplary lesson plans that reflect best practices for 21 st century skills development to the Henrico 21 lesson plan repository.				
4.	Content specialists will have ongoing communication with teacher training institutes regarding teacher expectations for technology use. Student teachers will also be expected to use technology with students.				
5.	Content specialists will increase the number of online courses for students.				
6.	Directors and content specialists will develop an evaluation structure to be used during annual curriculum review to ensure technology and 21 st century skills are included in all content areas.				

	Facilitator's Note: Similar to 1.4 Action Plan #1 and 2.4 Action Plan # 1 and 2.2 Action Plan 1.				
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Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.4

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Implement structures to ensure technology and 21st century skills development are included in K-12 curriculum.

COSTS

BENEFITS

<p>Tangible:</p> <p>10 hours @\$20 per hour for 6 teachers/ITRTs + 6 principals/specialists (non-paid – 12 month).</p> <p>Possible Summer Institute supplement/utility cost for meeting location.</p> <p>Cost of additional online courses would vary based on restructure of current courses or creation of new courses.</p> <p>Intangible:</p> <p>Time needed to develop/disseminate resources and rubric may take time away from other curriculum tasks.</p>	<p>Tangible:</p> <p>Creation and dissemination of resources.</p> <p>Common rubric for lesson evaluation.</p> <p>Exemplary lessons accessible by all teachers for review and collaboration.</p> <p>Increased student achievement measurable by SOL/quarterly benchmarks.</p> <p>Intangible:</p> <p>Collegiality; utilization of current technology.</p> <p>Extended exposure to exemplary 21st century lessons; clear expectations for lesson planning.</p> <p>Increased usage of 21st century planning and teaching.</p> <p>Increase collaborative communication through professional networking.</p> <p>Lessons rich with technology and 21st century skills; strengthen student morale and interest in learning.</p>
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ACTION PLAN

HENRICO STRATEGY 5.5

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Implement structures to ensure appropriate Web 2.0 tools are accessible and used responsibly by students and teachers.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate a group of teachers, content specialists, ITRTs, and Technology Department members to identify grade level appropriate Web 2.0 tools and develop a process to ensure consistent access by teachers and students.				
2.	Content Specialists will increase the number of online courses available for students.				
3.	ITRTs at all school locations will provide ongoing instructional technology support for students, teachers, and administrators.				
4.	PTA's will be involved in training and communicating with parents about Web 2.0 tools.				
	Facilitator's Note: Similar to 2.2 Action Plan #1 and 2.				

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.5

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Implement structures to ensure Web 2.0 tools are accessible and used by students and teachers.

COSTS

BENEFITS

<p>Tangible:</p> <p>Compensation for staff development.</p> <p>Server space.</p> <p>Intangible:</p> <p>Research time.</p>	<p>Tangible:</p> <p>Increase number of students/teachers using current technology tools.</p> <p>Increase global communication.</p> <p>Address individual learning styles.</p> <p>Intangible:</p> <p>Increase in student motivation.</p> <p>Model real world use of technology.</p> <p>Increase collegiality; create better knowledge base of technological tools.</p> <p>Continue teaching momentum.</p> <p>Teachers will more likely use current Web 2.0 tools because of ongoing ITRT instructional support.</p>
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ACTION PLAN

HENRICO STRATEGY 5.6

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Assess students’ knowledge and application of 21st century skills across the curriculum.

#	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate a group of elementary and secondary principals, teachers, content specialists, and ITRTs to select or create an assessment instrument to evaluate students’ application of technology tools and 21 st century skills.				
2.	Select 10 elementary, 3 middle and 3 high schools to pilot the assessment tool prior to district-wide implementation.				
3.	Evaluate the results of the student assessment pilot and modify the tool as needed.				
4.	Designate a group of ITRTs, teachers, and members of Staff Development Department to develop a training module for teachers and administrators on the use of the student assessment instrument.				
5.	Conduct staff development for principals, specialists, and teachers from each school on the student assessment instrument and process.				
	Implement the student				

6.	technology assessment instrument in all schools.				
7.	Designate a group of content specialists, teachers, and ITRTs to develop a process for selecting exemplary student products for Henrico 21 repository.				
Facilitator's Note: Similar to 2.2 Action Plan #2, 1.4 Action Plan #1 and 2.4 Action Plan #3.					

Responsible:

COST-BENEFIT ANALYSIS

HENRICO STRATEGY 5.6

OBJECTIVE: Infuse the curriculum with technology to enhance the development of 21st century skills.

SPECIFIC RESULT: Assess students' knowledge and application of 21st century skills across the curriculum.

COSTS

BENEFITS

<p>Tangible:</p> <p>30 hours @ 20.00 x 10 people (paid) + 10 people non-paid (12-month) to review/select commercial evaluation instrument or create a new instrument.</p> <p>Intangible:</p> <p>Time to research and review commercial instruments.</p> <p>Implementation of an additional evaluation instrument may cause teacher anxiety.</p>	<p>Tangible:</p> <p>A district-wide student assessment instrument will be used in all schools.</p> <p>Pilot will provide data for district-wide implementation.</p> <p>All instructional personnel will receive same training.</p> <p>Clear directions and purpose for student assessments.</p> <p>Results of student assessments will provide data needed for district/school 21st century skills focus.</p> <p>Intangible:</p> <p>Students will build on prior knowledge to apply current technology tools to develop 21st century skills.</p>
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APPENDIX B
HCPS EMPLOYEE ACCEPTABLE USE AND INTERNET SAFETY POLICY

(In accordance with Children’s Internet Protection Act [CIPA])

PURPOSE:

Henrico County Public Schools provides employees access to the Internet, and also in some cases Laptop computers. The purpose of this Policy is to assure that employees recognize the limitations that Henrico County Public Schools impose on their use of these Internet and computing resources. In addition to this Policy, the use of any school computer, including Laptop computers, also requires employees to abide by the Henrico County Public Schools Computer Guidelines as stated in R6-05-012 Guidelines for Acceptable/Safe Use of Technology and The Internet. During the course of the school year, additional rules regarding Internet safety may be added.

TERMS OF THE ACCEPTABLE USE AND INTERNET SAFETY POLICY

Specifically, employees: Should use the resources available through the Internet and other electronic media to supplement material available through the classroom, media center or through any other resource provided by the school.

Should adhere to guidelines each time the Internet is used at home and school.

Should make available for inspection by a supervisory upon request any messages or files sent or received at any Internet location.

Should use appropriate language in all communications. The employee should not use profanity or obscenity and should avoid offensive or inflammatory speech. The employee should not participate in “Cyber Bullying” such as make personal attacks and/or threats on/against anyone using this resource. The employee should report to responsible supervisor any personal electronically transmitted attacks in any form made by others over the Internet or Local Area Network (LAN) observed while using school owned technology.

Should abide by copyright laws and should only download/import music or other files to a school-owned computer, including Laptop that he/she is authorized or legally permitted to reproduce, or for which he/she has the copyright.

Should use his or her real name in all educational activities that incorporate technology or the Internet (e.g., distance learning, online distance learning, etc.).

Should respect the privacy of others. The employee should re-post (to make appear online again) communications only after obtaining the original author’s prior consent.

Should not make use of material (files) or attempt to locate material (files) that is unacceptable in a school setting. This includes, but is not limited to, pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files). Specifically, all school-owned computers should be free at all times of any pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials (files).

Should use professional judgment when accessing instant messages, chat rooms, forums, wiki pages, blogs, e-mail, message boards, or hosting personal web pages.

Should not attempt to discover passwords or other measures used to control access to the Internet or the computer network.

Should not change or attempt to change the configuration of the software that controls access to the Internet or any other electronic media.

Should not download any programs, files, or games from the Internet or other sources that can be run or launched on the computer as a stand-alone program. These programs or files are sometimes called "executable files."

Should not use this resource for any illegal activity. This includes, but is not limited to, tampering with computer hardware or software, unauthorized entry into computers, and vandalism or destruction of computer files.

Should not knowingly introduce or knowingly allow the introduction of any computer virus to any HCPS computer.

Should not connect a personal, non-school-district-owned desktop computer, laptop computer, wireless personal digital assistant (PDA), or any other network (wireless or directly plugged) device to any part of the HCPS network (local area network "LAN," wide area network "WAN," or metropolitan area network "MAN").

Should not share passwords with anyone for any reason and should make every effort to keep all passwords secure and private.

Should not download, upload, import or view files or websites that purport the use of illegal drugs, alcohol or illegal and/or violent behavior except school-approved, teacher-supervised digital media. Should not bypass or attempt to bypass HCPS filtering, monitoring and/or security software Should not create or use unauthorized networks including but not limited to voice, data, IP, peer to peer or proxy networks.

Documentation:

The acceptable use policy has been reviewed.

Employee Printed Name _____

Employee Signature _____

Date: _____

Revised, June 2009

Summary of the Henrico County Schools Internet Safety Program

Internet Safety training is provided for students, administrators, parents, and teachers at the secondary level. Training is provided by ITRTs, Media Specialists, Administrators, School Resource Officers, and Counselors. In addition, online training resources are provided for teachers, students, and parents. Following is a description of the various aspect of internet safety training:

Parents/Community:

All 6th grade parents are required to attend a 90-minute parent training sessions prior to students receiving their laptops. All middle school parents and any high school parents wishing to attend training are invited and the community is welcomed as well. Online training is provided for any new students entering Henrico County Schools. Online training is also a resource for parents to refer back to throughout the year. We are in the process of updating all parent Internet Safety resources to reflect changes in information that it is important for parents to know. All schools K-12 offer PTA programs on Internet Safety and provide additional training/discussions at Principal coffees.

<http://henricostaffdev.org/techtips>

<http://staffdev.henrico.k12.va.us/parents/internet.html>

Teachers and Administrators:

ITRTs provide training and resources for teachers for their own edification and to use with the students. Teacher can subscribe to resources through iTunes U if desired but also have an online course to use with their students. Training is also provided at faculty meetings and by using quick tips and email to bring attention to Internet safety throughout the year.

Elementary Students:

The Internet Safety curriculum in elementary is a collaborative partnership between the librarian and classroom teachers. The librarian introduces selected concepts in the library and the teacher reinforces the skills using lesson plans designed for the classroom. Students are required to complete an Internet Safety assessment in January at the end of the unit.

Secondary Students:

Training is assigned to groups of individuals in the schools to be sure that all areas of Internet safety are covered with the students. Training is divided as follows:

1. Administrators- Set expectations through the code of conduct
 - a. provide a source of contact for students who need to report misuse
 - b. Schools have established vehicles where students can anonymously report cyberbullying and inappropriate use of technology
 - c. Ensure Internet safety training is carried out
 - d. Provide PTA programs, principal's coffees, and other events to promote Internet safety in the school
2. Librarians

- a. Provide training on Information and Media Literacy (also provided by classroom teachers)
 - b. Provide copyright training Copyright
3. School Resource Officers:
- a. Educate students and parents on cyberbullying, Internet predators, and legal ramifications of abuse of technology
 - b. Help students understand what is safe and not safe to post online
4. Teachers
- a. Integrate Internet safety into classroom lesson whenever Internet is used in class
 - b. Teachers set and enforce classroom rules on Internet safety
 - c. Teacher monitor blogs, wikis, and online resources in use by their classes- resources are moderated whenever possible
5. Counselors
- a. Provide training on cyberbullying and work with groups of students to prevent it from happening in the schools

<http://staffdev.henrico.k12.va.us/students/safety/home.html>

Content is reviewed and updated on a yearly basis. Content is currently being updated for the 2010-11 school year.