Humble ISD

Curriculum/Technology Integration
Project Proposal – Year 1

(Spring, 2015 – Spring, 2016)
Humble ISD Curriculum/Technology Integration Project Proposal
Year 1 (Spring 2015 – Spring 2016)

Purpose:
The purpose of this project proposal is to incorporate the vision and related goals of the
Humble ISD Technology Plan (2015 – 2018) as related to technology integration with
curriculum and instruction. The proposal outlines specifics for Year 1 implementation of
Humble ISD Technology Goal 1:

Technology will be integrated into curriculum and instruction.

Board of Trustees strategic goal: Prepare students to be college and career ready.

Project Goals:
Curriculum and Instruction staff will collaborate with the Digital Learning Coordinator and
Digital Learning Specialists to:

1. Integrate technology standards into the core curriculum documents through
   performance indicator assessments and appropriate resources
2. Identify high quality resources to integrate into the curriculum
3. Explore appropriate technology tools at each grade level and core subject areas
4. Determine staff professional development needs
5. Design high quality ongoing professional development

Background:
As stated in the Humble ISD Technology Plan for 2015 – 2018, “Humble Independent School District has always prided itself on providing students with an excellent comprehensive, education that enriches their lives and prepares them for their future.” In that light, the following sections provide background for the Curriculum/Technology Integration Project Proposal.

District Vision Statement:
We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

District Mission Statement:
The Humble ISD Mission, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

District Goals:
In 2014, the Humble ISD Board of Trustees, with the help of the Studer Education Group, established four strategic goals. These objectives state that Humble ISD will:
- Prepare students to be college and career ready;
- Provide a quality work environment so every employee can perform at the highest levels;
- Provide quality service to internal and external customers; and
- Create efficiencies at all levels of the organization.

Humble ISD Vision for Technology:
We envision technology as a stable and reliable component of the district operations; seamlessly integrated in both “Instructional” and “Operational” segments of district business.
Technology Mission Statement:
Humble ISD Technology Mission focuses on the integration of technology to enhance the learning environment to positively increase student academic achievement; provide the technological foundation required for future career and life skills; support teachers in the integration technology to increase student learning.

School Board Policy Governing Technology:
Texas Administrative Code, Title 2 (Public Education), Subtitle A (General Provisions), Chapter 4 (Public Education Mission, Objectives and Goals), Section 4.001 (Public Education Mission and Objectives) and Section 4.002 (Public Education Academic Goals) set forth the missions, objectives and goals for the State of Texas. AE (Exhibit) Education Code 4.001, 4.002

Humble ISD Board Policy EG (Local) supports the mission that the District, in partnership with families and the community, shall educate students in prekindergarten through grade 12 through the delivery of a comprehensive, TEKS-based curriculum so that District students cultivate the skills of learning.
There are six strands for the Technology Applications TEKS based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical-thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts; as stated in Policy EG (local), “…Contain appropriate technology applications.”

Humble ISD Board Policy AE (Legal) and (Local) identifies the following specific goals for technology. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The District will be characterized by accountability at all levels with data-driven decision making, supported in all areas by technology.
The objectives and goals of the 2010 National Education Technology Plan and Texas Educational Technology Advisory Council (ETAC) Long Range Plan for Technology 2006 – 2020 are also important considerations of this technology plan.
Project Goal 1- Integrate technology standards into the core curriculum documents through Performance Indicator assessments and appropriate resources

**Project Goal 1 Action Items:**
1. Integration of Technology TEKS within K – 8 Core Content Curriculum
2. Integration of Technology-Infused Performance Indicators within Core Curriculum documents
3. Integration of Currently-utilized Digital Citizenship Lessons within Social Studies Units
4. Development of District Curriculum Advisory Committee

**Action Item 1 - Integration of K – 8 Technology TEKS within K – 8 Core Content Curriculum**
The Texas Essential Knowledge and Skills for Technology Applications (TA TEKS) for grades K – 8 will be integrated throughout the core content areas of mathematics, science, social studies, and English language arts. TA TEKS for high school are embedded in elective courses specifically related to technology, such as Computer Science and CTE. Appendix 2: TA TEKS for K – 8 (Elementary and Middle School)

**2 Year Integration Plan**
For Year 1 (2015-2016) implementation, the TA TEKS will be aligned, as applicable, within mathematics and English language arts curriculum documents. Year 2 (2016-2017) implementation will include science and social studies, as these curriculum documents for these courses are currently in development.

In elementary grades, TA TEKS are employed across all content areas (English language arts, mathematics, science, and social studies) and are provided for K – 2 and 3 – 5 grade bands.

In middle grades, TA TEKS are employed across all content areas, but are provided for each middle school grade level (Grade 6, Grade 7, and Grade 8).
TA TEKS within Core Content Instructional Framework Documents (IFDs)
To employ the TA TEKS across grade levels and content areas, the standards will be embedded within Core Content Instructional Framework Documents (IFDs) as appropriate for the content taught within that particular unit of study.

Location of Standards within Curriculum Documents
TA TEKS will be located beneath the Content TEKS and Process/Skills TEKS for each core content area on the IFD. Appendix 3: Grade 2 Mathematics Instructional Framework (IFD) (including aligned TA TEKS)

Process of Alignment
Digital Learning Staff will create informational documents outlining the requirements for each of the technology standards to ensure appropriate placement by Content Coordinators.

<table>
<thead>
<tr>
<th>Strand and TA TEKS</th>
<th>What Does It Look Like?</th>
<th>Suggested Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Creativity and Innovation</td>
<td>Students create digital products. They develop, discuss steps in a task, and they evaluate and modify these steps as necessary to accomplish a task.</td>
<td>Digital Products: A digital product can be anything created electronically. There is no specific requirement for what must be created. Students might use Google Docs, Microsoft Office, Kidspiration, PhotoStory, Pixie or another tool to create a product. Students can know what they know about any topic by creating documents from teacher directed to student choice.</td>
</tr>
<tr>
<td>(A) apply prior knowledge to develop new ideas, products, and processes;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B) create original products using a variety of resources;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C) explore virtual environments, simulations, models, and programming languages to enhance learning;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D) create and execute steps to accomplish a task; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E) evaluate and modify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades K-2

Technology Applications TEKS Lesson Ideas
Technology Application TEKS are divided by grade level bands and strands. The What Does It Look Like column in the table below provides an interpretation of what the strand intends. The Suggested Applications column gives supported software and application ideas that work well for the TEKS indicated.

http://code.org/learn
About: https://www.youtube.com/watch?v=COjIvzaOUMA
(Interactive: https://www.youtube.com/watch?v=H1-panVZGkw)

Daisy the Dinosaur is a free iPad app for learning to code.
How to: https://www.youtube.com/watch?v=JN5x76kWdCQ

Glencoe Online Manipulatives: virtual manipulatives such as base counters, scales, rulers, place value units, addition/subtraction mats, shapes.
http://www.glencoe.com/sites/common_assets/mathematics/
Curriculum Coordinators will work with curriculum development teams to select those standards that align with grade level content and process TEKS by employing a “natural fit” process. This process will be completed with assistance from Digital Learning Coordinator and Specialists.

For those TA TEKS that require additional instruction to be added to a specific content area, Digital Learning Specialists will work with Content Coordinators to find appropriate placement.
Action Item 2 – Integration of Technology-Infused Performance Indicators within Core Curriculum Documents

Humble ISD Performance Indicators

A Humble ISD Performance Indicator (PI) is a student performance or product assessment which demonstrates mastery of bundled standards.

HISD Performance Indicator Attributes:

- Performance Indicators include a tangible product or an observable performance that provides evidence of student learning.
- Performance Indicators wrap process skills and content together in order to address unit understandings (content/concept + process skill).
- Performance Indicators align to the level of rigor described in the student expectations and may target difficult to assess items.
- Performance Indicators are often authentic assessments that reflect a meaningful context to students.
- Performance Indicators often include real-world application and may incorporate technology.
- Performance Indicators may be interval assessments and/or cumulative assessments within a unit of bundled standards.
- Performance Indicators may be used to diagnose individual student learning needs and to inform instruction accordingly.
- Performance Indicators should be used in conjunction with other forms of assessment to determine student mastery of content and skills.

Note: Student products and/or performances presented in Performance Indicators are optional per campus discretion.

Performance Indicators within the Assessment Continuum

As described, Performance Indicator assessments fall within the Depth of Knowledge (DOK) range of 3 – 4. These types of rigorous assessments provide demonstration of student mastery beyond the types of assessment items utilized in standardized testing.

Appendix 4: Humble ISD Assessment Continuum
Performance Indicator/Technology Integration Process
As the district is currently undergoing curriculum writing of core content documents, Performance Indicator Assessments are being developed for those content areas that are currently in Year 2 of the curriculum writing process (Mathematics K – 10 and English Language Arts K – 12).

Throughout the performance indicator development process, Curriculum Development Teams will work with Digital Learning staff to infuse appropriate technology application suggestions within Performance Indicators. These suggested applications will be in alignment with TA TEKS selected for that grade level, content area, and specific unit.

Social studies and science performance indicator writing and technology infusion will be phased in for implementation in Year 2 (2016-2017).

Notes Regarding Technology-Infused Performance Indicators
- Due to variations in content and process TEKS, not all Performance Indicators provide suitable platforms for technology usage, therefore, some Performance Indicators will not have suggested technology components.
- Technology suggestions may not be appropriate for all classrooms, due to variations in campus resources and current infrastructure needs (Curriculum Management Plan, p. 9).
- Digital Learning staff will develop a bank of suggested applications for use in implementing TA TEKS within Performance Indicators and throughout instructional units. These suggested applications will be highlighted within and supported by district personnel through professional development opportunities.
- It is important to note that classroom teachers are not limited to the technology applications suggested in the curriculum documents and are encouraged to infuse technology to meet the needs of their individual students and classrooms.
Action Item 3 – Integration of Currently Utilized Digital Citizenship Lessons within Social Studies Units

Digital Citizenship Lessons - Current District Implementation
Currently (2014-2015), digital citizenship lessons have been provided by the Technology Department for implementation across campuses. These lessons include topics such as Internet safety, cyber bullying, and responsible use of technology. Methods of implementation for these lessons have been at campus discretion. Examples of current implementation have been through the Counseling Office or computer lab rotations. Campuses currently implement 3 lessons per grade level in fall and spring, and then complete a district survey regarding the implementation process. Appendix 5: Digital Citizenship Overview (2014 – 2015)

Process for Integration within Social Studies Units
As curriculum bundles/units for social studies content are developed, Social Studies Curriculum Development Teams will work with Digital Learning staff to embed the digital citizenship lessons in those social studies units that are deemed appropriate for integration with digital citizenship instruction.

Location of Lessons within Social Studies Curriculum Documents
Digital Citizenship Lessons will be hyperlinked within the Instructional Resources area on Social Studies Instructional Framework Documents (IFDs) within applicable social studies units for grades K - 12. Appendix 6: Sample Digital Lesson Resource placement within Social Studies IFD- (United States History since 1877: Instructional Framework)

Transition Plan for Implementation of Digital Citizenship Lessons
- During Year 1 (2015-2016), implementation methods will continue to be at campus discretion.
- For Year 2 (2016-2017), in order to embed the Digital Citizenship lessons where instructionally appropriate within core content, campuses will implement the lessons through social studies instruction.
- Campus feedback will be solicited regarding structure, content, and placement of lessons within social studies content to ascertain campus and student needs regarding the integration process.
**Action Item 4 – Development of District Curriculum Advisory Committee**

In order to gather a broad section of feedback from campus personnel, a district-wide committee will be developed from which to gather feedback and suggestions for improvement regarding curriculum revisions and developments, such as Performance Indicators and technology applications/resources.

In alignment with the Curriculum Management Plan, this district-wide committee will include elementary and secondary teachers, administrators, campus instructional technologists, Curriculum and Instruction representatives, and Digital Learning representatives. The committee will meet on a periodic basis (Evaluation and Revision Phase, Curriculum Management Plan, p. 17).

Campus principals will be asked for nominations and volunteers will also be encouraged to apply to participate on the committee. Initial information regarding the committee will be disseminated during the April, 2015 Principal’s Horizontal meetings.
Project Goal 2 - Identification of high quality resources to integrate into the curriculum

Project Goal 2 Action Items:
1. Identification of appropriate applications for integration of technology into curriculum
2. Identification of grade-appropriate formative assessment and other instructional resources for integration of technology into curriculum

Action Item 1 – Identification of Suggested Applications for Integration of Technology into Curriculum

District Suggested Technology Applications
Digital Learning staff will develop banks of technology applications, as appropriate for grade level (or grade band) TA TEKS, and in conjunction with creation of Performance Indicators. Appropriate implementation practices for suggested technology applications will also be identified through best practice research and in conjunction with ICLE CIR professional development.

ICLE – Selected Instructional Strategies and Educational Technology
Excerpted from How to Teach for Rigor and Relevance, p. 28-29

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>APPLICATION OF TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Learning</td>
<td>• Distribute discussion topics to students via computer</td>
</tr>
<tr>
<td></td>
<td>• Students can research topics via the Internet and software resources</td>
</tr>
<tr>
<td></td>
<td>• Students can record reflections on computer</td>
</tr>
<tr>
<td></td>
<td>• Students can illustrate group findings with computer graphic displays</td>
</tr>
<tr>
<td>Note-taking/Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students can use word processing software for taking notes</td>
</tr>
<tr>
<td></td>
<td>• Make reference notes available for students on the Internet</td>
</tr>
<tr>
<td></td>
<td>• Graphic organizing software is excellent for creating graphical displays of information</td>
</tr>
<tr>
<td></td>
<td>• Distribute note-taking templates to students via networks</td>
</tr>
<tr>
<td>Academic Discussions</td>
<td>• Use software for [creating and] brainstorming and keeping track of effective classroom questions</td>
</tr>
<tr>
<td>Research</td>
<td>• Students can use the Internet and reference software to research topics</td>
</tr>
<tr>
<td>Writing</td>
<td>*In conjunction with district initiative Writing Across the Curriculum</td>
</tr>
</tbody>
</table>
Location of Suggested Technology Applications within Curriculum Documents

Suggested technology applications will be noted within the Instructional Resources area on the Instructional Framework Documents (IFD) within mathematics and English language arts for Year 1 as aligned with each unit’s instructional content and TA TEKS. This process will occur for social studies and science during Year 2.

Action Item 2: Identification of Grade-appropriate Formative Assessment and other Instructional Resources for Integration of Technology into Curriculum

Formative Assessment and Instructional Resources
In order to provide teachers access to high quality technology-based formative assessment and other instructional resources, Digital Learning staff, in conjunction with Curriculum Coordinators, will develop suggested instructional technology resources to be noted in the Instructional Resources section of the Instructional Focus Documents for mathematics (K – 10) and English language arts for Year 1.

This process will occur for social studies and science during Year 2. These technology-based instructional resources will be in alignment with ICLE-identified areas of technology focus, but may include additional resources as deemed appropriate by Curriculum and Instruction and Digital Learning staff.

Notes Regarding Technology-based Instructional Resources
- Suggested technology-based instructional resources will be highlighted within and supported by district personnel through professional development opportunities.
- Classroom teachers are not limited to the resources listed in the curriculum documents and are encouraged to infuse technology to meet the needs of their individual students and classrooms.
Project Goal 3 – Exploration of appropriate technology tools at each grade level and core subject area

Project Goal 3 Action Items:
1. Exploration of portable/mobile devices for district RtI/Dyslexia initiatives
2. Exploration of technology tools for grade levels and core content areas

Action Item 1 – Exploration of Portable/Mobile Devices for District Initiatives

Per the Humble ISD Technology Plan for 2015-2018 (p. 14), portable devices for implementation of Universal Screeners, Response to Intervention strategies, and progress monitoring have been identified as district technology needs. In order to implement this goal of the Technology Plan, Curriculum and Instruction staff will work closely with Digital Learning staff and Technology Department staff to explore appropriate devices for these district initiatives. District-wide committees, such as the committee to select a mathematics universal screener or the Dyslexia Advisory Committee, will be involved in the decision-making process and will be solicited in accordance with applicable 3-Year Plans for those initiatives.

Action Item 2 – Exploration of Technology Tools for Grade Levels and Core Content Areas

The Humble ISD Technology Plan for 2015-2018 calls for “integration of technology as a strategy to impact the level of student thinking and application of knowledge”. Through the Technology Plan, several Curriculum and Instruction staff members (including the Asst. Superintendent for Curriculum and Instruction, the Director of Curriculum and Instruction, the Digital Learning Coordinator, and 2 representatives from the Curriculum and Instruction department) will serve as representatives on the Technology Planning Committee.

In this capacity, technology tools will be explored for each grade level and core subject area. Input will be solicited from each core content area and additionally from campus representation within the committee. Per the Humble ISD Technology Plan, timelines for identification of such technology tools as well as budgetary considerations have not been developed at this time.
Project Goal 4 – Determine staff professional development needs

**Project Goal 4 Action Items:**

1. Determination of Staff Professional Development Needs

**Action Item 1 – Determination of Staff Professional Development Needs**

**Year 1 Staff Professional Development Needs**

Professional development needs for the implementation of Humble ISD Technology Goal 1 during Year 1 have been determined through a joint analysis process by district leadership in partnership with ICLE, Professional Development staff, Curriculum and Instruction staff, and Digital Learning staff and in accordance with the Humble ISD Technology Plan, Curriculum Management Plan, and Professional Development Plan.

**Needs Data** - Professional Development Course Evaluation data were taken into account in order to include teacher and campus preferences for timing and format of trainings. One example of this would be offerings of professional development through multiple platforms such as on-demand video, face-to-face offerings, virtual meetings, and PLC groups across grade levels/content areas. Per the Humble ISD Technology Plan for 2015-2018 (p. 22), “online courses, virtual classrooms, coaching and collaborative teams, allow professional learning to be relevant and job embedded and resulting in increased student achievement.”

**Needs for Staff Groups** - Campus leadership, Curriculum and Instruction staff, Digital Learning staff, ALTs, teachers, and campus Instructional Technology staff needs have been considered in development of the professional development plan for achieving Goal 1 during Year 1.

**Texas Teacher STaR Chart Data** - Additionally, data from district-wide STaR Chart testing will be utilized in determining needs for areas of technology emphasis within trainings. Data are being collected during the spring semester each year.

**Stages of Technology Integration and TIMS Matrix** – Staff development for Year 1 implementation will address initial phases of the Stages of Technology Integration Supported by Professional Development and (p. 22) and The Technology Integration Matrix (TIMS) Table of Teacher Descriptors from the Florida Center for Instructional Technology (p. 23) in order to support the movement of teachers from “entry stage” toward “transformation stage”.

Collaboration with District Partnerships – Year 1 professional development opportunities will be developed in conjunction with the vision and goals of district strategic partners including ICLE and lead4ward (p. 25).
Project Goal 5 – Design high-quality, ongoing professional development

**Project Goal 5 Action Items:**

1. Develop Year 1 Professional Development Plan for Technology Integration

**Action Item 1 – Develop Year 1 Professional Development Plan for Technology Integration**

**Year 1 Professional Development Plan for Technology Integration**

Per the Humble ISD Technology Plan for 2015 – 2018 (p. 26), all professional development offerings will be based on adult learning theories and reflect the planning, delivery, and evaluation systems outlined in the professional development plan.

Professional development designed to implement Goal 1 will include the following components:

1. **Rigorous and Relevant Learning for All Students** – Technology Plan for Instruction: ICLE Year 3 Implementation and integration with CIR Rubric. These trainings will include learning pathways for district and campus leadership, academic lead teachers, teachers, campus lead teacher representatives selected to focus on implementing technology within instruction (p. 25).

2. **Curriculum Document Rollout Plan for Teachers** – Each Core Content area will provide professional development opportunities for the roll out of 9 Week Curriculum Bundles.

   - Rollout trainings will include information on suggested technology-infused Performance Indicators and use of suggested technology resources for Mathematics K – 10 and English Language Arts in Year 1.
   - Trainings will be provided jointly through Curriculum Coordinators/staff/ALTs/teachers and Digital Learning Coordinator/staff.
   - Curriculum Rollout trainings will be in support of lead4ward Instructional Strategies and Focus Standards.
   - See Humble ISD District Professional Development Plans for summer and fall, 2015 and spring, 2016 for dates.

   a. **Bundle 1 Rollouts** - will occur in the summer of 2015 in face-to-face presentations, with on-demand video recordings posted on content area
websites for those teachers who were not able to attend. Campus principals have been asked to send 1 representative per content area, per grade level to these trainings in a Trainer-of-Trainee model.

b. **New Teacher Trainings for Bundle 1 Rollout** - trainings will occur for new teachers during district new teacher training in August.

c. **Bundles 2 through 4 Rollouts** - will occur during the fall of 2015 and spring of 2016 through a combination of on-demand video recordings, virtual meetings to support ALTs, and PLC meetings for grade levels and content areas. These PLC meetings will take place during 3 district PLC times for secondary campuses and 3 early release dates for elementary campuses. PLC meetings will be facilitated by Curriculum and Instruction staff/ALTs with support from Professional Development staff.

- **Video Content** - Video recordings will be posted on content area webpages for use by ALTs in conducting planning support during campus planning sessions.
- **Virtual Meetings through Polycom Platform** - Content Coordinators will provide virtual meetings to assist ALTs in conducting planning meetings. Virtual meetings will vary by content area and grade level with an emphasis on planning for tested content areas and grade levels. Dates TBD
- **Secondary PLC Sessions** - PLC sessions will occur in content area clusters within the district for secondary campuses. Breakout sessions will be structured for grade levels and content areas. Appendix 7: Proposed Secondary PLC Core Content Schedule
- **Elementary PLC Sessions** - PLC sessions will occur in content area clusters within the district for elementary campuses but with grade level breakouts. Appendix 8: Proposed Elementary PLC Core Content Schedule for Early Dismissals
- **Campus Representatives on Elementary Early Dismissal Core Content Days** - For the PLC sessions, principals will be asked to select grade level/content area experts to have representation for all core content areas at each grade level. It is suggested that these individual teachers be consistent with those chosen to attend Bundle 1 summer sessions in a Trainer-Of-Trainers model. For the second and third PLC dates, principals will be asked to select different grade level representative for each content area. For those campuses who have larger numbers of staff that may need to attend, accommodations will be made.
Foci for PLC Sessions - PLC sessions may include the following areas for emphasis:

1. Strategies (in alignment with lead4ward PLC Menu, providing “Evidence” in conjunction with lead4ward Webinars 8 and 9 and 2015-2016 lead4ward trainings)

2. Resources (in alignment with lead4ward strategies for providing students with varying “Stimuli” per the Anchor Chart instructional strategy to be presented by lead4ward during 2015-2016)

3. Student Work - sharing and discussion of student work samples from suggested Technology-Infused Performance Indicators

3. Curriculum Document Rollout Plan for Academic Lead Teachers (ALTs) - ALTs currently serve as an integral part of the curriculum development process, including the development of Performance Indicators with suggested technology applications. Additionally, ALTs serve in capacities to provide professional development, planning support, and instructional coaching. Therefore, professional development for this group is critical to the Year 1 implementation process.

   - Current ALTs will receive booster trainings from ICLE in supporting the implementation of technology through Rigor and Relevance rubrics.
   - Additionally, a Trainer-of-Trainers model will be employed through the district for CIR rounds. This training will occur during summer and will continue through the instructional rounds processes.
   - New ALTs will receive initial training in the CIR process during summer and continuing through CIR rounds.
   - Academic Lead Teachers will meet monthly with Curriculum Coordinators and Digital staff during the school year to continue the curriculum writing and revision process and to receive training and updates on upcoming curriculum bundles in order to facilitate professional development for teachers and to assist with instructional planning. Appendix 9: Proposed ALT Meeting Schedule

4. Curriculum Document Rollout Plan for Campus Instructional Leaders - In order for campus instructional leaders to support the implementation of technology within the curriculum, they must be well versed in both the components comprising the curriculum documents and the focus on technology through the ICLE CIR rounds process.

   - Initial presentation of Performance Indicators and technology infusion will occur during the April, 2015 Horizontal meetings.
   - Additionally, Curriculum Coordinators will provide periodic updates for upcoming units of instruction. These updates will be provided through the following modalities:
o Updates through Horizontal meetings – These updates may include discussions, activities, and “look-for’s”
  o Monthly Principals Updates via email
• Note: The ICLE professional development plan provides opportunities for principals to receive training in supporting technology within instruction.

5. **Curriculum Document Rollout Plan for Campus Instructional Technology Support Staff** – Campus Instructional Technology staff will play an important role in supporting teachers who are integrating new technologies within classrooms.

• Initial presentation of technology within curriculum documents will occur in a face-to-face format during summer, 2015. Video will be created and uploaded to the district technology website for those unable to attend during the summer session and for new technology staff. This training will be conducted by Digital Learning staff with support from Curriculum and Instruction.
• Follow up Polycom meetings will be held periodically to support campus technology staff with implementation.
• Secondary Technology Staff - Follow up trainings will be held for affinity groups during 4 Secondary PLC meetings for like-job personnel. Digital Learning staff will facilitate these trainings with support from Curriculum and Instruction staff. For the two middle schools with Friday PLC times.
  Appendix 10: Proposed Secondary PLC Schedule – Option B
• Elementary Technology Staff – Follow up trainings will be held on 3 early release dates in conjunction with Curriculum Rollout Trainings held for teachers. Digital Learning staff will facilitate these trainings with support from Curriculum and Instruction staff.
  Appendix 8: Proposed Elementary PLC Core Content Schedule for Early Dismissals

6. **Edgenuity Professional Development for Credit and Learning Recovery Teachers** – Although Credit Recovery courses are currently provided via the Edgenuity online platform, those campuses providing Initial Credit courses and personnel utilizing blended learning methodologies could possibly benefit from professional development regarding curriculum documents (including components such as Performance Indicators and Technology Resources).

• Initial presentation of curriculum document overview will be delivered during summer, 2015 during middle school Learning Recovery trainings, high school Credit Recovery trainings, and new teacher Credit Recovery trainings. These trainings will focus largely upon updates related to credit recovery and Edgenuity program management, but a basic overview of the curriculum documents and their location within Eduphoria will be included.
• PACE campus teachers have been provided with iPads to assist in implementation with the Edgenuity platform while maintaining active monitoring of the lab classroom. An Innovative Grant Proposal has been submitted for each Credit Recovery Lab at the remaining high school
campuses, DAEP, and Cambridge campuses to receive an iPad as well, so if granted, updates will be provided on best practices in using the technology tool. Note: If the grant is not provided, other avenues will be explored in getting iPads through another venue.

- Ongoing support for technology integration will be provided through the Secondary PLC meetings for like-job Credit Recovery teachers. Digital Learning staff will facilitate these trainings with support from Curriculum and Instruction staff. For the two middle schools with Friday PLC times, subs could be provided for those instructional support personnel. Appendix 10: Proposed Secondary PLC Schedule – Option B

- Periodic virtual meetings through Polycom will be provided as needed for Credit Recovery Lab personnel. Digital Learning staff will facilitate these trainings with support from Curriculum and Instruction staff.

7. Professional Development for Ongoing Technology Support - During summer, fall, and spring of Year 1, professional development sessions will be provided to provide support for district-approved devices, initiatives, and teacher requests. Fall and spring trainings will be offered in afterschool and/or Saturday formats. Dates to be determined. Trainings will include those listed below:

- Formative Assessment
- BYOD in the Secondary Classroom
- MOBI Training
- CPS (Clickers)Training
- Google Docs – (If supported by Google Docs vs. Microsoft 365 decision)
- Edmodo (educational platform for creating and hosting lessons and facilitating student communications)
Project Goals and Related Success Measures:

Project Goals:
Curriculum and Instruction staff will collaborate with the Digital Learning Coordinator and Digital Learning Specialists to:

1. Integrate technology standards into the core curriculum documents through performance indicator assessments and appropriate resources
2. Identify high quality resources to integrate into the curriculum
3. Explore appropriate technology tools at each grade level and core subject areas
4. Determine staff professional development needs
5. Design high quality ongoing professional development

Related Success Measures for Project Goals 1 and 2 in Year 1 include the following:
- Completion and posting of core curriculum documents (IFDs) for mathematics (K – 10) and English language arts (K – 12) by proposed roll out dates. IFDs will include Performance Indicators, TA TEKS, and appropriate technology resources, as applicable to each unit.
- Feedback collection and resulting revisions through Curriculum Document Campus Surveys, ALT commentary during meetings, and Curriculum Advisory Committee – Collection of feedback will be during upcoming year (Year 1) and possible revisions will be implemented during Year 2.

Related Success Measures for Project Goal 3 in Year 1:
Per the Humble ISD Technology Plan, timelines for identification of such technology tools as well as budgetary considerations have not been developed at this time.

Related Success Measures for Sub-goals 4 and 5 in Year 1 include the following:
- Feedback collection and possible resulting revisions through Professional Development Evaluation Surveys – Collection of feedback will be during upcoming year (Year 1) and possible revisions in Professional Development will be implemented during Year 2.
- Feedback collection and resulting revisions through ICLE CIR Rounds of Observed Technology Integration – Collection of feedback will be during upcoming year (Year 1) and resulting revisions in follow up will occur during Early Dismissal Trainings, Secondary PLC Trainings for Credit Recovery/IT Paraprofessionals, and Secondary PLC Core Content Trainings, if approved.
### Action Steps and Associated Time Lines:

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restructure department to include: Digital Learning Coordinator and Digital Learning Specialists</td>
<td>In Progress</td>
<td>December 2014-May 2015</td>
<td>Assistant Superintendent for C&amp;I</td>
<td>Staff hired and Offices moved to Academics</td>
</tr>
<tr>
<td>Redesign the function of the Digital Instructional Specialists and campus IT roles to ensure successful integration of technology</td>
<td>In Progress</td>
<td>January 2015-May 2015</td>
<td>Asst. Supt. C&amp;I Director for C&amp;I</td>
<td>Job Descriptions</td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
<td>Timeline</td>
<td>Responsible Parties</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Complete alignment of TA TEKS within Core Content areas (Natural Fit Process)</td>
<td>In Progress</td>
<td>March, 2015</td>
<td>Curriculum Coordinators, Digital Learning Specialists</td>
<td>Updated and bundled TA TEKS included in Forethought curriculum management system and in curriculum documents</td>
</tr>
<tr>
<td>Integrate TA TEKS standards into core curriculum documents through the online curriculum system</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Director for C&amp;I Digital Learning Coordinator, Curriculum Coordinators, Digital Learning Specialists</td>
<td>Updated TA TEKS included in Forethought curriculum management system and in curriculum documents</td>
</tr>
<tr>
<td>Complete Non-technology Infused Performance Indicators within Mathematics (K – 10) and English language Arts</td>
<td>In progress</td>
<td></td>
<td>Curriculum Coordinators</td>
<td>IFDs to Digital Learning Staff in Common Folder</td>
</tr>
</tbody>
</table>

Bundle 1 –
- Elementary Math – March 31, 2015
- Secondary Math – May 18, 2015
- Elementary ELAR – May 15, 2015
- Middle School ELAR – May 25, 2015
- High School ELAR – April 20, 2015
- Bundles 2 – 4 Ongoing
| Infuse technology suggestions through Performance Indicators and resources for each core area | In Progress | Bundle 1 – Mathematics and ELAR
Bundles 2 – 4 Ongoing | Digital Learning Coordinator
Digital Learning Specialists
Curriculum Coordinators | Curriculum documents (IFDs) with Performance Indicators and technology applications |

| Completed Curriculum Documents (IFDs, BAGs, YAGs) | In Progress | Bundle 1:
BAGs, YAGs, *Phase I IFDs – May 29th
Phase II IFDs – June 19th
Bundle 2:
IFDs – August 1
Bundle 3:
IFDs – August 28
Bundle 4:
IFDs – October 23 | Director for C&I
Digital Learning Coordinator
Digital Learning Specialists
Curriculum Coordinators | Completed Curriculum Documents (IFDs, BAGs, YAGs) Postings in Forethought |

*Note: For Bundle 1 Documents - Phase I IFDs may not include TA TEKS, Performance Indicators, or selected resources.

Phase II IFDs will include all of the above.

Science and Social Studies IFDs will not contain Performance Indicators during Year 1 but will follow in Year 2
<table>
<thead>
<tr>
<th>Task</th>
<th>Phase</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate technology tools to be used at each grade level</td>
<td>Planning</td>
<td>March 2015-May 2016</td>
<td>Director for C&amp;I Digital Learning Coordinator Academics</td>
<td>List of Technology Tools for each grade/content area and district initiatives such as RTI</td>
</tr>
<tr>
<td>Implement technology and curriculum integration within campus leadership programs</td>
<td>Planning</td>
<td>2015-2018</td>
<td>Asst. Supt. for C&amp;I Director for C&amp;I</td>
<td>Training Schedules CIR Models Evidence collected by administrators regarding the use of technology</td>
</tr>
<tr>
<td>Monitor and evaluate usage of electronic instructional resources</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Digital Learning Coordinator</td>
<td>Surveys Evidence collected by administrators regarding the use of technology</td>
</tr>
<tr>
<td>Promote critical thinking and problem solving skills through the integration of technology standards and tools</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Academics</td>
<td>Curriculum Documents Professional Development</td>
</tr>
<tr>
<td>Description</td>
<td>Progress Status</td>
<td>Year</td>
<td>Position</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Report technology proficiencies and use through annual Texas STaR Chart report</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Digital Learning Specialist</td>
<td>State Report</td>
</tr>
<tr>
<td>Provide ongoing support and resources for computer-based credit recovery programs for students</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Digital Learning Coordinator</td>
<td>Surveys</td>
</tr>
<tr>
<td>Support technology initiatives to enable special populations/programs to fully participate in a digital learning community</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Digital Learning Coordinator, Director for Advanced Academics, Director for CTE, Director for Educational Support Services, Director for Bilingual/ESL, RTI Coordinator</td>
<td>Reports</td>
</tr>
<tr>
<td>Utilize best practice methodology, pedagogy, and systems including Stages of Technology Integration Supported by Professional Development and Technology Integration</td>
<td>In Progress</td>
<td>2015-2018</td>
<td>Digital Learning Coordinator</td>
<td>Curriculum Documents Surveys Evidence collected by administrators regarding the use of technology</td>
</tr>
<tr>
<td>Model (TIM) to enable the transformation to a digital learning community and improve academic achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective: Provide a quality work environment so every employee can perform at the highest levels.

<table>
<thead>
<tr>
<th>Implement the Technology Professional Development Plan</th>
<th>In progress</th>
<th>Summer 2015 – Spring 2016</th>
<th>Director of C&amp;I Digital Learning Coordinator Director of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a Professional Development Program to provide onsite and online learning to enable the transformation to digital learning</td>
<td>In progress</td>
<td>Summer, Fall, 2015 – Spring 2016</td>
<td>Director for C&amp;I Digital Learning Coordinator Director and Coordinator of Professional Development</td>
</tr>
</tbody>
</table>

| Course Catalog Attendance Sheets Course Evaluation Surveys | Course Catalog Attendance Sheets Course Evaluation Surveys |
Project Budget Considerations

Implementation of Goal 1 – Curriculum and Technology Integration

According to the Humble ISD Technology Plan for 2015 – 2018, Goal 2:

Technology investments will be aligned with district goals, forecastable and budgeted, with resources providing the necessary elements critical to support technology.

Board of Trustees strategic objective 4: Create efficiencies at all levels of the organization.

To align technology investments with district goals and ensure resources are allocated efficiently, technology standards must be set and an operational model instituted.

Funds required for implementation of Goal 1 will be provided through ongoing budgetary allotments from the Curriculum and Instruction budget, Digital Learning (Instructional Technology) budget, and the Professional Development budget.

District-wide partnerships and professional development sessions, such as ICLE and lead4ward are funded through other sources.

Any device purchases made due to exploration in Project Goal 3 will be funded through the Technology Department.