



The 7 Gears are as follows:

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

## Future Ready Schools®: Action Plan

*Developed by the Future Ready Independent School District's (FRISD's) Future Ready Schools® leadership team and submitted for public comment and school board review.*

### Vision for Student Learning

The Future Ready Independent School District (FRISD) supports a collaborative environment where all students can succeed to their highest potential by providing excellent teaching and personalized learning approaches enhanced through technology.

### Statement of Leadership

Leading a shift to personalized learning approaches in FRISD, district leaders will help principals and teachers improve tracts so students develop skills needed for a twenty-first century of unlimited possibilities, unique challenges, and new communications as part of a global community, college/career opportunities, and problem solving. These efforts are facilitated through technology, interest-driven approaches to deeper understanding, and the desire to meet the needs of ALL students.

Staff, students, parents, and community leaders are critical allies and must understand and appreciate this enhanced way of thinking about the educational services provided throughout the district. FRISD consistently enjoyed a legacy of meeting the needs of its community for many years. However, parents and community leaders recognize that the students cannot rest on past achievement to ensure success in the future. With the advent of changing workforce and demographic needs, FRISD schools need to adapt to provide students with the skills needed to succeed not only in the FRISD community of the future, but also through portability of skills throughout the state, country, and globally.

**Evolving Skillsets:** The system must teach the students to be ready to adapt as society changes. Students must experience deeper learning to prepare to solve problems—those that are yet to exist in college and career environments. The system must enhance and personalize learning experiences for students through high-quality teaching and learning accelerated by the infusion of technology.

### Data in Support of the District's Theory of Change

Multiple sources of data from FRISD's FRS stakeholder surveys and student achievement and support data indicate a mandate for adjustments to programming and a plan to modernize the district's learning environments:

*This is a sample FRS action plan and is not based on an actual school district.*

- Student achievement data depict overall consistent success. However, in a deep dive into subgroup data, areas of need rise to the surface. Greater analysis is needed to determine specific program adjustments.
- College readiness, acceptance, and completion rates show gaps. Further information from higher education partners are needed to pinpoint reasons for these gaps.
- While low-level learning assessments indicate adequate learning, assessments that require problem solving depict attention. The district should continue to analyze college curriculum-based assessment data that measure deeper learning indicators.
- Parent and community surveys reveal support for more agile learning environments, technology to accelerate the learning, and financial support to establish long-term commitments. The community needs to be regularly apprised of planning activities and given a voice in direction to ensure financial commitment and sustainability.

The school district will continually monitor student support data from counselors, psychologists, child study teams, and administrators to identify at-risk groups and their specific concerns. FRISD’s student services department will include this data as part of ongoing reporting of student achievement.

The district should consider a review of opportunities to learn such as enrollment demographics for Advanced Placement (AP) courses, course prerequisite data, and equitable assignment of teachers to “hard-to-teach” students and schools.

FRISD’s FRS leadership team will organize priorities and the timeline. A “balanced scorecard” will monitor both academic and effective data.

Washingtonville Central Balanced Scorecard						
Goal Area 1 – Student Achievement						
Performance Measure	Metric	✓	Zone	Responsible	Cycle	
11	Completion rates	% completing high school	Exceptional	Assistant Superintendent	one year behind in AEIS reporting	
			Within Range			✓
			Below Range			
12	Dropout Rates	% dropping out at middle school level	Exceptional	Assistant Superintendent	Annually	
			Within Range			✓
			Below Range			
13	Army Youth Programs in Your Neighborhood (AYPN)	Monthly average # of students	Exceptional	Deputy Superintendent	Annually	
			Within Range			✓
			Below Range			
14	Dual Enrollment Participation	# Enrolled % Passing # Classes	Exceptional	Assistant Superintendent	2x Annually	
			Within Range			✓
			Below Range			

## Future Ready Schools® Framework

Stakeholders in multiple FRISD schools have found a common, evidence-based framework. “Future Ready” is not only the name of the common vision for students in the district; it is the structure which brings disparate district goals under one umbrella framework. FRISD’s goals have been focused on the areas of teaching and learning, technology, and community support; the research-based Future Ready Schools® (FRS) framework extrapolates and complements FRISD’s previous work.

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FRS is a project of the Alliance for Excellent Education, working in partnership with a vast coalition of more than sixty national and regional partners. FRS provides district leaders like those in FRISD with tools to work collaboratively to make personalized, student-centered learning a reality in all schools. At the heart of FRS is its research-based framework, which is a robust structure for digital learning visioning, planning, and implementation focused on personalized student Learning. The framework emphasizes the importance of collaborative leadership and creating an innovative school culture. All content focuses on seven key areas (or “gears”), plus leadership, each of which is addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making.

The FRS gears and overarching goal areas incorporate current district initiatives with the researched-based strategies within the FRS framework. These goals will be achieved with intensive teacher and principal support. The shift in pedagogical practice will focus on grades K–12 and will incorporate a train-the-trainer model with support from outside the district. The focus will start with reading/language arts, math, science, social studies, and then all other curricular areas, in that order.

## Communications and Engagement Strategy

An outreach strategy is in place to regularly engage stakeholders under the direction of FRISD’s director of communications and the communication sub-committee.

### Future Ready Independent School District

<i>Goal Area</i>	<i>Identified Need Areas</i>	<i>Pressing Threats: Challenges to Success</i>
District Initiatives integrated with Future Ready	In-depth training and education; personalized to facilitate	Addressing misinformation
<b><i>Internal Stakeholder Marketing Action Steps</i></b>	<b><i>Communication Infrastructure Tools (Resources, Meetings, Website, Social Media, FAQs, etc.)</i></b>	<b><i>Measures of Success: Milestones</i></b>
1. Principal/AP Meeting Communication Preview with Q&A 2. Cyber Townhall for teachers (organized Q&A)	1. Meeting 2. Future Ready Webpage	1. January Principal’s Meeting 2. Late-January Townhall

**Steps:**

- FRISD’s FRS leadership team will gather feedback from the subcommittees, parents, community members, and other stakeholder groups using the FRS surveys in step 3 of the five-step planning process.
- Data will be gathered from internal systems, which provide quantitative data such as software solutions for student assessments, teacher supervision, lesson planning, etc. Qualitative data will be gathered through surveys measuring pre- and post-evaluation data.
- The communications subcommittee will take the lead on internal and external communications including consistent and ongoing messaging.

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- Stakeholder groups will have access to meeting minutes and reports, data presentations, school board, communications, and survey monitoring to ensure clear communication.
- Pertinent information will be communicated by the communications subcommittee through the district webpage and periodic community communications, including digital newsletter and through social media.
- FRS team leaders will be responsible for communicating the work of their groups to the communications committee. The chair of FRISD’s FRS leadership team will work with the district community relations specialist to provide information through the relevant sources.

## Evaluation and Continuous Improvement

A process is in place to monitor implementation, as well as collect information on how training and implementation is working, to ensure continuous improvement, including plans for data collection, analysis, and/or evaluation to examine performance against well-defined and measurable goals.

**Instruments used to measure pedagogical improvements in the classroom (ex. HEAT, SAMR, TPAK, TIMS).** Teachers in FRISD currently utilize lesson planning software, which can track lesson plans by standards and methodology. In addition to standards, teachers have reflection time to indicate the level of technology integration, while utilizing the SAMR model. Reports can be generated to determine the most prevalent methodology for this integration. This data is used for self-reflection and as part of the teacher supervision process.

**Teacher supervision and evaluation methods (teacher and principal observation tools, analysis and sharing of exemplary lessons, teacher surveys, and student interviews).** Teacher supervision in FRISD utilizes performance management software to manage multiple sources of data to provide a robust picture of teacher performance to support student achievement. All building leaders will be re-trained on the software, and more importantly on observation best practices to support teachers in this transformational shift. Finally, specific walk-through forms have been developed and utilized to collect formative data specifically focused on technology integration.

### SAMR Walk-Through Form

Grade	Subject	Period
<b>Classroom Management</b>	Off Task: _____ Interaction: _____ Management Techniques: _____	
<b>Lesson Structure</b>	Lesson Style: Lecture Investigation Independent Cooperative Interactive Activity: OO ON NO NN _____ Tablets Required: Yes No _____ Students Engaged: Yes No _____	
<b>Tech Skills</b>	Modeled by Teacher: Yes No _____ Students Fluent: 100% 75% 50% 25% 0% Skills Required: _____	

**Supervision data management.** Since technology is used to gather teacher supervision and evaluation process data in an accessible data management tool, it is transparent and interactive. Data from multiple sources is continuously reported and analyzed by the teacher and his or her supervisors. “Snapshots” of performance mid-year and at the end of the year are used to ensure growth.

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**Expectations of success at the beginning, middle, and end of an activity or intervention.** A growth-oriented rubric is used to monitor expectations. Teachers who have been evaluated using the new system report that because principals more clearly and fully articulate what is expected of them, they are better able to determine what they need to do to improve their performance (example below):

<b>a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b> Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.	... and <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.	... and <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	<input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		<input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.	<input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	<input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	

**Performance data for rigorous evaluation.** Multiple systems collect and provide the ability for student data analysis. These include curriculum-based assessments, formative assessments, grade reports, progress reports, and standardized testing data. Surveys measure student and teacher satisfaction and growth with specific technology initiatives. Student performance data is part of the teacher supervision and evaluation system. The teacher performance management system imports student data for reflective use by the teacher and the administrator. The student data informs the observation and evidence data.

**Interim progress and/or performance milestones.** Since the teacher and student performance data is ongoing, snapshots of whole group and individual performance can be monitored at any time. This data is used to adjust teaching and learning in the classroom on a continuous basis.

**Data informs professional learning and adjustments.** Student achievement data and teacher supervision data inform and measure professional development in the district's schools. Areas of strengths and needs are identified in observation and other supervision data and can be used to plan for professional learning, professional learning communities (PLCs), professional learning networks, etc.

## Planning by Gear: Responsibility, Goals, and Strategies

FRISD's FRS leadership team completed the FRS district self-assessment as a group and gathered a myriad of stakeholder perception data cited in the theory of action above. Using scores and reports from those assessments, the team selected goals in each of the seven gears, plus collaborative leadership. The following section of the plan articulates the gear vision, and highlights goals identified for that gear, strategies to be deployed, team members leading the work, as well as the person ultimately responsible for successful implementation.

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# Vision and Goals By Gear

## Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment in FRISD has student success as the focus for all decision-making. Strategies to achieve this vision include twenty-first-century skills/deeper learning, and real-world, authentic learning. The strategies are supported in a personalized, technology enhanced environment and are informed by data collection and analysis.

- Students have more opportunities for collaboration, communication, and self-direction.
- Educators have more access to digital content and resources that are aligned with twenty-first-century skills and supported in the process.
- Students are assessed in twenty-first-century teachers' use of performance assessments (e.g., rubrics and observations) within the classroom.

## Use of Space and Time

In FRISD, all students are expected to demonstrate proficiency. Teachers employ teaching and assessment strategies that ensure student success. Progress is measured by performance and mastery, not compliance.

- FRISD teachers teach effectively in schools with flexible scheduling, project-based learning, and twenty-first-century competencies (i.e., creativity, collaboration, critical thinking, self-direction, etc.)
- FRISD schedules, grading policies, and assessment strategies will support personalized, competency-based learning where students stay with a concept until mastery.
- FRISD schools provide flex schedules and extended-learning time both within the school day and beyond, extended-work time for student projects within the school day, access to centers to provide extended-work time for student projects, flexible scheduling with open time slots for students to work collaboratively on projects, and school facilities for students to work on projects before or after school

## Robust Infrastructure

Digital learning in FRISD will be supported by a robust infrastructure, policies that require a safe environment, and a staff ready to utilize technology to their fullest potential.

- A funded device and hardware procurement plan is in place that will enable the district to provide equitable access to up-to-date devices this school year for all students, at a 1:1 ratio or better.
- The district has a long-term technology plan that was collaboratively developed to meet current and future infrastructure demands. It adheres to industry standards and federal, state, and local laws regarding privacy, security, and online safety in schools.
- FRISD students and staff are trained to handle simple technical assistance tasks.

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- FRISD has a system for analyzing total cost of ownership (i.e., direct and indirect costs) across the life cycle of the technology. This system is used to project upgrade and replacement cycles.

## **Data and Privacy**

Decision-making in FRISD is driven by data. This data is valid, reliable, secure, and private where required.

- Teachers have access to a digital environment that enables them to access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.
- The district has an established protocol and review process prior to any collecting, storing, analyzing, reporting, exchanging, or archiving of data by district or school personnel.
- In FRISD, purchasing decisions related to digital resources, especially those that serve as primary sources for students in core academic classes, are made through a defined process with predetermined criteria.
- Data literacy is included as a criterion in staff evaluations.

## **Budget and Resources**

Initiatives in digital learning for FRISD staff and students are supported financially by the school board and community for both short-term goals and long-term programming. Long-term sustainability is a vital aspect of this plan.

- Past practices are used to determine where and how inconsistency in funding has negatively impacted digital learning practices and/or outcomes.
- In FRISD, metrics are in place to calculate a learning return on the district investment in digital learning (i.e., direct and indirect costs of technology plus the changes in amount, type, and depth of learning accomplished with students using the technology).

## **Community Partnerships**

Communications to and from the FRISD community informs family and business stakeholders garnering support of outstanding teaching and learning enhances by technology.

- All secondary students in FRISD are afforded the opportunity to interact online with community-based experts in authentic learning situations.
- FRISD schools provide students with digital learning environments that connect them to students in other cultures, with a comprehensive digital citizenship program at all levels, which students successfully complete prior to going online.

## **Personalized Professional Learning**

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FRISD provides differentiated professional learning opportunities for teachers and staff supported by model digital practice.

- In addition to district-driven professional learning goals, teachers have opportunities for learning based on professional interests, their interpretation of what might advance digital learning, and social media interactions with colleagues, experts, and resources.
- Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable, and supported by the latest technologies.

### **Collaborative Leadership**

FRISD has a culture of collaborative innovation where (1) leaders at all levels are informed, trusted, empowered, and ready to lead; (2) high expectations are required of all students and education professionals; and (3) families and the community support continuous, sustainable progress toward maintaining the digital learning vision.

- The district has engaged students, teachers, administrators, parents, and the community in envisioning a transformed education system that personalizes learning for all students through effective uses of technology.
- FRISD's forward-thinking, transformative leaders have ensured that the district's policies are coherent, strategic plans that map potential pathways to the preferred future, and financial plans and dedicated budget are in place for implementation.

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## **Getting the Work Done: Responsibilities, Strategies, and Tasks**

### **Vision Statement for Curriculum, Instruction, and Assessment**

Curriculum, instruction, and assessment in FRISD has student success as the focus for all decision-making. Strategies to achieve this vision include twenty-first-century skills/deeper learning, and real-world authentic learning. The strategies are supported in a personalized, technology-enhanced environment and are informed by data collection and analysis.

### **Person Responsible for Gear**

Dr. Thomas Jefferson, Assistant Superintendent

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### **Gear Mobilization Team**

Team will consist of department and grade-level chairs.

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Person(s) responsible	Dr. Jefferson (assistant superintendent)
Start date	March 29, 2017
Completion date	June 30, 2017
Anticipated budget	\$1,000
Funding source	Local
Resources required	Professional development days, use of subs
Notes	PLCs will meet after school and on two school days with subs.

**Goal: Educators have more access to digital content and resources that are aligned with twenty-first-century skills and supported in the process.**

*Learn from Others: Be a Copycat*

Identify both district- and school-level leaders who are effectively integrating technology tools into their own work. To establish a culture of innovation, leaders must step up and be technological risk takers. These leaders should document their practices and share them with the cross-functional team.

*Create Shared Leadership to Leverage Technology*

Form a district curriculum and technology team to define standards for students’ technological competence and digital citizenship. The team should attend informative conferences and leverage internal and external expertise to understand policies, strategies, and funding that can advance students’ digital citizenship and technological competence.

- Identify both district- and school-level leaders who are effectively integrating technology tools into their own work. To establish a culture of innovation, leaders must step up and be technological risk takers. These leaders should document their practices and share them with the cross-functional team.

Status	Completed
Person(s) responsible	Dr. Jefferson (assistant superintendent)
Start date	September 01, 2016
Completion date	November 01, 2016
Anticipated budget	\$0
Funding source	N/A

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Resources required N/A

Notes Dedicated space in G-Suite to gather resources.

- ☑ Form a district curriculum and technology team to define standards for students' technological competence and digital citizenship. The team should attend informative conferences and leverage internal and external expertise to understand policies, strategies, and funding that can advance students' digital citizenship and technological competence.

Status Completed

Person(s) responsible Dr. Jefferson (assistant superintendent)

Start date September 16, 2016

Completion date September 16, 2016

Anticipated budget \$0

Funding source N/A

Resources required None

Notes Administrative team meeting with FRS leadership team to identify professional development opportunities

**Goal: Students are assessed in twenty-first-century teachers' use of performance assessments (e.g., rubrics and observations) within the classroom.**

*Create a Series of Professional Learning Opportunities*

Administer skills assessments to staff members at professional development sessions, reflect on the results, and use the experience as an opportunity to emphasize the importance of both the skills and assessment of the skills. To empower teachers to see the value in twenty-first-century skills and to begin lesson design, they must have opportunities to enhance their knowledge about the skills. A key element in such professional learning is this assessment of the skills. The district should then create multiple "glide paths" for how teachers can improve their knowledge of the skills and build the skills themselves, offering opportunities to personalize their learning while simultaneously creating lessons that incorporate twenty-first-century skills into their teaching practice.

*Assess, Watch, Learn, and Celebrate*

Track the pioneers in your district who are empowering their students to think critically, collaborating effectively, solving problems, and learning to be self-directed in their own learning. Highlight their experiences (successes and failures), learning from the latter, and celebrate successes. In the implementation plan and budget, build in ways to incentivize their use of identified assessments to track their students' progress and encourage them to share their practices and findings with others.

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- ☑ Administer skills assessments to staff members at professional development sessions, reflect on the results, and use the experience as an opportunity to emphasize the importance of both the skills and assessment of the skills. To empower teachers to see the value in twenty-first-century skills and to begin lesson design, they must have opportunities to enhance their knowledge about the skills. A key element in such professional learning is this assessment of the skills. The district should then create multiple “glide paths” for how teachers can improve their knowledge of the skills and build the skills themselves, offering opportunities to personalize their learning while simultaneously creating lessons that incorporate twenty-first-century skills into their teaching practice.

Status	In progress
Person(s) responsible	Dr. Jefferson (assistant superintendent), Dr. Ben Franklin (technology director), Dr. Crispus Attuks (director of professional learning)
Start date	September 15, 2016
Completion date	June 15, 2020
Anticipated budget	Survey: \$0, professional development: \$4,000
Funding source	Local
Resources required	Assessment from FRS
Notes	This is a free online survey. Professional development activities are articulated in the professional development gear.

- ☑ Track the pioneers in your district who are empowering their students to think critically, collaborating effectively, solving problems, and learning to be self-directed in their own learning. Highlight their experiences (successes and failures), learning from the latter, and celebrate successes. In the implementation plan and budget, build in ways to incentivize their use of identified assessments to track their students’ progress and encourage them to share their practices and findings with others.

Status	In progress
Person(s) responsible	Dr. Jefferson (assistant superintendent)
Start date	September 29, 2016
Completion date	June 01, 2018
Anticipated budget	\$0
Funding source	Local
Resources required	None

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Notes

Collaborate to retain this information in the online shared portfolio.

## Vision Statement for Use of Space and Time

In FRISD, all students are expected to demonstrate proficiency. Teachers employ teaching and assessment strategies that insure student success. Progress is measured by performance and mastery, not compliance.

## Person Responsible for Gear

Dr. Anne Hutchinson, Curriculum and Assessment Director

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## Gear Mobilization Team

Learning coaches and facilitator will guide the work of this team.

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Flexible Learning; Anytime, Anywhere	7.0
New Pedagogy, Schedules, and Learning Environments for Personalized Learning	7.0
Competency-Based Learning	5.0
Strategies for Providing Extended Time for Projects and Collaboration	7.0

**Goal: FRISD teachers teach effectively in schools with flexible scheduling, project-based learning, and twenty-first-century competencies (i.e., creativity, collaboration, critical thinking, self-direction, etc.).**

### *Do the Research*

Collect information about current teaching and learning practices, including how and where students learn outside of school, methods teachers use for encouraging out-of-school-time learning, and what digital content curation strategies are already in place at the district, school, and even individual teacher levels. Preparing teachers and students to successfully participate in flexible anytime, anywhere learning must begin with current practice in mind. To begin the process of determining how to move toward a more flexible teaching and learning environment, seek out concrete examples from other districts at the local, state, and national levels that have fully prepared their teachers and students for flexible, anytime, anywhere learning.

### *Think Outside of the Box*

Consider how to optimize the learning environment both in and outside of schools. Technology-enhanced, active learning can take place anytime and anywhere if the learner has access to appropriate resources and the skills and motivation necessary to succeed. Identify tools and resources

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that will optimize 24/7 access to learning opportunities. Determine areas where the district has adequate tools and resources that can be leveraged, as well as areas where the district may need to allocate or pursue funding to provide additional tools and resources for all students. These may include

- a web-based tool for students to access assignments and learning resources at school and at home (e.g., web-based classroom space or learning management system, class website, shared cloud drive);
  - a method for students to submit digital work (e.g., shared network drive, online drop-box or locker) at school and remotely;
  - adequate digital content (e.g., e-texts, instructional videos, teacher-made learning resources, open-educational resources);
  - synchronous and/or asynchronous solutions for student-to-student and teacher-to-student online collaboration (e.g., discussion threads, web conferencing, audio conferencing, wikis, blogs); and
  - off-site or after-hours access to the internet (e.g., mobile devices with education-oriented portable hot spots, after-hours access to district buildings, or free Wi-Fi access at public libraries and community centers).
- Collect information about current teaching and learning practices, including how and where students learn outside of school, methods teachers use for encouraging out-of-school-time learning, and what digital content curation strategies are already in place at the district, school, and even individual teacher levels. Preparing teachers and students to successfully participate in flexible anytime, anywhere learning must begin with current practice in mind. To begin the process of determining how to move toward a more flexible teaching and learning environment, seek out concrete examples from other districts at the local, state, and national levels that have fully prepared their teachers and students for flexible, anytime, anywhere learning.

Status	Completed
Person(s) responsible	Dr. Hutchinson (curriculum and assessment director)
Start date	September 01, 2016
Completion date	October 15, 2016
Anticipated budget	\$1,000
Funding source	Local
Resources required	Sharing of resources found in FRS; PLCs research and report on findings.
Notes	Research is housed in the FRS Google Drive folder.

### *Anytime Anywhere Learning Opportunities*

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Consider how to optimize the learning environment both in and outside of schools. Technology-enhanced, active learning can take place anytime and anywhere if the learner has access to appropriate resources and the skills and motivation necessary to succeed. Identify tools and resources that will optimize 24/7 access to learning opportunities. Determine areas where the district has adequate tools and resources that can be leveraged, as well as areas where the district may need to allocate or pursue funding to provide additional tools and resources for all students. These may include

- ☑ a web-based tool for students to access assignments and learning resources at school and at home (e.g., web-based classroom space or learning management system, class website, shared cloud drive);
- ☑ a method for students to submit digital work (e.g., shared network drive, online drop-box or locker) at school and remotely;
- ☑ adequate digital content (e.g., e-texts, instructional videos, teacher-made learning resources, open-educational resources);
- ☑ synchronous and/or asynchronous solutions for student-to-student and teacher-to student online collaboration (e.g., discussion threads, web conferencing, audio conferencing, wikis, blogs); and
- ☑ off-site or after-hours access to the internet (e.g., mobile devices with education-oriented portable hot spots, after-hours access to district buildings, or free Wi-Fi access at public libraries and community centers).

Status	Not started
Person(s) responsible	Dr. Hutchinson (curriculum and assessment director)
Start date	October 01, 2016
Completion date	December 01, 2017
Anticipated budget	\$500
Funding source	Local
Resources required	Substitutes
Notes	Continuous collection of information and recommendations for purchase and implementation.

**Goal: FRISD schedules, grading policies, and assessment strategies will support personalized, competency-based learning where students stay with a concept until mastery.**

*What Works and Why*

- Enlist a diverse team of staff and community members to research successful policies and practices for competency-based learning (CBL).

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- Look to national clearing-houses and organizations that support competency-based learning, such as Competency Works and Digital Learning Now.
- Contact experts in the field, such as university researchers and leaders of professional organizations. Compare research examples with current district policy and practice. Ask team members to complete site visits and interviews to gain a better understanding of how CBL works and why.
- Collect exemplars of how learner proficiency is demonstrated and/or assessed. Define potential CBL designs for the district based on the three core elements of CBL (flexible pace with timely support, learner choice and voice, and evaluation of learner proficiency) or another framework identified in the literature.

### *The When*

Design an implementation timeline to accommodate the readiness of professional staff, capacity of infrastructure, and availability of digital learning tools and resources. Consider beginning with a pilot program for the different CBL designs or implementing one or all models in phases. Include all necessary components from the selected change model in the implementation plan and timeline.

- Enlist a diverse team of staff and community members to research successful policies and practices for competency-based learning (CBL).
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- Contact experts in the field, such as university researchers and leaders of professional organizations. Compare research examples with current district policy and practice. Ask team members to complete site visits and interviews to gain a better understanding of how CBL works and why.
- Collect exemplars of how learner proficiency is demonstrated and/or assessed. Define potential CBL designs for the district based on the three core elements of CBL (flexible pace with timely support, learner choice and voice, and evaluation of learner proficiency) or another framework identified in the literature.

Status	Not started
Person(s) responsible	Dr. Hutchinson (curriculum and assessment director)
Start date	August 15, 2016
Completion date	June 01, 2017
Anticipated budget	\$3,000
Funding source	Local
Resources required	Meeting room, refreshments

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Notes Professional development conducted by Tom Guskey

- ☑ Design an implementation timeline to accommodate the readiness of professional staff, capacity of infrastructure, and availability of digital learning tools and resources. Consider beginning with a pilot program for the different CBL designs, or implementing one or all models in phases. Include all necessary components from the selected change model in the implementation plan and timeline.

Status In progress

Person(s) responsible Dr. Hutchinson (curriculum and assessment director)

Start date October 15, 2016

Completion date June 15, 2020

Anticipated budget \$6,000

Funding source Local

Resources required Professional development management software solution

Notes Coordination with professional development team

**Goal: FRISD schools provide flex schedules and extended-learning time both within the school day and beyond, extended-work time for student projects within the school day, access to centers to provide extended-work time for student projects, flexible scheduling with open time slots for students to work collaboratively on projects, and school facilities for students to work on projects before or after school.**

*Define the Effective Use of Time: Make Lists of Strategies and Resources*

- ☑ Create a prioritized list of solutions that will help the district utilize the strategies to move toward a definition of effective use of time based on the detailed analysis of the district's use of time and the strategies used by other districts to optimize existing learning time.
- ☑ Create a project plan for each solution that includes an explicit timeline and identifies required resources (e.g., staff, learning-enabling technology, content, digital learning devices, connectivity) and funding requirements.

Status Completed

Person(s) responsible Dr. Hutchinson (curriculum and assessment director)

Start date January 01, 2017

Completion date February 01, 2017

Anticipated budget \$0

*This is a sample FRS action plan and is not based on an actual school district.*

Funding source	N/A
Resources required	Survey Monkey
Notes	This survey will be administered each semester.

### Vision Statement for a Robust Infrastructure

Digital learning in FRISD will be supported by a robust infrastructure, policies that require a safe environment, and a staff ready to utilize technology to their fullest potential.

### Person Responsible for Gear

Dr. Ben Franklin, Technology Director

### Gear Mobilization Team

Dr. Franklin will work with the district technology team, buildings and grounds, and the principals.

Adequacy of Devices; Quality and Availability	7.0
Robust Network Infrastructure	7.0
Adequate and Responsive Support	7.0
Formal Cycle for Review and Replacement	5.0

**Goal: A funded device and hardware procurement plan is in place that will enable the district to provide equitable access to up-to-date devices this school year for all students, at a 1:1 ratio or better.**

### Sample Learning Criteria for Device Criteria

Criteria considerations should drive device selection. As an example, consider a middle school (grades 6–8) that decides to integrate the district vision for equitable, 1:1 computing for communication, productivity, critical and creative thinking, and collaboration, with a key educational priority: the need to increase students’ mathematics achievement levels. Staff should identify current and future access required for communication (email, content management system (CMS)), productivity (word processing programs, spreadsheets, presentation programs, calendars, and graphics programs), critical and creative thinking (visualization tools, robotics, and 3-D printing), collaboration tools (cloud access, conferencing tools), as well as math-specific tools such as virtual manipulatives; external probes, skill and knowledge-building software, tools, or apps; and 3-D visualization tools, online courses/units, robotics, adaptive software, computer coding, and gaming. In some cases, software or applications are unique to a specific type of device such as tablets or computers with certain operating systems or plug-

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ins; however, comprehensive investigations may lead to the identification of comparable apps/software for other devices. Again, most devices will be able to meet most criteria.

- ☑ Criteria considerations should drive device selection. As an example, consider a middle school (grades 6–8) that decides to integrate the district vision for equitable, 1:1 computing for communication, productivity, critical and creative thinking, and collaboration, with a key educational priority: the need to increase students’ mathematics achievement levels. Staff should identify current and future access required for communication (email, content management system (CMS)), productivity (word processing programs, spreadsheets, presentation programs, calendars, and graphics programs), critical and creative thinking (visualization tools, robotics, and 3-D printing), collaboration tools (cloud access, conferencing tools), as well as math-specific tools such as virtual manipulatives; external probes, skill and knowledge-building software, tools, or apps; and 3-D visualization tools, online courses/units, robotics, adaptive software, computer coding, and gaming. In some cases, software or applications are unique to a specific type of device such as tablets or computers with certain operating systems or plug-ins; however, comprehensive investigations may lead to the identification of comparable apps/software for other devices. Again, most devices will be able to meet most criteria.

Status	In progress
Person(s) responsible	Dr. Franklin (technology director), Mr. Alex Hamilton (business administrator)
Start date	September 01, 2016
Completion date	June 30, 2018
Anticipated budget	\$2,000
Funding source	Local
Resources required	Substitutes
Notes	While this data will be gathered throughout the year, the team will meet periodically to make recommendations for purchase during the budget cycle.

**Goal: FRISD has a long-term technology plan that was collaboratively developed to meet current and future infrastructure demands. It adheres to industry standards and federal, state, and local laws regarding privacy, security, and online safety in schools.**

### *The Device Deployment Plan*

Ensure a short-term deployment strategy that aligns with the district’s longer-term technology plan as a preliminary step. A typical approach to deployment includes

- ☑ collaborating with the appropriate information technology (IT) staff to ensure that the network and internet infrastructure can support the scope of the planned device deployment;

*This is a sample FRS action plan and is not based on an actual school district.*

- ☑ reaching out to the community to build awareness and support for the initiative;
- ☑ collaborating with those responsible for professional development in the design and offering of personalized, multimodal training for students, parents, teachers, administrators, and other staff, plus professional learning opportunities and time for teachers to design lessons that leverage the use of the devices in learning;
- ☑ building a technical support team (often involving students and teachers) and a help desk with the capacity to handle the added load of this device deployment;
- ☑ establishing and building the capacity of academic or instructional coaches and other educational technology (ET) staff to provide ongoing supports;
- ☑ establishing professional learning networks that enable educators, IT staff, ET staff, and others to exchange ideas and share lessons learned;
- ☑ developing a three- to five-year budget that addresses the total cost of ownership of the devices across their anticipated life cycle (including replacement costs);
- ☑ presenting the plan to the school board (or appropriate subcommittees, with budget requests);
- ☑ updating responsible use policies and parent consent processes for the new device strategy;
- ☑ creating strategies for obtaining and funding insurance coverage for devices;
- ☑ developing a digital citizenship curriculum and plan for implantation of the curriculum with all students;
- ☑ creating a deployment schedule that synchronizes all elements of the plan outlining the rollout;
- ☑ creating a strategy for developing the necessary instructional resources to transition to an emphasis on multimedia, multimodal learning; and
- ☑ developing metrics that include indicators and associated data collection for measuring progress, as well as a feedback loop for using this data to inform continuous improvement.

Status	In progress
Person(s) responsible	Dr. Franklin (technology director), Mr. Hamilton (business administrator)
Start date	September 01, 2016
Completion date	June 30, 2020
Anticipated budget	Planning: \$500; estimated costs for implementation: \$650,000
Funding source	Local
Resources required	Inclusion of funds into technology, curriculum, professional learning, and buildings and grounds budget

*This is a sample FRS action plan and is not based on an actual school district.*

Notes As part of yearly budget process, inclusion of funds into technology, curriculum, professional learning, and buildings and grounds budget

**Goal: In FRISD, students and staff are trained to handle simple technical assistance tasks.**

### *On-Demand Support Structures*

- ☑ Create structures that enable educators (and students) to access support on-demand, e.g., a website with commonly used digital tools and applications along with videos, scripts, and FAQs for quick access. In short, a district’s version of Khan Academy for EdTech. Such resources are convenient ways for teachers, and anyone in the world, to learn about new and emerging digital tools.

Status	In progress
Person(s) responsible	Dr. Franklin (technology director), Dr. Attuks (director of professional learning)
Start date	September 01, 2016
Completion date	June 30, 2018
Anticipated budget	\$0
Funding source	N/A
Resources required	Time from Canvas administrator
Notes	Use of Canvas and Google Drive to house resource information.

**Goal: FRISD has a system for analyzing total cost of ownership (i.e., direct and indirect costs) across the life cycle of the technology. This system is used to project upgrade and replacement cycles.**

### *Value of Planned Obsolescence*

- ☑ Consider the long-term values of a well-designed refresh cycle for devices: (1) continuous access to devices that meet instructional, assessment, and learning requirements for students and staff, with no gaps; (2) long-term financial planning that transitions device purchase into the maintenance and operation budgets, rather than one-time, non-recurring costs, and (3) capacity to dispose of devices and other equipment in environmentally sound manner.

Status	In progress
Person(s) responsible	Dr. Franklin (technology director)
Start date	September 01, 2016

*This is a sample FRS action plan and is not based on an actual school district.*

Completion date	June 30, 2020
Anticipated budget	\$0
Funding source	N/A
Resources required	No cost for planning
Notes	\$650,000 yearly budget for implementation

### Vision Statement for Data and Privacy

Decision-making in FRISD is driven by data. This data is valid, reliable, secure, and private where required.

### Person Responsible for Gear

Mr. James Otis, Chief Privacy Officer

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### Gear Mobilization Team

The chief privacy officer and district student data manager will coordinate efforts for this initiative with team members.

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Data and Data Systems	7.0
Data Policies, Procedures, and Practices	5.0
Data-Informed Decision-making	5.0
Data Literate Education Professionals	5.0

**Goal: Teachers have access to a digital environment that enables them to access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.**

#### *Practice What You Preach*

Set a good example by modeling data-informed decision-making. Begin by posing questions and modeling the process of collecting, analyzing, and interpreting data from multiple sources prior to acting. District leaders should have open conversations about data with administrators and educators, honestly sharing what the data say about students, teachers, and instruction in the district. Provide instructional resources aligned with districtwide weaknesses identified in the data. Emphasize providing adequate time for educators to look at data and use it to make informed decisions.

#### *Plan to Act*

*This is a sample FRS action plan and is not based on an actual school district.*



Develop a strategic, long-term data plan, which is informed by the guiding questions, needs assessment, and the feasibility study. The process should be led by the chief privacy officer and be completed by a multi-functional team of stakeholders from the district, schools, and community. The plan should address topics such as an integrated system of data structures to provide a wide variety of data to stakeholders (e.g., student information systems with basic student data, data warehouses with current and historic data, curriculum management systems for instructional supports, assessment systems for district-specific assessment data), privacy and security, data governance, training for staff and parents, and authorized user accessibility. This living document should be updated on a regular schedule to reflect progress and changing priorities. It should include long-term goals and short-term actions, with assigned responsibilities supported through allocated budgets.

- ☑ Set a good example by modeling data-informed decision-making. Begin by posing questions and modeling the process of collecting, analyzing, and interpreting data from multiple sources prior to acting. District leaders should have open conversations about data with administrators and educators, honestly sharing what the data say about students, teachers, and instruction in the district. Provide instructional resources aligned with districtwide weaknesses identified in the data. Emphasize providing adequate time for educators to look at data and use it to make informed decisions.

Status	In progress
Person(s) responsible	Mr. Otis (chief privacy officer) and Dr. Hutchinson (director of curriculum and assessment)
Start date	September 01, 2016
Completion date	June 01, 2017
Anticipated budget	\$30,000
Funding source	Local
Resources required	Data management system
Notes	Investigate the needed upgrades to current system or purchase one that will accomplish goals.

- ☑ Develop a strategic, long-term data plan, which is informed by the guiding questions, needs assessment, and the feasibility study. The process should be led by the chief privacy officer and be completed by a multi-functional team of stakeholders from the district, schools, and community. The plan should address topics such as an integrated system of data structures to provide a wide variety of data to stakeholders (e.g., student information systems with basic student data, data warehouses with current and historic data, curriculum management systems for instructional supports, assessment systems for district-specific assessment data), privacy and security, data governance, training for staff and parents, and authorized user accessibility. This living document should be updated on a regular schedule to reflect progress and changing priorities. It should include long-term goals and short-term actions, with assigned responsibilities supported through allocated budgets.

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Status	In progress
Person(s) responsible	Mr. Otis (chief privacy officer)
Start date	January 01, 2017
Completion date	May 29, 2017
Anticipated budget	\$0
Funding source	Local
Resources required	Idea and document repository
Notes	Consider Google Drive

**Goal: FRISD has an established protocol and review process prior to any collecting, storing, analyzing, reporting, exchanging, or archiving of data by district or school personnel.**

#### *Who Has Access to Which Data?*

Begin by setting goals for data use in the district (e.g., reduce the burden of data collection, increase efficiency, and improve transparency). The plan might begin with the district's vision for data used based on a set of student data principles (e.g., see <http://studentdatapinciples.org/the-principles/>) that serve as a foundation for the district's data policy.

- The policy needs to address all personally identifiable data, regardless of where it is stored or by whom (district, schools, individual teachers). Consider this as an initial step to writing the district's plan, policy, and procedures. Identify questions that need to be answered through the data. Identify datasets in the district that are purposefully collected, compiled, and stored by the district or district staff. Establish who is the steward for each data set.
- Establish job classifications that will have access to each data set, document the type of access each classification will have, and specify the reasons that level of access has been assigned. Identify situations where data is generated by students during learning and set policies for where this information can and cannot be stored, considering free, public, cloud-based resources that individual teachers may use. This process should provide you with a clear picture of the datasets for which you are writing the policy.

Status	Completed
Person(s) responsible	Mr. Otis (chief privacy officer) and Dr. Hutchinson (director of curriculum and assessment)
Start date	October 15, 2016
Completion date	October 15, 2016

*This is a sample FRS action plan and is not based on an actual school district.*

Anticipated budget	\$0
Funding source	N/A
Resources required	Board approval
Notes	FRS leadership team meeting held prior to board presentation.

**Goal: In FRISD, purchasing decisions related to digital resources, especially those that serve as primary sources for students in core academic classes, are made through a defined process with predetermined criteria.**

*Align Strategy and Resources*

- Conduct a critical review of the district strategic plan, school strategic plans, documented decision-making processes (including district, school, and even school board), professional development offerings, and budgets. Ensure that the district’s emphasis on data-driven decision-making is consistent across these documents and processes, revising as necessary to communicate the importance of using data to make key decisions and provide adequate resources (e.g., staffing, data systems, time, professional development) to support staff as they implement plans and make decisions.

Status	Completed
Person(s) responsible	Mr. Otis (chief privacy officer), Dr. Hutchinson (director of curriculum and assessment), and Dr. Jefferson (assistant superintendent)
Start date	July 15, 2016
Completion date	September 15, 2016
Anticipated budget	\$0
Funding source	N/A
Resources required	Summer administrative workshop time, facilitator
Notes	Facilitator provided at no cost from the regional service center.

*This is a sample FRS action plan and is not based on an actual school district.*

## Goal: Data literacy is included as a criterion in staff evaluations.

### Establish a Standard

- ✔ Plan to provide the professional learning and training required to ensure educators are prepared to meet and exceed job responsibilities related to data. Insure students and parents are equipped to use data effectively. Base training on a clear understanding of the data sets available in the district, the questions asked and answered through data, data roles and responsibilities, and data uses in the district and definitions of data literacy. Consider that instruction will need to be offered at several levels: accessing data; selecting data; interpreting data; and making decisions with data. The professional development must provide scaffolding for staff during their learning process, as well as just-in-time offerings and support to assist staff during the decision-making process.

Status	Completed
Person(s) responsible	Mr. Otis (chief privacy officer)
Start date	October 15, 2016
Completion date	October 15, 2016
Anticipated budget	\$0
Funding source	Local
Resources required	Purchase or upgrade to current system.
Notes	Presented to the board for approval; purchase funds included in budget.

### Vision Statement for Community Partnerships

Communications to and from the FRISD community informs family and business stakeholders garnering support of outstanding teaching and learning enhances by technology.

### Person Responsible for Gear

Mr. Will Penn, Director of Community Relations

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### Gear Mobilization Team

This team will include PTO leaders and community leaders with assistance from the community relations director's office.

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Local Community Engagement and Outreach	3.0
Global and Cultural Awareness	3.0

*This is a sample FRS action plan and is not based on an actual school district.*

Digital Learning Environments as Connectors to Local/Global Communities	5.0
Parental Communication and Engagement	5.0
District Brand	3.0

**Goal: All secondary students in FRISD are afforded the opportunity to interact online with community-based experts in authentic learning situations.**

*Tier 1 Planning*

Develop a plan, including identifying the district’s goals for partnerships, which must be directly or indirectly related to academic achievement (e.g., students gain specific knowledge and skills, district drop-out rate decreases). The plan should include activities to be completed, persons responsible, and timelines for community outreach. Operating within the protocols of the community organizations, the district should reach the stage where the district and organization leaders can jointly plan mutually beneficial programs.

*Memorandums of Understanding (MOUs)*

Create MOUs with partners. For provision of specific services (e.g., after-school tutoring or internships), district leaders should have a standard partnership agreement, with an addendum for special projects. For other activities, such as meetings or community training sessions held on school property, less formal agreements between the parties will likely suffice.

- Develop a plan, including identifying the district’s goals for partnerships which must be directly or indirectly related to academic achievement (e.g., students gain specific knowledge and skills, district drop-out rate decreases). The plan should include activities to be completed, persons responsible, and timelines for community outreach. Operating within the protocols of the community organizations, the district will want to reach the stage where the district and organization leaders can jointly plan mutually beneficial programs.

Status	Completed
Person(s) responsible	Mr. Penn (director of community relations)
Start date	August 15, 2016
Completion date	August 16, 2016
Anticipated budget	\$200
Funding source	Local
Resources required	Facilitator
Notes	Refreshments for FRS leadership team meeting

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- ☑ Create MOUs with partners. For provision of specific services (e.g., after-school tutoring or internships), district leaders should have a standard partnership agreement, with an addendum for special projects. For other activities, such as meetings or community training sessions held on school property, less formal agreements between the parties will likely suffice.

Status	In progress
Person(s) responsible	Mr. Penn (director of community relations)
Start date	September 01, 2016
Completion date	January 30, 2017
Anticipated budget	\$0
Funding source	None
Resources required	Template for MOUs
Notes	Work with FRS leadership team to bring info to community partners.

**Goal: FRISD schools provide students with digital learning environments that connect them to students in other cultures, with a comprehensive digital citizenship program at all levels, which students successfully complete prior to going online.**

### *Connect Using Digital Tools*

Develop a digital communications plan once the district has an inventory of current communication tools, resources, and methods, and the results of a needs assessment that identifies and prioritizes the district's and community's needs. The focus of the plan should go beyond the schools, with the goal of providing ubiquitous access to communication tools for students and community members. A community stakeholder team should collaborate on this plan, such that existing resources can be leveraged to the greatest benefit, and there is community-wide consensus with respect to goals, activities, and desired outcomes. This type of plan can become the basis for future grant proposals to agencies or foundations.

### *Community Council Focused on Understanding Cultures*

Establish a community council with the goal of understanding the multiple cultures that make up the community the district serves. For example, a "unity council" may be comprised of school leaders, parents, and representatives from community organizations. Through quarterly meetings, the council works to promote safe, inclusive environments, foster open dialogue among community members, and promote cultural awareness and acceptance.

- ☑ Develop a digital communications plan once the district has an inventory of current communication tools, resources, and methods, and the results of a needs assessment that identifies and prioritizes the district's and community's needs. The focus of the plan should go beyond the schools, with the goal of providing ubiquitous access to communication tools for students and community members. A community stakeholder team should collaborate on this plan, such that existing resources can be

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leveraged to the greatest benefit, and there is community-wide consensus with respect to goals, activities, and desired outcomes. This type of plan can become the basis for future grant proposals to agencies or foundations.

Status	Completed
Person(s) responsible	Mr. Penn (director of community relations)
Start date	March 01, 2017
Completion date	March 30, 2017
Anticipated budget	\$0
Funding source	N/A
Resources required	Planning time, repository for meeting notes
Notes	Use Google Drive to track and log community feedback

- Establish a community council with the goal of understanding the multiple cultures that make up the community the district serves. For example, a “unity council” may be comprised of school leaders, parents, and representatives from community organizations. Through quarterly meetings, the council works to promote safe, inclusive environments, foster open dialogue among community members, and promote cultural awareness and acceptance.

Status	In progress
Person(s) responsible	Mr. Penn (director of community relations)
Start date	March 01, 2017
Completion date	June 01, 2020
Anticipated budget	\$500
Funding source	Local
Resources required	refreshments for periodic council meetings
Notes	meetings conducted on campus and offsite

### **Vision Statement for Personalized Professional Learning**

FRISD provides differentiated professional learning opportunities for teachers and staff supported by model digital practice.

*This is a sample FRS action plan and is not based on an actual school district.*





Person(s) responsible	Dr. Attuks (director of professional learning)
Start date	September 30, 2016
Completion date	June 30, 2020
Anticipated budget	\$6,000
Funding source	Local
Resources required	Use of professional development management system.
Notes	Management system monitors, prescribes professional development based on data, and provides feedback options.

- The district will communicate, reinforce, and model the belief that seat time is irrelevant to effective teaching practice, and that learning outcomes and demonstrated professional growth are key. The district will articulate clear expectations that teachers are responsible for their own learning outcomes and must be able to communicate and demonstrate how professional development activities have improved their practice. This must be translated into the demonstration of improved academic experiences and more personalized approaches to instruction for all students.

Status	In progress
Person(s) responsible	Dr. Attuks (director of professional learning)
Start date	September 30, 2016
Completion date	June 30, 2020
Anticipated budget	\$0
Funding source	N/A
Resources required	Time for team meetings to monitor effect of professional development in classroom and online.
Notes	Use of professional development and evaluation management solution to assist.

**Goal: Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable, and supported by the latest technologies.**

*Set Clear District Expectations*

*This is a sample FRS action plan and is not based on an actual school district.*

Clarify pathways for school and/or district personnel to participate in professional learning through technology, especially social media, and the skills as well as technology access necessary for that participation to be achieved. Develop a guide that clearly states professional learning expectations for educators, and the pathways available to them for meeting such expectations. Have the superintendent or other district leader create a video series of short tutorials explaining the new personalized professional learning plan for all teachers to access 24/7.

*Professional Learning Plans for All*

Ensure that all district leaders create and share their own personalized professional learning plan. Next, have all building-based administrators do the same. Ask all administrators to share their personalized professional learning plans with each other, with their site-based staff/colleagues, and through blogging.

- Clarify pathways for school and/or district personnel to participate in professional learning through technology, especially social media, and the skills as well as technology access necessary for that participation to be achieved. Develop a guide that clearly states professional learning expectations for educators, and the pathways available to them for meeting such expectations. Have the superintendent or other district leader create a video series of short tutorials explaining the new personalized professional learning plan for all teachers to access 24/7.

Status	Completed
Person(s) responsible	Dr. Martha Washington (superintendent)
Start date	September 30, 2016
Completion date	September 30, 2016
Anticipated budget	\$6,000
Funding source	Local
Resources required	Professional development management tool.
Notes	Dr. Washington created and broadcast the video; video is available on the teacher intra-net.

- Ensure that all district leaders create and share their own personalized professional learning plan. Next, have all building-based administrators do the same. Ask all administrators to share their personalized professional learning plans with each other, with their site-based staff/colleagues, and through blogging.

Status	In progress
Person(s) responsible	Dr. Attuks (director of professional learning)
Start date	September 30, 2017

*This is a sample FRS action plan and is not based on an actual school district.*

Completion date	June 01, 2020
Anticipated budget	\$6,000 yearly
Funding source	Local
Resources required	Professional development management solution.
Notes	Monitor feedback from professional development in the management solution and in evaluation data.

### Vision Statement for Budget and Resources

Initiatives in digital learning for FRISD staff and students are supported financially by the school board and community for both short-term goals and long-term programming. Long-term sustainability is a vital aspect of this plan.

### Person Responsible for Gear

Mr. Alex Hamilton, Business Administrator

### Gear Mobilization Team

The school board is critically involved in FRISD’s FRS leadership team. The superintendent and business administrator lead information and approval process.

Efficiency and Cost Savings	7.0
Alignment with District and School Plans	5.0
Consistent Funding Streams	5.0
Learning Return on Investment	5.0

**Goal: Past practices are used to determine where and how inconsistency in funding has negatively impacted digital learning practices and/or outcomes.**

### *Seek Input and Support*

Review the fiscal plan with key internal and external stakeholders who collectively represent the district’s interests for their input and systemic support. Emphasize the need for consistent funding and how the investment in digital learning (i.e., digital content, productivity software, digital tools, multi-media resources, etc.) can be divided across multiple budgets.

### *Communicate and Illustrate*

*This is a sample FRS action plan and is not based on an actual school district.*

Share the fiscal plan with a broad stakeholder base once the district has multi-year strategies to address redistribution of funding that systemically support digital learning at the district, building, and/or student levels. By using both traditional and digital media, the district can promote the benefits of consistent funding by showcasing high-performance digital learning practices that are successfully funded. They can use student artifacts and do demonstrations to illustrate how the fiscal plan will systemically support digital learning.

- ☑ Review the fiscal plan with key internal and external stakeholders who collectively represent the district's interests for their input and systemic support. Emphasize the need for consistent funding and how the investment in digital learning (i.e., digital content, productivity software, digital tools, multi-media resources, etc.) can be divided across multiple budgets.

Status	In progress
Person(s) responsible	Dr. Washington (superintendent)
Start date	September 30, 2016
Completion date	June 30, 2020
Anticipated budget	\$650,000 yearly
Funding source	Local
Resources required	Ongoing communications with the board to monitor progress of this investment.
Notes	Effectiveness data will be presented at public meeting to insure necessary adjustments and ongoing support.

- ☑ Share the fiscal plan with a broad stakeholder base once the district has multi-year strategies to address redistribution of funding that systemically support digital learning at the district, building, and/or student levels. By using both traditional and digital media, the district can promote the benefits of consistent funding by showcasing high-performance digital learning practices that are successfully funded. They can use student artifacts and do demonstrations to illustrate how the fiscal plan will systemically support digital learning.

Status	In progress
Person(s) responsible	Dr. Washington (superintendent)
Start date	September 30, 2016
Completion date	June 01, 2020
Anticipated budget	\$650,000 yearly
Funding source	Local
Resources required	N/A

*This is a sample FRS action plan and is not based on an actual school district.*

**Goal: In FRISD, metrics are in place to calculate a learning return on the district investment in digital learning (i.e., direct and indirect costs of technology plus the changes in amount, type, and depth of learning accomplished with students using the technology).**

### *Indicators of Student Learning*

Do a comprehensive analysis to link data to technology-enabled learning resources and instructional practice that supports twenty-first-century skill development. District leaders and subject-matter experts begin with identifying where they will find indicators of student learning. A first step is to review the district's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.)

### *Evidence-Based Decisions*

Apply current budget information and student learning data to the Return on Investment metric to determine where and how digital technology supports student learning in the district as part of the budgetary review process. Based on the evidence, the district can create decision matrices to define and support budget expenditures or reductions as well as communicate evidence to all stakeholders throughout the year.

- Do a comprehensive analysis to link data to technology-enabled learning resources and instructional practice that supports twenty-first-century skill development. District leaders and subject-matter experts begin with identifying where they will find indicators of student learning. A first step is to review the district's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.)

Status	In progress
Person(s) responsible	Dr. Washington (superintendent)
Start date	May 15, 2017
Completion date	May 15, 2020
Anticipated budget	\$0
Funding source	N/A
Resources required	Presentation, data analysis reporting.
Notes	This will be a comprehensive yearly summary of activities and results. It will summarize interim reports given throughout the year.

*This is a sample FRS action plan and is not based on an actual school district.*

- ☑ Apply current budget information and student learning data to the Return on Investment metric to determine where and how digital technology supports student learning in the district as part of the budgetary review process. Based on the evidence, the district can create decision matrices to define and support budget expenditures or reductions as well as communicate evidence to all stakeholders throughout the year.

Status	In progress
Person(s) responsible	Dr. Washington (superintendent)
Start date	February 15, 2017
Completion date	February 15, 2020
Anticipated budget	\$650,000 yearly
Funding source	Local
Resources required	L-ROI metric to be developed and used for presentation
Notes	Yearly presentation as part of budget planning

## Vision Statement Across the Gears: Collaborative Leadership

FRISD has a culture of collaborative innovation where (1) leaders at all levels are informed, trusted, empowered, and ready to lead; (2) high expectations are required of all students and education professionals; and (3) families and the community support continuous, sustainable progress toward maintaining the digital learning vision.

### Person Responsible for Gear

Dr. Martha Washington, Superintendent

### Gear Mobilization Team

This team includes chairs of all gear-area teams, two school board representatives, and community stakeholders.

A Shared, Forward-Thinking Vision for Digital Learning	5.0
A Culture of Collaboration, Innovation, Capacity Building, and Empowerment	7.0
High Expectations for Evidence-Based Transformations to Digital Learning	7.0
Transformative, Coherent Thinking, Planning, Policies, and Implementation	5.0

*This is a sample FRS action plan and is not based on an actual school district.*

**Goal: The district has engaged students, teachers, administrators, parents, and the community in envisioning a transformed education system that personalizes learning for all students through effective uses of technology.**

*Develop a Shared Leadership Vision*

A “District Vision Statement for Digital Learning” describes collective values and beliefs for the future of the organization and its stakeholders. Meant to inspire, the vision statement motivates stakeholders by providing a vivid portrayal of the desired future. Its aspirations should be realistic and clear, linking the present to the future. When creating the district’s vision statement, it is helpful to begin with responses to the question, “What do we want for our future?” with “For all students to ... ”

*Articulate Collective Values and Beliefs*

Shared values are the collective values and beliefs of the district’s stakeholders that drive its culture and commitment. A shared values statement addresses the question, “Who are we?” by examining the district stakeholders’ beliefs. When creating a shared values statement, it is helpful to begin with responses to the question, “What do we believe?” with “All students can ... ”

- Create a “District Vision Statement for Digital Learning” that describes collective values and beliefs for the future of the organization and its stakeholders. Meant to inspire, the vision statement motivates stakeholders by providing a vivid portrayal of the desired future. Its aspirations should be realistic and clear, linking the present to the future. When creating a vision statement, it is helpful to begin with responses to the question, “What do we want for our future?” with “For all students to ... ”

Status	Completed
Person(s) responsible	Dr. Washington (superintendent)
Start date	June 15, 2016
Completion date	September 15, 2016
Anticipated budget	\$650,000 yearly for implementation
Funding source	Local
Resources required	Consistent communication with board and stakeholder groups; monitoring and adjustment as needed.
Notes	While discussions regarding this initiative have occurred for years, the board of education gave consent for official planning in June 2016 as a result of the previous strategic plan.

- Shared values are the collective values and beliefs of the district’s stakeholders that drive the culture and commitment. A shared values statement addresses the question “Who are we?” by examining what the stakeholders believe. When creating a shared values statement, it is helpful to begin with responses to the question, “What do we believe?” with “All students can ... ”

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Status	Completed
Person(s) responsible	Dr. Washington (superintendent)
Start date	January 01, 2016
Completion date	June 15, 2016
Anticipated budget	\$0
Funding source	N/A
Resources required	Facilitated strategic planning
Notes	FRS is a direct outgrowth of the district strategic plan.

**Goal: The district’s forward-thinking, transformative leaders have ensured that the district’s policies are coherent, strategic plans that map potential pathways to the preferred future, and financial plans and dedicated budget are in place for implementation.**

*Strategies: Solicit Feedback from Stakeholders*

- Solicit feedback from all interested parties, including leaders, teachers, staff, and community members, as the action plan takes shape. While the tendency may be to wait until all the pieces are determined and in order, there is no greater mistake than to have planning done in isolation. Publish the plan as it develops, invite questions, and use technology to publish drafts and solicit feedback. Take the time to answer questions as they come up rather than after the plan is complete. This scrutiny provides the transparency needed to gain buy-in and inhibit detractors. Additionally, as more people become engaged, they are more likely to become “owners” and “champions” as they feel they had the opportunity to take part and be heard. This is time consuming but will be worth it in the end.

Status	Completed
Person(s) responsible	Dr. Washington (superintendent)
Start date	June 15, 2016
Completion date	October 15, 2016
Anticipated budget	Estimated \$650,000 for implementation
Funding source	Local
Resources required	FRS framework for planning
Notes	FRS framework serves as a guide for planning and implementation

*This is a sample FRS action plan and is not based on an actual school district.*

## Conclusion

Any successful initiative “begins with the end in mind.” The FRS initiative must continually keep established goals as the target for all actions. The same goals are used for measurement of progress toward goal attainment. As with any initiative, FRISD’s FRS leadership team and subcommittees must carefully monitor actions and adjust as needed, including adjustment to the goals as technology, pedagogy, and environment changes that impact success. Above all, every effort will be made to continually engage stakeholders and provide communications toward progress. Students in FRISD will be future ready.

## Contact Information

The chairperson of FRISD’s FRS leadership team is Dr. Martha Washington, superintendent.

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