

**Performance Improvement Strategies (Interventions)  
 Integration of Technology into the Math and Social Studies Curriculum  
 at Lakeside High School**

**Organizational Environment**

The Gap	Cause	Key Issues to Examine	Strategies (Interventions)	Implementation Plan
ITSE standards and performance indicators are not shared at all schools in New Hanover County with the same importance	<ul style="list-style-type: none"> <li>• Lack of communication</li> <li>• Lack of clear district policy</li> </ul>	<ul style="list-style-type: none"> <li>• How well has organizational strategy been translated into clear and effectively communicated goals within the organization?</li> </ul>	<ul style="list-style-type: none"> <li>• Improve strategic planning efforts</li> <li>• Recognize the importance of total communication and commitment to use the ITSE standards at all schools within the New Hanover County School System</li> </ul>	<ul style="list-style-type: none"> <li>• The technology department will deliver a workshop on ITSE standards and performance indicators for all New Hanover County Administrator's as well as Computer Resource Teachers. The Computer Resource Teachers will deliver the same workshop to teachers at individual schools.</li> </ul>
The Technology Department in the New Hanover County School System has	<ul style="list-style-type: none"> <li>• Lack of clear district policy</li> <li>• Lack of information and</li> </ul>	<ul style="list-style-type: none"> <li>• How clearly has the Technology Department shared</li> </ul>	<ul style="list-style-type: none"> <li>• Providing clear information to administrators regarding technology</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology Department will establish a check and balance survey/questionnaire to be</li> </ul>

<p>not stressed the importance of its five year plan for technology integration in all core subjects as stated in the goals on North Carolina's Department of Instruction Website Technology Competencies.</p>	<p>and clear communication</p> <ul style="list-style-type: none"> <li>• Lack of knowledge of the five year technology plan</li> </ul>	<p>it's five year Technology Plan with Secondary School principal's to established a means to formulate and communicate technology integration expectations to the teachers?</p>	<p>y integration at their school level</p>	<p>completed by Administrator's at the Secondary Schools, two times a year, indicating how technology is implemented in each of the core subject areas of Math, Science, Social Studies and Language Arts.</p> <ul style="list-style-type: none"> <li>• Evaluation will be completed by the Technology Director. Direct feedback will be given in a timely manner to improve the integration of technology at all the Secondary Schools.</li> </ul>
<p>Inconsistency at individual schools requiring teachers to take the computer competency test</p>	<ul style="list-style-type: none"> <li>• Lack of clear organizational policy with the New Hanover County School System</li> </ul>	<ul style="list-style-type: none"> <li>• How well has organizational strategy been translated into clear and</li> </ul>	<ul style="list-style-type: none"> <li>• Improve communication</li> <li>• Clarify expectations and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology Director will meet with the Secondary School Administrator's at the beginning of the year to effectively communicated goals within</li> </ul>

	<ul style="list-style-type: none"> <li>Lack of information to teachers</li> </ul>	effectively communicated goals within the organization?		<p>the organization.</p> <ul style="list-style-type: none"> <li>Administrators will meet with their staff to go over district goals of the Technology Department in reference to the computer competency test.</li> </ul>
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### Work Environment

Gaps	Causes	Key Issues to Examine	Strategies (Interventions)	Implementation Plan
Various principal's lack consistency in the importance of technology integration in the core subjects areas of Math, Science, Language Arts, and Social Studies	<ul style="list-style-type: none"> <li>Lack of communication</li> <li>Lack of knowledge</li> <li>Lack of clear district policy and equitable implementation at all the Secondary Schools</li> </ul>	<ul style="list-style-type: none"> <li>How clearly has the administration communicated the importance of technology integration?</li> <li>How often are procedures clarified and communicated?</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information to teachers regarding technology integration</li> <li>Provide clear and consistent communication</li> </ul>	<ul style="list-style-type: none"> <li>Administrators will share county policy, expectations and importance of technology integration with their staff.</li> <li>Develop a lesson plan format indicating a specific area for technology integration to be assessed by the principal..</li> </ul>
Technology integration and expectations from the	<ul style="list-style-type: none"> <li>High turnover rate of principals' at</li> </ul>	<ul style="list-style-type: none"> <li>How often and how well are</li> </ul>	<ul style="list-style-type: none"> <li>Create a policy for technology integration</li> <li>Communicate</li> </ul>	<ul style="list-style-type: none"> <li>Commitment of the new principal for long range success at</li> </ul>

<p>various principals over the past 4 years at Lakeside lacks focus and direction</p>	<p>Lakeside</p> <ul style="list-style-type: none"> <li>• Lack of information</li> <li>• Lack of clear organizational plan</li> </ul>	<p>performance criteria established?</p> <ul style="list-style-type: none"> <li>• How clearly has the principal established and communicated organizational priorities?</li> </ul>	<p>the policy to the teachers</p> <ul style="list-style-type: none"> <li>• Provide information on how the policy applies to their job performance</li> </ul>	<p>Lakeside</p> <ul style="list-style-type: none"> <li>• The principal will provide information in an easy to read bulleted format as well as expectations to the staff regarding technology integration.</li> </ul>
<p>Math and Social Studies teachers are not utilizing new technologies and software resources to integrate technology into their lessons</p>	<ul style="list-style-type: none"> <li>• Lack of knowledge</li> <li>• Lack of motivation</li> <li>• Lack of rewards for performing</li> <li>• Lack of skills</li> </ul>	<ul style="list-style-type: none"> <li>• How often and how well performance expectations are made clear?</li> <li>• How often and how well do teachers receive training in integrating technology?</li> <li>• How much are perform</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training targeting the Math and Social Studies teachers</li> <li>• Create a rewards system for performance</li> <li>• Clarify technology integration expectations</li> </ul>	<ul style="list-style-type: none"> <li>• The computer resource teacher will design, develop, and deliver workshops specifically for the Math and Social Studies departments.</li> <li>• Highlight teachers using technology in the monthly newsletter put out by the Computer Resource Teacher.</li> <li>• Reward teachers who are using technology in their lessons.</li> </ul>

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**Work Issues**

<b>Gaps</b>	<b>Causes</b>	<b>Key Issues to Examine</b>	<b>Strategies (Interventions)</b>	<b>Implementation Plan</b>
Technology integration in the Social Studies and Math departments is lacking	<ul style="list-style-type: none"> <li>• Lack of knowledge</li> <li>• Lack of ability</li> <li>• Lack of motivation</li> <li>• Lack of rewards</li> </ul>	<ul style="list-style-type: none"> <li>• How well has the administration involved teachers in setting priorities, establishing work standards, or expectations, and clarifying procedures?</li> <li>• How much are teachers rewarded for good technology integration?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish methods of formulating communicating priorities, work standards/expectations and procedures while involving teachers.</li> <li>• Establish a rewards system</li> </ul>	<ul style="list-style-type: none"> <li>• Survey/questionnaire sent out to all teachers focusing on ability level and comfort integrating technology into their curriculum by the CRT.</li> <li>• Develop a monthly rewards system to be given to teachers integrating technology at faculty meetings. (Certificate and item related to technology).</li> </ul>

		<ul style="list-style-type: none"> <li>• What knowledge and skills are required for competent performance?</li> </ul>		
<p>Guidance and assistance to help with technology integration at the departmental level is not happening especially in Math and Social Studies</p>	<ul style="list-style-type: none"> <li>• Lack of communication</li> <li>• Lack of assistance helping with integration</li> <li>• Lack of planning</li> </ul>	<ul style="list-style-type: none"> <li>• How often and how well do teachers receive training in integrating technology?</li> <li>• How often does planning take place within departments?</li> <li>• How well are the expectations communicated to the teachers regarding technology</li> </ul>	<ul style="list-style-type: none"> <li>• Train Math and Social Studies teachers individually</li> <li>• Clarify technology integration expectations</li> <li>• Provide job aids</li> <li>• Provide time for planning integration into lessons</li> </ul>	<ul style="list-style-type: none"> <li>• The Computer Resource Teacher (CRT) will train the math teachers and social studies teachers at separate workshops focusing on their specific curriculum.</li> <li>• The CRT will meet with Math and Social Studies Departments at monthly meetings to encourage and demonstrate ways to integrate technology into lessons.</li> <li>• Create job aids for teachers.</li> </ul>

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Not all departments are taking advantage of the computer lab to integrate technology on their assigned day in the computer lab	<ul style="list-style-type: none"> <li>• Lack of communication</li> <li>• Lack of clear organizational planning</li> <li>• Lack of opportunity to practice integration</li> </ul>	<ul style="list-style-type: none"> <li>• How often are procedures clarified and communicated?</li> <li>• How often do teachers have the opportunity to practice technology integration?</li> </ul>	<ul style="list-style-type: none"> <li>• Address this issue with the Math and Social Studies teachers at team meetings</li> <li>• Provide clear direction for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The CRT will meet with each department to provide clear directions and guidance for signing up and constructively using the computer lab.</li> <li>• Math and Social Studies teachers will be given the opportunity to practice integration on one Tuesday per month during their planning time.</li> </ul>
No specific consequences are in place for teachers who do not integrate technology into their curriculum	<ul style="list-style-type: none"> <li>• Lack of rewards</li> <li>• Lack of consequences for nonperformance</li> </ul>	<ul style="list-style-type: none"> <li>• How much are performers awarded for good performance?</li> <li>• How much are performers rewarded for poor performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a rewards system which will address performance and nonperformance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a monthly rewards system to be given to teachers integrating technology at faculty meetings. (Certificate and item related to technology).</li> </ul>

### Worker Issues

Gaps	Causes	Key Issues to Examine	Strategies (Interventions)	Implementation Plan
<p>Training is helds but not all teachers are integrating technology into their lessons especially the Math and Social Studies teachers</p>	<ul style="list-style-type: none"> <li>• Lack of knowledge</li> <li>• Lack of technical ability</li> </ul>	<ul style="list-style-type: none"> <li>• What knowledge and skills are required for performance?</li> <li>• What experience is required for competent performance?</li> <li>• What level of training is required for competent performance?</li> <li>• What technical ability is required for teachers to perform?</li> <li>• How well does available time link to technology integration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information during team meetings on specific web sites, online resources and software</li> <li>• Direct training with the Math and Social Studies teachers</li> <li>• Analyze the time necessary to do the work and match realistic expectations to achieve quality integration</li> </ul>	<ul style="list-style-type: none"> <li>• Design, develop and deliver workshops for the Math and Social Studies teachers on specific web sites, online resources and software taking into account the skill level of individual teachers.</li> <li>• Model lessons for teachers to use.</li> </ul>



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No follow up training is held after the initial workshop on technology integration	<ul style="list-style-type: none"> <li>• Lack of clear organization plans</li> <li>• Lack of opportunity to practice and ask questions</li> <li>• Lack of timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>• How often is feedback addresses?</li> <li>• How often are procedures and expectations clarified?</li> <li>• How well are procedures clarified and communicated?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback through follow-up sessions</li> <li>• Improve timelines of feedback</li> <li>• Provide job performance aids</li> </ul>	<ul style="list-style-type: none"> <li>• The CRT will provide follow-up training sessions bimonthly</li> <li>• The CRT will create job aids for teachers to use. (ex. How students can save their work to the server.)</li> </ul>
Training is held without taking the skill level of the teacher in mind	<ul style="list-style-type: none"> <li>• Lack of ability</li> <li>• Lack of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• What is the technical ability required for teacher performance?</li> <li>• What knowledge and skills are required for competent performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training at levels of teacher ability</li> <li>• Analyze teacher survey</li> </ul>	<ul style="list-style-type: none"> <li>• The CRT will provide training at the beginning, intermediate and advanced levels of computer knowledge and skills.</li> </ul>
Attitudes of teachers in the Math and Social	<ul style="list-style-type: none"> <li>• Lack of rewards for</li> </ul>	<ul style="list-style-type: none"> <li>• How are the performers</li> </ul>	<ul style="list-style-type: none"> <li>• Create a reward system</li> <li>• Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a monthly rewards system to</li> </ul>

<p>Studies departments are low when asked to integrate technology into their lessons</p>	<p>performing</p> <ul style="list-style-type: none"> <li>Lack of clear administration</li> </ul> <p>expectations</p> <ul style="list-style-type: none"> <li>Lack of motivation</li> </ul>	<p>rewarded for performance?</p> <ul style="list-style-type: none"> <li>How often are the expectations of the administration made clear?</li> <li>What emotional capacity is required for workers to perform?</li> </ul>	<p>technology integration expectations of administration</p> <ul style="list-style-type: none"> <li>Examine efforts to improve the match between feedback, rewards and performance</li> </ul>	<p>be given to teachers integrating technology at faculty meetings. (Certificate and item related to technology).</p> <ul style="list-style-type: none"> <li>The principal will provide information in an easy to read bulleted format as well as expectations to the staff regarding technology integration</li> <li>Provide training during teachers planning periods rather than after school to increase attendance.</li> </ul>
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