

OPPORTUNITY AREA 6						
The Medina City Schools will work with the community to integrate technology to educate beyond the bounds of time and classroom walls.						
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“Taking Education Beyond the Classroom”

The Administrators assigned to your Opportunity Area are:

Dale McRitchie and Glenn Mitchell

Dale can be reached at 330-636-3078 or by email at dmcrit@mcsoh.org.

Glenn can be reached at 330-472-8494 or gmitchell@dpsolutionscorp.com

The forms that you will be using throughout this process can be found on the district web site at: www.medinacityschooldistrict.org, scroll down to Communications and once on the main Communications page scroll down to Opportunity Area Teams and you will find links for the various forms.

Please be sure that the recorder of your Opportunity Area Team emails Jeanne Hurt all reports that are emailed to your Team. Jeanne’s email address is hurtj@mcsoh.org. If you have questions regarding the process, please feel free to contact Jeanne at 330-636-3112.

The Summit
“Taking Education Beyond the Classroom”

Opportunity Areas

1. The Medina City Schools will individualize learning to develop strengths and passions of each student while understanding different learning styles.

This opportunity area was divided into elementary, middle and high school initiatives.

Elementary

- Individualized instruction – develop a resource web page organized by grade level/subject area (on Blackboard)
- Strong integration of learning opportunities outside of the classroom (field trips) – individuals would like field trips to be more readily available and funded.

Middle

- Utilize various resources to augment the middle school student’s educational experience – utilize high school curriculum, distance learning and community members.
- Attention to the emotional and social needs of middle school students.

High School

- Teach to learn; school is a place of intelligence not age; facilitators versus instructors – improve the educational process of the high school.

2. The Medina City Schools will make the most of existing facilities and resources

- Use buildings beyond the current school day by the whole community – create a process to use facilities by schools and all other aspects of our community.

3. The Medina City Schools will have a strong integration of expanded learning opportunities outside of the classroom.

- Mentor/internships – build relationships between students and business leaders to provide hands-on experiences for students and to make learning exciting. Build ongoing relationships.
- Project learning – students would be challenged to learn to solve problems by applying what they have learned and making it real to them.

4. Medina City School students will be active and involved local and global citizens.

- K-12 service learning web site – build ownership of our town by inviting experts into classrooms with curriculum connections. Students and teachers “paying it forward” by completing a service to a community organization with a curriculum connection.
- Enroll all MCS schools in the U.S. Department of Education Underwritten International Education and Resource Network (iEARN) (\$400 ea bldg).
- K-12 language classes
- Diversity curriculum at middle and high school levels

5. The Medina City Schools will develop a stable and consistent funding model that supports the district’s vision and is supported by all stakeholders.

- Additional sources of revenue - a la carte pay for all beyond core courses, grants, alumni endowment, rent buildings at market rate, corporate sponsorship and ads.
- Taxes – ½ % income tax, property transfer tax, sin tax, sales tax for projects that reduce revenue
- Lobbying efforts at the state level.
- Cost Sustainability – outsourcing, fiscal responsibility (report budgets to community, efficiency gains (online learning and technology opportunities for contract renewal - teachers and administrators)

6. The Medina City Schools will work with the community to integrate technology to educate beyond the bounds of time and classroom walls.

- International Cultural Collaboration – bridge the gaps between school, community, business, and the global community.
- e-communication – two way communication utilizing social media (in all forms)
- Students provide hardware and MCS provides software and offers training – to move the district forward and teach everyone to use technology effectively.
- Training staff, community and students – train staff on hardware applications, implementation, and integration for utilizing new hardware and establish a consistent framework.
- ~~Language education grades K-12 – language immersion program starting in-kind where students are learning the curriculum in the target language.~~
- ~~Appreciating our commonalities and differences, the key to developing outstanding global and local citizens – building into the K-12 curriculum the elements needed to give Medina students an understanding of the richness and strength in diversity, cultural, economies, gender, etc.~~

7. The Medina City Schools will focus on collaborative learning opportunities to leverage the full talents and passions of the whole community.

- Service projects – face to face interaction, students and staff working together to help the community, giving back to the community.
- Collaborate with businesses – develop a list of professionals in the community to assist within the schools – career counseling, life skill classes for seniors.

8. Communication between the Medina City Schools and the community will flow effortlessly in a reciprocal fashion.

- “Getting Past Silence” – establishment of a district-wide communication committee (buildings/departments)
- Explore, define, optimize and implement parent/teacher communication best practices – discover what communication methods are available and preferred. Find ways to funnel communications into one medium whereby it would then be distributed to multiple media venues.

9. The Medina City Schools will be creative in developing mutually beneficial partnerships between families/parents and schools.

- Family education – through education, parents will be active in the district through reciprocal programs including curriculum mentoring, neighborhood meetings, school/family networking.
- Educate teachers and staff about our diverse community – teach about the following areas: poverty, cultural awareness, family dynamics, outreach programs.

10. The Medina City Schools will be creative in developing mutually beneficial partnerships between our businesses and our schools.

- To build long-term relationships between businesses and students – to develop future leaders for our community.

11. The Medina City Schools will be creative in developing mutually beneficial partnerships between our local community and our schools.

- Initiate a plan through constructive dialogue to link MCS and the greater community – to nurture, develop and implement service learning, reciprocal volunteering and mentoring programs.

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Action Planning Worksheet

State Your Opportunity Area: Working with the community we will integrate technology to educate & support the students.	
1. Name your proposed initiative: (Please complete a separate form for each initiative)	Collaboration
2. Clearly describe your initiative and what it is intended to accomplish	Bridge the technology gap between school community, business & local community.
3. Whose input or partnership would be most valuable at this stage of development?	Business & community input through conducting a survey.
4. Identify challenges and requirements for carrying out this initiative	Funding, time, making the commitment, making constructive first contact.
5. Determine how you will measure success.	Measurement of participation: from non-educator business and community members.

Continue on back...

Action Planning Worksheet

State Your Opportunity Area: Technology : eCommunication
#5

<p>1. Name your proposed initiative: <i>(Please complete a separate form for each initiative)</i></p>	<p>e Communication</p>
<p>2. Clearly describe your initiative and what it is intended to accomplish</p>	<p>two way communication utilizing social media - in all forms and NPO's</p>
<p>3. Whose input or partnership would be most valuable at this stage of development?</p>	<p>kids, businesses that effectively utilize these forms of communication as well as intended audience members</p>
<p>4. Identify challenges and requirements for carrying out this initiative</p>	<p>challenges: attitudes & lack of understanding among adults in regards to potential usefulness. requirements: what content is needed & desired AUP, parties willing to post & receive</p>
<p>5. Determine how you will measure success.</p>	<p>membership, use (# of posts)</p>

Continue on back...

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Action Planning Worksheet

State Your Opportunity Area:
Technology Hardware/Software

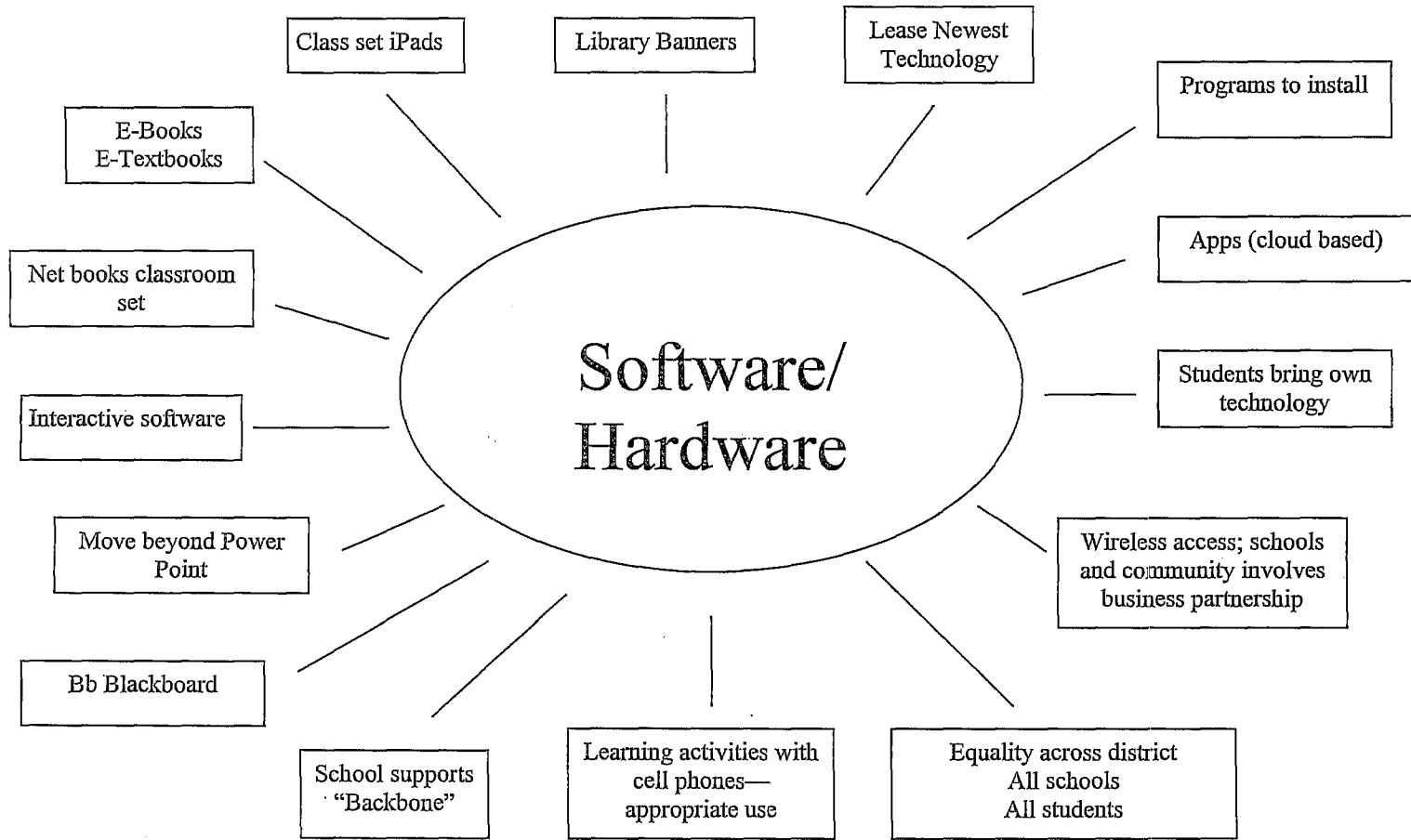
1. Name your proposed initiative: (Please complete a separate form for each initiative)	The students provide the hardware ; MCS provides provides software ; offers training.
2. Clearly describe your initiative and what it is intended to accomplish	To move use us forward ; teach everyone to use technology effectively.
3. Whose input or partnership would be most valuable at this stage of development?	Partnership w/ tech savvy professionals ; tech experts @ MCS.
4. Identify challenges and requirements for carrying out this initiative	Financial, training time, ^{encouraging} responsible use
5. Determine how you will measure success.	When we get to the point when it becomes use proficient @ MCS has 100% access to the hardware ; software

Continue on back...

Action Planning Worksheet

State Your Opportunity Area: Technology Workshop	
1. Name your proposed initiative: <i>(Please complete a separate form for each initiative)</i>	Training staff, community of students
2. Clearly describe your initiative and what it is intended to accomplish	Train staff on hardware applications & implementation, and integration for utilize new hardware and establish consistent framework
3. Whose input or partnership would be most valuable at this stage of development?	Students, tech. teachers, experts in school, community, business, all teachers
4. Identify challenges and requirements for carrying out this initiative	! Time, keeping up with changes, consistency in training ea. yr.
5. Determine how you will measure success.	Student achievement, community feedback, teacher feedback Observation of implementation, we'll know when it seems seamless

Continue on back...



NOTES FROM SUMMIT OPPORTUNITY AREA 6

The Medina City Schools will work with the community to integrate technology to educate beyond the bounds of time and classroom walls

- Create computer programs (gaming)
- Equitable tech in all rooms, in all buildings
- Students encouraged to bring & use E-Readers
- **Students possessing tech: tablets, iPads, etc.**
- U-Tube video
- Build electronic banks of lessons and practice tests for each subject
- Video chats
- Turn media center into community tech center
- All students get/use own iPad touch
- **Wireless in all buildings**
- Posts with iPad
- Rewrite AUP's to reflect use of 21st centuries' devices, etc.
- Virtual field trips
- Web 2.0 tools
- Wikispaces
- Hardware; maintain, purchase – grant, bring in
- Using cell phones in classroom – texting answers
- Net books class set; students able to get on during class to blog, search, read E-books
- Technology available 24/7 to all students – not just the “haves”
- 1 to 1 computing
- Student inquiry online
- Skype; in building, in district and globally
- Identify funding sources
- Create Wiki blogs that everyone in the community can access & contribute to
- Eliminate textbooks... each student has iPad
- Classroom sets of iPads/laptops for every classroom
- Be like colleges today – students provide technology device – laptop/tablet/mobile device
- BYOT
- Building equity
- Basic tech skills @ young age (keyboarding, word, etc.)
- Don't lose human touch/connection
- Kineo instead of iPad
- Younger students engaged in worthwhile technology based learning activities
- Computer training for community
- Train community to see how technology enhances student-teacher relationship – not replaces it

- Class time is flexible – doesn't meet every day
- District Grant Writer – fund technology
- Upkeep of Tech
- Lease Tech
- Flex time
- Play, discovery, experiment, blog
- Flexible class times; 8:00 a.m. or 8:00 p.m.
- When & where flexibility
- Tech training that is followed up with the "application" class of the new skill
- 2nd life classes
- Wordle
- School provides single "blackboard" app
- Prezi
- Upgrade & replacement plans
- 5-year plan
- E-Readers for each student
- Strong media & info evaluation education
- Video classroom lessons to post online
- Students provide their own hardware – others can lease
- Open use of computers 24/7
- Solicit IBM/Mac for sponsorship of technological needs
- Get the students to teach the teachers
- Standard tech instruction for tools – keyboarding
- Stress "professional" use of new technologies for staff, students & community members
- Tech training companies to offer after school classes
- Professional development for teachers to learn about tools
- Adequate Professional Development for staff
- **Tech integration specialists in all buildings**
- Class (Blackboard) websites
- Submit assignments electronically
- Design "I can" levels for instructions in K-12 so all students receive basic concepts of technology
- **Blended technology & teacher evaluation**
- Technology courses (how to use) offered to everyone in community (online or in person)
- Guide students with information, literacy instruction
- Training by & for community
- Internet safety
- Web 2.0 tools free
- Teachers sharing excellent lessons throughout nation/world
- Communicate globally with other classrooms through Skype
- Find a sister school overseas
- Business sponsors that back specific projects

- Moving to tech – help in careers because careers will move to be more tech based
- Google Docs
- Technology mentors from community working with staff development
- Create international learning environment – virtual education with other communities & countries
- Collaborate with professional on content topic
- Citizen/business volunteers for tech support, training for all
- Learning apps
- Training – staff, student, community
- Paperless classrooms; submitting electronically
- Engaging layout/design
- Construct models with gaming group for exploring
- Distance learning
- Distance learning with professionals in science fields, etc.
- Collaborations
- Global connectiveness
- Establish video relationships with tech companies applying math & science
- University partnership with student user computer class forum
- Identify top local businesses in technology
- Creation of educational sharing of ideas site; i.e., something similar to Facebook
- eTech Medina
- Community tutors during study halls
- Student blogger internship
- Business is responsible for connectivity for everyone
- **Virtual partnerships**
- Blackboard or other similar program will allow for reconnection between community, families, students, staff and school. Utilize “classrooms” to provide connections, documents, notifications, discussions. also – must reach out with other social media.
- Blended technology & teacher training
- Tech integration specialist in building
- Professional development
- Starting earlier education of tech K-12
- Training in community: offered courses on internet safety awareness for parents online and in person
- Feedback peer training with students
- Utilize Blackboard possibilities
- eCommunication: “Two Way Communication”
- Using social media (in as many forms that may develop) to disseminate info to the parents, students & other community interests; and getting feedback, insights and collaborative opportunities from the parents, students & community
- Twitter – broadcast homework and/or “what we did today,” reminders, upcoming events, etc.

- receive comments, questions, suggestion....
- Facebook – video posts, comments, discussions b/w school & students & community
- Second Life
- Blackboard portal

COLLABORATION: BUSINESS

- Sponsorships for specific projects/equipment
- Virtual internships
- Volunteer technical training

COLLABORATION: COMMUNITY

- Technology mentors for staff/students
- Academic tutors – online
- Mutual training apps – staff-community; community – staff

COLLABORATION: GLOBALLY

- Distance learning through universities
- Initiate global learning through virtual communication

The Date, Time and Location of the next meeting:

Team members are to prepare the following for the next meeting:

The following materials, equipment, set-up is needed for the next meeting:

Agenda items for the next meeting:

“Taking Education Beyond the Classroom”

GUIDELINES FOR WORKING AS A TEAM

- Honor the initiative as stated
- Chart a course into the future
- Do not change the initiative mid-stream
- Understand the desired outcome of the team, and each members roles and responsibilities
- Responsibility for the team is shared by all team members
- Team is not responsible for the implementation
- Everyone participates
- Deal with important issues
- Work as peers
- Reflect on diverse perspectives
- Work for the good of the entire organization
- Celebrate your work and commitment to the Medina City Schools

**Overview
Post Summit Planning Process**

OPPORTUNITY AREA TEAMS	REPORT BACK	WRITING TEAM
<p style="text-align: center;">7 Weeks MARCH 23 - MAY 14</p> <p>Opportunity Area Teams meet to refine Initiatives and create Action Plans that support the intent of the stated Opportunity Area</p> <p>Teams will:</p> <ul style="list-style-type: none"> • Self manage the 7 week process • Make sure that the 'right' people are part of the process • Make it a priority to be well informed – Learning Process / Information Gathering • Research, learn about existing best practices, learn what is already happening in MCS and/or in the community • What is the goal? Why is it a goal? • Refine initiatives, develop realistic action plans and time frames • Understand the necessary resources to support Initiatives; complete a Cost/Benefit Analysis for each Initiative • Prepare a 20 minute presentation to layout their findings, proposed strategies, action plan and necessary resources 	<p style="text-align: center;">Week of May 16</p> <p>Each Opportunity Area Team will present their findings and Action Plans to the entire group (20 minute max per presentation)</p> <p style="text-align: center;">Wed. May 18 or Thurs. May 19</p> <p style="text-align: center;">6-9 p.m.</p>	<p style="text-align: center;">May 20 – June 17</p> <p><i>Following the presentations the Writing Team will take the presented information and work to finalize the strategic plan.</i></p>

STEP ONE: *(10 minutes)*

Break into Groups around specific Opportunity Areas

1. Arrange seating so the participants are sitting in a semi-circle – with the open end available for flip chart or whiteboard notes.
2. Go around the room and introduce yourself by giving your name, your relationship to Medina City Schools, whether you attended the Summit, and why this Opportunity Area is of interest and/or importance to you. (max 30 seconds per person)

STEP TWO:

Select a Facilitator, Timekeeper and Recorder

Each Opportunity Team is responsible to identify a leader who will facilitate the meetings, set meeting dates and locations, notify all team members of upcoming meetings and assure that the team members stay on-task.

Each team should choose a recorder who will take minutes from each group meeting and share these with all team members and assure that team members are sharing their individual notes with each other.

An administrator or two will be assigned to each Opportunity Area Team to assist with questions, provide clarification on what is occurring in the district, current plans in place for the future in specific areas, provide historical perspective and assist with research. The administrators will be the go-to person for the team for specific questions within their area.

STEP THREE: *(15 minutes)*

Refining the Opportunity Statement

1. Opportunity Area statement as drafted at the Summit:

2. Is there any part of this statement that needs to be clarified or edited to create a more clear statement of intent?

- Have a short discussion to understand and articulate:
What is the intent/goal of this Opportunity area? Why is this a goal?

This is not meant to create a new goal or detract from the original intent.

3. Restate the Opportunity Area statement: (if necessary)

STEP FIVE:

Begin the “Learning - Information Gathering Process”

1. How should we go about informing ourselves about this topic in order to develop the best Initiatives and Action Steps? What do we need to know?
2. Whose input or partnership would be most valuable at this stage of development?
3. What has been done at MCS - or is currently being done on this issue?
4. What are some examples of *best practices*? What initiatives have other school districts undertaken to successfully achieve this goal?

STEP FOUR:

List the Proposed Initiatives that were drafted at the Summit.

1. If necessary and without changing the intent, is there any part of the statement that needs to be clarified or edited to be more clear?
2. Review notes from the Summit, are there ideas /initiatives that due to time constraints, did not get presented? (Remember groups were asked to present only 1 initiative for each Opportunity Area.) As you progress through the information gathering process, you may create new and appropriate initiatives that support the Opportunity Area.
3. For each initiative, clearly describe the initiative and what it is intended to accomplish. Identify the specific result you desire for each initiative.

STEP SIX: *(Use one form for each initiative)*

Detail each Initiative and Create Action Steps

Opportunity Area:

STATE INITIATIVE:

Clearly describe what the initiative/strategy is intended to accomplish:

State the specific result(s) you expect from this initiative:

Determine how you will measure success. What would success in achieving this initiative look like?

Proposed Action Steps	Identify Resources and Requirements for carrying out this Action Step

STEP SEVEN:

Cost Benefit Analysis of Action Steps and the Overall Initiative

<i>COSTS</i>	<i>BENEFITS</i>
Tangible:	Tangible:
Intangible	Intangible:

Based on your findings and discussions, please proceed to refining and prioritizing your Action Steps in Step 8.

<p>STEP 8:</p> <p style="text-align: center;">Detailing Action Steps</p> <p>Opportunity Area:</p> <p>Restate Initiative:</p>
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What are the proposed specific action steps you would take to support this initiative?

ACTION STEP:			
Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures
ACTION STEP:			
Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures
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Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures
ACTION STEP:			
Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures

Summary Sheet *(Please use one sheet per Initiative)*

Opportunity Area:

Proposed Initiative:

State the **SPECIFIC RESULT** you expect from this Initiative:

What are the specific action steps you would take to support this initiative?

ACTION STEP:

Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures

ACTION STEP:

Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures

Use back for additional Action Steps

ACTION STEP:

Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures

ACTION STEP:

Timeline	Individual(s) responsible for implementation	Resources/Costs	Evaluative Measures

“Taking Education Beyond the Classroom”

Cost/Benefit Analysis Tip Sheet

What benefits will this plan create?

- Tangibles and intangibles

What will it truly cost?

- Tangibles and intangibles

Is this a worthwhile return on investment?

TANGIBLE BENEFITS

Forecast the quantitative advantages (examples below)

- Lower costs
- Higher scores
- More graduates
- Additional revenues

INTANGIBLE BENEFITS

Forecast the qualitative advantages (examples below)

- Improved morale
- Higher self-esteem
- Greater sense of involvement

TANGIBLE COSTS

Approximate expenditure (examples below)

- Supplies
- Staff
- Equipment
- Consulting services

INTANGIBLE COSTS

Estimate potential consequences (examples below)

- Frustration with _____?
- Anxiety about _____?
- Increased work load