

Website Owner's Planning & Management Checklist

The planning and management checklist includes the planning and oversight tasks required by the laws, regulations, policies, and other directives related to your website. At the same time, by completing the items listed, it enables you to provide the “simultaneous loose and tight leadership” needed for the site to be a truly effective communication tool and contribute to improving student achievement.

If you have questions or need assistance with your website you may contact the DDESS Webmaster, Cyndi Hoberg at: cynthia.hoberg@am.dodea.edu or (678) 364-8048.

1. Does your site have a clearly defined purpose and goals?
2. Have you established clear parameters, priorities, and expectations for web publishing?
3. Do you have a procedure or process in place to manage website change and growth?

Before you move forward with new features or content collections consider the following:

- How does the [new feature or content] support our goals?
- What laws and regulations need to be considered?
- How much development will it take?
- How much maintenance will the content require and who will be responsible?
- Does the “cost” of creating and managing the content exceed the value?

4. Have you developed priorities and a schedule for posting new content?

a. Define your audience(s) and designate one as your primary or target audience.

Example of Audience Definition:

Worksheet 1: DEFINE YOUR WEBSITE AUDIENCES	
Website:	DDESS Area Service Center
List the different audience groups that might use your website. Think about the groups that you want to target and about the groups who might just end up at your website. Look at your email. Think about citizen groups, business groups, and other government organizations.	
1	Parents transferring to a DDESS Location
2	Parents of DDESS Students
3	DDESS Students
4	Potential Employees
5	Citizens as a whole
6	Congress
7	Media
8	Local Education Authorities
9	Military Installations
10	Partners
11	DDESS Employees
12	DDESS Administrators
13	DDESS Teachers
14	Colleges
15	Employers
Target/Primary Audience:	Parents <input type="checkbox"/>

b. Develop a content inventory.

- For each audience identified, determine: What does this audience group want to know? What do we need to tell this audience group?

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- List broad categories of information, such as press releases, budget documents, and publications.
- List all the content that currently exists on your website and content that should exist on your website (identified audience needs, site goals, required content, etc.).
- For each user need identified and note whether the information or services already exists in some form but is not on the website, or has to be developed (to determine a general Level of Effort).

c. Assign Priorities

For each item listed on the content inventory. Some inventory items may fall into more than one priority. Assign them the highest priority.

- **Priority 1:** required by law, regulation, Presidential directive, or other official directive or to ensure national security
- **Priority 2:** mission-critical and essential for program operations, but not required by law, regulation, or Presidential directive (i.e.-information or services that are directly tied to your mission and/or strategic plan)
- **Priority 3:** frequently requested information or services that would improve organization business processes and/or customer service to the public (e.g. most commonly used forms, documents, applications, transactions, etc.).
- **Priority 4:** other information

d. Create Publication Timeline

Assign a publication target for every inventory item that is not already posted on the website. Clearly the content at the highest priority levels should be targeted first. But also look for opportunities to post content that already exists in another format that could be easily converted for web use, particularly if that content will improve customer service.

Note: Be sure that, as you assign a publication target, you have the resources to meet that target.

Example Content Inventory:

	A	B	C	D	E
1	Status				
	C = on the website currently E = exists in some form but is not on the website D = has to be developed				
2					
3	Priority Some inventory items may fall into more than one priority in which case they are assigned the highest priority.				
4	1 = required by law, regulation, Presidential directive, or other official directive or national security				
5	2 = mission-critical and essential for program operations, but not required by law, regulation, or Presidential directive (i.e.-information				
6	3 = frequently requested information or services that would improve organization business processes and/or customer service to the				
7	4 = other information				
8	Content	Status	Priority	Publication Target	Owner
48	Math Facilitators	D	3	12/7/2007	Education
49	Read 180	D	3	11/22/2007	Education
50	Education Technology	D	3	1/18/2008	Education
51	Fathers Being Involved (FBI)	D	3	10/5/2007	Education
52	AVID	D	3	12/12/2007	Education
53	School Improvement Support	D	3	5/30/2008	Education
54	Student Information Systems	D	3	6/18/2008	Education
55	Blackboard	D	3	6/13/2008	Education
56	Professional Development	D	3	6/27/2008	Education
57	Principles and Practices of AFL	D	3	10/26/2007	Education
58	7 Strategies	D	3	10/26/2007	Education
59	PI Homepage	C	2	N/A	ATFPS
60	PCS Information	D	3	2/21/2008	PAO
61	21st Century Skills	D	3	3/14/2008	Education
62	Site Tools: Plug-ins and Viewers	C	1	N/A	DoDEA HQ
63	Press Room	C	2	N/A	PAO
64	Policies and Guidelines	C	3	N/A	Deputy Director
65	Programs & Services	C	3	N/A	Education
66	District Profiles	C	3	N/A	PAO
67	Community Locations	C	3	N/A	PAO
68	School Websites	C	3	N/A	PAO
69	School Calendars	C	2	N/A	PAO
70	PI Homepage	C	2	N/A	ATFPS
71	PI Template Download	C	2	N/A	ATFPS

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Example Content Development Schedule:

	B	C	D	E	F	G	H	I
1	Page Title	Author	Draft Due	Review (SME)	Review Due	Publish Target	Status	Comments
20	Teaching strategies	C. Hoberg	5/9/2008	J. Hansen	5/22/2008	5/23/2008	Not Started	
21	Differentiated Instruction	C. Hoberg	5/9/2008	J. Hansen	5/22/2008	5/26/2008	Not Started	
22	Curriculum							
23	English Language Arts	C. Hoberg	7/9/2008	J. Idell	7/23/2008	7/30/2008	Not Started	
24	Mathematics	C. Hoberg	7/11/2008	L. Hackett	7/25/2008	8/1/2008	Not Started	
25	Science	C. Hoberg	7/16/2008	J. Novicki	7/30/2008	8/6/2008	Not Started	
26	Social Studies	C. Hoberg	7/18/2008	A. Young	8/1/2008	8/6/2008	Not Started	
27	Foreign Language	C. Hoberg	6/27/2008	T. Pearce	7/18/2008	7/25/2008	Not Started	
28	PE & Health	C. Hoberg	7/23/2008	M. Minutelli	8/6/2008	8/13/2008	Not Started	
29	Music	C. Hoberg	7/25/2008	J. Idell	8/8/2008	8/15/2008	Not Started	
30	Professional Technical Studies	C. Hoberg	7/30/2008	G. Hughes	8/13/2008	8/15/2008	Not Started	
31	Visual Arts	C. Hoberg	8/1/2008	A. Young	8/15/2008	8/20/2008	Not Started	
32	Special Education							
33	Services by location	C. Hoberg	complete	C. Chen	9/18/2007	9/21/2007	SME Review	
34	Assistive Technology	C. Hoberg	9/21/2007	F. Sexton	10/5/2007	10/17/2007	Not Started	
35	Parents Rights - German Version	C. Hoberg	9/5/2007	C. Chen	9/12/2007	9/14/2007	Not Started	
36	Parents Rights - Italian Version	C. Hoberg	9/5/2007	C. Chen	9/12/2007	9/14/2007	Not Started	
37	Parents Rights - Spanish Version	C. Hoberg	9/5/2007	C. Chen	9/12/2007	9/14/2007	Not Started	
38	Programs and Services							
39	Programs & Services	C. Hoberg	1/17/2008	J. Hansen	2/1/2008	2/5/2008	Not Started	
40	Information Centers	C. Hoberg	12/21/2007	B. Hicks	1/9/2008	1/16/2008	Not Started	
41	Early Childhood Education	C. Hoberg	11/30/2007	D. Kirsch	1/18/2008	1/25/2008	Not Started	
42	English as a Second Language	C. Hoberg	12/7/2007	A. Young	12/21/2007	1/4/2008	Not Started	
43	Gifted Education	C. Hoberg	11/28/2007	R. Butler	1/15/2008	1/18/2008	Not Started	
44	Distance Learning	C. Hoberg	12/19/2007	S. Gates	1/4/2008	1/11/2008	Not Started	
45	Advance Placement	C. Hoberg	12/5/2007	J. Novicki	12/19/2007	1/10/2008	Not Started	
46	D.A.R.E.	C. Hoberg	11/8/2007	M. Minutelli	11/23/2007	11/29/2007	Not Started	
47	JROTC	C. Hoberg	12/14/2007	G. Hughes	1/14/2008	1/18/2008	Not Started	
48	Math Facilitator	C. Hoberg	11/13/2007	L. Hackett	11/20/2007	12/7/2007	Not Started	

5. Do you ensure content is kept current?

- a. Each page must indicate that the content is current. This is commonly accomplished with a date stamp near the bottom of the page:

[Accessibility](#) | [Privacy Policy](#) | [No Fear Act](#) | [Freedom of Information Act](#) | [DoDEA Headquarters](#) | [DDESS Area Service Center](#) | [District Website](#)

This document was last updated February 14, 2008 10:38 AM Contact the site [Webmaster](#) with questions or comments about this website.

- b. All content should be reviewed according to a content maintenance schedule.

Content Maintenance Schedule example:

Review Frequency	# of months between reviews	Web Page	Reviewer	Last Review Complete	Next Review Due	Comments
Semi-Annual (SA)	6	District Profiles	PAO	21-Jun-07	21-Dec-07	
Annually (A)	12	Community Locations	PAO	9-Jul-07	9-Jul-08	
SA	6	School Websites	PAO	3-Jul-07	3-Jan-08	
A	12	IT Description	IT	21-Jun-07	21-Jun-08	
A	12	Logistics	Logistics	24-May-07	24-May-08	
A	12	Procurement	Procurement	23-May-07	23-May-08	
A	12	Security, A & S Division	ATFPS	1-Jun-07	1-Jun-08	
SA	6	Employment Opportunities	HR	24-May-07	24-Nov-07	
Quarterly (Q)	3	Homework Help	Webmaster	1-Aug-07	1-Nov-07	
Q	3	Math Homework Help	L. Hackett	1-Aug-07	1-Nov-07	
Q	3	Science Homework Help	J. Novicki	1-Aug-07	1-Nov-07	
Q	3	College Entrance Exam Prep	Webmaster	4-Aug-07	4-Nov-07	
Monthly (M)	1	Parent Links	Webmaster	2-Oct-07	2-Nov-07	
M	1	Student Links	Webmaster	30-Sep-07	30-Oct-07	
M	1	Employee Links	Webmaster	15-Aug-07	15-Sep-07	
A	12	Accessibility	Webmaster	8-May-07	8-May-08	
Q	3	Contact Us	PAO	21-Jun-07	21-Sep-07	
M	1	Site Map	Webmaster	20-Jul-07	20-Aug-07	
A	12	About Our Organization	Webmaster	21-Jun-07	21-Jun-08	