

## **BOARD APPROVED DISTRICT POLICIES**

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly.

**YES**  **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

2. Has the district installed, and does it regularly update, a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and other federal grant programs?

**YES**  **NO**

If not, what plan does the district have to address CIPA compliance? Include a timeline for completion.

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior—including interactions in social networking sites, forums and chat rooms?

**YES**  **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

4. Does the district have policies clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software? Are the policies evaluated and updated yearly?

**YES**  **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

5. Does the district maintain a concise, complete technology inventory that includes software licensing, hardware, and where the items are located or can be accessed?

**YES**  **NO**

If not, what plans does the district have to address the lack of such an inventory? Include a timeline for completion.

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

**YES**  **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

7. Does the district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

YES  NO

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

8. Does the district have a plan and adequate budget to consider accessibility and compliance with Section 508? Answering 'no' will not negatively affect District Technology Plan approval—the district should be aware of the compliance requirements that can be found on the Kansas Partnership for Accessible Technology (KPAT) website: <http://www2.da.ks.gov/kpat/>.

YES  NO

If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

**COMMITTEE MEMBERSHIP / STAKEHOLDER REPRESENTATION (This section is no longer scored)**

Identify contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, and the community.

List the members of your committee, their titles, and identify the constituency each member represents:

Narrative entered here...

Students: Kyle Jennings (Senior), Tosh Taylor (Senior), Dalton Huey (8<sup>th</sup> Grade )

Teachers: Shari Taylor (high school), Darnell Vargo (grade school), Mark Laurie (high school)

Administrators: Brad Starnes (Superintendent), Teresa Grant (PreK-8 Principal), Eric Swanson (9-12 Principal), Dustin Webber (Network Administrator), Chris Rogge (Technology Coordinator), Jennifer Wilson and Dan Strom (Board of Education)

Parents: Eric Swanson, Jennifer Wilson, Dustin Webber, Shari Taylor, Darnell Vargo

Educational Institutions: Bill Clark (Kansas State University), Charlotte Doyle (Manhattan Area Technical College)

Community: Dan Strom, Charlotte Doyle, Bill Clark

Are all recommended constituencies represented?

YES  NO

If no, explain here:

Narrative entered here if 'No' is selected.

**MISSION AND VISION (This section is no longer scored)**

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

Mission Statement entered here...

The mission of USD 378, Riley County, is to put into action our district's motto, "All our children learning." The Riley County Schools are a place where students will be empowered to learn and will graduate as responsible citizens with skills in: creative thinking, decision making, communication, self-discipline, and cooperation.

**INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)**

Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21<sup>st</sup> Century teaching and learning opportunities.

Please describe the district vision for the use of Instructional Technology:

Vision Statement entered here...

While the traditional skills taught in the district's schools are as important in the workplace, post-secondary institution and daily life now as they were in the past, today's students, parents, patrons and educators use technology to improve communication, enhance thinking skills, develop life skills, and provide linkage to the outside world. The Instructional Technology Vision for USD 378, Riley County, is to integrate both communication and information technology into all areas of K-12 study, not only to provide these same benefits to our students, faculty and staff, but to help address different learning styles, accommodate individual learning rates, and encourage students to accept responsibility for their learning. To this end, the district's students, educators, and administrators will work and study in an environment containing a full range of current hardware and software tools that promotes the efficient use of resources, encourages life-long learning and fosters the acquisition of skills and proficiencies required by our graduates, both today and in the future. Thus, our use of technology contributes to our district's motto, "All Our Children Learning."

**DISTRICT SUMMARY OF PROGRESS**

## Summary of Previous Technology Plan (This section is not scored)

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

**Goal 1 – Ensure that all students upon graduation will be competent in the following areas: technical vocabulary, hardware skills, word processing skills, spreadsheet skills, presentation skills, database skills, multi-tasking skills, networking and internet skills, and social and ethical issues.**

This has been a challenge due to recent budget cuts. The district no longer was able to have a K-6 technology teacher and had to determine alternative ways to continue to teach these skills. For one year the former K-8 technology teacher was re-assigned to teach 7-8 Writing/Technology. The next year a half-time preschool, half-time technology teacher was utilized to teach K-6 technology on a mobile cart moving from classroom to classroom; after the district moved to a full time Preschool, that position ended. For one year the Technology Coordinator taught the computer science curriculum as part of her job duties, but her position had to be decreased to half time. This past year two highly skilled high school students collaborated with grade level teachers during the allotted Computer Science time to instruct students on NETS-based curriculum. This proved to be a highly effective strategy. Teachers report that the high school students relate well with the grade school students. Teachers are also appreciative of the additional support and see marked improvement in the students skills.

**Goal 2 - Ensure that all staff use technology effectively and efficiently in their teaching and workplace tasks.**

Objectives A and B have become a big challenge because of budget cuts. Professional Development is an on-going process and the concept of peer teaching has become a strength. The "Falcon Forum" is a mandatory in-service day(s) where several Professional Development opportunities address technology needs. Each faculty member attends four sessions led by peers with strong skills in a focus area. There are usually twelve to sixteen options from which to choose. Teachers can receive graduate credit from Baker University or use it for re-licensure according to the district's professional development plan. This peer teaching concept is also necessary due to the reduction of the Curriculum/Data Analysis position to a 1/5 time position and the Technology Coordinator to a half time position. With the loss of funding the Professional Development budget has been cut from \$30,000 to a few thousand dollars which is reserved for mandatory trainings. Therefore, the District is at a "maintenance" level in this area.

**Goal 3 - Maintain a district K-12 online curriculum aligned to the state standards**

This goal has been achieved. Teachers provide their building principals with standards checklists of the materials they teach from the online curriculum.

**Goal 4 - Technology becomes a part of the natural learning process for information gathering, problem solving, and the development of a product.**

This is an on-going process that has continued to be a priority of the district. Through the IDP and teacher evaluation processes, teachers are encouraged to use technology to increase student learning. Assignments require students to use technology to gather information and produce various products. Various self-discovery and career oriented activities are introduced through the Student Engagement Project which involves students from first to twelfth grade. The SEP becomes very focused during their ninth through twelfth grades and culminates with a Senior Project.

New technology is being evaluated and implemented on a regular basis. The district has received equipment valuing between \$100,000 and \$130,000 if purchased new within the last twelve months from the Department of Defense at Ft. Riley. This has allowed the district to shift funds from computer replacement to adding new technology into the classroom while still upgrading student and staff computers. Clickers, additional Smartboards, IPAD's, educational software, etc. have been added and will continue to be added and researched.

**Goal 5 - Technology initiates a move toward a paperless society by streamlining clerical and administrative tasks for the learning community.**

Electronic forms and communication with parents continues to evolve and become the "norm." Many teachers are utilizing on-line testing as well as handheld clickers in the classroom to replace the standard paper handouts. The clickers are in place in two classrooms each at high school, middle school, and grade school with more to come.

Power School provides parents with daily, weekly, or monthly email updates depending on what the parents sign up for.

District utilized forms are continually being developed to replace paper and pencil methods. Many enrollment forms and parental communications are being emailed and placed on the district's website for download rather than creating mass mailings. This is an on-going process but one that has already saved the district time and money on the everyday process. The Grade School Site Council and Parent Teacher Organization (PTO) are discussing additional ways to advance paperless communication.

The District will continue to support the evolution to a paperless communication process.

## **TECHNOLOGY NEEDS ASSESSMENT**

This section identifies and explains the technology needs assessment process that is used to drive acquisition, upgrades/replacements and the deployment of technology resources in support of the educational and administrative needs of the district.

- What evaluation process is the district using to make decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services?
- What target groups are surveyed and how often?
- How does the district ensure equitable distribution of technologies throughout the district?
- How does the collected data influence planning for future use of resources, and acquisition of new technologies?

Quality district-wide technology needs assessments should be completed yearly and be aligned with district-wide strategic plans and school improvement criteria, plans, and progress reports. A summary of this information should be included in the plan.

### **Approaches Requirement**

School district staff is surveyed to determine hardware needs in their classrooms. It is not evident that surveys are conducted on an annual basis or how results influence acquisitions and the deployment of technology resources.

### **Meets Requirement**

A variety of instruments are used to evaluate technology needs on an annual basis. A summary of the results is provided, and includes the needs identified for the following groups: student; staff & administration; parent & community; and district. The results are used to influence decisions related to acquisitions and deployment of technology resources.

### **Exemplary**

Data is collected and analyzed on an ongoing basis and is in addition to the annual technology needs surveys. Technology related decisions are based on a wide range of data which is collected dynamically through district/school information systems, websites, and/or events. Data is gathered from a variety of stakeholders in a variety of ways, including students; staff & administration; parent & community; and district.

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district.:

Narrative entered here...

Many different resources are used to determine the technology needs in the district.

**TARGET GROUPS SURVEYED:**

- Surveys staff, students, and community members on an annual basis as well as on an as-needed basis.
- Creates Focus Groups on an as needed basis to review new opportunities and strategies.
- Surveys and communicates with surrounding districts on best practices and alternative strategies.
- Communicates with vendors on solutions that they recommend or use on a regular basis.

**EVALUATION PROCESS USED TO MAKE DECISIONS:**

This is an on-going process that has continued to be a priority of the district. New technology is being evaluated and implemented on a regular basis.

Administration and Technology staff meets to discuss these evaluations and develop an action plan. Results have recently led the district to implement new technologies that include but are not limited to additional Interactive Whiteboards, Response Clickers, and IPAD's.

Each year the Network Administrator and the administration review the hardware and software inventory and the Administrators' Walkthrough results to discuss replacement issues and new purchases for the upcoming year. The research is done to develop new strategies which would lead to necessary technology changes/advances.

Faculty, staff, and administrators are surveyed using LoTi. Results of the most recent LoTi surveys indicate there is a high priority at the grade school level and medium priority for all other users in the district in Skill Set #3, "Using Technology for Complex Thinking Projects". All locations in the district showed a mid-level priority on Skill Set #4, "Locating Resources and/or Assistance to Increase Existing Classroom Technology Use". All other Skill Sets are considered medium to low level priorities.

The staff researches best-practice strategies for developing complex thinking projects for their students. Through the collaboration time with Professional Learning Community (PLC) teams and Falcon Forum, teachers are given time and resources to develop strategies for implementation. In addition, the Network Administrator, Technology Coordinator, Data Analysis/Curriculum Director, and Principals are available for assistance.

The student surveys that are annually administered to grades five, eight, and twelve are



tailored to the particular grade level, taking into consideration such factors as the difference in reading abilities and subjects contained in the curriculum at each grade level. The grade five instrument contains only thirteen questions while the senior survey has twenty-two questions. All surveys have at least one open ended question where students can make suggestions or comments about items on the survey.

## **EQUITABLE DISTRIBUTION AND FUTURE PLANNING**

The data collected from these assessments assists in the decision making process concerning what new technologies and resources are pursued.

From these surveys the Network Administrator, Technology Coordinator, Principals, Curriculum Director, or even an individual staff member can identify areas of need for new technology. Researching of the new technology tools then takes place and a demonstration is scheduled for the administration, technology staff, and sometimes the staff member(s) that will be affected. A decision is then made whether or not individual tools would be appropriate and feasible. Also, during this process we ensure that we are providing an equal amount of technology throughout all the grade levels. We evaluate the replacement plan and inventory to determine where replacements are needed and where we have recently integrated new technologies so we can determine where the greatest area of need is.

Compiled data is used as a key part in the decision-making process regarding the implementation of the district's technology plan. The needs assessment indicates that teachers need increased professional development in the area of technology integration. An initiative undertaken in the district to address this includes 'Falcon Forum'.

Continue and build new relationships with outside organizations focusing on receiving donation possibilities that exist for hardware, software and services. Past donations have allowed the district to shift funds from computer replacement to integrating new technology into the classroom while still upgrading student and staff computers. Clickers, additional Smartboards, IPAD's, educational software, etc. have been added and will continue to be added and researched.

## DISTRICT TECHNOLOGY INFRASTRUCTURE GOALS AND OBJECTIVES

This section is for districts to provide specific, measurable, District Technology Infrastructure Goals and Objectives, and a narrative description **For e-rate purposes, districts should specifically mention e-rate eligible services that the district will leverage to support the educational and administrative needs of the district. Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal.**

**Approaches Requirements:** Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Infrastructure, telecommunications, hardware, software, Internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district.

**Meets Requirements:** Measurable objectives for each goal have been established. Infrastructure, telecommunications, hardware, software, Internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible services, including Kan-Ed services, if a member of Kan-Ed, are addressed.

**Exemplary:** Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, Internet access, services, and resources. E-rate eligible services, including Kan-Ed Member Services, if a member of Kan-Ed, are addressed. Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

### District Technology Infrastructure Goals/Objectives:

- **Required Goal:** District technology infrastructure, telecommunications, hardware, software, Internet access, services and resources support the educational and administrative needs of the district.
  - Enter your Objective(s) here...
- Enter additional local goals and objectives as needed

### District Technology Infrastructure Narrative Description:

Provide a description of the infrastructure, telecommunications, hardware, software, Internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

Narrative entered here...

- **Required Goal:** District technology infrastructure, telecommunications, hardware, software, Internet access, services and resources support the educational and administrative needs of the district.

Objectives:

- Infrastructure: Analyze Connectivity inside and outside of Local Area Network
  - Evaluate and increase speed and reliability of connection to the internet.
  - Increase availability of technology for staff and students
  - Evaluate and enhance wireless availability and reliability.
- Telecommunications: Maintain and enhance telecommunication services.
  - Make available new VOIP features that may increase productivity of the new phone system.
- Hardware:
  - Replace outdated equipment on a regular basis according to the districts replacement plan
  - Continue and build new relationships with outside organizations focusing on receiving donation possibilities that exist for hardware, software and services. The district has received equipment valuing between \$100,000 and \$130,000 if purchased new within the last twelve months from the Department of Defense at Ft. Riley. The district also received equipment valuing between \$10,000 - \$20,000 from the Army Corp of Engineers. This has allowed the district to shift funds from computer replacement to adding new technology into the classroom while still upgrading student and staff computers.
  - Maintain a mixed platform based on educational need. We currently offer both Macintosh and PC based systems within the district.
  - Continue to research, evaluate and implement new hardware that will impact student learning in the classroom or that will be effectively used by staff. Recently IPADS have been integrated in 4 classrooms at the lower elementary level. Both teachers and administrators have seen positive results from this integration. E-Readers are being researched and likely will be piloted in the near future.
- Software: Have appropriate software for staff to be effective and students to learn new skill and produce projects.
  - Implement Microsoft Open Value Subscription Software Assurances. This is a cost effective strategy from Microsoft that will keep Microsoft Office software current.
  - Update the online curriculum to incorporate the Common Core Standards.
- Services: Provide outside resources that will offer opportunities to students, staff and parents.
  - Provide each student (7-12) with a Google Apps account. This will

provide access to monitored student email account as well as a digital locker for students to have access to electronic files needed for the learning process.

- Maintain outsourced services such as PowerSchool, PowerTeacher, Accelerated Reading, Accelerate Math, Study Island, etc.
- Support: Provide necessary technology support for all students and staff.
  - Maintain student aide training program in order to maintain the teacher/student collaboration model.
  - Allocate funding for supporting any and all outsourced services.

The District evaluates results of the annual needs assessment surveys of students, staff and the community to assist in the development of replacement plans and new technology purchases. The technology budget is built with 3 core areas, hardware, software, and professional services.

USD 378 would not have been able to focus our local financial resources on computers, software, printers, peripherals, Internet-based and server-based curriculum programs and engagement technology without the financial assistance of the E-Rate Grant program. We have utilized E-Rate funding to update and maintain our Telecommunications, Internet Access and our building level and district level network and infrastructure. By utilizing E-Rate funds, we have been able to effectively and efficiently increase these areas to support our introduction of district funded technology resources and the technology growth of our students and staff. We currently use and will continue to see E-Rate assistance through the life of this new Technology Plan for Telecommunication and Internet Access Services (Digital Transmission Services, Basic Telephone Service, Long Distance Telephone Service, Cellular Telephone Services, Web Hosting).

E-Rate funds have allowed USD 378 to replace the district level PBX (phone) to a VOIP (Voice over IP) system which helps the district maintain telephones in every classroom. This upgrade in telecommunications improved parent communication, medical emergency situations and a variety of security and internal communication issues. We have additionally been able to enhance our cell phone access used with transportation utilizing E-Rate funding.

Using E-Rate funds, we have been able to lease a long-term sustainable high-speed access to the Internet (dedicated 10MB pipe) for all classrooms and offices within the school district. Using this leased connection we have been able to expand our use of streaming video and audio and the availability of digital resources used on a daily basis by staff and students to impact student learning in the classroom.

## **Evaluating District Technology Infrastructure Goals And Objectives**

This section is for districts to identify how they will measure the successful completion of Infrastructure Goals and Objectives. How will districts know when these goals/objectives are successfully achieved?

**Approaching Requirements:** Measurements are mentioned but it is not clear what will be measured to identify whether goals and objectives are met.

**Meets Requirements:** A plan for measuring the goals and objectives identified in 4A is described. It clearly defines how the district will assess and monitor annual progress toward these goals and objectives.

**Exemplary:** A plan for measuring the Infrastructure goals and objectives identified is described. It clearly defines how the district will annually track progress and measure growth toward these goals and objectives. Specific examples of Quantitative and Qualitative methods used for evaluating goals and objectives are identified.

Outline specifically how the district intends to measure success related to District Technology infrastructure Goal(s) and Objectives:

The district utilizes several methods to measure the successful completion of these goals and objectives.

First, the Network Administrator will make a checklist of goals (maintain or increase speed, reliability and ease of access; maintain/upgrade phone service; increase speed of Internet; continue training students a Tech Aides, etc.). He will then communicate periodically with administrators as to the status of each issue.

The Superintendent will follow the established process detailed under the Technology Needs Assessment section (review various types of input, analyze feasibility of requests, balance requests/needs with budget issues, make decisions) to determine the annual budget which will support progress in the use of technology for student learning.

As with all the issues facing school districts, funding will be a critical factor in determining success at maintaining and updating our technology infrastructure. Our ability to continue to adequately fund all three areas of our budget (Hardware/Equipment, Software, and Professional Services) will ultimately be a key component on determining if the goals and objectives are being met. The continued availability of E-rate funds will also play a vital role in maintaining and enhancing technology in our district.

The district will continue to seek student, staff and parent/community input using various data collecting methods. The district will continue to monitor usage and results from KCA, Study Island, Accelerated Math and Reading, ACT, etc. to determine the

effectiveness of each aspect of the Infrastructure.

## **CURRICULUM INTEGRATION**

In this section the district will outline the District Goals and Objectives related to Curriculum Integration--specifically, how the district will leverage technology to support the teaching and learning mission of the district.

**Approaches Requirements:** Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. The plan mentions curriculum integration but lacks details for one or more of the goals.

**Meets Requirements:** Measurable objectives for each goal have been established. The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

**Exemplary:** Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research-based strategies for teaching and learning.

### **Curriculum Integration Goals and Objectives:**

- **Required Goal:** Increase Student Achievement through the effective use of technology.
  - Enter your objective(s) here...
- **Required Goal:** Ensure that students are technology literate by the end of the 8th Grade.
  - Enter your objective(s) here...
- **Required Goal:** Progress is being made toward fully integrating technology into the curriculum.
  - Enter your objective(s) here...
- Enter Additional Local goals and objectives as needed

### **Curriculum Integration Narrative:**

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

Narrative entered here...

- **Required Goal:** Increase Student Achievement through the effective use of technology.
  - Educate students on appropriate online behavior, Cyber-bullying and Internet safety. Review the Permission for Student Use of Information Retrieval Systems and Acceptable Use of Technology which students and parents sign each year during enrollment.
  - Update the online curriculum to incorporate the Common Core Standards.
  - Continue use of Accelerated Math, Accelerated Reader, KCA Formatives, Weekly Reader, Interactive Whiteboard, Study Island.
  - Implement online CTBS testing.
  - Implement E-Readers
  - Utilize various software, hardware, and services aligned to the District's policies and state standards.
  - Provide ample access to technology resources that will impact student learning.
  - Maintain, upgrade and enhance technology based on educational needs that fit the availability of new hardware and/or software while taking into consideration budget resources.
- **Required Goal:** Ensure that students are technology literate by the end of the 8th Grade.
  - Continue the team teaching strategy that pairs 12th grade students with strong technology skills with grade school teachers to teach the scope and sequence skills that are aligned to the National Education Technology Standards (NETS).
  - Implement a NETS based checklist for Grade 6 to evaluate that grade level skills are being achieved. If successful, continue integrating the checklist to lower grade levels.
  - Continue to evaluate 8<sup>th</sup> grade students on their technology literacy by using the existing format and research improving the instrument.
- **Required Goal:** Progress is being made toward fully integrating technology into the curriculum.
  - Maintain access to LCD projectors, teacher computers, access for students to fixed labs and mobile labs, Internet access, VOIP phones, Graphic Organizers in all classrooms SmartBoards, Projectors, AutoCAD, TI 84+ and TI-NSPIRE graphing calculators, TI Navigators, CPS (clickers), Inspiration/Kidspiration/Smart Ideas (Graphic Organizer Software), Adobe CS3 suite software, Microsoft Office (Access, Excel, PowerPoint, and Word)
  - Provide multiple experiences and projects for students to become proficient in the use of technical skills. These would include the use of K-6 technology classes, Kansas Career Pipeline for middle school and high school students, Student Engagement project, I-Search projects in the content areas, Internet research, PowerPoint presentations, image/video editing and presentations, digital camera use, posters for clubs, activities, and curriculum work.

- Review current pilot programs of technology in the district and integrate into additional grade levels. The district has implemented clickers in four grade levels at the grade school and one classroom at the High School. In addition, the district has implemented IPAD's in four classrooms at lower grade school levels.
- Develop a rubric to be used for Walkthroughs that will assess the frequency and quality of technology integration into the curriculum.
- Review Administrative Walkthroughs to ensure technology is integrated into the curriculum.
- Provide individualized professional development opportunities upon request.
- Incorporate Robert J. Marzano's nine instructional strategies which integrate technology that will give students the opportunity to increase their academic achievement. Website: [http://www.tltguide.ccsd.k12.co.us/instructional\\_tools/Strategies/Strategies.html](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html)

All of the above Goals and Objectives support the Ten Unifying Themes supporting the 21st Century Learner and the Five Unifying Themes of the 21st Century Learning Environment.

### **Evaluating Curriculum Integration**

Curriculum integration should be carefully and thoughtfully evaluated. This section should clearly outline measures that will be used to determine:

- How the district measures student technology literacy by the end of 8th grade;
- How the district will measure the effective use of technology in teaching/learning; and
- How the district will measure the impact technology has on student academic achievement.

**Approaching Requirements:** It is unclear how the district will assess their achievement of the outlined Curriculum Integration Goals and Objectives. Details are lacking for 1 or more of the goals/objectives outlined.

**Meets Requirements:** Curriculum integration assessment plans are described in detail to support the Curriculum Integration Goals and Objectives, and include baseline data.

**Exemplary:** Curriculum integration assessment plans are described in detail and include baseline data, as well as a description of how the data will be used to improve student achievement and the other outlined. Please outline how the Curriculum Integration Goals and Objectives will be evaluated:

Narrative entered here...



Baseline data is gained in several ways:

- Continue the use of 7<sup>th</sup> and 8<sup>th</sup> grade pre and posttests to assess technology literacy. Pretests align the instruction the students will receive throughout the year. The 8th grade post test results are reported on the annual QPA report.
- Evaluate newly created NETS based checklist at the 6<sup>th</sup> grade level and adjust instruction, if necessary, to ensure the progression toward technology literacy.
- Analyze the results of the QPA follow up Life Track Survey. The District contracts with Life Track to administer a survey to each student at graduation and then again five years after graduation. Some questions help measure the effectiveness of technology skills the students feel they learned during their high school education.

There are several methods used to observe and document that technology is being integrated into the curriculum.

- Teachers are required to record their vertical and horizontal collaboration activities on a team document that is reviewed by the principals.
- During classroom Walkthroughs the principals will Encourage, Document and Evaluate the amount of time integrating technology into the curriculum using a "Technology Integration Rubric" (North-Eastern Regional Information Center (NERIC) Teachers Technology Integration Rubric) on their IPADS.
- The district will monitor mobile and fixed computer lab usage logs as another way to evaluate the availability of technology and to what level a specific teacher is integrating technology.
- Students, teachers and parents/community members will participate in annual surveys to discuss the current level of technology integration.
- Over the past few years the students of USD 378 have steadily improved their scores and have achieved Standards of Excellence in many content areas of the State Assessment tests. This steady progress is greatly supported by the use of a wide range of technology, both hardware and software, in the hands of skilled teachers.
- USD 378 provides every senior the opportunity to take the ACT test at the District's expense. As a result a high percentage of the seniors take the ACT and the test scores have steadily risen over the years with a slight dip last year. This opportunity offered by the District and the scores earned by the students supports the success of the strategy of curriculum integration.

## **TECHNOLOGY PROFESSIONAL DEVELOPMENT**

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the

operational/administrative aspects of this plan.

It would be appropriate to include how the professional development will specifically support Curriculum Integration Goals and Objectives including:

- Increasing student academic achievement through the use of technology.
- Ensuring all students are technology literate by the end of 8th grade.
- Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior including interactions in social chat rooms).

**Approaches Requirement:** Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Technology professional development plans are unclear or not fully developed. Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above.

**Meeting Requirement:** Measurable objectives for each goal have been established. Technology professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives.

**Exemplary:** Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc.,. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms.

#### Technology Professional Development Goals and Objectives:

- **Required Goal:** Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.
  - Enter your objective(s) here...
- **Required Goal:** Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.
  - Enter your objective(s) here...
- **Required Goal:** Improve the capacity of classified staff to effectively use technology to fulfill their duties.
  - Enter your objective(s) here...
- Enter Additional Local goals and objectives as needed

#### Technology Professional Development Narrative:

Please provide an overview of how the district will meet the outlined Professional Development Goals and Objectives here.

Narrative entered here...

- **Required Goal:** Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.
  - Educate faculty and staff on appropriate online behavior, Cyber-bullying and Internet safety.
  - Review the Acceptable Use of Technology which staff members sign each year.
  - Provide support for creating lessons, skills and collaborating time to increase skills
  - Continue Falcon Forum, our district's in-house conference on in-service days, with multiple educational sessions offered by our staff for our staff, many of which involve integrating technology.
  - Implement technology integration rubric that will be used during Administrative Walkthroughs.
  - Encourage attendance at local, regional and national conferences. This includes CPSI (Council for Public School Improvement) conferences featuring speakers such as Alan November.
- **Required Goal:** Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.
  - Provide trainings for SmartBoard or Promethean Technology, United Streaming Video, PowerTeacher, Microsoft Excel, Study Island, Accelerated Math and Reading, Graphic Organizer software, Microsoft Outlook, and Differentiated Instruction, Podcast, and Imovie software.
  - Request that each teacher include at least one technology goal in his/her IDP Plan or District Teacher Evaluation Plan.
- **Required Goal:** Improve the capacity of classified staff to effectively use technology to fulfill their duties.
  - Provide both individualized and collaborative PowerSchool trainings.
  - Encourage workshop and webinar attendance.
  - Implement training for skills needed for substitute teachers.
  - Provide training for the Riley County High School virtual learning program.

All of the above Goals and Objectives support the five 21st Century Unifying Themes of Relationships, Relevance, Rigor, Results and Responsive Culture.

## **Evaluating Technology Professional Development**

Technology professional development should be carefully and thoughtfully evaluated, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should summarize:

- How will the district know that current professional development offerings have an impact in the classroom?
- How will the district know that knowledge/skills from professional development opportunities have been transferred to classroom practice?
- What evidence will show results of the professional development activities?

**Approaching Requirements:** Technology professional development sessions are evaluated in some way, such as post-training surveys that are filled out by participants.

**Meets Requirements:** Technology professional development is evaluated in more than one way. Evidence is provided to show data are utilized to inform future planning or improvement.

**Exemplary:** Technology professional development is evaluated in more than one way. Qualitative and quantitative data is used to drive decision making and to inform future planning or improvement. Data is gathered to show level of implementation [application] and changes in student learning [impact]. Evidence of systemic classroom technology integration is provided.

Please describe how the district will evaluate the outlined Professional Development Goals and Objectives:

Narrative entered here...

The district utilizes several methods to determine the impact that professional development is having in the classroom and that the knowledge and skills are being transferred to classroom practice. Attendance records, collaborative time reports, principals' rubric assessments, and staff surveys following in-service days all help measure/evaluate the success of professional development. However, the real impact as to how professional development is transferred to student learning must be measured in other ways. These include:

- Over the past few years the students of USD 378 have steadily improved their scores and have achieved Standards of Excellence in many content areas of the State Assessment tests. This steady progress is greatly supported by the use of a wide range of technology, both hardware and software, in the hands of skilled teachers.
- USD 378 provides every senior the opportunity to take the ACT test at the District's expense. As a result a high percentage of the seniors take the ATC and the test scores

have steadily risen over the years with a slight dip last year. This opportunity offered by the District and the scores earned by the students supports the success of the strategy of professional development.

- Use the Red, White and Blue analysis of the KCA and formatives
  - After this analysis teachers have a snapshot of incoming students and where they need to focus instruction for each individual.
- Analyze daily performance grades.
  - Daily grades are used as qualitative and quantitative data to help direct instruction.
- Survey students to determine the power of the Student Engagement Process.
- Analyze the Needs Assessment results to see if established goals are being met.
- Analyze the data collected from the Administrators' Walkthroughs.
  - Evaluate the number of times technology is being integrated into the curriculum.
- Review the Team Document that teachers create during PLC time that is sent to the administration after collaboration time is provided.
- Evaluate the students' level of engagement and products such as television commercials, lip dubs, athletic broadcasts, highlight films, etc. to further assess the impact of professional development.

## **DISTRICT TECHNOLOGY PLAN VERIFICATION FOR ERATE PURPOSES**

**Please check the statement that applies to your district** :

Please note that although districts may already have an approved technology plan on file with KSDE, the following statements provide KSDE with verification of whether the district needs to file an addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service). **Please check only one box.**

Our district **has not submitted** an E-rate application for Funding Years covered by this technology plan.

Our district **has filed or intends to file** only for basic Telecommunication services (POTS--basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Years covered by this technology plan.

Our district **has filed or intends to file a Form 471** for more than basic Telecommunications for Funding Years covered by this technology plan

Over the past few years the students of USD 378 have steadily improved their scores and have achieved Standards of Excellence in many content areas of the State Assessment tests. This steady progress is greatly supported by the use of a wide range of technology, both hardware and software, in the hands of skilled teachers.

USD 378 provides every senior the opportunity to take the ACT test at the District's expense. As a result a high percentage of the seniors take the ATC and the test scores have steadily risen over the years with a slight dip last year. This opportunity offered by the District and the scores earned by the students supports the success of the strategy of curriculum integration/professional development.

As a result of the final group meeting, it was apparent that USD 378 teachers are very concerned about the impact that the budget cuts have had on their access to technology. As a result, they are not asking for hardware and/or software that would benefit their teaching strategies. Administrators pointed out that there still needs to be open communication because they can sometimes leverage budget items that classroom teachers are not aware of in order to maximize the use of technology for student learning. For example, one kindergarten teacher had a SmartBoard but was not maximizing its use because of the time involved with developing lessons. During a conversation with the Network Administrator, it became apparent that for a few hundred dollars more for software, the underused SmartBoard could become a powerful teaching tool. The teacher had even considered buying the software out of her own pocket because of the budget situation (instead of requesting it), but it was quite obvious to the Network Administrator that buying the software was a valuable investment. Instead of having a \$1400 SmartBoard being underused, it is far better to invest a few hundred dollars?? for software to create a tool that can be maximized for learning. In order to accomplish that end, open communication must be encouraged.