# KANSAS LOCAL TECHNOLOGY PLAN RUBRIC

## 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.

☐x *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?

☐x *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?

☐*xYES*   ☐*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clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software?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?

☐*xYES*   ☐*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?

☐x *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?

☐*xYES*   ☐*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?

☐*xYES*   ☐*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/.

☐*xYES*   ☐*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:

Mr. Doug Conwell-USD 417 Superintendent

Lisa Eidman-Technology Coordinator

Kelly Gentry-Curriculum Coordinator

Heather Honas-CGES Principal

Cynthia Schrader-PHES Principal

Martha House-CGHS  Librarian/Technical Support

Joyce Heilman-CGES Librarian/Technical Support

Kacie Evans-PHES 6th Grade/Technical Support

Tracie Schroeder-CGHS Science

Alicia Kelley-CGES 3rd Grade

Mary Myers-CGMS Social Studies

Stacey Tischhauser-CGES 2nd Grade

Janet Holden-CTE-FACS


The other recommended constituencies are represented through other district committees:  District Academic Council (DAC), Professional Development Council (PDC), District Planning Team (DPT), Subject Area Committees (SAC), Site Councils.

Are all recommended constituencies represented?

☐x YES    ☐ NO


## 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:

*USD 417 employees, parents, and patrons through their cooperative efforts assure district students of the knowledge, skills, and attitudes necessary to develop into lifelong learners who respect themselves and others, contribute to their communities, and succeed in a changing world.*


### 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 21st Century teaching and learning opportunities.*

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

When integrating technology into instruction USD 417 considers

•*accessibility*

•*educational impact*

•*efficiency*

•*infrastructure*

•*personnel*

•*sustainability*

focusing primarily on educational impact and efficiency. Instructional technology should provide the knowledge, skills and attitudes necessary to develop lifelong learners who respect themselves and others, contribute to their communities, and succeed in a changing world.

**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:

> We have made significant progress toward our goals and objectives.  We have had a major overhaul of our Wireless Network and an additional upgrade this year. Four switches have been upgraded in the core bank, plans continue to upgrade 6-12 more switches. Computers have been upgraded and additional classroom carts have been added. Each grade level has at least one mobile cart of devices to share. We have continued to add additional electronic/digital curriculum resources each year. Each area is on a rotation to update resources, including digital resources.

## 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.:

> Every spring, the Technology Committee surveys teachers and administrators to find out their needs above and beyond the regular computer/equipment rotation.  Each building staff discusses building priorities for the coming year. The results go back to the Technology Committee to help prioritize purchasing recommendations.
>
> Discussion regarding technology needs are heavily influenced by curriculum goals, district goals for improvement, and building goals while attempting to be as efficient and non-disruptive as possible.
>
> Every other year the Technology Committee surveys the staff to determine teacher's instructional technology strengths and weaknesses.
>
> Each spring professional development needs are surveyed by the Professional Development Council and the technology committee responds to the results that are relevant to technology.
>
> This spring we commissioned the BLEgroup to audit and analyze technology and its implementation in the district. http://blegroup.com/school-services.php They put together a report that has generated discussion on a variety of technology related topics. The group audited and reported on Instruction, infrastructure, management systems and organization.

## 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 <u>specifically mention erate eligible services that the district will leverage to support the educational and administrative needs of the district</u>. 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.

<u>District Technology Infrastructure Goals/Objectives:</u>
- **Required Goal:** District technology infrastructure, telecommunications, hardware, software, Internet access, services and resources support the educational and administrative needs of the district.

## 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:

Our first priority is maintaining the network infrastructure and making sure all our stakeholders have access to the bandwidth they need to access and create content. We continue to update bandwidth as well as networking and wireless infrastructure so that we can keep up with increasing demands.

a.  Maintain devices by purchasing teacher upgrades every three years and re-imaging student devices every summer.
b.  Increase the wireless access points at 7-12 building,  evaluate needs as the year goes on.
c.  Update network switches, 6 this year, 6  more next year, and continue upgrades on a regular basis.
d.  Update/replace UPS at the core of each site.
e.  Research and update Firewall by 2016.
f.  Withdraw and recycle end-of-life equipment yearly.
g.  Continue backup rotation
h.  Develop a formal disaster recovery plan.
i.  Identify people responsible for system management and maintenance and develop flow charts to clearly identify who is responsible for each task.

**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:

*Over the next three years, ensure that the System Management flow chart has been completed and maintained, evaluate and analyze the quality of the network infrastructure to continue to grow with the needs of the schools, and make sure a formal disaster recovery plan is in place.*

*Compare BLE rating sheet with current state of our infrastructure to determine if we have accomplished goals.*

## 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.

<u>**Curriculum Integration Goals and Objectives:**</u>

- **Required Goal:** Increase Student Achievement through the effective use of technology.

  o *As each curricular area adopts materials, technology requirements are a major consideration. SAMR is a useful way of considering the educational impact of technology. Depending on how we use technology with students, the impact can range from a simple substitution for the old school way of teaching and learning to something completely revolutionary. We maintain, (and you probably won't see this perspective anywhere else) that excellent instruction can occur anywhere in this model. Conversely, lousy instruction can occur anywhere in this model. The teacher's instructional skill set is the vital component that impacts student learning.*

- **Required Goal:** Ensure that students are technology literate by the end of the 8th Grade.

  o *Sixth and seventh grade students complete capstone courses in computer technology. K-8 have technology curriculum checklists that they complete yearly. Students use devices in class on a daily basis to meet curriculum standards. We are a GAFE district so Google Apps are integral to instruction and student learning.*

- **Required Goal:** Progress is being made toward fully integrating technology into the curriculum.

  o *Curriculum and technology are so intertwined that it is impossible to separate them.*

<u>**Curriculum Integration Narrative:**</u>

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

*What frightens good teachers most is that no real student learning will take place, only wasted time messing with tech that doesn't work quite right. If the technology works too well, it can mask student inattention by making shallow work look good. Worse, good technology can mask poor instructional practice. Drill and Kill with iPads is still Drill and Kill. Our district has 12 days of professional development each year so that teachers can become better at what they do. Teachers have numerous opportunities on a daily basis to learn from each other and from their individual Professional Learning Networks which in themselves are greatly enhanced by technology.*

*The district has at least one device for every two students, and we are efficient about giving students access. Students may also bring their own devices and we have ebooks, etextbooks, audio books, and a wealth of resources available to everyone.*

*The district measures successful technology literacy at the end of $8^{th}$ grade by the completion of checklists by grade level teachers and by student successful completion of the computer technology class. By the time our students are in $4^{th}$ grade, they must be able to navigate technology effectively just to complete their coursework. For every technology skill on the technology literacy checklists, there are spots for pre-tests and post-tests.*

*How can we measure the impact technology has on student academic achievement? The ISTE standards for students have been helpful when thinking about what we want our students to know as they adopt wise technology use into their educational work flow.* [https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf](https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)

*A curriculum priority is to use technology to differentiate access and content for all learners.*

<u>**Evaluating Curriculum Integration**</u>

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:

> *The district measures student technology literacy by grading the technology curriculum of students through 8th grade. We monitor student achievement in multiple ways: state assessments, AIMSweb reading and math benchmarks, ACT and Aspire data, and local common assessments. If achievement data is low for a particular teacher, grade level, or building, technology is one area we look at in terms of the variables that affect teaching and learning. Having technology for technology's sake is not something we evaluate.*

## 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.

    o *Our system is set up so that teachers are compelled to use technology in order to function both as employees and as instructors. Teachers are constantly discussing techniques and effective strategies in their PLCs and during our extensive professional development time. Administrators are then able evaluate teacher's use on our district evaluation tool.*

- **Required Goal:** Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

    o *Our district has had building level technology professional development where teachers discussed what they were doing that was particularly effective. Teachers shared quickly and demonstrated different technology to achieve particular student learning goals. Everything was shared on a Google document and then everybody had time to explore what enhanced their current programs. We want to continue these discussions and invite in experts where appropriate as well as guide teachers in developing their own particular PLN's that are unique to them and focused on their subject areas and course objectives, strengthening their areas of expertise and shoring up areas of need.*

- **Required Goal:** Improve the capacity of classified staff to effectively use technology to fulfill their duties.

    o *Our secretaries and department managers have had specialized training on different aspects of Google Apps and PowerSchool, and we need to expand their training opportunities as well as listening and learning from them. Our paras and aides are often included in professional development, and if they need hours, they can choose whatever is most useful for them to attend. Most of them also learn a great deal from working with students directly.*

**Technology Professional Development Narrative:**

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

*USD 417 keeps a shared Google Document that keeps track of when online safety standards are covered in the curriculum. It is updated yearly for CIPA. In the fall of 2014 we implemented an MTSS Behavior plan and during seminar every other week teachers show a Connect with Kids video and discuss issues with their students. Cyberbullying, Internet safety, and digital citizenship are all covered in this series. At the junior high and elementary level, they conduct the same discussions during their class meeting time as a part of the Olweus Bullying program.*

*It is hard to imagine professional development without technology. Our curriculum materials are technical in nature, teacher management and assessment live online. Work flow, whether administrative, teacher, or student is structured by technology.*

*Administrators and teachers are able to communicate immediately via technology in ways that we could not even imagine ten years ago.*

*The ISTE Standards for teachers and administrators have been helpful as we think about what we want to accomplish professionally with technology.*

*The district is planning to provide Google Apps training/professional development on a day before school begins and before and after school through out the year.*

**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:

*Evaluation, professional development documentation, purchase orders, transportation, security, leave, time clock, and payroll are all online as well as our student management system. These all require professional development so people know how to access and use them effectively.*

*Every spring, the Professional Development Council conducts a survey to discover what was effective and what was not and to plan for future training. We also give a Title IIA Needs Assessment. Technology needs are also gathered from the District Planning Team data analysis of student achievement, Building Leadership Team Action Plans, national and State initiatives/mandates, Program Assessment data, and scientifically based research on proposed programs and strategies.*

**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.

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

**DISTRICT TECHNOLOGY PLAN BUDGET**

**Enter the projected budget amounts for the three years that your plan covers (optional).**

School Year:     2015-16

| Budget Area | Costs | Funding Sources with amount per Sources |
|---|---|---|
| Professional Development | $0 | |
| Telecommunications and Internet Access | $0 | |
| Materials and Supplies (i.e. Software) | $0 | |
| Equipment (i.e. Hardware) | $0 | |
| Maintenance and Support | $0 | |
| Other | $0 | |
| Total | $0 | |

School Year:     2016-17

| Budget Area | Costs | Funding Sources with amount per Sources |
|---|---|---|
| Professional Development | $0 | |
| Telecommunications and Internet Access | $0 | |
| Materials and Supplies (i.e. Software) | $0 | |
| Equipment (i.e. Hardware) | $0 | |
| Maintenance and Support | $0 | |
| Other | $0 | |
| Total | $0 | |

School Year:     2017-18

| Budget Area | Costs | Funding Sources with amount per Sources |
|---|---|---|
| Professional Development | $0 | |
| Telecommunications and Internet Access | $0 | |
| Materials and Supplies (i.e. Software) | $0 | |
| Equipment (i.e. Hardware) | $0 | |
| Maintenance and Support | $0 | |
| Other | $0 | |
| Total | $0 | |