

# **USD 405 Technology Plan 2005**

## Technology Plan Committee Membership

*This section identifies the membership of the Technology Plan Committee. Membership should include representatives from all constituencies; teachers, administrators, parents, educational institutions, and the community.*

Representation from the various educational branches in the district will include;

- 1 Park Elementary School
- 1 Central Elementary School
- 2 Lyons Middle School
- 1 Paraprofessional
- 2 Lyons High School
- 2 Administration
- 1 Student
- 1 Community

Membership in the council is as follows:

Park School	Marv Soeken	2 <sup>nd</sup> grade Teacher
Central School	Dana Roth	5 <sup>th</sup> Grade Teacher
Middle School	Debbie Dumler	Social Studies Teacher
	Andrea Schutte	Technology Explorations Teacher
High School	Dean Mantz	Asst. Director of Technology
High School	Robert Remple	9-12 Business Teacher
Para Professional	John Payne	Paraprofessional
Administration	Doug Higgins	Principal Central Elem, Director of Student Learning
Administration	Jon Utech	Director of Technologies
Student	Seth Peckham	Lyons High Student
Parent	Terri Peckham	Community

The supervising administrator will make selection of teacher representatives with input from the instructional staff. Selection of the administrator and community representatives will be by the superintendent with input from the district leadership team. The Director of Technologies will review membership each year. Efforts will be made to balance the committee in regards to social status, gender, grade representation and ethnicity.

## Technology Needs Assessment

*This section identifies and explains the technology assessment process that is used to drive acquisitions and deployment of technology resource assessments in your district using to make decisions regarding the needs for purchase of computers, software, and other technology resources an What target groups are surveyed and how often? How does the data collected influence planning for future use of resources, and acquisition of new technologies?*

USD 405 reviewed the previous technology plan submitted in 2003, as a starting point for this needs evaluation. All goals established were met, but as with all technology, needs change and improvements must be ongoing. It was noted that several of the goals from the original plan should be continued or included in the next 3-year plan. Of particular concern was the integration of technology into the instructional practice in all classrooms. Students seemed to know how to use the tools, but technology should impact all students learning. One of the keys discussed was the need of continued guidance for staff in effective integration efforts. This can only happen if they are comfortable and confident in their abilities with the equipment and if support is readily available.

During the past 2 years the district has been part of a mentor training program, the McREL Technology Initiative (MTI). During the first year of the program, the MTI program identified 11 teachers from the district to participate in intensive technology training focused on technology integration to impact student learning. As a part of this effort, these teachers' classrooms were developed into technology rich classrooms, providing the teachers with whatever tools needed to accomplish their classroom projects. At the end of the year a Technology Fair was held to share with all staff the important discoveries these teachers made about the impact technology can have on a classroom and more importantly on the students in those classes. Teachers were selected for the second year of the MTI project and assigned to the mentors from the first year. This group of teachers will then become mentors the next year, allowing us to address the entire staff over a 5 year time span or less.

Input from this group of teachers as well as others, including administration, parents and community lead the district to adopt a new approach to technology in the district. Staff indicated that before more technology integration can happen on a regular basis, there would have to be better access to the tools. It was said that technology that had to be scheduled was an event and technology that was available when needed was a tool. The district adopted a one to one laptop initiative from grade 7 through 12, 30 station laptop carts for each grade level 3 through 6 and laptops for all staff members. This provided the access to technology for students and has enabled the staff to move forward in their use of technology at a rapid pace.

The district Instructional Council held a curriculum review during the fall of 2004, developing an inclusive curricular sequence with benchmarks for all transitional grades. The Instructional Council made use of the ISTE standards for a guide as to what was appropriate at each grade level. The next step in this process will be the development of assessments to document student performance.

Results of study group discussions and a discussion with the Board of Education has indicated a need to improve communications between home, school and classroom. As a part of the last technology plan, staff members were encouraged to make use of technology in communicating with students and parents. These efforts have included everything from newsletters, to email, to posting projects and information on class

activities on the web. Parental support of these efforts have been nothing but positive. Though surveys of parents at parent/teacher conferences it has been determined that over 60% of parents have access to email and the Internet. In addition, public access to technology has been made available through the Rice County Learning Center and the public library, enabling those without access at home.

USD 405 continues to work on continuous improvement through the QPA process and through study groups in all buildings. Targeted areas of improvement in reading, communication and math will be the focus of classroom integration efforts. Further use of programs like Academy of Reading, CCC, PassKey and other more specific software packages will allow for individualized remediation and extension activities for all students. Baselines of student performance will be set at the beginning of each year and checked again at the end to determine the effectiveness of the tools and assist in planning for the next year.

## District Mission

USD 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

## Technology Vision

*The Instructional Technology Vision Statement is the conceptualized outcome of implementing the technology plan. What is your district vision for Instructional Technology?*

The USD #405 vision for excellence includes the use of technology to support the total educational process. The next 3 years will include an intensified effort to move beyond just having the equipment and learning how to use it, to making use of the equipment to impact student learning and performance in a dramatic way. Four key goals are identified in accomplishing this vision.

Technology will enable all students to meet challenging standards, to apply technology appropriately, and to be able to adjust and adapt to new technologies as they make the transition from school to the 21<sup>st</sup> Century workplace.

Technology will support student learning through the integration of technology into classroom instruction, providing an intellectually challenging and developmentally appropriate instructional program.

Technology will support the staff by providing tools which allow them to efficiently complete their job in a manner which promotes student learning and communication with all involved in the education process.

Technology will support parents' involvement in the education process through ongoing communication between students, parents, staff and administration.

## Technology Use Goals/Objectives

*Goals are broad statements of the purpose of the plan. Objectives are the means/ methods to reach the goals. Clearly stated goals for broad based learning outcomes are stated. Goals are linked to site improvement plans, district plans, and state plans. Objectives are the means/ methods to reach the goals.*

I. Technology will enable all students to meet challenging standards, to apply technology appropriately, and to be able to adjust and adapt to new technologies as they make the transition from school to work.

- A. Strengthen available technology programs and software, especially those targeted by QPA and building improvement goals.
- B. Provide opportunities for students through technology based remediation, practice and enrichment.
- C. Provide access to information using online databases, curriculum based websites and search engines.
- D. Implement the sequential curriculum designed to help students acquire key technological skills.
- E. Provide advanced technology study opportunities enabling students to meet the demands of the work world. Current efforts include the Technology Academy (Cisco Networking, A+ computer Repair, and Webmaster), and video production.
- F. Provide students and staff with self-paced learning opportunities through online and technology-based curriculums.
- G. Initiate model programs of technology integration in classrooms, identifying the star technology programs in the district.

II. Technology will support student learning through the integration of technology into classroom instruction, providing an intellectually challenging and developmentally appropriate instructional program.

- A. Strengthen classroom instruction through the integration of technology into the regular classroom instruction.
- B. Provide for an ongoing accurate means of communication between teachers, parents, and students through web based information and projects.
- C. Provide opportunities for remediation and extended learning opportunities though technology based activities.
- D. Provide alternate instructional models to meet special needs of students through web based and computer-based instruction.
- E. Provide adequate up-to-date technology equipment to meet the demands of the applications being used.
- F. Provide tools for increasing student participation in the learning process.

III. Technology will support the staff by providing tools which allow them to efficiently complete their job in a manner which promotes student learning and communication with all involved in the education process.

- A. Provide adequate up-to-date technology equipment to meet the demands of the applications being used.
- B. Provide needed training to enable staff to use technology to impact student learning. Specific training needs will be established each year during the needs assessment process.
- C. Develop a district web based knowledge platform of technology directions and trouble shooting assistance.
- D. Initiate model programs of technology integration in classrooms, identifying the star technology programs in the district and providing access to support for those wanting to integrate technology into their classroom.
- E. Provide technology solutions to automate some of the tedious tasks, thus allowing time for teachers to focus on integration.
- F. Provide base support for use of technology through the Gen-Y and the Rice County Technology Academy.
- G. Maintain an online method of tracking technology problems and solutions.

IV. Technology will support parents' involvement in the education process through ongoing communication between students, parents, staff and administration.

- A. Provide access to technology for parents without home equipment through media centers and the learning center.
- B. Continue an online method of communication for parents and students to access grades, assignments, attendance and other class information.

## Technology Use Assessments

*Baseline data is gathered to assist the technology committee in determining what goals and objectives are established.*

I. Technology will enable all students to meet challenging standards, to apply technology appropriately, and to be able to adjust and adapt to new technologies as they make the transition from school to work.

- A. Compare local, state and national assessments of targeted areas. Baseline data on targeted areas established during the 2001-2002 school year.
- B. Obtain measurable improvement in results from programs like Accelerate Reader, CCC, PassKey, and Academy of Reading.
- C. Survey of parents and students to determine the use and perception of availability of technology to students.
- D. Observation by teachers to determine the level of students' skills and use of technology.
- E. Share model programs from each building and observed impact on student learning through annual technology integration showcases.

II. Technology will support student learning through the integration of technology into classroom instruction, providing an intellectually challenging and developmentally appropriate instructional program.

- A. Collect qualitative data from staff and students regarding the use and impact of technology in classes.
- B. Survey of MTI participants to gauge impact of technology integration in their classrooms.
- D. Develop a profiler data tool to determine success for students and teachers in acquiring technology skills.

III. Technology will support the staff by providing tools which allow them to efficiently complete their job in a manner which promotes student learning and communication with all involved in the education process.

- A. A staff survey to determine level of technology currently in place and anticipated need based on information from needs survey.
- B. Documentation of successful integration projects to be shared with other district staff.
- C. Review of the knowledge base, site comments and access logs for the site to determine use and effectiveness.

- D. Survey staff on use and effectiveness of InteGrade Pro and Classroom xp.
- E. Review the project and repair logs of the Hs and Ms technology students to determine the effectiveness of the Gen-Y program and the Technology Academy program.
- F. Review the call log record from the new database on computer repair and assistance.

IV. Technology will support parents' involvement in the education process through ongoing communication between students, parents, staff and administration.

- A. Survey of staff to determine level of technology use by parents. Data from 2004 surveys indicated slightly over 60% had access to Internet. The goal is for 75% of that number to make active use of district web resources.
- B. Evaluate use data from Parent Connect xp server to determine level of parent and student access.

### **Curriculum Integration and Enhancement**

*This statement presents a description of technology as it is currently used for instruction, and the ways for technology to be integrated more completely into the learning environment. It defines how you will integrate technology to support the learning needs of students as defined in your schools improvement plans.*

- A. Students/teachers will continue to be trained on new ways of integrating research-based technology strategies into teaching and learning.
- B. Mentors (students, teachers, staff, and/or administrators familiar with the application of technology) will share their knowledge with others and demonstrate ways new technology can be integrated into the curriculum to impact student learning. The identification of technology mentors in buildings and setting up model programs to pilot new efforts into an active part of our schools will continue through the McREL Technology Initiative and mentor training.
- C. Recognition of teacher efforts in the implementation of technology into their classrooms will continue through the Technology Fairs.

## Integration Assessment

*How are you going to assess progress toward curriculum integration? What measures will you use to monitor what is happening in the classroom what learner outcomes are being met?*

- A. Baseline data will be established using results from state assessments, national tests and local CRTs. B. Anecdotal evidence as well as student gains in learning will help to assess effectiveness of each new strategy that is tried.
- B. Benchmarks in technology will be in place and teachers will follow them in integrating technology into the curriculum. Pre and post tests and anecdotal observation will guide teachers in assessing whether benchmarks have been met.
- C. Teachers' use of technology software to address identified building improvement goals will be documented.

## Professional Development

*This section defines the district professional development in technology plan. The exemplary action plan includes multiple strategies, incentive resources, and supports building level research based staff development plans.*

- A. Provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to transform teaching and learning for the district.
- B. Provide opportunities for all staff to enhance their educational technology knowledge and skills and require that they do so. Integrating technology into the classroom will continue to be a focus as the district moves forward. It is a district goal to transform the learning environment through the integration process.
- C. Encourage staff members to bring back new ideas from conferences regarding the integration of technology into the curriculum and to share them with others.
- D. Continue the mentoring program allowing teachers familiar with a technology-based concept help other teachers to understand the concept or program and integrate it effectively in the classroom to enhance teaching and learning.
- E. Based upon staff responses to queries and/or questionnaires (TAGLIT and Profiler), create opportunities for instructing staff in areas desired.
- F. Create a regular series of short focused trainings, targeting specific applications and age groups to provide useable skills and knowledge training in an on target, on time and ongoing way.

## Professional Development Assessment

*Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning.*

- A. Use evaluations from training sessions and teacher feedback to ascertain effectiveness of training and future needs.
- B. Develop a log of integration efforts in each building, sharing the results at staff meetings. Provide support needed (both in technology equipment and in mentoring) to ensure that teachers can adequately carry out what they have learned.
- C. Develop targeted trainings for each semester based on input from mentor teachers.
- D. Integration efforts will be evaluated through anecdotal, qualitative and quantitative data.