

**Kansas State Department of Education
Technology Plan**

Contact Information

Plan # (KSDE Use Only): 6300
School District Number: D0500
School District Name: Kansas City
Superintendent First Name: Jill
Superintendent Last Name: Shackelford
School District Address: 625 Minnesota Avenue
School District City: Kansas City
School District Zip: 66101-2805
School District Phone: (913) 551-3200
School District Fax: (913) 551-3217
School District E-Mail: jshackelford@kckps.org
School District Homepage: <http://www.kckps.org>

Is the Lead Contact for your Technology Plan the same as the Superintendent? No

Lead Contact First Name: Joe
Lead Contact Last Name: Fives

Lead Contact Address: 625 Minnesota Ave
Lead Contact City: Kansas City **State:** KS **Zip:** 66101
Lead Contact Phone: (913) 279-2286
Lead Contact Fax: (913) 279-2142
Lead Contact E-mail: joe.fives@kckps.org

Plan Effective from 07/01/2009 **to** 6/30/2012

Date Technology Plan Approved by District School Board: 3/10/2009

Board Approved District Policies Section

1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?

Yes

2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes

3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?

Yes

4. Has your district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars 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

5. Does your 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

6. Does your 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

7. Question 7 has now been deleted from the questionnaire.

8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools' staff - such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?

The District facilitates communication between various groups of employees, parents, students, and community. For example, the Human Resources department schedules monthly meetings with a secretary committee, comprised of secretaries and administrators, both building and district level. This group provides constant feedback about the technology (and other) training provided to them. The result is training that is

dynamic, rather than static -- it is constantly updated and refined to meet the needs of our employees.

At the beginning of each school year, secretaries, registrars, and other office personnel are required to attend mandatory training sessions on the student information system called SILK. At first, these training sessions were designed for new employees, but we quickly found that state and Federal reporting requirements changed often enough to justify annual training for all groups of non-certified staff. Additionally, we have found that regular training results in more accurate data collection.

School treasurers receive specialized technology training on the software they use, called Quickbooks, and are taught by the accounting team in our Budget and Finance office. Other staff members receive training on the use of GEMS, software for HR records, purchasing, and payroll. The technology Help Desk creates custom user manuals for GEMS.

District programmers create custom applications for time sheet entry, and they, along with the Help Desk, provide training for this and many other applications produced in-house.

Technology now impacts our maintenance shop, too, requiring training of pipefitters and locksmiths. The pipefitters rely on a centralized, computer controlled HVAC system. They carry wireless laptops, and can remotely adjust temperatures or troubleshoot problems in any area of a school or district building. The result: greater energy efficiency is achieved while reducing pipefitter travel, saving both fuel and reducing emissions. Likewise, the locksmiths carry laptops so they can program electronic door locks. They, too, must be trained to use specialized software, and be comfortable using technology.

Food service employees are trained on their point-of-sale system, and storeroom staff are trained to use barcode scanners for inventory management.

Last, but certainly not least, the technicians themselves need recurrent training to keep up with the latest changes and improvements in technology. One technician at our high schools may support over 1,200 student laptop computers. They receive training on tools (e.g., Casper) that allow them to push software or updates to every computer in the building, without having to physically touch any of them.

Audio/Visual equipment, formerly an analog domain, including overhead and film projectors, now resides in a completely digital domain. The same applies to video surveillance and security equipment. An A/V technician today is as much computer technician as repairman. They are also responsible for training security staff and police (School Resource Officers) on how to search, control, and export video from school video surveillance systems, resulting in safer instructional environments for students and staff.

Most technology training takes place in the dedicated District Training Lab, centrally located within the district at the Education Center. A mobile training lab is also available when multiple training sessions are scheduled.

Committee

1a. Committee Membership / Stakeholder Representation

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

1a. Committee Membership / Stakeholder Representation

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

Awareness

A list of contributors is provided but does not describe the constituencies they represent. Equitable representation is not apparent due to the lack of detail.

Emerging

A list of contributors is provided with the constituencies they represent. Representation is not provided across all constituencies.

Leadership

A comprehensive list of contributors is provided with the constituencies they represent. Representation is provided across all constituencies.

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

Joe Fives Director of Technology and Information Services Administrators
 Alan King Instructional Technology Coordinator Administrators
 Cindy Lane Assistant Superintendent for Business and Instructional Support Services Administrators
 Susan Englemann Executive Director for Teaching for Learning Administrators
 Grant Huffman Teacher Staff Members
 Deanne LeTourneau Instructional Coach Staff Member
 Sharyn Conner Principal Administration
 Lohren Meier Teacher Staff Members
 Donna Smallwood Teacher Staff Members
 Mateo Estigoy Teacher Staff Members
 Helen McField Secretary Staff Members
 Margaret Klein Teacher Staff Members
 Martin Dunlap Mid-America Nazarene University Educational Institutions
 Kathy Manherz Paraprofessional Staff Members
 Amy Dobbins Teacher Staff Members
 Gary Andersen Science Coordinator Administrators
 Mary Sternshein Librarian Librarians
 Charles Jolley Teacher Staff Member
 Teresa Boose Webmanager Staff Members
 Penny Atchley Database Administrator TIS
 Steve Haney Project Manager TIS
 Jeff Dobbins Email Administrator TIS
 Doug Hager Programming Consultant External Consultant
 Mary Ventura SPED IRMC
 Deryl Wynn Board Attorney/Parent

Randy Kancel Community Member
Mary Bryant, Parent
Julie Leach Technology Integration Instructional Coach Staff Member
Eric Harris Hardware Tech TIS
Lisa Guzman Parent
Gerald Lewis Community Member
Steve Rose Network Manager
Melinda Forrest Technical Support Specialist
Jennifer Hernbloom Technical Support Specialist
Dan Wright Director of Educational Research and Assessment Staff
Nalini Dale Parent
James White Community
Rev Rick Behrens Parent
Pha Thao Student
Monica Jackson Student
Paris Clark Student
Aaron Farish Student
Lucan Behrens Student
Jovani Falcon Student
Chumekka Fishback Student
Jerell Cotton Student
Betsy Jones Special Education Staff
Sara Reiter MAP Instructional Coach Staff
Deliliah Currie Student
Jayson Strickland Executive Director Teacher for Learning Staff
Tom Larkin Building-Based Tech Staff
Gene Fite Principal Staff
Mary Viveros Executive Director for Instruction Staff

Are all recommended constituencies represented?

Yes

Technology Needs Assessments

1b. Technology Needs Assessments

This section identifies and explains the technology assessment process that is used to drive acquisitions and deployment of technology resources. What assessments is your district using to make decisions regarding the needs for purchase of computers, software, and other technology resources and services? 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?

1b. Technology Needs Assessments

This response identifies and explains the technology assessment process that is used to drive decisions made by the technology planning committee. Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide school improvement criteria, plans, and progress reports.

Awareness

School district staff is surveyed to determine hardware needs in their classrooms. Staff evaluation of software in use and requests for software and hardware to be added are included in the survey.

Emerging

All contributing groups are surveyed yearly, including staff, administration, parents, educational institutions, students, and the community. The results of the district-wide technology needs assessments are used to drive decisions regarding implementation of the technology plan.

Leadership

All contributing groups are surveyed yearly, including staff, administration, parents, students, educational institutions, and the community. The results of district-wide technology needs assessments are aligned with district-wide school improvement criteria, plans, and progress reports. Qualitative and quantitative data from the assessments is used to drive decisions regarding implementation of the technology plan.

Enter your technology needs assessments and results here:

All constituent groups are surveyed annually, including certified and classified staff, administration, parents, students, other educational institutions, and community members. The baseline data collection occurred in 1997, while the latest collection occurred in January, 2009.

The surveys include questions regarding computer and other technology needs for the classroom, as well as the respondent's satisfaction or dissatisfaction with current levels of technology support. Our belief is that technology is an important factor in preparing students for college and the modern workplace. And while survey results are perhaps the main consideration driving decisions regarding technology, they are by no means the only factor.

Technology can change so quickly that it requires a very "nimble" technology leadership team, ready to redirect resources in the student's best interest. We have been fortunate to have made many correct assumptions about the direction technology was headed (energy efficient LCD monitors, for example). For years, we were behind industry when it came

to technology. But, if we truly believed that our students were to become the future leaders of both government and industry, we knew we had to provide them with the right tools at the right time.

A one-to-one laptop initiative was not even on our radar just a couple of short years ago. But that flexible and visionary leadership team has shown that a large, urban school district, with all the challenges that come with high poverty and extreme mobility, can successfully put supremely versatile technology into our students' hands. Do the results align with our school improvement criteria? The answer is a resounding, "Yes"!

Student achievement throughout the district is increasing, as it has been steadily over the past ten or so years. But the greatest gains have come from the high schools, historically where gains had lagged behind the other grade levels, in the same year that the laptops were deployed to every high school student.

Not surprisingly, then, over 99% of the survey respondents felt they had access to instructional technology (i.e., computers and printers), and further, that they felt competent in the use of these technologies. We are striving, though, to equitably distribute technology, with the knowledge that what is a good fit for some grade levels aren't necessarily correct for others. Most elementary and middle school survey respondents wanted more technology, and we have responded with the deployment of "netbooks" (small wireless laptops) to all of our elementary schools. The middle schools will not be left behind, and most have enough space to accommodate multiple computer labs, already in place, but sure to increase.

A few lessons learned over the past few years in terms of needs assessments:

1. Technology marketing can be extremely effective, not always a good thing. For example, items with "catchy" names tend to be high on the list of technology requests. But when teachers or administrators are asked to explain how such technology would be employed effectively in the classroom, they rarely have an answer. So, we not only ask what they want, we ask how it will be used, and how they think it will contribute to the district improvement plan.
2. Funding is always an issue, and it is incumbent upon us to utilize public monies wisely. We will not bring technology into schools simply for technology's sake. Instead, exhaustive research and due diligence on the part of the technology leadership team ensures that wise investments in technology are the norm, not the exception. How often in our lives do we hear about pieces of technology winding up in the closet, collecting dust? We can't afford that here!
3. We must often inject the big picture view when discussing technology needs, since most end users are too often lost in the details of their own room or building. This is not to say they don't have an accurate assessment of their own needs, but rather that they are often limiting in their perspective. This can have the overall effect of "holding" our students back.
4. The best solutions are often "home grown". For example, several software applications have been developed by district programmers with stunningly positive results. A standards-based grade card, unavailable commercially, has proven accurate and easy to use. A timesheet program integrates securely with our payroll system, and eliminates much paper waste, as well as the fuel that would have been required to deliver signed originals to the business office by the payday deadlines. The number of useful

applications, utilities, and reports is too great to mention them all. Suffice it to say that district resources should be utilized whenever possible.

5. Timing is everything. We deployed laptop carts several years ago. Same essential technologies as today, just not as mature. Hence, the results were less than desired; today, just the opposite is true. We are pleasantly surprised by results that are substantially better than expected!

All things considered, the district is quite satisfied with the level of technology integration, and will continue moving in the direction of tighter integration, and more pervasive use.

Vision

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:

We believe all students will reach higher levels of success and the achievement gap between student groups will disappear.

2. Instructional Technology Vision

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

2. Instructional Technology Vision Statement

The Vision for the use of Instructional Technology conceptualizes the outcome of implementing the instructional technology plan. How is your school district using and planning to use instructional technology to reach the goal of improving student learning as defined in your schools' individual school improvement plans?

Awareness

Vision is skill-based only and does not address the larger outcomes of the school district improvement plans.

Emerging

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration.

Leadership

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration. The vision statement goes beyond just a plan. The district makes decisions regarding instruction and learning outcomes based on the vision. "Walks the Talk."

Enter Instructional Technology Vision Statement:

Kansas City Kansas Public schools envisions its technology investments as a valuable resource for establishing a standards-based, actively-engaging, rigorous learning environment. This environment is to be rich in data, resources and feedback for teachers and students engaged in the process of teaching and learning. This environment provides the ability to address school improvement plans and all curriculum areas. This environment includes several essential integrated components including computer access to:

- Learning standards, benchmarks and indicators
- High-quality, standards-based learning activities
- Access to a variety of Web 2.0 tools for teachers to create their own high-quality, standards-based learning activities.
- An equitable and comprehensive deployment of hardware and networking components.
- Materials, resources, video and software for learning by teachers and students
- Assessments and assessment tools for teachers and students
- Parent/Student/Teacher/Administration access to communication tools providing

opportunities for collaboration around the needs of the student.

- A comprehensive management of student and school data in an on-line format
- Access to collaboration for teachers and students.
- Support and professional development around teaching and learning and the important components of active-engagement, reflection and making connections.

Alignment to the Vision Section

3a. Alignment to the Vision – District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Objectives are the means/methods to reach the goals.

3a. District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Clearly stated goals for broadbased 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.

Awareness

Goals are equipment based instead of based upon student learning outcomes. Goals may be focused on teaching instead of student learning. Objectives are not linked to goals or are absent. Objectives and/or goals do not appear to be measurable or attainable.

Emerging

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans.

Leadership

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans and transform the learning process from teacher centered to student learning centered.

Enter your district technology use goals and objectives here:

The goals and objectives for technology deployment in Kansas City Kansas Public Schools are to:

- Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in developing a digital-age work place to serve students and teachers.
- Objective a) Deploy and maintain at least one or more computers to each classroom.
- Objective b) Deploy computers in such a manner that teachers and students have access to multiple computers (full labs, mini-labs, laptops) when needed.
- Objective c) Deploy appropriate instructional software to all teachers and students.
- Objective d) Deploy appropriate additional technologies to all teachers and students (cameras, interactive whiteboards, projectors, etc).
- Objective e) Provide access to online resources appropriate for classroom-based work.

- Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.
- Objective a) Maintain an on-line database of District Standards, Benchmarks and Indicators (SBIs) for all curriculum areas, courses and levels.
- Objective b) Provide access to online resources where teachers can create and share lesson plans connected to SBIs.
- Objective c) Maintain an on-line database of resources supporting engaging and rigorous instruction aligned to the SBIs.
- Objective d) Maintain and continue to develop an on-line delivery system of supporting

resources such as video, websites, professional development and exemplary student work linked to the SBIs.

Objective e) Continue to coordinate and maintain MAP assessments which can be linked to SBIs.

Objective f) Maintain an on-line case management system for student data to enable data-driven instruction linked to SBIs (ViewPoint)

Goal 3) Develop technologically competent building staffs that integrate and apply technology within their classroom instruction with knowledge and skill, helping our students be 21st Century learners.

Objective a) Provide professional development to staff on technology applications and integration based on the needs identified in each school's improvement plan that meets the needs of the teachers when they need it.

Objective b) Regularly assess teachers' progress in integrating and applying technology within teaching and learning, which is engaging, rigorous and aligned to SBIs.

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

Objective a) Provide programs which integrate and apply technology in the learning process.

Objective b) Integrate 21st Century skills within the current SBI curriculum.

Goal 5) Create an effective technology support system

Objective a) Continually improve the support system for all technology deployment.

Objective b) Improve the level of competence of staff members within buildings to support technology as a first line of defense.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it.

Objective a) Anticipate technology needs and design flexible workstation areas. Provide flexible connectivity options, including data (wireless and cabled), voice, video (vga, uxga, s-video, HDMI, composite), audio. Also allow flexible mounting options, such as ceiling mounted projectors vs. mobile carts, interactive boards vs. portable Bluetooth wireless tablets, desktop PC vs. laptop.

Objective b) Maintain network standards that allow high definition video, high-speed data, and quality voice to all classrooms. Again, making technology seamless requires realistic reproduction of content, whether it be high definition video, high fidelity audio, or real time data transfer.

3a-1. Technology Use Assessments.

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

3a-1. Technology Use Assessments

Awareness

Emerging

Leadership

Baseline data has been established, and

<p>Assessments are mentioned but it is not clear what is being assessed to use in establishment of the goals and objectives.</p>	<p>Baseline data has been established, and attainment of the technology goals and objectives are assessed and monitored on a yearly basis.</p>	<p>attainment of the technology goals and objectives is assessed and monitored on a yearly basis. Qualitative and quantitative data from the assessment is used to drive decision making regarding technology integration into the curriculum.</p>
--	--	--

Enter your technology use assessments and results here:

Our technology use assessment is comprised of information collected through a variety of methods. A technology use and need survey is given to staff with the latest data collection occurring in January of 2009. (The baseline data from the survey was initially collected in 1997.) Additional data is collected as part of our L4L (Laptops for Learning) survey given specifically to high school students, their parents and high school teachers. Classroom observations, staff interviews, summaries of meetings with focus groups of students and parents, discussions with the district's instructional coaches and feedback from members of the various groups which drive our technology vision were also taken into consideration when assessing technology use. Statistics, collected from our servers and our Help Center, were used to identify the amount of technology usage as well as areas in which additional support was needed. Our district believes that technology is one strategy for improving student achievement. Thus data collected using a district-developed "L4L Walk-Through" learning protocol for observing classrooms, which utilize technology during instruction, was included in the total assessment. (This protocol is a tool, which measures the degree of active engagement, differentiation, and level of understanding—rigor—that the observed lesson requires as well as the roll student access to technology plays in the lesson.) This information collectively provided the following measurements based on our technology goals.

Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in a digital-age work place to serve students and teachers.

- Over 99% of those responding to the survey identified that they not only had access to computers and printers, but also felt they were competent in the use of these technologies.
- Nearly 50% identified having access to digital still and/or movie cameras with a 95% confidence level in use of this type of technology.
- Fifty-four percent responding identified the amount of available/working/quality equipment as a limitation to their use of technology.
- Most high school teachers and students feel there is adequate access to technology while most middle and elementary school teachers do not feel there is adequate access to technology.

Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.

- Most of the building staffs and administrators interviewed identified that they use Compass (the district's portal) to access available resources linked to those SBIs.
- Eighty-seven percent responded using technology to develop lesson plans linked to SBIs and to conduct research.

- Over 73% respondents that they felt “adequately prepared” or “very well prepared” to use technology for classroom instruction.
- One hundred percent of instructional coaches reported using the Resource Library of Compass or a content specific group website to access standards-based resources for and with their teachers.
- One hundred percent of the schools use the Measures of Academic Progress (MAP) of NWEA to assess, measure and analyze student achievement in math. One hundred percent report using the MAP reading assessment to assess, measure and analyze student achievement in reading.
- The use of PowerMedia Plus (online video system) was reported by nearly 50% of the survey participants within the past year.
- One hundred percent of all middle and high schools report using School Loop (online parent access and communication for student progress) to varying degrees to communicate with parents.
- Members of the Superintendent’s Student Advisory Team (SSAT) identified mathematics and science as the classes in which students use technology the most.

Goal 3) Develop a technologically competent staff that integrates and apply technology into their classroom instruction with knowledge and skill.

- Forty-four percent of those surveyed identified lack of comfort with using the technology with their class or lack of proper technology inservice as limitations of their incorporation of technology.
- Seventy-six percent reported competence in the use of School Loop (parent/student communication system), while twenty-four percent reported the need to improve as a user.
- Approximately 75% of the district’s school improvement plans incorporate technology as a strategy for achieving their school improvement goals in reading, math or both.
- Although more than 86% respondents use Small Group Work and Small Group Guided Instruction with their students, a little over 40% of those same respondents incorporate technology into the use of these strategies. Individual Projects or Performances and whole group instruction was the strategy in which technology was incorporated most (55%) of those surveyed, while over 70% of high school teachers responding reported the same.
- Fifty-three percent of high school teachers responded that they were at least adequately prepared to integrate technology into lessons that build on students’ interest, experience and abilities.
- Forty-five percent of high school students responded that they are “often” or “almost always” learning about things happening “now, near my home and around the world.”

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

- Seventy-two percent of the middle and elementary staff responding identified that they used technology with their students to conduct research. While 85% of high school teachers reported that they have students use analysis, synthesis and evaluation to solve problems and answer questions.
- Approximately 85% of high school students responded that they are able to “analyze

and communicate information gathered from Internet resources” at least “Fairly Well.” Eighty-nine percent reported the ability to “identify reliable information from the Internet” for school projects or homework on a consistent basis.

- Forty-five percent of responding students stated that they have incorporated technology into their work as a means for presentations, for completing assignments and for assessments.
- Approximately, 50% of high school students identified their ability to use technology to communicate their learning in a variety of formats including sound and media as “Very Well”, while 35% reported their ability as “Fairly Well”.
- Nearly 53% of middle and elementary teachers responding have had their students use technology to process and analyze data, create multimedia projects with pictures or movies, or as a form of correspondence with others (email, video conferencing, etc).
- Most elementary students interviewed stated that they had created a PowerPoint for science or social studies and have used a graphing program for a science fair project.
- Sixty-nine percent of high school students in the SSAT stated that they have used word processing, presentation software and email as part of their work in class. Less than 40% of that same group has made movies, image collections or podcasts as part of their class work.

Goal 5) Create an effective technology support system

- Less than 30% of those responding to the survey stated that the number of technology support personnel in both maintenance and trouble-shooting as well as pedagogy support was our biggest limitation to incorporating technology. However, over 67% identified providing better/more experiences with technology for our teachers as a focus for our district.
- The majority of schools reported that they felt that they received adequate support from support personnel when contacted; i.e. Help Desk, members of the Technology Information Services (TIS) and Instructional Technology. Many expressed concern that problems with older computers were not dealt with in a timely fashion and this was due to lack of personnel.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it.

- All interviewed stated that they were pleased with current technology structures in proposed building additions in terms of access and flexibility.
- Most elementary principals interviewed stated that they are pleased with the current deployment of NetBooks.

3b. Alignment to the Vision – 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.

3b. Curriculum Integration and Enhancement

This statement presents a description of technology as it is currently used for instruction, and then proposes ways for technology to integrate more completely into the learning environment.

Awareness	Emerging	Leadership
The plan mentions curriculum integration and enhancement, but lacks detail.	The plan specifically identifies how technology enhances the curriculum and gives specific grade level benchmarks. The plan addresses the implementation of research based student learning models that are enhanced technology integration.	Teachers and students are integrating research based technology strategies of teaching and learning, and there is evidence that student learning has been enhanced and transformed through the integration of technology into student learning models. The impact is documented through measurable grade level benchmarks.

Enter your plans for the use of technology to support instruction and the ways you plan to support your teachers in the integration of technology into the learning environment:

Although the first two goals of school improvement are the same for each school, the manner in which they address these goals varies from the school to school. The current use of technology is viewed through the lens of how school improvement is addressed.

Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in developing a digital-age work place to serve students and teachers.

The district has responded to this need by instituting a 1-to-1 laptop learning initiative at all of our high schools beginning in November of 2007. Each high school student and teacher received a MacBook laptop available for take home. Individual students and their parents could “opt out” of taking the computers home, but all students are required to have a computer while at school. As of the end of February 2009, each elementary school was provided with a laptop cart containing 30 NetBook computers to support classroom instruction and formal assessments. These supplement the three-desktops per classroom/at-least-1-desktop-lab per building deployment initiative that was completed April of 2007. Additional PC desktop labs were provided to the middle schools, resulting in each middle school having at least two “open” (non-dedicated) labs,.

All computers have access to district-approved software either on the hard drive of the computers themselves or via building servers. Elementary schools use Microsoft Office Suite, Kidspiration, Inspiration, Graph Club, Mavis Beacon Teaches Typing and Math Investigations software to support the district mathematics program. These software packages were chosen for their ability to integrate with one another. For example, concept maps created with Inspiration can be exported to the Microsoft Office Suite as the basis for documents in Word or PowerPoint. Secondary schools employ Microsoft Office Suite, Inspiration, as well as the iLife Suite (on all Macintosh computers) to address their needs. This software was chosen for its abilities to utilize higher order thinking skills. All schools use the Measures of Academic Progress (MAP) of NWEA as a measure of reading ability and mathematical understanding. Our alternative high schools use the PLATO system as the means for recuperating credits for students, and PassKey and KeyTrain as the means for providing real world applications of reading, writing, math, science and social studies. Students in this program have the option of taking the WorkKeys assessment upon completion of their work. All schools are encouraged to seek out additional software to meet their various needs. Schools seek

approval from the TIS Department (for compatibility with hardware issues) and from the Curriculum department (for compatibility of with curriculum issues). Due to compatibility issues with changes in future operating systems, schools are encouraged to find web-based solutions as an alternative to machine-based software.

Since November, 2007, all middle and high schools have access to School Loop, an online system of access for parents, students and staff to assignments, grades, calendars, school news and email. Its purpose is to broaden the communication between families and schools. Elementary schools will have access to School Loop in all schools beginning August, 2009.

Through our library system, students have access to over 50 online databases, many accessible from home, including CQ, Ebsco, Gale, InfoTrac, and SIRS.

Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.

The purpose of our plan is to provide the same productivity tools, which students use, to our teachers. By being productive users of technology, our teachers are better equipped to assist our students in reaching this same goal. Technology is a strategy and a set of tools that can be used to improve student learning. Incorporating technology effectively within the learning is a journey and not a destination. As a result, our district strives to provide the means necessary to improve learning.

It is the goal of our district to provide instruction to students that is differentiated, provide a guaranteed curriculum that is viable and rigorous, and provide experiences and skills that prepare our students for college and the world of work. Using a variety of Web 2.0 tools, we are providing support of each facet of our district goal.

A longstanding component of this work is the Resource Manager of Compass. Here, teachers can access documents such as scope and sequences, explanations of SBIs, directions for using software or for administering assessments, and links to other web resources as well as a variety of digital resources. The format of these resources is limited by only the software on a particular computer. If the computer can run the software, the Resource Manager can handle any resource created with it.

School Loop has provided our district with the ability for teachers to share resources electronically in groups aligned with content or small learning communities. Co-workers participate in discussions electronically with other staff members within the district. Lesson ideas, lesson plans and exemplars are stored and shared within these groups as a means to improve instruction.

Groups have supplemented the work in School Loop with wikis and websites for specific content areas. Our science department has developed individual units, developed for and accessible by students on the web. Mathematics and English teachers have developed “interactive benchmarks” which provide students with web-links to content, interactive practice and alternate experiences with the content.

Our district is currently developing Viewpoint. Viewpoint is a data warehouse that

combines a variety of data resources, providing staff with the ability to analyze student achievement through a variety of lenses and factors.

Goal 3) Develop technologically competent staffs that integrate and apply technology into their classroom instruction with knowledge and skill in helping our students be 21st Century learners.

Experiences with computers are geared toward building skills for the future. Although technology use in isolation still exists within our district, our plan is provide technology-enriched experiences for our students, which are incorporated within the daily instruction. We are striving to make it the way we do business. Each of our schools is divided into Small Learning Communities (SLCs). At the high school level, our SLCs have developed a theme, which is the basis for the entire community. Each school has an SLC, which lends itself readily to technology as main focus, such as Invention and Design or Business. However, the incorporation of technology can be found throughout all of the learning communities. Some of the ways in which our staff incorporates technology into the learning are as follows:

- Middle school and high school teachers continue to develop and revise course outlines and descriptions. Examples of how students can incorporate technology within the parameters of these courses are provided as part of those outlines.
- An elementary scope and sequence of student skills, aligned to the new ISTE student standards, is currently being developed. The purpose of this scope and sequence is to provide consistency with technology education throughout our elementary schools and to provide direction to those elementary schools, which do not have a technology teacher or facilitator on staff. Middle schools have been included in the development of the scope and sequence. Individual schools are piloting various projects as eventual components of a portfolio to demonstrate technology literacy.
- Art teachers use the laptops to animate student drawings. Those students then complete critiques of their work using a form on Google Docs. The teachers are then compiling those critiques to measure the effectiveness of their lessons.
- Music teachers have developed a plan for and designed a limited pilot for the use of mp3 players to provide students with resources for practice beyond the classroom. Individual Music SBIs are the focus for each of the resources provided.
- Using the Math Investigations software, students are able to practice, explore and build their understanding in the area of geometry. Several elementary teachers are using interactive whiteboards to provide interactive student demonstrations with the software.
- Those elementary teachers, with access, are incorporating interactive whiteboards as part of their “table talk” in reading and in other subjects throughout the day.
- Teachers and students have improved school to home communications through the use of School Loop. They are able to share the traditional newsletters as well as provide email alerts and informational calendars. Some teachers have their students developing these forms of communication for them.
- An alternative middle school teacher has created a “Story Corps” booth in her room, where students digitally record themselves responding to a variety of questions, both personal and impersonal. At other points in the year and throughout the students’ school experience, those students will address the same questions again and be able to compare their responses across time.
- Several high schools are sharing school information through the development of school

websites, which are maintained by our students.

- Teachers are using video conferencing equipment, which exists in about 50% of our schools, to develop lessons and projects with schools both within and outside of our district. Three schools, which are members of the KU PDS program, use the video conferencing equipment to plan units, which culminate in the students making presentations in a face-to-face forum. Students are introduced and able to develop relationships initially through the video conferencing system and email prior to meeting in person.
- Several elementary and middle schools have begun to use ePals between schools within the district as well as some on the other side of the globe.
- Video yearbooks have become commonplace.
- High school students in a media production class are producing “Positive Perspectives” which appears on local cable channels as well as streamed on the Internet.
- Students are posting blogs for a variety of classes.

Staff members are required to use technology to access information and perform various tasks:

- Principal Information Packets (PIP), School Information Packets (SIP), building newsletters as well as the district weekly and monthly newsletters are all shared electronically.
- All grade levels conduct attendance and grade submissions electronically. Current grade/performance information is updated by teachers and available to parents and students 24/7 at the middle and high school levels.
- All middle and high school teachers utilize the electronic grade book in School Loop.
- Yearly school improvement plans continue to be submitted electronically
- Schools use ViewPoint to analyze student performance on a variety of state and local assessments.
- Departments are piloting and exploring use of video-conferencing and conference-calling to support as well as supplant face-to-face meetings.
- Parent/Staff/ Student Surveys are being conducted and analyzed using Google Docs and Survey Monkey.

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

- Through the introduction of electronic resources such as PowerMedia Plus and iTunes U, students are able to access formats beyond the written word. These visual and auditory resources are particularly helpful to our English Language Learners.
- Due to the very nature of research using the Internet, our secondary school students develop a critical nature when selecting resources. A senior high school project requires students to provide the primary resources they used as well as a defense for the validity of those resources.
- Student tutors identify and analyze web resources to support the benchmark work of mathematics. Students have to defend the appropriateness of each resource in terms of the specific benchmark it supports.
- High schools students are using their laptops when making presentations to our Board of Education.

- Elementary students utilize technology throughout the creation of Science Fair Projects. Students use word processing tools to create their “write-ups” for the project. Graph Club and spreadsheet software are used to organize and analyze data collected. Students are going beyond the traditional “display board” by incorporating the components of a project within an electronic presentation.
- Middle and high school students utilize graphing calculators as part of analysis in classes outside the mathematics class.
- Use of the online databases has increased due to students discovering that the information in the databases is more reliable than what is generally found in a traditional Google search.
- Students are learning to explore the results of a web search prior to accessing a particular site. They use their findings in this exploration to identify key words and patterns to refine their search.

Goal 5) Create an effective technology support system

With our technology support system, we take a proactive instead a reactive approach. As our technology uses and requirements grow, the effectiveness of our support system has grown.

- Prior to the implementation of new software, hardware, and programs, we identify anticipated complications and develop strategies to address these issues.
- Our Help Desk has grown to include support for students and parents as well as district staff. The majority of callers have expressed satisfaction with the support provided by the Help Desk.
- A student run Help Desk is being piloted in one high school. These students are paired with online mentors from a local technology company. We plan to expand this program to the remaining high schools as well as provide high school technology mentors at the middle and elementary schools.
- We continue to provide step-by-step directions with screen shots for the implementation of any new district-wide software. These directions are shared electronically through email, the PIP, and the SIP, and are stored for future reference in the Resource Manager of Compass. These are accessible for use by individual users as well as by those planning building inservices. This form of resource supports of needs of our district’s 20th Century Learners.
- We are beginning to develop software-training and effective teaching strategies podcasts to address the learning styles of our 21st Century learners.
- Support staff utilize “think aloud” strategies when providing support in an effort to help others become problem solvers. Developing deeper understanding of how technology works within the users results in more skilled users and self sufficient users. We are moving away from users who say “Just tell me how to fix this,” to users who have an understanding of the problem and its fix so that it can be avoided in the future.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it.

- Each classroom has a minimum of 5 student network drops. The incorporation of mini-switches has allowed schools to make any classroom a computer lab. An existing

network drop can be used to support a wireless access point providing wireless access for a class of computers. One component of our small learning community model is that communities may have to shift rooms from one year to the next. The access of the network drops has provided schools with this flexibility in terms of how many computers can be used within a classroom.

- NetBook computers, which are part of the latest elementary deployment, are compact, have long battery life and come with a mobile wireless access point.

3b-1. Assessment of Curriculum Integration and Enhancement

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

3b-1. Curriculum Integration Assessments

Awareness	Emerging	Leadership
Assessments are mentioned but it is not clear how the data collected is used in decision making.	Baseline data has been established but it is not clear how the data will be used in decision making.	Baseline data has been established and regular, ongoing assessment provides quantitative and qualitative data to drive curricular decision making.

Enter your plan for curriculum integration assessment here:

Our plan for technology integration assessment will incorporate several measures:

- The District Technology Need and Use Survey
- L4L Teacher Survey (High School Only)
- L4L Student Survey (High School Only)
- First Things First (FTF) Parent and Student Surveys
- 8th Grade Technology Proficiency Assessment
- Observations using the L4L Walk Through protocol—this was developed last year. Baseline data is being collected this year. This is being adapted for elementary and middle schools
- Meeting with focus groups—student, parent, teachers, and community.
- Individuals interviews with student and parents.
- Feedback from Principals, Instructional Coaches, and Curriculum Leaders
- Feedback from Superintendent’s Student Advisory Team (SSAT).
- Analysis of school improvement plans
- Analysis of statistics (server, Help Desk, etc)
- Analysis of School Loop web pages.
- Informal measurements

These measures support each goal as follows:

Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in developing a digital-age work place to serve students and teachers.

- Feedback from Principals and ICs—we will be looking at their perception of the success of the 1-to-1 (high school), NetBook (elementary) and desktop (middle) deployments and using this feedback to guide the development of future deployments.
- District Technology Need and Use Survey results—focusing on hardware and software

available to the users—we will be looking for an increase in the “perception of comfort” with the use of various hardware and software available as well as the availability and accessibility of Web 2.0 tools.

- Server Statistics—the number of documents stored on network drives to which the students and teachers have access. We are looking for an increase in the number of documents stored as well as the number of individuals storing these documents.
- Server Statistics—measurement of the number of “hits” on a particular online database as well as which databases are being accessed. We are looking for an increase in these numbers.
- School Improvement Plans—strategies which incorporate specific hardware and software are cited in school improvement plans. We are looking for an increase in the number of strategies that include these. This number has remained constant for the past 3 years. However, we have found that the strategies identified are more appropriate for the school improvement plan.
- School Loop—random checks of teacher School Loop web pages will identify the extent to which School Loop is being utilized. We are currently collecting baseline data.

Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.

- Server Statistics—the number of individual users who are accessing the Resource Manager on Compass. We will be looking to maintain at least 75% of teachers as accessing the Resource Manager.
- Observations employing the L4L Walk Through Protocol—we will be looking for the quality of engagement and the level of rigor of lessons that incorporate technology. Baseline data is currently being collected.
- Informal Measure—the number of resources added or the number of requests for resources to be added to Compass. We are looking for this particular measure to increase. This resource continues to grow and expand in the areas it addresses.
- Feedback from principals and instructional coaches—the number of schools that use the data provided through ViewPoint. We are looking for this usage to reach 100% of the schools. This is the first year for the implementation of ViewPoint and it is in the development stages. No baseline data has been collected to date.

Goal 3) Develop technologically competent staffs that integrate and apply technology into their classroom instruction with knowledge and skill in helping our students be 21st Century learners.

- District Technology Need and Use Survey results—looking at the “strategies of teaching” in which teachers incorporate technology. We’re looking for each area of usage to increase by 10% per year over the next three years.
- Observations employing the L4L Walk Through Protocol—looking for an increase in differentiate opportunities for students as well as an improvement in the rigor of lessons that incorporate technology. We are currently taking baseline data.
- School improvement plans—an increase in the number of schools that include a technology strategy in addressing a school improvement goal. We are looking for each school including technology to address one goal within the plan. Eventually, we are

looking for the inclusion of a technology strategy to address at least one goal by every school.

- Informal measurements—the number of requests to open blocked web sites that utilize web 2.0 technologies. These requests include an explanation of how they would be used in the classroom.
- Informal measurements—the number of requests for instructional support in the use of technology to address core subjects and 21st Century themes as well as the NETS for Students and Teachers.

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

- Observations employing the L4L Walk Through Protocol—incidences of students using higher order thinking skills incorporating technology. We are taking baseline data, but look for it to increase in future years.
- 8th Grade Technology Literacy Assessment—the quality of student work within multi-year portfolios will improve. These portfolios are going to contain artifacts that demonstrate Learning and Innovation Skills as well as the Information, Media and Technology skills based on core subjects and 21st Century Themes as defined by the Framework for 21st Century Learning. We are currently developing the types of products and rubric for the portfolio. For the 2009- 2010 School year, we plan to use the online Tech Literacy Assessment provided by Infosource Learning.
- Analysis of School Loop web pages—the types and quality of projects that students are submitting to their teachers through School Loop reflect skills identified in the Framework for 21st Century Learning.

Goal 5) Create an effective technology support system

- Survey Results—percentage of staff survey who identify “lack of support” in both the technical and the pedagogical arena as a limitation is reduced. We are looking for this number to reduce to the point that we can consider the possibility of eliminating this choice on the survey.
- Survey Results—percentage of staff surveyed who identify “lack of comfort with technology” as a limit to its integration is reduced. We hope to eventually eliminate this from the survey.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it

- Principal interviews—elementary principals interviewed appreciate the mobility that this current access offers.

3c. Alignment to the Vision – Professional Development

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

3c. Professional Development - Teachers and Administrators

Technology professional development includes multiple strategies, incentives, and resources. The technology staff development supports building level research based staff development plans, student learning objectives, and thus the goals and objectives of the schools' improvement plans.

Awareness	Emerging	Leadership
Technology professional development is mentioned, but it is not clearly articulated as to how it will be accomplished or evaluated.	Technology professional development is articulated in an action plan including multiple strategies, incentives, and resources. Technology professional development supports building level research based staff development plans and student learning objectives and outcomes.	Technology professional development, articulated in an action plan including multiple strategies, incentives, and resources, supports building level research based staff development plans and student learning objectives and outcomes. Technology professional development is ongoing and leads to student learning activities in the classrooms.

Enter your technology professional development plan here:

Professional development is the responsibility of each building and is based largely on that school's improvement plan. Schools provide inservice weekly on Wednesdays during a two-hour early release. The curriculum, special education and ESL departments provide inservice monthly during one of these release times (called "Content Wednesday") or as a district inservice offered quarterly, for a total of 9 opportunities per year. Identifying staff development needs, in terms of technology, will require a combination of meeting the needs of the school improvement plan, identifying strategies to integrate technology into those plans as well as parts of the other curriculum, and determining the needs of the staff in terms of technology. Generic district level technology professional development alone will not meet the needs described above. The professional development for such a plan must come from many levels and meet the needs of the users at the time when they are requiring it. Jamie McKenzie calls this "Just in Time" technology teaching and identifies this as the most beneficial format for technology professional development. In order to address the needs of our staff with such an approach, our district has to develop the capacity to support one another within each building.

The results of the 2009 survey identified professional development offered "in-building, during the work day" as the most beneficial format. This has been the most common response for the past 6 years of the survey. This was followed by "courses offered for college credit," "self-taught approaches" and "a series of beyond the school day workshops." Our professional development plan provides opportunities to participate in each of these formats.

College Credit--

Our district currently is a partner with Mid-America Nazarene University. MNU offers Masters of Education (MED) and Masters of Educational Technology (MET) programs onsite in our district. The MET program places an emphasis on technology in the classroom within its curriculum. To date, approximately 150 staff members have participated in these programs. Many of these courses have been offered onsite within the district.

Self-Taught Approaches--

Many of our current teachers are successful because they embrace the district's vision of life-long learners when it comes to technology. They are not afraid to explore, experiment with and incorporate a variety of technologies. To support this type of learner, we continue to provide the collection of directions for using various hardware and software contained in the Resource Manager of Compass. The Resource Manager, also, contains a collection of professional articles, which address the issues surrounding technology integration. We further support these self-guided learners by providing explanations of how the technology works and insight into the causes of technology problems. This support comes from members of the Help Desk, Technology and Information Services (hardware, software and network techs), and Instructional Technology. By cultivating this understanding, we are developing staff members who are trouble-shooters who can provide a "first line of support" within our buildings. The district is currently piloting the use of "Custom Guide", an online tutorial for the use of many computer programs. This system allows learners to participate in self-paced personal development. We are utilizing many of resources available through iTunes U to serve this purpose as well.

We are just beginning to develop podcasts around how to use a piece of hardware or software effectively. This particular approach is in its infancy in our district.

Building-Based Support (including Wednesday Afternoon Early Release Sessions)--
Each building has at least one Instructional Coach (IC), whose main responsibility is to lead the professional development in their building. When reviewing school improvement plans, suggestions are made to principals and ICs where technology can provide support. Necessary professional development around the technology and the means to provide that staff development are identified. Principals and ICs then incorporate these plans into their overall staff development plan. The Instructional Technology staff provides support as needed.

The High School Laptop Leadership Team is a group of 14 teachers who have been identified as effective integrators of technology. They represent all content areas as well as each of our high schools. This team is a professional learning community, which includes the Instructional Technology staff. Members of this team share their learning from this community with members of their building-based small learning community as well as their content-based professional learning community. Each member of this team identifies one or two colleagues that they mentor from their building for the year. The vision is that next year each mentor pair will become mentors for a new group of teachers. This is the first year for the implementation of this team.

Small Learning Communities (SLCs) at each building provide a unique opportunity for staff development. SLCs meet several times a week to plan projects and programs for their students. At the SLC level, the needs for professional development around technology integration can be focused on the needs of a group that is smaller than those addressed at content or building levels. The professional development can take place as part of the actual SLC meetings. Members of the SLC will benefit from the group interaction as well as the mutual support that can be drawn from professional development model.

Curriculum-Based Strategies (including Content Early Release Wednesdays)—
All curriculum coordinators, lead ICs, instructional technology staff and the Executive Directors of Teaching for Learning meet to study models of effective technology integration within the content areas. This group utilizes lesson study as a means for identifying models of student content learning through the use of technology. The study includes incorporation of NETS*S and NETS*T within the curriculum. The learnings are then shared through building-based and content early release approaches. Members of the Instructional Technology group will provide additional support to individual content areas for planning and implementation.

Beyond the School Day Workshops—

A series of district-wide workshops for effectively integrating technology are offered during the summer. These workshops initially focused on “how to use” the technology, but have evolved into looking at the bigger ideas of integration. Larger concepts such “Digital Storytelling” and “Finding What You’re Looking For” are now the focus of the workshops, with the necessary technology skills being taught as they are needed within the workshop. These workshops will include and identify 21st Century skills.

Leadership Support Around Staff Development--

The TIS (Technology Information Systems)-Instruction Group meets monthly to identify the needs technological needs of instruction. This team is composed of the Director of TIS, the Director of the Department of Educational Research and Assessment (DERA), the Coordinator of Instructional Technology, the Technology Integration Instructional Coach, the MAP Instructional Coach, representatives of Special Education Department, the ESL department, the Curriculum Department as well as additional members from each of these departments. The function of this team is to assess needs related to staff development in terms of technology implementation and to identify and address the technology requirements for the implementation.

The Executive Directors of Instruction and the Executive Directors of Teaching for Learning guide professional development. These executive directors are responsible for the leadership and overall design of a dynamic professional development process that includes technology needs.

These executive directors have also been given charge of guiding school improvement within their respective clusters (a cluster is the two feeder middle for a particular high school and subsequent elementary schools—the high schools are under the leadership of a separate executive director for instruction). It is important that they have a clear vision of the role of technology support within their cluster. Since they are responsible for guiding the planning of the weekly professional development sessions for the Instructional Coaches, they will be an integral part of the planning in determining ways to implement the technological tools into these sessions.

The L4L Leadership Team is comprised of the administrators from each of the high schools, the Executive Director of Instruction for the high schools, the Director of TIS, the Coordinator for Instructional Technology, the Technology Integration Instructional Coach, the Program Evaluation Specialist and the high school building-based techs. The responsibility of this team is to plan for the nuts and bolts of laptop usage within the high schools. This includes staff development.

The responsibility of addressing the plan's goals, using the structures identified above, is as follows:

Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in developing a digital-age work place to serve students and teachers.

- The TIS-Instruction Team will coordinate the deployment of new equipment, identifying and implementing necessary staff development. The Director of TIS will guide the actual deployment while the Instructional Technology Coordinator will lead the surrounding professional development. This team's coordination of the deployment of the NetBooks at the elementary schools is the example of one such project implemented by this team.

Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.

- The Executive Directors, the Coordinator of Instructional Technology, the Technology Integration Instructional Coach, the Coordinators of various content areas and Lead Instructional Coaches communicate to one another the needs of the various staffs, identify online tools that are required and determine the location and accessibility of resources that need to be included in the Resource Manager of Compass.

Goal 3) Develop technologically competent staffs that integrate and apply technology into their classroom instruction with knowledge and skill in helping our students be 21st Century learners.

- The Executive Directors, the TIS-Instruction Team, members of TIS, and various curriculum coordinators are responsible for providing direction and support around the issues pertaining to this goal.

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

- Executive Directors, Instructional Coaches, Curriculum Coordinators, the Instructional Technology staff and the various content coordinators will provide the pressure and support toward achieving this goal.

Goal 5) Create an effective technology support system

- The TIS-Instruction Team will provide the direction for meeting this goal.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it.

- The Director of TIS, along with the Director of Physical Properties, will accommodate requests for specific technology needs for various professional development sessions.
- The Director of TIS and his staff will provide the necessary infrastructure (namely servers) to support the growing needs of the various forms of staff development.

3c-1. Technology 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.

3c-1. Technology Professional Development Assessment

Awareness	Emerging	Leadership
Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants	Technology professional development is assessed in more than one way. Not only are those going through the training surveyed, but assessment of classroom learning activities that are conducted as a result of the training are also made.	Technology professional development clearly brings staff forward in a measurable way. A variety of appropriate assessments are implemented and used to monitor this progress on a regular basis. Qualitative and quantitative data from the assessments are used to drive decision making regarding professional development.

Enter your plan for assessment of technology professional development here:

Our plan for technology professional development assessment will incorporate several measures:

- The District Technology Need and Use Survey.
 - L4L Student Surveys
 - L4L Teacher Surveys
 - Observations employing the L4L Walk Through protocol—we are currently collecting baseline data using this protocol.
 - LoTi Survey/Infosourcelearning Technology Literacy Assessment
 - Meeting with teacher focus groups.
 - Superintendent's Student Advisory Team (SSAT)
 - Feedback from Principals and Instructional Coaches
 - Inservice Evaluations
 - Analysis of statistics (server, Help Desk, etc)
- Informal measurements

How these tools measure each goal is as follows:

Goal 1) Provide an equitable, adequate and effective deployment of instructional technology in developing a digital-age work place to serve students and teachers.

- Analysis of statistics—identify the number of professional development supports

created in terms of the deployment. The number of contacts to the Help Desk and the Instructional Technology Department, which directly coincide with staff development issues of the deployment, are recorded in our “Track It” system. We are looking for a minimum of Help Desk contacts related to the deployment. This will provide a positive picture of the effectiveness of the related professional development. For the past two years, the number of contacts in terms of various deployment issues already covered in professional development has decreased by 15%

Goal 2) Support standards-based, actively-engaged teaching and learning in all classrooms through the development of and access to shared online storage and resources as well as the deployment of hardware, software and networking resources.

- Analysis of statistics—the number of individual users who are accessing the Resource Manager on Compass. The number of hits we have for identified shared on-line storage and resources (School Loop, Content Wikis, Content Websites) as collected by our district filter.
- Analysis of statistics—the number of staff development resources (articles and directions) that are accessed in the Resource Manager as well as the number of different individuals who are accessing these resources. An increase of 6% has occurred in the past two years. We are exploring efficient means of monitoring the number of resources/access on our other online components (namely, School Loop, Content Wikis and Content Websites)

Goal 3) Develop technologically competent staffs that integrate and apply technology into their classroom instruction with knowledge and skill in helping our students be 21st Century learners.

- Observations employing the L4L Walk Through protocol—identify measures of the protocol for lessons which integrate technology. We are currently taking baseline data from this protocol.
- Meetings with focus groups—exit meetings with students who have graduated from the MED and MET programs through Mid-America Nazarene University, one year after graduation. We are looking for ways in which their experiences from MNU have influenced their teaching in terms of technology integration.
- Feedback from Principals and Instructional Coaches—looking to identify areas of strengths and weaknesses in terms of their technology staff development. We will be looking for a reduction in needed support within the building as well as increase in the amount of technology integration that is occurring. This will be based on the perceptions of these individuals.
- Survey results—looking at the “strategies of teaching” in which teachers incorporate technology. An increase in the number of teachers incorporating technology has increased by 13% since 2005. However, the number of teachers using technology through multiple strategies has increased by 22% over that same period.
- LoTi Survey/ Infosourcelearning Technology Literacy Assessment—allowing teachers to measure self-measure their abilities with the LoTi survey. In late May, 2009, teachers participating in technology professional development will take the LoTi survey. In May 2010, those same participants will take the same survey to measure the growth of their own practice. Since LoTi is a self-reporting measurement, we are exploring the use of the

Infosourcelearning Technology Literacy Assessment as an objective measure of staff growth in terms of technology literacy over that same period. We hope to show the growth of participating staff members within the year and identify a positive correlation between the LoTi and the Infosourcelearning Technology Literacy Assessment.

- Inservice Evaluations—Post-meeting evaluations will be used to measure the participants' feelings toward the effectiveness of the workshops. Our goal is to have 90% satisfaction in these evaluations.

Goal 4) Develop higher achievement levels in students who use technology regularly and skillfully in addressing the NETS for Students and 21st Century Skills (creativity, communication/collaboration, research, information fluency, critical thinking, problem solving, and digital citizenship).

- L4L Student Survey results—looking at the “student use” area, which identifies the ways in which students use technology to learn. We’re looking for improvement in all areas by 10%, paying close attention to student behaviors in using technology to facilitate their own learning.
- Observations Employing the L4L Walk Through protocol—looking for students demonstrating 21st Century Skills during the walk through. We are looking for an increase in this number after the baseline is taken.

Goal 5) Create an effective technology support system

- Survey Results—percentage of staff survey who identify “lack of support” both technically and pedagogically as a limitation is reduced. We are looking for this number to reduce to the point where we can consider the possibility of eliminating this choice on the survey.
- Survey Results—percentage of staff surveyed who identify “lack of comfort with technology” as a limit to its integration will be reduced.
- Analysis of Statistics-- Help Desk Statistics—the number of calls related to issues that have been addressed through the various forms of staff development. We are looking for this number to decrease.

Goal 6) Create facilities that are both technology ready and technology friendly, ensuring that technology integrates seamlessly into the instructional environment. Technology should enhance and support instruction, not get in the way of it.

This goal is not addressed through professional development.