

Kansas State Department of Education Technology Plan

USD 489 - Hays

BOARD APPROVED DISTRICT POLICIES

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

X YES NO

BOE Policy ECH Printing and Duplicating Services
BOE Policy GAT Staff Use of Communication Devices
BOE IIBF Acceptable Use Guidelines
BOE Policy IIBG Computer Use
BOE Policy IIBGA Children's Internet Protection Act
BOE Policy IIBGC Staff Online Activities
BOE Policy IIBH Technology Access and Use Statement
BOE Policy KBA District or School Websites
BOE Policy Appendix B – Internet Safety Policy

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

X YES NO.

BOE IIBF Acceptable Use Guidelines
BOE Policy IIBGA Children's Internet Protection Act
BOE Policy Appendix B – Internet Safety Policy

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

X YES NO

BOE IIBF Acceptable Use Guidelines
BOE Policy Appendix B – Internet Safety Policy

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clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software?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

X YES NO

EBBA Hazardous Waste Inspection and Disposal
GAJ Gifts – All Employees
GBU Ethics
KK Sale of District Property

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

X YES NO

IT will utilize software-based inventory management systems. (JAMF and ALIO)

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

X YES **NO**

See attachment – District Technology Plan Budget

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

X YES **NO**

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

X YES **NO**

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

Brian Drennon – IT Director, USD 489

Bobbie Dinkel – Elementary Teacher

Tom Meagher – Elementary Principal

Ted Foster – Middle School Teacher

Shannon Demel- Middle School Administration

Jeanie Michaelis- High School/Middle School Teacher

Martin Straub – High School Administration

Alan Wamser – IT Manager at Hays Medical Center, Parent/Community

Derek Johnson – Data Communications Coordinator at FHSU, Community/Higher Ed

MISSION AND VISION

USD 489 provides a quality learning experience for every child in every classroom every day.

INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)

Prepare USD 489 students for successful learning in a global, digital learning society.

DISTRICT SUMMARY OF PROGRESS

Little to no progress in updating infrastructure was completed until the summer of 2014. Inadequate infrastructure led to a decline in the utilization and effectiveness of technology district wide.

Progress has been made to meet the curriculum goals. The goals of increasing student achievement and integrating technology into the curriculum will be continued, as well as ensuring tech literacy by the end of 8th grade. The measures outlined in the plan were not reviewed annually and focused on specific products rather than areas of growth. Moodle was not used by every teacher in every building and curriculum at the elementary schools for technology classes has not been consistent. In the past five years, online curriculum materials have been utilized more by teachers.

The professional development goals in this tech plan fell short. Reductions were made in staff (instructional tech, asst. supt. of curriculum/instruction) and a budget was not outlined to provide for the professional learning outlined in the plan. The classified staff did receive training on the new accounting and asset management system, ALIO. The measures of post-training feedback and increase in usage were not put in place as a system for monitoring. The tech committee did not continue to meet regularly.

Building Home and School/PTO groups purchased much of the recent technology in the district. Those purchases were not always managed at the district level. Policy has been adopted so that moving forward all technology purchases will be coordinated by the district Technology Director.

Without the ongoing work of a committee, reductions in staff and budget, the goals of the previous tech plan were not sustainable.

TECHNOLOGY NEEDS ASSESSMENT

As decisions were being made this past year, a board appointed technology committee met to discuss the technology needs of the district. Both Apple and Windows platforms were presented to staff. Even though Windows was currently being used, an interest in Apple was expressed. Visits to schools at all three levels – elementary, middle, and high – were arranged. Following the visits and platform presentations, sub-committees from each level were formed and met to present their needs and justifications to the tech committee. From those presentations, an iPad pilot was deployed K-12 and training for iPads was provided. A teacher survey was conducted. Results showed a strong interest in iPads K-8, while the high school chose to explore a Windows tablet. A proposal was presented to the board.

*To assess progress and needs, a digital learning committee will be created and continually meet to review and revise the overall tech plan. The committee will be comprised of the Instructional Tech Specialist, Director of Curriculum/Instruction, Technology Director, Asst. Supt. of Special Services, and representatives of all instructional levels. The committee will meet multiple times a year to review the implementation of the plan, gather data from various measures, and analyze progress toward the expectations outlined in the digital learning plan. **This information will be presented to the board of education following the end of each semester.***

The committee will assist in planning professional learning based on feedback and data gathered. Decisions for instructional resources, equipment, communication, professional development, infrastructure, and support at the building and district level will be made from data collected by the following methods – Administrative WalkThroughs, Professional Development feedback, Graduation/Cohort Data, Ed Tech Profile, ticket submissions for technology needs, network utilization reports, and assessments of student achievement.

The measures listed above will also provide for measurement of growth and completion of objectives outlined in this plan.

DISTRICT TECHNOLOGY INFRASTRUCTURE GOALS AND OBJECTIVES

District Technology Infrastructure Goals/Objectives:

- District technology infrastructure, telecommunications, hardware, software, Internet access, services and resources support the educational and administrative needs of the district.
 - Leverage E-rate funding to provide high speed internet connection in every classroom
 - Capacity planning for the wireless infrastructure
 - Create wireless projection capabilities in every classroom
 - Provide 1:1 student and teacher devices K-12
 - Implement Learning Management System(s), K-12
 - Replace traditional phone service with VoIP(Voice-over Internet Protocol) system

District Technology Infrastructure Narrative Description:

USD 489 IT department will leverage E-Rate funding for Telecommunications, high speed internet and fiber optic building connectivity to provide student and staff devices with access to the world wide web and to district resources. With E-rate funding being reduced for Telecommunications the IT department will begin researching and testing VoIP systems. This will allow the district to utilize Telecommunication service more efficiently and will result in direct cost savings to the school district.

A plan to update the District wired and wireless infrastructure started in the 2014-2015 school year and will be finished in the 2015-2016 school year to provide access in each classroom.

A 1:1 district initiative will be implemented K-12 for the 2015-2016 school year. K-3 will be using Apple Ipad Mini. 3-8 will be using Apple Ipad Air. 9-12 will be using a Windows device, and learning management system(s) will be implemented K-12.

USD489 has begun implementing Apple TV's in each classroom K-8 and will determine best product for the high school Windows devices in the 2015-2016 school year.

With E-rate funding being reduced for Telecommunications the IT department will begin researching and testing VoIP systems. This will allow the district to utilize Telecommunication service more efficiently and will result in direct cost savings to the school district.

Evaluating District Technology Infrastructure Goals And Objectives

Cacti and PRTG network monitoring software will be utilized to real-time and historical network statistics. The ticketing system will allow for monitoring of and identifying classroom connectivity issues. The IT department will continually review new products to enhance wired and wireless infrastructure needs. Reports on utilization of online resources and software programs will be reviewed and analyzed.

CURRICULUM INTEGRATION

Curriculum Integration Goals and Objectives:

- Develop instructional practices that transform learning in a digital environment.
 - Develop effective integration of technology through professional learning and curriculum development to establish best practices.
 - Design developmentally appropriate learning opportunities that meet grade-level outcomes by applying technology-enhanced instructional strategies to support the diverse needs of learners.
 - Deliver rigorous instruction of relevant content through a variety of standards-based materials/resources (OER, blended learning, mixed modes of delivery, etc.)
- Achieve student growth outcomes by increasing active student engagement through the effective use of technology.
 - Analyze student data regularly and use for instruction and intervention aligned to 21st century college and career ready standards.
 - Outline a K-12 digital citizenship plan, which includes cyber bullying, information literacy, and internet safety.
 - Utilize technology to increase engagement and mastery of college and career ready standards
- Ensure that students are technology literate by the end of the 8th Grade.
 - Develop learning progressions for technology literacy K-8.
- Add instructional technology support in buildings to work with instructional staff to develop plans and strategies for best practices.

Curriculum Integration Narrative:

New technology has been embraced by K-12 staff. K-8 has the greatest need for new technology and all staff, K-12, understand the impact technology can have on student learning. An increase of technology in curriculum standards and assessments makes technology a necessary tool for our 21st century learners. Instruction can be transformed with technology integration to meet the need for individualized instruction and relevant content.

With the goals outlined in this plan, technology integration is to be implemented with a purpose and intent. Staff will be expected to use technology and resources to increase student understanding, promote creativity, and improve critical thinking. Teachers will be asked to provide effective digital learning environments in their classrooms. Students will demonstrate understanding of digital citizenship and literacy, and differentiation of learning will be a focus to meet the needs of all learners, regardless of reading ability, language barriers, etc. Students should shift from consumers to creators of media by demonstrating learning through more complex thought processes - projects, portfolios, etc. With this technology plan, there will be a decrease in usage of paper and print materials. In addition laser/ink jet printers will be eliminated in buildings with the shift to a digital environment.

Opportunities that will be evident with effective integration of technology include, but are not limited to, closing the achievement gap between high and low socioeconomic students and providing technology access to all. From feedback on surveys, a new digital learning environment can potentially energize and revitalize teachers and administrators. Tech integration will inspire student learning and creativity. Lastly, effective use of technology could promote parent involvement in the digital learning environment and extension of learning into the home.

Technology utilization will be overseen by building and central administration. The Instructional Tech Specialist, teacher cadres, and members of the digital learning committee will assist in carrying out the plan and assessing needs. Classroom teachers and support staff will ultimately provide the opportunities for student learning in a digital environment on a daily basis.

Evaluating Curriculum Integration

To achieve the transformation of learning through tech integration progress must be monitored with data. The gathering of data will be overseen by the digital learning committee and reviewed regularly by central and building administration. Updates will be provided to stakeholders. Baseline data will be gathered for this past year. Decisions for instructional resources, equipment, communication, professional development, infrastructure, and support at the building and district levels will be made from data collected by the following methods. Tech literacy standards and digital citizenship outcomes will be developed for K-8 students to ensure a level of proficiency by the end of 8th grade.

- *Administrative Walk-through evaluation tool in the areas of technology integration, student engagement, and higher-level thinking skills.*
- *Utilization of online resources/software programs*
- *Reports generated from copy machine user codes and copy center usage*
- *Reports generated from PRTG(electronic network monitoring)*
- *Assessments of student achievement – State Assessments, STAR assessments, etc.*
- *Collecting and Reporting of student evidence of learning by multiple venues (ex.digital portfolios, projects, multi-media journals, essays, science lab reports, etc.)*
- *Requests for emerging technologies*
- *Professional development feedback reviews*
- *Graduation/Cohort Data*
- *Ed Tech Profile*
- *Tech Ticket submissions*

TECHNOLOGY PROFESSIONAL DEVELOPMENT

Technology Professional Development Goals and Objectives:

- Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.
 - Add instructional technology support in buildings to work with instructional staff to develop plans and strategies for best practices
 - Implement timely and relevant professional development
 - Provide opportunities for instructional staff to promote and demonstrate effective use of digital tools and resources(ex. board meetings)
 - Model digital citizenship for students
- Provide staff development for instructional staff on how to integrate technology into the instructional design.
 - Outline a professional learning plan for student use of devices in best instructional practices
 - Commit resources (funding and time) to ongoing professional learning through collaboration
 - Develop training for New Teacher/Bldg. Leader mentoring
 - Demonstrate continual, annual growth of instructional staff in knowledge of technology and ability to integrate it into instruction
 - Train a cadre of educators in each building to provide professional learning to colleagues(faculty meetings, collaboration time)
- Improve the capacity of classified staff to effectively use technology to fulfill their duties.
- Gain knowledge of district network configuration to effectively manage appropriate technology use.

Technology Professional Development Narrative:

Professional Development and opportunities for collaboration are paramount to technology integration truly impacting student learning. Using needs assessments(Ed Tech Profile), surveys, and analysis, district inservice plans will be developed to meet the needs of instructional staff and building leaders.

Providing support in the building for teachers was a request heard time and time again. The hiring of an instructional tech specialist will assist with that, as well as having a building-level cadre of teachers trained to model tech integration of classroom/instructional technology at all grade levels. The Instructional Tech Specialist will collaborate with the Directors of Curriculum/Instruction and Technology in the areas of organizing and conducting training activities, helping establish technology policies, and proposing learning objectives for staff as they relate to technology. The primary focus of the Instructional Technology Specialist is to enrich and support teaching and learning.

Inservice days, collaboration time, and faculty meetings will be designated for professional learning of using technology as a tool to personalize learning and make learning relevant to students. All instructional staff and administration will incorporate technology in their daily routine. Utilizing My Learning Plan, professional development will be monitored and tracked. Instructional staff will demonstrate knowledge through integration into instruction. An evaluation form will be completed by instructional staff after professional development activities; this data will be used to gauge learning, alter content, and evaluate impact.

Requests for emerging technologies will be monitored, as will requisitions by teaching staff for software/apps. Both will be evidence of implementation in classrooms. Lessons in computer classes K-8 will be aligned to tech literacy standards to ensure mastery of set objectives. Each teacher will be expected to integrate technology into course outcomes.

Evaluating Technology Professional Development

Professional learning of technology is a personal responsibility of all instructional staff and administration. Taking advantage of professional development activities and actively participating in collaboration will increase integration of technology. The process for developing professional learning opportunities will be continuous. Data from the measures outlined below will be analyzed by the digital learning committee and will drive the plan for professional development, differentiating it to the needs of the educators.

Individual staff members and building leaders will identify their level of tech understanding and will be expected to demonstrate continual, personal growth in their knowledge of technology and ability to integrate it effectively into instruction.

- *Administrative Walk-through evaluation tool in the areas of technology integration, student engagement, and higher-level thinking skills.*
- *Utilization of online resources/software programs*
- *Reports generated from copy machine user codes and copy center usage*
- *Reports generated from PRTG(electronic network monitoring)*
- *Assessments of student achievement – State Assessments, STAR assessments, etc.*
- *Collecting and Reporting of student evidence of learning by multiple venues (ex.digital portfolios, projects, multi-media journals, essays, science lab reports, etc.)*
- *Requests for emerging technologies*
- *Professional development feedback reviews*
- *Graduation/Cohort Data*
- *Ed Tech Profile*
- *Tech Ticket submissions*

DISTRICT TECHNOLOGY PLAN VERIFICATION FOR ERATE PURPOSES

Please check the statement that applies to your district:

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

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

DISTRICT TECHNOLOGY PLAN BUDGET

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

School Year: 2015-2016

| <u>Budget Area</u> | <u>Costs</u> | <u>Funding Sources with amount per Sources</u> |
|--|--------------|--|
| Professional Development | \$20,000 | <u>General Fund</u> |
| Telecommunications and Internet Access | \$89,000 | <u>General Fund</u> |
| Materials and Supplies (i.e. Software) | \$147,000 | <u>General Fund / Capital Outlay</u> |
| Equipment (i.e. Hardware) | \$246,000 | <u>Capital Outlay</u> |
| Maintenance and Support | \$0 | <u></u> |
| Other | \$215,000 | <u>Capital Outlay</u> |
| Total | \$717,000 | |

School Year: 2016-2017

| <u>Budget Area</u> | <u>Costs</u> | <u>Funding Sources with amount per Sources</u> |
|--|--------------|--|
| Professional Development | \$20,000 | <u>General Fund</u> |
| Telecommunications and Internet Access | \$95,000 | <u>General Fund</u> |
| Materials and Supplies (i.e. Software) | \$147,000 | <u>General Fund / Capital Outlay</u> |
| Equipment (i.e. Hardware) | \$100,000 | <u>Capital Outlay</u> |
| Maintenance and Support | \$15,000 | <u>Capital Outlay / General Fund</u> |
| Other | \$363,366 | <u>Capital Outlay</u> |
| Total | \$740,366 | |

School Year: 2017-2018

| <u>Budget Area</u> | <u>Costs</u> | <u>Funding Sources with amount per Sources</u> |
|--|--------------|--|
| Professional Development | \$20,000 | <u>General Fund</u> |
| Telecommunications and Internet Access | \$104,000 | <u>General Fund</u> |
| Materials and Supplies (i.e. Software) | \$147,000 | <u>General Fund / Capital Outlay</u> |
| Equipment (i.e. Hardware) | \$75,000 | <u>Capital Outlay</u> |
| Maintenance and Support | \$15,000 | <u>Capital Outlay / General Fund</u> |
| Other | \$363,366 | <u>Capital Outlay</u> |
| Total | \$724,366 | |