SIOUX CITY COMMUNITY SCHOOL DISTRICT

TECHNOLOGY PLAN



**Fiscal Year 2015 - 2017**

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# Introduction

The District Technology Plan has been developed to provide a common frame of reference for the use of technology in the district and help build a shared vision for moving the district forward in this area. The foundation for this document is the district’s annual strategic plan, the “Gold Sheet”, and other district wide planning efforts. The technology plan builds on these other strategic documents, focusing specifically on the wide range of technology related activities necessary to help fulfill the district’s goals. It also serves as a key mechanism in developing technology resourcing and use strategies in the coming years. Some of its actions or specific details may change but the key actions and objectives will not. That is not to say that this plan is rigid or static. It will be revisited annually at a minimum for a formal update and as often as necessary to stay current.

In addition to leverage the strategic guidance of the district, the technology plan development relied on extensive feedback from focus groups of administrators, teachers, students, and other staff members. These individuals helped frame each of the objectives and offered feedback on possible goals/actions that the district should undertake to satisfy the objectives. The plan was further shaped by a district wide survey of staff and students conducted in the fall of 2013. This survey provided by BrightBytes and funded through the Area Education Agency offered an in depth look at teacher and student technology use.

Technology in its many forms and applications has been shown to do everything from saving money through efficiencies to helping increase student engagement and achievement. Leveraged as part of a deliberate plan, it will provide the Sioux City Community School District will a powerful tool to help transform the way it educates its students.

# STRATEGIC PLANNING PROCESS

The process used to develop this document is based off of standard strategic planning processes. There are many great planning techniques and this document is a hybrid of many. At a high level the process used the outline below to guide its development.

1. Determine what is important to the organization and where it is going
   1. This step is requires understanding the school districts strategic plan and other guiding documentation to obtain its vision, values, and items of importance
2. Conduct current and future environmental assessment for both technology and education to determine assumptions and limitations that may impact the plan
   1. Part of this step is gathering feedback from current staff and students through surveys, focus groups, and other mechanisms
3. Develop the of technology vision and specific objectives that support the district
   1. This step helps bound the broad area of technology and develop objectives specific to the technology area the support the overall organizational direction
4. Based on where organization is today, determine needs and goals with specific actions highlighted over time for each objective
   1. This is the heart of planning as it develops the specifics to move from where the organization presently is to its desired end state specific to technology. Because technology is framed and aligned to the district mission, this step helps ensure accomplishment of overall district plans
   2. This step involves framing of resourcing implications both in terms of dollars and personnel for coming years

# DISTRICT MISSION AND STRATEGIC PLANS

**SCHOOL DISTRICT MISSION STATEMENT**

**BELIEVE . . . ACHIEVE . . . SUCCEED**  
The Sioux City Community School District exists to educate students to ***believe*** in  
their talents and skills, ***achieve*** academic excellence and ***succeed*** in reaching  
their potential.

**How Do We Do This?**  
The district is committed to giving students the talent and skills they need to prepare them for lifelong success. The district has built several guiding documents that shape all efforts moving forward. There are five strategic plan priority areas as highlighted below. As highlighted by the district vision, the primary focus of a school is student achievement. To that end the district created a guiding document that further expands the student achievement priority area. The four additional focus areas are listed under student achievement.

**STRATEGIC PLAN PRIORITY AREAS:**

1. Student Achievement

1. High quality professional development including the use of collaboration to focus on the implementation of differentiated instruction and the Iowa Core throughout the district.
2. A consistent focus on instructional methodology as a means of bringing about heightened student achievement. Instructional strategies will be strengthened through high quality professional development and instructional coaching to implement effective teaching practices in the classroom with integrity and fidelity.
3. The design and implementation of common formative and summative assessments district wide to measure the success of our students as they are assessed on what they know, understand and are able to do related to the content and skills in each subject area.
4. Use of data to drive all decisions related to the engagement of student academic progress including, but not limited to, data gathered through electronic walkthroughs, common formative and summative assessments, the Iowa Assessments, other classroom based assessments, use of technology in the classroom, data gathered through our Technology software suite, and community and customer surveys.

2. Educational Facilities

3. Human Resources

4. Community Engagement

5. Fiscal Accountability

# TECHNOLOGY PLANNING ASSUMPTIONS

While technology is and will continue to be dynamic and in many ways unpredictable, certain trends will continue forward and are important to consider as part of the overall planning process. The assumptions below helped guide consideration of objectives, goals and actions in the strategic planning process. These assumptions are also informed by current technology trends and industry feedback about possible future developments. They are important to use when completing needs assessment and goal development because of possible implications.

**Technology Specific Assumptions 2014-2018**

* User desires for ubiquity of connectivity and mobility continue increasing
* Bandwidth needs will increase as will capacity to support
  + Wireless speeds, coverage, density, and network reliability will keep improving
* A majority of services and servers will be able to be served via “the cloud”
* Users will continue to build more comfort and capacity with technology devices furthering consumerization of IT trends and bring your own device demands
  + Users will demand more opportunity to service their own support needs
* Information and data analysis capabilities will continue improving
* Growth in device computing power and price declines will continue
* Impact of social media technologies will continue expanding into enterprise
* Users will become increasingly comfortable with digital print
* Next generation operating system platform(s) will be available

**Environmental Assumptions 2014-2018**

* INSTRUCTION
  + Online testing demands will increase at all levels
    - All standardized tests will become computer adaptive tests
    - Most components of district assessments will be delivered online
  + Curricular material will increasingly rely on digital content and less on print
  + Computer assisted instructional interventions will be common at all grade levels
  + As consumerization of IT trends continue parents and students will expect more technology use throughout subject areas and grade levels
* OTHER ASSUMPTIONS
  + Enrollment will be flat to slightly positive potentially increasing up to 2.0% in total over next 5 years
  + Staff numbers will remain in line with student numbers in the coming years
  + Budgets will see small increases that effectively cover inflationary factors with little “new” money available
  + District demographics will remain similar with slight increases in free/reduced percentage and ELL students
  + Education Reform efforts will continue to reshape teacher leadership and development while offering new possibilities for staffing support

# TECHNOLOGY SURVEY / FOCUS GROUP HIGHLIGHTS

## Technology Survey

In fall of 2013 the district conducted a survey using a Northwest Area Education Agency sponsored survey tool provided through [www.brightbytes.net](http://www.brightbytes.net). A statistically significant number of staff and students took the survey in each building. The entire survey data set was used to aid development of this document but for the sake of brevity the top needs in each of the survey’s four focus areas are highlighted.

Classroom Needs

1. District needs more student centered technology in middle school and elementary to help encourage collaboration, creativity, critical thinking, and other value added uses

2. Middle and elementary schools need improved ability to conduct online or tech supported assessments

Access Needs

1. Middle and elementary school teachers need more computing devices to ensure consistent availability for instruction

2. Continue improving external bandwidth and district wireless capacity in all areas

Skills Needs

1. Students need more foundational skills early in school that lead into advanced IT classes later

2. Teachers need time and options to develop skills with more advanced technology application

Environment Needs

1. Need quicker resolution to classroom technology problems because of instructional impact

2. Continue to expand and enhance technology related professional development

## Staff and Student focus group highlights

The technology department hosted a series of focus group sessions with several groups representing different staff members, administrators, and students. The results of many separate comments were consolidated into the key needs listed below.

Students

1. Individual computing devices are necessary for students at all levels. Whatever device is used must be fully featured and not too small in size.

2. Help teachers to develop skills and continue to expand technology use in meaningful ways

3. Improve infrastructure items for 1:1 including power, student desks, and handout/support

Staff

1. Transformational instructional change requires student devices versus just classroom tech

2. Technology skills need to be taught earlier and then in greater breadth through district

3. Teachers need to be empowered with flexible and reliable infrastructure, quick tech support and continued support for technology based instructional changes in the classroom.

# TECHNOLOGY VISION

## SCCSD TECHNOLOGY VISION – “Make Things Better”

*Technology tools and infrastructure will help continuously improve strategic plan priority areas especially in the classroom by enhancing instructional methodology, supporting assessments, providing data analysis tools and helping prepare our students with 21st century workplace skills.*

Technology is an integral part in achieving the district’s mission just like great teachers, an outstanding support staff, high quality curriculum and other components. This plan seeks to highlight how technology will assist the district in accomplishing its mission and satisfy its strategic plans and guiding documentation in the coming years. At a high level, these plans focus on the concept of differentiated instruction, formative assessment, and data analysis used to help raise student achievement.

The use of technology will help facilitate plan accomplishment by giving administrators, teachers and students the tools and knowledge they need to execute a 21st century differentiated curriculum. Teachers will be empowered in new ways with technology tools that help more easily adapt curriculum to a wide variety of needs and student learning styles. They will have new resources and training that they may use to help manage differentiation or construct lessons in new ways. Formative assessment is a powerful mechanism that can also help raise student achievement. Assessment takes on many forms and is often time consuming but technology resources can help improve these areas.

The district needs to be able capture and analyze data to leverage formative assessment data, aid attendance and dropout prevention efforts, and build relationships with students. The objectives and goals outlined in this plan all help drive towards implementation of differentiated instruction that is directed by more frequent standard formative assessments and strong data collection and analysis capabilities. This will be done in a manner that empowers teachers without providing extra burdens on already stretched time. Finally, technology helps students learn and become more comfortable with technologies they will see in the work force. This helps ensure we are providing our students with usable 21st century skills regardless of future plans after leaving the district.

# TECHNOLOGY OBJECTIVES

As part of the strategic planning process, the district decomposed all technology functions into seven discreet areas. These areas align technology with strategic planning documents and capture in broad terms where technology helps support district operations. Due to the dynamic nature of devices and specific items some technical items may change but these objectives are fairly broad and enduring over time and independent of specific hardware or software solutions. These objectives serve as a guide for needs assessment that frame the wide variety of more specific annual goals. The district will work in all of these areas simultaneously to ensure it supports changing district goals in the coming years.

**Curriculum:** Technology resources themselves merely enable or enhance the curriculum that is in place. Good technology may simply make a bad curriculum worse. However, good technology can make a good curriculum great. 21st Century curriculum is marked by richness of content as well as the ability to enable more individualized, group, and self-paced instruction. This area also focuses on the development of 21st century skills that include technological skills such as keyboarding and understanding of technology concepts to being able to work in groups and other areas still under development. 21st Century curriculum will be increasingly free of time and location through the use of online content.

*Related Strategic Plan Areas*: 1. Student Achievement – All Areas

***OBJECTIVE 1: District curriculum is designed and implemented in a manner that leverages available technology resources to help differentiate instruction, engage students, improve achievement, and teach technology skills***

**Teacher Resources:** This includes all necessary technology resources for a teacher to conduct their classes in an empowered 21st century environment. Technology tools in the classroom allow teachers to better differentiate instruction, engage students in more meaningful ways, add richness to instructional content, and a have a host of other impacts when tightly integrated into the curriculum. This technology includes hardware and software with items such as interactive whiteboards, collaboration applications, streaming video services, websites, and others. These resources vary by educational level and subject taught and can vary between teachers. That being said, there is a standard expectation that all classrooms will have a baseline of components to use.

*Related Strategic Plan Areas*: 1.B Student Achievement – Instructional Methodology; 1.D Student Achievement – data to drive all decisions

***OBJECTIVE 2: All district teachers are equipped with 21st century teaching resources that positively support the curriculum and enhance instruction.***

**Student Resources:** Students today are learning in a dynamic and rapidly changing world. The use and penetration of technology in all facets of an increasing globalized society change how individuals interact with their surroundings and learn. Additionally, the basic tools students may need to succeed include different technology components. As the resources our teachers use to teach an enhanced curriculum adapt to the 21st century so must the tools that we equip our students with to learn. These resources include ensuring our students have the appropriate hardware or software when needed such as individual computing devices.

*Related Strategic Plan Areas*: 1.B Student Achievement – Instructional Methodology; 1.C Student Achievement - Common formative and summative assessments

***OBJECTIVE 3: All district students are trained and equipped with 21st century resources that enhance their ability to learn and participate in district curriculum.***

**Information Systems:** High performance organizations have found ways to leverage technology systems to gain efficiencies, empower employees, and optimize the organization’s processes. This area includes information systems that automate execution of business processes such as finance, collection of student data, to scheduling courses. In a school district the most powerful use of information systems is the collection and analysis of student data through online gradebooks, assessment capabilities, and analysis systems to help drive appropriate actions and instruction. Appropriate use of these systems can minimize employee time spent doing non value added work and allow them to focus more time to performing the mission of the district.

*Related Strategic Plan Areas*: 1.C Student Achievement – common formative and summative assessments; 1.D Student Achievement – data to drive all decisions; 3. Human Resources; 4. Community Engagement; 5. Fiscal Accountability

***OBJECTIVE 4: The district employs information systems that enable authorized users to quickly and easily perform student data collection and analysis, financial and human resources transactions, and other district functions in near real time from virtually any device.***

**Information Technology Infrastructure:** Having an up to date infrastructure is vital in that it underpins and enables all of the other areas to contribute to the accomplishment of the district’s goals and mission. It includes building the network infrastructure both wired and wireless to allow for robust connectivity to networked resources. It also includes providing the services and servers that employees and students rely on from file sharing to email. This area also entails services such as security, content filtering, and many others. Infrastructure also entails have the right types and number of technology support personnel.

*Related Strategic Plan Areas*: 1, 2, 3, 4, 5 – All Areas

***OBJECTIVE 5: The district has a highly available, flexible, and capable technology infrastructure that supports all demands in the classroom as well as district operations.***

**Communications:** Modern organizations increasingly rely on technology enabled communications including dynamic web sites, social media, mobile apps, and other technologies that help personalize information while maintaining appropriate connections. Users expect the organization to be able to rapidly communicate different levels of information to a variety of devices.

*Related Strategic Plan Areas*: 4. Community Engagement

***OBJECTIVE 6: The district leverages technology to quickly and comprehensively communicate a variety of information types to all interested stakeholders.***

**Professional Development:** Technology tools can offer tremendous value in many different areas of district operations but in order to realize the value individuals must be sufficiently trained and supported. There is no one size fits all strategy for professional develop as there are many different learner types, many different subjects, and multiple levels of need.

*Related Strategic Plan Areas*: 1.A Student Achievement – Professional Development

***OBJECTIVE 7: All staff will have a variety of methods to learn technology related tools/concepts including, online self-directed, district provide group instruction, individual targeted training.***

# CURRENT TECHNOLOGY DEPARTMENT OVERVIEW

The Sioux City Community School Technology Department supports all district technology endeavors from basic support to curriculum integration. In order to carry out its assigned tasks and help the district achieve its goals, the department is divided into four primary areas that report to the technology director. Attachment A includes projected organization in the future.

**Director – (1 Full Time Equivalent (FTE))** -- Provides overall leadership and for the department. This position reports to the superintendent and is a member of the cabinet.

**Technology Support Coordinator – (1 FTE)** – Supports the director in management of day to day department and technology support tasks.

**Building Technicians / Help Desk – (4 FTE)** – Respond to user technology hardware and software problems on site and remotely. This is a traditional IT break-fix role.

**Information Systems -- (4 FTE)** – Operate and maintain the student information system including gradebook applications and provide training and support for district wide use of these systems. They produce data for required state reporting and other necessary reports.

**Data Center Administrators -- (2 FTE) –** Maintain district data center and building servers, conduct backups, support Office 365 email and other web based services, support finance system

**Network Administrators -- (2 FTE) –** Operate and maintain all district wired network switches and wireless access points.

**Head Teach for Technology Integration and Media – (1 FTE)** – Oversees all district instructional technology efforts and traditional media/library operations.

**Technology Coaches -- (3 FTE)** – Assists teachers, administrators, and others integrating technology components into curriculum in a manner that is value added and helps improve achievement and engagement.

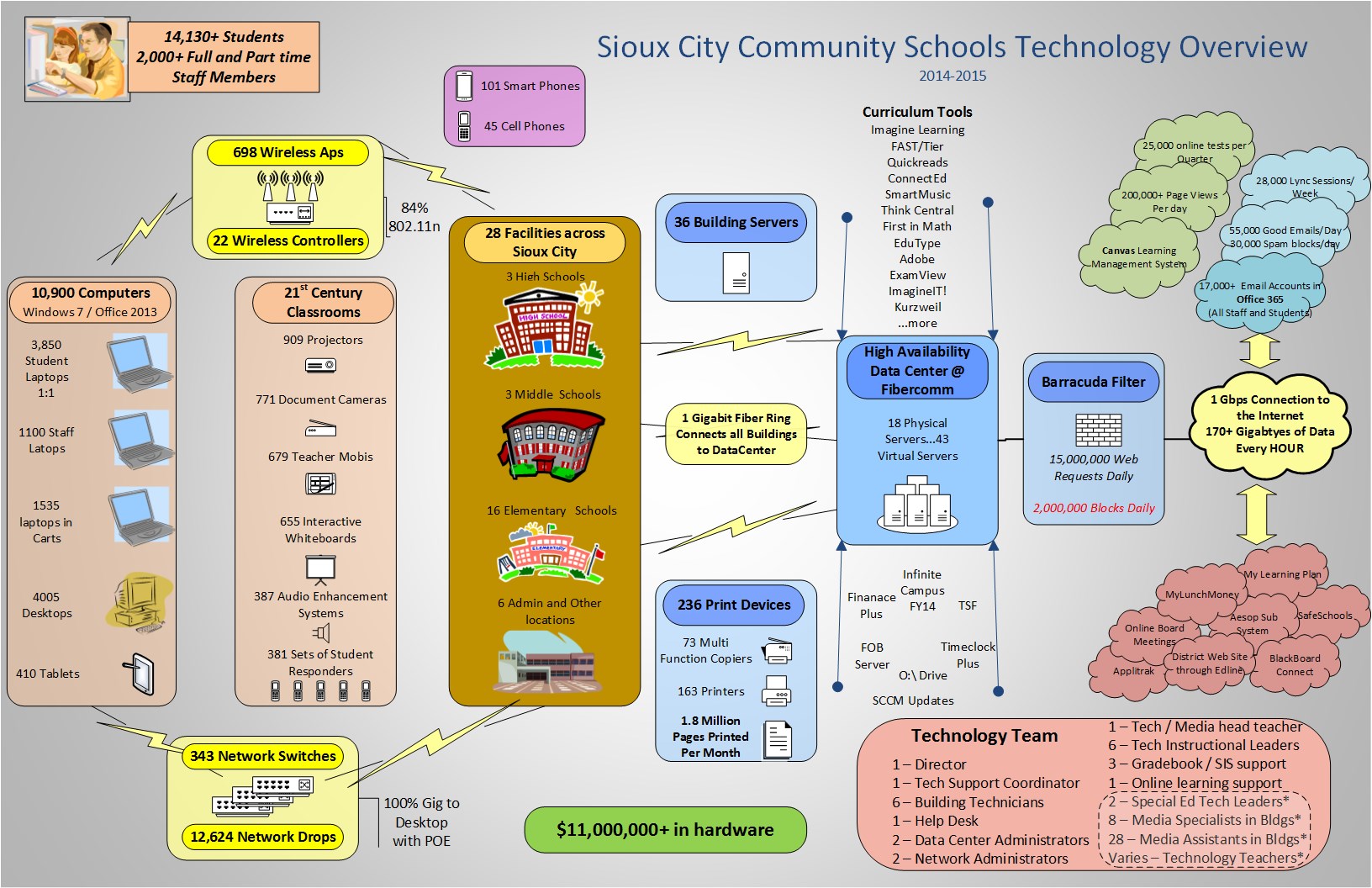
**Special Education Technology Coaches (2 FTE)** – Same as technology coaches but focused on assistive technology components in special education. These individuals report through the special education department.

**Media – (36 FTE)** – Teacher librarians and assistants oversee building level media center operations, student help desks in each high school, and support other technology integration. Media personnel report to their building principals.

**Iterns (various)** – Students from technology classes support a wide variety of technology tasks.

## Technology Infrastructure Technical Highlights

* The infographic on the following page provides a variety of information on current technology infrastructure employed by the Sioux City School district



# Fiscal Year 2015-2017 Goals

Technology related needs or goals were developed based on district goals, assumptions about the future, the current environment, and extensive feedback. This section highlights the goals that will help drive accomplishment of the seven objectives in coming fiscal years. They help ensure they district is moving towards satisfying its objectives. Each goal contains a table listing some key actions that must be accomplished to ensure goal fulfillment. Timelines are offered for general planning purposes as they are understood right now, however they may change over time as we refine our approaches in the coming years. Finally, evaluation criteria guide the review of whether goals are being accomplished or not.

## Curriculum

***OBJECTIVE 1: District curriculum is designed and implemented in a manner that leverages available technology resources to help differentiate instruction, engage students, improve achievement, and teach technology skills***

**Goal 1: Technology skills are taught at age appropriate level with high level of proficiency at grade level**

Description: The district must ensure that required technology skills are identified and appropriately aligned with state and national standards. This will then allow for instruction at the right age to ensure students are obtaining necessary technology proficiency at the right times.

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| Key Actions | Timeline |
| Develop strategy for inclusion of technology literacy skills including keyboarding in elementary grades (augment into existing curriculum) including definition of standards/benchmarks | 2014 |
| District will conduct program review of K-12 technology instruction to develop tightly integrated sequence of instruction in technology for all students | 2014-15 |
| Begin district wide implementation of technology literacy skills in elementary | 2014-15 |
| Update curriculum for middle school capstone technology course(s) that aligns with local, state, and national standards and prepares them for high school | 2014-15 |
| Implement new middle school technology courses | 2015-16 |

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| Evaluation Criteria |
| All students leave 5th grade with basic keyboarding skills and technology exposure in other areas |
| 100% of middle school students take updated technology courses and able to function in high school |

**Goal 2: All curricula incorporate 21st century student and teacher resources in a manner that enables differentiation and engages students**

Description: As the district invests in giving all teachers the 21st century teaching resources they need simply relying only on teacher ingenuity will not allow for maximum return on this investment across the district. These resources must be formally included into curriculum maps and other areas ensuring teachers clearly understand when they may be able to make use of technology in their lessons.

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| Key Actions | Timeline |
| Develop standard list of computer assisted intervention/enrichment software by grade | 2014-15 |
| Limit physical book and media purchases; to the greatest extent possible the district will not purchase additional physical media and will leverage digital resources | Ongoing |
| Develop digital lending library concept in high schools to allow for check out of digital materials | 2014-15 |
| District will expand foreign language support and opportunity using online capabilities and district technology tools | 2016-18 |

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| Measures of Effectiveness |
| 100% of teachers and administrators know what technology aided interventions are available by grade and subject area |
| Book purchase costs decline and high school students and staff know how to use lending library |

**Goal 3: 1:1 laptops will provide teachers a value added curriculum tool in instruction**

Description: The district has had a one to one laptop program in its high schools since the fall of 2011. This program has enabled new and enhance instructional practices through hybrid online course content, flipped instruction, and project based learning approaches. To date this program has helped contribute to lower discipline incidents, higher attendance, improved graduation, lower dropouts, and better 21st century skills for our students. Due to the magnitude of change we must continue focusing on exploring and developing these new curricular approaches. Teachers must also have time to develop and explore the new approaches during and outside of regular school hours.

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| Key Actions | Timeline |
| Continue development of new flipped learning approaches | 2014-15 |
| Explore the expansion of technology based projects coupled with 1:1 in high school | 2014-15 |
| Provide high school teachers opportunity during summer to expand hybrid instruction development (also included in professional development) | Summers |
| Provide staff professional development and other support time to middle schools prior to providing laptops for students | 2014-15 |
| Provide staff professional development and other support time to elementary schools prior to providing laptops for students | 2015-16 |

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| Measures of Effectiveness |
| Surveys indicate improved student engagement from both teacher and student perspective |
| All courses have components that use technology in positive and productive way |
| 100% of students report 21st century skills improvement |

**Goal 4: SCCSD will have specialty elementary schools focused on concepts such as STEM and programming (coding) along with high quality STEM related after school activities**

Description: Science, technology, engineering, and math or STEM provides an ideal theme to focus the development of district specialty elementary schools. These schools provide all standard instruction but through the lens of their theme, and help students build extra capacity and skills in those areas. This effort augments other district STEM initiatives to encourage students to further explore this area which is a vital component of the nation’s future economy.

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| Key Actions | Timeline |
| Include STEM specialty school as part of larger discussion about elementary magnet schools and developing district elementary strategic plan | 2014-16 |
| Continue developing middle and high school after school STEM league that provides team based activities similar to traditional sports but STEM focused | 2014+ |
| Explore expansion of after school STEM league program into select elementary buildings | 2016-17 |

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| Measures of Effectiveness |
| District STEM and programming specialty schools are fully implemented |
| STEM league attracts at least 100 students per semester |

**Goal 5: SCCSD will offer technology rich course selection offerings in high school as part of career pathways program**

Description: The district has begun development and implementation of a technology specific career pathway. These initial efforts can be expanded and enhanced to offer more selection and enhanced internship opportunities. The career pathways can also expand beyond core information technology areas to include 21st century communications

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| Key Actions | Timeline |
| Develop and refine concept for sequence of courses that may be offered independently or in conjunction with local institutions | 2014-15 |
| Develop and offer casual user technology course that is independent of career track but provides some tech | 2016-17 |
| Overhaul basic mass communication course offerings to become more modern media centric course | 2014-15 |
| Expand marketing of available opportunities so students understand options they have available to them | 2014-15 |
| Implement expanded technology and media course offerings | 2015-16 |
| Ensure all courses provide appropriate internship opportunities | Ongoing |

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| Measures of Effectiveness |
| District offers a variety of technology classes in different tracks that have internship opportunities |
| 100% of high school students are aware of all technology curriculum opportunities |

## Teacher Resources

***OBJECTIVE 2: All district teachers are equipped with 21st century teaching resources that positively support the curriculum and enhance instruction.***

**Goal 1: Classrooms are equipped with grade appropriate 21st Century teaching resources**

Description: In prior years the district has greatly expanded available technology in each classroom. See next section for technology available in each classroom by grade. Like every other area in technology the classroom technology marketplace is changing. In the coming years it will be important for the district to consider current players, tools, and their application. If necessary the district will need to refresh existing classroom technology with

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| Key Actions | Timeline |
| Continue to source and allow access to appropriate content that teachers require to integrate into instruction (examples include YouTube, SAFARI, ed videos, etc.) | Ongoing |
| Work with special education teachers to develop and field comprehensive district plan for appropriate assistive technologies. Plan will help shape special education specific investment | 2014-15 |
| Refine requirements for existing classroom packages based on market developments | 2014-15 |
| Leverage possible classroom technology changes for new construction | 2014-18 |
| Develop refresh plan for existing classroom equipment according to updated plans | 2016+ |

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| Measures of Effectiveness |
| Special Education plan is developed and presented to board |
| All classrooms have appropriately technology packages fielded and updated when necessary |

**Goal 2: Staff are able to install, modify, and support appropriate software on any district computer when necessary without tech support intervention**

Description: In the past simple software updates were restricted to certain staff members. This step helped provide consistency, stability, and security for the average user. As the average user’s technology proficiency has improved and demands have increased this model is increasingly cumbersome and actually creates more support problems than it prevents. The district will migrate to a model where users can install appropriate software without any technology department intervention.

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| Key Actions | Timeline |
| District has software distribution platform in place that works and allows user self-service software installs | 2014-15 |
| Key staff have enhanced permissions that allow further software installation beyond district software distribution platform | 2014-15 |

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| Measures of Effectiveness |
| Support calls related to approved software installation are eliminated |

**Teacher and Student Resources by Grade Level**

The following charts highlight currently developed baseline of equipment for each classroom listed by grade. These lists serve as a minimum expectation for available teaching resources. These lists may be modified slightly over time. All tools when taken together provide the teacher a set of instructional devices that will allow the teacher to more effectively manage the classroom, engage students better, and more flexibly reorient or differentiate instruction with less effort. Both core and non-core subjects have technology packages in dedicated classroom space. Stand-alone special education classrooms may have similar technology or other items specifically tailored to student and teacher needs.

**ELEMENTARY CLASSROOM RESOURCES\***

(Future 1:1 implementation will change need for labs, classroom PCs, and responders)

**MIDDLE SCHOOL CLASSROOM RESOURCES\***

(Future 1:1 implementation will change need for labs, classroom PCs, and responders)

**HIGH SCHOOL CLASSROOM RESOURCES**

*Teacher and Student Resources Description*

Classroom PCs - These pcs are typically located within the classroom and provide the ability to allow individuals or small groups to access the computer to engage curriculum resources, online learning activities, research, or other purposes.

Projector - A projector is provided (typically mounted to wall or ceiling) that allows for projecting from a desktop or laptop computer. This allows teachers to show PowerPoint presentations, internet sites, online, local, or student produced videos, pictures, and a wide array of other educational content.

Document Camera – A document camera is effectively an advanced very high resolution overhead projector that connects to a computer and allows a teacher to capture still images or show a variety of course material from written pages to scientific experiments.

Interactive Whiteboard – Interactive whiteboards advance the traditional whiteboard by allowing interactivity with computer based programs and the projector. Students can write on boards while interacting with websites, content modules, or instructor designed items.

Responders – Student responders resemble a small remote control with an alpha numeric keypad on them. Responders are given to every student and allow teachers to give a quiz or test and see student’s answers in real time. Teachers can give both formative assessments to help direct work and graded summative assessments.

Student Laptops – These are fully functional laptop computers. They provide students with a content access device capable of working in conjunction with teacher lesson plans and online course management software. Additionally students have the ability to work on material anytime and in any location.

Office 365 – Office 365, while a specific vendor solution, is representative of a broad set of software features that include email, online collaboration capabilities, calendars, website development, and other functionality. This package provides students necessary capabilities to collaborate and interact with fellow students and teachers online in the completion of assignments or other items.

Canvas – This is an online course management system that allows teachers to build courses and offer necessary materials through the internet. The system is similar to many seen in online college course offerings today and provides location independent access 24x7 to any course content the teacher makes available.

## Student Resources

***OBJECTIVE 3: All district students are trained and equipped with 21st century resources that enhance their ability to learn and participate in district curriculum.***

**Goal 1: All students have necessary technology tools to ensure adequate engagement, use, and participation in a differentiated 21st century curriculum.**

Description: As our instructional capabilities expand and teachers are able to leverage classroom and general technology to better differentiate and manage their classrooms it will become important to ensure that students have the tools they need to engage in this new environment. Over the past several years the district has seen the most impact from technology rich instruction when each student has access to their own computing device also known as a one to one or 1:1 environment.

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| Key Actions | Timeline |
| All new high school students are provided basic instruction on their laptop at the beginning of the school year | 2014 |
| Develop support mechanisms for increase in number of computing devices | 2014-15 |
| New 1:1 Devices are fielded in each district high School | 2015-16 |
| High School student laptops are placed into middle school fixed to each classroom vs. student take home model | 2015-16 |
| District research possible options for elementary student devices such as emerging inexpensive tablets | 2015-16 |
| All elementary students issued district credentials that will serve as single sign on to a variety of resources | 2015-16 |
| Begin fielding appropriate student computing devices in elementary buildings | 2016-17 |
| District has developed policies and procedures to fully support implementation of “bring your own device” model allowing students to use their own laptops | 2017 |

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| Measures of Effectiveness |
| All students have access to a computing device in school in every class and can use for assessments, curriculum, information gathering, and building 21st century skills |

**Goal 2: All students have opportunity to access network resources outside of normal school hours.**

Description: Network access has become the price of entrance into the globalized world driving new forms of collaboration and providing rich information resources. Students who do not have the opportunity to seek access at home will fall further behind those who do. The district will not likely be in a position to directly provide access but can work with local providers on innovative ways to bring affordable access to anyone who wants it.

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| Key Actions | Timeline |
| District work with local internet providers to develop possible options for low cost basic high speed internet access | 2014-16 |
| Create program for students and parents to access building computers labs after school hours in elementary buildings | 2014+ |
| District will explore options to add connectivity in unique but high use locations such as school buses | 2016-17 |

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| Measures of Effectiveness |
| All student who desire to do so can obtain affordable internet connectivity |
| An increasing percentage of students have access year over year |

## Information Systems

***OBJECTIVE 4: The district employs information systems that enable authorized users to quickly and easily perform student data collection and analysis, financial and human resources transactions, and other district functions in near real time from virtually any device.***

**Goal 1: Field new gradebook and student information system that integrates with district assessment programs, analysis capabilities, and third party tools**

Description: A new student information system will offer new capabilities and a more stable environment than previous platforms. The district has already selected Infinite Campus to provide this platform and has begun migration.

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| Key Actions | Timeline |
| Field new student information and gradebook with Infinite Campus. Student system will be for all levels, gradebook will be divided between K-8 and high school. | 2014 |
| Conduct professional development for all staff | 2014 |
| Evaluate Canvas for possible use in middle school to support 1:1 rollout | 2014-15 |
| If available and valuable, add additional features that support other goals and objectives such as data analysis, parent calling, fee payment, etc. | 2014-2016 |
| Students begin online registration in new student information system | 2014-15 |

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| Measures of Effectiveness |
| Student system feedback is positive and meets all user expectations. |
| Teachers can easily see entire history of rich information on each student in their classes |

**Goal 2: Every person who needs data (performance, other) has instant access to it and the ability to perform meaningful analytics with minimal time required to do so**

Description: It is currently very difficult to automatically or easily conduct analysis on any data within the district. Often times the data needed is not transparent or able to be linked with other key data such as assessment scores with student demographics. Often times this must be done “off line” requiring great amounts of time.

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| Key Actions | Timeline |
| Field analytic program capable executing complex queries, providing relational insights, profiles, alerting, and other advanced functionality | 2015 |
| Conduct professional development | 2015-2016 |

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| Measures of Effectiveness |
| All district users (teachers, administrators, staff) can execute data queries to obtain information on their class or building depending of authority level |

**Goal 3: District able to assess performance formatively and summatively (aligned with standards and benchmarks) in near real time without creating extra burdens for teachers or building administrators**

Description: As the district continues to work on better standardization of assessment across the district it needs a system that can help do so in an efficient manner. The system should cleanly integrate with gradebook and analysis capabilities in the district.

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| Key Actions | Timeline |
| Leverage state provided assessment systems such as FAST when available to build district assessments while providing cost savings. | 2014-16 |
| Continue build out of district assessments in high school using Canvas while beginning to add more formative tests across subject areas | 2014-15 |
| Explore alternative tools that support elementary and middle school assessment delivery | 2014-16 |

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| Measures of Effectiveness |
| A majority of desired assessment are offered online across the district |
| Students are comfortable taking assessments delivered online |

**Goal 4: Field “next generation” system that meets all district needs in finance and human resources**

Description: Current finance and human resource systems serve the district well but are not built with latest enhancements. HR and finance systems should be seamlessly integrated in a manner that minimizes duplicate entry while providing robust self-service options for district employees.

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| Key Actions | Timeline |
| Develop requirements / selection criteria | Fall 2014 |
| Evaluate Possible Solutions | Winter 2014 |
| Final decision on preferred vendor | Spring 2015 |
| Purchase solution | Spring 2015 |
| Conduct District Wide Training | 2015 |
| Implementation Complete | August 2015 |

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| Measures of Effectiveness |
| Overall decrease in duplicate data entry and use of paper based forms |
| Decreased time in finance and HR on non-value added repetitive inputs |
| New capabilities are added that improve efficiency and effectiveness of HR and finance departments |

**Goal 5: All district documents are digitized and available online to allow for flexible searching, processing, and enhanced workflow**

Description: To date most district document retention is still paper based. This makes use of documents or information acquisition time consuming and cumbersome. Modern document

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| Key Actions | Timeline |
| Explore options for online document scanning / management in conjunction with new finance / HR system | 2014-15 |
| Field new system and start conducting professional development | 2015-16 |

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| Measures of Effectiveness |
| Paper document creation and storage is decreased to minimum acceptable level |
| District users can immediately access a digital copy of online records for which they have permissions |

## Technology Infrastructure

***OBJECTIVE 5: The district has a highly available, flexible, and capable technology infrastructure that supports all demands in the classroom as well as district operations.***

All of the preceding efforts rely on having robust technology infrastructure components. It is imperative that we build a 21st century foundation for 21st century classrooms and 21st century teachers and students.

**Goal 1: Network backbone capacity meets full spectrum of educational demands and is able to scale easily for all future applications**

Description: Current computer applications from the gradebook system to the internet are demanding ever greater bandwidth in the district. Without a high capacity network backbone all other initiatives will be difficult to accomplish.

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| Key Actions | Timeline |
| Complete upgrade of all ports to 1Gbps with power over Ethernet | 2014-2015 |
| Upgrade external connection to at least 1Gbps | 2014-2015 |
| Upgrade High Schools and Datacenter to 10Gbps bandwidth | 2015-2016 |
| Review network usage and upgrade internet accordingly | 2016+ |
| Begin assessment and where necessary an upgrade of existing cable plant | 2017 |

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| Evaluation Criteria |
| No district location has more than 75% sustained use of existing bandwidth capacity |

**Goal 2: District employees and personnel supporting district operations able to easily access network resources from anywhere on district property**

Description: The district must ensure that its employees can have mobile access wherever they are in the district. This must be done with minimal effort on the user’s part.

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| Actions | Timeline |
| Expand wireless networks at middle schools to provide high density Wi-Fi (latest standards) coverage in preparation for future 1:1 computing efforts | 2014-15 |
| Complete upgrade of elementary networks to high density Wi-Fi (latest standards) in preparation for future 1:1 computing efforts | 2016-17 |
| Update policies, procedures, and technical implementation to allow full range of “bring your own” user devices | 2016-17 |

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| Measures of Effectiveness |
| Any district user or guest can connect anywhere in the district wirelessly at productive speeds |

**Goal 3: District data center functions are highly virtualized and nearly all cloud based**

Description: Virtualization and internet hosted or “cloud” based software continue to improve and decrease the needs to purchase and maintain costly physical servers. These technologies allow more flexible user access and allow for much greater enterprise flexibility.

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| Actions | Timeline |
| All student file services are provided online | 2014-15 |
| All K-12 students have district provided login that is used for single sing on to as many resources as possible | 2015-16 |
| A majority of user file shares are provide online | 2016-2017 |
| District will virtualize and where possible move services into internet hosted solutions | Ongoing |

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| Evaluation Criteria |
| District support of data center migrates from hardware maintenance to value added software services |
| All employees and students can access all district services from anywhere |

**Goal 4: Increase technology efficiencies in all areas of operation**

Description: One of the great uses of technology is to help increase efficiencies in daily operations. The district will face difficult budgets over the coming years and finding efficiencies through technology is an easy and relatively painless way to help control costs.

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| Actions | Timeline |
| Continue finding alternatives for print that help decrease need to print | 2014+ |
| Improve updates and software distribution to increase effectiveness and decrease lost time because of update related issues | 2014-15 |
| Inventory control system software is expanded from high schools to include all buildings | 2014-15 |
| Streamline district telephony architecture by leveraging unified communications services though technology such as voice over internet protocol | 2015-2017 |
| All district events are able to be streamed online | 2015 |

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| Evaluation Criteria |
| Total pages printed continue to decline without impacting instruction |
| District has unified phones system that decreases expenses for telephone lines and moves |
| District can produce highly detailed and accurate inventory reports at any time |
| Any district event can be watched online from any device |

**Goal 5: District technology infrastructure able to withstand catastrophes (power loss, HVAC failure, data loss, network loss) retaining all necessary data and is able to easily recover from small scale to catastrophic losses**

Description: No organization is immune from the risk of service interruption through catastrophic events. Proper infrastructure and risk management best practices will help the district mitigate this risk as much as possible.

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| Actions | Timeline |
| Stand up back up data center in administration building | 2014-15 |
| Implement second and separate internet service provider connection to provide redundancy | 2014-15 |
| Conduct disaster recovery drills each year to test failover | 2015-2018 |

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| Measures of Effectiveness |
| District downtime due to power outages or other interruption in near zero |
| Critical functions are able to operate with loss of primary systems and data and network connection |

**Goal 6: District is staffed appropriately to support administrator, teacher, and student technology needs**

Description: To support the wide range of goals and initiatives relating to technology within the district, proper technology manpower levels are critical. Outside standard IT roles the district must ensure that technology coaches are maintained to support teachers in the classroom with all the technology they will be implementing in the coming years. See attachment A for future technology organization structure.

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| Actions | Timeline |
| Update current technology manpower positions to include full time curriculum technology and media coordinator and technology office manager | 2014 |
| Hire three additional technicians to support implementation of tech plan | 2014-16 |
| Hire three additional technology coaches to support implementation of tech plan. Coaches will be divided between feeder systems and elementary/secondary roles | 2014-16 |
| Further develop student internship concept to aid in supporting technology efforts | 2014-18 |

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| Evaluation Criteria |
| All user trouble tickets are able to be addressed in less than 24 hours |
| Teacher surveys indicate technology coaches provide valuable support and professional development |

**Goal 7: All district staff and lab computers are proactively refreshed to keep units highly functional and minimize service time/costs**

Description: Current and reliable computing devices are a must for staff members. The district will continue to employ a deliberate replacement strategy to replace older teacher and lab devices. If possible the district will reutilize older devices to the extent they do not place extreme support burdens or are not capable of effectively running current software. When eliminated completely the district will either recycle or possibly sell devices.

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| Actions | Timeline |
| Middle School Staff laptops and some elementary laptops refreshed | 2014-15 |
| District will explore upgrade to next generation operating system for possible implementation in summer 2015 | 2014-15 |
| Remaining Elementary staff laptops refreshed | 2015-16 |
| High School teacher and administrator laptops refreshed | 2016-17 |
| District will refresh 1/6 of desktop computers per year | 2014-2019 |
| When in use and not replaced by 1:1 district will fresh 1/5 of laptop labs per year | 2014-2014 |

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| Evaluation Criteria |
| Employees and lab computers can effectively run all required software |
| Break fix time and costs do not increase beyond district averages |

**Goal 8: District has modern, integrated, standardized, and highly effective security system that includes access control, security cameras, and other items**

Description: The district currently has a non-standard implementation of security camera devices in each building. Some buildings have very rich coverage while others have little to none. The camera enterprise must be expanded and refreshed to ensure safety and security needs are met in all buildings across the district. Security and camera systems are also becoming increasingly networked and technology rich so new solutions must be carefully considered against existing and planned technology infrastructure.

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| Actions | Timeline |
| Conduct operational trials to determine requirements for new system | 2014 |
| Develop comprehensive RFP for security system and determine total costs | 2014 |
| Begin first phase of new security system implementation | 2014-15 |
| Begin additional phases of new security system implementation | 2015+ |

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| Evaluation Criteria |
| All buildings have full range security system installed that meets all district requirements |

**Goal 9: All buildings have sufficient capacity and flexible locations for powering range of technology devices**

Description: The continued growth of technology devices and the increasing use throughout the instructional day places increasing demands on the electrical power infrastructure. Newer district buildings are built with these demands in mind but older buildings are not. Deliberate efforts are necessary to safely provide this important utility.

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| Actions | Timeline |
| Begin phased expansion of power capacity in select rooms in high schools based on principal feedback | 2014-15 |
| Review middle school power and modify where necessary to support 1:1 computing efforts | 2015 |
| Review elementary school power and modify where necessary to support 1:1 computing efforts | 2016+ |

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| Evaluation Criteria |
| Buildings are able to sufficiently charge and/or power devices in a manner that does not interrupt instruction |

**Goal 10: District employs a state of the art web based customer support system to provider quicker feedback/status and allow users to service more of their own troubleshooting needs**

Description: District users need the ability to generate and check trouble tickets and if possible service their own technology needs through the use of an integrated knowledge base. This will provide a more timely and proactive solution to help improve timeliness of resolution to technical problems.

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| Key Actions | Timeline |
| Research possible system options and pilot viable candidates | 2014 |
| Implement new system with instructions provided to all users | Summer 2014 |
| Provide training to users on how to use system as well as use knowledge base to work through issues | 2014 |

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| Evaluation Criteria |
| All users can submit tickets, check status, and view possible solutions online |
| 95% of all user problems are solved in less than one day |

**Goal 11: District furniture and physical spaces support student laptop at high schools**

Description: Current district desks are not highly compatible with modern classroom arrangements and teachers/student technology tools. Desks are hard to arrange in collaborative spaces and do not work well with student laptops because they have a very small work space. In the coming years the district will work to refresh older desks with modern replacements.

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| Key Actions | Timeline |
| Complete remodel of EHS media center | 2014 |
| Update desks at WHS | Summer 14 |
| Update desks at NHS | Summer 15 |
| Update desks at EHS | Summer 16 |

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| Evaluation Criteria |
| All district student desks in high schools are replaced with flexible collaborative models |

**Goal 12: Newly constructed schools will be outfitted with fully complement of current classroom and building technology**

Description: New school construction provides a prime opportunity to build in infrastructure that allows the most optimal and effective use of technology. The district will continue to develop and implement a full range of technology components with planned and future new building construction.

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| Key Actions | Timeline |
| Complete technology orders and installation for Loess Hills Elementary School | 2014 |
| Complete technology orders and installation for Washington elementary replacement | 2015 |
| Complete technology orders and installation for new elementary on former Hoover site | 2016 |

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| Evaluation Criteria |
| On opening day new buildings meet or exceed specifications in all technology areas |

**Goal 10: District information technology resources are secure and leverage effective controls to prevent unauthorized access or data manipulation**

Description: As information technology increases the number of areas that it impacts, having a all the access secure will be on paramount importance.

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| Key Actions | Timeline |
| Conduct comprehensive third party audit of all information technology security | 2014-15 |
| Develop and implement best practice solutions based on audit results | 2014-16 |
| Develop in house procedures to periodically re audit security internally | 2014-17 |

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| Evaluation Criteria |
| District employs viable security practices and tools to minimize risk to IT resources |
| District has manageable level of risk based on security audit findings |

## Communications

***OBJECTIVE 6: The district leverages technology to quickly and comprehensively communicate a variety of information types to all interested stakeholders.***

**Goal 1: District employs modern web, social media, and video tools to interact with staff, students, parents, and community members with appropriate support staff in place**

Description: Technology tools are an important piece of the district’s strategy to communicate with all of its interested groups. As areas such as social media expand in staff, parent, and students’ lives the district must continue to develop its efforts to use these tools.

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| Key Actions | Timeline |
| District will review and implement enterprise social network tools to expand intranet capabilities for staff members | 2014-15 |
| District will hire new position supporting communications efforts with more proactive web maintenance, video, and customer service through central registration | 2014-15 |
| Conduct review of website tools to determine how to integrate with existing tools and further enhance capabilities | 2014-15+ |
| Leverage all communications channels to continue to help users understand district efforts related to technology supporting instruction and all other areas | Ongoing |

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| Evaluation Criteria |
| District have secure access to district resources anytime from anywhere |
| External users and groups are able to quickly and easily locate district related information using current technology tools |

**Goal 2: District will move to a centralized registration process for new students**

Description: Registration for new students into the district currently has parents stop by attendance building and trying to setup all district services such transportation, food service, requesting records, and other items. This process often times leads to inconsistent district interface with new parents, inconsistent data entry, and is not as efficient as possible. A new communications position would develop and oversee a process to provide central registration at the ESC building to help do all standard registration items but also help provide program over views, sell district programs and ensure parents are aware of district wide alternatives in cases where a building may be full.

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| Key Actions | Timeline |
| New communications associate position will help coordinate development of processes and procedures and communicate plan | 2014-15 |
| District will fully implement central registration | 2015-16 |

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| Evaluation Criteria |
| Central registration process is in place and being used |

**Goal 3: District will help parents and students monitor class progress/grades (online in real time) in manner that eliminates bulk creation and distribution of quarterly report cards**

Description: Parents and students have increasing abilities to check grades and class progress online through website, mobile apps, and other online methods all in real time. Physical report cards that are produced at a single point in time (end of each quarter) take a large amount of time to produce and distribute while now being out of date. The district will begin to walk out of this process to one of real time/just in time monitoring of grades.

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| --- | --- |
| Key Actions | Timeline |
| Continue to educate parents on ways to access student progress monitoring (website, mobile app, etc.) increase | 2014-16 |
| Develop alternative access methods for parents who may not have other means to view progress. Methods may include building kiosk computers, computer access in public places, others | 2015-16 |
| Print report cards only by exception | 2016-17 |
| Explore opportunities for teachers to host virtual conferences with parents vs. onsite | 2017-18 |

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| Evaluation Criteria |
| All parents and students can check class progress anytime from anywhere |
| Teachers and building staff spend far less time printing, sorting, mailing, or otherwise handling paper report cards |

## Professional Development

***OBJECTIVE 7: All staff will have a variety of methods to learn technology related tools/concepts including, online self-directed, district provide group instruction, individual targeted training.***

**Goal 1: District employs innovative approaches to ensure all users are fully capable of using district technology in meaningful ways**

Description: Technology can provide valuable tools to aid instruction but also provides disruptive change that requires high levels of continuous professional development and support to ensure optimal implementation and use.

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| Key Actions | Timeline |
| Use some remainder of Microsoft settlement funds to offer paid summer hours to teachers for high school 1:1 for course development | 2014 |
| Develop online training repository that allows staff to quickly and easily access information for all district technology systems and tools | 2014-16 |
| Develop standard questions to help interviewers better understand potential new employee’s technology background before hiring | 2014-15 |
| Implement teacher recognition program that periodically highlights exemplary and innovative uses of technology in the classroom | 2014-15 |
| Create sub teacher training and “certification” to help subs learn district technology tools | 2015-16 |
| Create incentive certification for teachers who obtain mastery with all district provided technology | 2016-17 |
| Maintain district technology coaches program to provide just in time training, co-teaching, and other value added support to teachers | 2014+ |
| District building leadership team through Cadres with technology related items | 2014+ |

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| Evaluation Criteria |
| Teachers are able to build engaging courses that leverage 1:1 laptop integration in block schedule |
| Staff believe that district provided technology professional development provides valuable content |
| All staff are fully capable of using classroom technology in ways that positively impact instruction |

**Goal 2: District offers a suite of for-credit technology courses for multiple user types**

Description: Teachers often look for valuable continuing education credit opportunities and technology is often an area of focus or demand. Building some credit granting courses related to district technology would serve several needs and present a win-win for the teachers and district.

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| Key Actions | Timeline |
| Develop requirements for initial courses and identify teachers | 2014 |
| Work with staff to build out initial course offerings | 2014-2015 |
| Work with AEA to establish credit and ensure courses follow appropriate guidelines | 2014-2015 |
| Offer courses to staff | 2014-2015 |
| Based on initial course usage and needs develop additional courses | 2015+ |

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| Evaluation Criteria |
| District offers at least one course for credit |

# RESOURCING

Resourcing all the above goals to drive us towards fulfilling the technology objectives is no small undertaking. Funding streams that have been used in the past are changing. The district was able to use Microsoft Settlement funds, various grants, stimulus programs, E-Rate and others to help augment local funds obligated to technology. In the future many of these programs will not be available. The Microsoft Settlement funds will not be available in FY15 forward and most technology grant and stimulus programs ended several years ago. The district will still make extensive use of the federal E-Rate program for internet, phone, cell-phone, and wired/wireless network services.

Specific budget amounts are developed as part of overall district budget will be updated as part of the review and budgeting cycle in each of the coming years.

# EVALUATION

Each goal above lists several evaluation criteria that form the foundation for monitoring progress towards each of the goals. The technology report will review each of these annually at a minimum to determine if sufficient progress is being made or if mid-course corrections are necessary. Additionally dramatic changes to funding or any assumptions could drive updates or changes to the plan on different timeframe.

# SUMMARY

This plan provides a vision for the development of all facets of technology in the district over the next three fiscal years. This is merely a starting point for departure. This plan will be modified accordingly as we continue to mature our understanding and implementation of technology in conjunction with instructional practice and other developments in the district. The chart below highlights some key goals by year in each of the seven focus areas. These goals, when completed, will help us drive towards our five desired end states and thus raise student achievement. By 2017 the SCCSD will have:

- A curriculum that leverages technology in value added ways and teaches technology skills

- All teachers equipped with the appropriate 21st century teaching tools to aid their instruction

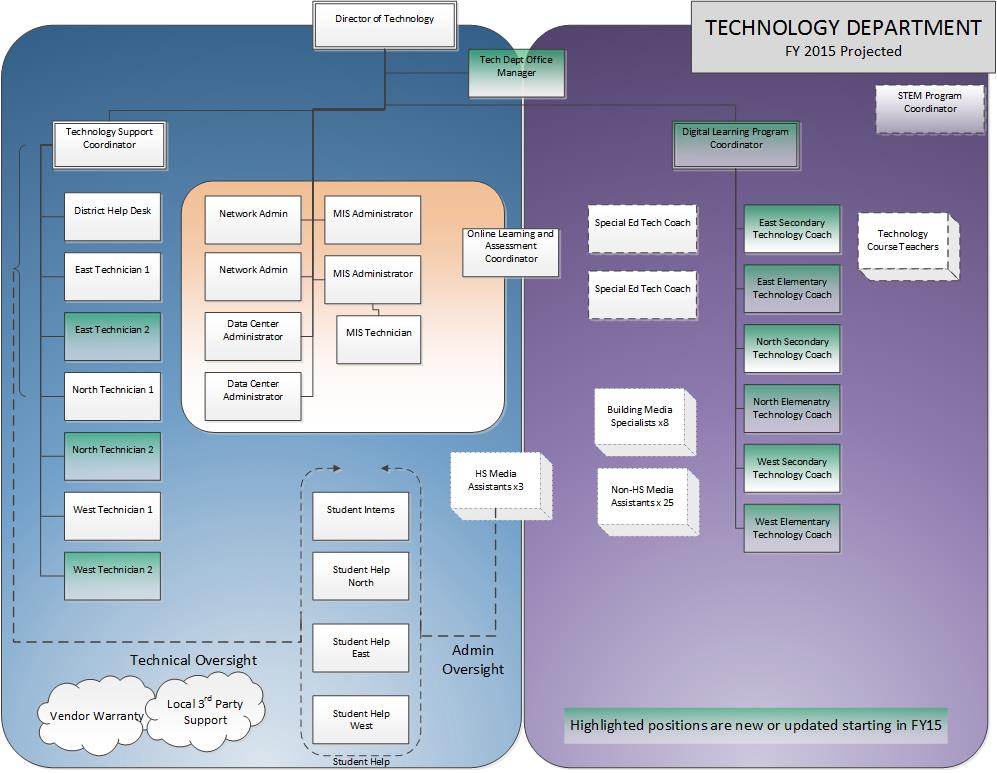
- All students outfitted with tools they need to learn in a 21st century instructional environment

- Information systems that are user-friendly and greatly facilitate data driven decision making

- A technology infrastructure that is highly mobile and cloud based allowing greater flexibility

- A variety of technology professional development avenues for teachers and other staff

- A strong technology based communication system that uses multiple avenues to engage all

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Attachment A – Technology Department Organization