Kansas State Department of Education Technology Plan

D0348 - Baldwin City

Effective from: 7/1/2012 **to** 6/30/2015

Contact Information

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Technology Plan Creation Date: 02/27/2012

Date Technology Plan Approved by District School Board: 02/27/2012

Board Approved District Policies Section

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.

Yes

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?

Yes

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?

No

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

This policy will be in place before July 1, 2012.

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clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software?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

Yes

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?

Yes

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?

Yes

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?

Yes

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

No

If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

Our plan is to have our website vision and hearing impaired compliant for Section 508 within 3 years.

Committee Membership / Stakeholder Representation (This section is no longer scored)

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

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

Ande Parks, USD 348 Board President; Nick Harris, USD 348 Board Member; Mark Eldridge, Neosho County Community College; Perry Chapman, Baker University Director of Computer Services; Gayle Dempsey, USD 348 instructor; Patty Lenning, USD 348 instructor; Rob McKim, Baldwin High School Principal; Dan Wallsmith, Baldwin Elementary School Intermediate Center Principal; April Kohrs, Elementary instructor; Kathy Dorsey, Elementary Instructor; Penny Hughs, Junior High Instructor; Rachelle Rasing-Patterson Junior High Instructor; Baldwin Elementary Schools CSO group (parents/community); Baldwin Senior High Site Councils (parents/community);BHS Student Council,Steve Hemphill, Director of Technology USD 348; Kay Hartzell, Technology Support Specialist USD 348; Rexanna Sanders, Technology Support Coordinator USD 348; Casey Morford, Systems Engineer USD 348; Paul Dorathy, Superintendent of USD 348;

Are all recommended constituencies represented?

Yes

Mission and Vision (This section is no longer scored)

MISSION STATEMENT (This section is no longer scored)

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

Teaching and Learning for Excellence

INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)

Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21st Century teaching and learning opportunities.

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

The instructional technology vision of Baldwin USD 348 is to “enable students and staff to successfully and confidently interact with technology in our rapidly changing workplace and society.” The school district mission is “Teaching and Learning for Excellence.” The individual school improvement plans vary in detail, but all point towards improvements in core curricular areas. An effective plan for technology will enhance the implementation of each school's improvement plan by making resources more accessible, content delivery more appealing, assessment results more readily available and manipulated and self-expression more tangible to the digital learner.

In a district striving for excellence, our vision for instructional technology will compliment and enhance the district’s mission. If successfully funded and implemented, the USD 348 Technology Plan will help provide a seamless framework upon which the district can mold its mission and each school can achieve the improvement it defines. It will not be the focus, but instead the tool that complements, enhances and removes stumbling blocks from all aspects of the district's mission so that excellence is achieved.

District Summary of Progress and Technology Goals

Summary of Previous Technology Plan (This section is not scored)

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

Over the last three years we have been able to successfully add a variety of technologies which have allowed us to add or enhance programs such as robotics competition, real world engineering design team, a video production studio and associated classes, multi-media classes and an i-pad pilot.
We have added projectors and mounted them in all classrooms, provided teachers with laptops and transitioned to google apps for education. Junior High and High School students have also been provided with google apps accounts allowing for easy transition of documents between home and school. Mimios (a tool that provides an interactive whiteboard experience on a traditional whiteboard) and new computer labs have been added at our Primary Center.
The network has been upgraded to provide for a fiber connection at all buildings with new gigabit switches. A new wireless network controller and access points have been added to provide wireless access to almost all rooms in each building. A guest network has been established which allows non-district devices a way to access the internet. The upgrades have greatly improved both the speed and reliability of the district network.
Storage arrays have been added to provide for secure offsite backups of critical data. VOIP telephone have been added to each classroom to enhance security and communication.
Each year we have held a district inservice specific to technology integration. Staff have attended multiple off site workshops and courses as well and have returned to teach other district staff what they have learned from these workshops and courses.
We have been assessing staff periodically regarding their skills and needs regarding curriculum integration and use of technology.

Technology Needs Assessment

This section identifies and explains the technology needs assessment process that is used to drive acquisition, upgrades/replacements and the deployment of technology resources in support of the educational and administrative needs of the district.

- What evaluation process is the district using to make decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services?
- What target groups are surveyed and how often?
- How does the district ensure equitable distribution of technologies throughout the district?
- How does the collected data influence planning for future use of resources, and acquisition of new technologies?

Quality district-wide technology needs assessments should be completed yearly and be aligned with district-wide strategic plans and school improvement criteria, plans, and progress reports. A summary of this information should be included in the plan.

Approaches Requirement
School district staff is surveyed to determine hardware needs in their classrooms. It is not evident that surveys are conducted on an annual basis or how results influence acquisitions and the deployment of technology resources.

Meets Requirement
A variety of instruments are used to evaluate technology needs on an annual basis. A summary of the results is provided, and includes the needs identified for the following groups: student; staff & administration; parent & community; and district. The results are used to influence decisions related to acquisitions and deployment of technology resources.

Exemplary
Data is collected and analyzed on an ongoing basis and is in addition to the annual technology needs surveys. Technology related decisions are based on a wide range of data which is collected dynamically through district/school information systems, websites, and/or events. Data is gathered from a variety of stakeholders in a variety of ways, including students; staff & administration; parent & community; and district.

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district.:

A comprehensive needs assessment utilizing staff and parent surveys, interviews, evaluation of inventories and focus group sessions is conducted to analyze the current state of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, courses, student achievement, technology resources, staff development, technical support and 21st century readiness.
Technology surveys are administered to staff and parents. Various surveys were done beginning in 2002 to help define the current state of technology in the district and to determine future needs for hardware, software and integration. Staff have been surveyed annually. In 2011 a new survey was developed for parents. It was emailed to parents via the district notification system. Students, business and university leaders were consulted to review the proposed technology plan.
Information from in-services and round-tables attended by technology staff both within and outside of the district was discussed. Both Technology staff personnel and numerous teachers have attended the Mid-America Computers in Education (MACE) conferences as well as other technology oriented conferences. Greenbush was contracted in 2008 to help prepare a strategic plan for the district and technology was one of the five elements of the that plan. Greenbush developed their recommendations via focus groups and surveys. The focus groups included community members, staff members, students and parents. The USD 348 board of education developed the district strategic plan based on the data collected. The plan includes a focus area on technology which was again reviewed by the school board in 2011.
The district calendar includes specific times for collaboration. Additional collaboration times are incorporated into all building schedules. Some of this collaboration time is spent sharing specific technology information while other time is invested in school improvement and curricular change at all levels, including technology. Hardware and software needs specific to a subject area are evaluated during these meetings. In addition, curriculum re-alignments are scheduled every few years for each subject area. During these meetings additional time is spent reviewing qualitative data and evaluating the current curriculum. These meetings include evaluation of hardware and software needed for that area.
The Career and Technical Professional Learning Community Members meet several times a year

during district collaboration to review and consider school improvement as it relates to technology. Results of all information gathered is regularly reviewed and used to successfully guide integration of the technology plan. The information will influence decisions and recommendations concerning curriculum, staff development and technology purchases.
Specific results from our most recent surveys are outlined below:

Responses from 2011 Teacher Survey (54 teachers responded to the survey):

In order to make technology an integral part of curricular activities I need (multiple mark):
More time. 57%
More training in advance. 50%
More tools. 43%
More assistance. 28%
More compelling reasons why I should incorporate technology into the classroom. 0%
Nothing more. 7%
Other 17%

In order to successfully integrate technology, I need the following types of hardware (multiple mark):
More classroom computers. 30%
More computer lab availability. 20%
More laptop computers 43%
More interactive white boards (Mimio, SmartBoard, etc.) 31%
Technology tools specific to my discipline (probes, microscopes, electronic slates, etc). 6%
Nothing more is needed. 17%
iPad, iPods or other handheld devices 26%
Other 13%

Word processing, presentation and spreadsheet software are used by my students:
Daily 11%
Frequently 37%
Occasionally 26%
Never
26%
The Internet is used for skill reinforcement or research by my students:
Daily 15%
Frequently 35%
Occasionally 39%
Never
11%
My students use my school's lab or laptop lab:
Daily 19%
Frequently 30%
Occasionally 35%
Never
17%
Video streaming is used in my classroom:
Daily 6%
Frequently 30%
Occasionally 35%
Never
30%
I personally use presentation software in my classroom:
Daily 13%
Frequently 28%
Occasionally 33%
Never
26%
The speed and reliability of the school's local network is:
Excellent 15%

Good 69%
Fair 17%
Poor 0%

I generate online content with the following web 2.0 tools(multiple mark):
google document 52%
google presentation 13%
google spreadsheet 22%
google form 7%
google drawing 2%
google earth 9%
district wiki/blog 9%
other wiki/blog 11%
animoto 4%
quia 7%
wordle 11%
district wordpress website 6%
district google website 17%
other website 22%
voice thread 6%
I rarely or never create online content 31%
Other 17%

My students generate online content with the following web 2.0 tools (multiple mark):
google document 22%
google presentation 11%
google spreadsheet 9%
google form 0%
google drawing 4%
google earth 2%
district wiki/blog 9%
other wiki/blog 2%
animoto 0%
quia 6%
wordle 7%
district wordpress website 2%
district google website 6%
other website 13%
voice thread 4%
I rarely or never create online content 48%
Other 24%

I use the following social networking tools for instruction or educational collaboration (multiple mark):
facebook 26%
twitter 2%
plurk 4%
diigo 2%
delicious 4%
flicker 2%
ning 2%
I do not use social networking tools for instruction or educational collaboration. 67%
Other 2%

I communicate with parents using the following communication tools (multiple mark):
email 100%
PowerSchool comments 26%
website 31%
twitter 2%
blog 2%
I do not use technology to communicate with parents. 0%

Other
19%

Students use the following multimedia tools in my classroom (multiple mark):
videostreaming 30%
digital camera 41%
traditional video camera 15%
pocket video camera (flip video) 9%
audio recorder 11%
ipod/mp3 player 22%
cell phone 17%
Other 30%

I frequently use the following hardware in my classroom:
projector 80%
document camera (Elmo, HoverCam, etc.) 54%
clickers 9%
interactive whiteboard (Mimio, SmartBoard, etc.) 22%
airliner, slate, tablet, etc. 7%
Other 19%

Responses from the 2012 Parent Guardian Survey (216 parents responded to the survey)

What school does your child attend?
Baldwin Elementary Primary Center **58** 27%
Baldwin Elementary Intermediate Center **28** 13%
Baldwin Junior High School **64** 30%
Baldwin High School **66** 31%

How many computers do you have in your home?
None **8** 4%
One **48** 22%
Two **66** 31%
Three or more **94** 44%

If your child does homework on a computer at home, how is it usually returned to the school?(multiple mark)
Not applicable, my child is not assigned digital homework **68** 31%
Flash drive **74** 34%
Printed at home **99** 46%
Completed on a shared Internet space like google docs, a blog or a wiki **65** 30%
I don't know **6** 3%
Other **3** 1%

How often do you check the district, school or teacher's website for information?
Daily **50** 23%
Occasionally **142** 66%
Never **18** 8%
Not sure if they have a website **6** 3%

What avenue do you rely on to find out about school events and news?(multiple mark)
Email **179** 83%
Paper school calendar **100** 46%
District newsletter **43** 20%
Online calendar **117** 54%
School activity hotline (BHS only) **13** 6%
Paper notes home **74** 34%
School's Facebook page **29** 13%
My child tells me **131** 61%
Other **4** 2%

How important do you think technology is in preparing students to compete in the workforce?
Very important **199** 92%

Somewhat important **17** 8%
Not important **0** 0%

Do you feel the technology in your child's school is meeting your child's needs?
Fully **70** 32%
Somewhat **114** 53%
Minimally **26** 12%
Not at all **6** 3%

Are you aware of the school's Internet use policies and content filtering?
Yes **168** 78%
No **48** 22%

Would it be beneficial to your child if computer labs were open in the evenings and on weekends for student access?
Yes **101** 47%
No **115** 53%

Does your child have Internet access on a smartphone, iPod, iPad or other tablet device?
No **102** 47%
Yes, but I would not be comfortable with this device being taken to school. **41** 19%
Yes, and I would be comfortable with this device being taken to school. **34** 16%
Yes, and this device already goes to school regularly. **39** 18%

Does your child read books on a kindle, nook, iPad, or other digital device?
No **150** 69%
Yes, but I would not be comfortable with this device being taken to school. **35** 16%
Yes, and I would be comfortable with this device being taken to school. **19** 9%
Yes, and this device already goes to school regularly. **12** 6%

Does your child have a personal laptop?
No **150** 69%
Yes, but I would not be comfortable with this device being taken to school. **41** 19%
Yes, and I would be comfortable with this device being taken to school. **22** 10%
Yes, and this device already goes to school regularly. **3** 1%

Do you use the following? (multiple mark)
Blogs or Wikis **58** 27%
iPod (or similar device) **118** 55%
iPad (or similar device) **60** 28%
Kindle (or similar device) **76** 35%
Word processing/spreadsheets/presentation programs **178** 82%
Photo or video editing software **132** 61%
Podcasts **39** 18%
Facebook, Twitter or other social media **173** 80%
Skype **71** 33%

District Technology Infrastructure Goals and Objectives

This section is for districts to provide specific, measurable, District Technology Infrastructure Goals and Objectives, and a narrative description **For e-rate purposes, districts should specifically mention e-rate eligible services that the district will leverage to support the educational and administrative needs of the district. Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal.**

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Infrastructure, telecommunications, hardware, software, Internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district.

Meets Requirements: Measurable objectives for each goal have been established. Infrastructure, telecommunications, hardware, software, Internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible services, including Kan-Ed services, if a member of Kan-Ed, are addressed.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, Internet access, services, and resources. E-rate eligible services, including Kan-Ed Member Services, if a member of Kan-Ed, are addressed. Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

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.

- Appropriate technology will be available to staff and students. Unencumbered access to 21st century technologies will be available

District Technology Infrastructure Narrative Description

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

Connection to the Internet is provided via two 10 Mbps DSL lines and is distributed throughout the district through a fiber optic WAN. This connection serves general purpose Internet access for the district and is filtered according to CIPA regulations. E-Rate funds are utilized to support these connections.
USD 348 has two T1 connections, one of which is provided by KanEd, entering at the core of the network and supplying Internet connectivity to the district's public servers (Web, PowerSchool and DNS). Added bandwidth, possible through a partnership with Baker University, is being investigated for the future.

A district website is maintained and hosted onsite providing district information as well as hosting a school website for each school. E-mail is provided via Google Apps for education. Accounts are created for all staff and 9-12 grade students. Postini message security is utilized to filter inappropriate content, spam and viruses. Google Docs is utilized by staff and students for collaborative projects and instruction. Accounts are created for all staff and 3-12th grade students.

A PowerSchool server serves as a student information system for the entire district. PowerSchool also serves as the electronic gradebook for all teachers and provides students in grades 6-12 and their parents online access to information concerning student grades, attendance, assignments, schedule and announcements.

Professional development, inventory, maintenance requests and technology requests are managed via a web interface to an SQL database. The district utilizes several interconnected VoIP PBX servers for telecommunication and is connected to the public telephone network via two PRI connections. VoIP telephones are being utilized in every classroom and administrative offices within the district. Voicemail is available for each extension and is distributed via email as well.

All schools have access to the Kansas Education Resource Center, an online site that contains tools for teachers to use in aligning classroom instruction and assessment to the Kansas academic

standards.
A districtwide subscription for formative testing and achievement reporting is offered by a subscription to NWEA Measures of Academic Progress (MAP) and KAN-Ed is also used for practice of formative testing.
A central Destiny library server is used for library circulation, inventory and management in each of the district's four libraries. A district-wide subscription to United Streaming offers a wide array of video and audio resources. Accelerated Math and Accelerated Reader are available as supplemental resources at each building.
A data management system provides a networked data folder and customized preference storage for all staff and students in grades 4-12. It is available from all networked computers in the district. A technology wiki is maintained at **http://wiki.usd348.com/groups/technology/**. Document cameras, airliners, smartboards, mimios, scanners, digital cameras, video cameras, and printers are available in many classrooms. All classrooms are equipped with a projector. IDL video conferencing units are available. There are currently 634 student computers (1:2.5 ratio) and 226 staff computers (1:1 ratio) in the district.

At Baldwin High School, Computer Application and Multimedia Productions classes are offered that provide instruction in office software, Dreamweaver, Final Cut Pro, Adobe Design Premium (Photoshop, InDesign, Dreamweaver, and Flash). Programming classes provide instruction in Greenfoot and Visual Basic. Business classes use Southwestern Automated Accounting. CAD classes are offered that use AutoCAD Light, Chief Architect and google Sketchup Pro. Journalism classes use Adobe InDesign and Adobe Photoshop.
Word processing and Internet skills are exercised in most classrooms. Computerized individual learning plans are available through a subscription to Virtual Prescriptive Learning and A+. The Kansas Career pipeline is used to help students choose a career cluster.

At Baldwin Junior High, a homework page on the school website is updated daily. Computerized instruction is offered through Industrial Technology Modules and FACS modules. Beginning in the 2012-2013 school year, Computer Applications I will be required for all eighth grades students and all sixth grade students will complete a keyboarding class. Elective classes in Keyboarding, multimedia applications and real world application are also offered.
Elementary students use KidPix Deluxe, iLife, Glogster, and Voicethread to introduce multi-media and presentation concepts. iWork, Open Office and Google Docs are used for word processing, database and spreadsheet instruction. Type to Learn is used to develop keyboarding skills. Internet skills are practiced in a variety of ways including curriculum-integrated WebQuests. Writing and creativity are enhanced using such websites as Kerpoof, StoryJumper, StoryBird, and Read, Write, Think, to name a few. Various curricular sites are used to enhance tested curriculum with both practice and instruction. iPod, iPad apps are also used to practice curricular skills, specifically math and reading. Discovery Science provides an online science curriculum for fifth grade students. The Internet is used to supplement other research resources.
USD 348 will continue to assess current technology usages and create an environment within the district classrooms which supports an integration of technology that supports and enhancees student learning. By utilizing our Kan-Ed T-1 internet connection and our E-Rate funds to develop our technology, it is the district's interest to continue our current road map of technology and expand those technologies to fully embrace the 21st century classroom in preparation of our students' futures.

Evaluating District Technology Infrastructure Goals And Objectives

This section is for districts to identify how they will measure the successful completion of Infrastructure Goals and Objectives. How will districts know when these goals/objectives are successfully achieved?

Approaching Requirements: Measurements are mentioned but it is not clear what will be measured to identify whether goals and objectives are met

Meets Requirements: A plan for measuring the goals and objectives identified in 4A is described. It clearly defines how the district will assess and monitor annual progress toward these goals and objectives.

Exemplary: A plan for measuring the Infrastructure goals and objectives identified is described. It clearly defines how the district will annually track progress and measure growth toward these goals and objectives. Specific examples of Quantitative and Qualitative methods used for evaluating goals and objectives are identified.

Outline specifically how the district intends to measure success related to District Technology

infrastructure Goal(s) and Objectives:

Sources of Data and Information: Classroom use of hardware, Web 2.0 tools, presentation tools and assessment tools will be monitored. The annual needs assessment provides statistics concerning network reliability, hardware and software needs as perceived by students, staff and parents.
Requests of technology needs by teachers are evaluated. Student projects utilizing various technology tools are reviewed as are purchase orders for additional technologies. Network bandwidth statistics and technology support tickets will be reviewed.
Criteria: Success will be determined by the district's ability to provide enough infrastructure to meet the district's needs for bandwidth, communication and hardware. The sources listed above will be used to modify and update the infrastructure plan as needed.

Curriculum Integration Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Curriculum Integration--specifically, how the district will leverage technology to support the teaching and learning mission of the district.

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. The plan mentions curriculum integration but lacks details for one or more of the goals.

Meets Requirements: Measurable objectives for each goal have been established. The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research-based strategies for teaching and learning.

Curriculum Integration Goals and Objectives:

Increase Student Achievement through the effective use of technology.

- Students will utilize numerous technologies to meet standards for creativity, innovations, communication, collaboration, research and information fluency, critical thinking, problem solving, decision making, digital citizenship and technology operations and concepts.

Ensure that students are technology literate by the end of the 8th Grade.

- By the end of 8th grade students will complete a Computer Applications I class

Progress is being made toward fully integrating technology into the curriculum.

- Teachers and students will enhance learning opportunities in the classroom by using 21st Century technology tools.

Curriculum Integration Narrative:

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

In order to increase Student Achievement through the effective use of technology our district strategic plan includes a goal to hire a technology integration coach(es). The coach will:

1. Provide professional development opportunities focused on technology integration
2. Encourage technology integration by working individually with teachers to develop plans and strategies for their classroom
3. Review and recommend educational software based on curriculum needs
4. Schedule collaboration time between technology support personnel, integration coaches and classroom teachers in order to promote integration
5. Research, promote, and teach new technologies for the classroom
6. Ensure that technology integration activities incorporate, develop and refine the ISTE National Education Technology Standards (NETS) for Students

In order to ensure technology literacy by the end of 8th grade, beginning in the 2012-23 school year students will have complete a Computer Applications I class. This course will prepare students to use the computer for personal needs and give them needed job skills. Students will demonstrate advanced keyboarding skills with speed, accuracy, and advanced production. The students will integrate graphics, database, and spreadsheet applications with word processing. Simulations and realistic work will be completed in class.

Our last goal is that teachers and students will enhance learning opportunities in the classroom by using 21st Century technology tools. This goal works in conjunction with our goal to increase student achievement and it's objective that "students will utilize numerous technologies to meet standards for creativity, innovations, communication, collaboration, research and information fluency, critical thinking, problem solving, decision making, digital citizenship and technology operations and concepts."

We have provided various tools and opportunities throughout the district to meet these goals.

At our K-3 building each classroom is outfitted with Mimio Teach, document camera and mounted projectors in each room. We have three SmartBoards in this building along with a few iPods and iPads. This building has two sets of shared clickers. New laptop computers are housed in 2nd and 3rd Grade pods along with a new computer lab in the media center.

In our 4-5 building all classrooms have airliners and mounted projectors, document cameras and with numerous iPods and iPads per grade level. Two sets of clickers and two Smartboards are used this building. Discovery Science is the online science curriculum for all 5th Grade classrooms. One set of laptops per grade level are housed here along with a computer lab.

Beginning in the 2012-13 school year, our middle school will add Computer Apps 1 for 8th graders and require nine weeks of keyboarding at the 6th Grade level. Additional electives in technology will be available for 7th and 8th grades. Each middle school classroom has a mounted projector. Two Smartboards are available; one in advanced math and one in 6th grade Language Arts.

Our High School is also equipped with mounted projectors in all classrooms, document cameras, Vernier probes and Ken-Vision microscopes in the Science Dept., an iPad Lab in the 21st Century Literature Class and 100 laptops throughout the building for the various departments to share. We have two classroom business labs, two student open labs for sign-up, a CAD lab, a journalism lab with Adobe software and a video production lab with TriCaster software. One Smartboard is housed at the high school in the French/Spanish Classroom and two sets of clickers are shared.

Available to all schools is a United Streaming subscription, Google Apps for Education, a district wiki & blog server and PodCast Producer. District wide we use MAP (Measure of Academic Progress), PowerSchool, Accelerated Reader and Accelerated Math. The district as well as each school has its own FaceBook page and the district uses School Messenger to communicate with parents.

Each of the technologies mentioned above as well as new technologies as they become available will be leveraged to enhance learning opportunites.

Evaluating Curriculum Integration

Curriculum integration should be carefully and thoughtfully evaluated. This section should clearly outline measures that will be used to determine:

- How the district measures student technology literacy by the end of 8th grade;
- How the district will measure the effective use of technology in teaching/learning; and
- How the district will measure the impact technology has on student academic achievement.

Approaching Requirements: It is unclear how the district will assess their achievement of the outlined Curriculum Integration Goals and Objectives. Details are lacking for 1 or more of the goals/objectives outlined.

Meets Requirements: Curriculum integration assessment plans are described in detail to support the Curriculum Integration Goals and Objectives, and include baseline data.

Exemplary: Curriculum integration assessment plans are described in detail and include baseline data, as well as a description of how the data will be used to improve student achievement and the other outlined Curriculum Integration Goals and Objectives.

Please outline how the Curriculum Integration Goals and Objectives will be assessed:

The district will measure student technology literacy by the end of 8th grade with the following goal: 80% of students will pass Computer Applications I by the end of 8th grade.
The following methods and tools will be used to evaluate effective use of technology in teaching/learning and the impact of technology on student academic achievement: Analysis of annual teacher survey data, student state scores and MAP data. The district teacher evaluation tool includes and evaluation of "technology skillfully appropriate to the lesson." This is evaluated by walk-throughs, analysis of lesson plans and other observations. The ability of reaching the Standard of Excellence in Reading, Math and Science, Social Studies will also be considered.
Teachers use PLC (Professional Learning Communities) time to evaluate data collected and to improve instruction. Teachers are able to use this data and classroom observations to evaluate students and their technology capabilities. Over the years students are continually monitored on their proficiency and the use of technology as part of their lessons.

Technology Professional Development Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the operational/administrative aspects of this plan.

It would be appropriate to include how the professional development will specifically support Curriculum Integration Goals and Objectives including:

- Increasing student academic achievement through the use of technology.
- Ensuring all students are technology literate by the end of 8th grade.
- Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior including interactions in social chat rooms).

Approaches Requirement: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Technology professional development plans are unclear or not fully developed. Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above.

Meeting Requirement: Measurable objectives for each goal have been established. Technology professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc,. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms.

Technology Professional Development Goals and Objectives:

Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

- Provide teachers with proper hardware and software
- Provide teachers with appropriate training
- Support the teachers in technology integration in the classroom by hiring a technology integration specialist per building

Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

- Teachers who have mastered successful integration of technology will share their expertise with peers during PLC's, district trainings and staff meetings

Improve the capacity of classified staff to effectively use technology to fulfill their duties.

- Include classified staff in staff trainings if appropriate for their job
- Train classified staff on software needed for their specific job

Technology Professional Development Narrative:

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

Working in tandem with the Professional Development Council (PDC), we continue to encourage participation in technology professional development opportunities both inside and outside the district. The Professional Development Council's multi-year plan has four goals for results based staff development and one focuses on increasing teachers' knowledge and skills in the use of technology as an educational tool. It includes objectives that promote increasing technology knowledge and skills in the areas of integration, productivity, instructional and curriculum development tools, communications and collaboration.
Procedures for applying and participating in these opportunities have been developed by the PDC. Upon approval, these activities will earn professional development points that allow certification renewal and movement on the district salary schedule.
In order to promote technology professional development within the district, the following services will be offered:

- Provide laptops, projectors, document cameras, interactive whiteboard tools and other software for teachers
- Provide an annual innovative technology grant that teachers may apply for to fund innovative technologies
- Hold technology orientation sessions for teachers new to the district.
- Hire a full time technology integration specialist for each of our four buildings
- Hold in-services as new technologies are introduced.
- Hold annual or semi-annual technology in-service days. At the beginning of the 2008-2009 school year our first technology in-service day was held where 16 different technology topics were offered in 39 sessions. The success of that day, the positive feedback from the evaluations and ensuing requests for additional technology in-services underscored the importance of offering these regularly.
- A district technology wiki includes FAQs and a knowledge base for staff self-help.
- District e-mail is used to share smaller, more specific training with the entire staff.
- Customized learning in response to specific questions.
- Staff development programs based on both new and existing technologies. Both building-level and district wide in-services will be offered.
- In-services and one-on-one support are offered to classified staff in the district who may need to use technology (i.e. secretaries, custodians, food-service workers).

As expressed in the Baldwin Unified School District 348 Mission, Vision, and Value Statements adopted January 8, 2004, "Professional growth and development is valued and voiced as important with collaborative structures in place to allow for job-embedded professional growth." Collaborative teams of teachers meet on a regular basis to discuss curriculum and instruction, assess the progress of individual students and build actions plans for improvement initiatives. These teams discuss enhancing the learning and teaching process through various means including technology.

Evaluating Technology Professional Development

Technology professional development should be carefully and thoughtfully evaluated, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should summarize:

- How will the district know that current professional development offerings have an impact in the classroom?
- How will the district know that knowledge/skills from professional development opportunities have been transferred to classroom practice?
- What evidence will show results of the professional development activities?

Approaching Requirements: Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants.

Meets Requirements: Technology professional development is assessed in more than one way. Evidence is provided to show data are utilized to inform future planning or improvement.

Exemplary: Technology professional development is assessed in more than one way. Qualitative and quantitative data is used to drive decision making and to inform future planning or improvement. Data is gathered to show level of implementation [application] and changes in student learning [impact]. . Evidence of systemic classroom technology integration is provided.

Please describe how the district will assess the outlined Professional Development Goals and Objectives are met:

- Purchase requests for added classroom technologies will be examined over the next three years to determine whether or not teachers are developing increased skills in the use of emerging technologies. Analysis of purchase requests by teaching staff for new and additional technologies will assess levels of comfort and success by teachers in integrating technology within their content areas.
- Through walk-throughs and lesson planning, administration will note the frequency and application of technology-based instruction as gained through professional learning opportunities.
- Through professional development documentation submitted after each learning opportunity, teachers will note whether or not gained knowledge has moved beyond basic knowledge levels to application and impact levels. Analyzing each professional growth report at the end of each year will enable the district to determine actual usage of gained skills and success within the classroom setting.
- Observe the frequency of teacher usage of technology.
- Innovative technology grant applications will be reviewed yearly to determine evidence of and desire for emergent technological thought processes.
- Review requests from staff for additional or enhanced training on basic technology integrations.
- Review the technology integration specialists' schedule for frequency of scheduled classroom assistance.
- Creation and usage of classroom web pages on the district website that includes blogs, wikis, and forums for mentoring and after school and off-site learning. Digital products created by students showing evidence of 21st Century Skills reflect technology integration and usage by teachers.
- Analysis of student assessment data gathered from KCA, MAP, ACT and classroom achievements.
- Examine teacher technology survey responses for increased usage of 21st Century technologies.

Technology Plan verification For E-rate 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

School Year:

Professional Development

Telecommunications and Internet Access

Materials and Supplies (i.e. Software)

Equipment (i.e. Hardware)

Maintenance and Support

Other

Total

School Year:

Professional Development

Telecommunications and Internet Access

Materials and Supplies (i.e. Software)

Equipment (i.e. Hardware)

Maintenance and Support

Other

Total

School Year:

Professional Development

Telecommunications and Internet Access

Materials and Supplies (i.e. Software)

Equipment (i.e. Hardware)

Maintenance and Support

Other

Total

District Technology Plan Budget

Budget Area	Cost	Funding Sources with amount per Sources