

Long-Range Technology Plan

2008-2011

*Nemaha Valley Schools
USD 442
Seneca, KS*

*Approved by USD 442 BOE
Feb. 11, 2008
To Be Submitted to KSDE March, 2008*

USD 442 Long-Range Technology Plan

Response to State Rubric 1a: Committee Membership/Stakeholder Representation

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Acknowledgements

Thank you to the following people and groups who reviewed draft copies of the plan
Approved by USD #442 Board of Education Feb. 11, 2008
Nemaha Valley High School Site Council
Seneca Grade School / Nemaha Valley Junior High School Site Council

End Reponse to State Rubric 1a

Vision Statement

The instructional technology vision of Nemaha Valley Schools is to integrate advanced technological tools and resources into the curriculum to foster an enriched learning environment. Students, staff and community will work together to provide an environment that fosters leadership, communication and achievement using technology:

- To work collaboratively with others
- To enhance problem solving skills
- To become competent and confident in the use of technology
- To make responsible and ethical decisions
- To adapt to a changing international society.

End Response to state Rubric 2

Needs Assessment

Response to State Rubric 1b: Technology Needs Assessment

Assessment Process

The following instruments have been utilized to determine the technological needs of the district.

1. Net Day Speak-Up Surveys of high school students, high school staff and community (Nov.-Dec. - completed in 2006 and 2007)
2. Student Technology Needs Surveys given to 8th thru 12th graders each spring.
3. Faculty Survey as completed on profiler pro each spring. (Technology Needs Assessment and Performance Standards for Inservice Teachers)
4. Faculty suggestions submitted each spring
5. Informal administration, teacher and student discussions
6. State Department of Education Requirements for Vocational programs - particularly Business & Technology
7. Discussions between grade school tech coordinator, administration and architects regarding new building
8. End-of-year inventory completed by building technology coordinators and/or librarians
9. PDC staff development survey
10. Budget - The district appropriates funds for technology purposes from available General Funds, Supplemental General Funds and applicable Title and Vocational Funds.

All data collected is used to plan for future use of current technology and for acquisition of new technology. Each building technology coordinator will discuss upcoming needs with the building administration. The technology coordinator and

building administrator will make a recommendation based on building needs derived from the data to the technology committee. The technology committee and administration will then make a recommendation to the USD 442 Board of Education.

As data needs arise during the school year, the technology coordinator evaluates the needs and available resources to meet those needs. If the necessary technology is not available, the technology coordinator discusses those needs with the administration to seek approval to order the essential technology.

USD 442 has had a history of replacing 20% of the computers in the district annually. The district will continue to strive to meet that goal. Major purchases of new equipment may result in rotating equipment to lower use areas within the district.

See Appendixes A and B for Available Technology

End Response State Rubric 1b

Current Conditions

Staff Training

The following technology staff development is in place:

- The district sponsors a new teacher orientation each fall in which time is set aside for technology orientation.
- Time during regularly scheduled in-service days is available for technology in-service. This time is primarily utilized when new technologies are introduced.
- District e-mail is used to share smaller, more specific training with the staff.
- Customized learning is offered in person and via e-mail in response to specific questions.
- Discovery Education resources are available district wide
- Atomic Learning is provided to high school staff and students
- Teachers may acquire professional development points for technology in-service.

Technical Support

The following technical support is currently in place:

- A technology coordinator is available in each building to coordinate the use, purchase, installation and integration of technology.
- The district contracts for support services from EduTech. These services are utilized on an as-needed basis.
- The district funds professional development opportunities for technology coordinators to evaluate new technologies and to learn about current technologies.

Identified District Needs

1. Continued updating and rotation of computers, printers, projectors and other technology
2. A new facility for Seneca Grade School / Nemaha Valley Junior High School
3. Evaluation of student management program
4. Ability for shared teaching staff to prepare student grades for either building from any computer
5. Evaluation of need for increased availability and use of interactive technology such as projectors, interactive tablets or whiteboards, and student response systems
6. Improved technology survey that is quickly and easily administered and that provides useful data for all parties: teachers, technology staff and administration
7. Lack of time for technology staff and/or teachers to explore new technologies
8. Ample computers and bandwidth to administer the Kansas Computerized Assessments

Response to State Rubric 3a: Alignment to the Vision - District Technology Use Goals and Objectives

Goals

Goal 1 (Students): USD 442 students will use technology to support the achievement of the School Improvement Plan within an integrated curriculum to prepare students to live and work in the 21st Century.

Since several funding resources are dependent on the district being CIPA compliant, the monitoring of the use of the computers is essential. The BOE has adopted an acceptable use policy. Faculty and staff must sign the staff acceptable use agreement upon the beginning of employment in the district. Acceptable use agreements are completed during fall enrollment for students in grades K thru 8. High school students must complete an acceptable use agreement when they first enroll in the high school. All students, staff, long term substitutes, administrators, and community members who use the network will be required to adhere to

the policy. Violation of the policy results in the use of technology and access to be significantly curtailed and/or terminated.

Goal 2 - Administration / Faculty / Staff: USD 442 will provide training, resources and support to allow educators to implement and integrate technology across the curriculum.

Goal 3 - Community: USD 442 will use technology to increase communication and involvement with community members regarding district goals and needs.

Goal 4 - District: USD 442 will provide modern tools and resources for staff and students.

See Appendix C for Goals & Objectives

End of response to State Rubric 3a

Strategies

Response to State Rubric 3b: Alignment to the Vision - Curriculum Integration and Enhancement

Curriculum Integration

Throughout USD 442, technology is integrated across the curriculum. The district utilized the National Educational Technology Standards for Students (Technical Foundation Standards for Students) to develop local grade level benchmarks in 2001-2002.

With the release of the National Educational Technology Standards for Students: The Next Generation in 2007, the district is moving to incorporate these newer standards with updated grade level benchmarks.

See Appendix E for Grade Level Benchmarks

Students receive instruction in keyboarding, information retrieval skills and the proper use of technology. Teachers are and have been integrating technology into their subject areas through the use of word processing, database, spreadsheet, Hyperstudio, PowerPoint, Inspiration, iPhoto, iMovie, etc. By junior high, students are utilizing these tools in all curricular areas. Upon high school graduation, almost all students have participated in blogging, utilized e-mail, given a presentation using PowerPoint, created a multimedia presentation, created a desktop published document, created a resume and many have designed a home using CAD software. This technology integration is being used to enhance and transform student learning which is being measured through measurable grade level benchmarks.

Technology is an integral part of the school improvement process. Inservice training is provided to support integrating technology into lessons and activities. The building technology coordinator is available to assist with successful integration. The building

technology coordinators will research and share new innovative ways to integrate technology resulting in improved student performance. Throughout the year the building administrator and technology coordinator will work together to provide resources to help teachers, staff and students develop and enhance their technology skills.

The ultimate goal of all new software purchases is to make sure it aligns with curricular and state standards to ensure continued academic growth. Each building technology coordinator will work with instructors to ensure that the technology is an essential tool for successful student learning.

The following strategies will be used to encourage further curriculum integration:

- Encourage technology integration with both individualized and more generalized curriculum integration seminars
- Research, promote and teach new and existing uses of technology in the classroom.

End Response to State Rubric 3b

Response to State Rubric 3c: Alignment to the Vision - Professional Development

Technology Professional Development

Professional development is driven by the school improvement plan. The building administrator and school improvement team to plan professional development activities. The building technology coordinator assists with the planning of professional development activities involving technology. Currently, building level professional development is concentrating on:

1. Improving the teaching and learning process by focusing on
 - Curriculum development in core areas - especially reading and math
 - Curricular alignment to standards (including vocational standards)
 - Assessment
 - Bullying
2. Increase access to and use of emerging technologies
 - Demonstration and use of new technology by staff and/or students

Teachers earn PDC points for knowledge gained from workshops or in-services, application of that knowledge and impact on the building or district. Teachers receiving impact points have demonstrated leadership by sharing their knowledge with their peers.

USD 442 has a results based staff development plan. The time log guides allows for a progression of skills through the following levels:

- Knowledge - Literacy level
- Application - Integration level
- Impact - Innovator / Leadership level

Staff Development Outcome

Every teacher will integrate technology across the curriculum. Since it is not possible for everyone to be a technology expert in everything, the profiler pro survey "Performance Standards for Inservice Teachers" was utilized to identify building leaders for specific skills. Based on the profiler pro results, teachers were to demonstrate their innovator / leadership skills in those specific areas by encouraging, training and supporting their peers. The goal is was for each teacher to develop at least one area of expertise where he/she is a technology leader.

Starting in the spring of 2008, the LoTI framework will be utilized instead of the profiler pro surveys. After completing the initial survey, each teacher will receive individualized results in three areas: levels of technology integration, personal computer usage and current instructional practices. Based on those scores, teachers will have access to recommended web based resources thru the LoTI lounge. These resources will assist the teachers in improving their computer skills, instructional practices and technology integration. The results of the LoTI surveys will be used at the building and district level to determine professional development needs.

End Response to State Rubric 3c

Evaluation

Response to State Rubric 3a-: Technology Use Assessments

Technology Use Assessments

USD 442 uses both qualitative and quantitative data to evaluate its technology program and to aide decision-making regarding technology integration into the curriculum. Quantitative data is collected from assessments and surveys are used to collect qualitative data.

The district uses several different local and state assessments to measure student improvement. The results are used in the annual review and update of the School Improvement Plan which incorporates the integration of technology. In order to meet the needs for student improvement, alignment of software to the curriculum is a priority. The school improvement team performs an annual evaluation of state assessment scores and determines steps needed to assist students in becoming proficient at grade level. If warranted by this evaluation, technological solutions are sought as part of this process. Thus, the impact of technology in the curriculum can be assessed by using the same evaluations.

The assessment method for 8th Grade Technology Literacy will be the grade obtained in the required 8th grade computer class.

Surveys of students, staff and community were begun in 2001, thus establishing a baseline. Beginning in December 2006, the NetDay SpeakUp survey was implemented on a voluntary basis for the community, high school students, and staff. The NetDay results along with the annual results (quantitative and qualitative) from the student

and staff surveys are being used to determine decisions made about technology integration into the curriculum, including technology purchases and staff development plans.

The district has utilized profiler to administer annual needs assessment and "Performance Standards for Inservice Teachers" surveys. Starting in the spring of 2008, the district will utilize the LoTI framework instead of the profiler surveys. The scores from the Personal Computer Use section will be used to provide a new baseline for staff knowledge. By the spring of 2010, the district's goal is to have all staff members at PCU (personal computer usage) level 4: demonstrates moderate to high skill level with using computers for personal use.

See Appendix D: Methods of Assessing Goals

End Response to State Rubric 3a-1

Response to State Rubric 3b-1: Assessment of Curriculum Integration and Enhancement

Curriculum Integration Assessments

Seneca Grade School has utilized the locally developed "Technology Use Assessment" tool while Nemaha Valley High School has utilized student portfolios and "Competency Profiles" to evaluate attainment of the technology benchmarks. Baseline data was established during the 2001-2002 school year and has been maintained.

Through integration, goal 1 objectives are directly related to each building's school improvement plan. Since technology is an essential teaching and learning tool in all curricular areas, the evaluations listed for goal 1 will be used to assess integration. Baseline data has been established in all areas and is recorded within each building's school improvement plan.

The district has utilized profiler to administer two annual faculty surveys: Technology Needs Assessment and Performance Standards for Inservice Teachers (ISTE). Starting in the spring of 2008, the district will switch to utilizing the LoTI framework instead of the profiler surveys. This 2008 data will provide a baseline for curricular integration within the district. This data will also be used to assist in determining professional development needs. The goal for the district is to have each staff member move up at least one level on the LoTI scale for curricular integration by the spring of 2010.

End Response to State Rubric 3b-1

Technology Professional Development Assessments

Evaluation of results based staff development will be determined by the following:

- Profiler survey, "Performance Standards for Inservice Teachers" has been utilized to identify leaders for specific technology skill areas. The goal is was for every teacher to be a leader in at least one technology skill area. Starting in the spring of 2008, this will be replaced with the LoTI survey. Data from the spring of 2008 will be used to establish a LoTI baseline in technology integration, personal computer usage and current instructional practices. In future years, comparisons to these baselines will be used to assist in determining professional growth.
- Suggestions: Suggestions for technology training are reviewed by the administration and technology coordinator. Additional training will be provided as available time and funds allow.
- Workshop / In-service evaluations - Evaluations of training sessions will be utilized. These evaluations will be used to improve future sessions and to address individual needs.

End Response to State Rubric 3c-1