

VALLEY CENTER PUBLIC SCHOOLS

# DISTRICT TECHNOLOGY PLAN

July 1, 2014 – June 30, 2017

Valley Center Public Schools  
143 S Meridian Ave  
Valley Center, KS 67147  
[www.usd262.com](http://www.usd262.com)



## **BOARD APPROVED DISTRICT POLICIES**

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

**YES**  **NO** If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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**  **NO** If not, what plan does the district have to address CIPA compliance? Include a timeline for completion.

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?

**YES**  **NO** If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software?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**  **NO** If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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**  **NO** If not, what plans does the district have to address the lack of such an inventory? Include a timeline for completion.

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**  **NO** If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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**  **NO** If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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

**YES**  **NO** If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

## **COMMITTEE MEMBERSHIP / STAKEHOLDER REPRESENTATION**

Identify 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:

Josh Huffman – Director of Technology  
Cindi May – Technology Integration Specialist  
Rebecca Khosravipour – Director of Student Learning  
Becky Cox – Instructional Coach  
Sally Nold – High School Principal  
Kent Hipp – Middle School Principal  
Pete Bastian – Elementary Principal  
Loretta Ducommun – Elementary Teacher/Parent  
Abby Cunningham – Elementary Teacher  
Amayi Esterl – Elementary Teacher  
Nancy Taylor – Intermediate School Teacher  
Jaimee Cole – Intermediate School Teacher  
Daniel Ackland – Intermediate School Teacher  
Stephanie Unruh – Intermediate School Teacher  
Carlos Marquez – Middle School Teacher  
Brianna Reyes – Middle School Teacher  
Paula Heinz – Middle School Teacher  
Kristen Joyal – High School Teacher/Parent  
Amy McCormack – High School Teacher  
Trent Woodcock – High School Teacher  
Riley Greenwood – High School Teacher  
John Wetig – High School Teacher  
Hollie Ricke – High School Teacher  
Angela Persyn – High School Teacher  
Kristen Bastian – Librarian/Parent  
Rebecca Berger – High School Student  
Roger Joyal – Parent/Community Member

Are all recommended constituencies represented?

YES  NO

## **MISSION AND VISION**

The Staff and Students Will Develop the Knowledge, Skills, and Character Necessary for Current and Future Success.

## **INSTRUCTIONAL TECHNOLOGY VISION**

To Be a Premier School District Known for Excellence in Education, Innovative Instruction, Outstanding Programs, and Dedication to Students.

## **DISTRICT SUMMARY OF PROGRESS**

In the last technology plan we outlined three learning goals:

1. Increase student achievement through effective use of technology
2. Ensure that students are technology literate by the end of the 8<sup>th</sup> grade
3. Progress is being made toward fully integrating technology into the curriculum

We have implemented new technology to help increase student achievement. We have installed a Mimio Teach in all classrooms grades K-6 that allows the students and teachers to be more interactive. We have also implemented a 1:1 iPad initiative at the Middle School. These devices allow the students to be more creative and collaborative than they have in the past. We have increased the number of netbooks in each K-4

classroom to nine to help facilitate both independent and small group learning. In addition, we have continued to maintain fully equipped computer labs in all district buildings.

PD focused on technology has increased proficiency in technology use by both students and staff. For the last three years, we allocated PD dedicated to educational technology teaching tools and strategies, including Intel Thinking with Tools, Intel Elements Online, Edmodo, Windows 7 and Office, Web 2.0 tools, etc. Some members of the Technology Leadership Team attended PD, such as the MACE Conference, Podstock, and toured other districts to assess their technology resources and uses. As a result of these PD experiences, members of the team brought back their knowledge to share with staff and students. The majority of technology PD has been provided by members of the Technology Leadership Team and other proficient staff. The use of these "in-house" resources to address professional development and promote 21<sup>st</sup> Century learning represents a significant cultural shift from the previous three years.

## **TECHNOLOGY NEEDS ASSESSMENT**

The technology needs assessments provides the data necessary to determine how technology is currently being utilized, drive future technology purchases, and plan for needed professional development. We have adopted a new three year strategic plan with which we will be aligning our technology needs. Technology needs are assessed regularly using multiple methods of data collection including formal and informal sources. These sources include:

- District Level Comprehensive Action Plan for Curriculum, Instruction and Assessment
- School Improvement Plans
- Student Intervention Plans
- Technology professional development course evaluations
- 8th Grade Technology Literacy Assessment
- Research of current best practices for professional development and other technology resources
- Analysis of current technology in each building
- Building Technology Prioritized Needs Surveys
- PLC feedback surveys
- Student and community surveys
- Technology help desk requests
- Usage logs of current hardware, software, and web-based tools
- Current budget resources
- Observations from visiting area school districts
- Information acquired by attending out-of-district technology workshops and conferences
- PTO / PTA Meetings
- School Site Council needs

From the results of these surveys and the other sources listed above, the District Leadership Team utilizes this information to plan for professional development and to drive decisions about technology purchases. One of the needs most recently identified from these assessments was the need for more computers for student use. To determine the most effective and economical distribution, we surveyed staff and students, piloted various laptops/netbooks in the classroom, evaluated feedback from staff and students, and researched available options. Based on the results, we are moving towards a 1:1 solution for the High School and will filter this approach to the other schools. The needs outlined in the survey results help ensure equitable distribution.

USD 262 will be developing and distributing yearly surveys to monitor current technology use and to assess and identify future needs. The surveys will be given to staff, students, and community most often utilizing Survey Monkey, which allows for immediate and accurate feedback. The data from these surveys will continue to help guide decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services.

## **DISTRICT TECHNOLOGY INFRASTRUCTURE GOALS AND OBJECTIVES.**

### **District Technology Infrastructure Goals/Objectives:**

- **Required Goal:** District technology infrastructure, telecommunications, hardware, software, Internet access, services and resources support the educational and administrative needs of the district.
  - Provide, maintain, and expand the technology needed by USD262 in order to achieve district goals and objectives.

### District Technology Infrastructure Narrative Description:

We continually assess the needs of the district's infrastructure, telecommunications, hardware, software, Internet access, services, support, and resources. Driving the decisions for these are curriculum goals and needs, along with our strategic plan. They help to determine the hardware and software required in the classroom, and those needs define the infrastructure, telecommunication, etc. which need to be in place first before providing the classroom technology. This decision-making method ensures the effective and reliable integration of technology.

A primary goal of USD 262 is to move toward an environment that promotes online learning and 21<sup>st</sup> Century skills. A one-to-one initiative is an option to achieve this goal with the electronic resources that can be provided on a mobile device. One step we have taken in this direction is to provide an iPad for every student at our Middle School. In addition, each elementary classroom was increased from six to nine computers.

With the addition of more computers and online resources to the district, a need for improved Internet connectivity was found. We are consistently using over 80 percent of our 100 Mbps Internet connection. This high utilization causes slow access and interruptions of service. In order to improve connectivity, in the Summer of 2014, we plan to upgrade to at least 250 Mbps Internet connection. This upgrade will not be possible without E-rate funds. E-rate funding provides our district with a 59% discount for Internet connections and other telecommunications services. The competitive bidding process allows us to upgrade our Internet bandwidth for a very minimal price increase. This initiative not only provided staff and students with faster, more reliable access to web-based resources, but it will also allow for future growth. We anticipate our staff and students will increase the usage of online resources in the future, which will require continued monitoring and upgrading of bandwidth.

With the increase of mobile computers in our district, the need for an improved wireless infrastructure was determined. We purchased an additional wireless controller to manage our access points throughout the district more efficiently and provide redundancy. Over the last 2 years we have installed an access point in every classroom grades 5-12. Funding for this initiative was provided through a bond issue. With the continued addition of computers, as well as the move to a one-to-one initiative at the high school, ongoing evaluation of access point density will be needed.

We currently have a centralized data center with high-speed fiber optic connectivity to each building. This provides us with a 10 Gbps connection to each building. The High School currently has a redundant (dual) 10 Gbps connection back to the data center. The other schools only have a single 10 Gbps connection to the data center. We plan to activate a second 10 Gbps connection at those schools for increased throughput and redundancy. We also plan to add redundant routers for both the phone system connection to our provider, as well as the district's connection to the Internet. The switches that connect the servers in the data center to the rest of the network currently have a single point of failure. In order to increase redundancy and prevent downtime we plan to purchase an additional Nexus 5500 controller for the data center. The current UPS backups in our switch closets are ineffective at filtering the power that is getting to the switches. Last year we had three Cisco switches fail because of power issues that the battery backups were unable to filter out. Thus we also plan to replace the aging, ineffective UPS battery backups in each of the switch closets with new ones that are better designed to protect our network infrastructure from power issues. Our application servers accessed by all users have been recently virtualized to save money on hardware and electricity costs. UPS battery backups and a generator were recently installed to ensure uptime during a power outage. We will continue to evaluate our district's communications infrastructure regularly.

Our current servers are averaging 70% RAM utilization and 32% CPU utilization. If one of the physical servers fails, we no longer have the resources necessary to continue running all of our virtual servers on the remaining physical servers. We are looking at purchasing a blade server that can more readily handle future growth. Along with our virtual servers, we plan to start virtualizing some computer labs and kiosk machines.

With the increased integration of technology, a strong support system to resolve issues and to implement new projects needs to be in place. We currently employ a district technology director, network administrator, system administrator, and three computer support technicians. These positions are essential in ensuring the successful completion of new projects and for current technology to run smoothly. Without this foundation, integration of technology into the curriculum and the honing of 21<sup>st</sup> Century learners would not be possible. In the past four years, we have almost doubled the amount of technology but have not increased staff. Though adequate support has been possible because of increased efficiencies, the ability to support additional technology growth now requires more support personnel—whether hired within district or contracted to an outside provider—to ensure continued satisfactory support. New construction, additional hardware and software, telecommunication needs, and Internet access will require continued evaluation of the support needed to maintain the district's technology advancements.

## **Evaluating District Technology Infrastructure Goals And Objectives**

USD 262 has various means of ensuring our district's technology infrastructure goal has been met. The District Needs Assessment—as well as other individual requests—are used to help determine the classroom technologies purchased. This, in turn, requires the assessment of the infrastructure to determine if additional needs are required. Some of the means of infrastructure assessment include the following:

- Meet goal deadlines indicated in the narrative section and for future initiatives that arise.
- Measuring technology systems uptime is done by looking at data—reports, logs, and device statistics—throughout the school day. If the network, devices, Internet, and other resources positively impact student learning (because there are infrequent interruptions due to downtime), then we have a strong infrastructure. Though interruptions are inevitable, technology personnel prioritize issues to resolve the ones that directly influence student learning before addressing less pressing issues.
- Other ways of assessing the infrastructure are to look at the number of support tickets submitted and to analyze data related to the tickets, such as type of issue, length of time to resolve the issue, frequency of similar issues occurring, etc. This data can also be used to help determine technology personnel needs.
- Regular evaluation of rotation cycles of all equipment will be used to assess the continued needs of the district. Reports, logs, and device statistics will help to determine if replacements, upgrades, or new hardware are needed.
- Surveys will be given annually to students and staff. User satisfaction data taken from these surveys will be used to analyze how effectively the district has provided, maintained, and expanded technology and resources.

## **CURRICULUM INTEGRATION**

### **Curriculum Integration Goals and Objectives:**

- By June 2016, 90% of 8<sup>th</sup> grade students will demonstrate technology literacy skills aligned to ISTE National Technology Standards.
  - USD 262 will continue to implement the ISTE National Educational Technology Standards for students encouraging learning that is relevant, authentic, engaging, and challenging through the use of technology.
  - USD 262 will align the scope and sequence of student technology skills.
  - Students will practice responsible use of technology systems, information, and software.
- By June 2016, 100% of students will be educated in digital citizenship and internet safety.
  - Students will understand the ethical, cultural, and societal issues related to technology.
  - Students will practice responsible use of technology systems, information, and software.
- By June 2016, 100% of Valley Center teachers will demonstrate 21<sup>st</sup> Century teaching through technology integration within classroom curriculum and instruction.
  - USD 262 will integrate the use of technology within local, state, and national content standards and curricula to support learning.
  - USD 262 will provide every learner the opportunity to explore and integrate technological tools to foster the application of 21<sup>st</sup> Century Learning Skills.
- By June 2016, 100% of Valley Center students will demonstrate age appropriate 21<sup>st</sup> Century learning through the use of technology.
  - Students will create online portfolios from technology related projects utilizing 21<sup>st</sup> Century skills.
  - USD 262 will continue to provide students the resources and tools that best fit their needs and learning styles.

## Curriculum Integration Narrative:

The belief that current technologies should be utilized in every classroom, across every discipline, is supported by USD 262. No longer can curricula be mastered when relying solely on the textbook. In a technology-based world, curricula should incorporate supplemental resources that not only promote understanding of course content but also ensure technology literacy and development of 21<sup>st</sup> Century Learning Skills. In all uses of technology, professional learning communities will analyze current instructional practices to determine if current levels of instruction are appropriate to meet individual needs of students and to determine what changes need to occur.

### **Goal 1: By June 2016, 90% of 8<sup>th</sup> grade students will demonstrate technology literacy skills aligned to ISTE National Technology Standards.**

USD 262 will realign all classes to ensure that all students are technology literate by 8<sup>th</sup> grade. In all K-8 classes, we are implementing the ISTE standards into our curriculum maps. Each school will plan activities to teach children Internet safety. The goal is to extend the safety awareness of children to prevent victimization and increase self-confidence whenever they go online. In addition to the curriculum maps, USD 262's Library Media Services PLC will enhance and promote the responsible use of technology taught in general classrooms by teaching the use of the district network, appropriate internet navigation, the use of electronic indexes, accessing online databases, and proper documentation to avoid plagiarism.

More specific technology skills, such as keyboarding and computer applications, will be introduced in kindergarten and increase each year after. With students being technology literate by 8<sup>th</sup> grade, they will be able to move on to advanced technology courses in high school to meet exemplary proficiency in technology performance.

### **Goal 2: By June 2016, 100% of students will be educated in digital citizenship and internet safety.**

Although this goal is included within the ISTE standards, we felt it was important and should be a goal in itself. The Library Media Services PLC created a district wide implementation plan for the Common Sense Media K-12 curriculum which will be integrated into all grade levels through curriculum maps. We will offer PD for staff about this curriculum to foster its implantation into classroom instruction.

### **Goal 3: By June 2016, 100% of Valley Center teachers will demonstrate 21<sup>st</sup> Century teaching through technology integration within classroom curriculum and instruction.**

USD 262 has various means of integrating technology into the curriculum, including but not limited to the following:

- PLCs are completing curriculum mappings for our district and will be integrating the instruction and use of technology, based on the ISTE standards into these maps.
- To move toward more student-centered learning, technology integration strategies will be part of each building's school improvement plan. USD 262 will use means such as multi-media labs, wireless mobile computers, multimedia classrooms supported by Internet access in every classroom. All of our schools have computers accessible to all students. This access gives students a tool to complete project-based lessons, which can require them to gather information, create multimedia projects, and share lessons with global learning communities.
- The iPad initiative has opened the doors for teachers to be more creative with technology and more engaging with the students. The district will continue to support the increased use of technology in all content areas by utilizing various 21<sup>st</sup> Century skills and purchasing additional hardware and web-based software that align to curricular needs.
- Professional learning opportunities will continue to be offered to provide teachers and relevant ideas and strategies for technology integration to support student learning.
- The district's subscription to Discovery Education Streaming enhances instruction through visual media. Discovery Education Streaming provides teachers and students with a growing library of video resources, many of which are integrated into lessons with a few clicks of the mouse.

The integration of technology will prepare students to meet 21<sup>st</sup> Century Learning objectives through career and/or college-ready pathways, including interest and skills inventories, career exploration, internships, project-based learning, and individual plans of

study.

**Goal 4: By June 2016, 100% of Valley Center students will demonstrate 21<sup>st</sup> Century learning through the use of technology.**

Each content area will research and determine what technology works best to enhance student achievement in its curriculum. Currently, the district has multiple computer-based programs for various grades and content. For example, the district has purchased Read 180 for grades 5-12. This program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading, writing, and vocabulary skills. Ongoing evaluation of the software and hardware is needed; not all grade levels will have the same technology needs to increase student achievement, but each grade level will have access to the same computer-based programs. We also use programs such as Lexia Reading Core 5, Moby Max, IXL Math, and AIMSweb to increase and monitor student achievement.

Each content area will incorporate the ISTE National Educational Technology Standards that best enhance its curriculum. USD 262 will continue to provide extended use of online resources and/or software and provide technology integration support for students and staff. One valuable resource available to support these efforts is the Technology Integration Specialist who assists teachers in their efforts to promote a 21<sup>st</sup> Century learning environment, which leads to increased student achievement.

**Evaluating Curriculum Integration**

**Goal 1: By June 2016, 90% of 8<sup>th</sup> grade students will demonstrate technology literacy skills aligned to ISTE National Technology Standards.**

We have a committee that is creating rubrics and checklists for the ISTE National Educational Technology Standards that will be used to evaluate skills at every grade level in order to work toward technology literacy by the end of 8<sup>th</sup> grade.

Each content area will be assessing the responsible and ethical use of technology through various activities, projects, and assignments. Assessments may include an evaluation of proper citation of sources, netiquette guidelines during online discussions, validation of sources, etc. In addition, ongoing, grade-level appropriate training in ethical, cultural, and societal issues related to technology will be completed.

**Goal 2: By June 2016, 100% of students will be educated in digital citizenship and internet safety.**

Our Library Media Services PLC will help develop rubrics and/or checklists to evaluate student understanding digital citizenship and internet safety. These will be used to evaluate the content and skills taught at every grade level to ensure all students attain this learning.

**Goal 3: By June 2016, 100% of Valley Center teachers will demonstrate 21<sup>st</sup> Century teaching through technology integration within classroom curriculum and instruction.**

A checklist will be developed and used to record technology application and integration by administrators when conducting walk-throughs. Data from classroom walk-throughs by building and district administration provide ongoing feedback on how technology is currently being utilized. This data also leads to suggestions on how technology can be used more effectively and authentically in the learning environment, especially if the learning environment relies too much on teacher-centered use of technology.

Hardware usage is tracked by reviewing data logs to determine the correlation between increased technology usage and test scores. Usage of software and web-based tools is tracked through data from administrative learning walks, PLC minutes, and usage logs. Follow-up interviews with students and staff will also be completed on a selected basis in order to further gauge successful implementation.

With the purchase of additional computers and moving towards a 1:1, students have a greater opportunity to explore and integrate technological tools to foster the application of 21<sup>st</sup> Century learning. At the end of each school year, students will be given a survey to determine their individual usage of and access to various tools and equipment. Analysis of this data will show

how consistently technology is being integrated throughout the district.

**Goal 4: By June 2016, 100% of Valley Center students will demonstrate 21<sup>st</sup> Century learning through the use of technology.**

District staff uses technology in accessing and managing data and in monitoring student achievement. State assessment program results and student reports are distributed electronically. The Building Improvement Teams and PLCs then analyze the data to determine student strengths and weakness.

When weaknesses in our students' achievement are identified based on state assessments, reading inventory, AIMSweb, spelling inventory, DRAs, STAR test, phonic assessment, Dial 3, and KITE formative assessments, teachers utilize technology resources as one of the tools for addressing and correcting these weaknesses. The integration of technology into all curricular areas will improve student performance and enable our students to meet the demands of the Kansas College and Career Ready Standards.

Currently, a committee is working to create rubrics and checklists to assess student proficiency at all levels in the ISTE National Educational Technology Standards. The rubrics and checklists will be used by students and staff as self-assessment tools to determine proficiency before, during, and after the standard is taught. In addition, the rubrics and checklists will be used by teachers as basis for evaluation of project-based learning, which is a district initiative to foster an environment that improves 21<sup>st</sup> Century learning skills. The data drawn from these rubrics will also be used to determine needed PD in technology integration.

## **TECHNOLOGY PROFESSIONAL DEVELOPMENT**

### **Technology Professional Development Goals and Objectives:**

- Improve the capacity of teachers to integrate technology effectively into curriculum and instruction.
  - Teachers will work to integrate appropriate technologies within the classroom environment to meet the needs of the learners, as documented in School Improvement Plans and Individual Professional Development Plans.
- Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.
  - Teachers will collaborate with peers, PLC's, the district technology integration specialist, and participate in other professional development opportunities to learn current technology usages that foster 21<sup>st</sup> Century learning skills.
- Improve the capacity of classified staff to effectively use technology to fulfill their duties.
  - All classified staff and substitute teachers will receive required software and hardware training to enhance student learning or as needed for job efficiency and requirements.

### **Technology Professional Development Narrative:**

Teachers must promote 21<sup>st</sup> Century skills and behaviors by learning and incorporating appropriate technologies that increase student engagement, achievement, and higher-order thinking. In order for this to happen, teachers must embrace change and adapt instructional practices to meet the needs of 21<sup>st</sup> Century learners. Therefore, teachers must build confidence in their abilities to integrate technology and facilitate learning as outlined in the scope and sequence of ISTE technology skills. Effective professional development for teachers will not only ensure that all students are technology literate by 8<sup>th</sup> grade but will also help the classroom transition to a student-centered learning environment. In order to meet these goals and objectives, USD262 will:

- Give teachers time for lesson development, skills practice, and collaboration to increase their technology integration skills.
- Provide Intel Education training to promote project-based and student directed learning.
- Offer various technology training opportunities through large group, small group, and individual settings.
- Support members of the district leadership team as they lead efforts to implement the technology plan.
- Research emerging technologies, pilot instructional practices, and network through study groups and conferences.
- Allow teachers to visit other classrooms in and out of the district to observe best practices supporting 21<sup>st</sup> Century learning environments.
- Encourage teachers to access online learning opportunities, such as blogs, webinars, Professional Learning Networks, and

YouTube.

- Ensure new teachers receive technology embedded professional learning through the district mentoring program.

Classified staff and substitute teachers are an integral part of the district to support student learning. Therefore, they too, need to be able to use technology effectively to fulfill their job requirements. In order to meet the goal and objective, USD 262 will:

- Offer various technology training opportunities through large group, small group and individual settings to both new and existing classified staff and substitute teachers.
- Make available online training sessions to support and improve skills needed to complete their job description.
- Provide training on current or changing district hardware and software.

Learning responsible use of communication and collaboration tools, such as social networking sites, wikis, and blogs, is required for all staff and students. In order to ensure ethical use, USD 262 will:

- Provide training in Internet safety, digital citizenship and the prevent of cyberbullying.
- Implement a policy to address state and federal requirements to educate students regarding cyberbullying, Internet safety, digital citizenship and appropriate online behavior—including interactions in social networking sites, forums, and chat rooms.

### **Evaluating Technology Professional Development**

USD262 will evaluate the effectiveness of professional development and assess through a variety of formal and informal means. Data will be collected and evaluated from the following:

- Participation in technology professional development opportunities that address awareness, application, and impact levels as documented on MyLearningPlan.
- Evaluations collected after each technology professional development activity. These evaluations include satisfaction of learning, suggestions for future offerings, and application goals. The Technology Department, and Professional Development Council utilize the data from these evaluations to plan future technology professional development activities.
- Administrator learning walks, observations, and student surveys to gauge the level of implementation and changes in student and staff learning.
- The reflection component of our district evaluation process, in which staff evaluate their level of implementation on their individual professional development plan. In addition, Building Improvement Teams will reflect upon the impact of integration.
- Annual review of the District Improvement Plan to ensure that it aligns with the building school improvement plans and the strategic plan.
- Administrative review of teacher evaluations through the McRel Evaluation System.

School Year: 2014-2015

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$2,777	General Fund
Telecommunications and Internet Access	\$77,723	E-rate - \$45,856 / General Fund - \$31,867
Materials and Supplies (i.e. Software)	\$97,000	General Fund
Equipment (i.e. Hardware)	\$126,000	General Fund
Maintenance and Support	\$25,000	General Fund
Other	\$0	
Total	\$328,500	

School Year: 2015-2016

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$2,500	General Fund
Telecommunications and Internet Access	\$77,956	E-rate - \$45,994 / General Fund - \$31,962
Materials and Supplies (i.e. Software)	\$97,000	General Fund
Equipment (i.e. Hardware)	\$226,000	General Fund
Maintenance and Support	\$25,000	General Fund
Other	\$0	
Total	\$428,456	

School Year: 2016-2017

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Sources with amount per Sources</u>
Professional Development	\$2,500	General Fund
Telecommunications and Internet Access	\$78,190	E-rate - \$46,132 / General Fund - \$32,058
Materials and Supplies (i.e. Software)	\$97,000	General Fund
Equipment (i.e. Hardware)	\$226,000	General Fund
Maintenance and Support	\$25,000	General Fund
Other	\$0	
Total	\$428,690	