

**Technology Plan for Submission to the State of Kansas**  
Board Approved District Policies Section  
Legal Questions

Part of the new online Technology Plan Submission involves a list of eight yes or no statements regarding legal items that must be met in order to qualify for Federal ESEA programs, Technology Literacy Challenge Fund (TLCF) Grants, and E-Rate funds. You will see this list again and enter your responses when you go to the online Technology Plan Submission Form.

NOTE: You are not required to include copies of the following policies with your Technology Plan. These policies must be available to the public and to the TAKE office upon request.

1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?

Yes

If your answer is no, what plans does your district have to address the lack of such a policy? Include a timeline for completion.

2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes

If your answer is no, what plans does your district have to address the lack of such a policy? Include a timeline for completion.

3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?

Yes

If your answer is no, what plans does your district have to address the lack of such an inventory? Include a timeline for completion.

4. Has your district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars 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 – N2H2

If not, what is your plan for remedy? Include a timeline for completion.

5. Does your district have a policy that clearly articulates a plan 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

If your answer is no, what plans does your district have to address the lack of such a policy? Include a timeline for completion.

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

Yes

If your answer is no, what plans does your district have to address the lack of such a policy? Include a timeline for completion.

7. Has your district representative responded to the annual spring survey from the TAKE (Technology Assistance for Kansas Educators) Team of the Kansas State Department of Education with correct information regarding inventories of technology equipment and software, technology access by students, staff, and community, and other technology questions?

No

If not, when do you plan to have this survey completed?

The survey was attempted, but the web site was closed and no further surveys were being allowed.

8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools' staff - such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?

In-service classes are available to both certified and classified personnel. Likewise, one-on-one training is available to office personnel and paraprofessionals when a need arises.

**Technology Plan Rubric**  
Kansas State Department of Education

1a. Committee Membership / Stakeholder Representation

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

- Students:** Molly Manners – Junior, PHS  
Justin Cartwright – Sophomore, PHS  
Jamie Ford – 7<sup>th</sup> grade, PMS  
Bryson Heenan – 6<sup>th</sup> grade, PMS
- Teachers:** Toni Habiger – 4<sup>th</sup> grade  
Sharon Miller – Reading Recovery Teacher  
Patti Nutt – High School Business  
Buzz Palmer – High School Vocational  
Robie Martin – Middle School Media Specialist  
Peggy Brecheisen – 6<sup>th</sup> grade Science  
Jadeen Cook – Title I  
Suzanne Bradfield – 3<sup>rd</sup> grade
- Administrators:** Paul Langford – Director of Technology  
Linda Proehl – Assistant Superintendent  
Dianna Brenn – Technology Staff Development Coordinator
- Parents:** Belinda Cornell  
Liz Phillips
- Educational Institutions:** Sheila Simmons - USDD of University of Kansas, Grant Coordinator  
Brent Bates – Labette Community College, Dean of Instruction
- Community:** Vicki Templeton – St. Patrick’s Church, Religious Education  
Ray Jacquinet – Commercial Bank, Vice President

## 1.b. Technology Needs Assessments

This response identifies and explains the technology assessment process that is used to drive decisions made by the technology planning committee. Quality districtwide technology needs assessments are completed yearly and are aligned with districtwide school improvement criteria, plans, and progress reports.

For many years, Parsons USD 503 would survey the faculty as to the needs they had for their curriculum and classrooms. The majority of the listed needs were hardware needs – usually the latest and the greatest. USD 503 now assesses their needs in a much different way. Still with input from the faculty, the Technology Staff Development Coordinator meets individually with each teacher and personally assesses that teacher's needs. After the curriculum needs are identified, software is chosen to meet those needs. Lastly, the hardware that is needed to run that software is chosen and then prioritized for purchase.

Parsons also conducts a district wide Technology Fair, exposing the faculty and staff to the different kinds of technology available in the district and new technologies that are out there. In-service training signups were available for staff to arrange for future training with 203 teachers and support staff taking advantage of the opportunities during the 2001-2002 school year. The Technology Staff Development Coordinator is then responsible for either training the participants or arranging for an instructor to teach that particular class.

Students in Parsons participated in the TAGLIT survey, identifying some of their needs. Also, classes were added to the technology curriculum during the 2001-2002 school year as a direct result of the communication received from the students and the community and their desire to have Parsons High School students learn how to build and maintain web pages. Currently, students are responsible for creating and maintaining the vikingnet.net web site and are expanding their knowledge by creating web sites for various community organizations (Parsons Recreation Commission) and businesses (restaurants, clubs). For the 2002-2003 school year, an Auto CAD program is being added at the high school as well. This is a direct result of feedback obtained from the students, parents, and the community as well as Pittsburg State University's Technical Education Department.

Parents make up the majority of each building's site council and Parent Teacher Organizations. Each of these organizations gives their opinions of technology needs and financially help support the purchase of supplemental software and hardware for their individual buildings.

Input and feedback from the community is encouraged through the online feedback form found on the school district web site. Each year a technology planning meeting is set with the local school board, determining the next year's technology budget and purchasing plans. At that time, the school board, representing the community that voted them into office, offer their ideas and suggestions that are then put into the plan. The local media is always present to report the discussion and outcome of the meeting.

## **Vision**

### School District Mission Statement

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.

#### 2. Instructional Technology Vision Statement

The Vision for the use of Instructional Technology conceptualizes the outcome of implementing the instructional technology plan. How is your school district using and planning to use instructional technology to reach the goal of improving student learning as defined in your schools' individual school improvement plans?

**In developing lifelong learners, technology usage within USD 503 will be transparent to the learning process while simplifying instruction and enhancing the core curriculum. This will be evident across all levels of the school district and within our community.**

### **Alignment to the Vision**

#### 3a. District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Clearly stated goals for broadbased learning outcomes are stated. Goals are linked to site improvement plans, district plans, and state plans. Objectives are the means/methods to reach the goals.

### **Technology Student Goal**

**USD 503 students will fluently utilize all available technology tools and resources.**

**Objective 1: USD 503 students will be able to utilize multiple technology tools to demonstrate competency of educational curriculum standards.**

**Objective 2: USD 503 students will be able to utilize multiple technology tools to produce educational results in a collaborative environment.**

**Objective 3: USD 503 students will, as a district exit outcome, be exposed to multiple technology resources.**

### **Technology Staff Goal**

**Teaching staff will fluently utilize any and all appropriate technology resources delivering curriculum instruction to their students.**

- Objective 1: USD 503 staff members will take ownership for participating in various technology training opportunities which will assist them with the incorporation of technology into their core curriculum areas and in daily instruction of their students.
- Objective 2: USD 503 staff members will have the ability to demonstrate various integration and utilization approaches in the development, delivery and assessment of technology usage as it effects student learning.
- Objective 3: USD 503 staff members will provide leadership, support and promote collaborative teaching and learning using technology resources.

### **Technology Leadership Goal**

**USD 503 Administrators will provide leadership, support and promote staff and student growth utilizing available and appropriate technology related resources.**

- Objective 1: Superintendent will ensure all district buildings have similar technology objectives, usage approaches and assessment components.
- Objective 2: Principals will model, promote and require technology usage within all facets of their buildings (school mgmt, curriculum, etc.).
- Objective 3: Principals will target technology usage within their buildings as part of their overall building improvement process.

### **Technology Staff Development Goal**

**All USD 503 teaching staff will have access, knowledge, training and confidence to fluently deliver curriculum, utilizing technology in support of their learning goals.**

- Objective 1: A wide range of introductory and ongoing training workshops/professional development opportunities will be made available to all district staff members on an annual basis.

- Objective 2: Teacher One-on-One and teacher collaborative programs will be funded, supported and offered to all district staff members throughout the calendar year.
- Objective 3: District's multiple Elementary environments will have similar technology objectives, usage approaches and assessment components.

### **Technology Parent/Community Goal**

**USD 503 and the Parsons Community will jointly work to maintain open lines of communication to ensure the highest quality of education through the use of various technologies.**

- Objective 1: USD 503 will offer various forms of communication options to keep parents and the Parsons community abreast of educational activities within the school district.
- Objective 2: Parents and key representatives of the community will provide USD 503 with input and feedback regarding district technology programs and services.

### **Technology Learning Environment/Infrastructure Goal**

**USD 503 will ensure student/staff have an effective learning environment that supports district educational objectives.**

- Objective 1: Students and staff will have adequate access to technology resources that support their learning and educational objectives.
- Objective 2: Technology will be maintained, upgraded and enhanced based on educational requirements, district technology budget parameters and the availability of new technology opportunities.
- Objective 3: All district technology environments will have similar technology infrastructures and productivity applications that will allow for consistent environments and communication tools.
- Objective 4: USD 503 will provide adequate levels of support personnel to ensure technology environment is always accessible, current and maintained.

### 3a-1. Technology Use Assessments

#### **Student Assessment:**

- Computer Lab Log Sheets and District 503 Technology Curriculum Scope and Sequence will be used to assess student levels of technology usage and skills.

#### **Professional Assessment:**

- Baseline data has been collected with PT3, SCR-TEC Profiler, Kal-Tech, TAGLIT survey. These assessment pieces will be administered on annual basis and monitored by District Technology Committee to determine the effective use of technology.
- Baseline data of teacher utilization of technology will be established during 2002-2003 school year with classroom logs. Teachers will improve technology usage in the classroom each year 20% or more as evidenced by classroom usage logs. The District Technology Committee will monitor it.
- Baseline data of technology integration projects will be established during 2002-2003 school year with classroom logs. Teachers will implement two technology integration projects as evidenced by the classroom technology project checklist.
- MacSchool (Secondary Level) provides quantitative data of staff usage. Beginning 2002-2003, such data will be available at the Elementary Level.

#### **Community Involvement:**

- Baseline data has been collected with CAT (Community Assisted Technology), 2000-2002, to determine the community's level of technology skills. This grant has been awarded through 2003 to continue towards this common goal.

### 3b. Curriculum Integration and Enhancement

This statement presents a description of technology as it is currently used for instruction, and then proposes ways for technology to integrate more completely into the learning environment.

#### **Technology Student Goal**

**USD 503 students will fluently utilize all available technology tools and resources.**

Objective 1: USD 503 students will be able to utilize multiple technology tools to demonstrate competency of educational curriculum standards.

Strategy: USD 503 students will utilize district technology resources to input Kansas Writing Assessment tests.

Strategy: USD 503 students will utilize district technology resources to prepare for various assessment tests.

Strategy: USD 503 students will utilize multiple technology tools in the creation of their writing portfolios.

Strategy: USD 503 students will utilize "Type to Learn" and/or other keyboarding programs to learn keyboarding basics.

Objective 2: USD 503 students will be able to utilize multiple technology tools to produce educational results in a collaborative environment.

Strategy: USD 503 students will participate in collaborative activities between teachers and students as one of the targeted means of learning.

Strategy: USD 503 students will participate in collaborative activities between students in different grade levels and classes as one of the targeted means of learning.

Objective 3: USD 503 students will, as a district exit outcome, be exposed to multiple technology resources.

Strategy: USD 503 students will be appropriately exposed to multiple platforms, multiple office suites, multiple web browsers and various other applications.

Strategy: USD 503 students will utilize the internet to conduct basic research of a topic.

Strategy: USD 503 students will be able to utilize technology resources to research, reference, produce, and present in support of standard classroom assignments, special projects, and joint curriculum projects.

Strategy: USD 503 students will have access to online and software applications that promote college preparation, study skills, and ACT/SAT placement exam preparation.

### **Technology Staff Goal**

**Teaching staff will fluently utilize any and all appropriate technology resources delivering curriculum instruction to their students.**

- Objective 1: USD 503 staff members will take ownership for participating in various technology training opportunities which will assist them with the incorporation of technology into their core curriculum areas and in daily instruction of their students.
- Strategy: Professional development instruction will offer district in service points, college credit, stipends and/or technology devices as an incentive for staff participation.
- Objective 2: USD 503 staff members will have the ability to demonstrate various integration and utilization approaches in the development, delivery and assessment of technology usage as it effects student learning.
- Strategy: USD 503 instructional staff will incorporate additional forms of multimedia in the delivery of the curriculum (ie. Multimedia, Digital Projection, etc.)
- Strategy: USD 503 instructional staff will be compensated at the standard district compensation rate for "prep time" for technology integration projects. Technology preparation will be monitored and verified by the Staff Development team.
- Strategy: Middle School and High School Curriculum Departments will identify one objective that all members of their department will implement.
- Strategy: Elementary Grade Level teams will identify appropriate technology objective(s) that they will implement.
- Strategy: Integrated Software Programs (ie.. A+ and Plato) will be appropriately utilized within all USD 503 buildings.
- Objective 3: USD 503 staff members will provide leadership, support and promote collaborative teaching and learning using technology resources.
- Strategy: District Staff Development team will promote collaborative classroom activities between teachers and students in district professional development sessions and one-on-one mentoring.
- Strategy: District Staff Development team will promote collaborative classroom activities between classrooms in district professional development sessions and one-on-one mentoring.
- Strategy: District Staff Development team will promote collaborative classroom activities between buildings in district professional development sessions and one-on-one mentoring.

## Technology Leadership Goal

**USD 503 Administrators will provide leadership, support and promote staff and student growth utilizing available and appropriate technology related resources.**

Objective 1: Superintendent will ensure all district buildings have similar technology objectives, usage approaches and assessment components.

Strategy: District technology integration and utilization will be a key evaluation point for the Superintendent of USD 503 schools.

Strategy: USD 503 Superintendent and building principals will participate in the KAL-Tech program and measured by 100% attendance.

Strategy: Superintendent will report to the School Board on a quarterly basis regarding district technology objectives, building/classroom usage percentages and the results of the various technology assessment programs.

Objective 2: Principals will model, promote and require technology usage within all facets of their buildings (school mgmt, curriculum, etc.).

Strategy: Building technology integration and utilization will be a key evaluation point for all USD 503 principals.

Strategy: Each teacher will write a professional goal that relates to technology / curriculum integration and usage, which will be reviewed twice a year.

Strategy: Principals will require all building staff responsible for student attendance and grading to fully utilize all required aspects of the school district adopted school management program.

Objective 3: Principals will target technology usage within their buildings as part of their overall building improvement process.

Strategy: Principals will evaluate staff/classroom technology integration and usage by various observation, measurement and performance based evaluation tools, including the teacher evaluation process.

### **Technology Staff Development Goal**

**All USD 503 teaching staff will have access, knowledge, training and confidence to fluently deliver curriculum, utilizing technology in support of their learning goals.**

Objective 1: A wide range of introductory and ongoing training workshops/professional development opportunities will be made available to all district staff members on an annual basis.

Strategy: Professional development instruction will offer district in service points, college credit, stipends and/or technology devices as an incentive for staff participation.

Strategy: Partnering with Labette Community College, USD 503 will coordinate staff development opportunities, when appropriate, utilizing LCC's Innovative Instructional (Staff Development) Center.

Objective 2: Teacher One-on-One and teacher collaborative programs will be funded, supported and offered to all district staff members throughout the calendar year.

Strategy: District Staff Development Coordinator/Team will provide this level of professional development support and report to the School Board on an annual basis as to the integration and utilization increases noted at the various curriculum and application levels.

Objective 3: District's multiple Elementary environments will have similar technology objectives, usage approaches and assessment components.

Strategy: USD 503 will employ and support an Elementary Staff Development Coordinator to ensure similar technology objectives, usage approaches and assessment components are in effect at all district elementary buildings.

### **Technology Parent/Community Goal**

**USD 503 and the Parsons Community will jointly work to maintain open lines of communication to ensure the highest quality of education through the use of various technologies.**

Objective 1: USD 503 will offer various forms of communication options to keep parents and the Parsons community abreast of educational activities within the school district.

Strategy: USD 503 will offer access, via the Internet, to parents regarding their student's attendance and grades via the K12 Planet web site.

Strategy: USD 503 will offer access, via the Internet, to parents regarding district, building and classroom activities via the school district hosted, student developed and managed, web site ([www.vikingnet.net](http://www.vikingnet.net))

Strategy: USD 503 will offer access, via the [vikingnet.net](http://vikingnet.net) web site to parents regarding school calendars, lunch menus, newsletters, and school newspapers.

Objective 2: Parents and key representatives of the community will provide USD 503 with input and feedback regarding district technology programs and services.

Strategy: USD 503 will provide an online feedback form accessible through the district hosted web site with the results being reviewed by the district administrative team.

Strategy: USD 503 will request community and local business feedback with various opinion surveys related to all aspects of the district's technology programs.

### **Technology Learning Environment/Infrastructure Goal**

**USD 503 will ensure student/staff have an effective learning environment that supports district educational objectives.**

Objective 1: Students and staff will have adequate access to technology resources that support their learning and educational objectives.

Strategy: USD 503 will provide technology resources based on staff identified curriculum/classroom needs, software programs that address those needs and the platforms required to support those programs.

Strategy: USD 503 will provide appropriate technology resources, (ie. Disk-on-Keys) into students direct control and responsibility, to ensure student hands-on utilization.

Strategy: USD 503 will provide appropriate technology resources, into staff's direct control and responsibility, to ensure staff's hands-on utilization.

Objective 2: Technology will be maintained, upgraded and enhanced based on educational requirements, district technology budget parameters and the availability of new technology opportunities.

Strategy: USD 503 will maintain an annual budget line item to ensure all technology resources are up to date and current in order to meet the educational objectives of all buildings.

Strategy: Director of Technology will be responsible for evaluation of new technology, annual technology implementation recommendations, maintaining technology resources and disposing of obsolete technology equipment.

Objective 3: All district technology environments will have similar technology infrastructures and productivity applications that will allow for consistent environments and communication tools.

Strategy: Director of Technology will ensure the distribution of resources is similar and consistent between all district buildings.

Objective 4: USD 503 will provide adequate levels of support personnel to ensure technology environment is always accessible, current and maintained.

Strategy: USD 503 will provide a district level support team that will provide escalated technical support on an as needed basis.

Strategy: USD 503 will provide a building level contact as a 1<sup>st</sup> line of support for their respective buildings.

### 3b-1. Curriculum Integration Assessments

- Baseline data of student achievement will be established with Kansas State Assessments, (at their respective grade levels), Iowa Tests of Basic Skills, (ITBS) at grades 1,3,5,6,7,8, Second Grade Diagnostic Test, and Local Performance Assessments.
- In 2002-2003, a task force comprised of teachers, administrators, board members, district technology members, will examine software that correlates to Kansas Standards and supports the needs shown from student testing results, including integrated programs currently in place. The task force will then recommend guidelines for specific implementation of software to raise student achievement.
- Quantitative and qualitative data will be provided by annual assessments.

### 3c. Professional Development - Teachers and Administrators

Technology professional development includes multiple strategies, incentives, and resources. The technology professional development supports building level research based staff development plans, student learning objectives, and thus the goals and objectives of the schools' improvement plans.

#### **Technology Staff Development Goal**

**All USD 503 teaching staff will have access, knowledge, training and confidence to fluently deliver curriculum, utilizing technology in support of their learning goals.**

Objective 1: A wide range of introductory and ongoing training workshops/professional development opportunities will be made available to all district staff members on an annual basis.

Strategy: Professional development instruction will offer district in service points, college credit, stipends and/or technology devices as an incentive for staff participation.

Strategy: Partnering with Labette Community College, USD 503 will coordinate staff development opportunities, when appropriate, utilizing LCC's Innovative Instructional (Staff Development) Center.

Objective 2: Teacher One-on-One and teacher collaborative programs will be funded, supported and offered to all district staff members throughout the calendar year.

Strategy: District Staff Development Coordinator/Team will provide this level of professional development support and report to the School Board on an annual basis as to the integration and utilization increases noted at the various curriculum and application levels.

Objective 3: District's multiple Elementary environments will have similar technology objectives, usage approaches and assessment components.

Strategy: USD 503 will employ and support an Elementary Staff Development Coordinator to ensure similar technology objectives, usage approaches and assessment components are in effect at all district elementary buildings.

### 3c-1. Technology Professional Development Assessment

In 2000, the USD 503 faculty and staff completed the Profiler as a means of self assessment. We found that the results showed our staff either over-rated or under-rated themselves, lending us to move towards a performance assessment tool instead. Since that time, we have begun using the PT3 performance assessment developed by a team from Pittsburg State University and Pitsco Company of Pittsburg, Kansas. This online assessment test was developed to align with the National Technology Standards. In the 2001-2002 school year, our staff was paid a stipend for successful completion (20 of 24 standards met) of Phase I of the PT3 test, known in our district as UTMOST. For the 2002-2003 school year, teachers that were not assessed in Phase I will be, and teachers who previously completed Phase I will move on to Phase II. Once again, a stipend has been secured to pay those teachers for their technology performance.

Also, the faculty and staff of USD 503 took the TAGLIT online exam to provide data in conjunction with the Parsons administrators participation in the Kal-Tech program.

Finally, a new teacher evaluation form was created this past school year to be put into place for the 2002-2003 school year and used during the regular cycle of evaluations. There is a technology piece on the evaluation that will be used to evaluate teachers of their knowledge of the products and tools, their technology preparation of the lessons taught, how well they deliver the technology piece of the lesson, and what the benefits of using technology instruction for delivery are. The administrators will also be evaluated each year as to the implementation of technology within their buildings.