District Technology Plan



June 2013

USD 261
HAYSVILLE SCHOOLS

1745 WEST GRAND, HAYSVILLE, KS 67060 • PHONE 316.554.2200
WWW.USD261.COM

INTRODUCTION

The USD 261 technology plan is written in compliance with the Technology Plan Certification Process for the state of Kansas. Included in the Technology Plan Certification Process is this challenge: "that Kansas school districts examine their technology planning and efforts to integrate technology into classrooms in the light of their school improvement plans". The goals, objectives, and performance indicators listed in this plan have been written in accordance and alignment with the following:

- USD 261's Board of Education adopted policies
- USD 261's 2009-2014 Strategic Plan
- USD 261 Building and District school improvement initiatives
- National and State technology planning guidelines

Committee/Stakeholder Representation

Technology plays an important role in the day-to-day operations of the USD 261 school district. Technologies inside and outside the classroom support all USD 261 Strategic Plan goal areas. Therefore, the effective planning and implementation of technology initiatives is essential in supporting our district's improvement efforts and learning objectives. The following groups and individuals have provided vital input regarding the goals and objectives contained in this USD 261 technology plan. Without their contributions, a comprehensive technology plan that supports learning could not be created or implemented.

Guiding Coalition Instructional Technology Focus Group Members:

Amber Dougan	Elementary School Teacher	Rex Elementary School
Bruce Lolling	High School Teacher/Parent	Campus High School
Jeff Pacha	Middle School Teacher	Haysville Middle School
Jenn Call	Behavior Technician	Tri-City Day School
Jeremy Willig	High School Teacher	Campus High School
Jeremy Winter	High School Teacher	Haysville High School
Jodi Gerken	Library Teacher	Haysville West Middle School
Kari McGregor	Elementary School Teacher	Prairie Elementary School
Kim Forgey	Website Coordinator	USD 261
Krista Pottier	Pre-K – 12 Math Learning Facilitator	USD 261
Kristin Freed	Assistive Technology Coordinator	USD 261
Laura Rowley	Elementary School Teacher	Freeman Elementary
Lisa Cundiff	Director of Technology	USD 261
Mary Hunt	Learning Facilitator Pre-K-5	Oatville Elementary School
Olyvia Crum	High School Student	Campus High School
Penny Schuckman	Dir. of Learning Center/Baker University/Haysville Chamber	The Learning Center
Sally Holliday	Special Education Teacher	Prairie & Ruth Clark
Steve Crum	Technology Teacher/Parent/Haysville City Council	Nelson Elementary School
Teresa Tosh	Asst. Superintendent of Learning Services	USD 261

Building-level Instructional Technology Team Leaders:

Bruce Lolling	Teacher	Campus High School
Carol Omenski	Technology Teacher	Oatville Elementary
Crystal Smith	Teacher	Freeman Elementary
Danny Driskill	Technology Teacher	Ruth Clark Elementary
Ildo Martins	Principal/Parent	Haysville Middle School
Jenn Call	Behavior Technician	Tri-City Day School
Jetta Williams	Early Childhood Director	USD 261
Kari McGregor	Teacher	Prairie Elementary
Kelly Kennedy	Technology Teacher	Rex Elementary
Mark Foster	Principal	Haysville High School
Mike Maurer	Principal	Haysville Middle School
Roxie Brotsky	Administrator	Parents As Teachers
Steve Crum	Technology Teacher/Parent	Nelson Elementary

DISTRICT SUMMARY OF PROGRESS

The last USD 261 Instructional Technology Plan was BOE approved and submitted to the Kansas State Department of Education in June 2010. Since that time, many of the plan goals have been met or exceeded, and several are on-going or in progress. Previous USD 261 technology plans have detailed a three-tier model that included goals for increasing technology ACCESS, USE, and IMPACT by/for students and staff. This continues to be the model that provides the foundation for technology planning, with an overall target of *increased IMPACT on achievement as a result of the ACCESS to and USE of instructional technologies by students and staff in USD 261*.

On-site technology ACCESS for the approximately 5400 students in our district has continued to increase due a three-year rotation schedule for new teacher laptops and the addition of tablet devices. Every three years for the last nine years, new teacher laptops have been purchased, which has allowed staff computers to be refurbished and redistributed for student use. Each building has one or more stationary computer labs that are kept up-to-date, and additional labs have been added for student use in buildings as space permits. Additionally, access to interactive technologies has increased substantially since the writing of the previous technology plan.

Technology USE has increased as a result of greater access and ongoing efforts to provide support for instructional use through professional learning opportunities. The USE of Interactive technologies such as wireless boards and slates, student response systems and tablets has increased district wide. Building walk-through data is one means we use to determine that our technologies are being utilized.

Assessing the IMPACT of technology use is an on-going endeavor. Professional learning opportunities and support for the integration of technology have helped to ensure a return on our technology investment. Many infrastructure updates have been completed as a result of needs and goals that were established in the previous technology plan and through the district's planning efforts. Wi-Fi and bandwidth improvements that address growing demands by students and staff illustrate an ongoing commitment to ensuring that reliable Internet and network access is available throughout the district.

The greatest accomplishment for USD 261 since the deployment of the pervious technology plan is the fact that our district is no longer on corrective action. Since the 2009-10 school year, our district's enrollment has increased by more than 300 students and our free/reduced numbers have increased by 5.5 %. We believe that our efforts to improve instruction and increase student engagement have paid off, and that technology has played an important role in successfully addressing our learning goals and the needs of all students.

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.

USD 261 has implemented a variety of processes to ensure that the educational and administrative technology needs of the district are recognized and met. A district survey tool is utilized to collect data related to technology use by staff and students, to gather information for professional learning needs, and to seek input from parents. Data is gathered annually from staff and is collected from students either electronically or by way of a focus group. In addition, web-based applications allow usage statistics to be collected to help verify survey data. This data has proved particularly important in prioritizing expenditures due to budget cuts.

Walk-through data is collected on an ongoing basis through a common electronic form that is used district wide. The walk-through form allows for the gathering of information on instructional practices in the following areas: Thinking Levels, the Learning Environment, Instructional Planning, Instructional Strategies, Evidence of Student Engagement (which includes technology integration), and Classroom Support Staff use. The data collected is analyzed and used to drive improvement initiatives. As detailed in this plan, various methods are used to provide feedback to the staff, students, and patrons regarding the data that is collected. (See Appendix A-1)

In USD 261, a process is in place to guarantee that requests for technologies are aligned with district and building initiatives. One component of this process is the requirement that all staff be given an opportunity to have input regarding instructional technology acquisitions. It is important that the needs of all grade levels and content areas, including our youngest students and special education population, be represented through this process. In each building, this requirement can be met through PLC meetings, surveys, or other documented means. Each building has an Instructional Technology Team (iTech Team) that meets at least three times per year. Meeting dates, agendas, and minutes are collected and reviewed at the district level for alignment purposes and to ensure that proper support and channels of communication are in place.

Additionally, data from the district's Learning Center, building and district inservice events, and district-wide walk-throughs is used to implement and revise instructional technology initiatives. Research and development is also an important part of the technology decision-making process. With the rate at which technologies change and become obsolete, it is often beneficial to field test technologies before deployment. This approach allows us to continue working toward our current goals while gaining valuable information on new technologies and learning trends. A key component of any field test is analyzing the data that is gathered, and then using that data to drive decisions regarding currently deployed technologies in our district and also technologies and learning tools that will be considered for future initiatives. Technologies such as digital cameras, video cameras, tablets and other items can be checked out for review and use by teachers and technology team members. This helps as decisions are made at the building-level and promotes buy-in by the staff prior to requesting or purchasing technology items.

The USD 261 Guiding Coalition Instructional Technology Focus Group

In an effort to fully align district wide improvement and student success initiatives, the USD 261 Guiding Coalition (GC) Committee was created. This group meets regularly as a whole group to attend to improvement initiatives that are based on data gathered from walk-throughs, assessment results, and surveys. Five focus groups (MTSS Academic, MTSS Behavior, Instructional Technology, Professional Learning, and Assessment) comprised of members from the whole group and other individuals, work to plan and implement goals generated by the GC and GC focus groups. The Guiding Coalition Instructional Technology Focus Group uses a social contract for the group to ensure that meetings are productive and to support the district wide Capturing Kids' Hearts initiative. The iTech Focus Group is facilitated by the district's Director of Instructional Technology. During the meetings, members share activities, accomplishments, and concerns related to the instructional use of technology in USD 261. An important role of each iTech Focus Group member is communication. Members communicate information to and from their colleagues, administrators, and even students. Goals tied to actions are created, revised, or reviewed. A number of iTech Focus Group members also attend the Guiding Coalition whole group meetings to guarantee that communication and collaboration are embedded throughout the process. To further support the work of the group, an online Live Binder has been created to provide meeting agendas and notes along with other resources for the iTech Focus Group. (See Appendix A-2)

Building-Level Instructional Technology Guidelines

To ensure that a consistent process is utilized throughout the district, which includes six elementary schools, two middle schools, one high school, an alternative high school, a behavioral day school, an early childhood program and the Parents as Teachers program, the following *building-level iTech Team and iTech Plan guidelines* have been developed to assist building leaders and staff:

Building-Level Instructional Technology Teams

The purpose of a building level Instructional Technology Team is to provide support for the building's instructional program by planning for and implementing technology initiatives that impact student achievement. The role of an iTech Team member is to help establish a connection between technology and learning and/or instruction. It is best if the members of the team represent a blend of perspectives and abilities. Those who do not consider themselves to be "techie" can make important contributions.

Initially, the iTech Team will work to create or update the school's Instructional Technology Plan and will create/update an inventory of existing software/hardware available throughout the building. As district monies are made available, the team will solicit input and technology requests from staff members. Technology requests must be tied to the building tech plan, which is aligned with district technology and learning initiatives. All district and building requests are submitted using the electronic USD 261 iTech Request Form. Information from the iTech form is used to prioritize requests. Building funds can also be used throughout the year to address needs, but it is recommended that a process tied to the iTech Request Form (See Appendix A-3) and the iTech Plan be utilized. (For example, once all the district-level technologies have been purchased and deployed, a building administrator may choose to use building funds to fill additional requests.)

Building Level Instructional Tech Plans

The following guidelines and resources are in place to support the writing or updating of building level technology plans in USD 261:

- All goals/requests should relate back to building initiatives and/or district goals.
- The rationale section should contain brief, but pertinent information and/or data to support the goal/request (including the number of students who will be impacted by the initiative).
- The action plan should include the steps necessary to implement the goal, and should also address any additional resource requirements associated with the goal. (For example: personnel, estimated costs associated with the goal, etc.)
- Once the goal, rationale, and action plan sections have been completed, each goal should be prioritized according to its potential for impacting instruction/student achievement; with consideration also being given to the number of students impacted by the initiative.
- After prioritizing goals, the timeline and staff development/support sections are completed.
- Although each request is important to the individual or group making the request, it is not necessary to include every request in the plan. However, other possible options for acquiring what has been requested can be discussed. If teachers or departments are surveyed to determine needs, requests should be written in the form of a goal, and there should be an understanding of the importance of including rationale/data that is tied to student achievement to support the goal. Let the staff know how requests will be prioritized.
- Complete the building level software/hardware inventory prior to completing the tech plan. Often, software/equipment requests can be addressed simply by reallocating existing applications/equipment. If it is determined that there is software or hardware that is not being used and is not needed, please indicate that in the inventory so that it can be made available to other buildings.
- A sample iTech Plan and the iTech Plan template are available in the Instructional Technology area of our USD 261 website. (See Appendix A-4)

Assistive Tech Team
A district Assistive Technology Team is in place to address the needs of Special Education students. Input and recommendations from The Assistive Technology Team are considered as instructional technology plans are created/updated.

Additional Technology Needs Assessment Considerations
Technology decisions within the school district are driven by several other factors, including but not limited to the following:

- The district's Strategic Plan
- School Improvement Plan initiatives
- District, State, and National mandates
- National, state, and local statistics related to school technology access and use
- Technological advances
- Changes to district instructional programs
- Building-level Instructional Technology Teams and Plans
- Knowledge gained from staff participation in outside-the-district instructional technology workshops/trainings and conferences at local, state, and national levels
- Collaboration with other school districts
- National Educational Technology Standards

A summary of the most recent data collected from walk-throughs, assessments, surveys, strategic planning initiatives, and the other means detailed in this section provide the basis for the objectives outlined in the USD 261 Technology Plan. Student access to and use of technology continues to increase district-wide, but addressing the issue of outdated technologies, and keeping current inventory in good repair presents many challenges from both a fiscal and a support standpoint. In the fall of 2011, 33% of the 331 teachers surveyed reported that they had no computers in "good working order" for use by students in their classrooms, outside of a lab setting. In a November 2012 instructional technology survey, when asked about access to technology for students and teachers at the high school level, 21% of the 71 teacher respondents gave a fair or poor rating, and 15% listed "technology not working properly" as a reason for not integrating technology with their instruction. Walk-through data also suggests that goals related to technology access and use have not yet been fully met district wide.

A plan for the integration of tablets throughout the district and a Bring Your Own Device (BYOD) initiative at the secondary level will help to address the issue of aging technologies while continuing to increase access for all students. Although teachers are much more confident in their use of technology, evidence suggests that further support and professional learning is needed in order to transform how teachers plan for and deliver instruction using instructional technologies. One area that will continue to be a focus as new technologies and applications are deployed is digital citizenship. 89% of teachers surveyed district wide in the fall of 2011 reported that they "promoted and modeled digital citizenship and responsibility", yet in the spring of 2012, 58% of 219 teachers surveyed across the district indicated that they were unsure of school and district guidelines related to social media use at school. This serves to illustrate the need for ongoing support as teachers work to integrate the ever-expanding social media options into their instruction.

Professional learning opportunities are available for all staff, and efforts to meet the specific professional learning needs of classified and administrative staff will continue. The USD 261 Learning Center, Haysville Public Library, and district web site resources are utilized and will continue to be updated to better support parent and community understanding and use of technology.

DISTRICT TECHNOLOGY GOALS AND OBJECTIVES

The *District Technology Goals and Objectives* sections outline goals identified through federal requirements for Enhancing Education Through Technology/NCLB and E-rate. Within these sections, goals and objectives address the following areas: *Infrastructure*, *Curriculum*, and *Professional Development*. A means of assessing and monitoring progress for each of these areas is included. These sections reference computing devices and Bring Your Own Device (BYOD). Computing devices include but are not limited to desktop computers, laptop computers, netbook computers, tablets, e-readers, cell phones, and mp3 players.

All technology initiatives also align to the 2010 National Technology Plan. The Plan calls for *"applying the advanced technologies used in our daily personal and professional lives to our entire education system to improve student learning and accelerate and scale up the adoption of effective practices.*

INFRASTRUCTURE GOAL:

District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.

Infrastructure Objectives:

- Update servers and systems to support BYOD for middle and high school buildings by 2014.
- Update wireless networks in secondary schools by 2013 and all other buildings by 2015 to address the demand created by an increase in the availability and use of wireless devices district wide.
- By 2014, all buildings will have separate academic and administrative networks.
- By 2016, the USD 261 student to computer ratio (computers designated for student use and having Internet access) will remain at 2.0 or below for *district supplied devices*.
- By 2016, all CRT television devices to be replaced by LCD or compatible devices.

Networks and Cabling
Phone wiring consists of cat 5e wiring for future voice over IP systems. District computer networks consist of a combination of cat 5, 5e and cat 6 cabling. Cable video systems within all buildings utilize RG style coax using RG6 cabling. All schools are connected to the Administration Building through a wireless tower system. Building to building wireless speeds are currently running at 54 mps with a capacity of running 107 mps. Current wired network capacity is 100 mps from classrooms, offices, work centers, desks, or other locations to the nearest wiring closet, with backbone (closet to closet) running at 1000 mps. Phone wiring has been achieved using only 25% of available capacity of currently installed wiring. Cable video system wiring currently has no capacity limits based upon frequencies that are open by current vendor.

Broadband Internet Access
The school district is unique in the way it has addressed Internet access and networks in general. All district buildings (except for Tri-City Day School) have two completely independent internet connections and networks. One of the networks is called the "Administrative" network. The other is called the "Academic" network. The "Administrative" network handles network traffic from teachers, administrators, Business Office, staff, HVAC systems, Food Service, etc. The "Academic" network handles traffic generated from student based computers including, but not limited to, student computer labs, student computers in the classroom, AR computers, library computers, etc. Having this type of arrangement allows the district to have a backup internet circuit in all buildings and provides additional bandwidth for both networks along with a physical layer of security.
All schools in the district are connected to the Administration Building for accessing district servers. In conjunction with accessing servers, the Administration Building is the physical location for the administrative network internet connection. A DS3 connection is currently being used to connect the administrative computer network to the internet. The DS3 has the capacity of delivering 45 mps downstream and 15 mps upstream. Currently the district is utilizing 50 – 60% of the downstream bandwidth capacity.

Student Access to Computing Devices (Computer Count)
All staff computing devices (including teachers, administrators, staff, kitchen personnel, maintenance personnel, etc.) are considered administrative systems. Students typically do not have access to these systems. For this reason they are not included in the Student Access to Computing Devices (Computer Count). Computing Devices that are included in this count are typically always available for student access. These systems include, but are not limited to, computing devices in student labs, computing devices in libraries, computing devices in the classroom excluding the teacher's computing devices, etc.

The typical refreshing of systems to new technology is scheduled based upon available funds, vendor support, and priority of need. The historical refreshing cycle for computing devices for the school district is as follows:

Student computing devices	3-4 years
Staff/Administrators computing devices	4 years
Teacher computing devices	3 years
District servers	As Needed

Teacher computing devices have been scheduled to be refreshed every 3 years. The teacher computing devices that are taken off-line are re-conditioned and returned for student use.

The historical data indicates an average increase to the computer count of 11% per year over a 15 year period. To properly maintain up-to-date technology for students, regular refreshing of these systems is of utmost importance. The refresh rate for student systems is three to four years. As the number of computing devices used to calculate the Student Access to Computers (computer count) increases, the district faces an additional burden in respect to not only increasing the count, but updating and replacing systems that have already been included in the count. For this reason, the historical growth percentage of 14% will not be reflected in the projected five year future growth cycle.

The targeted Student Access to Computers (computer count) is to remain at 2.0 or below. District supplied computing devices will count on the Student Access to Computers (computer count). BYOD, or personal student devices will not count on the Student Access to Computers (computer count). Calculating the Student Access to Computers (computer count) index using the current enrollment figures (5252/2917) brings the index to 1.79. The systems added to the computer count do not take into consideration the more than 2500 systems that will need to be replaced or upgraded which are already part of the count. As always, external factors can and will affect the targeted growth rate. These factors include, but are not limited to, finance, vendors, personnel, etc. For example, an increase in the district's current technology budget, including monies for additional personnel, can and should increase the growth rate beyond the targeted projection, and vice versa.

Evaluating District Technology Infrastructure Goals and Objectives

To ensure that *district technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district,* the following goal assessment indicators have been established:

- Each year, USD 261 broadband internet capacity will be reviewed to ensure that it remains below 80% on all circuits, and if broadband internet capacity reaches above 80%, additional internet bandwidth of at least double the capacity being replaced will be recommended.
- As new facilities are constructed, networks and cabling will be installed and on-line upon completion of the construction. As buildings age and new technologies arise, it may become necessary to upgrade or completely replace networks and cabling in a building. This direction will be based on up and coming technologies, system requirements, the number of systems involved, cost, and feedback from building technology teams.
- An annual physical and electronic audit of cabling, network capacity, and related equipment will be performed by the Information Services Department as outlined in the district's five year Strategic Plan (2009-2014) for all district buildings. This audit will be conducted during the school year to assess any cable or equipment additions, deletions, or replacements. Any recommendations will be scheduled summer replacement of the same year so as to be in place for the fall school session starting in August. A report to the Board of Education will follow in the fall if any changes are made.
- The school district's Information Services Department receives monthly reports from its current ISP's that provide information on current utilization and bandwidth capacity. The district's IS department also utilizes its own set of tools and on-line based monitoring. A monthly meeting will occur to analyze the data and determine current broadband internet capacity. Any changes or corrections to any ISP services will be determined at this time.
- Building level Instructional Technology Teams and administration meet to determine how the existing re-conditioned teacher computing devices will be used to increase student technology access and/or replace outdated systems.

- A district count of computing devices is completed each year in the fall. Computing devices that are included in this count are typically always available for student access. Also, the annual state count of students (SO66) is compiled and completed in the fall. This count not only includes FTE numbers but headcount numbers as well. The Student Access to Computers (Computer Count) index is calculated by dividing these two figures ("number of students" / "number of computers"). The "number of students" figure is the adjusted headcount from the SO66 report. The Student Access to Computers (Computer Count) index number is available the fourth quarter of the calendar year.
- Survey results and other data from staff, students, and parents are conveyed to and from the iTech Guiding Coalition Group to drive future goals and objectives and to ensure that input from all constituents is considered as technology decisions are made and processes are implemented.
- Projection systems were purchased for all classroom teachers in 2004. For the last several years, new projection systems have been purchased to replace non-working systems on an as-needed basis. The information services department responds to requests for support to determine whether the device can be repaired or needs to be replaced. The same process will be used for the replacement of CRT TVs.

CURRICULUM INTEGRATION GOALS AND OBJECTIVES

Curriculum Integration Goal 1: Increase student achievement through the effective use of technology

Objectives:

- By 2016, all USD 261 students will meet or exceed AYP reading and math goals through technology integrated instruction.

- Engagement will increase for all USD 261 students through the use of differentiated instruction and available technologies by 2014.

- By 2014, access to a variety of student web-based portals will be available for use by elementary thru high-school students at home.

- By 2016 schools will approach a 1 to 1 technology student ratio thru BYOD and district provided resources.

Technology Integration and Engagement
Increasing student achievement is addressed through goals and objectives detailed in the most recent USD 261 Strategic Plan (2009-2014), KSDE Learning Network recommendations for USD 261, and by Theron Post (Baldrige Quality Program examiner with Partnerships to Achieve Performance Excellence). Having high-quality instructional technologies available for student and staff use is integral to the attainment of USD 261 achievement goals and objectives.

At the elementary level, multiple applications are available to help guide and enhance instruction. An upgrade to the newest version of SuccessMaker by Pearson Learning is providing engaging, individualized, and standards-aligned learning opportunities for USD 261 elementary students in the areas of reading and math. SuccessMaker is an interactive multimedia course designed to provide supplemental instruction and practice in essential and critical reading skills and fundamental math concepts.

The Accelerated Reading and Math programs by Renaissance Learning are also used extensively in the elementary schools for practice and individualized instruction. Several of the elementary schools have chosen to supplement instruction further through the use of applications such as, Read Naturally and Education City.

The availability of the Blackboard Course Management application at the high school level has enabled teachers to utilize an assortment of online tools for teaching and learning. Discovery Education's Video-on-Demand subscription is utilized to support instruction district-wide. Local hosting of the video content offers easy access without the worry of video streaming issues. Virtual Prescriptive Learning (VPL) is utilized at the middle school and high school levels to support instruction. A preK-12 subscription to the online Tumblebook library is available for use by students and staff during and after the school day. The NBC Learn virtual resources along with other research applications are available for use. The Destiny library

management system will be implemented in the fall of 2013 and will allow for anywhere login access to the application. A district Google Apps for Education account provides additional web-based tools for use by staff and students.

USD 261 defines "interactive technologies" as those technologies used by students to increase achievement through engagement. These types of tools provide opportunities for hands-on collaboration, research, and problem-solving. Interactive technologies in USD 261 include, but are not limited to interactive boards and slates (Mimio & Promethean products), student response systems, digital cameras, Flip video cameras, Apple iTouch devices, laptops, desktop PCs, net books, and most recently, tablet devices.

The Kansas Learning Network noted in its December 2009 needs analysis reported that USD 261 students need increased opportunities for using technology in the instructional process and for accessing materials that reflect diversity and differentiated support for learning needs. During the 2010-2011 school year, arrangements were made for all teachers and administrators to receive training in differentiated instruction. A follow-up inservice day was scheduled, which included an assignment designed to show evidence that transfer to the classroom had taken place. Additional follow-up is on-going.

USD 261's Campus High School was recently authorized to offer the prestigious International Baccalaureate Diploma program, and will begin offering classes in the fall of 2013. The International Baccalaureate program will offer an integrated approach to college preparation that including not only challenging coursework, but also a global perspective and awareness that will be critical to the success of students as they prepare for the changing and emerging careers of this century.

In November of 2008, a USD 261 Environmental Scan was conducted as a part of the Strategic Planning process. Scan results indicated that although a number of assessments are given within the district at all grade levels and for various purposes, the data could be put to better use for guiding instruction and assessing student needs and progress. As a result, in order to make data easier to access by staff and parents, the Data Manager application was created to work with the PowerSchool student management system. Data from State Assessments, past NWEA assessments, and other assessments is available through a password-required online portal. Currently, the Data Manager program is being enhanced to offer additional features to support access and use of district data by staff and parents.

Two separate Kansas 21st Century Community Learning Center grants fund summer and after school programs for students in grades K-5 for two of the six elementary schools and 6th-8th at the middle school level. The programs represent a joint partnership with the Haysville Activities Center. There is a small yearly fee for the 6-8th grade SPARK program and a $60 per month fee for the K-5th grade HOPE program, with scholarships available for families that meet the federal guidelines for free or reduced lunches. These programs promote academic achievement and provide enrichment opportunities for students. A wide variety of technologies are integrated into activities, including digital cameras, video equipment, laptops, iPads, student response systems, other interactive devices and various software/web-based applications.

Access for All (A4A) and BYOD

When the 2010 USD 261 technology plan was written, the focus of a 1:1 student to technology initiative revolved around laptops and netbooks, budget cuts were hitting Kansas schools, and the first iPad had just been released with a base price of $499 per device. Although it was clear from the beginning that the iPad would be a great tool for teaching and learning, the cost and uncertainties related to managing the devices led USD 261 to research other devices for instructional use along with the iPad. In 2011, after Amazon introduced their color 7-inch multi-touch Kindle Fire for $199, other high-quality reasonably priced tablets began emerge.

Collaborative meetings were held involving administration and staff, and the decision was made to begin field testing several different tablets in various settings throughout the district starting in the fall of 2012. The purpose of field testing would be to collect data to be used to drive future tablet decisions and to determine the most cost effective and easily supported solution for providing Internet ready device access for all classrooms. It was also decided that a BYOD initiative would be explored at the secondary level as a result of data indicating that 92% of USD 261 High School students already had mobile devices that could be used to access a Wi-Fi network. Based on data gathered from an earlier field test that began in the fall of 2011 in which Archos tablets were used by administrators and other staff for walk-throughs, updates to the wireless and network systems in the district were planned to ensure a positive user experience by students and staff accessing those systems on an increased basis.

The following field tests of tablets, management systems, and collaboration tools are currently being monitored in USD 261.

- Five Kindle Fire tablets are being used in the Parent's as Teachers (PAT) program.
- Five Kindle Fire tablets are in use by a PreK classroom at Ruth Clark Elementary since the fall of 2012.
- A BYOD/flipped classroom initiative is in place for the math department at Haysville Middle School. Edmodo, a free collaboration tool, is being used by students and teachers.
- Two carts of 20 Apple iPad were implemented for the 21st Century grant funded elementary after school HOPE program, one at Freeman and the other at Prairie. Apple Carts are also in place for the 21st Century grant funded middle level, SPARK program.
- A cart of 22 Samsung Galaxy 2 seven inch tablets has been deployed for use by students and staff at Haysville High School.
- Two of the Campus High School social studies classrooms have begun a BYOD hybrid initiative where students are allowed to bring their Internet ready devices and district devices (Samsung Galaxy 2 Tablets) are also available for student use. Classlink's Launchpad, a cloud based virtual desktop application, is being field tested as a tool to support BYOD at Campus High School. (See Appendix B-1)
- Six LearnPad tablets have been placed in a 3rd grade classroom at Prairie Elementary.

The devices being field-tested are both similar and unique. Most tablet devices were created with a single end-user in mind, so deploying multiple devices to be used by multiple users rather than assigned to individual students presented some challenges. A few of the field tests did not begin until the end of this school year, but all have yielded a great deal of information that will help advance USD 261's Access for All (A4A) and BYOD initiatives. Teachers and students were eager to use the devices, but decisions related to the use and management of the devices had to be researched in order for them to be easily deployed and supported. The same was true for the initiation of a BYOD program. The Guiding Coalition iTech team discussed deployment strategies. An informational presentation was made to the USD 261 Board of Education. Staff and student handbooks were updated to include guidelines for the use of personally owned devices on the district's network.

The Kindle Fires are great for younger students and easily managed with Amazon's Whispernet/Whispersync applications. The Samsung Galaxy tablets allow for easy integration of Google tools and the Launchpad virtual desktop application for older students. The LearnPad is purpose built for education with a web-based management system that requires little set up out of the box and uses QR codes to load settings and content. The iPad carts and Samsung Galaxy cart required more effort to set up, deploy and support at the district and classroom levels. Based on information gathered through the field tests, rather than the cart-based model of tablet deployment, a better model is to have 4-6 tablets available for use in each classroom. This model will be implemented at the elementary level and will also include BYOD classrooms at the secondary level to address possible equity issues for students who do not have or choose to use personally owned devices.

The teachers conducting the field tests consistently report, not surprisingly, that their students love using the tablets, which are being used in literacy and other centers, for research, skills practice, creating movies, and with district web-based learning applications. Early survey results also indicate that students are engaged and that the tablets are getting used on a regular basis. As funds permit and building technology plans are updated, additional tablet deployments will begin in the fall of 2013.

Curriculum Integration Goal 2: Ensure that students are technology literate by the end of the 8th Grade.

Objective:

- By the end of 8th grade, through technology enhanced instruction, all USD 261 students will be able to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

All USD 261 students in 1st-5th grade receive 30 minutes of technology instruction 2-3 times per week by a certified teacher using a computer curriculum that is aligned to the most current National Educational Technology Standards (NETS) for students (currently 2007). The elementary technology teachers use their lab settings to ensure that all USD 261 students are given a strong foundation for technology use. Classroom teachers are better able to focus on content for assignments utilizing

technology because students have the necessary technology skills. Furthermore, rather than having the responsibility of teaching information literacy skills, teachers simply integrate and reinforce these skills in their instruction. A web-based keyboarding program is used by the elementary technology teachers to practice and reinforce proper keyboarding skills, which is also a benefit to classroom teachers as they integrate technology with instruction. During this continuum of learning, students are progressing from simply learning to use technology to using technology to learn. (See Appendix B - 2)

All 6th-8th grade students are required to complete at least one computer course. Several factors are influencing technology use by students outside of computer classes. Access to computers and interactive technologies continues to improve. Wireless networks are in place to support the use of web-based applications. Due to the increased availability of web-based collaboration tools, professional development for staff is on-going in the area of digital information literacy.

Curriculum Integration Goal 3: Progress is being made toward fully integrating technology into the curriculum.

Objectives:

- By 2016, all USD 261 teachers will utilize a variety of student centered instructional resources and strategies to support 21st century learning.

- By 2016, substitute teachers will have the technology training and the access to technology necessary for continuity of student learning in case of teacher absence.

21st Century Student Centered Learning

The USD 261 goals and objectives detailed the 2009-14 Strategic Plan are written to support the vision of equipping learners with 21st Century Skills to achieve excellence in a continually-changing world. To fulfill this vision, progress must be made toward fully integrating technology into the curriculum. The Curriculum Integration Goal 3 objectives represent USD 261's movement toward leveraging the power of technology to reach all learners through active engagement.

The foundation for a formal academic walk-through process was initiated during the 2009-10 school year with the piloting of a new walk-thorough form. For the first three quarters of the school year, walk-through data was collected, compiled, and shared with the staff. The data that was collected represented a 'snapshot' of student and teacher classroom activities observed during the walk-throughs and included data on technology integration, student engagement, and classroom practice. The piloted walk-through form was revised to include additional Literacy First components and additional data points. Baseline data that has been gathered and analyzed from the district walk-throughs walk-throughs indicate that currently teachers are most comfortable having students participate in teacher-directed activities. Through better integration of technology, and as college and career ready standards are addressed, the goal is that walk-through data will illustrate a move to greater active student participation at higher thinking levels.

Instructional technology plans at the building level contain goals related to increasing student access to technology. Initially most of these goals were written toward obtaining a one-to-one laptop ratio. With the increasing array of instructional technologies available for student use, there is a new realization that the ultimate goal is to have access to a variety of technologies that address student learning needs. The focus is moving toward the delivery high-level student-centered, engaging instruction that calls for an assortment of instructional tools.

Each teacher has a laptop that is replaced every three years. Projection systems that have been ceiling-mounted if requested by the teacher, are available in classrooms. Other instructional technologies available for use in classrooms such as computers, interactive boards, student response systems, and document, digital and video cameras vary from building to building because access is based on the needs identified through building and district school improvement and technology planning initiatives. Most buildings have two or more computer labs available for use by teachers.

Having access to up-to-date technologies is the starting point, but planning for and delivering instruction that integrates technology requires not only a commitment on the part of the teachers, but also from administration and those whose job it is to train and support teachers in the effective use of technology. In December of 2012, 92% of 411 responding staff members agreed or strongly agreed with the following statement, "Student achievement can increase through the use of varied technologies." However, in May of 2013, USD 261 high school students were presented with the following statement, "In my

classes, time is spent using computers." Of the 424 students who responded, only 22% agreed or strongly agreed with the statement. This is the type of data that drives PLC and Guiding Coalition discussions and yields information that leads to action that will address needs related to the access and use of instructional technologies in our district. This data and these conversations will become even more critical as the Access for All and BYOD initiatives gain momentum in the district.

USD 261's website, www.usd261.com, has been designed to assist students, staff, and parents by providing up-to-date communication regarding school news and events and easy access to tools and resources that support learning. An instructional resource web site for Mimio is maintained to help teachers easily locate interactive lessons for use with their instruction. An instructional technology site and blog also support technology integration.

Training for Substitute Teachers
In USD 261, we believe that substitute teachers are an integral part of our instructional team. To help ensure their success and the success of our students, substitutes must go through a Substitute Orientation Certification process before being allowed to substitute. The orientation consists of presentations on behavior interventions, classroom management, our Automated Educational Substitute Operator (AESOP), and other topics. Substitute teachers can attend classes at the district's Learning Center free of charge to support their professional growth.

Teachers are reluctant to leave plans for substitute teachers that include the use of technology because they are not sure that our substitutes have received the training needed to be comfortable using the available technologies. In USD 261 strategies are being implemented to leverage the use of technology to increase the capacity of substitute teachers to engage students and impact learning when the teacher is away. Offering classes or an additional 'endorsement' specifically for substitutes with a focus on the technologies utilized in the district is one strategy. Asking building technology teams to consider what would be necessary at the building level to give substitute teachers access to the technologies they might be asked to use by a teacher during an absence is another. Teachers often have their laptops with them when they are gone, so each building could decide how to address that issue and also how to best support the use of technology by substitutes when a teacher has to be is absent. It is also possible that substitute teachers who become comfortable using certain instructional technologies such as projection systems, Mimio equipment, and other applications could have those skills listed in their 'profiles' in AESOP so that teachers seeking a substitute with those skills would be able to make that request and leave plans that include the use of technology. We are just exploring how this might work at this point, but believe it will empower our substitute teachers and increase engagement and learning for our students when their teachers are away from the classroom.

Evaluating Curriculum Integration:

To ensure that *student achievement is increased through the effective use of technology*, *all students are technology literate by the end of the 8th grade*, and *progress is being made toward fully integrating technology into the curriculum* the following goal assessment indicators have been established:

- Performance excellence indicators have been established to ensure that ongoing progress is evident for each of the USD 261 Strategic Plan goal areas.
- Walk-through data is collected, distributed and analyzed each quarter to check for progress in the area of technology integration.
- Annual instructional technology data is used to determine the degree/level of technology use by staff and students.
- During the 2009-10 school year, the Gallup Poll was administered to students throughout the district to establish a baseline measurement of student success in the areas of hope, engagement, and wellbeing. The Gallup Poll is administered to gather data in these areas, and through the district's Guiding Coalition Team, is used as a means of pursuing student success goals.
- Assessment teams have been established in each building to support the testing process. Professional Learning Communities (PLCs) analyze state assessment and other assessment data to determine areas of growth and also areas in need of improvement. The data is also examined by the district's Guiding Coalition Team.
- Grades are assigned by the elementary computer teachers for students based on their technology skills, attendance and participation.
- By 2015, a common assessment that addresses the College and Career Ready demands and aligns with the NETS will be given annually to all 2nd, 5th, and 8th grade students.

- At the middle school level, technology course grades and electronic portfolios are used as evidence that all students are technology literate by the end of 8th grade.
- The district's Guiding Coalition Team and building leadership teams meet regularly throughout the school year to discuss school improvement and accreditation initiatives, curriculum and instruction policy, curriculum revisions, textbook and resource adoptions and the addition of courses and/or programs.
- USD 261 requires that all substitute teachers complete the district's substitute orientation certification process in order to work as a substitute for the district.
- Login and usage data from web-based applications such as Discovery Education, Blackboard, and other instruction-related applications is examined each year.
- Differentiated Instruction follow-up training requires evidence of transfer to the classroom setting.
- An instructional technology inventory has been completed district-wide and is updated to track progress toward the interactive technology access objective.
- As new curriculum materials and web-based resources are recommended for district deployment, consideration will be given as to whether a school to home component is available as a part of the adoption.

PROFESSIONAL DEVELOPMENT GOALS AND OBJECTIVES

Professional Development Goal 1: Improve the capacity of teachers to plan for and deliver technology integrated instruction.

Objectives:

- By 2014, 100% of USD 261 teachers and their administrators will have completed training on utilizing technology to differentiate instruction.

- By 2016, 100% of USD 261 teachers and their administrators will be trained in the use of interactive technologies.

- By 2016, 100% of USD 261 teachers will be given time and support on an on-going basis for lesson development, skills practice, and collaboration to increase their technology integration skills.

USD 261 is fortunate to have many support mechanisms available to help teachers examine and improve their instructional practices. Six Literacy Resource Specialists (LRS) and two instructional support coaches (ISC) - one language arts for middle school and high school and one math for K-12 - to model instructional technology use and offer one-on-one and small group instructional training opportunities. They attend Professional Learning Community meetings to share ideas for engaging students and improving achievement. The LRSs and ISCs meet weekly with the USD 261 Learning Services Department to keep up-to-date regarding district events and initiatives, and to receive training and support. They create electronic resources for teachers to enhance technology integration and impact student learning. The rapport the LRSs and the ISCs have built with teachers has proved invaluable in advancing teachers' willingness to integrate technology.

Professional Learning for All (PL4L) monthly meetings are attended by administrators and the LRSs/ISCs for the purpose of enhancing their professional growth and development as instructional leaders. Administrators and other instructional leaders are encouraged to model technology use and other engagement strategies in their jobs. The PL4L sessions address a variety of topics, including best practice and offer hands-on time for using new and existing instructional technologies.

During the 2012-2013 school year, all grade level and subject area teachers met to deconstruct the new College and Career Ready Standards. Feedback from teachers consistently indicates that they want and need more time for technology training, hands-on practice, and technology integrated lesson development. Based on this feedback, all technology professional development planned at the district level includes time for hands-on exploration and practice. Building administrators are encouraged to structure their inservices to allow for practice and lesson development.

Professional Development Goal 2: Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

Objectives:

- By 2016, interactive technology resources that includes technology integration lesson examples, training videos, and other instructional technology support resources will be available to teachers will be enhanced.

- All USD 261 educators will have the skills to plan for and deliver instruction in which students are actively engaged in collaborative higher-order learning.

- All USD 261 educators will participate in Professional Learning Communities for the purpose of communicating best practices and collaborating to improve student achievement.

Perhaps the greatest asset in providing targeted on-demand professional development for all USD 261 staff is the district's Learning Center. The USD 261 Learning Center opened at full capacity in 2007 offering an array of interactive, differentiated, job-embedded, sustained and research-based learning opportunities. Talented and well-known presenters from both inside and outside the district have provided staff development on hundreds of topics for USD 261 staff and also participants from outside the district. (See Appendix C-1) The Learning Center is equipped with state of the art instructional technologies that allow for hands-on learning. Classes are offered for graduate credit through the Learning Center in partnership with Baker University. Online classes and distance learning opportunities are also available. Mentoring programs are facilitated by the Learning Center Director. A professional development library at the Learning Center is stocked with instructional books and other resources available for checkout.

Survey data shows that teachers are most comfortable using Microsoft Office applications in their jobs, followed by the Discovery Education (United Streaming) application and Mimio interactive software. As the CCR standards are implemented, PLCs will determine how learning to use technology and using technology to learn impacts how they plan for and deliver instruction to meet the CCR demands. This focus, along with support and better access to technology is designed to lead to better integration of engaging technologies and applications.

Each two years a new group of USD 261 teachers participate in a Leadership Academy designed to build leadership skills for teacher leaders and aspiring administrators. The topics are updated for each Academy. During the seven all day sessions, a variety of topics are presented by in-district staff, out-of-district guests, and former Leadership Academy participants. Book studies and hands-on activities allow for in-depth discussions and learning. (See Appendix C-2)

Beginning in the summer of 2012, a Summer Tech Camp was offered and will be offered each year. Summer Tech Camp consists of 24 half day sessions on a variety of engaging technology topics that teachers can use to increase student achievement. Facilitated application sessions are also offered to allow teachers to practice what they have learned and complete projects and lessons. (See Appendix C-3)

Professional Development Goal 3: Improve the capacity of classified staff to effectively use technology to fulfill their duties

Objectives:

- Each year, USD 261 classified staff will have opportunities to participate in technology workshops offered both face-to-face and online through the USD 261 Learning Center.

- By 2013, one Classified Leadership Academy strand will be completed and will be offered every three years thereafter.

We believe the classified staff at USD 261 are vital to the success of our students and instructional programs. We recognize the importance of technology literacy, training and support for all staff members. All classified staff members are welcome and encouraged to attend trainings and presentations at the district's Learning Center. As is the case with our certified staff, classified staff can gain professional development points or seek graduate credit through the Baker partnership by attending trainings and workshops at the Learning Center. Classified staff members are also encouraged to request trainings and presentations of topics that are relevant to their job assignments. A user group for administrative professionals in the district meets monthly to offer support and share information related to our student management system and other topics.

Twenty-five classified staff members attended the first USD 261 Classified Staff Leadership Academy in 2011-12. The seven days of presentations and activities, similar to the Teacher Leadership strands, were spread throughout the year and were designed to build leadership capacity that empowers our classified staff. Book studies and hands-on activities allowed for in-depth discussions and learning. The academy also provided opportunities for participants to communicate their needs related to the type of training and support they need in their jobs.

Evaluating Technology Professional Development:

To ensure that *the capacity of teachers to effectively plan for and deliver technology integrated instruction is improved and effective integration of technology through teacher training and curriculum development to establish replicable best practices is encouraged, and that the capacity of classified staff to effectively use technology to fulfill their duties is improved* the following goal assessment indicators have been established.

- New teacher, classified staff, and substitute teacher training is updated annually to reflect new initiatives or changes to instructional programs across the district.
- Data regarding training opportunities and attendance is kept by the Director of the Learning Center and shared in an annual report to the BOE and administrators. (See Appendix C-4)
- The USD 261 Learning Center tracks requests for professional development requests that are made through their web page.
- Inservice agendas are tied to building and district professional development goals.
- Professional development surveys and professional development evaluations are conducted after inservice days and for all courses offered through the USD 261 Learning Center.
- Reports from My Learning Plan (a web-based service for tracking Professional Development activities) are reviewed annually.
- District, building and individual Professional Development Plans are submitted for review by the USD 261 Guiding Coalition's Professional Learning Focus group.
- A focus on taking professional development activities to the impact level continues across the district.
- Performance excellence indicators have been established to ensure that ongoing progress is evident for each of the USD 261 Strategic Plan goal areas, which include professional development data points for both certified and classified staff.
- Walk-through data is collected, distributed and analyzed each quarter to check for progress in the area of technology integration and to drive professional development initiatives.
- The Professional Development Council conducts a yearly building level professional learning need assessment.
- All building-level instructional technology plans are updated annually and include professional development goals to impact student learning.

District Technology Plan Budget

School Year: 2013-14

Budget Area	Costs	Funding Sources with amount per Sources
Professional Development	$20,000	Professional Development
Telecommunications and Internet Access	$30,000	General and Supplemental General
Materials and Supplies (i.e. Software)	$140,000	General and Supplemental General
Equipment (i.e. Hardware)	$290,000	Supplemental General and Capital Outlay
Maintenance and Support	$140,000	General and Supplemental General
Other	$0	
Total	$620,000	

School Year: 2014-15

Budget Area	Costs	Funding Sources with amount per Sources
Professional Development	$20,000	Professional Development
Telecommunications and Internet Access	$30,000	General and Supplemental General
Materials and Supplies (i.e. Software)	$130,000	General and Supplemental General
Equipment (i.e. Hardware)	$295,000	Supplemental General and Capital Outlay
Maintenance and Support	$130,000	General and Supplemental General
Other	$0	
Total	$625,000	

School Year: 2015-16

Budget Area	Costs	Funding Sources with amount per Sources
Professional Development	$20,000	Professional Development Fund
Telecommunications and Internet Access	$30,000	General and Supplemental General
Materials and Supplies (i.e. Software)	$140,000	General and Supplemental General
Equipment (i.e. Hardware)	$300,000	Supplemental General and Capital Outlay
Maintenance and Support	$140,000	General and Supplemental General
Other	$0	
Total	$630,000	

Appendix A-1

USD 261 Electronic Walk-Through Form

USD 261

Haysville Academic Walk Through Form

updated 7-10

Observer:	**Teacher:**	**Building**
Date:	**Number of Students:**	☐ Campus
Grade:	**Subject:**	☐ HAHS
Task students are doing (link to thinking level):		☐ Haysville Middle
		☐ Haysville West
		☐ Freeman

Thinking Level
☐ Level 1: Knowledge/Comprehension
☐ Level 2: Application/Analysis
☐ Level 3: Synthesis/Evaluation

Learning Environment		
☐ Emotionally safe	☐ Walls that Teach/Word Wall	
☐ Evidence of student learning		

Instructional Planning		
☐ Complete objective posted	☐ Activate Prior Knowledge	☐ Gradual Release: Me
☐ ALT evident	☐ Teacher Input	☐ Gradual Release: We
☐ Differentiation: Tiering	☐ Student Active Particpation	☐ Gradual Release: Two
	☐ Individual Student Success	☐ Gradual Release: You

Instructional Strategies		
☐ 9: Identify similarities & differences	☐ 9: Represent knowledge in multiple ways	☐ 9: Use cues, questions & advance organizers
☐ 9: Summarize & take notes	☐ 9: Cooperative learning	☐ 9: Generate & test hypothesis
☐ 9: Reinforce effort & provide recognition	☐ 9: Set objectives & provide continuous feedback	☐ 9: Use homework & practice opportunities
☐ Critical thinking/problem solving activities	☐ Questioning that requires students to go deeper	☐ Word study/Vocabulary instruction

Evidence of Student Engagement		
☐ MI: Interpersonal	☐ Tech Integration: Embedded into instruction	☐ Stdts shared what they are doing
☐ MI: Intrapersonal	☐ Tech Integration: Utilized by student	☐ Stdts shared relevance
☐ MI: Visual-Spatial		☐ Resources: Manipulatives
☐ MI: Verbal-Linguistic	☐ Tech Integration: Utilized by teacher	☐ Resources: Worksheets
☐ MI: Logical-Mathematical		☐ Resources: Textbooks
☐ MI: Bodily-Kinesthetic	☐ Tech Integration: Available	☐ Resources: Supplemental
☐ MI: Musical-Rhythmic		

Classroom Support Staff	
☐ CoTeaching: Station	☐ CoTeaching: Remediation or Extension
☐ CoTeaching: Parallel	☐ CoTeaching: Not related to student learning
☐ CoTeaching: Supplemental	

Appendix A-2

Sample Guiding Coalition iTech Focus Group Agenda/Minutes and Live Binder Screen Shot

USD 261 Guiding Coalition - Instructional Technology Focus Group Meeting
September 6, 2012 (12:00 – 3:00)

1. Social Contract: Agreement as to how we are going to treat each other in our group.
   - As you think about the social contracts that you have helped create, what are the common themes or characteristics about how we all want to behave and be treated? What perspectives will be important to consider as we work together? Paradoxical Intention: What things might cause our group to fail?
     Our iTech GC Focus Group Contract: Trust, respect, agree to disagree, forgive, seek to understand other perspectives

     Introductions and Good Things Going on with Technology and Instruction: *Jeremy*: LaunchPad @ CHS, *Steve*: New lab computers, *Sally*: Promethean's at RC, *Bruce*: Samsung Galaxy Tab, *Amber*: Mimio is getting used, *Jenn*: Mimio equipment is used, *Andi*: Mimio – 100% of classrooms, *Laura*: Krista's Everyday Math Lessons, *Teresa*: conversations about the impact of technology on kids and learning, *Jodi*: online library system and computers—Mimio being used, *Krista*: ED Math interactive lessons and new teaching staff is excited about tech, and a long term sub is using a Mimio pad, *Jeff*: Mimio votes, *Kim*: New PowerSchool features, iPad, Keven M. is helping staff to get on board, *Kristin*: SpEd tudents using tablet devices very empowering for them.
2. Needs List:
   - Thoughts for consideration
     a) Systems for letting all staff know where to go when they need help—what is the process? *Jeremy, Lisa*
     b) Possible button/form on web site know who to contact – *Kim, Lisa*
     c) Need additional tech support, Jeremy's tech students at CHS can help with tech support if we can get that coordinated -*Jeremy*
     d) How are we collecting data to support the need for additional help? *Lisa*
     e) Process for each building, web form, bottom up communication help. *Kim, Lisa, Jeremy*
     f) Hearing impaired students have new FM system—needs help at Nelson, parent issue – must have access for all. *Kristin*
     g) ED Math online site has been slow—Krista is working on it. Internet issues. *Krista*
     h) Missing cords for several laptops at HHS. *Lisa*
3. Agenda:
   - Back-2-School Tech Talk/Updates (Admin Cabinet Mtg. Handout)
     - AFA/BYOD
       - Flipping the Classroom with BYOD at HMS (math), kids are watching videos in the evenings to change what happens in class during the day. Access to technology and internet access are critical to the success of a BYOD initiative. Students use labs during and other computers during the day. Issues – labs must be functional, not every app works with the videos, using Edmodo, are YouTube videos and others blocked? Students are not required to bring a device. Have sent permission/AUP policies home with kids. Is the return worth the effort?
       - Current BOE Policy (Handout)
       - Possible addition to School Handbooks: *Personally owned Internet devices such as, smart phones, laptops, and tablets may be used by staff and students during the school day as approved by administration and in accordance with the Haysville Public Schools' Acceptable Use Policy guidelines. Students who do not have access to a personal device to use as part of an instructional program or lesson will not be penalized and alternate modes of participation will be available.*
       - ClassLink's LaunchPad: http://help.classlink.com/#home
4. What are our goals for this group for this year? What is our common vision? What do we hope to accomplish?
   - District Technology Plan
     - Existing Plan
     - New Plan
   - Building Technology:
     - Tech Plans and Teams
     - Processes/Procedures for technology requests: software, hardware, and other initiatives – Instructional Innovation
     - Tech Support

- Instructional/Professional Learning: Learning Services Live Binder (Located in *Staff* area of web site.
- Hardware/Infrastructure

5. Next Meeting (Oct 4th) Agenda Items:
   - District Technology Plan
   - A4A (Access for All) Updates
   - Tech Talk: Common Core, College & Career Readiness, Tech Curriculum Alignment
6. Action Items:
   - Continue to implement BYOD and A4A field tests in the district
   - Collect data and create resources so that successful initiatives can be replicated
   - Follow-up for items from needs list

Screen shot: Guiding Coalition iTech Focus Group - Live Binder Resources



Appendix A-3

Building Level Electronic iTech Request Form

USD #261 Instructional Technology Request Form

Name Date Position/Building Assignment

Have you discussed this instructional technology request with an administrator/tech team leader? ☐ Yes ☐ No Request Description

Provide Rationale for your request that is tied to one or more building and/or district goals that relate to school improvement, student achievement, and/or the USD #261 Strategic Plan. (What will you do with the requested item(s) to directly support the instructional program?) How many students will be impacted by the implementation of the requested instructional technology? How will the requested instructional technology be used with at-risk/low achieving students? Are departmental funds available for this request?

Is this request to upgrade or replace an existing piece of equipment or software? ☐ Yes ☐ No If yes, what are you unable to do with the equipment or software that you currently have available?

What is the level of urgency and/or desired timeline for this request?

What is the action plan for implementation of this request (training/staff development, set up, installation, etc.)? Be as specific as possible.

Are you aware of any on-going expenses that may be associated with this request (subscription fees, maintenance, etc)?

Additional comments/questions:

Appendix A-4

Building Level Technology Plan Template

Insert Your School's Name | Building Technology Plan | Updated:

Add your school's mission, school improvement goals, instructional plan, and/or student achievement initiatives to this area.

The goal should be broad and general – related to the overall instructional picture

What will the goal look like in action? How will you reach the goal? (There may be several steps.)

Are there technical or professional learning needs related to the goal and action plan? Are there ongoing needs in the way of funding or other support? Who will provide the support?

Goal	Rationale	Action Plan	Timeline	Staff Development/Support	Results
Increase student engagement through technology enhanced instruction	Student engagement can impact achievement, attendance, higher order thinking, and retention of learning.	**Provide access to technology for all students:** 1. Implement a BYOD initiative: • Begin with XYZ Dept/grade level			

Why is the goal important? How will it change or impact teaching and learning?

What is the proposed timeline for implementation of the goal?

A narrative of progress or completion related to the goal.

Appendix B-1

BYOD Informational Brochure

The Benefits of BYOD?

1. *Technology can help change the way instruction takes place.*
2. *Students have access to their technology, no matter where they are.*
3. *Reduced learning curve since students are familiar with their technology.*
4. *Provides guidance and mentorship for responsible use of technology.*



Why Change?

In 2010 the U.S. Department of Education introduced the National Education Technology Plan.

The Plan calls for *"applying the advanced technologies used in our daily personal and professional lives to our entire education system to improve student learning and accelerate and scale up the adoption of effective practices."*

Guidelines for BYOD devices



Use of personal devices during the school day is at the discretion of teachers and staff. Students must use devices as directed by their teacher.

- The primary purpose for the use of personal devices at school is educational. Use for personal reasons is secondary.
- The use of a personal device is not to be a distraction in any way to teachers or students. Devices must not disrupt class in any way.
- The use of personal devices falls under Haysville Public Schools' *Acceptable Use Policy*, found in the student handbook
- Students are encouraged to follow school policy when using devices outside of their classroom.

Possible Consequences for Inappropriate Use

1. Disciplinary Referral resulting in ISS or OSS
2. Student may be asked to surrender device
3. Repeat offenders will face escalating consequences

Haysville USD 261
1745 W. Grand
Haysville, KS 67060
Phone: 316-554-2200

Haysville Public Schools
2012 Initiative

Bring Your Own Device

BYOD Information for Haysville Public Schools

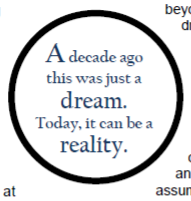
USD 261 HAYSVILLE



What is BYOD?

"**B**ring **Y**our **O**wn **D**evice" (BYOD) is simply a program where staff and students can bring their own personal computing devices on campus and connect them to the school's wireless network to access the Internet.

Our students are living in a world where they have immediate access to information anytime and anywhere. Many students have personally owned devices in their pockets that can be used to allow them to learn in their own style and at their own pace. With digital learning, every student can access high quality and rigorous instruction in every subject, which, maximizes their opportunity for success in school and beyond. A decade ago this was just a dream. Today, it can be a reality.



Online collaboration, access to resources, and effective use of the Internet are increasingly becoming essentials that students need to meet the challenges of today's classroom and tomorrow's workplace. Mobile devices give students opportunities to choose when, how, and where they want to learn. They can assume the responsibility for directing their learning while guided by their classroom teacher.

What is a BYO Device?

Students can bring the following devices for use in the classroom:

- *laptop computers*
- *netbook computers*
- *tablets*
- *eReaders*
- *MP3 players*
- *cell phones*



FAQ Overview

For Students:

I don't have my own electronic communication device to bring to school. Will I be penalized or miss out on instruction?

No, it is not mandatory for students to bring a device. Keep in mind that learning can be enhanced greatly for the entire class even if only a handful of students have a device!

I am bringing a device to school for instructional purposes. Will I have access to things they normally do with district equipment?

Yes, BYOD will start out by supplementing the school district's ongoing and current technologies.

I have my device with me in class. How do I get on the Internet?

The school district's wireless network will be open for BYO Devices to connect to the Internet. Students connecting to the school's wireless network must have a signed Acceptable Use Policy on file in the office. Students electing to use a cellular 3G or 4G data connection will be responsible for any cost to their data plan.

Are students and teachers still bound to district technology ethics policies and guidelines if they bring devices in to use at school?

Yes. The same policies and guidelines apply to personal computing devices as to district-purchased computers and devices.

What software will need to be purchased for BYOD?

No software needs to be purchased. Students will be accessing district web-based applications.

For Parents:

Who pays for the technology brought to school?

These devices are owned by and remain the property of the student/family.

Who is responsible for any repairs or updating to personal computing devices?

Students and/or their families are responsible for their personal computing devices at all times. Haysville Public Schools does not have the technology support staff to repair or update personal computing devices.

Who is responsible for damage, loss, or theft of devices your child brings to school?

Families must stress the responsibilities their children have when bringing their own computing devices to school. Any devices students bring to school are their sole responsibility. Haysville Public Schools takes no responsibility to search for lost or stolen devices, nor is there any assumption of financial responsibility by the district for damaged, lost or stolen personal computing devices.

Will the family need to have Internet access at home?

No, however, it would be helpful, to have some form of Internet access (wired or wireless) in order for a student to make full use of school resources from home, as well the multitude of resources available on the World Wide Web. But, it is not required in order for a student to use a personal computing device at school.

For Complete and Updated BYOD FAQ's visit:
www.usd261.com/byod/

Appendix B-2

Course: USD 261 Elementary Technology

District Adopted Materials:
Keyboarding for Kids (Ellsworth Publishing), Success Maker (Pearson), Star Math and Star Reading (Renaissance Place)

Standard 1 - **Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. applies existing knowledge to generate new ideas, products, or processes.	Application		I	R	M	M	
• identifies parts of a toolbar, cut/paste, save/save as, formatting, undo etc.							
• demonstrates how to insert/delete graphics							
B. creates original works as a means of personal or group expression.	Application			I	R	M	
• creates documents in Word							
• creates documents in Power Point							
• creates documents in Excel							
C. uses models and simulations to explore complex systems and issues.	Knowledge				I	R	
D. identifies trends and forecast possibilities.	Knowledge			I	I	R	
• keeps up with current technology and its application							
							3 hours total

Standard 2 – **Communication and Collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media.	Synthesis	I	I	R	R	R	
• utilizes Microsoft Word, Excel, and PowerPoint							
• saves and prints documents							
B. communicates information and ideas effectively to multiple audiences using a variety of media and formats	Synthesis		I	I	R	R	
• identifies communication tools terms							
• discusses communication with others using email							
C. develops cultural understanding and global awareness by engaging with learners of other cultures	Synthesis					I	
D. contributes to project teams to produce original works or solve problems	Synthesis				I	R	
							2 hours total

Standard 3 – **Research and Information Fluency**: Students apply digital tools to gather, evaluate, and use information.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. plans strategies to guide inquiry.	Application			I	R	R	
• explains basic terms related to the Internet.							
• uses the Internet as a research tool.							
B. locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media.	Analysis				I	R	
• navigates the Internet using Bookmarks, search engine, menu bar and links.							
• uses the Internet as a research tool.							
C. evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.	Evaluation				I	R	
• discusses websites for content, bias, appropriateness.							
D. processes data and report results.	Process					I	
• discusses websites for content, bias, appropriateness.							
							2 hours total

Standard 4 – **Critical Thinking, Problem Solving, and Decision Making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. identifies and defines authentic problems and significant questions for investigation.	Comprehension			I	R	R	
B. plans and manages activities to develop a solution or complete a project.	Synthesis				I	R	
C. collects and analyzes data to identify solutions and/or make informed decisions.	Evaluation				I	R	
D. uses multiple processes and diverse perspectives to explore alternative solutions.	Synthesis					I	
E. uses Star Math/Reading to test skills 3-5 times a year	Evaluation	I	R	R	R	R	5 hours
F. utilizes Success Maker to assess/teach math/reading skills individually	Application	25	20	15	10	10	10 Hrs per gr.

Standard 5 – **Digital Citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. advocates and practices safe, legal, and responsible use of information and technology.	Comprehension		I	R	M	M	
• follows the Districts Guidelines for the use of							

technology. • recognizes and understands the copyright icons, trade icons, and site resources. • practices security/safety measures when accessing the network.							
B. exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity. • respects others' ideas and information. • works cooperatively with peers using the computers. • discusses communication with others using email.	Applications		I	R	M	M	
C. demonstrates personal responsibility for lifelong learning. • maintains clean hands when using the computer. • leaves the computer and workspace in a neat fashion for the next user. • understands the copyright policy, citations, and plagiarism. • uses the internet as a curriculum research tool	Evaluations	I	I	R	M	M	
D. exhibits leadership for digital citizenship. • works cooperatively with peers using the computers. • discusses websites for content, bias, appropriateness, etc.	Evaluations		I	R	M	M	
							2 hours

Standard 6 – **Technology Operations and Concepts**: Students demonstrate a sound understanding of technology concepts, systems, and operations.

Sequence

Indicators The student…	**Blooms**	**1**	**2**	**3**	**4**	**5**	**Teaching Time**
A. understands and uses technology systems. • identifies and names the parts of the computer such as CPU, monitor, printer, mouse, and keyboard. • interacts with programs using keyboard and mouse. • demonstrates start, shutdown, and restart computer • works with windows, icons, and menus/ close, drag, resize, and scroll. • communicates about technology using developmentally appropriate and accurate terminology.	Analysis	I	I/R	M	M	M	
B. selects and uses applications effectively and productively. • interacts with programs using keyboard and mouse. • demonstrates start, shutdown, and restart computer	Application	I	I	R	M	M	

• works with windows, icons, and menus/ close, drag, resize, and scroll. • communicates about technology using developmentally appropriate and accurate terminology. • prints documents • identifies/types letters and numbers on keyboard • identifies and utilizes home row. • practices formal keyboarding instructions (Keyboarding for Kids) • uses special keys: delete, shift, caps lock, space bar, arrow keys, tab, and return/enter • knows keyboard shortcuts for menu commands • uses quotation mark, comma, exclamation, apostrophe, colon, semi-colon • saves and retrieves a file.							
C. troubleshooting applications.	Analysis	I	R		R	R	
D. transfers current knowledge to learning of new technologies. • knows keyboard shortcuts for menu commands	Synthesis				R	R	
							12 hours

Appendix C-1

2011-12 USD 261 Learning Center Trainings & Presentations

Presenter(s)	*Presentation*	*Dates*	*Hours*	*# of In District Participants*	*# of Out Of District Participants*
Jason Soupene, Lisa Cundiff	Photoshop Tips & Tricks	7/6	7	15	6
Karla Brown	Common Sense Math	7/7	7	5	2
Keven McDonald	PowerTeacher Gradebook: Taking It To The Web	7/11	7	16	0
Shauna Tinich	Dinah Zike-Foldables	7/12	7	15	1
Life Saver Learning	CPR/AED Certification	7/13	3	4	1
Kay Bratt	First Aid/CPR Training	7/6	6	6	0
Kay Bratt	First Aid/CPR Training	7/7	6	6	0
Kay Bratt	First Aid/CPR Training	7/11	5.5	6	0
Kay Bratt	First Aid/CPR Training	7/12	5.5	6	0
Kay Bratt	First Aid/CPR Training	7/14	5.5	12	0
Amy Cheney	Social Networking for the 21st Century	7/19	7	11	0
Linda Long & Lisa McKeown	Love & Logic For Teachers	7/20	8	6	3
Krista Pottier	The Bag Ladies Creation - Make & Take	7/26	8	10	4
Karla Brown	Common Sense Math	7/27, 7/28	14	7	1
Kay Bratt	First Aid/CPR Training	8/2	6.5	12	0
Kay Bratt	First Aid/CPR Training	8/3	6.5	12	0
Schuckman, Tosh, Pottier, Ennis, Moore	Mentor Training	8/3	3	12	0
Multiple Presenters	New Administrator Orientation	8/5	4	8	0
Clagg, Womack, Tosh, Schuckman	Substitute Orientation	8/10	4	40	0
Karon Waters, Lisa McKeown	Mandt Training	8/3	6.5	9	0
Kateri Grillot	DQC Program Training For Data Coord./Data Entry	8/22	8	31	0
Kateri Grillot	DQC Program Training For Data Coord./Data Entry	8/23	8	31	0
Kateri Grillot	KIDS New Staff Training	8/24	8	9	3
National Seminar's Webinar	Creating A Facebook Page For Your Organization	8/24	1.5	2	0
National Seminar's Webinar	How To Conduct Effective Interviews	8/25	1.5	1	0
KSDE Webinar	DQC Webinar	8/26	1.5	1	0
Jeff White	Scan Tron Training	8/29	6.5	34	0
Jeff White	Scan Tron Training	8/30	6.5	21	0
National Seminar's Webinar	Breaking Bad Communication Habits	8/30	1.5	3	0
Multiple Presenters	New Administrator Orientation	8/29	4	8	8
Leann Todd	Digital Text & Infinitext	9/6	3.5	6	0
Reed, Potillo, Trotter, Wassinger, Means	PreK-2 Literacy First Make-Up	9/6	7	14	0
Keven McDonald	PowerTeacher Gradebook: Taking It To The Web	9/7	7	21	0
Multiple Presenters	New Administrator Orientation	9/7	3.75	8	0
Pearson Consultant	Pearson Science Training	9/8	7.5	9	0
Linda Powers	Literacy First Administrator Training	9/12	7	15	4
National Seminar's Webinar	Customer Service The Disney Way	9/9	1.5	1	0

Kim Forgey, Keven McDonald	THUG Power School User's Group	9/13	2.5	22	0
Kateri Grillot	DQC Program Training for Adminss	9/13	6	2	3
Keven McDonald	PowerSchool Administrator Training	9/15	7	7	6
Lisa Cundiff	Website Creation For Educators	9/15	7	11	0
Lisa Cundiff, Krista Pottier	Mimio Interactive Training	9/28	7	19	0
Tosh, Schuckman, Yorgensen, Wehkamp, Cundiff, Estelle	New Teacher Initiative Training	9/21	7	31	0
Krista Pottier	After School Mimio 9/22, 9/29, 10/6		6	6	2
Multiple Presenters	Leadership Academy 9/29, 10/27, 11/17, 12/8, 1/26, 2/23, 4/19		21	25	0
KIC Regional	Dave Hohulin	10/4	2	1	14
Lee Pernice	Microsoft Office Suite	10/5	7	17	0
National Seminar's Webinar	The Extraordinary Benefits of Positive Thinking & Self-Talk	10/10	1.5	1	0
LRS's	Literacy Frist PreK-2	10/11	7	15	0
Tosh, Schuckman, Cundiff, Cezar	MTSS District Guiding Coalition	10/6	6	38	0
Lisa Cundiff, Krista Pottier	Mimio Interactive Training	10/10	7	7	0
Kim Forgey, Keven McDonald	THUG Power School User's Group	10/11	2.5	13	0
Janelle Moore	Classroom Mgmt The Fred Jones Way	10/12	7	26	0
John Doern	IBB Training	10/12	7	10	0
Gina Lee	Food Safety Basics	10/12	3	50	0
LRS's	Literacy First Grades 3-5	10/13	7	10	0
Kay Bratt	First Aide/CPR	10/14	3	7	0
Pearson Consultant	Elementary Music Follow Up	10/14	3	5	0
Lisa Cundiff	Live Binders: Your 3 Ring Binder for the Web!	10/26	7	10	0
Krista Pottier & Lisa Cundiff	Mimio Interactive Training	10/25	7	10	1
Life Saver Learning	CPR/AED Certification	10/21	3	13	6
Janet Ennis, Janelle Moore	Literacy First Secondary Training	10/31	6.75	16	0
Multiple Presenters	MTSS District Guiding Coalition	11/3	7	35	0
Lisa Cundiff	Digital Photography for Educators Part I	11/2	7	21	0
Krista Pottier, Lisa Cundiff	Secondary After School Mimio 10/26, 11/2, 11/9, 11/16		6	15	0
LRS's	Literacy First PreK - 2	11/8	7	22	0
Kim Forgey	THUG Power School User's Group	11/8	2.5	15	0
Teresa Tosh	Common Core Standards	11/9	7	28	0
Penny Schuckman	Differentiated Instruction	11/10	6	9	0
Bill Blokker, Deb Whitfill	Literacy First Administrator Training	11/14	7	26	0
Linda Powers	Lit. 1st Secondary Admin Training	11/15	7	22	3
Chris Asmussen	Blackboard For The Classroom	11/15	7	14	0
Shauna Tinich	Dinah Zike-Foldables	11/16	7	15	3
LRS's	Pre-K Literacy First Training	11/16	7	23	0
Everyday Math Trainer	Everyday Math Administrative Training	11/17	4	1	3
Lisa McKeown	Mandt Training	11/17	4	4	0
Lisa McKeown	Mandt Training	11/18	8	3	0
Lisa Cundiff	Digital Photography for Educators Part I	11/29	7	9	0
Ginger Lewman	Project Based Learning: A Recipe For Life Practice	11/30	7	17	0
KITS	Early Childhood COSF/ECO Training	12/2	3.5	12	0
Janelle Moore, Janet Ennis	Literacy First Secondary Training - New Teachers	12/5	6.75	16	0

LRS's	Literacy First PreK - 2	12/6	7	8	0
Christy Long, Lisa Cundiff	All Day Kindergarten	12/7	3	7	5
Janelle Moore	Making The Most Of United Streaming	12/7	7	22	2
Krista Pottier	Everyday Math	12/7	5.5	1	16
Janet Ennis, Janelle Moore	Literacy First - Next Steps	12/14	7	14	0
Multiple Presenters	Guiding Coalition	12/14	7	31	0
LRS's	Literacy First Grades 3-5	1/10	7	13	0
Brad McCoy	Coaching Greatness 1/12, 1/13		15	44	0
Kay Bratt	CPR/AED Certification	1/13	7	12	0
Dawn Womack, Penny Schuckman, Krista Pottier	Substitute Orientation	1/17	4	0	38
Gail Bauer	My Student/Child Has Asperger's Syndrome: Now What Do I Do?	1/12	7	38	2
Barb Mistelske	Literacy First PreK Training	1/18	7	22	0
Webinar	Gallup Student Poll	1/19	7	20	0
Krista Pottier	Mimio Interactive Training	1/19	7	13	0
Lisa Cundiff	Mimio Interactive Training For Subs	1/19	7	0	8
Linda Powers	Literacy First Administrator Training	1/23	7	15	4
Noel Adamson	PRAXIS Exam Practice 1/11, 1/18, 1/25		6	4	4
Janelle Moore, Janet Ennis	Lit.1st Secondary - New Teachers	1/30	6.75	17	0
Lisa Cundiff	Digital Photography for Educators Pt. II	1/25	7	18	0
Teresa Tosh	Reading & Math CC Standards	1/31	7	0	6
Teresa Tosh	MTSS District Guiding Coalition	2/2	7	34	0
Krista Pottier & Lisa Cundiff	Mimio Interactive Training	2/1	7	17	0
Webinar	Gallup Student Poll	1/26	7	20	0
Teresa Tosh	Principal/Inst. Facilitator Training	2/6	3	25	0
Gina Marx & Joan Hearne	Leadership Coaching for High Performance 2/9, 2/10, 2/23, 2/24		28	1	19
Janet Ennis	A Key To Academic Success - Vocabulary & Word Work	2/1	7	24	4
Janelle Moore & Lisa Cundiff	Making The Most Of United Streaming	2/7	7	12	0
Gayle Nelson	Belonging: Including Support Staff In The General Education Classroom	2/8	7	6	1
Darla Smith	Peer Review of Building Plans	2/15	3	9	0
Cindy Sherman	Roots To Resources	2/14	7	12	0
Dave Hohulin, Peg Childs	KIC Regional	2/16	2	1	13
David Herbert, Kim Forgey	THUG Power School User's Group	2/21	2.5	15	0
Lisa Cundiff	Internet Safety For Educators	2/22	7	7	6
Cindy Sherman	Roots To Resources	2/24	3	9	0
Jo McFadden	Student Data Centers	2/28	7	9	2
Sandy Tauer	Everyday Math Basics	2/29	7	3	3
Teresa Tosh, Inst. Coaches	First Grade Math Curriculum	3/1	7	17	0
Gina Lee	Food Service Training	3/6	4	6	21
Teresa Tosh, Inst. Coaches	Kdg Common Core Curriculum Math Training	3/6	7	13	0
Janelle Moore & Janet Ennis	Being A Champion Teacher	3/7	7	31	4
Linda Shively Bowell	Webkids 3/12, 3/13		12	2	10
Teresa Tosh, Inst.Coaches	PreK Math Common Core Training	3/12	7	12	0
Webinar	My Infinitec	3/12	1	4	0
Kim Forgey	THUG Power School User's Group	3/13	2.5	15	0

Andy Rust, Ramie Allison	Supporting Academic Achievement In The Specials Block	3/14	7	10	2
Teresa Tosh, Inst. Coaches	1st Grade ELA Curriculum Training	3/27	7	16	0
Teresa Tosh, Inst.Coaches	Kdg ELA Curriculum Training	3/29	7	12	0
Jennifer Reed	AIMSWeb	3/1	7	12	1
Teresa Tosh, Inst. Coaches	PreK ELA Curriculum Training	4/3	7	12	0
Infinitec	Cool Tools To Build Vocabulary Webinar	4/4	1	2	0
Teresa Tosh, Inst. Coaches	2nd Grade ELA Curriculum Training	4/9	7	17	0
Scantron Trainer	High School Scantron Training	4/19	7	22	0
Scantron Trainer	Middle School Scantron Training	4/20	7	19	0
Teresa Tosh, Inst.l Coaches	2nd Grade Math Curriculum Training	4/16	7	15	0
Linda Long	Process Communication Model Parenting Training 4/2, 4/9, 4/16, 4/23		10	4	7
Krista Pottier & Travis Rink	Mimio User Group	4/25	6.5	14	7
Barb Mistelske	Literacy First	4/24	7	22	0
Pat Lutz	Literacy First	4/26	7	32	0
Krista Pottier & Janet Ennis	HS & MS Common Core Math Standards	4/26	3	24	0
Barb Mistelske	Literacy First	5/1	7	22	0
Pat Lutz	Literacy First	5/3	7	34	0
Linda Long	PCM Parenting 4/2, 4/9, 4/16, 4/23		14	3	8
Kim Forgey	THUG Power School User's Group	5/8	2.5	20	0
Pat Lutz	Literacy First	5/10	7	32	0
Barb Mistelske	Literacy First	5/15	7	26	0
Karon Waters	Mandt Training	5/24	7.5	10	0
Karon Waters	Mandt Training	5/25	4.5	9	0
Jennie Long	What Administrators Need To Know About Autism	5/29	7.5	21	16
Shauna Tinich	Dinah Zike-Foldables	6/7	7	11	0
Krista Pottier	Mimio Basics I & II	6/19	6	16	4
Shawn Mount	Blackboard I	6/19	3	3	1
Janelle Moore	United Streaming	6/19	3	5	2
Lisa Cundiff	Tech Tools For Educators	6/19	3	6	0
Krista Pottier	Mimio Applications	6/20	3	13	2
Krista Pottier	Advanced Mimio Training	6/20	3	12	1
Jodi Gerken	Basic Animation In The Classroom	6/20	3	8	2
Krista Pottier	Everyday Math	6/21	3	12	4
Krista Pottier	Creating Sound Files	6/21	3	6	0
Janelle Moore	United Streaming	6/21	3	4	2
Jason Soupene	Photoshop Tips & Tricks	6/28	3	13	1
Krista Pottier	Advanced Mimio Training	6/28	3	5	0
Krista Pottier	Mimio Applications	6/28	3	4	0
Janet Ennis	Social Networking For Teachers	6/28	3	5	2
Kristin Freed	Inst.& Asst. Tech Supports For All Learners	6/27	3	7	1
Sally Holliday	Ebay For Educators	6/27	3	9	3
Krista Pottier	Everyday Math - Using The New Digital Lessons	6/26	3	5	5
Jodi Gerken	Using Photo Story 3 In The Classroom	6/26	3	11	0
Lisa Cundiff	Windows Movie Maker	6/26	3	15	0
TOTAL			**1005**	**2295**	**313**

Appendix C-2

Classified Staff Leadership Academy Sessions

2011-2012 Leadership Academy
Classified Strand

Session 1 - September 29

Time	*Topic*	*Talent*
8:30 – 8:50	Welcome & Introductions	Penny Schuckman
8:50 – 9:20	Situational Leadership	John Burke
9:20 – 10:20	Everyday Creativity	Teresa Tosh
10:20 – 10:35	Break	
10:35 – 11:35	Customer Service	Debbie Coleman
11:35 – 11:45	Read Now Discover Your Strengths	Penny Schuckman

Session 2 - October 27

Time	*Topic*	*Talent*
8:30 – 9:30	Understanding Change & How It Happens	John Burke
9:30 – 10:30	Running Effective Meetings	Mike Maurer
10:30 – 10:45	Break	
10:45 – 11:15	Balancing Personal & Professional Growth	Andi Williams
11:15 – 11:30	Classified Leader Success Story	Hayley Hummel

Session 3 - November 17

Time	*Topic*	*Talent*
8:30 – 9:30	Persuasive Communication	Shane Dent
9:30 – 10:30	Technology Tools	Lisa Cundiff
10:30 – 10:45	Break	
10:45 – 11:45	Being A Classified Leader in USD 261	Debbie Coleman, Luetta, Yoder, Rhonda Kilmer, CeCe Haywood, Missy Winters

Session 4 - December 8

Time	*Topic*	*Talent*
8:30 – 9:30	Discuss Now Discover Your Strengths	Angie Estell
9:30 – 10:15	For The Love Of It	Mike Maurer
10:15 – 10:30	Break	
10:30 – 11:30	Organization & Communication Skills	Janelle Moore
11:30 – 11:45	Classified Leader Success Story	Christy Long

Session 5 - January 26

Time	*Topic*	*Talent*
8:30 – 9:30	Dealing With Negativity	Mark Foster
9:30 – 10:30	Personal Accountability (QBQ)	Teresa Tosh

10:30 – 10:45	Break	
10:45 – 11:30	Successful Tips For Interviews	Mike Clagg
11:30 – 11:45	Assignment: Shadowing An Administrator or Classified Leader	Penny Schuckman

Session 6 - February 23

Time	*Topic*	*Talent*
8:30 – 9:30	Communication, Team Building, & Collaboration OR How To Build Team	Mike Maurer
9:30 – 10:30	School Finance	Clint Schutte
10:30 – 10:45	Break	
10:45 – 11:45	Poverty Cycle & Homeless	Linda Long
	http://www.youtube.com/watch?v=Z7O8s6NgAck	

Session 7 - April 19

Time	*Topic*	*Talent*
8:30 – 9:15	Discussion: Shadowing An Administrator or Classified Leader	John Burke
9:15 – 10:15	School Safety Basics & Crisis Planning	Galen Davis
10:15 – 10:30	Break	
10:30 – 11:30	Public Relations	Liz Hames
11:30 – 12:00	Graduation! (Binders, Certificate, Cake, Graduation Pic)	Penny Schuckman

Add the book You Don't Need a Title To Be A Leader from Pat Yorgensen. See my bookshelf for a copy.

Additional Topics:
QBQ – Lisa Cundiff
Behavior Management – Penny Schuckman
Hiring, Evaluating, Disciplining & Recognizing Staff
Online App Process – Luetta Yoder

Appendix C-3

2nd Annual USD 261 Summer Tech Camp

WEEK ONE:	Tuesday, June 18	Wednesday, June 19	Thursday, June 20
8:30 – 11:30 Morning Sessions:  Summer Tech Camp 2013	◯ **Mimio Votes & Mobile** Room 1 Krista Pottier Learn how to use the Mimio votes to engage all students in your classroom. The new Mimio Mobile feature allows you to turn any tablet device into a vote or another Mimio Pad. Let me show you how Mobile can allow multiple students to collaborate or be assessed using the Mimio software! ◯ **Digital Instructional Tools** Tech Lab Penny Schuckman Come and explore some engaging and effective digital instructional tools to add to your teaching tool kit! The tools we will explore include pocketmod, Poll Everywhere, snipping tool, Jing, Mimio Capture, survey tools, and Dojo to name a few!	◯ **Edmodo-Flipping The Classroom** Room 1 Ashleigh Bennett During this workshop, participants will create an Edmodo page to be used in their classroom as well as learn how to post, create links, follow other professionals, create quizzes/tests, post grades, create small groups, and award/create badges through the Edmodo site. ◯ **Power of Promethean** Tech Lab Ann Yates Discover the power of Promethean interactive technology and ActivInspire software. Learn how to empower your teaching and engage your students by making current resources interactive and tapping into the wealth of resources on Promethean Planet and interactive websites. We will also cover new tools and functions added since version 1.6 of ActivInspire and have a Q&A session to address specific needs.	◯ **Creating Wikis & Web Pages** Room 1 Shawn Mount Do your students ever feel like they have travelled back in time 50 years when they step into your classroom? Do they spend their time outside of school collaborating via text messages or Facebook, yet the most exciting group project in class is a PowerPoint presentation? Do you communicate with parents through email when there is a problem with a student, yet still send home a weekly newsletter in paper form? If you answered "yes" to any of these questions, this workshop is for you! Learn how to create a wiki or web page to foster digital communication and collaboration in your classroom and save a tree! ◯ **Google Power Tools** Tech Lab Lisa Cundiff If you only use Google for Internet searches and/or Gmail, you are missing out on a multitude of powerful online tools that this tech giant has to offer! Learn how these tools work on PCs, tablets, and smart phones. Laptops will be available, but bring your personal device(s) to see how Google plays well across device platforms.
12:30 – 3:30 Afternoon Sessions: THE LEARNING CENTER USD 261 HAYSVILLE 150 Stewart Haysville, KS 67060 Penny Schuckman, Director Website: http://usd261.com/learningcenter E-Mail: pschuckman@usd261.com Phone: (316) 554-2331; Fax: (316) 554-2342 Register on our website or e-mail registration to: hhummel@usd261.com (Cost: $50 Out of District Per Class; $5 off each additional session!)	◯ **Creating Mimio Lessons** Room 1 Travis Rink Come get some new tools to add to your Mimio lesson creating toolbox! Ideas will be shared for how to create interactive, engaging lessons for your students! ◯ **LIVE Binders & Shutterfly** Tech Lab Conolley August This course will provide teachers with several online websites and tools that can be used for daily classroom instruction. Sites such as Live Binders and Shutterfly will be discussed with the focus on creating technology based centers.	◯ **Using Photostory 3 In The Classroom** Room 1 Jodi Gerken Come see how Photo Story 3 can change the way your students are doing that same old project and bring it to life. Photo Story 3 is a free download from Microsoft and is easy to install and to use. Participants will see examples of how Photo Story 3 can be used and will experience a hands-on workshop that will provide them with help needed to use the program with students. ◯ **TeachersPayTeachers** Tech Lab Laura Rowley TeachersPayTeachers is the world's first open marketplace where teachers buy and sell original teaching materials. There are 70,000 FREE teaching resources and over 400,000 products available. Come learn how to join this excellent resource and be a part of the teacherspayteachers club.	◯ **Making BYOD (Bring Your Own Device) Work In Your Classroom** Room 1 Bruce Lolling & Casey Meier Come join us as we share what worked well as we implemented BYOD in our classrooms! Research regarding BYOD will be shared as well as what we learned about various devices. ◯ **Application Time** Tech Lab Lisa Cundiff Do you just need some time to create things to use in your classroom? Put to use all of the great things you have learned during Tech Camp and have a helping hand there if you need it during a much needed application time!

WEEK TWO:	Tuesday, June 25	Wednesday, June 26	Thursday, June 27
8:30 – 11:30 **Morning Sessions:**  Summer Tech Camp 2013	◯ **Docucams** Tech Lab Dee Butler Docucams are real-time image capture devices for displaying an object to a large audience. Come and see how this technology can be used to effectively engage your students and increase student achievement! You do not need to have a docucam to attend this workshop. ◯ **Pinteresting Ideas For Your Classroom** Room 1 Jodi Gerken Need a little inspiration for your lesson plans? Your bulletin boards? Classroom management ideas? If you haven't already joined Pinterest, the social media craze that's sweeping the nation (the entire WORLD), then now's your chance! Pinterest is a virtual pinboard that allows its users to discover new ideas and get inspired by people who share their interests! Learn how to set up your account, create pinboards, install the "Pin It" button, how to pin, use pin etiquette, and how to make Pinterest meaningful to you as an educator.	◯ **New Everyday Math Assessment Management System** Tech Lab Krista Pottier Learn how to track your students' performance on assessments in correlation to the Common Core Standards. Do you have a few students that are not progressing? Everyday Math has brand new, built in intervention lessons for every Common Core standard. This is an awesome tool for monitoring student progress! ◯ **Livescribe Smartpen Hands-On Training** Room 1 Linda Peters Come experience a hands-on training that will get you familiar with the Livescribe smartpen. In this session, participants will learn basic navigation of the Livescribe smartpen. Many ideas for Livescribe use in the classroom will also be covered. This learning opportunity will jump start you into using the Livescribe smartpen to reap a multitude of benefits for students, teachers, parents, and administrators!	◯ **Photoshop Tips & Tricks** Tech Lab Jason Soupene Participants will learn a variety of tips and tricks useful in the editing of photographs in Photoshop. A few of the items to be covered include replacing skies, "swapping" of heads in family portraits, creating black and white photos with selective coloring, teeth whitening, and restoration of old photographs. ◯ **Common Core Web Resources** Room 1 Krista Pottier & Jen Reed Are you needing some ideas for implementing the Common Core State Standards in your classroom? This workshop will introduce websites that are filled with great Common Core activities and lessons. You will have time to browse and collaborate as well, so bring your friends!
12:30 – 3:30 **Afternoon Sessions:** *You can earn 1 Graduate Credit from Baker University for $75 for attending any combination of 4 half-day sessions!* *You can also combine any 2 half-day sessions with a full day workshop for 1 Graduate Credit!*	◯ **Cloud Resources** Tech Lab Lisa Cundiff In technology terms, cloud computing refers to anywhere anytime data access. It has been called the next stage in the Internet's evolution. Cloud computing offers tools for sharing and collaboration, online storage, and much more to help you harness the power of the Internet. This session will review a variety of free cloud-based resources. ◯ **NBC Learn K-12/Tumblebooks/ TumbleCloud** Room 1 Mary Hunt & Debra Vance Participants will delve into the NBC Learn website that allows students and teachers access to thousands of videos, newsclips, and documents. In addition, we will explore the two e-libraries the district provides: TumbleBooks, an online collection of animated talking picture books for elementary students; and TumbleBookCloud, a collection of ebooks for middle and high school students.	◯ **Ebay for Educators** Tech Lab Sally Holiday During this workshop, participants will learn Tips and Tools for buying and selling on eBay to get classroom items economically. Whether you're a casual seller, or looking to build an eBay business, you will first need to master the "basics" of successful buying and selling. ◯ **United Streaming** Room 1 Janelle Moore & Becky Stanfield Imagine having over 5,000 content specific educational video segments, images, audio files and animations available for use in your classroom at any time you wish! United Streaming is a scientifically proven, award-winning educational video streaming service. This workshop will explore how to use this powerful technology tool to engage your students and raise student achievement!	◯ **Application Time** Tech Lab Krista Pottier Do you just need some time to create things to use in your classroom? Put to use all of the great things you have learned during Tech Camp and have a helping hand there if you need it during a much needed application time! ◯ **Basic Animation In The Classroom** Room 1 Jodi Gerken Want to expand your students' creative horizons? Would you like to find new avenues for student expression? This workshop will provide teachers with an exciting opportunity to explore different forms of animation. Participants will receive a hands-on experience with GoAnimate, claymation (clay animation), stop motion animation, and time-lapse photography. Creaza will also be explored.

Appendix C-4

TLC Report for BOE & Administration



	# of Workshops	*Hours of Training*	*# of In-District Participants*	*# of Out-of-District Participants*	*Student Activity Hours*
2006-2007	40	287	475	101	Building Not Complete
2007-2008	78	684	778	106	NA
2008-2009	95	1137	1191	111	778
2009-2010	119	783	1750	124	37
2010-2011	110	696	1863	292	44
2011-2012	170	1005	2295	313	NA