District Technology Plan

June 2016 – June 2019

USD 261 Mission: The relentless pursuit of excellence
USD 261 Vision: To equip learners with 21st century skills to achieve excellence in a continually-changing world



USD 261
HAYSVILLE SCHOOLS

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INTRODUCTION

The USD 261 technology plan is formally updated every three years for Board of Education approval, and is implemented to support the instructional program in Haysville Public Schools. The goals, objectives, and performance indicators detailed in this plan have been written in accordance and alignment with the following:

- USD 261 Board of Education adopted policies
- USD 261 2014-2019 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 (*See Appendix A*). 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 promotes student success could not be created and effectively deployed.

Guiding Coalition Instructional Technology Focus Group Members:

Amber Dougan	Elementary School Teacher	Rex Elementary
Bruce Lolling	Assistant Principal/Parent	Campus HS
Crystal Smith	Elementary School Teacher	Freeman Elementary
Dawsen Crum	High School Student	Campus HS
Diana Moyer	Elementary Teacher	Oatville Elementary
Jenn Call	Behavior Technician	Tri-City Day School
Jeremy Willig	High School Teacher	Campus HS
Jeremy Winter	High School Teacher	Haysville High School
Kari McGregor	Elementary School Teacher	Prairie Elementary
Kenny Davis	Middle School Teacher	Haysville West MS
Kim Forgey	Website Coordinator	USD 261
Krista Pottier	Pre-K – 12 Math Learning Facilitator	USD 261
Lisa Cundiff	Director of Instructional Technology	USD 261
Mark Kane	System Analyst	USD 261
Penny Schuckman	Dir. of Learning Center/Baker U/Haysville Chamber	The Learning Center
Sally Holliday	Special Education Teacher	Prairie & Ruth Clark Elem
Sami Watkins	Assistive Technology Coordinator	USD 261
Steve Crum	Technology Teacher/Parent/Haysville City Council	Nelson Elementary
Teresa Tosh	Asst. Superintendent for Learning Services	USD 261
Tracie Greening	Middle School Teacher	Haysville Middle School

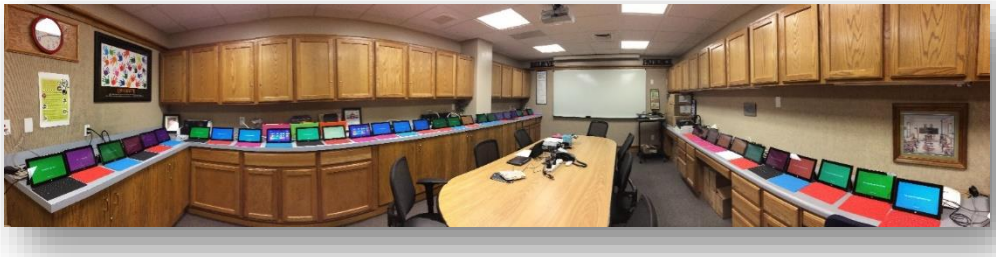
Building-level Instructional Technology Team Leaders:

Bruce Lolling	Assistant Principal/Parent	Campus HS
Diana Moyer	Teacher	Oatville Elementary
Crystal Smith	Teacher	Freeman Elementary
Danny Driskill	Technology Teacher	Ruth Clark Elementary
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
Kenny Davis	Teacher	Haysville West Middle School
Mark Foster	Principal	Haysville HS
Mike Maurer	Principal	Haysville Middle School
Emily Goetz	Administrator	Parents As Teachers
Steve Crum	Technology Teacher/Parent	Nelson Elementary
Sami Watkins	Assistive Tech Coordinator	USD 261 Student Services (SpEd) Dept.

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 2013. 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 student success 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 5500 students in our district has continued to increase. Every three years for the last twelve 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. Business and teaching technology labs are updated on a similar rotation in each of the buildings, and those computers are also refreshed and redistributed based on what is recommended by the building technology teams in support of their building technology plans. In addition to these updates, building level and district funds were used to purchase 1200 tablets since field testing devices during the 2012-13 school year. These devices include Microsoft Surface RTs, Samsung Galaxy Tabs, Kindle Fires, HP Stream 7 Windows Pro tablets, iPads (primarily used by Special Education students and staff), and a limited number of Moby Max and LearnPad tablets. During this same timeframe, and in addition to the teacher laptop and lab updates, 600 laptops have been purchased for student use through building and district funds.



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 iTech audit information and walk-through data is used to determine if and how our technologies are being utilized. Keeping equipment in good working order becomes more difficult as computers age. As outdated computers become slow and cumbersome to use, they must be replaced or updated. The teacher laptop and lab computer refresh cycles support the replacement of equipment that is outdated. Walk-through data indicates that interactive boards, slates, and student response (vote) technologies are popular district-wide. Teachers rely on document cameras to project non-electronic content to students. Students use a variety of web-based applications to create content, conduct research, and enhance learning.

As device access has increased, Haysville Middle School math teachers have begun exploring a 'flipped classroom' approach to instruction that incorporates the use of videos and other activities inside and outside of the classroom designed to allow for more productive classroom time, elementary teachers are using tablets for additional activities that support instruction during student center time, and high school teachers are more comfortable with student use of personal mobile devices along with the district provided devices.

Evaluating the IMPACT of technology use is an on-going endeavor. Professional learning opportunities and support for the integration of technology help to ensure a return on our technology investment. Because student engagement is shown to have a positive impact on achievement, one goal of the district's professional learning plan is to assist teachers in their efforts to provide hands-on, technology-integrated activities and lessons that maximize student engagement.

Since the 2012-13 school year, our district's enrollment has increased by more than 450 students and our free/reduced numbers have increased by 15%. 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.



In 2013, Campus High School was recognized as a Blue Ribbon School. In 2014, Oatville Elementary received a Blue Ribbon School Award. The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Campus and Oatville are two of only 128 public and private Kansas schools that have received this esteemed award since it was initiated by the US Department of Education 34 years ago in 1982. This type of recognition reinforces our belief that our USD 261 instructional program is strong.

To increase college and career readiness, several new programs and activities have been deployed across the district to give students learning opportunities that provide for real-world experiences and application.

CHS' first class of International Baccalaureate students graduated in May of 2015. The IB Program is an advanced, comprehensive program of study that offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.



The Campus Stompin' Grounds coffee shop opened for business at CHS in August of 2015. Students are involved in all aspects of operating the business. As a result of a collaboration with the Valley State Bank, plans are underway to add a supervised student-managed bank at CHS.







Students enjoy learning with Ozobots, which were purchased with funds from a grant to the Ruth Clark library. Ozobots are programmable smart robots for playing and learning. The Ozobot STEM (Science, Technology Engineering and Math) education program presents an innovative way to teach subjects like programming, math and science in classrooms.



Campus High School students who participate in the Hour of Code initiative, help get elementary students interested in computer science coding.

In 2015, the Microsoft Imagine Academy (formerly the Microsoft IT Academy) was deployed for USD 261 Campus students. With the Imagine Academy, which is available through a partnership between the State, Microsoft and Certiport, students and staff are given access to training materials and options to complete Microsoft certifications at no cost. The program has been incorporated into technology classes at CHS and allows for up to 500 free Microsoft certification tests per each program year in which the program is made available through the partnership.

In the summer of 2014, a business application that is free for education, Microsoft Office 365, was implemented for use district-wide, providing a new email system, the Skype for Business communication tool, OneDrive cloud storage, and several other instructional and productivity web-based applications.

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.

Technology Needs Assessment Considerations

Technology decisions within the school district are driven by student needs, including:

- USD 261 Strategic Plan Initiatives
- District and Building School Improvement Plans
- District, State, and National mandates
- National, state, and local statistics related to school technology access and use
- Technological advances
- Changes to district instructional programs
- 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

Instructional walk-through data is collected on an ongoing basis through a common electronic form that is used district-wide. The instructional 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. *(See Appendix B-1)* 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.

In 2015, iTech (instructional technology) walk-through audits were initiated throughout the district. Unlike the instructional walk-throughs that are conducted by USD 261 administrators and other staff, the specific purpose of the iTech walk-throughs is to assess instructional technology ACCESS, USE, and IMPACT in our district. The iTech walk-throughs include a building level administrator, a district Information Services representative, the Director of Instructional Technology, and a building level iTech Team leader if available. The objective of the iTech walk-through is identified at the time of the walk-through. For example, if assessing student and staff ACCESS to technology, then information and data is gathered related to areas of need, such as hardware, repairs, updates, etc. Discussions during and after the walk-throughs, followed by written feedback and recommendations from the Director of Instructional Technology, are designed to help with technology planning. (*See Appendix B-2*)

Many infrastructure updates have been completed as a result of needs and goals that were established in the previous technology plan and through district strategic planning initiatives. Wi-Fi and bandwidth improvements that address growing demands by students and staff illustrate a continuous commitment to ensuring that reliable Internet and network access is available throughout the district.

The information services department responds to requests for support to determine whether devices can be repaired or need replacement. The first district-wide purchase of projection systems was in 2004. Over the last several years, most of those projection systems have been replaced to ensure that teachers and students are able to project electronic instructional content.

In USD 261, processes are 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) or other instructional leadership team that meets during the school year to plan and discuss building goals and needs related to instruction, including technology.

Beginning with the 2015-16 school year, each building is required to complete a new School Improvement Plan (SIP) document for submission to the Assistant Superintendent of Learning Services at the end of each school year. The SIP includes data that is used to identify needs and generate smart goals in the areas of student achievement, climate, family/community involvement, and technology integration. For each area, smart goals containing action steps, resource/support needs, a timeline, and implementation assurances are created. Building SIP plans help drive and support the district's strategic plan initiatives. (*See Appendix B-3*)

Research and development is 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. Demonstration tablet and laptop devices can be checked out for review by teachers, administrators, 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.

Web-based applications allow usage statistics to be collected. This data has proved particularly important in prioritizing expenditures due to budget cuts. Data from the district's Learning Center, and building and district inservice events, is used to implement and revise instructional technology initiatives.

In January 2016, after having met earlier in the school year with a group of Wichita State University Education Department doctoral candidates and supervisors, USD 261 was invited to participate in a WSU field study entitled, "*What Is and What Could Be: Technology Access, Use, and Impact in USD 261 Middle Schools*". On-site visits to USD 261 middle schools and interviews by the field study team have been completed. Once the results of the study are shared with USD 261, they should yield information that can be used to evaluate our efforts to help all of our middle level students succeed through technology integrated instruction that meets their needs.

The USD 261 Guiding Coalition Instructional Technology Focus Group

The USD 261 Guiding Coalition (GC) Committee is in place to align district-wide improvement and student success initiatives. This group meets regularly as a whole group (GC Anchor Team) to attend to improvement initiatives that are based on data gathered from walk-throughs, assessment results, and surveys. Five focus groups (MTSS Behavior, PDC, Instructional Technology, Professional Learning, and Wellness) 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's Instructional Technology Focus Group uses a social contract 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. The team reviews district-wide technology initiatives (SIP information) and survey data, updates the District Technology Plan, and provides input on professional learning needs, new technology options, and technology-related curriculum topics. (*See Appendix B-4*)

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 Anchor Team meetings to guarantee that communication and collaboration are embedded throughout the process. To further support the work of the group, an online shared folder has been created through OneDrive to provide meeting agendas and notes along with other resources for the iTech Focus Group.

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 or Instructional Leadership Teams

The purpose of a building level Instructional Technology Team (iTech Team) is to provide support for the building's instructional program by planning for and implementing technology initiatives that enhance student success. The iTech team can be integrated with another instructional team in the building. The role of an iTech Team member is to help establish connections between technology and learning initiatives. It is best if the members of the team represent a blend of perspectives and abilities.

The iTech or Instructional Leadership Team works to update the school's Instructional Technology Plan, which is now a part of the building's School Improvement Plan. Along with data related to instructional technology use, the team gathers input and technology requests from staff members. Technology requests must be tied to the building tech/SIP. All district and building requests are submitted using the electronic USD 261 iTech Request Form (*See Appendix B-5*). Information from the iTech request form is used to prioritize requests, and the staff should be made aware of how requests will be prioritized. Building and/or district funds may be used to address needs and requests, but it is recommended that windows be established for tech requests at specific times throughout the year. Other possible options for acquiring what has been requested should 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.

Building Level Instructional Tech Plans

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

- 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.
- Building level software/hardware inventories should be taken or available 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, it should be indicated that in the inventory so that it can be made available to other buildings.)

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. The Assistive Technology Team utilizes an AT Collaboration Procedure Flow-Chart and referral system to determine how to best support the learning needs and goals for special needs students.

Professional Learning

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. Requests for class offerings can be submitted through the Learning Center's web site. Professional learning goals and objectives are included in each school's SIP.

Budgeting for Technology

The Financial Goal Statement for Area 5 of the USD 261 Strategic Plan is: *To pursue and develop the financial resources to support the goals of the district*. During uncertain financial times, it is more critical than ever that district technology funds be used wisely. For technology, this means working to secure a return on our investment that ensures student success. Careful planning and consideration is given as to how to best use funds to accomplish our technology goals for infrastructure, curriculum, and professional learning. (*See Appendix B-6*)

Technology funds are used to maintain hardware and update software, keep networks and Internet access reliable, and add new technologies that support the instructional program and other operations of the district. Identifying additional financing options is one strategy for meeting our financial goal. Grant funds, such as the one received by an elementary teacher with the help of our district Grant Writer in 2015 to purchase a set of 23 Samsung Galaxy 4 Education tablets, including covers, apps and a charging cart for her kindergarten class, are a great way to supplement our technology budget.

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 Learning*. A means of assessing and monitoring progress for each of these areas is included.

USD 261 technology initiatives also support the January 2016 National Education Technology Plan (NETP) and the Activities to Support the Effective Use of Technology (Title IV A) of Every Student Succeeds Act as authorized by Congress in December 2015. The NETP maintains that *when carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective teaching practices, and to be transformative, educators need to have the knowledge and skills to take full advantage of technology-rich learning environments*.

INFRASTRUCTURE GOAL

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

Infrastructure Objectives:

- By 2017, USD 261 will change from vendor supplied and maintained video security systems to district managed, installed, and maintained systems.
- By 2018, USD 261 will enhance the existing network infrastructure to achieve 1GBPS/1000 students.
- By 2018, the district will move away from the current student to computer ratio count. Student access to devices in support of technology and curricular initiatives will be deemed adequate by a new measurement to be created between the district and building leaders.
- By 2019, phone systems in all buildings will be upgraded.

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 125 mps with a capacity of running 250 mps. Current wired network capacity is 1000 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. The USD 261 district will consider high definition signals for closed circuit television systems.

Broadband Internet Access

The school district is unique in the way it has addressed Internet access and networks in general. All district buildings 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 current connection is a fiber connection to the district's ISP.

Student Access to Computing Devices

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 3-5 years	3 – 5 Years
Labs	3 – 5 Years
Staff	3 years
Administrator computing devices	3 years, or as needed
Teacher computing devices	3 years
District servers	As needed

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). 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.

External circumstances can affect the targeted computer access growth rate. These factors include, but are not limited to, finance, vendors, and personnel. Another factor that can impact the computer device count is the changing definition of what is considered a "computer". The distinction between mobile and computer devices is becoming less defined as touch devices that serve as both a tablet and a laptop have become more prevalent and affordable. A traditional one-to-one initiative of one computer

for each student, may no longer be the best way to meet the needs of all students, especially during times of financial restraints, which would impact our ability to deploy, support and maintain a traditional one-to-one initiative. Having student access to a variety of computing devices for addressing diverse needs and applications on demand is the current strategy that USD 261 employs as an alternative to a traditional one-to-one.

It is important to provide the devices and applications that are best suited to the age and grade level of a child, the demands of the curriculum or content area, and classroom configurations. In smaller classrooms, tablet devices with keyboards work well because they take up less space to store, charge and use than laptops or desktop computers. Students must also be able to get to web sites and other resources that support their curriculum, and some devices are better suited to those tasks than others. Students with special needs benefit from devices designed for their ease of use. For example, in 2015, outdated desktops computers in USD 261 Pre-K classes were replaced with all-in-one touch computers to make it easier for students to interact with computer learning applications.

Evaluating District Technology Infrastructure Goal 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 is 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 is 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 is based on up and coming technologies, system requirements, the number of systems involved, cost, and feedback from building technology teams and iTech walk-through information.
- An annual physical and electronic audit of cabling, network capacity, and related equipment is performed by the Information Services Department as outlined in the district's five-year Strategic Plan (2014-19) for all district buildings. This audit is conducted during the school year to assess any cable or equipment additions, deletions, or replacements. Any recommendations are scheduled for summer replacement during the same year so as to be in place for the fall school session starting in August. A report to the Board of Education follows in the fall if any changes are made.
- The USD 261 Information Services Department utilizes in-house monitoring tools to assess current Internet and bandwidth. The Information Services department and other staff meet on a regular basis to review data related to Internet and Wi-Fi performance across the district, and to analyze and discuss current broadband utilization and bandwidth needs.
- Building level Instructional Technology and/or Leadership Teams and administration meet to determine how the existing re-conditioned teacher computing devices and new supplemental devices will be used to increase student technology access or replace outdated systems.
- 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.

- The district continues to explore eRate funding for category 1 and category 2 services and equipment. This includes, but not limited to network infrastructure and increased bandwidth for internet services.

CURRICULUM INTEGRATION GOAL

All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.

Curriculum Integration Objectives:

- The elementary student computer curriculum guide will be updated/realigned by 2017.
- By 2018, 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.
- By 2018, all USD 261 teachers will utilize a variety of student centered instructional resources and strategies to support 21st century learning.
- Engagement will increase for all USD 261 students through the use of differentiated instruction, available technologies and student web-based applications by 2019.
- Increase technology skills and literacy by ensuring all 6th-8th grade students experience technology integration in core classes by 2019.
- By 2019, all USD 261 students will meet or exceed AYP reading and math goals through technology integrated instruction.
- Through technology enhanced instruction, all USD 261 graduates will be able to responsibly use appropriate technology to communicate and solve problems, and to access, manage, integrate, evaluate, and create information.

All USD 261 students in K - 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 International Society for Technology in Education (ISTE) standards for students. These standards address the following 21st century skills:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information
- Critical thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

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 model, integrate, and reinforce these skills in their instruction. Web-based keyboarding programs are 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.

Technology Integration and Engagement

Increasing student achievement is addressed through goals and objectives detailed in the most recent USD 261 Strategic Plan (2014-19). Having high-quality instructional technologies available for student and staff use is integral to the attainment of USD 261 achievement goals and objectives.

At all levels, multiple applications are available to help guide and enhance instruction. Schools and teachers continually monitor and adjust software/web-based learning tools as they become updated and available. The following is only a partial list of applications that are used to support instruction in USD 261. Numerous other free and paid web-based application and tools are used throughout the district by teachers to engage students.

- Accelerated Reader/Math – elementary and middle schools
- AIMSWeb – elementary and middle school assessment program
- ConnectED – Online portal for elementary curriculum
- Destiny library management system – all levels
- ExamView – secondary common assessment system
- Google Apps for Education – web-based tool for all levels
- KITE – state assessment management tool
- Moby Max – elementary and middle level intervention tool
- MyDataFirst – database for Literacy First classes
- Scantron – secondary assessment application
- Schoology and Edmodo – secondary student class management tools
- TenMarks – elementary math supplement
- Tumblebooks – online books for elementary students
- Virtual Prescriptive Learning (VPL) – secondary skills practice and credit recovery
- Microsoft Imagine Academy – CHS Microsoft certification program
- Khan Academy and CK-12 – Video-on-demand sites

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
- Laptops, desktop PCs, and tablet devices.

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.

Teachers using tablet devices consistently report that their students love using tablets, which are used in literacy and other centers, for research, skills practice, creating movies, and with district web-based learning applications.

21st Century Student Centered Learning

The USD 261 goals and objectives detailed the 2014-19 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 objectives represent USD 261's movement toward leveraging the power of technology to reach all learners through active engagement. Therefore, it is essential that 21st century learners have an understanding of the significance of digital citizenship, the appropriate and responsible use of technology. In USD 261, digital citizenship is taught and modeled as a competency vital to success in a digital world.

The USD 261 walk-through form is continually evaluated and updated to ensure that the collected data can be used to improve instruction and inform instructional practices. Through better integration of technology, and as college and career ready standards are addressed, the goal is that instructional walk-through data, assessment data, and iTech walk-through audit data will confirm that greater active student participation at higher thinking levels is taking place in classrooms district-wide.

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 growing 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.

Mobile devices continue to evolve and become more affordable. Rather than an "either or" option when it comes to mobile devices (a laptop or a tablet), a new line of convertible, touch devices have hit the market. It is now possible to get a laptop that can also be used as a tablet for a lower cost than the price of a tablet with a cover and keyboard. These 2-in-1 devices give students and teachers the ability to utilize industry standard productivity tools, cloud applications, and web-based resources and apps. Text-book and instructional resource companies are realizing how difficult it is to keep up with all of the different computer and mobile operating systems, and are creating applications that run on an HTML5 web platform that will work on any Internet connected device, regardless of its operating system.

Having access to up-to-date technologies is a 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.

Data is incorporated to drive PLC and Guiding Coalition discussions and it yields information used to create action plans that address needs related to the access and use of instructional technologies in our district. Together, the data and conversations have become even more critical as the Access for All and BYOD initiatives are gaining momentum in the district. Teachers are learning to embrace the concept of "purposeful technology" by discerning when technology is the best tool of choice to engage students for a particular activity or lesson. As teachers grow in their own understanding of how technology can impact student success, they will see themselves as facilitators, and instructional practices will shift toward student-centered, hands-on projects in which students become leaders who take responsibility for their learning.

Career Academies at Campus HS have been developed to support the Kansas Secondary Level Career Clusters and Pathways. Web-design, Game and Mobile App, Industrial Tech, Health Science, and Entrepreneurship are just a few of the academies available to students to help them prepare for their futures.

Most USD 261 schools offer broadcasting opportunities for students through on-air news programs.

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. Links to instructional resources utilized by students during and outside of school hours are readily available in the *Student* area of the USD 261 web site.

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.

Two separate Kansas 21st Century Community Learning Center grants have funded 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. These programs and their resources give students hands-on learning experiences that are an engaging extension to their school day/year.
Note: The SPARK program received some financial assistance from USD 261 funds to finish the 2015-16 school year, and at the end of May 2016, both program grants will expire. Grant applications have been re-submitted, but their approval status is pending at this time. Also pending grant approval, are the following changes to the programs: HOPE will continue to serve two elementary buildings, but will be housed at only one of the elementary buildings, and the SPARK program hopes to add a before school component for middle level students.

Evaluating Curriculum Integration

To ensure that *all learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society,* 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.
- Gallup Poll is administered each year to students throughout the district to establish a baseline measurement of student success in the areas of hope, engagement, career and financial literacy, and entrepreneurial aspirations. Through the district's Guiding Coalition Team, this data 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.
- 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 Anchor 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.
- Instructional technology inventories are monitored and updated to track progress toward the interactive technology access objective.
- As new curriculum materials and web-based resources are recommended for district deployment, school-to-home component availability is factored into the decision-making process.
- To maintain the fidelity of the district's instructional program, new certified staff members receive an eight day on-boarding orientation upon employment to ensure that they are trained in Capturing Kids Hearts, Literacy First, Energy Leadership, differentiated instruction, and other district initiatives.

PROFESSIONAL DEVELOPMENT GOAL

Professional Learning Goal: Professional learning that leads to effective teaching practices, supportive leadership, and student success.

Objectives:

- By 2017, 100% of USD 261 teachers and their administrators will be trained in the use of interactive technologies.
- By 2017, 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.

- By 2017, interactive instructional technology support resources will be enhanced to include technology integration examples and training videos.
- 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 by 2018.
- By 2018, substitute teachers will have the technology training and the access to technology necessary for continuity of student learning during teacher absences.
- 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.

USD 261 is fortunate to have many support mechanisms available to help teachers examine and improve their instructional practices. Six learning facilitators and three instructional support coaches (ISC) - one language arts for middle school and high school and two 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 learning facilitators 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 learning facilitators 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 learning facilitators/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.

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 in-services to allow for practice and lesson development.

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.

As the College and Career Ready 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 year 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 that occur during the school year, 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, the USD 261 Summer Tech Camp for Educators has been offered each year. Summer Tech Camp consists of 24 half day sessions during an eight-day period 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*)

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-four classified staff members attended the first USD 261 Classified Staff Leadership Academy in 2012- 2013. 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.

In USD 261, 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 Technology Professional Development

To ensure that *professional learning leads to effective teaching practices, supportive leadership, and student success*, 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 in-service 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 School Improvement Plans are updated annually, and include professional development goals to impact student learning.
- USD 261 educators participate in Professional Learning Communities (PLCs) for the purpose of communicating best practices and collaborating to improve student achievement.
- The Classified Leadership Academy strand is offered every three years.

Appendix A
Strategic Plan 2014-2019

Mission: The Relentless Pursuit of Excellence

Vision: To Equip Learners with 21st Century Skills to Achieve Excellence in a Continually-Changing World

Belief Statements:

Student Success Comes First
Learning is Enhanced in a Safe and Caring Environment
Students Need a Rigorous, Relevant, and World-Class Curriculum
Exploration, Collaboration, and Innovation Are Essential

Goal 1: Student Learning and Success

Goal Statement: Support staff through the systematic development and implementation of instructional tools, practices, and technologies to ensure student learning.

Critical Strategies:

Curriculum – Build and implement a guaranteed and viable curriculum for grades PreK-12

Instruction – Design and implement an instructional system to provide engaging instruction utilizing research-based best practices.

Assessment – Develop an assessment plan and process for collection and interpretation of data to guide curriculum and instruction.

Instructional Technology – Advance student achievement through increased access to and use of instructional technologies.

Professional Development – Improve capacity of staff to implement district initiatives by providing continuous learning and growth opportunities.

Culture and Climate – Develop and implement a system of academic, career, and social supports that will positively impact student achievement and district culture and climate.

Innovation – Identify and develop a range of innovative programs to meet the needs of all.

Goal 2: High Quality Workforce

Goal Statement: To recruit, develop, and retain a high quality workforce.

Critical Strategies:

Promote a positive image of the district and community.
Improve compensation and incentives.
Build supportive relationships with building staff.
Enhance onboarding and off-boarding.
Target marketing and recruiting.

Goal 3: Facilities and Infrastructure

Goal Statement: To create and enhance modern, safe learning facilities to achieve excellence.

Critical Strategies:

Complete a facilities review with a facilities master plan.
Complete an infrastructure review with an infrastructure master plan.
Inform, educate, and involve our community to know about the district facilities and infrastructure.

Goal 4: Community Partnerships

Goal Statement: To strengthen community pride through strategic partnerships.

Critical Strategies:

Community Pride and Ownership – Advance PRIDE in district accomplishments to increase ownership both internally and externally.
Communications Framework – Build and implement a comprehensive communication system.
Community Connections – Develop and enhance two-way partnerships.

Goal 5: Financial

Goal Statement: To pursue and develop the financial resources to support the goals of the district.

Critical Strategies:

Identify growth (population) potential for the district.
Aggressively market programs and opportunities for the district.
Lobby and advocate for public education funding.
Identify financing options.

Appendix B-1

USD 261 Electronic Walk-Through Form

Building:	**Date:**
Grade: **Teacher:**	**Time in:** **Time out:**
Nine Weeks: 1 2 3 4	**Subject:**
Observer:	**Students engaged in:**

Cognitive Level (Highest Level Observed)

☐Observation Cancelled

☐ **Input** **Remembering/Understanding**		☐ **Process** **Applying/Analyzing**		☐ **Output** **Evaluating/Creating**	
Recalling	Explaining	Implementing	Appraising	Hypothesizing	Designing
Listing	Summarizing	Illustrating	Comparing	Critiquing	Constructing
Memorizing	Classifying	Experimenting	Contrasting	Judging	Producing
Describing	Interpreting	Demonstrating	Examining	Ranking	Planning
Defining	Paraphrasing	Solving	Questioning	Defending	Improvising

Learning Environment	**Resources**
☐ Effective use of teacher proximity ☐ Effective classroom management is evident ☐ Use of Walls that Teach/Word Wall ☐ CKH: Greeting at the door/Good Things/Launch ☐ CKH: Students self-managing ☐ CKH: Opportunities for affirmations	Classroom Support Staff ☐ N/A ☐ Engaged with students ☐ Not related to learning Technology Use ☐ N/A ☐ Student use ☐ Teacher use ☐ Textbooks ☐ Worksheets ☐ Supplemental Materials ☐ Manipulatives/Tools ☐ Assessments
Instructional Planning	**Student Engagement**
☐ Complete objective posted ☐ Differentiation is evident ☐ Student UNDERSTANDS the Lesson OBJECTIVE (AOL: APK) ☐ Student ACTIVELY MANIPULATES the Lesson Content (AOL: TIP/SAP) ☐ Student experiences 75-95% SUCCESS RATE (AOL: ISS) ☐ Gradual Release of Responsibility was evident	☐ 100%-76% ☐ 75-%-50% ☐ 49%-0% ☐ Identify similarities & differences ☐ Summarize & take notes ☐ Reinforce effort & provide recognition ☐ CCRP: Fiction text used ☐ CCRP: Informational text used ☐ CCRP: Writing opportunities ☐ CCRP: Claim – Support – Explanation used ☐ CCRP: Mathematical or Scientific/Engineering Practices ☐ CCRP: Real world problem solving ☐ CCRP: Academic conversations

Appendix B-2

Sample: iTech Walk-Through Notes/Recommendations

iTech Walk-through - 2/4/2015 - Casey Meier, Joe Sailors, Mark Kane, Lisa Cundiff

- Many of the rooms at CHS are too small to have space for laptops or computers for student use. Some of those teachers are using tablet devices.
- A better understanding of computer lab access issues is needed.
    - Many of the labs at CHS have outdated XP machines (B-01/C-09). Some of the labs are maintained at the building level as teacher laptops are replaced or as the business department upgrades their equipment.
    - Lab C-15 is a VPL lab with 30 Vista machines. They have requested that Chrome be added as a browser option to help with VPL applications. They will try Firefox as an alternative to Internet Explorer since it is already installed on the machines.
    - Lab C-9 has old equipment that needs to be hauled away for recycling.
    - For the outdated labs, the keyboards, mice, and monitors are still functional, and would work with new computer CPUs.
- In the Math department, due mainly to the size of the rooms, interactive Mimio equipment is used.
- The Social Studies department uses Surface tablets for students, sharing between rooms. They would like additional devices.
- It is possible that the newspaper/yearbook classroom is in need of some updated computers. Five Windows 7 computers are available for student use.
- Library would like some high-amp device charging options. Lisa and Mark will look into this and get something ordered.
- Martha B would like Adobe CC Photoshop, Illustrator, & InDesign applications loaded on her computers. She is also getting new monitors.
- Although the Science department has some updated computers, they appear to have additional needs. Mark is willing to work with the Science department to look at options that support their content area and to determine how to best address equipment issues based on their specific needs.
- New projectors are needed for Kelly Owens and Jim Stenholm. A work request will be submitted to have Kelly's projector mounted.
- In several of the large Science rooms, the projection screens are small, making it difficult for students to easily see the projected content. Larger screens would alleviate this problem. Lisa will check on pricing.
- Mark will work with the Science department to ensure that they can print from their computers.
- It is recommended that departments have PLC discussions based in the following question: "How might technology be used to impact instruction in your content area?"
- Information services and Lisa will work with CHS administration to create a plan for addressing hardware update needs on an ongoing basis. Priorities will need to be established, as funds are not available to meet all needs identified during the walk-through. The CHS iTech team and the iTech Request form should play an important role in setting priorities for the building.
- 50 Surface RT tablets have been prepped for distribution at Campus, pending submission of an updated instructional technology plan.

Appendix B-3

Excerpts from USD 261 School Improvement Plan

Sample Technology Planning, Data, and Integration Pieces

Instructional Technology Data	
Types of Data	**School Information**
iTech Walkthrough Audit	Click here to enter text.
Log In/Usage Data	Click here to enter text.
2nd iTech Student Proficiency Exam	Click here to enter text.
5th iTech Student Proficiency Exam	Click here to enter text.
8th iTech Student Proficiency Exam	Click here to enter text.
Student to Computer/Device Ratio	Click here to enter text.
Acceptable Use Policies	Click here to enter text.
Tech Course Grades or Electronic Portfolios	Click here to enter text.
eWalkthrough Student Use	Click here to enter text.
eWalkthrough Teacher Use	Click here to enter text.
Instructional Technology Data: Key Findings/Strengths/Results	
Click here to enter text.	
Instructional Technology Data: Identified Needs	
Click here to enter text.	

School Climate/Relationships SMART Goal(s): Click here to enter text.

Rationale: Click here to enter text.

Action Steps/Key Strategies (Tied to SMART Goal)	Resources/Support Needed	Timeline	Evidence of Implementation	Tier 1	Tier 2	Tier 3
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.			
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.			

Instructional Technology Considerations for this SMART Goal:
Click here to enter text.

Instructional Technology Planning – Increasing Instructional Technology Access, Use and Impact

Instructional Technology Action Plan					
	Strategies	**Timeline**	**Person(s) Responsible**	**Resources**	**Evaluation**
Access: What access do students and staff have to instructional technologies?	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Use: How are available technologies being utilized in a way that maximizes student engagement and achievement?	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Impact: Are available technologies being utilized in a way that maximizes student engagement and achievement?	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Appendix B-4

Sample – Guiding Coalition iTech Focus Team Meeting

USD 261 HAYSVILLE SCHOOLS

GUIDING COALITION – ITECH FOCUS TEAM MEETING

DATE: 10/22/2015 TIME: 8:00 – 9:15 A.M.

1. **New 2015-16 iTech Focus Team Members**: Bruce Lolling (CHS), Kenny Davis (HWMS), Diana Moyer (OES), Sami Watkins (SpEd), Jennifer Reed (Admin)

2. **Purpose of iTech Focus Team**: Collaboration, Communication & Planning

3. **Strategic Plan Action Plan Update for 2015-16**:
    a. Increased access instructional technology access
    b. Student Technology Proficiency Assessments
        i. 2011 Elementary Tech Alignment
    c. Office 365/Windows
    d. iTech Building Walk-Through Audits
    e. Updated District Technology Plan – Expiration date: June 30, 2016
4. **Other**:
    a. Instructional technology requests/Building Tech Teams
    b. Technical support requests (wireless issues, repairs, etc.)
    c. Planned updates for 2016-17
    d. November 19th/December 10th GC iTech Team meetings
    e. Questions

Strategic Goal Area 1: Student Learning and Success

Critical Strategies and Action Steps 2015-2016
Critical Strategy – Instructional Technology: Advance student achievement through increased access to and use of instructional technologies.
• Deployment of additional tablet devices and interactive technologies for students • Write 2nd/5th/8th Grade Student Technology Proficiency Exams • Provide ongoing training opportunities for all staff in utilizing Office 365/Windows products • Continue Instructional Technology Walk Through Audits to provide feedback on technology access and use in buildings • Draft a new District Technology Plan through the Guiding Coalition Instructional Technology Focus Team

Appendix B-5

Building Level Electronic iTech 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 B-6
District Technology Plan Budget

School Year: 2016-17

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)	$310,000	Supplemental General and Capital Outlay
Maintenance and Support	$140,000	General and Supplemental General
Other	$0	
Total	$640,000	

School Year: 2017-18

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)	$145,000	General and Supplemental General
Equipment (i.e. Hardware)	$310,000	Supplemental General and Capital Outlay
Maintenance and Support	$145,000	General and Supplemental General
Other	$0	
Total	$650,000	

School Year: 2018-19

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)	$145,000	General and Supplemental General
Equipment (i.e. Hardware)	$320,000	Supplemental General and Capital Outlay
Maintenance and Support	$145,000	General and Supplemental General
Other	$0	
Total	$660,000	

Appendix C-1

USD 261 Learning Center Training Sessions for August 2015 –February 16

Presenter(s)	*Presentation*	*Dates*	*Hours*	*# of In District Participants*	*# of Out Of District Participants*
Krista Pottier	Everyday Math 4 Technology Training	7/1	3	10	3
Krista Pottier	Mimio Interactive Training	7/9	6	8	6
Heather Seachris	Incorporating Art In The Classroom	7/9	6	11	4
Lisa McKeown	Mandt	7/13, 7/14	12	9	0
Andy Anderson	Grant Writing USA	7/13, 7/14	14	3	12
Gayle Nelson	Literacy First Intensive Training	7/15, 7/16	14	6	0
Krista Pottier	Advanced Mimio Training	7/15	6	8	6
Angie Estelle	Certified SPED Teacher Training	7/15	6	5	0
Karon Waters	Mandt RCT	7/16, 7/17	12	9	0
Sonya Kostner	Picaboo In The Classroom	7/16	6	8	2
Andrea Hill	Everyday Math 4 Technology Training	7/20	3	11	1
Lisa McKeown	Mandt RCT Training	7/20	6	3	0
Multiple (Laura Rhodes = CKH)	New Certified Staff Orientation	7/21, 7/22, 7/23, 7/28, 7/29, 7/30, 8/3	45	32	0
Brenda Salvati	Building Resiliency	7/27	3	9	3
Penny Schuckman, Teresa Tosh	Mentor Training	7/27	3	24	0
Charlotte Gould & Carol Lipke	CPR & AED	8/3	6	10	0
Carol Lipke	DIP Training	8/4	5	8	0
Charlotte Gould	CPR & AED	8/5	4	4	0
CeCe Haywood	New Hire Classified Inservice	8/7	2.75	20	0
Jetta Williams	Early Childhood Back To School Inservice	8/10	7	30	0
Multiple Presenters	Leadership Academy: Aspiring Administrator	9/2, 10/6, 11/3, 1/12, 2/2, 4/5, 5/3	42	17	0
Krista Pottier	Mimio Interactive Training	9/2	7	14	1
Kim Forgey	School Messenger Training	9/3	1.5	13	0
Kim Forgey	THUG (Power School User's Group) Meeting	9/3	2.5	24	0
Learning Facilitators	Literacy First New Staff Training PreK-5	9/15	6	11	0
Learning Facilitators	Literacy First New Staff Training 6th-12th	9/16	6	21	0
Mike Clagg	Personnel Training For Supervisors	9/16	3	4	0
Lindsay Jervis	Teachers Pay Teachers: Extend Your Reach Beyond Your Classroom	9/17	6	13	0
Penny Schuckman	Guiding Coalition: PDC Focus Group	9/17	1.25	16	0
Angie Estelle	Guiding Coalition: Behavior Focus Group	9/17	1.25	11	0
Teresa Tosh	Guiding Coalition: Whole Group	9/17	3	41	0
Life Saver Learning	CPR & AED Certification	9/22	3	9	3
Heather Seachris	Tips, Tricks & Techniques For Word	9/23	6	19	3
Teresa Tosh	Energy Leadership (Adm Bldg, Rex, Freeman)	9/25	1.5	91	0
Teresa Tosh, Jen Reed	Behavior Curriculum Academy PreK-K	9/29	2.5	33	0
Teresa Tosh, Jen Reed	Behavior Curriculum Academy 1st Grade	9/29	2.5	19	0
WATC - Theodore Potts	Microsoft Word	9/30	4	3	2
Krista Pottier	Advanced Mimio Training	10/1	6	13	0
Krista Pottier & Andrea Hill	McGraw Hill Everyday Math Training	10/2	3	0	28
Brenda Salvati	Facilitation Tools & Tips - "Be A Creative Trainer"	10/7	6	15	0
Teresa Tosh	Behavior Curriculum Academy SPED Intermediate	10/8	3	9	0
Teresa Tosh	Behavior Curriculum Academy SPED Primary	10/8	3	7	0

Teresa Tosh	Energy Leadership Custodial/Maintenance	10/9	1.5	46	0
Teresa Tosh	Energy Leadership Food Service	10/14	1.5	43	0
Dawn Womack, Mike Clagg, Angie Estelle, Penny Schuckman	Substitute Training	10/14	5	0	20
Life Saver Learning	CPR & AED Certification	10/14	3	22	1
Learning Facilitators	Literacy First New Staff Training 6th-12th Content	10/20	6	21	0
Learning Facilitators	Literacy First New Staff Training PreK-5	10/21	6	11	0
Lisa Cundiff	Guiding Coaltion - Tech Focus Group	10/22	1.25	17	0
Jennifer Reed	Guiding Coaltion - Whole Group	10/22	1.25	27	0
Jennifer Reed	Guiding Coalition - PBIS	10/22	3	13	0
Becky Stanfield	Elementary Mini Science Lessons	10/27	6	12	3
Jetta Williams	EC 1st Semester Curriculum Inservice	10/27	3.5	8	0
WATC - Theodore Potts	Microsoft Publisher	10/28	4	10	0
WATC - Brenda Baker Hayden	Bully Prevention	11/2	2	7	3
Carol Christiansen	Wonders Training	11/4	6	15	0
Lisa Cundiff	Office 365 Parts 1 & 2	11/4	3	16	1
Brenda Salvati	Time & Productivity Management	11/5	6	13	3
Kim Forgey	THUG (Power School User's Group) Meeting AM	11/10	2.5	13	0
Kim Forgey	THUG (Power School User's Group) meeting PM	11/10	2.5	8	0
Diamond Gulick	The Flipped Classroom	11/12	6	12	2
Lita (Flippin Group)	CKH Teen Lead Training	11/16	3	4	0
Shauna Tinich	Dinah Zike Foldables	11/17	6	15	4
Nita Dillard (Flippin Group)	Process Champions	11/17, 11/18	12	25	0
Jennifer Reed	Guiding Coalition (Assessment Focus Team	11/19	1.25	10	0
Teresa Tosh	Guiding Coalition (Whole Group)	11/19	1.25	26	0
Lisa Cundiff	Guiding Coaltion (iTech Focus Team)	11/19	3	14	0
Teresa Tosh	Professional Learning 4 Leaders (PL4L)	11/23	3	17	0
Learning Facilitators	Literacy First New Staff Training PreK-5	12/1	6	11	0
Teresa Tosh	Behavior Academy - 2nd Grade	12/8	2.5	16	0
Teresa Tosh	Behavior Academy - 3rd Grade	12/8	2.5	20	0
Lisa Cundiff	PowerPoint Part 1 & 2	12/2	6	24	2
Janet Kingsley	CKH Process Champions	12/9, 12/10	13	33	0
Clint Schutte	Retirement Seminar	1/4	1	40	0
Kim Forgey, Keven McDonald	THUG Meeting	1/12	2.5	21	0
Penny Schuckman	Guiding Coalition (PDC)	1/21	1.25	13	0
Jennifer Reed	Guiding Coaltion (Assessment)	1/21	1.25	19	0
Teresa Tosh	Behavior Curriculum Academy 5th Grade	1/20	2.5	15	0
Teresa Tosh	Behavior Curriculum Academy 4th Grade	1/20	2.5	21	0
Lindsay Jervis	Teachers Pay Teachers: Level 2	1/19	6	12	0
Heather Seachris	Classroom Cooking	1/20	6	9	1
Diamond Gulick	Teaching Math With Manipulatives	1/14	6	15	3
Brenda Salvati	Crucial Conversations	1/26	6	7	2
Brenda Salvati	Addictions And The Family	1/27	3	13	5
Sandee Belden	Symbaloo	1/29	3	5	1
Mark Kane	One Note	2/3	6	9	0
Jetta Williams	2nd Semester Curriculum Workshop	2/4	3.5	9	0
Linda Long	Leading Out Of Drama	2/4	6	8	1

Appendix C-2

Administrator Strand - Leadership Academy 2015-16 Sessions

Session 1 - September 1

8:30 – 9:00	Introductions/Team Building/Notebooks/Livebinder	Penny Schuckman
9:00 – 9:30	Leadership Styles – Situational Leadership	John Burke
9:30 – 9:45	Break	
9:45 – 10:45	Video – Leadershift	Teresa Tosh
10:45 – 11:30	Creating vision, mission, values and ethics	Myron Regier
11:30 – 12:30	Lunch	
12:30 – 2:00	World is Flat & Tech Time	Lisa Cundiff
2:00 – 2:15	Break	
2:15 – 3:15	Making Connections With Your Staff	Jen Reed
3:15 – 3:30	Assignment: Read Now, Discover Your Strengths	Penny Schuckman

Session 2 – October 6

8:30 – 9:30	Energy Leadership	Penny Schuckman
9:30 – 9:45	Break	
9:45 – 10:30	Time Management	Debbie Coleman
10:30 – 12:00	Discuss Now, Discover Your Strengths & Strengths Based Leadership	Todd Lewis
12:00 – 1:00	Lunch	
1:00 – 2:15	Capturing Hearts	Mike Maurer
2:15 – 3:15	Implementing New Programs Effectively	Mike Mitchener
3:15 – 3:30	Assignment: Shadowing An Administrator	Penny Schuckman

Session 3 - November 3

8:30 – 9:30	Discussion: Shadowing an Administrator	John Burke
9:30 – 10:30	Energy Leadership	Penny Schuckman
10:30 – 10:45	Break	
10:45 – 12:00	Media Relations	Liz Hames
12:00 – 1:00	Lunch	
1:00 – 2:00	How To Be An Instructional Leader	Glenda Cowell
2:00 – 2:15	Break	
2:15 – 3:15	Kansas Homeless Documentary	Linda Long
3:15 – 3:30	Assign Five Dysfunctions of a Team	Penny Schuckman

Session 4 – January 12

8:30 – 9:30	Discuss Five Dysfunctions of a Team	Teresa Tosh
9:30 – 9:45	Break	
9:45 – 11:45	Stress Management	Brenda Salvati
11:45 – 12:45	Lunch	
12:45 – 1:45	Creating A Positive School Atmosphere	Carla Wulf
1:45 – 2:00	Break	
2:00 – 3:00	Being Present	Ildo Martins

3:00 – 3:15	Assignment – Please be prepared to share a physical product demonstrating you have synthesized your learning to this point during our April 5th session!	Penny Schuckman

Session 5 – February 2

8:30 – 9:30	Leading Out Of Drama	Linda Long
9:30 – 10:30	Google Forms	Bruce Lolling
10:30 – 10:45	Break	
10:45 – 12:00	Positive Parent Interaction & Dealing With Difficult Parents	Mark Foster
12:00 – 1:15	Lunch	
1:15 – 3:15	Showing Compassion In The Workplace	Todd Lewis
3:15 – 3:30	Read Emotional Intelligence	Penny Schuckman

Session 6 - April 5

8:30 – 9:30	Please share a physical product demonstrating you have synthesized your learning to this point.	Penny Schuckman
9:30 – 10:30	Community Relations - Practical Politics & Marketing Your District	John Burke
10:30 – 10:45	Break	
10:45 – 11:45	Running Effective Meetings	Mike Maurer
11:45 – 12:45	Lunch	
12:45 – 1:45	Discuss Emotional Intelligence	Brian Howard
1:45 – 2:30	Video = Everyday Creativity	Teresa Tosh
2:30- 3:30	Growth Mindset	Mark Foster & Grant Jones

Session 7 – May 3

8:30 – 9:30	School Finance	Clint Schutte
9:30 – 9:45	Break	
9:45 – 11:45	Embracing Change	Brenda Salvati
11:45 – 12:45	Lunch	
12:45 – 1:45	Tips For The Interviewee	Mike Clagg
1:45 – 2:45	Tech Talk	Lisa Cundiff
2:45 – 3:30	Graduation (binders, certificates, cake, & picture)	Penny Schuckman

Appendix C-3

USD 261 Summer Tech Camp 2016

	Tuesday, June 21	Wednesday, June 22	Thursday, June 23
8:30 – 11:30 **Morning Sessions:** Summer Tech Camp 2016	○ **AR You Ready For Augmented Reality?** Marcia Hersh Make print come to life using Augmented Reality (AR) apps. In this session, learn about free apps you and your students can use to turn print media into videos for a richer learning experience. Apps such as Aurasma and Layar will be utilized in this animating hands-on session. ○ **Ebay For Educators** Heather Seachris 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.	○ **Twitter For Education** Stephanie High Participants will learn how to utilize Twitter in their classrooms…from informing parents of the events of the school day and by interacting with students all over the world. We will spend our day learning the basics of Twitter and how to get students engaged with your classroom Twitter page. We will also participate in a Twitter chat and learn ways to grow our professional learning network. ○ **Photoshop Basics** Brenda Kobler During this workshop, participants will learn a variety of tips and tricks useful in the editing of photographs in Photoshop. Online Photoshop resources will be also be explored during this hands-on workshop.	○ **Google Classroom** Mark Kane Learn about the District Google Accounts and Google Classroom, Google's digital platform for easily sharing information and assignments between teachers and their students. ○ **Pinterest** Heather Seachris Need a little inspiration for your lesson plans? Your bulletin boards? Classroom management ideas? If you haven't already joined Pinterest, now is 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.
12:30 – 3:30 **Afternoon Sessions:** Learning Center 150 Stewart Haysville, KS 67060 Penny Schuckman, Director Website: http://usd261.com/wordpress/the-learning-center E-Mail: pschuckman@usd261.com Phone: (316) 554-2331; Fax: (316) 554-2342 Register on our website or e-mail registration to: dlewis@usd261.com	○ **Remind 101** Kasahra Cotton This free tool can be used to communicate with parents OR students through text messages. This is a safe way to communicate effectively with your parents or students in today's tech savvy world. You will leave with a full understanding of how to use the app and website. ○ **Using Audio & Video Tools In The Classroom** Lisa Cundiff It's no secret that students love videos---both viewing them and creating them. There are many good video and audio tools available for use in the classroom that can stimulate student learning and engagement. This hands-on session will help participants become better familiar with some of the best options for using video and audio tools in class projects.	○ **Cool Tech Tools For Educators** Lisa Cundiff There are so many free online options available to educators these days that it is often difficult to determine which ones are the best tools for supporting classroom teaching and learning. This hands-on session will feature a variety of web-based instructional tools that are practical to use in the classroom and engaging for students. ○ **Advanced Photoshop** Brenda Kobler This class takes up where Photoshop Basics left off. It covers the advanced features and uses of Photoshop.	○ **Using Stream 7 Tablets In The Primary Classroom** Gail Soft This session is for primary (PreK-2) grade teachers using the HP Stream 7 tablets in the classroom. Learn how these small tablets can have a big impact on student learning and engagement. ○ **Class Dojo** Kim Hall Class DoJo is a valuable tool that opens the lines of communication between parents, teachers and students. It provides a forum where students have the ability to help establish rules, and parents have online, or smartphone access to their child's behavior at all times.

WEEK TWO:	Tuesday, June 28	Wednesday, June 29	Thursday, June 30
8:30 – 11:30 **Morning Sessions:** Summer Tech Camp 2016	○ **Pic Monkey** Lisa Slade Need an easy alternative to editing photos? Pic Monkey is a simple solution. Edit, design, collage, and much more for both amazing teacher and student projects. No account needed! ○ **Teachers Pay Teachers For Sellers Workshop** Lindsay Jervis Do you have your own Teachers Pay Teachers store but are looking for some one-on-one help creating products and growing your store? This half day session will give you some new ideas to build your store as well as give you time to work on your projects in a setting where you can ask questions and get a little extra one-on-one help.	○ **Getting To Know Your Digital Camera** Lisa Slade Do you rely on the "auto" setting for all your digital photography? Learn a little more about digital cameras and the basic functions offered on most of them so you can get more out of your photography! ○ **Symbaloo** Sandee Belden Have you ever wanted all your often used websites easily available for yourself or your webpage? If you answered yes, this online program will put all your website markers in one place as icons. Students like the look and the usability of this program. There are also many free access Symbaloos that can make your life easier (including online lessons and activities). Come check out Symbaloo!	○ **Playing With Prezi** Charlotte Brickman Do energy drinks give you a daily boost of POW!? Then Prezi is the tool for you! Learn about this interactive presentation tool that will bring more life and pizazz to your classroom. ○ **APPsolutely Engaging** Marcia Hersh The time will fly as you engage in learning in this hands-on session. Whether you are looking for alternative methods of formative assessments, or just want to keep your students "all together" for a lesson, this session will have an answer (or two!) for you. Come check out the tools and apps sure to up the captivation factor in your classroom.
12:30 – 3:30 **Afternoon Sessions:** ***You can earn 1 Graduate Credit from Baker University for $75 for attending any combination of four half-day sessions!*** ***You can also combine any two half-day sessions with a full day workshop for 1 Graduate Credit!*** **FREE for all USD 261 Employees!** **Out of District - $50 per class &** **$5 off each additional session!**	○ **Desmos Calculator, Shodor & & More** Andrea Hill During this class we will explore creating engaging, investigative activities using online math applications such as Desmos Graphing Calculator, Shodor, National Library of Virtual Manipulatives, and more. ○ **Mimio Creations** Krista Pottier Have you attended Mimio training and now just need some time to look for lessons or create things? This class will give you the time, with support available, to make some great items to use in your classroom. Mimio Basics is a required prerequisite for this course.	○ **Windows 10 & Office 2016 Tips & Tricks** Mark Kane Learn both new and existing shortcuts, features, and tasks that you can utilize to increase your productivity and enhance your skill level in these applications. ○ **Weebly** Jeff Maxwell Do you have the desire to create your own classroom webpage? Weebly is a simple and fun way to flex your creative muscles. In this session, you will be provided with the knowledge, instruction, and opportunity to create your own classroom webpage.	○ **Photostory** Charlotte Brickman This tool is a great way for your students to present material in a way that doesn't require them to "get the jitters" in front of a whole class. Learn how to create an animated presentation with pictures, voice overs, type and music that will have your students jumping right in! ○ **Schoology** Micah Bright Schoology is a complete learning management system (LMS) that allows teachers, staff, students, and parents to have a central location for communication and interaction. We will look at the major features and benefits of Schoology and how it can help you in the classroom. The training course is designed for educators who are just beginning to use or have moderate experience using Schoology daily in the classroom.

Appendix C-4

TLC Report for BOE & Administration

	# of Workshops	Hours of Training	# of In-District Participants	# of Out-of-District Participants	"Other" Activities (Facility Rental, Community Events)	Money Generated From Facility Rental & Graduate Credit
2006-2007	40	287	475	101	Building Not Complete	Building Not Complete
2007-2008	78	684	778	106	NA	$14,614
2008-2009	95	1137	1191	111	232	$8,146
2009-2010	119	783	1750	124	386	$16,167
2010-2011	110	696	1863	292	390	$16,332
2011-2012	170	1005	2295	313	413	$20,305
2012-2013	153	946	2177	288	401	$18,797
2013-2014	196	999	3111	337	466	$22,535
2014-2015	207	1170	3072	231	430	$23,015