

Kansas State Department of Education Technology Plan

D0507 - Satanta

Effective from: 7/1/2011 to 6/30/2014

Contact Information

School District Number: D0507

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Technology Plan Creation Date: 11/10/2010

Date Technology Plan Approved by District School Board: 12/13/2010

Board Approved District Policies Section

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

Yes

2. Has the district installed, and does it maintain/regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and 2. other federal grant programs?

Yes

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms?

Yes

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that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes

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

Yes

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes

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

Yes

8. Does the district have a plan and adequate budget to consider accessibility and compliance with Section 508? Answering 'no' will not negatively affect District Technology Plan approval--district should be aware of the compliance requirements that can be found here:[www.da.ks.gov/kpat/\(KPAT\)](http://www.da.ks.gov/kpat/(KPAT)).

Yes

Committee Membership / Stakeholder Representation (This section is no longer scored)

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

List the members of your committee, their titles, and identify the constituency each member represents:

COMMITTEE MEMBERSHIP/STAKEHOLDERS

Committee Members for this plan include:

- Superintendent Ardith Dunn USD 507
- Elementary Principal Leanne Tschanz USD 507
- Secondary Principal Ron Levan USD 507
- Board of Education Member Jill Hill USD 507
- District Technology Coordinator Steve Barker USD 507
- District Media Center Coordinator ... Rita Shogren USD 507
- Elementary Instructor Sidra Alexander USD 507
- Computer Instructor (7-12) Janie Lutz..... USD 507
- Secondary Instructor Jennifer Hanson USD 507
- Student Representative StudentCouncil VicePresident..... USD 507
- Community/Business Marcia Hatcher..... Satanta Business
Representative
- Parent Member Joyce Apsley Elementary/Secondary Parent
- Parent Member Jill Wahl..... Elementary/Secondary Parent

Are all recommended constituencies represented?

Yes

MISSION STATEMENT (This section is no longer scored)

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

MISSION

Long-range plans are essential for technology and with the fast pace of changes in technology, our vision can change in a one-year span. USD #507 is committed to our students in making sure they have the latest of technology provided for them in a learning safe environment, and are prepared for life beyond high school.

USD #507 Mission Statement

Satanta Unified School District 507 will provide all students the opportunity to develop and demonstrate the essential skills necessary to maintain a balanced learning, leisure, and work experience throughout life in a changing society.

Satanta Elementary Mission Statement

Satanta Grade School, in partnership with parents, students, and community, will provide a positive learning environment dedicated to meeting the educational needs of all students.

Satanta Jr-Sr High Mission Statement

The mission of Satanta Junior-Senior High School is to provide students the opportunities to develop the skills they need to pursue life's goals and to participate fully as informed, productive members of society.

INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)

Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21st Century teaching and learning opportunities.

Please describe the district vision for the use of Instructional Technology:

VISION

USD #507's vision for technology is to provide the most advanced technological opportunities to enhance learning throughout the district for administration, staff, and students. It is a district goal to provide a technological learning environment conducive to:

- working collaboratively with others
- enhancing problem solving and logic thought processes
- furthering research opportunities
- becoming competent and adaptive to our changing society
- being effective in the work-force
- making responsible and ethical decisions
- following rules and guidelines as set by school policy for a safe learning environment

District Summary of Progress and Technology Goals

Summary of Previous Technology Plan (This section is not scored)

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

DISTRICT TECHNOLOGY USE GOALS & OBJECTIVES

To achieve the Instructional Technology Vision, the following goals and objectives have been identified:

1. Technology will be used in different curricular areas to support the District Mission Statements and the goals of the School Improvement Plan.
 - ~~•~~ All students will improve problem solving and critical thinking across the curriculum.
 - ~~•~~ All students will improve reading comprehension across the curriculum.
2. All administration and staff will have training, resources, hardware/software, and technology support needed to enhance all curricular areas.
 - ~~•~~ Teachers will be trained in computer-based assessments for on-line testing.
 - ~~•~~ All support materials and hardware for CPS, white boards, ACE Notebooks.
 - ~~•~~ Lady Bugs, and any other technology that may added, will be available in all core curricular areas or as teacher requests dictate.
 - ~~•~~ The district will continue to support a district technology coordinator for system management, trouble shooting, and in-house training.
3. Provide financial support to staff for classes and workshops in the area of technology.
 - ~~•~~ Maintain a process for assessing needs and purchasing needed software/hardware for the network.
 - ~~•~~ PDC points for approved classes and workshops for recertification or advancement in technology
 - ~~•~~ Graduate credit for approved classes or workshops for recertification or PDC points in technology.
4. Use technology to increase communication and involvement with students, parents, and community members.
 - ~~•~~ The district will continue to update teacher units and provide the current technology for student and community use.
 - ~~•~~ Continue the district web page and add items such as TextCaster to enhance communication with students, faculty, parents, and community members.
 - ~~•~~ Strive to get grant dollars to help offset technology costs.

- ~~Continue communication lines with surveys for administration, instructors, students, and parents.~~
- ~~Make the community aware of technology needs and the costs to meet our student needs.~~
- ~~Continue adding components of Powerschool (student management system) for better communication with students and parents.~~
- ~~Work on updating student management system so it is compatible with the KIDS system and could communicate with students and parents via the Internet.~~

USD 507 is currently involved in the QPA accreditation process. Our Building Leadership Teams along with our QPA team will continually monitor and assess the progress of our students with state assessment, local assessments, surveys, and teacher input. Teachers follow a district curriculum with outcomes and check sheets for continual monitoring of student progress. Students are required to utilize technology beginning with Kindergarten and continuing through the high school level.

USD continually updates the approximate 250 computers in the district. We maintain 4 laptop carts (3 in the Elementary School and 1 in the Jr-Sr High School). Classrooms have access to projectors, interactive whiteboards, document cameras, video cameras, and a variety of software programs. Both libraries in the district have computers available for student use. Our systems are updated to Windows 7.0 and we continually update Microsoft Office Suite and other programs utilized throughout the district.

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. What assessments is the district using to make decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services? What target groups are surveyed and how often? How does the district ensure equitable distribution of technologies throughout the district? How does the data collected influence planning for future use of resources, and acquisition of new technologies?

Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide strategic plans and school improvement criteria, plans, and progress reports. A summary of this information is provided.

Approaches Requirement

School district staff is surveyed to determine hardware needs in their classrooms. It is not evident that surveys are conducted on an annual basis or how results influence acquisitions and the deployment of technology resources.

Meets Requirement

A variety of instruments are used to evaluate technology needs on an annual basis. A summary of the results is provided, and includes the needs identified for the following groups: student; staff & administration; parent & community; and district. The results are used to influence decisions related to acquisitions and deployment of technology resources.

Exemplary

Data is collected and analyzed on an ongoing basis and is in addition to the annual technology needs surveys. Technology related decisions are based on a wide range of data which is collected dynamically through district/school information systems, websites, and/or events. Data is gathered from a variety of stakeholders in a variety of ways, including students; staff & administration; parent & community; and district.

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district.:

TECHNOLOGY NEEDS ASSESSMENTS

The technology assessment process used to drive decisions made by the planning committee includes surveys completed by students, school district staff, school improvement team members (community representatives), and board of education members.

The results of the district and community-wide technology surveys are utilized to help evaluate technology needs. These needs are then addressed through our school improvement process (building leadership teams, school improvement team, subject area committees) and through implementation of district-wide curriculum.

The data results help drive decisions regarding implementation of the technology plan. Sources used in the decision process involving technology include:

1. Informal requests from administration, teachers, and students - Technology needs are continually evaluated throughout the year. The Technology Coordinator discusses hardware/software needs, trainings, projects, and updates with administration, teachers, and students.
2. End-of-year wants/needs lists submitted by staff - An inventory of hardware and software is continuously kept up-to-date. Recommendations for replacement on a rotational basis, and preventive maintenance are made annually.
3. Advice and recommendations from District Technology Coordinator - The District Technology Coordinator meets monthly with administration to discuss technology needs. He is responsible for keeping the district informed about

current technology needs that could be utilized in USD 507. He helps coordinate the technology plan with the school improvement process so the needs of the district are met.

4. Recommendations from committees within School Improvement Process -- School improvement committees and subject area committees meet throughout the school year to determine hardware/software needs, strategies for technology integration, and a vision for the district as a whole.
5. Community/Administration/Faculty/Students Surveys - Surveys are completed annually by administration, faculty, students, and community members. These surveys address technology, school environment, and student needs. Decisions are then made taking into consideration the Mission Statement, curriculum, and the need in the district.
6. Curriculum Requirements - Curriculum requirements are state standard driven. Our instructors are accountable through a checklist system to meet curriculum requirements.
7. State Requirements (vocational, graduation requirements, and state assessments)-USD 507 is accredited through QPA standards. Requirements for all areas are met through this accreditation process.
8. PDC Staff Development Recommendations - A commitment to our staff for "highly qualified" teachers requires us to seek out quality workshops that may include technology. The district provides in-services as needed for technology.
9. Budget allocations from district funds - The district is committed to continually updating and maintaining the technology in the district. A full-time system operator is hired for the district. Funds from capital outlay, the general fund, local option budget, and e-rate are utilized to meet the technology needs for our district.
10. With the additional at-risk and ELL funds added to the budget, USD 507 has been able to purchase software/hardware to target special needs and bi-lingual populations within our district.

District Technology Infrastructure Goals and Objectives

This section is for districts to provide specific, measurable, District Technology Infrastructure Goals and Objectives, and a narrative description **For e-rate purposes, districts should specifically mention e-rate eligible services that the district will leverage to support the educational and administrative needs of the district. Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal.**

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Infrastructure, telecommunications, hardware, software, Internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district.

Meets Requirements: Measurable objectives for each goal have been established. Infrastructure, telecommunications, hardware, software, Internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible services, including Kan-Ed services, if a member of Kan-Ed, are addressed.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, Internet access, services, and resources. E-rate eligible services, including Kan-Ed Member Services, if a member of Kan-Ed, are addressed. Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

District Technology Infrastructure Goals/Objectives:

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

- 100% of the classrooms and all administrative offices will have access to telecommunications and internet services that are partially funded with e-rate.
- USD 507 will continually upgrade and access the need for software. Purchases will be made that help teachers provide learning opportunities that continue to help our student's success in achieving AYP each year.

District Technology Infrastructure Narrative Description

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

The Network LAN within USD 507 is maintained daily and analyzed each year for improvements needed to meet advancements in technology. The complete LAN has been upgraded from a Hub 10/100 to Cisco 10/100 switches. These switches are a managed switch and gives the Tech Department the ability to monitor network traffic and trouble shoot any problems which might arise before they get out of control. With the addition of the switches a gigabit link replaced the 10/100 link we had between the two school buildings.

All the wiring in both school buildings, including all out buildings, is either CAT5e or CAT6. Any addition to the wiring has been done with CAT6 Cable which is *the* newest ethernet cable standard. CAT6 Cable is backwards compatible with CAT5e Cable.

The WAN link within USD 507 is filtered with NetSpective Hardware and *Software*. With this hardware and software we can filter what we allow through the Internet and monitor the most used links accessed. We can also monitor the most blocked sites trying to be accessed. The software is updated every year.

We have in place a Sonicwall Firewall to protect our LAN from outside access. This is a security measure to help insure we are not hacked into from someone outside our own network.

Norton Antivirus End-Protect software is purchased on a three-year contract. It is important to keep this license updated to ensure security of the network. This year spam protection was added along with our anti-virus software.

The server for the district was upgraded from Novell 6.0 to Windows Server 2003 in the fall of 2007. Full backups are made every weekend of our servers and a partial backup is done each evening. The backup system is housed in the grade school building while the servers are in the Jr-Sr high school building. These two building are on opposite ends of the town.

Assessing District Technology Infrastructure Goals And Objectives

This section is for districts to identify how they will measure the successful completion of Infrastructure Goals and Objectives. How will districts know when these goals/objectives are successfully achieved?

Approaching Requirements: Measurements are mentioned but it is not clear what will be measured to identify whether goals and objectives are met

Meets Requirements: A plan for measuring the goals and objectives identified in 4A is described. It clearly defines how the district will assess and monitor annual progress toward these goals and objectives.

Exemplary: A plan for measuring the Infrastructure goals and objectives identified is described. It clearly defines how the district will annually track progress and measure growth toward these goals and objectives. Specific examples of Quantitative and Qualitative methods used for evaluating goals and objectives are identified.

District Technology Infrastructure Assessments Narrative:

Outline specifically how the district intends to measure success related to District Technology infrastructure Goal(s) and Objectives:

District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district. Students in K-12 will have access to computers at a ratio of 3 students to one computer or better.

All classrooms in the district have been wired for Internet and LAN access and have electrical power provided to sustain technology utilization. Ninety-five percent of the junior-senior High School building has wireless Internet access available and ninety percent of the grade school building has wireless Internet and LAN access available. The Jr-Sr high school building has two, twenty-four unit laptops available to students. In addition there are five labs available to the students, one with twelve computers, two with sixteen computers, and two with fourteen computers. Our vocational building has two labs with four computers each and laptops available to those classes. Each of our at-risk rooms in the Jr-Sr high school has a three computer lab available. The grade school has four, twenty-four unit laptops available to students with the wireless Internet and LAN access available. There are also five labs available to students in the grade school with access to the Internet and LAN network. Two of the labs have sixteen computers available and the other three have four computers each.

Every teacher will have a desktop computer available along with a laptop with projector for visual aid. We also provide a number of our classroom teachers with Classroom Performance Systems and Lady Bugs (document readers) for the classroom. Television and DVD players are made available to any classroom with the need for visual aid to enhance learning. Staff, students, and parents will have access to online grade book 100% of the time. Cable TV has been installed in the libraries and office areas.

A full time technology staff member was added to the district for maintenance and support. This person will be responsible for an annual inventory. Technical support and maintenance remain as the primary block to full integration of technology into every appropriate classroom. Total cost of ownership which includes set up cost, maintenance, system support, upgrades, replacement of obsolete equipment over a four year schedule and eventual recycling of obsolete equipment and software needs is part of our technology planning and purchasing process. This person will also be utilized to help keep us informed on the latest software and hardware for our students. He will advise the administration on yearly purchases to help keep our district current.

An annual survey will be collected to assess the needs of our staff, administrators, and teachers. The survey will be published online utilizing our website and staff will have to have it completed prior to the end of the year checkout. The survey will contain questions that evaluate both hardware and software needs, usage levels, possible in-service opportunities.

Curriculum Integration Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Curriculum Integration--specifically, how the district will leverage technology to support the teaching and learning mission of the district.

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. The plan mentions curriculum integration but lacks details for one or more of the goals.

Meets Requirements: Measurable objectives for each goal have been established. The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research-based strategies for teaching and learning.

Curriculum Integration Goals and Objectives:

Increase Student Achievement through the effective use of technology.

- Use technology resources and tools to increase productivity, promote creativity, and increase academic learning so that progress on State Assessments can be met and AYP achieved.

Ensure that students are technology literate by the end of the 8th Grade.

- Technology will be utilized in all regular and vocational classrooms throughout the district on a weekly basis so that students are exposed to a variety of uses of technology.

- Eighth grade students are required to pass (60% or better) a Computer Explorations class that measures their skills in a variety of computer areas including keyboarding, word processing, Internet usage, basic troubleshooting, desktop and control panel usage, and usage of several software programs including the student grading system (Powerschool) and software for core, vocational and elective curricular areas.

Progress is being made toward fully integrating technology into the curriculum.

- Teachers will turn into the building level principals on a weekly basis effective lessons and learning experiences for students that are supported by the use of technology through projects and activities.
- All students will have the application knowledge needed and access to the technology necessary to complete assignments and projects assigned to them by teachers.
- All formative and state assessments will be taken online, if online versions are provided by the state. Any student needing adaptations made will not be required to take the tests online.

Curriculum Integration Narrative:

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

CURRICULUM INTEGRATION

The Satanta School District's Mission Statement demonstrates a district commitment to work with highly qualified, inspired and dedicated staff, in partnership with our families and community to, "provide all students the opportunity to develop and demonstrate the essential skills necessary to maintain a balanced learning, leisure, and work experience throughout life in a changing society". Technology will need to become an integral part of our curriculum allowing students access to choices of technology tools that improve their productivity and assist with research, problem solving and decision-making activities that we incorporated into a standards aligned curriculum.

Our District Strategic Plan places a priority on improving communication between home and school to support student achievement. Studies have shown technology can enhance communication by providing multiple avenues for parents,

students, teachers and school sites to access information from remote locations, independent of time and day. To begin to meet this need the district has a web page available (www.usd507.org) providing all the email addresses of the staff and teachers so parents may contact their student's teacher or any staff regarding their child's progress, attendance, etc. This web page also has a calendar available showing all school dates and activities. After each board meeting the minutes and agenda are added to the web page for public viewing. Parents of our students are given the ability to check their child's grade for Grades 4-12 through a web site. This web site requires that the parent have a secure username and password to access their children's grade.

The state provides online testing. USD 507 is committed to doing state assessments on line for immediate feedback and results. Six portable labs have been purchased for the elementary and secondary buildings for easy access to classrooms. Stationary labs have been placed in the three English classrooms (5-12). The libraries are equipped with computer stations for classes to utilize. One of the computer labs (16 stations) are available 6 hours of the day for classrooms to utilize. The mobile labs and stationary labs have been a valuable tool and plans are being made to purchase additional computers if necessary to facilitate grades 3- 11 assessments.

The district-wide area network is in place and being used by all sites for both educational and administrative purposes. The district has succeeded in implementing a database for the management of student information, attendance, and grade recording that can be accessed by school personnel, students, and parents. Teachers use this system to email or mail weekly progress reports to parents. All teachers are required to record daily attendance and grades that are exported weekly for extracurricular eligibility purposes and parent communication. District grade cards are printed from this system. The teachers are also required to use email. Most correspondence from the office, forms, and messages are distributed by the use of email. Teachers are required to email lesson plans (made in one of the word processing programs) weekly to the building level principals. All forms, the local teacher agreement, board of education agenda/minutes, the personnel handbook, and other necessary paperwork are located on our school web page. Teachers are required to either fill out and email forms or print and fill out by hand any necessary paperwork for the district.

As part of our QPA process, baseline data was collected in the 2008-09 school year and is being monitored by the Building Leadership teams, School Improvement Team, and instructors for accreditation. Curriculum is modified yearly to meet the needs of our students and the updated trends of technology.

For the elementary, check lists with goals, benchmarks, and curriculum outcomes have progress recorded for each student by instructors and turned into the Intervention Team and Building Leadership Committee on a quarterly basis as part of our QPA accreditation process. The elementary is currently in the 3rd year (implementation) of MTSS. MTSS provides a portfolio for each student and technology comprehension will be included in the skill list.

The junior high (7-8) is beginning the MTSS process. As MTSS training becomes more readily available for the high school level, it will definitely be considered. Integration is involved in several of the academic areas and evidence of cross-curricular activities (which includes technology) is turned in every quarter. Examples that have been turned in include:

Classroom teachers continue to find innovative ways to integrate technology in the different curricular areas. CPS units, Interactive Whiteboards, Power Point presentations, remedial and challenging software, web-based instruction and assessment practice software continue to become available to instructors. Annual review of curriculum and instruction will need to continue to include expansion of technological integration. Instructors and students have full access to the internet for research and discovery.

- Use of word processing for class reports
- Use of on-line calculators with projectors and interactive whiteboards in mathematics
- Utilization of internet to investigate possible occupations & job capacities
- Use of CAD software to design projects and plasma cam designs in Industrial Arts
- Use of software for 3-dimensional art projects in several levels of art classes
- Use of scanners (on copy machines and in classrooms) and digital cameras for Classroom projects and yearbook
- Use of desktop publishing software for a variety of projects including activity programs
- Several research based projects for speech classes, forensics, miscellaneous projects, and multimedia presentations
- Use of laptops for state assessments, keyboarding exercises, research, and in-class projects
- Software application utilized throughout classrooms, libraries, and in offices

Students are also required to pass an eighth grade class that is called 8th Computer Explorations. This class teaches beginning to intermediate levels of keyboarding, word processing, Internet usage, basic troubleshooting, desktop and control panel usage, and usage of a variety of software used throughout the school in several core, vocational, and elective curricular areas.

At the 9th grade level, a one-year course (keyboarding/general business) is required and students must pass this to graduate. It is highly recommended that students take Beginning Computer Application as a sophomore to meet Kansas Regent Scholarship requirements. All our computer classes (8-12), are vocationally certified and require proficiency logs for each student. These proficiency logs require students to meet 80% of the course outcomes to pass the course and are audited by vocational officials as part of the state funding requirements. This is a very good way of measuring skills and performance levels of our vocational students. Teacher observation of student performance on projects, activities, and applications of technology will be documented in the student skills portfolio as required by vocational classes.

As a whole in the K-12th grades, computers are used by students and staff members daily as observed by administration and the usage logs in the library (laptops are checked in and out through the library). Students have access to all labs and laptops before, during and after school hours.

Lesson plans are turned in weekly by instructors to the building level principals. The principals will make note and observe some of the lessons involving technology.

Assessing Curriculum Integration

Curriculum integration is carefully and thoughtfully assessed. This section should clearly outline measures that will be used to determine: How does the district measure student technology literacy by the end of 8th

grade? How will the district measure the effective use of technology in teaching/learning? How will the district measure the impact technology has on student academic achievement?

Approaching Requirements: It is unclear how the district will assess their achievement of the outlined Curriculum Integration Goals and Objectives. Details are lacking for 1 or more of the goals/objectives outlined.

Meets Requirements: Curriculum integration assessment plans are described in detail to support the Curriculum Integration Goals and Objectives, and include baseline data.

Exemplary: Curriculum integration assessment plans are described in detail and include baseline data, as well as a description of how the data will be used to improve student achievement and the other outlined Curriculum Integration Goals and Objectives.

Assessing Curriculum Integration Narrative:

Please outline how the Curriculum Integration Goals and Objectives will be assessed:

The District Technology Coordinator and superintendent will be responsible for monitoring and establishing procedures for evaluation of the technology plan. Stakeholders make up a technology committee that will be used as a resource for annual evaluation and possible recommendations for technology. Administration will oversee the evaluation of instructors and the use of technology within the classrooms. Instructors will be encouraged to seek innovative ways to utilize technology with the students of USD 507.

Prior to the eighth grade, elementary students progress in technology will be tracked utilizing MTSS and a portfolio system. Skills will be assessed quarterly utilizing a check list for each grade level that have been developed from the district wide curriculum. This data will provide documentation of technology skills throughout the child's elementary years.

At the secondary level, students are required to pass (60% or above) an eighth grade class that is called 8th Computer Explorations. This class teaches beginning to intermediate levels of keyboarding, word processing, Internet usage, basic troubleshooting, desktop and control panel usage, and usage of a variety of software used throughout the school in several core, vocational, and elective curricular areas. At the 9th grade level, a one-year course (keyboarding/general business) is required and students must pass (60% or above) this to graduate. It is highly recommended that students take Beginning Computer Application as a sophomore to meet Kansas Regent Scholarship requirements. All our computer classes (8-12), are vocationally certified and require proficiency logs for each student. These proficiency logs require students to meet 80% of the course outcomes to pass the course and are audited by vocational officials as part of the state funding requirements. This is a very good way of measuring skills and performance levels of our vocational students.

Teachers are required to turn in weekly lesson plans. The building level principals will be responsible for monitoring and observing class periods that involve the use of technology. Walk throughs and scheduled observations will be used for documentation. Surveys at the end of the year will allow for teachers to reflect on computer usage and improvement of computer skills. The survey will ask each instructor to evaluate themselves on their own computer skills and the utilization of technology within their classes.

Technology Professional Development Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the operational/administrative aspects of this plan.

It would be appropriate to include how the professional development will specifically support Curriculum Integration Goals and Objectives including:

- Increasing student academic achievement through the use of technology.
- Ensuring all students are technology literate by the end of 8th grade.
- Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior including interactions in social chat rooms).

Approaches Requirement: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Technology professional development plans are unclear or not fully developed. Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above.

Meeting Requirement: Measurable objectives for each goal have been established. Technology professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc.,. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms.

Technology Professional Development Goals and Objectives:

Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

- Teachers are encouraged to attend workshops and in-services to learn about new and emerging technologies. If an area of need shows on the yearly survey, an in-service will be presented to the entire district on whatever technological need is evident.

Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

- Utilize our local mentoring program to introduce beginning teachers to the student management software and other technology available throughout the district.
- The district will incorporate staff development for technology skills to enable teachers to implement technology as a constructive tool into their curriculum.

Improve the capacity of classified staff to effectively use technology to fulfill their duties.

- Classified staff will be required to attend district in-services to help them utilize technology in fulfilling their duties.

Technology Professional Development Narrative:

Please provide an overview of how the district will meet the outlined Professional Development Goals and Objectives here.

PROFESSIONAL DEVELOPMENT

In-service is a key component to the use of technology. The No Child Left Behind Act emphasizes the importance of technology in all areas of K-12 education. Money that is spent on technology can only be fully utilized through proper training to individuals. It is difficult to determine the future of technology in school settings, but USD 507 plans to be on the "cutting edge" for our students.

Currently all teachers, administrators and staff in the district have access to a computer and all district purchased software. New teachers are introduced by the Technology Director and through our mentoring program to the available software and the student management system. The mentor teacher can be very instrumental with questions, concerns, and training of the technology available.

Faculty in-services will be scheduled as identified by the Professional Development Team and Building Leadership Teams through yearly surveys. These surveys will allow teachers to self-evaluate their skills and recommend needed in-services. In our QPA school improvement plan, technology is recognized as a major factor in enhancing student learning and assessments. Even though all staff members have received introductory training for the network, student management system, on-line curriculum, email, and district-wide software; continual updating, on-going training, and technical support is necessary.

The district will incorporate staff development for technology skills to enable teachers to implement technology as a constructive tool into their curriculum. Professional development for technology is allocated within the budget and teachers request to attend different types of technology or integrated curriculum workshops, classes, and seminars. District in-service addressing cyber bullying and computer etiquette is provided annually. Teachers are educated on the latest bullying techniques and there is a section in the personnel handbook on computer usage. The district also pays for graduate computer courses to educate our instructors. If graduate hours are not an option, professional development points will be awarded according to the PDC plan for USD 507. Points and graduate hours can be further utilized to move on the pay schedule as an incentive for our instructors.

Members of the staff have been trained in several on-line resource centers, CPS units, electronic white boards, use of projectors, and other uses of technology that promote higher-level thinking and problem-solving skills. These pieces of equipment are being used as early as kindergarten and first grade.

Some goals that we have for our teachers and students include: 1) develop lifelong technology learners - with the changes in technology, teachers and students should not be afraid to experiment with technology in a safe environment, 2) provide technology to match the goals and objectives set by the district in the technology curriculum, 3) integrate technology into every curricular area, 4) provide adequate and ongoing training and resources for all avenues of technology.

Combining the use of trainings, resources, and available equipment, USD 507's goal is to continually improve academic scores and achievement for all students across the curriculum. These results will be evident in the triangulation of data gathered yearly by the Building Leadership Team for the district profiles. This data is reviewed twice annually by the faculty and staff.

Assessing Technology Professional Development

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should relay:

- How will the district know that current professional development offerings have an impact?
- How will the district know that knowledge/skills from professional development opportunities will be transferred to classroom practice?
- What evidence will show results of the professional development activities?

Approaching Requirements: Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants.

Meets Requirements: Technology professional development is assessed in more than one way. Evidence is provided to show data are utilized to inform future planning or improvement.

Exemplary: Technology professional development is assessed in more than one way. Qualitative and quantitative data is used to drive decision making and to inform future planning or improvement. Data is gathered to show level of implementation [application] and changes in student learning [impact]. . Evidence of systemic classroom technology integration is provided.

Technology Professional Development Assessment Narrative: Please describe how the district will assess the outlined Professional Development Goals and Objectives are met:

All teachers and staff will have access to and be able to use technology applications and tools as needed for instruction. Faculty and staff will share effective best uses of technology during common plan times, mentoring sessions, or in-service time.

End of the year survey (technology needs assessment) will be conducted to assess any needs in the district for in-service. The survey also contains a self assessment piece to allow the instructor to reflect on the success of the provided professional development and determine future needs. The survey will be evaluated by the District Professional Development Committee which includes the administration.

USD 507's Professional Development Plan requires a survey of effectiveness after a each day of in-service throughout the school year. The survey is done through our website and the results are discussed at quarterly PDC meetings for evaluation and follow-up. A list of all courses and workshops taken by instructors and paraprofessionals are compiled at the end of each school year to make sure the previous year's technology needs assessment has been met.

Input from the Technology Coordinator, Building Leadership Teams, and administration will provide needed information to make technology decisions for the next school year. Administration will document use of technology on walk-thoughts and annual evaluations. Use of on-line resources will be monitored through each software program or by the tracking on the fileserver. Administrative observations and lesson plan activities can be used to monitor the amount of technology that is be integrated into each curricular area effectiveness of professional development provided throughout the year.

Technology Plan verification For E-rate Purposes

Please check the statement that applies to your district: *Please note that although districts may already have an approved technology plan on file with KSDE, the following statements provide KSDE with verification of whether the district needs to file an addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service). **Please check only one box.***

Our district **has filed or intends to file** only for basic Telecommunication services (POTS--basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Years covered by this technology plan.

District Technology Plan Budget

Budget Area	Cost	Funding Sources with amount per Sources
School Year:		2011-2012
Professional Development	\$0	0
Telecommunications and Internet Access	\$0	0
Materials and Supplies (i.e. Software)	\$0	0
Equipment (i.e. Hardware)	\$0	0
Maintenance and Support	\$0	0
Other	\$0	0
Total	\$0	
School Year:		2012-2013
Professional Development	\$0	0
Telecommunications and Internet Access	\$0	0
Materials and Supplies (i.e. Software)	\$0	0
Equipment (i.e. Hardware)	\$0	0
Maintenance and Support	\$0	0
Other	\$0	0
Total	\$0	
School Year:		2013-2014
Professional Development	\$0	0
Telecommunications and Internet Access	\$0	0
Materials and Supplies (i.e. Software)	\$0	0
Equipment (i.e. Hardware)	\$0	0
Maintenance and Support	\$0	0
Other	\$0	0
Total	\$0	

Year 2009-2010

ACCEPTABLE USE POLICY 2008-2011

Purpose

The Internet is an electronic highway connecting thousands of computers and millions of users all over the world. Using the Internet as an instructional tool, students and teachers are able to communicate with individuals both within and outside the traditional school setting, gather and evaluate information from governmental, commercial and educational locations; and participate in discussion groups and interactive learning on a plethora of topics. As a complement to the Internet, Satanta Public Schools have developed an internal computer network which we refer to as our Intranet.

Our society must prepare students to live and work in an information-based, global society. Thus, they must develop and hone information gathering, evaluation and communication skills. Computers and their programs are used to support learning and enhance instruction. Our goal in providing these services to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

Local Area Networking within Satanta Public Schools allows sharing of information within and among schools, as well as access to the Internet. This offers exciting possibilities to expand the boundaries of the traditional classroom and media center, offering vast, diverse and unique resources to teachers and students. Unified School District 507 continually upgrades classroom and media center computer hardware and software, making new instructional resources available for teacher and student use in accordance with the Plan for Instructional Technology.

Both the Internet and USD 507's Intranet are excellent resources to enhance instructional opportunities and must be afforded the same respect as books, audio visual media, and other classroom materials and supplies. It shall be the responsibility of individual teachers to create and supervise rich learning experiences and opportunities utilizing these resources. It shall be the responsibility of each student to use these resources responsibly and within the guidelines set forth by the teacher, the school and the school division.

Procedures

General Principles: Unified School District 507 recognizes that certain standards are necessary to promote and insure that student and employee access to and utilization of computers and the Internet/Intranet through public school resources and equipment is consistent with the purposes set forth in Section I. While the motivating intent of this Acceptable Use Policy is to provide positive encouragement for the proper use of this educationally valuable resource for students and staff, it is recognized that any human enterprise requires well defined limits or rules as to the boundaries of acceptable behavior and practice. In the event that these rules are violated, the school system and its personnel have the right to temporarily or permanently revoke the privilege of access and use of the Internet to any student or employee guilty of such violation. Serious violations of this policy may also result in further disciplinary action in accordance with the Student Conduct Code or other applicable policies.

The Internet is an electronic community whose operation depends on courtesy and common sense. It is a complex association of thousands of computers and subscribers made possible by multitudes of networks and interconnections. In order to achieve its H I potential for both students and providers, the Internet requires respect for the work and creativity of others and the exercise of mature responsibility by anyone who wishes to function in this community.

Code Of Conduct For Use Of The Internet

I recognize that the Internet is a community of users and as a participant in that community I must respect the rights of others; therefore,

- a. I will conduct myself on the Internet at all times as in a public environment. I will not use the Internet for private purposes, and I will not claim a right of privacy as to any information posted on the Internet.
- b. I will use appropriate language at all times. I will not use obscene or profane language or language which might reasonably be offensive to others. I will not create, send or otherwise distribute words, messages or materials which would reasonably be considered offensive, threatening or harassing to others.
- c. I will not use the Internet in any manner that might reasonably disrupt or interfere with the use of this network by others.
- d. I will not attempt to bypass any form of security built into the system whether by USD 507 or any user of the Internet.

I recognize that the Internet is a form of property and that it represents scarce resources which belong to and have value to both USD 507 and every individual or entity which operates on the Internet; therefore,

- a. I will not use the time or materials available to me while having access to the Internet for personal or commercial purposes_ I will not waste or take supplies made available to students in connection to the use of the Internet. I will not play games on the Internet or use the Internet or the computers made available to me for non-academic activities or purposes.
- b. I will not knowingly or inadvertently alter, rename, damage or delete all, or any part of, any files, programs or information of others which is accessible on the Internet. I will not read, use or copy non-public files, programs or information of another user without that user's prior permission. I will not knowingly or inadvertently, alter, change or rename any setting on the computers. This includes desktop wallpaper, fonts, screen size, etc.
- c. I will protect the privacy of others by not trying to learn their passwords. I will not use another person's account or password. I will protect my own privacy and work product and the integrity of the system by not revealing my password to others without the permission of my instructor/supervisor.
- d. I will not attempt to gain unauthorized access to computer equipment or programs. I will not attempt in any way to interfere with the operation of USD 507 computer system.
- e. I will be personally responsible for any damages which result to school equipment or programs from any unauthorized or inappropriate use of the equipment made available to me.

I (student) will not pass any message from one computer to another nor will I (student) use any form of email or instant messenger from the computers within USD 507 School District. I will not give or pass any personal information from any site on the Internet the without the permission of my instructor/supervisor.

Teachers and Staff will have an email account setup for their use for communicating with other teachers/staff member within the school district. USD 507 allows teachers/staff to communicate with others outside the school district for educational needs and information but does not provide email for personal use. No other email or messenger account shall be used on school computers other than the one setup by the Systems Administrator.

I recognize that both software and many of the files I may access on the Internet are protected by copyright laws; therefore,

- a. I will not make unauthorized copies of software found on school computers or otherwise accessible through the Internet, either by copying them onto my own diskettes or onto other computers through electronic mail or bulletin boards_
- b. I will not load any software onto school computers without the prior written permission of my instructor/supervisor.
- c. I will not give, lend, or sell copies of software to others unless I have the prior written permission of the copyright owner or the original software is clearly identified as

"shareware" or is otherwise in the public domain.

I recognize that the resources of USD 507 including any computer equipment, programs and access to the Internet are being provided to me as an important part of my educational progress; therefore,

- a. I will use all computer equipment, programs and Internet services in direct support of the educational objectives established by my teacher(s)/supervisor_
- b. I will not plagiarize (claim as my own work product) any information received in any form from the Internet.
- c. I will obey all written and verbal instructions given to me by my teacher(s), instructors or network managers.
- d.

Explanation of School System's Rights and Responsibilities

USD 507 has the absolute right to supervise and control the use of the Internet by its students and staff. Access to the Internet is being provided as an integral part of the educational program of this school system and the supervision and control of this access will be considered as part of the educational program for each student. Any student or employee's use of school computers and access to the Internet are under the absolute discretion, review and control of school staff. Violation by any student of this AUP may result in suspension of this privilege and, in severe or repeated violations, of termination of any privileges. Further disciplinary action may also be appropriate in accordance with the School Board's Student Conduct Code.

USD 507 makes no warranties of any kind, either express or implied, related to its provision of Internet access services to any student or other individual. USD 507 will not be responsible or liable for any damages suffered by any student or any other individual arising out of access to school system computers, programs or the Internet. This includes, but is not limited to, loss of data resulting from delays, nondeliveries, miss-deliveries, or service interruptions caused either by the school system's actions or inactions or by the student or other individual's actions.

USD 507 specifically denies and disclaims any responsibility for the accuracy or quality of information obtained through its services or Internet availability. Use of any information obtained via the Internet is at the student or individuals own risk.

Signed : _____ Date : _____

(By signing, I state that I have read and understand the Acceptable Use Policy approved by the Board of Education, USD 507)

Satanta USD 507: Survey

Tuesday, Jun 01
 Logged in as Steve Barker

[Survey](#) > [Reports](#) > Report Data

Report Data

Survey Title: Revised 2010-11 PDF Survey

Date Range: May 25, 2010 — May 27, 2010

Total Hits: 141

Completed: 61 (43.2624%) site, n/a network

Quality Performace Accreditation (QPA) (mult. choice)

	Site	Network
1=Most Important	1.64% (1)	N/A
2=Interested	26.23% (16)	N/A
3=Not Interested	18.03% (11)	N/A

Total Answered: 61

Curriculum Integration (mult. choice)

	Site	Network
1=Most Important	24.59% (15)	N/A
2=Interested	27.87% (17)	N/A
3=Not Interested	6.56% (4)	N/A

Total Answered: 61

MTSS Implementation K-12 (mult. choice)

	Site	Network
1=Most Important	18.03% (11)	N/A
2=Interested	21.31% (13)	N/A
3=Not Interested	18.03% (11)	N/A

Total Answered: 61

School Law (Student Issues) (mult. choice)

Site Network

1=Most Important	13.11% (8)	N/A
2=Interested	29.51% (18)	N/A
3=Not Interested	16.39% (10)	N/A

Total Answered: 61

Assessment Motivational Tools (mult. choice)	Site	Network
1=Most Important	31.15% (19)	N/A
2=Interested	21.31% (13)	N/A
3=Not Interested	6.56% (4)	N/A

Total Answered: 61

Test Taking Strategies and Assessment Ethics (mult. choice)	Site	Network
1=Most Important	18.03% (11)	N/A
2=Interested	31.15% (19)	N/A
3=Not Interested	9.84% (6)	N/A

Total Answered: 61

State Standards, State Assessments and Analyzing Data (mult. choice)	Site	Network
1=Most Important	4.92% (3)	N/A
2=Interested	37.70% (23)	N/A
3=Not Interested	16.39% (10)	N/A

Total Answered: 61

ESL Praxis Classes for ESL Testing (mult. choice)	Site	Network
1=Most Important	3.28% (2)	N/A
2=Interested	11.48% (7)	N/A
3=Not Interested	44.26% (27)	N/A

Total Answered: 61

At-Risk Student Development (mult. choice)	Site	Network
1=Most Important	32.79% (20)	N/A
2=Interested	22.95% (14)	N/A
3=Not Interested	3.28% (2)	N/A

Total Answered: 61

Cultural Sensitivity Training (mult. choice)	Site	Network
1=Most Important	4.92% (3)	N/A
2=Interested	32.79% (20)	N/A
3=Not Interested	19.67% (12)	N/A

Total Answered: 61

Differentiated Instruction (mult. choice)	Site	Network
1=Most Important	22.95% (14)	N/A
2=Interested	32.79% (20)	N/A
3=Not Interested	3.28% (2)	N/A

Total Answered: 61

Thinking Maps (mult. choice)	Site	Network
1=Most Important	3.28% (2)	N/A
2=Interested	21.31% (13)	N/A
3=Not Interested	34.43% (21)	N/A

Total Answered: 61

Teaching Academic Vocabulary (mult. choice)	Site	Network
1=Most Important	29.51% (18)	N/A
2=Interested	18.03% (11)	N/A
3=Not Interested	9.84% (6)	N/A

Total Answered: 61

Other Suggestions (freeform text)	Site	Network
	Total Answered: 2	n/a

Finish

The information contained in the SOCS Insider is confidential. Do not distribute this information to anyone outside of the SOCS Network.

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