



## Technology & Innovative Learning 3 Year Plan 2015 - 2018

*Approved by school board June 11, 2015*

*One91 is an innovative learning community where learning excels with technology*

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### **Mission**

- Ensure equitable digital access for all students
- Create individualized learning experiences
- Leverage technology for applied and engaged learning
- Graduate students who are information and technologically literate problem-solvers
- Use technology to efficiently manage district operations and provide data for effective decision-making
- Promote home-school communication technology-enabled opportunities that establish powerful partnerships

### **Measure of Success**

Within three years, all students in every school will be actively engaged in their own learning with the guidance and support of collaborative teachers and peers using technology to personalize instruction and drive learning.

### **Technology will Support Student Learning at All Levels**

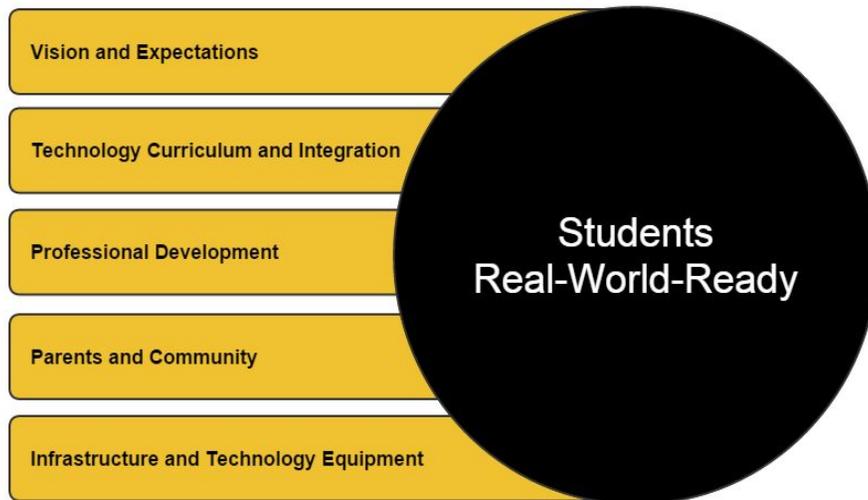
- by fostering a student-centered collaborative learning environment that provides options for varied time, pace, path, and place
- by facilitating access to high-quality resources at a variety of levels and in multimedia
- by positioning students to safely and appropriately publish and participate in a digital academic environment
- by providing collaborative online environments to communicate and support student learning
- by utilizing technology tools and applications to meet the demands of career and college readiness, including articulated sophisticated technology and information literacy skills

## Plan Development

This plan was developed collaboratively with input and dialogue from multiple stakeholders including the Superintendent's Leadership Team, Instructional Technology Advisory Committee, the Teaching and Learning Department, the District Advisory Committee, Vision One91 committee members, and additional teachers and staff.

## Technology Alignment to District Priorities

- Strategic Roadmap
- Literacy and Problem-Solving
- Collaborative Learning Strategies
- Danielson Framework
- Culturally Proficient School Systems



## Goal 1: Vision

**1.1 Establish and refine a clear and shared vision for technology use in One91** Ability for all teaching staff to articulate how technology plays a role in Vision One91. Evidence would include principals creating clear messaging for staff and community, staff responses on annual technology survey, and classroom technology use that aligns with vision.

Action Steps		Timeframe	Notes
<b>A</b>	Shared planning and alignment between the Technology department and other district departments, particularly Teaching and Learning	2015-2018	
<b>B</b>	Instructional Technology Advisory Committee will provide suggestions, feedback and communications between the tech department and schools.	2015-2016 annual	Moves to a hybrid model for 15/16
<b>C</b>	District Technology Advisory Committee will meet on a regular basis to provide input on policy making, budgeting, planning, and program evaluation.	2015-2018	
<b>D</b>	District policies, regulation, and guidelines are updated and reflect the learning environments outlined in Vision One91	2015-2017	<ul style="list-style-type: none"> <li>● Data privacy</li> <li>● Social media use by students and staff</li> <li>● Student handbooks</li> <li>● Signs in schools</li> <li>● District and school websites</li> <li>● Intellectual property</li> </ul>
<b>E</b>	Establish consistent district-wide terminology connected to technology used for learning. See <a href="#">glossary</a> .	2015-2016	
<b>F</b>	Develop budget for technology referendum dollars that meets a sustainable technology plan and goals.	2015-18 Revise annually	
<b>G</b>	Participation by administrative, teacher, and student leadership in conferences, online events, and studies related to best practices in educational technology capacity.	2015-18	

## Goal 2: Student Learning, Curriculum and Technology

**2.1 To embed technology into daily learning by creating blended learning and individualized learning environments** Students, teachers, principals, continuous improvement coaches, and TLT report an increase in instruction that utilizes technology for rigorous learning activities and production identified on annual technology survey. Students will acquire technology skills needed for real-world readiness. Responsible innovated technology uses will be encouraged, supported, and shared.

Action Steps			Timeframe	Notes
<b>A</b>	K-5	Strategic technology use that allows for differentiation strategies and resources that align with literacy and math goals, integrated with Teaching and Learning and SIP goals and objectives, and provides differentiated instruction opportunities.	2015-2016	Work with elementary curriculum coordinator to embed technology in professional development  Align with ISTE Standards
<b>B</b>	K-5	Adopt district-wide online resources that support literacy and math objectives including adaptive reading and math programs, accessed by classroom-housed devices.	2015-2018	Review and pilot 2015-2016 Adopt district-wide 2016-2017
<b>C</b>	K-12	Review and adopt K-5 technology Scope and Sequence for student technology and digital use. Identify, articulate, and embed technology skills 6-12, including digital safety/citizenship skills.  <i>From Vision 191: Academic Core and Schedules--Objective: To identify a common set of courses and schedules (block of minutes) that will be used for instruction across the district and develop a framework for the technology driven academic core experience that ensures all One91 students are on the path to be Real World Ready at graduation--no doors closed.</i>	2015-2018	Implementation 2016-2017 *see section below/staffing *may include coding and keyboarding
<b>D</b>	6-8	Support Vision 191 planners in developing middle school technology exploratory course(s).	2015-2016	
<b>E</b>	6-12	Embed technology through content applications delivered via LMS: Social studies, Math, ELA, Science that allow for differentiation, individualization, personalization and culturally proficient teaching and learning. Additional courses will be added as curriculum for each area is revised.	2015-2016	SAMR model development (see diagram below) Digital Curriculum

<b>F</b>	6-12	Utilize student portfolio options within LMS	2017-2018	
<b>G</b>	K-1 2	K-12 Investigate adopting or developing a tool to create Individual Learning Plans for every student, including but not limited to current IEPs.	2016-2018	Assess new student proficiency in tech use and provide remediation if needed
<b>H</b>	9-12	Support of 9-12 Career and College Pathways and electives (PLTW)	2016-2017	

**2.2 To encourage innovative uses of technology to increase student engagement through the development of hybrid courses 9-12:** Goal 2.2 focuses on augmenting the face-to-face instruction with some seat time replaced by online instruction. Students may be physically located in the school or learn from a separate location (home, internship, etc.)

Action Steps			Timeframe	Notes
<b>A</b>	9-12	Research and evaluate how hybrid classes will be implemented in One91	2015-2016	Policies, expectations, etc must be considered
<b>B</b>	9-12	Evaluate which hybrid 9-12 classes will have priority for development and implementation.	2015-2016	Professional development for identified teachers, course writing, communication with students and families. Details of implementation will be developed as courses are developed.
<b>C</b>	9-12	Evaluate the use of commercial online course for special needs such as credit recovery, summer-school, or other special needs.	2016-18	

**2.3 To research and evaluate online courses 9-12** instruction in a completely online environment. No face-to-face time would be required.

Action Steps			Timeframe	Notes
<b>A</b>	9-12	Research and data analysis of what courses our students are currently taking online	2017-2018	Identify who is taking online courses, which courses they are taking, and what impact that has on ISD191
<b>B</b>	9-12	Research and evaluation of desire to offer online courses at BHS and BAHS	2017-2018	

## Goal 3: Professional Development

**3.1: To champion principals and supervisors as digital leaders:** All buildings will embed instructional technology in their School Improvement Plans (SIP). Increase in interest, comfort and integration of technology into other areas of instructional leadership, including paperless meetings and interactive staff inservices. High-leverage questions established around technology and teacher use and participation in building technology plans. Clear and consistent policies and information regarding personal use of devices and use of district devices

Action Steps	Timeframe	Notes
<b>A</b> Develop online professional learning opportunities for instructional leaders, principals, and continuous improvement coaches that focus on digital leadership and effective instructional strategies using technology.	2015-2016	Use LMS to deliver admin PD
<b>B</b> Create clear and specific teacher expectations around instructional technology use and establish baseline skills and knowledge. Curate and/or create conferencing questions and expectations principals to use for coaching around effective teacher technology use. Develop “look fors” in Danielson model around technology use. Create and add district produced videos of exemplary technology use. <a href="#">DRAFT One91 Technology Expectations</a> Use expectations as part of the teacher evaluation criteria.	2016-2017	<a href="#">Sample Conferencing Questions</a> Add to Teachscape or create repository Continuous Improvement Coaches
<b>C</b> Focused professional learning around digital leadership for all district leaders.	2017-2018	transforming school culture using social media integrating digital tools leading professional learning accessing new opportunities and resources

**3.2 Increase capacity of teachers to be 21st Century educators:** Evidence of changing instructional practice as witnessed by principals, continuous improvement coaches, instructional technology team, principals, TLT, and colleagues. Ready!One91 Framework for 6-12 ELA, Social Studies, Math, Science. One91:1 Training for specific Social Studies groups as identified in the 1:1 Rollout Plans. Creation and/or implementation of metrics to monitor effective teacher use of technology for instruction.

Action Steps		Timeframe	Notes
<b>A</b>	Embed 21st Century teaching and instructional technology into curriculum development, instructional strategies, assessment strategies and tools	2015-2016	Identification of specific strategies with recurring and consistent use
<b>B</b>	Support personnel and new features of standard technologies such as Google Apps, Chromebooks, iPads, online resources, etc.	2015-2018	
<b>C</b>	Create individualized self-paced sequence of learning within the LMS around technology themes. Provide required and optional professional learning opportunities on the learning management system. Increase understanding and use of instructional technology theories and frameworks such as SAMR and TPACK to effectively frame technology use around student learning	2015-2016	Leveled Level 1 = New to district Higher levels would be tapped into for conferences and device testing
<b>D</b>	Provide PD in LMS and classroom management for teachers	2015-2018	Timeline is specific for content / grade level
<b>E</b>	Provide differentiated professional learning opportunities including August Tech Camp, Spring EdCamp, after-school, online and hybrid options, and participation in regional conferences		EdCamps, TIES Conference, Tech Camp
<b>F</b>	Fund and collaboratively hire building-level Digital Coaches at all elementary schools to provide embedded PD and assume responsibility for information and technology literacy curriculum.	2016-2017	
<b>G</b>	Fund Media EAs at all levels and redefine role of the secondary Media Specialists	2016-2017	
<b>H</b>	Establish and encourage innovation through an internal grant process	2016-2017	

**Goal 4: Parents and Community:** Accurate and complete understanding of community and family access to internet and digital tools. Increased use of parents and students using SchoolView and other district tools. Increased understanding by parents of how educational technology is used for their child's learning measured via an annual parent/community survey

**4.1 To promote school-home community and communication through the use of technology, gain insight into internet access available to students at home, and provide home Internet access to families when necessary.**

Action Steps		Timeframe	Notes
<b>A</b>	Gather feedback from students and parents through parent/community survey, SASIAC (Student Achievement and Systems Improvement Advisory Council) and District Technology Advisory Committee	2015-2016 annual	
<b>B</b>	Determine number of parents and students using SchoolView and create a plan to increase that number.	2015-2016	
<b>C</b>	Conduct survey to determine % of homes with Internet access and home devices used. Create program that assures all students have needed home access and families have the skills needed to connect.	2015-2016	
<b>D</b>	Create an information campaign on low-cost home wireless access.	2015-2016	

**4.2 To provide experiences for parents and family around technology use in learning.** Increased understanding by parents of how educational technology is used for their child's learning measured via an annual parent/community survey. Availability and attendance at community events around digital topics

Action Steps		Timeframe	Notes
<b>A</b>	Increase presence of technology at PTO meetings, open houses and back to school nights so parents and community can learn and experience how technology is being used in schools. Provide outreach to culturally diverse families.	2015-2016*	*significant increase in 2016-2017
<b>B</b>	Provide opportunities for parents and families to learn about digital citizenship, safety, and the changing landscape of education.	2015-2016*	Work with Community Education and building principals *significant increase in 2016-2017
<b>C</b>	Provide information to buildings on a regular basis. Info and resources can then be shared via back-to-school night, newsletters, social media, etc. Work with principals to create key messages and resources for families, including for those who speak languages other than English.	2015-2016*	*significant increase in 2016-2017
<b>D</b>	Establish annual Tech Share Fair for students, staff and community.	2015-2018	

## Goal 5: Infrastructure, Equity, and Access

**5.1 To implement a district-wide learning management system:** 6-12 students and teachers utilize the LMS as the central hub for digital curriculum, course communication, and online learn. Create a 1:1 learning environment for all 6-12th grade students that includes a learning management system.

Action Steps			Timeframe	Notes
<b>A</b>	6-12	Implementation of a Learning Management System (LMS) LMS Implementation will align with curriculum development.	2015-2016	Our district-wide LMS selected Spring 2015 6-12 Social Studies 6-12 Math (specific courses) 6-12 Science (specific courses) Additional subjects/courses in following years
<b>B</b>	K-5	Study and evaluate feasibility of an LMS for K-5	2015-2016	
<b>C</b>	K-12	Provide training and development work time for TLT and other district leaders so that the district LMS is the delivery vehicle for professional learning.	summer 2015	

**5.2 To establish classroom, teacher, and student technology access standards** Every class has a common set of educational resources that are connected to grade and subject standards. Technology purchases are aligned to classroom standards.

Action Steps			Timeframe	Notes
<b>A</b>	PreK	Adopt Pre-K Standard Classroom Technology Package	2016-2018	May include SmartTables, LearningPads, etc.
<b>B</b>	K-5	Adopt K-5 Standard Classroom Technology Package, including student devices at a 3:1 student to device ratio that remain in the classroom, including teacher device(s) and peripherals.	2015 - 2016	Add devices on a 3-4 year rollout plan.
<b>C</b>	6-8	Adopt 6-8 Standard Classroom Technology Package, including teacher device(s) and peripherals.	2015 - 2016	Create equipment replacement schedule.
<b>D</b>	9-12	Adopt 9-12 Standard Classroom Technology Package, including teacher device(s) and peripherals.	2015 - 2016	Create equipment replacement schedule.
<b>E</b>	K-12	Identify classrooms in need of specialized technology and establish baseline standards and costs (science, math, phy ed, music, EL, etc.)	2015-2016	

**5.3 To provide students with digital learning experiences accessed through mobile learning devices.** Provide every 6-12 student with an educational digital device available 24/7 to ensure equitable digital access and allows learning experiences that capitalize on modern needs for career and college readiness with no doors closed at graduation.

Action Steps			Timeframe	Notes
<b>A</b>		Superintendent's Leadership Team (SLT) and School Board Approval for 1:1	2015-16	
<b>B</b>		Prepare for student device Implementation that supports learning and teaching goals	2015-16	<a href="#">Student Device Readiness Analysis Doc</a>
<b>C</b>	6-12	Student Device Implementation	2016-2017 continuing to 2020	Various Implementation Models possible
<b>D</b>	K-2 3-5	Evaluate student device implementation K-2, 3-5	2016-2020	

**5.4 To identify key district-wide video and digital resources:** Staff and students will have access to high quality multicultural video products that support instruction and other district goals. These include videos from Open Educational Resources, commercial vendors, and internally created productions.

Action Steps			Timeframe	Notes
<b>A</b>	K-12	Evaluate and identify district choice for video production, conferencing and multimedia storage (Discovery Education, Safari Montage, VBrick, YouTube, Skype, GoToMeeting, GoogleHangout). Begin implementation and professional learning.	2016-17	
<b>B</b>	K-12	Evaluate and upgrade video production studio(s) as needed for district-wide consistency and equitable access for all students.	2015-18	

**5.5 To ensure data privacy:** The district will actively monitor its data security practices, conduct external data security audits, and create practices and procedures to assure staff, student, and family data privacy.

Action Steps			Timeframe	Notes
<b>A</b>		Conduct network and data security audit by outside consultant	2015-2016	
<b>B</b>		Move firewall and universal threat protection services to Internet provider (TIES) for greater reliability, less district maintenance and management and cost savings	2016-2017	
<b>C</b>		Create standing data security review committee	2015-2016	

**5.6 Other Key Infrastructure Goals** Internet and wireless access will be available in all learning spaces, adequate for all instructional purposes, and reach 99.999% reliability. Technology staffing will be sufficient to provide response times to help desk tickets of less than 24 hours.

Action Steps			Timeframe	Notes
<b>A</b>		Evaluate, select, and adopt a new student information system. Provide communication and training on changes.	2015-2018	TIES abandoning TIESIS
<b>B</b>		Review and adjust our device management process to streamline for instruction	2015-2016	
<b>C</b>	K-5	Evaluate elementary school wireless network	2015-2016	
<b>D</b>		Evaluate tech staffing model. Eliminate Tech EA position. Assign one Tech 1 and Tech 2 team to each cluster of schools. Monitor Help Desk Ticket completion times.	2015-2016	
<b>E</b>		Monitor Internet reliability. Record and analyze downtime	2015-2018	