

**PARKROSE SCHOOL DISTRICT
TECHNOLOGY ACTION PLAN
APRIL 2008**

Introduction

In the 2007-2008 school year, the Parkrose School District found itself in need of a strategic plan for the development and sustainability of district wide technology. An eclectic group of staff and administration was gathered to serve as the district technology planning team. The team consisted of principals from every building, building technology coordinators, the district technology department, district directors, superintendent and a professional technology planning consultant. Over the course of the school year, monthly meetings were held to craft a building specific and district wide vision for technology in the Parkrose School District. The vision for the future of technology was used to determine the discrepancies between what we wanted for our teachers and students in the future and where we were. The differences between technology today and technology in the future were used to determine the action plan goals.

The strategic action plan was divided into three main components: 1) Instructional technology and data collection; 2) Infrastructure: hardware and software; and 3) Management and professional development/training. The district technology planning group was divided into three subgroups and each member was assigned one of the three areas. Teams utilized an action planning template to determine the following: current status of technology, actions (what was needed), who would be responsible for development, the time line for development, the cost of development and a statement about what we hoped the action step would produce in the future.

The final strategic technology plan for the district will serve as an umbrella for all individual school technology plans and overall district technology planning. It will serve as a filter for all technology purchasing and development for the district so

that planning is completed in a cohesive, strategic and sustainable manner. This strategic planning will assist future endeavors of the district to apply for technology grants and other technology funding and training, including professional development.

Parkrose School District technology policies, procedures and user agreements will be added to the body of the technology plan as they are developed during the 2008-2009 school year by a newly created District Technology Team. The Strategic Technology Plan will be reviewed annually in the spring by the District Technology Committee to ensure progress monitoring and revision-in other words, to keep this a “living” document that governs the way in which the school district develops technology for teaching and learning.

Summary of Technology in our District: Present and Future

Presently:

There are computers and access to the Internet in all buildings in the Parkrose School District. There is however, no cohesive rhyme or reason to which building has what technology. There are multiple operating systems (Mac, PC, and Linux) in the same buildings. Many computers district wide are in various states of repair and age. Many labs throughout the district are literally falling apart and are routinely inoperable, while other labs, funded by external sources, are brand new and not representative of the remainder of the district. Some buildings have access to interactive technology such as SMART Boards and Promethean Boards while others do not. Parts of buildings are wireless while most of the district has no wireless connectivity. Due to these district wide disparities, instructional technology is also not uniform across the district.

In the 2007-2008 school year, the district hired a .5 FTE K-5 instructional technology specialist to assist in the training of staff to use technology as an integral part of teaching and learning. The specialist has provided hands on professional training to teachers in one on one, small group and whole school

settings. The district also had a .25 FTE 9-12 instructional technology specialist. As with all districts, some staff are technology “immigrants” while others are technology “natives”. This means that some have readily hopped on the technology train and some are still waiting at the station. The role of the district technology specialist is to assist staff to feel more comfortable using technology as a tool for instruction. The more at ease a teacher is with technology the more they will want to use it. Also, the more often the technology works when you turn it on, the more teachers will have confidence in using it.

The Parkrose School District has a student data information system known as eSIS or the “electronic student information system”. This system collects all staff generated student information such as grades and attendance and stores them on a server. The district also has K-12 access to the Mastery In Motion data collection system that is used to collect, store and retrieve state wide student assessment information. While state wide assessment information is important, on-going common formative assessment data is also critical in assessing students’ daily progress on academic goals and power standards. A streamlined, user-friendly data collection system that provides each teacher with desk top access to current individual student learning profiles is key to school improvement. There is currently no district wide assessment data collection system being used to input student information that is teacher designed and formative in nature.

The Internet is used to communicate both within the school district and outside the district. Some parents use email to contact teachers and learn more about how their children are doing in school. One function of the eSIS data collection system is a module called “Parent Assistant” which connects parents to multiple student information such as grades, attendance and behavior referrals. However, in order for parents to see day to day student progress, the teacher must input grades into the eSIS grade book program. Currently, there is no requirement for teachers to use eSIS grade book for grades.

This year, the school district purchased a ticketing system for receiving and tracking staff requests for technology repair and service. This system is called “IT Direct”. In addition, the district purchased a companion system called “Maintenance Direct” to receive and track request for repair and service for the

district maintenance department. These systems have revolutionized the way in which the district manages service to staff. Both systems are up and running and have been highly effective. The district is investigating a system to track and catalog all hardware and software and all associated license requirements. This will keep us in compliance with state and federal requirements. It will also assist us in the development of a strategic technology replacement cycle plan.

Finally, a new development for the district has been the complete re-designing of all of our school and district web sites. The district web designer has transformed all web pages to a new program called “MODx”, a web content management framework that is comprehensive, user-friendly and very attractive. The total updating of our district web sites will assist the district in our goal to increase and improve our communication within the district as well as to parents and the community.

Future:

The district strategic technology planning group visioned the future of technology for the Parkrose School District. This is a summary of the group’s vision for how technology will be some day in our district.

With regards to access to technology for teaching and learning, the district will provide computer access to every child in every classroom. Wireless technology will be available district wide to promote both mobile as well as stationary computer technology options. There will be total access to technology such as interactive white boards, interactive slates and student response tools for immediate feedback. District administration will have an expectation that all teachers embed technology in teaching as a matter of instructional best practice.

Data systems will be integrated, streamlined and not redundant. Individual student learning profiles, composed of all available student information and assessment data, will be readily accessible to teachers, parents and students. They will be easy to use. Data collection systems will articulate one with another in an automatic manner and be stored electronically (no more paper and big file cabinets!).

The planning group focused on professional development in instructional technology for all staff. The group envisioned a district developed tool that staff could use to determine and quantify their level of technology expertise so that professional development could be individualized and leveled. Simply put, not all teachers are on the same page with regards to expertise in using technology in instruction and use of data for decision making so professional development cannot be “one size fits all”. Future instructional technology professional development will be on-going and focused. All staff will have access to one on one, small and large group training with a “hands on” focus with plenty of time built in to practice and discuss. In the future, the district will provide a K-12 instructional technology specialist for K-12 training.

In the future, each school will have a replacement cycle for computer hardware so that non functional computers will not take up space in the school house. Access to new software will be district wide and available. The District Technology Committee will develop a hardware and software evaluation rubric to be used when purchasing new technology. This new evaluation tool will assist the district in maintaining its focus and purpose in technology development. It will support our strong infrastructure.

Some day the district will provide parents broad access to individual student information with instant and on-going progress monitoring capabilities. Information about individual school and district events will be readily available to the community. Access to information will lead to increased parent and community involvement in our schools. All teachers will use eSIS for grades so that parents can access modules of eSIS that support increased parent communication. In fact, the future is here because beginning in the fall of 2008, eSIS Grade Book will be required for all teachers’ grades 6-12.

In the future, students will have greater access to online learning opportunities that reach beyond the brick and mortar of the school house. Students will have immediate access to real world learning tools through technology such as distance learning and college level instruction for dual credit by computer. There will be Universal Access and Design builds for all computers that meet the learning needs of all students. Assistive Technologies will be available to both

general and special needs students that will increase student access to educational information.

Finally, some day technology will be an embedded part of what we do in every classroom for every child. It will be natural for teachers to use technology as part of instruction and learning. Data systems will be readily accessible, comprehensive and easy to use. We will use data in all aspects as professional learning communities to guide our instruction and help our students grow.