

San Carlos School District Technology Plan

Spring 2016 – 2018

The intent of the San Carlos School District (SCSD) Technology Plan is to articulate a three-year guiding document on how technology supports the goals and measures outlined in the SCSD Strategic Plan, Local Control and Accountability Plan (LCAP), and annual District measures.

The SCSD Strategic Plan recognizes that our students will enter a world of work and social interactions that will be very different from those of their parents. To prepare them for the future and yet undefined careers, it is imperative to consider and address some emerging trends that provide the context and conditions for their future success. To that end, technology is a tool to support the District's vision of teaching and learning and should ensure the development of students' technological skills necessary for college readiness, career, and responsible cyber citizenship. For students to gain these skills, educators need to be fully prepared to support student learning. As such, teacher preparedness is outlined in each section of this Technology Plan.

In addition, the District recognizes the need for the Technology Plan to support a communications strategy to ensure that all staff, parents, and community members are informed and educated on progress toward the goals outlined in the Strategic Plan as well as to exchange information and receive feedback from all constituents. Developments in technology and social networking provide opportunities to create new forms of collaboration and communication systems to change the way educators, students, and community members interact.

Access to timely and comprehensive data is pivotal for all stakeholders including students, parents, educators, administrators and Board members. This data drives informed decision making, aligns with the Strategic Plan's major theme of fully leveraging opportunities toward project based learning, personalized learning and enlisting strategic partners to meet the needs of students.

This document is organized into three sections that focus on, 1) Technology-infused teaching and learning, with subsections focusing on student access and competencies, personalized learning and opportunities for learning across time and space, 2) Assessment, data Reporting, and evaluation, and, 3) Technology as a tool to support systemic efficiencies and stakeholder engagement. To accomplish these goals, the Technology Plan requires a significant financial investment in supporting staff professional learning and technology infrastructures (inclusive of access to devices, technology support staffing, large-scale networking equipment and security and protection of data).

1. Technology Infused Teaching and Learning

Strategic Plan Alignment	15-16	16-17	17-18
<p>A. Student Access to Technology – all students will have ready access to the technological tools, media and support they require to support implementation of the Common Core State Standards, Project Based Learning, Personalized Learning and Next Generation Science Standards (NGSSS)</p>	<ul style="list-style-type: none"> - Formalize a comprehensive process for identification, purchase and deployment of student computing devices and all levels of supporting technology - Support timely response to student and staff technology needs - Establish a laptop loaner and internet access program to guarantee access for students lacking home access and internet services. - Create inventory of digital learning platforms/services being piloted or implemented and analyze security and usage 	<ul style="list-style-type: none"> - Purchase and deploy devices and infrastructure required for opening of start of new school year and opening of Arroyo - Visit 21st Century Library/Media sites & identify exemplars and models. - Vet digital resources and develop a list of supported sources (to eliminate staff usage of sources which do not comply with safety and privacy standards) 	<ul style="list-style-type: none"> - Purchase and deploy devices and infrastructure required for opening of new school year, the new 4-5 schools and remodel of Tierra Linda - Pilot media center/library model(s) in accordance with District strategic vision of student learning - Equitable access to appropriate digital tools and resources to meet the needs of all learners - Share with community via website vetted digital resources
<p>B. Student Technology Competencies – adopt and follow a Scope and Sequence of essential technology and cyber citizenship skills, including benchmarks for keyboarding proficiency</p>	<ul style="list-style-type: none"> - Finalize Scope and Sequence for Board adoption - Pilot digital citizenship and cyber safety lessons, materials and curricula. 	<ul style="list-style-type: none"> - Implement and refine Scope and Sequence embedded in the curricula and activities to support CCSS, NGSS, and student development of technology skills - Develop exit outcomes in grades 3, 5, and 8 for technology competencies 	<ul style="list-style-type: none"> - Students demonstrate a sound understanding of technology skills, concepts, systems, and operations by mastery of exit outcomes at grades 3, 5 and 8 - Students apply digital tools to gather, evaluate, and use information as evidenced in project-based learning artifacts
<p>C. –Personalized Learning - Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p>	<ul style="list-style-type: none"> - Explore a variety of personalized learning platforms (including Math, World Language, etc.) 	<ul style="list-style-type: none"> - Pilot, monitor, and vet various Personalized Learning platforms, software, apps and approaches that support CCSS/NGSS - Create a system (database, website, etc.) of parent community and global experts to support project-based and personalized learning 	<ul style="list-style-type: none"> - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others - Majority of students will use digital platforms in at least one core subject to personalize their learning

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<p><i>D. Leveraging Technology to move learning across Time and Space-</i> <i>Enlist strategic partners to meet the needs of students within and beyond classroom boundaries to address access to global experts and expanded learning opportunities</i></p>	<p>- Explore a system for connecting industry and community experts to students in classrooms and outside of class</p>	<p>-Implement an easy to access system for staff to connect to local community and global individuals</p>	<p>-Every student takes advantage of a local or global expert as part of their project-based and personalized learning</p>

Resources:

- Sufficient number of laptops and tablets for ready access for all students
- Tech Associate and Tech Assistant staffing for site-based support
- District-funded subscriptions to low-cost home Internet access program for identified students
- Purchase of digital learning monitoring program for usage
- Upgrade desktop computers to mobile devices in computer labs
- Adopted Scope and Sequence published online (See Appendix A)
- Curriculum funds to support adoption of personalized learning platforms
- Establish responsive, robust staff professional development programs and technology support networks for teachers and staff to support the seamless implementation and realization of tech-infused 21st Century Learning

Educator Preparedness:

- Professional Development Advisory Committee will consider technology professional learning needs and make recommendations for future PD (e.g. blended, distance, PLC options, etc.) and provide a technology PD schedule at the onset of the school year which is differentiated by content and grade level
- Expanded training on Illuminate will be provided to staff and differentiated accordingly to user levels
- Teachers will participate in professional learning offerings and technology communities to implement the effective use of digital tools and resources in the classroom

Measures:

The greatest measure of progress is to see student growth across all academic measures. However, in addition, we will look at measures that are embedded in our LCAP and other District Measures such as:

- Strategic Plan Survey data from students, teachers, and parents (see Appendix B for key questions) will show growth in increased access, user confidence, and cyber-safety skills
- Teacher Professional Development survey will show growth in increased access, user confidence, sufficient professional learning opportunities and integration of online learning resources

We will also measure this domain by:

- Pre-Post assessments showing increased student and teacher usage of key digital learning platforms district-wide (2016-2017 as baseline year)

- All educators will show proficiency in using data management systems to inform instruction and improve student learning as measured by access rates in Illuminate and usage rates in student meetings
- Service/Help Desk (SysAid - help desk and IT service management software) inventory of equipment and record of support response time

2. Assessments, Data Reporting, and Evaluation

Strategic Plan Alignment	15-16	16-17	17-18
<p><i>A. Access to data - develop and implement a suite of tech-enabled programs and systems to monitor and support student learning to include but not be limited to; portfolio assessments, assessments for learner outcomes, results from statewide measures, survey data for students, staff, and parents, and a growing suite of personalized and formative assessments</i></p>	<p>- Roll out and train staff on a data system that stores student assessment and tracks and informs learning that will be routinely and easily accessed by teachers, as well students, staff, and parents</p> <p>- Roll out a District level Data Dashboard that is easily accessible for the Staff, Board and community members to quickly assess progress against District measures and the Strategic Plan</p>	<p>- Fully implement Illuminate as a “go to” data management system that provides multiple formative and summative assessments aligned to CCSS, NGSS and Technology scope and sequence and engages staff in data-driven dialogue that informs instruction and student learning</p> <p>- Pilot a digital portfolio system of student work as evidence of learning, a measure of longitudinal growth, and as a resource for student-parent conferencing</p>	<p>- Adopt and begin roll-out of a student digital portfolio system</p> <p>-Students and parent are provided with multiple and varied formative and summative assessments aligned with CCSS, NGSS and technology standards, and use resulting data to inform learning</p>
<p><i>B. Student Data Integrity and Safety- enact Board policies, and State and Federal regulations to ensure privacy and confidentiality of student data</i></p>	<p>- When necessary, and in consultation with legal counsel, review software licenses, technology service contracts, research studies, and MOUs</p> <p>- Refine systems and policies to ensure student safety and privacy of personal information/data</p>	<p>-Staff will complete and disseminate a list of compliant digital resources and provide educators a platform for submitting new resources for approval</p>	<p>-Review and update the digital resource list and modify process based on feedback and use</p>

Resources:

- Purchase assessment services that connect with Illuminate (data management system)
- Subscribe to a district dashboard service that makes data analysis and display accessible as well as houses vignettes exemplifying our strategic initiatives (LiveStories, etc.)
- Subscribe to Student Digital Portfolio online service
- Upgrade Firewall and Content Filtering hardware and services
- Subscribe to EdPrivacy (a web-based privacy service) for vetting personalized learning sites for student safety compliance
- Budget for support of Technology Professional Development activities and release time for staff (including non-teaching staff)
- Budget to support conference attendance

Educator Preparedness:

- Continue to monitor and adjust staff training according to ongoing needs (as identified by survey)
- Development and training for all staff in all domains

Measures:

By end of 2016-17 school year, and ongoing, all staff will implement district-approved digital learning resources that comply with District and government student data safety and privacy policies.

By end of 2017-2018 school year, more than half of the elementary and upper elementary educators will use digital portfolios to share student work and progress.

As reported at the end of each school year, District network and wireless infrastructure will experience no more than 1% downtime.

- By end of each school year, analysis of SysAid reports will catalog timely and effective response to requests by staff for technology support.

3. Technology as Tool to Support Systemic Efficiencies and Stakeholder Engagement

Strategic Plan Alignment	15-16	16-17	17-18
<p>A. Efficiency and Engagement <i>- Communication shall be ongoing, integrated and disseminated broadly such that school and district leadership can both communicate plans and monitor progress for accountability</i></p>	<ul style="list-style-type: none"> - Research and pilot communication and learning management services to engage and inform students, staff, and community - Investigate and pilot single sign-on systems 	<ul style="list-style-type: none"> - Complete pilots and agree on a cogent set of communication tools/services and learning management platforms to engage and inform students, staff, and community by the end of the school year - Implement the selected single sign-on system(s) - Research and pilot communications systems, including social media, to reach community members and specifically those “currently not reached” pending report and recommendations from communication/marketing analysis 	<ul style="list-style-type: none"> - Adopt, provide professional development, and fully implement communication services and learning management services -Develop a cadre of certified technology leaders at each site (such as Google certification, Apple certification, Leading Edge certification, etc.) who can support and forward teacher integration Implement communications systems and social media

Resources:

- Purchase a single sign-on system
- Communication committee recommendations
- Funding to support technology professional learning offerings and possible certifications

- Maintain and expand a robust technology infrastructure that supports communication service that ensures flexibility for future growth and technological developments

Educator Preparedness:

- Teachers trained to use digital tools that allow them to become proficient in using social media, hosting blogs and other media spaces to inform parent community around the vibrancy in their classrooms
- Support professional growth plans for those wishing to pursue technology certifications

Measures:

- An increase in the percent of Community members responding agree or strongly agree on questions regarding communication from schools and the District on the Strategic Plan Survey (see Strategic Plan survey—see Appendix C)
- An increase in the percent of community members responding agree or strongly agree on questions regarding having knowledge of their student’s academic standing on the Strategic Plan Survey (see Strategic Plan survey—see Appendix C)
- Over the next three years, teachers will report using multiple means of communication around classroom experiences (e.g. Website, social media, etc.) with increasing frequency as measured by an increase in the types of approaches implemented as well as the frequency that each approach is used to communicate with parents and students. The ultimate goal is to have teachers incorporate multiple means of communication into their daily practice by June 2018

Appendix A

Student Technology Skills Scope and Sequence

Appendix B

Technology Related Strategic Plan Survey Questions

Student

- I am confident and know how to act responsibly online.
- I have adequate access to computing/digital devices in my classroom.
- I consider myself a confident user of technology for my schoolwork.

Staff and Teacher

- Students in my classroom have adequate access to computing/digital devices.
- I have access to the technology tools I need to do my work.
- I consider myself a confident user of technology for teaching and learning.
- I have been provided with sufficient opportunities for professional development on integrating technology into my teaching practices.
- I integrate online learning resources as part of my classes.

Family

- My child has access to computing/digital devices in their school.
- My child is a confident user of technology for school related learning.
- My child has had adequate instruction in and opportunities to apply technology skills and technology tools to accomplish his/her schoolwork.
- I am satisfied with the technology available to my child.
- My child has adequate access to computing/digital devices at my home that they use for schoolwork.

Appendix C

Communication Related Strategic Plan Survey Questions

- I am aware of my child's academic progress, challenges, and successes.
- My child's school communicates well with me.
- I know how my child is doing academically before receiving a report card or progress report.
- Which forms of communication do you find most helpful?