

# **Ritenour School District Education Technology Strategic Plan 2014-2017**



**Approved by  
The Board Of Education**

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Developed 1992  
Revised 1996, 2001, 2003, 2006, 2008, 2009, 2011, 2014

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## Overview

The Ritenour School District is a suburban district in central St. Louis County. The district covers 10 square miles and includes all or part of nine municipalities. In addition to grades K-12, Ritenour provides an Alternative Learning Program, School for Early Childhood Education, Parents As Teachers program and an Adult Education and Literacy program. For Special Education services the district partners with the Special School District to provide appropriate instruction to children with special needs.

### District School Profile

Schools	Enrollment-September 2013
School for Early Childhood Education	146
Buder Elementary School	498
Iveland Elementary School	526
Kratz Elementary School	579
Marion Elementary School	470
Marvin Elementary School	516
Wyland Elementary School	511
Hoech Middle School	713
Ritenour Middle School	665
Ritenour High School	1831
<b>District Total</b>	<b>6455</b>

## Dissemination

This plan will provide stakeholders with access so the Plan can improve teaching and student performance. Dissemination, communication and collaboration will allow for this plan to be a living document and allow for access, ownership, input, planning, and recognition for all stakeholders that take part in the planning and implementation process. For these reasons we will disseminate the Plan in the following ways:

**Board of Education:** The Ritenour School District School Board of Education is annually provided with the technology plan for discussion and approval..

**The District Technology Committee:** Building leadership teams and professional development committee revise and implement the building and technology plans as a part of their Comprehensive School Improvement Plan process.

**The District and Building Administrative Teams:** Annually review the Plans for discussion, alignment and planning purposes.

**Parents and Students:** Access copies of the Plan on the District Website are a part of the ongoing planning, implementation and assessments through online surveys, focus groups and building initiatives.

**The Community:** Copies of the Plan are placed on the District Website; online surveys are conducted periodically.

This Plan is considered a public document and will be available to all who request it. The Plan will be posted and available on the Ritenour School District website. A limited number of copies will be printed and available through the Community Services Department.



### VISION

The Ritenour School District will be a leader recognized for its academic excellence, student achievement, effective teaching and management practices, extensive community involvement and strong support, and for its graduates who become successful citizens and lead lives of personal integrity and fulfillment.

### MISSION

The Ritenour School District provides the supportive environment and challenging opportunities for students to acquire the knowledge, skills and behaviors necessary for success in our changing world.

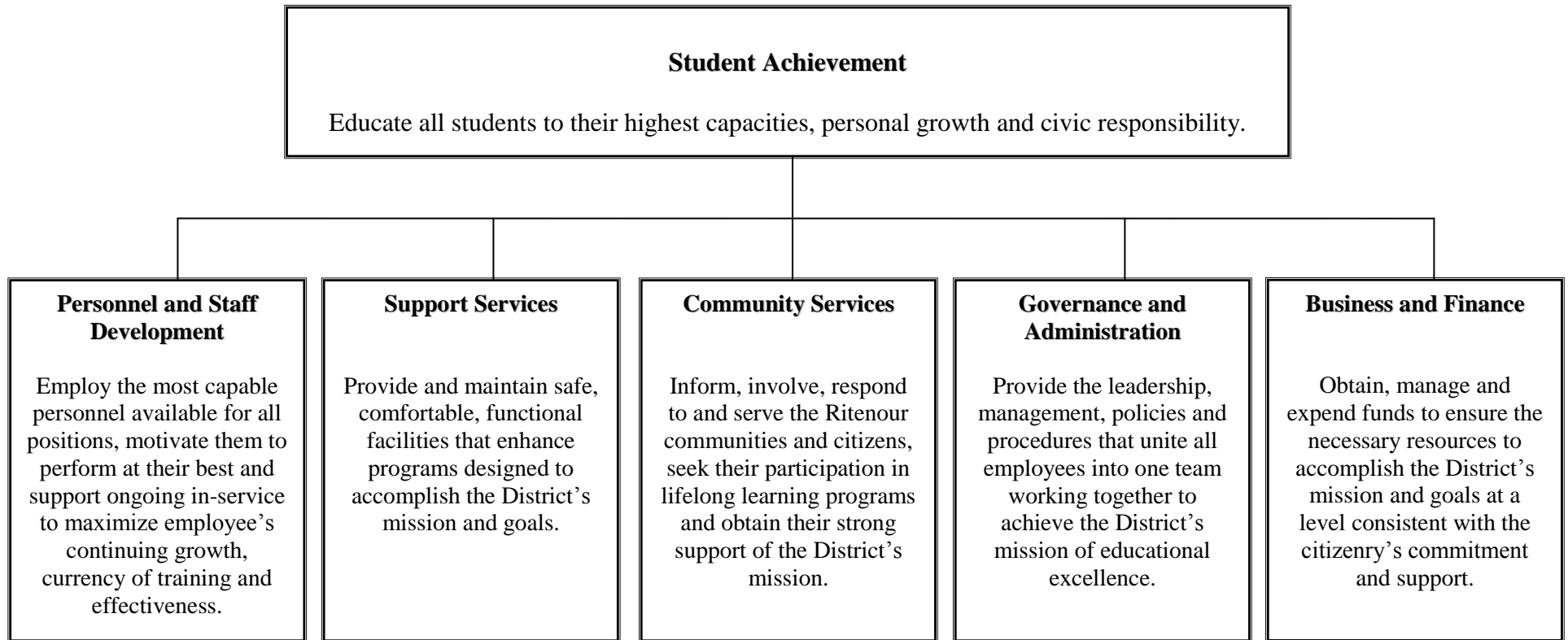
### CORE VALUES

**We expect our words and actions to be determined by:**

- Student Centered** ..... Focusing on Students First
- Achievement** ..... Having High Expectations for all Students and Staff
- Involvement/Support** ..... Caring About and Respecting Students, Parents and Staff
- Quality Relationships**..... Treating Each Other with Dignity and Respect
- Collaboration**..... Working Together and Supporting Each Other
- Integrity/Honesty** ..... Being Open and Ethical
- Execution** ..... Mastering the Details
- Leadership** ..... Being Leaders in Our Field
- Excellence**..... Striving for Excellence in All That We Do
- Community** ..... Acting and Speaking with Pride as Members of the Ritenour Family

## DISTRICT LONG RANGE GOALS

The Board of Education approved the following six long-range goals for the Ritenour School District.  
All annual goals, objectives and action plans must clearly align to, comply with  
and support the six District long-range goal areas.





## **Technology Vision and Mission**

### **Vision**

All Ritenour students will be empowered to apply technology to maximize learning and achievement, foster creativity, increase productivity, and facilitate effective communication. Students and teachers will understand and effectively utilize technology to provide rigorous, relevant, and engaging learning experiences.

### **Mission**

Ritenour School District is committed to promoting student learning and achievement by transforming curriculum and pedagogical practices through the effective integration of technology. In order for Ritenour students to be successful in a technology-rich society, Ritenour students must be engaged in purposeful inquiry; standards based curricula, collaborative projects and experiential learning where technology is an integral part of teaching and learning. To reach high levels of success Ritenour staff must be engaged in ongoing building-based, teacher led professional development that is aligned with the District's comprehensive school improvement plans.

### **Purpose of the Technology Plan**

This Ritenour School District Technology Plan is established by the Building and District Technology Committees to provide a blueprint for the entire Ritenour staff for planning, implementation and evaluation of the technology goals of the district. This plan will include: a needs assessment, objectives, strategies and action steps. The Technology Plan is a living document, which will continually be updated, revised and enhanced to reflect the status and priorities to fulfill the District's technology vision.

## Technology Advisory Committee

The Ritenour School District Technology Advisory Committee is an essential piece to ensuring successful implementation of our district Technology Plan. The committee members are responsible for developing, implementing and evaluating their building and the district technology plan. They act as representatives for their building and/or content or specialty area, disseminate the technology plan and technology information to the school and their community and ensure that technology leads to student learning and achievement.

This committee meets at least seven times throughout the school year. Agendas usually include new tools, resources or information, input and feedback from building representation and ongoing technology planning. The committee may also break out into sub-committees for research, data collection and analysis and integration demonstrations.

### Technology Advisory Committee Members

<b>Committee Member</b>	<b>Position(s)</b>	<b>Role(s)</b>
Ron Carr	Webster University Education Tech Professor	Technology Committee
Chris Clark	Secondary Principal	Technology Committee
Charlene Ehll	Elementary Teacher-Grade 2	Technology Committee
Bridget Elder	Elementary Teacher-Grade 3	Technology Committee
Fred Harlan	Director of Technology	Technology Committee, CSIP, MSIP
Katie Harrison	Facilitator Domino Systems	Technology Committee
Karen Hogan	Secondary Teacher-Computer	Technology Committee
Laura Lewis	Elementary Teacher-Grade 2	Technology Committee
Anne Luecke	Elementary Teacher-Grade 3	Technology Committee
Lacey Majors	Secondary Teacher-Gifted & Talented	Technology Committee
Phyliss Marshall	Secondary Teacher-Grade 6	Technology Committee
Jill Mendel	Elementary Teacher-Gifted & Talented	Technology Committee
Nancy Pearl	Elementary Librarian	Technology Committee
Christine Phillips	Elementary Librarian	Technology Committee
Rena Rockwell	District Professional Development Director	Technology Committee, CSIP, MSIP



### Technology Advisory Committee Members

Committee Member	Position(s)	Role(s)
Kristy Santinavant	Elementary Teacher-Kindergarten	Technology Committee
Jeremy Spoor	Elementary Teacher-PE & Health	Technology Committee, Parent
Lydia Spoor	Secondary Teacher-Science	Technology Committee, Parent
Megan Stocksick	Elementary Teacher-Grade 2	Technology Committee
Christina Thompson	Secondary Librarian	Technology Committee
Craig Thurman	Secondary Teacher-Grade 8	Technology Committee

### Technology Plan Review Committee

The Ritenour Technology Plan Review Committee is part of the review process to ensure a broad range of in-depth perspectives.

Committee Member	Position	Committee Member	Position
Doug Baum	District CFO	Chris Kilbride	Superintendent
Doug Bray	Director of Community Services	Mike LaChance	Interim Assistant Superintendent of Curriculum and Instruction
Ron Carr	Webster University Education Tech Professor	Shelly Mills-Walker	Assistant Superintendent of Academic Services
Julie Hahn	Director of Assessment	Patty Poretti	Director of Food and Nutrition
Sharonica Hardin	Assistant Superintendent of Human Resources	Rena Rockwell	Director of Professional Development
Fred Harlan	Director of Technology	Mike Wieland	District Asst. Superintendent Support Services
Monica Hudson	Human Resources Coordinator	Max Wolfrum	Consultant to Superintendent

## Local Needs Assessments and Analysis

The following data sources for the year 2014-2017 were collected and analyzed in the development of district needs related to all five goal areas: District achievement, surveys of stake holders, core data, professional development, data network, inventories, financial information, district policies, state and national standards.

### Data Analysis Process

District state reports, local assessments, and department reports are used to evaluate the various components of technology integration, usage, skill levels, and achievement.

Data Evaluated	Data for Goal Area	Review Cycle	Student Achievement and High Quality Teacher Data	
<u>Student Achievement Assessments</u> <ul style="list-style-type: none"> <li>• MAP</li> <li>• Common Assessments</li> <li>• Explore/PLAN</li> <li>• DRA – Local</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Walkthroughs/ Learning Walks</li> <li>• Discovery Assessment</li> </ul>	District Wide Student Achievement	Quarterly	<ul style="list-style-type: none"> <li>• MAP analysis</li> <li>• Discovery (Writing prompts, Probes, etc)</li> <li>• Title I Report</li> <li>• Walkthroughs</li> <li>• Grades</li> <li>• Attendance</li> <li>• Discipline</li> <li>• Aims Web</li> </ul>
<u>Network</u> <ul style="list-style-type: none"> <li>• Wide Area Network</li> <li>• Building Connectivity</li> <li>• CIPA Filtering</li> </ul>	<ul style="list-style-type: none"> <li>• Backup Process</li> <li>• Internet Traffic</li> <li>• Application Performance</li> </ul>	District Wide Technical Support	Weekly	<ul style="list-style-type: none"> <li>• Charter Com</li> <li>• Network Admin</li> <li>• Network Tech</li> <li>• Application Specialists</li> </ul>
<u>Support Calls</u> <ul style="list-style-type: none"> <li>• Tech Work Order Tracking</li> <li>• Ad hoc support</li> <li>• Project work</li> </ul>		District/Building Technical Support	Weekly	<ul style="list-style-type: none"> <li>• Technology (TAP Group)</li> <li>• Technology Department</li> </ul>
<u>Student Application Support</u> <ul style="list-style-type: none"> <li>• eSP – Student Mgmt</li> <li>• Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Library Management</li> <li>• Food Service</li> <li>• Assignment of ID Badge</li> </ul>	District Technical Support	Weekly	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Staff</li> <li>• Administrators</li> </ul>
<u>Business Applications</u> <ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Human Resources</li> <li>• Payroll</li> </ul>		District Highly Qualified Teachers	Weekly	<ul style="list-style-type: none"> <li>• CFO</li> <li>• HR</li> </ul>
<u>Policies</u> <ul style="list-style-type: none"> <li>• Student Usage Policy</li> <li>• Staff Usage Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Acceptable Use Policy</li> </ul>	District Governance	Yearly	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> </ul>
<u>District Planning</u> <ul style="list-style-type: none"> <li>• MSIP Accountability and CSIP Plans</li> <li>• Professional Development and Technology Surveys for Students, Teachers, Parents</li> <li>• Climate Survey; Parents, Students, Teacher, Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Community Survey</li> <li>• Technology Budget</li> <li>• District Calendar</li> <li>• Census Of Technology</li> </ul>	District Parental and Community Involvement	Yearly Bi-Annual Semester Yearly Weekly	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> </ul>

## District Technology Goal Alignment with State Strategic Plan

District Technology Goal	Goal Statement
Goal 1 - Student Learning	Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.
Goal 2 - Highly Qualified Staff	Recruit, attract, develop and retain highly qualified staff to carry out the LEA (local educational agency)/ district mission, goals and objectives.
Goal 3 - Resources and Support	Provide and maintain appropriate instructional technology resources and support.
Goal 4 – Parent and Community Involvement	Promote, facilitate and enhance staff, parent, student and community involvement in district educational programs.
Goal 5 – Governance/Policies	Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the District.

## Student Learning Goal 1

### Needs Assessment

#### Goal 1 - Strengths

1. The district has adopted NETS-S Technology Foundations Standards and is systematically identifying where these standards are to be addressed in curricula and where professional development is needed.
2. All teachers have mobile computers, access to student records, Internet access and appropriate instructional software. The district provides professional development to help teachers understand these technologies and integrate them in their lessons to maximize student achievement.
3. Students and teachers have access to a variety of 21<sup>st</sup> Century learning and assessment applications and resources to maximize student achievement; which is a part of curriculum adoption process.
4. High School students and teachers have increased the past 3 years access to mobile laptops and desktop computers to utilize learning and assessment applications and media resources to support their learning in Math, Social Studies, Library Media Center, Business, Science, Project Lead the Way, Electronic Music Convergence and Art.
5. Students and teachers successfully utilize Distance Learning (video conferencing) in their 21<sup>st</sup> century classrooms. The district added a portable distance learning system for use in all classrooms and maintains an infrastructure that supports desktop video-conferencing.
6. Students, teachers, parents and administrators are using online learning environments (Moodle/Edline) for instruction, assessment and communication and collaboration. These systems extend the learning day and provide access from home to classroom learning resources.
7. Schools post announcements, upcoming events, newsletters and more to their school websites to keep the school community updated with the latest information.
8. School library media centers meet or exceed the state standards for computers accessible to students.

#### **Elementary survey for students grades 3-5 show**

- An increase number of Ritenour students in grades 3-5 use a computer at home and about the same percentage use it to access the Internet.
- An increase number of Ritenour students in grades 3-5 believe it is important for their parents to know how to use technology.
- An increase number of Ritenour students in grades 3-5 believe technology helps them learn and about 40% of them say their technology-using friends are smarter than their friends who don't use technology very much. Twenty percent more students say it is important for all students in their school to use technology well than in past surveys.
- Ninety-Six percent of Ritenour students surveyed in grades 3-5 report that it is important their teachers know how to use technology and to know much about technology. And 83% of the 3-5 students say their principal likes using technology.
- Ninety-one percent Ritenour students in grades 3-5 report they are comfortable using technology at school and only half of them indicate there are enough computers at school.

#### **Secondary Student Surveys showed:**

- Over ninety percent of Ritenour secondary students embrace technology to facilitate learning, communicate and express themselves.
- Over ninety percent of Ritenour secondary students believe it is important for teachers, parents and fellow students to use technology and look to them as models of technology users.
- The district and our parents provide technology resources that support learning beyond regular school hours.
  - The district values and supports technologies that prepare students for life-long learning.
  - Over ninety percent of Ritenour secondary students, teachers, and parents surveyed want technology integration expectations clearly articulated.

## Goal 1 - Needs

1. The district has adopted NETS-S Technology Foundations Standards and is systematically identifying where these standards are addressed in curricula and where professional development is needed, however, inconsistent implementation of technology integration is observed within buildings and across the district.
2. Many teachers and their students have yet to understand the full learning potential of the technologies provided in the model classrooms in which they teach and learn.
3. District assessments indicate that technology use by teachers is increasing, but we have a few students using technology and they are using it at low levels (NETS-S). Technology must be used as an integral part of learning, rather than as a reward for good student behavior.
4. The District lacks a plan for capitalizing on technologies which students already own such as social networking technologies and cell phone with infrastructure to support their use in the district (BYOD).
5. Responsive technical support is not uniformly provided across the district for all types of technological tools.
6. The district needs to increase students' and teachers' use of our online resources during and outside of, the regular school day.
7. Resources such as Discovery Education, Maps 101 and World Book Encyclopedia are underutilized by students and parents.
8. Students lack instruction in becoming independent learners who self assess and choose the most appropriate tools to complete school work ethically, legally and responsibly.
9. Recent surveys indicate the district lacks online classes that many secondary students and parents feel should be offered.
10. A large percentage of homes provide access to computers with Internet access, yet the district lacks a plan to extend learning opportunities by tapping that resource.
11. All students need to be able to present information using technology.
12. Educators need to learn how to leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.
13. Educators need to learn how to teach in supported digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students and others outside of the school environment on the projects that often involve the creation of knowledge products, foster 21<sup>st</sup> Century skills/deeper learning and have value beyond the classroom walls.
14. Rather than rigid schedules and short class periods, time allocations need to be flexible, allowing for extended work time for complex projects. We need to have schedules that allow for digital learning that enables students to productively use time during and beyond the school day, often repurposing what was previously homework time.
15. Along with flexible schedules and as one facet of personalized learning, the pace of learning needs to become flexible based on the needs of individual students and the challenges of complex, project-based work. Students move on to a new standard or course upon mastery.
16. Parental engagement and direction in the use of media by students to leverage potential of technologies for home use is low.
17. Teachers seldom devote attention to global awareness and analysis of media messages when developing lessons.
18. Teachers inconsistently access class websites through Edline, where they can post general information, homework assignments and additional resources for students and parents.

<b>Ritenour Student Technology Survey Results 2012-2013</b> (Highlights from student responses)		<b>Grades 3-5</b>	<b>HMS</b>	<b>RMS</b>	<b>RHS</b>
Finding books in an online library catalog	Can teach	35%	34%	35%	28%
	Can do alone	35%	42%	41%	42%
Accessing and reading eBooks	Can teach		35%	29%	30%
	Can do alone		43%	36%	37%
Using online applications to complete schoolwork (Google Docs) - Grades 6-12	Can teach	23%	22%	26%	28%
I am familiar with Blog/use Twitter - Grades 3-5	Can do alone	26%	43%	37%	39%
Using Microsoft Word or similar word processing program to write papers	Can teach	46%	49%	53%	55%
	Can do alone	34%	36%	36%	36%
Using technology to make presentations (PowerPoint, Prezi, Glogster, etc.) - Grades 6-12	Can teach		50%	51%	51%
I can make presentations - Grades 3-5	Can do alone	29%	32%	33%	36%
Using an online classroom (like Moodle)	Can teach		36%	42%	38%
	Can do alone		41%	41%	36%
Are you allowed to get on the Internet using a computer at home?		85%			
Is there a computer (with Internet access) at home you may use?			80%	82%	79%
If you have a cell phone, do you use the text messaging feature?			80%	73%	84%

<b>Ritenour Student Technology Survey Results 2012-2013</b> (Highlights from student responses grades 6-12)	<b>RMS</b>	<b>HMS</b>	<b>RHS</b>
I often use technology to do my schoolwork at school.	57%	55%	70%
I often use technology to do my schoolwork at home.	56%	51%	68%
It is important to make sure all students can use technology.	93%	92%	94%
It is important for my teachers to know how to use technology.	97%	96%	97%

<b>Ritenour Teacher Technology Survey Results 2012-2013</b> Highlights from teacher and parent responses	<b>Teachers 320 responses</b> Large % of teachers participated	<b>Parents 332 responses</b> Small % of parents participated
Gaining a high level of proficiency in the use of technology is important for my child. (for our students)	93%	96%
Specific technology outcomes should be included on students' report cards.	38%	
It is important for the District to ensure common technology experiences for its students.		98%
RSD should offer online classes	71%	
The District should offer online classes at the High School.		84%
Gaining a high level of proficiency in the use of technology is important for Ritenour teachers.	92%	98%
Teachers in the Ritenour School District value technology and use it often in their teaching.	58%	94%
The District does a good job of using the technology resources it has.	93%	93%

<b>Ritenour Parent Technology Survey Results 2012-2013</b> Highlights from parent's responses (Percent is based on "Yes" as the answer to the question)	
Do you encourage your child to use a computer to complete school work?	65%
I know <b>my child(ren) can access</b> instructional resources online: Library Collections, Edline, Maps 101, Atomic Learning, RAZ kids at any time (from school and home).	67%
I know <b>I can</b> check my child's attendance record (grades K-5) and grades (grades 6-12) online using Home Access.	68%
I know <b>I can</b> contact teachers via email.	93%
I know <b>I can</b> leave a voicemail message for a teacher and get a response by phone.	95%

**Goal 1: Student Learning**

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

<b>Goal 1 Objective 1-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
The integration of NETS-S will be fully integrated into the curriculum and instruction for all students by June 2015.	Local Funds	1/3/2013	5/2015
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Provide flexible training and professional development that targets how the new technologies meet the diverse needs of students and support the deeper understanding of LOTI (Levels of Technology Integration) to enrich student lessons and increase student achievement.	Director of Professional Learning and Tech Integration	Teachers	
Align technology enriched instructional strategies with NETS-S for all subject areas. These strategies that promote research, problem solving and communication skills will engage students in collaborative, project based learning activities and place in Build Your Own Curriculum.	Assistant Superintendent of Curriculum and Instruction, C & I Department, Technology Committee	Teachers	
Develop and implement strategies (Flipped Classrooms, Online, Assisted, etc.) that help students acquire 21st century skills such as information and communication technology, media literacy and workplace readiness.	Director of Professional Learning and Tech Integration, Technology Committee	Teachers	
Supply, maintain and update as necessary classroom technology that supports curriculum and develops students' 21st century skills.	Director of Technology. Technology Department	C & I Department	
Evaluate usefulness of electronic curriculum resource collections or subscriptions such as Maps 101, Math Games and Raz-Kids Libraries to support online learning.	Director of Professional Learning and Tech Integration, Technology Committee, C & I Department	Teachers	



<b>Goal 1 Objective 1-Strategy #2</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
The District will use technology to expand and support student learning beyond the normal school day.	Local	09/01/2011	05/01/2015
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Assess the need and explore options for online and blended classes.	Assistant Superintendent of Curriculum and Instruction, C & I Department, Technology Committee	Teachers, students, parents	
Expand school, classroom and course (i.e. Edline) websites to include links to online resources for students and parents and to support collaboration.	Director of Professional Learning and Tech Integration, Director of Community Services	Building leaders and teachers	
Expand technology resources within each building (especially secondary schools) to allow for greater access to equipment, instructional software and online resources by students.	Director of Technology Technology Department	C & I Department	
The District will support students with the use of both their personal and district issued technology tools which will be utilized for effective learning.	Director of Technology Technology Department	C & I Department	
Create a use policy for personal devices by building	Director of Technology	Teachers, students, parents	

**Objective 2:** By 2014, the District will increase the percentage of students who meet the technology proficiency standards by the end of grades 3, 8, 11 to 100%, as measured by a local technology literacy assessment based on NETS-S.

<b>Goal 1 Objective 2-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Use data to ensure that students are engaged in acquiring 21st century skills; creativity, innovation, critical thinking, problem solving, decision-making, communication and collaboration.	Local Funds	1/1/2014	9/1/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Students use web based learning management systems that provides access to district curricula, assessments and performance data at the secondary level.	Assistant Superintendent of Curriculum and Instruction, C & I Department, Technology Committee	Teachers	
Engage all students in instructional activities driven by technology enriched curriculum that results in high academic achievement and promotes self assessment.	Assistant Superintendent of Curriculum and Instruction, C & I Department, Technology Committee	Teachers	
Create student technology cadres/clubs in our buildings and engage student leadership groups in technology planning and implementation to help students acquire 21 <sup>st</sup> century skills.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	
Develop and implement assessments for technology competency based on the NETS-S rubrics at the end of each key stage.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	
Research, pilot and integrate the selected social networking tools to increase student achievement.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	

## Highly Qualified Staff Goal 2

### Needs Assessment

#### Goal 2 - Strengths

1. Professional Development is coordinated at district level and facilitated to the building and district levels. 75% of district teachers believe the District already offers adequate amounts professional learning for technology integration.
2. The District provides a variety of ongoing and differentiated professional learning opportunities using multiple delivery methods.
3. All new employees receive a technology overview and instruction during orientation.
4. The District provides a variety of technology resources to support teachers to integrate technology to provide real world 21<sup>st</sup> century learning for students.
5. The District has established a classroom standard and installed 21<sup>st</sup> century technologies that support teaching and learning in every classroom in the District.
6. Two technology integration cadres model, coach and facilitate the effective use of technology throughout the District.
7. Over 50 teachers, BYOC Cadre, as a part of a two-year curriculum writing process, model, coach, facilitate and implement curriculum with fidelity.

<b>2012-2013 Teacher Technology Survey Results</b>	<b>Strongly Agree</b>	<b>Agree</b>
Highlights from Teacher's Responses (More than one checkbox could be selected so percentages may add up to more than 100 %.)		
I have a clear understanding of what I should expect of my students when it comes to their knowledge and use of technology.	13%	54%
My building administrators value technology use in the classroom.	44%	53%
All Teachers should possess a basic technology skill set	68%	32%
The District provides consistent, adequate and ongoing support of technology infrastructure, personnel, and digital resources.	14%	70%
The District provides access to ongoing professional learning in technology and opportunities for dedicated time to practice and share ideas.	17%	66%
The District provides equitable and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.	13%	59%

## Goal 2 - Needs

1. 83% teachers report the District offers adequate amounts of professional learning on technology integration. However, assessments indicate low levels of attendance for workshops and classroom implementation is limited and inconsistent.
2. Teachers report the need to more clearly articulate student and teacher expectations for use of instructional technology.
3. The District needs to create an inclusive planning process to better integrate technology, CSIP and PD planning.
4. More teachers need to be familiar with 21st century learning and regularly include student use of technology in their lessons.
5. Teachers consistently perform at LoTi (Levels of Technology Integration) 1 level. Higher LoTi levels need to be attained to increase student achievement.
6. Survey data indicate that 77% of district teachers regularly include student use of technology in their lesson plans, yet students and classroom walkthrough data indicate a considerably lower percentage.
7. Survey data suggests only a percentage of teachers have an understanding of the NETS-S. Teachers currently are planning lesson to lesson and adding technology activities instead of taking a more comprehensive and thorough approach to integrating technology.
8. Unit planning instead of lesson or activity planning with tech integration.
9. 30% of teachers report that they do not integrate NETS in their teaching.
10. 82% of teachers report students use technology to practice skills (this is consistent with LoTi walk through's of level 2 and below)
11. 51% of teachers report students use digital tools to solve problems (this is inconsistent with LoTi walk throughs of level 2 and below)
12. 37% of teachers report students access a classroom website I maintain.
13. 85% of teachers report they need assistance in developing technology-rich lessons.
14. 74% of teachers report they would like to observe other teachers teaching technology-rich lessons.
15. The District needs to: 1) investigate and research new designs for learning, 2) envisioning a range of possibilities and formally adopting a new vision, 3) collaborate to develop plans to enable that vision, and 4) stage the implementation for success by enacting policies and capacity building measures.
16. The District leaders need to become more deeply informed about emerging research, trends, best practices and value-add related to digital learning. They need to be supported in their investigation through conference attendance, webinars and in-depth discussions at district leadership meetings to ensure deep understanding that informs their vision of digital learning.
17. The District leaders need to identify viable new directions for the school district. They should review the possibilities, look in their district, and working in tandem with key stakeholders, established a common vision of the future.
18. The instructional leaders should formally integrate 21<sup>st</sup> Century skills/deeper learning into all curriculum documents. The District leaders should develop explicit plans for building the capacity of the system to develop 21<sup>st</sup> Century skills/deeper learning skills in students. In addition, they should develop plans for assessing these skills/outcomes on an equal footing with content skills.
19. The educators need to develop skill in integrating technology seamlessly into the teaching and learning process. These educators need the skills to adopt and adapt to new technologies and filters, which assure that the use of technology adds value to the learning process.
20. District leaders have enacted policies, established new structures, identified budgets, and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.
21. Getting every teacher to post content to his or her web page.
22. Keeping school websites up to date with current information.

**Goal 2: Highly Qualified Staff**

Recruit, attract, develop and retain highly qualified staff to carry out the LEA (local educational agency)/ district mission, goals and objectives.

**Objective 1:** Teachers will design, develop and evaluate authentic learning experiences and assessments that incorporate appropriate tools and resources. These learning experiences will maximize content learning in context, develop the knowledge, skills and attitudes identified in the NETS-S and will be aligned with (LoTi) Levels of Technology Integration as measured by using classroom walk through data collection tools, student and teacher technology integration skill sets and local made competency checks.

**Progress Measure:** Majority of teachers 51% or higher teach at LoTi 3 or higher by year 2016-2017 as measured using a checklist during classroom walkthroughs indicating a level of LoTi 3 or higher and by student work and artifacts.

School Year	Baseline	Progress	Target	Target Met
2012-2013	8%			MET
2013-2014			20%	
2014-2015			30%	
2015-2016			40%	
2016-2017			51% LoTi 3 or higher	

Goal 2 Objective 1-Strategy #1	Funding Source (from list)	Start Date	End Date
Provide professional learning opportunities for teachers to increase their capacity to effectively integrate technology into teaching and learning	Local Funds	1/1/2014	9/1/2017
Action Steps for Strategy	Person(s) Responsible	Collaborator(s)	
Establish technology proficiency levels aligned with NETS-S in the teacher hiring and evaluation systems and provide learning opportunities for teachers to understand and apply these practices.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	
Offer professional learning that focuses on rigorous, relevant and engaging instruction that effectively integrates technology and consider additional options, based on teacher feedback, to enhance professional learning opportunities.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	

**Objective 2:** Teachers will use their knowledge of subject matter, teaching and learning and technology to facilitate experiences that advance student learning, creativity and innovation in both face-to-face and online environments as measured by using classroom walk through data collection tools and locally made competency checks.

<b>Goal 2 Objective 2-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
The District will ensure effective instruction for students by providing coaching and feedback for classroom teachers re: fidelity to research-based instructional practices.	Local Funds	1/2014	9/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Identify technology enriched instructional strategies for all subject areas that are aligned with NETS-S, 21st century learning and Missouri learning standards.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	
Identify a variety of technology resources to deliver, monitor and assess student achievement and to provide immediate feedback to teachers for instructional improvements during PLC, data team and the unit planning processes.	Director of Professional Learning and Tech Integration, Director of Data and Assessment	Building leaders and teachers	
Provide teachers a variety of professional development opportunities with a focus on the integration of technology into the curriculum. I.E: ongoing professional learning with curriculum and instructional facilitators, workshops, coaching, curriculum revision process and other resources to help increase their level of technology integration.	Director of Professional Learning and Tech Integration, Technology Committee	Building leaders and teachers	
Provide teachers with professional development opportunities that focus on developing instruction in online learning environments.	Director of Professional Learning and Tech Integration	Building leaders and teachers	
Utilize building technology integration cadre members and teacher leaders in building meetings, professional development days, classroom observations, unit/lesson planning, coaching sessions and videos to provide professional development for teachers.	Director of Professional Learning and Tech Integration, Building Technology Committees	Building leaders and teachers	
Establish a system of regular classroom visits and post-observation conferences that include discussions around rigor technology integration and its impact on student performance.	Assistant Superintendent of Curriculum and Instruction, Director of Professional Learning and Tech Integration	Building leaders and teachers	
The assessment of teacher performance will inform the recommended professional development approaches with individual or small groups of teachers.	Assistant Superintendent of Curriculum and Instruction, Director of Professional Learning and Tech Integration	Building leaders and teachers	

**Objective 3:** Administrators will accept and serve the lead role for ensuring the essential conditions in their environment to support 21<sup>st</sup> Century thinking and learning.

<b>Goal 2 Objective 3-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Model and promote the frequent and effective use of technology for learning.	Local funding, grant funding when possible	1/2014	9/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Ensure effective practice in the study of technology and its infusion across the curriculum.	Assistant Superintendent of Curriculum and Instruction, Director of Professional Learning and Tech Integration	Building leaders and teachers	
Lead purposeful change to maximize the achievement through the appropriate use of technology and media-rich resources	Assistant Superintendent of Curriculum and Instruction, Director of Professional Learning and Tech Integration	Building leaders and teachers	
Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and district goals.	Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum and Instruction, Director of Professional Learning and Tech Integration	Building leaders and teachers	

<b>Ritenour Teacher Technology Survey Results 2012-2013</b> Highlights from Teacher's Responses	<b>Great Value</b>	<b>Some Value</b>	<b>Limited Value</b>	<b>Little or no value</b>
It is important the District offers after-school workshops	16%	42%	26%	17%
The District already offers adequate technology professional development/training	13%	64%	20%	2%
It is important the District offers printable online tutorials	25%	44%	22%	9%
A high level of proficiency in the use of technology by students should be a high priority.	33%	60%	7%	0%
A high level of proficiency in the use of technology by teachers should be a high priority.	34%	58%	8%	1%

## **Resources and Support**

### **Goal 3**

#### **Needs Assessment**

##### **Goal 3 - Strengths**

1. Network infrastructure allows monitored access for all students, faculty and staff to the internet (filtered) and network services (e.g., printing, application software, file storage and management).
2. The District provides a standard technology infrastructure in every classroom including wired network access, wireless network, ceiling mounted projectors and speakers.
3. E-mail accounts are provided for all Ritenour and Special School District faculty and staff as well as to all secondary students.
4. A 2:1 ratio of students to student internet connected devices is maintained and supported by the District.
5. All teachers are equipped with Ritenour School District issued laptops, a full catalog of instructional software and dedicated full time technical support to promote and facilitate instruction.
6. Automated processes are in place to add and delete student network accounts, to update District website content, to request support for technology, to report current attendance rates, discipline events and academic achievement.

##### **Goal 3 - Needs**

1. A growing pool of wireless devices and expanding use of internet content mean that our wireless coverage must be continuously monitored and undergo continual improvement. We need a well managed wi-fi capable of handling 1:1 ratio of students to wireless devices.
2. Develop the technology skill set of our faculty and staff, including the use of application software, and data analysis both in instruction and administration of the District.
3. Sustain the current student to school owned internet connected device ratio (2:1) while maintaining our device refresh cycle to ensure that all students have access to reliable and current technology.
4. Plan and develop the next generation District WAN with capability to exceed our current 1GB bandwidth between our buildings.
5. Continue to monitor and expand our internet pipe to keep pace with the demands of our students, faculty and staff.
6. Emphasize and encourage vetting building software and hardware purchases through the IT department before ordering to avoid technical challenges and disappointing functional outcomes.



**Goal 3 – Progress and Improvement from 2011-2014 Technology Plan**

1. Wireless coverage has been expanded (almost doubling the number of access points) since the 2011 technology plan. This has improved our coverage and allowed our faculty to make good use of laptop carts in classrooms.
2. Improvements have been made to comprehensive student reporting by the implementation of a student data warehouse and enhanced reporting from our student information system.
3. MOSIS state reporting has been improved with better management and more informed use of our student information system.
4. Progress and improvements have been made to server backup and failover capacity reducing the risk of data loss or loss of service for a protracted period.
5. A new firewall and improvements to internet filtering provide our faculty, staff and students with more secure and safer access to on line resources.
6. Technical support has improved even while technology in the District has grown in quantity and become more diversified annually.
7. The main server room has been improved with backup generators for failover power and HVAC.
8. Network monitoring tool kit and management processes have combined to improve security and flexibility of both our wired and wireless networks.
9. A refresh cycle with a supporting budget has been crafted for district desktops and laptops allowing us to maintain a 2:1 ratio (students to device).
10. We have a new software licensing agreement with Microsoft that improves management by allowing upgrades to all district computers as needed including the operating system, anti-virus and office products.

**Goal 3: Resources and Support**

Provide and maintain appropriate instructional technology resources and support.

**Objective 1:** Ritenour School District will use technology and information to improve education including student performance and technology literacy.

<b>GOAL 3 Objective 1 - Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Deploy, integrate and maintain technology hardware, software and services to increase availability and accessibility for instruction, learning and assessment.	Local Funds, Basic Formula - State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Maintain equitable distribution of technology resources (hardware, software, support) between all buildings and departments in the District through strategic purchases, redeployment of existing resources and maintenance of accurate, annually updated, classroom/office asset records.	Director of Technology	Building and District Leadership Teams	

<b>GOAL 3 Objective 1 - Strategy #2</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
The District will provide a robust and monitored network, wired and wireless, to support filtered access to the internet, access to network resources and access to on line assessments (e.g., Smarter Balanced).	Local Funds, Basic Formula - State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Support and apply security services (including filtering , anti-virus, privacy and safety) as required, up to date and reporting as needed.	Director of Technology	Technology Team	
Monitor and expand, as needed, bandwidth and anticipate demand (growth) that will reach a student to device ratio of 1:1 during the period covered by this plan (i.e., 2014-2017).	Director of Technology	Technology Team	
Continue to develop fail over, backup and redundancy strategies to address the need for disaster recovery and potential loss of services within a building or throughout the District.	Director of Technology	Technology Team	

<b>GOAL 3 Objective 1 - Strategy #3</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Improve device management (variety, RSD and BYOD) current and new to ensure 2:1 ratio of students to high performing, reliable internet connected devices.	Local Funds, Basic Formula - State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Monitor bottlenecks on our network (areas of light coverage, demand for higher capacity access points) in anticipation of a sustained District ratio of 2:1 and the possibility of a ratio of 1:1 with additional District acquisitions or inclusion of student and faculty owned devices (informal BYOD) in district.	Director of Technology	Technology Team	
Add wireless access points (WAP) as needed to improve coverage. Replace WAPs with newer, higher capacity units when possible.	Director of Technology	Technology Team	
Promote BYOD as a non-critical supplement to district provided devices. (IT does not advocate BYOD as a replacement or substitute for District owned and maintained student devices. The latter are seen as essential for on line assessments among other requirements.)	Director of Technology	Building and District Leadership Teams	

**Objective 2:** Ritenour School District will budget adequately to support current and future technology goals.

<b>GOAL 3 Objective 2 - Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Budget for both maintenance and support of existing technology as well as for replacement and upgrade of obsolete technology to ensure that devices meet current and future functional and technical requirements	Local Funds, Basic Formula - State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Maintain records (inventory and asset database) to assist with planned replacement of devices as they approach their end of service life in the District. This supports our established product/model life cycle for all District devices.	Director of Technology	Technology Team	
Explore the use of new technologies and new devices, particularly those that are cost effective and that meet our requirements for faculty, staff and student use including acceptability for on line assessment (e.g., meeting minimum specs for Smarter Balanced testing).	Director of Technology	Technology Team	

<b>GOAL 3 Objective 2 - Strategy #2</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Budget for infrastructure support and improvements to maintain a high performance network and network resources.	Local Funds, Basic Formula – State Monies, Direct	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Maintain records (inventory and asset database) to assist with planned replacement of infrastructure switches, controllers, WAPs, and servers as required.	Assistant to the Superintendent, Director of Technology	Technology Team	
Schedule annual technology infrastructure improvements to occur over the span of this technology plan so that our costs are spread across multiple budgets and our plan is long term.	Assistant to the Superintendent, Director of Technology	Building and District Leadership Teams	
Apply for E-rate discounts and use other funding sources when possible.	Assistant to the Superintendent, Director of Technology	Building and District Leadership Teams	
Upgrade building high speed copiers/printers to meet District needs, within budget and with improved management tools at the building level.	Assistant to the Superintendent, Director of Technology	Building and District Leadership Teams	

**Objective 3:** Ritenour School District will promote the use of technology in education and technology training of faculty and staff with a vision of both current requirements and future growth and development.

<b>GOAL 3 Objective 3 - Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Discover new opportunities through professional communities to identify technology practices, and products that fit our District and support our mission.	Local Funds, Basic Formula - State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Attend events (webinars, etc.) and consult experts to stay current with best practices and new opportunities in education technology especially relating to faculty and staff development.	Director of Technology	Building and District Leadership Teams	
Pilot new technologies within the District to promote and assess use in education. This means plan, pilot, evaluate and, if successful, implement to scale new technologies to meet the District's educational mission and goals.	Director of Technology	Building and District Leadership Teams	

<b>GOAL 3 Objective 3 - Strategy #2</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Regularly assess technology needs of faculty, staff and students. Include in this assessment, a periodic review of policy to address changes in technology and education.	Local Funds, Basic Formula – State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Analyze data from our incident support system (i.e., TAP) to judge where training opportunities exist.	Director of Technology	Technology Team	
Use regular meetings and surveys to identify areas of need and promote technology training for both the technology team and well as staff and faculty. Continue to advance RSD Tech101 as a PD event for all.	Director of Technology	Building and District Leadership Teams Technology Team	
Annually review technology related District policies (e.g., filtering, Acceptable Use, Security) and update as needed.	Director of Technology	Building and District Leadership Teams	
Routinely review District technology service procedures to ensure that our faculty, staff and students are receiving high quality support (e.g., guest access to Wi-Fi, network security, internet filtering, disaster recovery, security for mobile devices, equipment replacement cycle, technical support procedures, copyright and software licensing, student and staff literacy standards)	Director of Technology	Building and District Leadership Teams Technology Team	

**Objective 4:** Ritenour School District will regularly assess technology services, technical support, hardware, software and affiliated services including technology budget, integration standards, tools, student to computer ratios, bandwidth and connectivity, data management and administration, communication systems, instructional software, web and cloud resources.

<b>GOAL 3 Objective 4 – Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Monitor and evaluate technology staff and services on a regular basis. Plan and make adjustments or pursue new opportunities as the need arises.	Local Funds, Basic Formula – State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Monitor and support staff performance responding to service requests. Hold regular meetings and discussions to identify areas of need and improvement.	Director of Technology	Technology Team	
Evaluate technology (including software) against our mission, goal and expectations using reports and data collected from various sources (e.g., TAP, SIS, PeopleSoft).	Director of Technology	Technology Team	
Monitor network and, as the population and diversity of supported devices expands, be prepared to scale up to meet demands (e.g., filter capabilities, switch capacity, WAP distribution and capacity, controllers, servers).	Director of Technology	Technology Team	
Continue to explore and use cloud services as an alternative to internal development wherever this strategy is advantageous to our mission (e.g., hosted VOIP, Board Docs, Data Warehouse).	Director of Technology	Technology Team	
Add a failover VOIP line to ensure that our phones stay up even if our main internet link is down.	Director of Technology	Technology Team	

**Objective 5:** Ritenour School District will monitor progress toward the goals outlined in the 2014-2017 technology plan and will make adjustments in response to unexpected developments and opportunities including review of student performance, educator effectiveness, parental involvement, administrative use/dependability, total cost of ownership and compliance with state and federal regulations.

<b>GOAL 3 Objective 5 – Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Monitor and evaluate the objectives in the 2014-2017 technology plan and make adjustments or pursue new opportunities as the need arises (specifically monitor student to device ratios, network bandwidth and performance metrics annually).	Local Funds, Basic Formula – State Monies	07/01/2014	06/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Monitor and evaluate faculty, staff and student devices and software for a high ROI and availability.	Director of Technology	Technology Team	
Monitor and evaluate infrastructure hardware/software with attention to current performance, future growth, disaster recovery (DR) and DR planning.	Director of Technology	Technology Team	
Periodically evaluate staff, support services, training efforts and the effectiveness of outside consultant experts.	Director of Technology	Technology Team	

## **Parental and Community Involvement**

### **Goal 4**

#### **Needs Assessment**

##### **Goal 4 - Strengths**

1. Edline content management system helps staff, families and the community stay connected to the district and schools.
2. Blackboard Connect5 rapid notification system allows district to contact all district staff and families in minutes, resulting in improved communications during a crisis or emergency.
3. Expanded and improved overall communications with families through phone, texting and email notifications through Blackboard Connect5.
4. Majority of district website content management system is stored in off-site servers which are maintained by a third-party vendor and feature 99.9 percent uptime.
5. Website content manager who works with staff members to develop websites and website content.
6. Translation tool on district website allows users to translate content into multiple languages.
7. Management and production of website content.

##### **Goal 4 - Needs**

1. Improved connection with students, families and community members through Smartphone technology.
2. Development of a mobile app for Smartphone's.
3. Expand texting capabilities to include secondary students.
4. Keeping teacher and school website updated with current information.
5. The ability to combine and collaborate with other district online resources (i.e. district calendar, Lotus applications, etc.).
6. Plan to provide parents and students access codes to Edline.
7. One hundred percent participation from all teaching staff in development of website pages.
8. Promote two-way online communications.
9. Expand multi-lingual communications.
10. Support new telecommunication technologies.

##### **Goal 4 - Progress and Improvement from 2011-2014 Technology Plan**

1. Ritenour purchased Edline content management system to create teacher and individual school websites. The dynamic system allows for multiple providers of content to district and school websites.
2. Development of standards and templates for teacher and school-site web pages.
3. The majority of district website content is stored in off-site servers, maintained by a third-party vendor, which has 99.9 percent uptime.
4. Implementation of multi-language content for district website to improve communications with non-English speaking families in the district.
5. Web content manager now provides one-on-one and group training to staff members, students and families.
6. District expanded its use of the rapid notification system by providing email and texting options for website and mobile devices.
7. Learning resources now promoted on district and school websites; many have a pass-through option allowing families to only log in one time for other applications.

**Goal 4: Parental and Community Involvement**

Promote, facilitate and enhance staff, parent, student and community involvement in district educational programs.

**Objective 1:** Implement engagement or two-way communication opportunities for parents, employees and community members through the use of technology.

<b>Goal 4 Objective 1-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Promote, support and expand the District website (Edline) as a communication tool for students, parents, staff and community.	Local Funds, Basic Formula - State Monies, E-Rate	07/01/2014	6/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Work with school sites to have 100 percent of teachers with a classroom website; 80 percent of families with log in information connecting to the website.	Director of Communications and Community Services	Director of Technology; Web Content Manager	
Collaborate with other district online resources (i.e. Gaggle, Moodle, Lotus applications and other applications) to allow for greater access for families to different student assignment types (forums, e-mail, chats, assignments, homework, blogs, projects, tests, progress reports, journals, etc).	Web Content Manager	Director of Communications and Community Services; Director of Technology;	
Train and support staff devoted to web application development and support.	Web Content Manager	Director of Communications and Community Services; Director of Technology	

<b>Goal 4 Objective 1-Strategy #2</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Develop new methods of communication to include Smart phone/mobile device technologies	Local Funds, Basic Formula - State Monies	07/01/2014	6/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Develop and implement mobile application for district and all school websites.	Director of Communications and Community Services	Web Content Manager; Director of Technology	
Incorporate QR codes into district newsletters, posters and printed materials, linking users to information on district website.	Director of Communications and Community Services	Communications Specialist; Graphic Designer	
Supplement communication methods to include the latest devices and applications where technically possible and financially sensible.	Director of Communications and Community Services	Director of Technology; Web Content Manager	

<b>Goal 4 Objective 1-Strategy #3</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Monitor emerging communication technologies and keep current with latest devices and applications for news and updates to parents and community.	Local Funds, Basic Formula - State Monies, E-Rate	07/01/2014	6/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Supplement communication methods to include the latest devices and applications where technically possible and financially sensible.	Director of Communications and Community Services	Web Content Manager; Director of Technology	

## Governance/Policies Goal 5

### Goal 5: Governance/Policies

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the District

**Objective 1:** To keep pace with evolving technologies, all policies and procedures relating to technology will be evaluated annually.

<b>Goal 5 Objective 1-Strategy #1</b>	<b>Funding Source (from list)</b>	<b>Start Date</b>	<b>End Date</b>
Evaluate policies and procedures to determine their effectiveness in promoting safety, compliance and instructional and operational benefit in response to advances in technology	Local Funds, Basic Formula - State Monies	07/01/2014	6/30/2017
<b>Action Steps for Strategy</b>	<b>Person(s) Responsible</b>	<b>Collaborator(s)</b>	
Evaluate policies and procedures to determine their effectiveness in promoting safety, compliance and instructional and operational benefit in response to advances in technology	Superintendent, Associate Superintendent HR, CFO, District Administrators	Technology Advisory Committee Board of Education	
Evaluate the use of its new internet content filtering system as required by CIPA.	Superintendent, Associate Superintendent HR, CFO, District Administrators	Technology Department	
Review and update acceptable use agreements for technology and maintain requirement that faculty, staff and students sign as appropriate.	Superintendent, Associate Superintendent HR, CFO, District Administrators	Teachers	



## **Communication, Monitoring and Evaluation**

### **Communication:**

- The District Technology Plan is reviewed annually and amended by the District technology advisory committee and the technology plan review committee.
- Building principals submit building technology plans and discuss priorities for their plans semi-annually.
- Parent and community input is provided through the Superintendent and Community Services offices from regularly held advisory councils, PTO, and community business associations.
- District administrators review the stakeholder survey and the District plan as a part of the board report presentation cycle.
- The Technology Plan is a Board of Education approved document and reviewed annually.
- This plan is considered a public document and will be available to all who request it. The Plan will be posted and available on the Ritenour School district website.

### **Monitoring and Evaluation:**

- The Technology Advisory Committee meets at least six times throughout the year to monitor and evaluate the projects and objectives specified in the Technology Plan.
- The Technology Advisory Committee, the building technology planning process along with our data review and communication cycle, all serve to identify the strengths, needs and actions steps for the District Technology Plan and the Technology Integration Program Evaluation.
- The Technology Planning process is aligned with the National Technology Plan, District CSIP process and the goals are aligned as closely as possible.
- Surveys and reports identified in the Compiling Raw Data chart will continue to help inform decision making process.
- District routinely consults with technology staff before purchasing technology items, to ensure the items are appropriate, cost-effective, and sustainable.
- District's Technology Plan includes an evaluation process that enables it to monitor progress in achieving goals and to make mid-course corrections in response to new developments and opportunities as they arise.
- Evaluative Feedback, a continuous process of providing information about an activity, sometimes during the activity itself, serves two primary Purposes. By stimulating people to continue doing more or less of what they are already doing, it influences the quantity of performance; by stimulating people to change how or what they do, it influences the quality of performance.

# Board Of Education Policies and Forms

## TECHNOLOGY USAGE

### FILE: EHB

The District's technology resources are dedicated to educational, research and administrative purposes and uses which are compatible with the goals and objectives of the District. The District is committed to providing universal access for all staff and students to the vast, diverse, rich and unique wealth of resources available through technology. All uses of technology resources are intended ultimately and either directly or indirectly to enhance and maximize student opportunities and achievement.

### Definitions

The following terms are defined for purposes of this policy and related regulations, procedures and forms.

1. *User* - any person whom the District permits to use any portion of its technology resources.
2. *User Identification (ID)* - any identifier by which a user can access all or a portion of the District's technology resources.
3. *Password* - a unique word, phrase or combination of alphabetic, numeric and non-alpha-numeric characters used to authenticate a user ID as belonging to a user.
4. *Technology Resources* - technologies, devices and resources used to access, process, store or communicate information including, but not limited to, computers, modems, printers, scanners, fax machines, telephonic equipment, audio-visual equipment, Internet, electronic mail, multi-media resources, hardware and software, management information systems, distance learning and UHF and FM radio systems.

### Authorized Users, User Agreement and Privacy

All users must have a signed User Agreement on file with the District before they are permitted to access District technology resources, unless use is authorized by a school official on an exception basis. A user ID will be issued only upon condition that the user understands the District has the right to intercept or access all communications accessed, sent, received or stored by using District technology. Therefore the District does not accord users a legal expectation of privacy in their use of the District's technology resources.

Electronic communications, downloaded material and all data stored on the District's technology resources, including files deleted from a user's account, may be intercepted, accessed or searched by district administrators or their designees at any time. It is expected that such action would be reasonable in inception and scope and in compliance with law.

The Internet, electronic mail (e-mail), computers, tablets and smart phones are to be used in accordance with agreements signed by the users and for the purpose of executing employees' and students' school-related responsibilities.

### **Administering the Use of Technology**

Accompanying regulations and acceptable use statements and forms further delineate requirements for users of the District's technology. District technology specialists are expected to implement safeguards which will protect confidential student and employee information retained or accessible through District technology and protect the District from liability.

Managers of technology are expected to administer, maintain and improve resources as required and directed by administration. This may include removing, changing and exchanging elements of technology among buildings, classrooms, employees, students or any other District user, loading or deleting new programs or information, installing new equipment, upgrading or entering a system to correct problems or to investigate user abuses. These functions will be coordinated and scheduled in consideration of users to the extent practical but they may occur at any time without prior notice.

Upon departure from the District or transfer to a different location within the District, an employee's electronic files shall be subject to review by the District to determine appropriate disposition. Upon leaving the District, an employee's account will be inactivated.

### **Violations of Technology Usage Policies and Procedures**

All users of the District's technology resources are expected to exercise a high level of personal responsibility. Violation of district policies or regulations regarding technology usage may result in temporary, long-term or permanent suspension of user privileges, or suspension of user privileges pending the outcome of an investigation of possible violations. Employees may also be subject to discipline or termination, and students to disciplinary action, for violation or attempted violation of technology policies and procedures.

### **Online Safety, Security and Confidentiality**

In addition to the use of a content filter, the District takes measures to prevent minors from using district technology to access inappropriate matter or materials harmful to minors on the Internet. All minor students are instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction also addresses cyber-bullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

This instruction occurs in courses in which students are introduced to the computer and the Internet, in the District's computer courses, and courses that use the Internet in instruction. Students are required to follow all district rules when using district technology resources and are prohibited from sharing personal information online unless authorized by the District.

All district employees must abide by state and federal law and Board policies and procedures when using district technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

All users are prohibited from using district technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy district files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto district technology; or evade or disable a content filter.

Prior to using district technology and accessing the Internet, students are required to sign a user agreement, acknowledging that they are familiar with the District's requirements for use and access.

**Personal Use**

The District does not obtain and provide technology for personal use. Employees are permitted, however, to use District technology for reasonable, incidental personal purposes so long as such use does not interfere with job performance or the work of the District, violate any law or District policy, hinder the use of technology for the benefit of students, damage any system, cause the District to incur any cost, nor jeopardize the safety, security or usefulness of any system. Employees are not permitted to use District technology for personal gain, commercial purposes, political or organizational activity, access to objectionable or harmful materials, or any purpose inconsistent with District goals and objectives. Supervisors are authorized and expected to correct any inappropriate use of technology by their employees. Excessive personal use of District technology, as determined by the District in its sole discretion, may result in withdrawal of the technology access privilege and/or disciplinary or legal action.

**Damages**

Users are responsible for damages, including loss of property and staff time, incurred by the District because of the user's misuse or abuse of District technology resources. District administrators are authorized to sign criminal complaints against any user in response to damages incurred as a result of misuse or abuse of District technology.

**Content Filtering and Monitoring**

As required by law, the District monitors the on-line activities of students by operating a technology protection measure ("filtering/blocking device") on the network in the District with Internet access in order to maximize Internet safety for minors. The filtering/blocking device protects against access to visual depictions that are obscene, child pornography, or otherwise harmful to minors. Because filtering/blocking devices are not foolproof, the District cannot guarantee that users will never be able to access offensive materials using district equipment. Evading or disabling, or attempting to evade or disable, a filtering/blocking device installed by the District is prohibited; however, a district administrator may disable the District's filtering/blocking device for research or other educational purposes which are consistent with the interests and activities of the District.

**Instructional Use of the Internet**

When teachers use the Internet for class activities, they are expected to preview sites and materials they require or recommend students to access in order to determine age appropriateness and relevance to course objectives, and to guide students toward these related materials. Teachers may also provide guidelines and lists of resources to assist students in focusing their research activities effectively and properly. Teachers may also help students develop skills to ascertain the validity of information on the Internet, to distinguish fact from opinion, and to engage in discussions and analysis of controversial or subjective issues. Teachers may request that the Director of Technology unblock a blocked site if the site is useful for instructional purposes.

**Closed Forum**

The District's technology resources are a closed forum. The District's web page may include information about the District and district addresses, telephone numbers and e-mail addresses by which the public may communicate with District personnel; however, the web page is not used as an open forum.

Expressive activities designed to impart knowledge or skills to student participants and audiences, which involve the District's technology, and which might reasonably be perceived to bear the approval of the District, are considered curricular publications. As such they are subject to reasonable prior restraint, editing and deletion by school officials. All other expressive activity involving the District's technology, which is not a curricular publication, is subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policy.

### **Retention of Data and Records**

The District will comply with the Public School District Retention Manual and General Records Retention Manual, published by the Missouri Secretary of State, in establishing and following a schedule for deleting, transferring and archiving data stored on district technology.

Retention of data which may be relevant to pending or threatened litigation will be subject to the District's attorney issuing a litigation hold directive to the superintendent. This directive would take precedence over any records retention schedule until the hold has been lifted by the District's attorney. E-mail and computer accounts of separated employees that have been placed on litigation hold will be maintained by the District's information technology department until the hold is released. Any employee who has been so notified of a litigation hold is prohibited from altering or deleting any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **No Warranty/No Endorsement**

The District is strongly committed to ensuring the protection and accuracy of data, the quality of its technology products and services, and the reliability and availability of its technology resources. However, the District makes no warranty, expressed or implied, and does not assume responsibility for loss of data, delays, non-deliveries, mis-deliveries or service interruptions, nor does it guarantee the level of accuracy or quality of information obtained through the District's technology resources.

## **TECHNOLOGY USAGE**

### **FILE: EHB-R**

The District is committed to providing ease of access to and extensive use of technology in support and enhancement of learning for all district learners. It is also necessary that staff members, students and any other users abide by federal and state laws and district regulations governing the use of the District's technology. Accordingly, staff members, students and their parents must acknowledge their agreement to abide by these requirements by completing an application/permission form to use district systems. A school official may authorize use without a user agreement on an exception basis. More specifically, users are expected to:

1. Practice common rules of courtesy and consideration
2. Respect the privacy of individuals and organizations
3. Examine, delete, copy or modify only files, passwords or data for which the user himself/herself is responsible, assume and use only one's own identity, and forward personal material only with prior consent
4. Protect the confidentiality of one's personal ID and assume responsibility for all actions attributable to one's personal ID
5. Use the district's and other parties' passwords and accounts, and access fee services, only if properly authorized to do so, and assume responsibility for one's actions when use is authorized
6. Install and use only properly licensed software, audio or video media purchased by the district or approved for use by the district, adhere to the limitations of the district's technology licenses, and copy software, audio or video media for home use only when permitted by the district's license and approved by a district employee authorized to grant permission
7. Respect the integrity of computing systems by not infiltrating or damaging computers or computing systems, damaging or destroying data or software, engaging in "hacking" activities, introducing "viruses", or developing programs to harass or offend other users

8. Be accountable for damage one causes to district technology and the costs incurred, or causes the district to incur, due to misuse and abuse of district technology
9. Use only language and access only material that respects the rights and dignity of others and is unlikely to disrupt the orderly operation and discipline of the school, i.e., using e-mail, electronic data or other network access to harass, intimidate, bully, threaten, insult, defame or harm others in any way
10. Place and receive only lawful information on or through district electronic systems
11. Be aware of the hazards of, and cautious about, sharing personal phone numbers, addresses and other personal information about oneself or others via electronic means
12. Obtain approval of the Director of Technology before running network discovery, monitoring systems or peer-to-peer file sharing systems
13. Use district technology for incidental personal purposes only so long as such use does not interfere with job performance, hinder the use of technology for the benefit of students, damage any system, jeopardize the safety, security or usefulness of any system, nor violate any law or district policy
14. Refrain from conducting a private business or enterprise for personal gain, soliciting or advertising for profit, engaging in political organization activity or political fund-raising, or accessing objectionable or harmful materials.
15. Honor copyright licenses (also see Policy EGAAA, Reproduction of Copyrighted Materials).
16. Be aware of and comply with copyright, privacy, defamation, obscenity, criminal and any other law which relates to the use of technology
17. Conform with the stipulations in other district policies, such as FILE: JO, regarding the restrictions on transmission of personally identifiable student information.
18. Promptly report suspected violations of these procedures to the appropriate authority.

Users should be aware that all information stored on district technology resources, including files deleted from a user's account, and all use of technology are subject to access, monitoring, review and interception by authorized district personnel at any time. Inappropriate use of district technology may result in withdrawal of the privilege and/or disciplinary or legal action

## **STUDENT USER AGREEMENT FOR TECHNOLOGY**

### **File: EHB-FORM-1**

I understand and will abide by my school's regulations for using technology at school. I further understand that my violating these regulations may lead to my losing technology access privileges, disciplinary action or legal action.

I also understand that my use of technology at school or is not private. I agree that the school may monitor my use of its technology and access any records and products related to my use, whether they are current or deleted.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENTAL AGREEMENT FOR STUDENT USE OF TECHNOLOGY PARENTS (OR STUDENTS AGE 18 OR OLDER)**  
**FILE: EHB-FORM-2**

I have read and understand the District regulations governing my child's and other students' use of technology in school. I further understand that, although the school will take practical and reasonable precautions to attempt to ensure that students use technology properly, it is impossible for the school to guarantee that students will access and use technology properly in school. Therefore, I agree not to hold the District and/or school responsible for any improper use of technology in school by my child or by any other student to which my child may be exposed.

I further understand that 1) my child's violation of these regulations may result in suspension or revocation of his/her technology access privileges, disciplinary or legal action; 2) his/her use of technology is not private and that all data stored on the District 's technology resources, including deleted files, may be fully monitored and accessed by the school; and 3) I agree to be responsible for any unauthorized costs incurred or damages inflicted to the school as a result of my child's use of technology.

\_\_\_\_\_ I give permission for my child to use the school's technology resources.

\_\_\_\_\_ I give permission for my child to use the school's technology resources, except for \_\_\_\_\_.

\_\_\_\_\_ I do not give permission for my child to use the school's technology resources.

Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_

**EMPLOYEE USER AGREEMENT FOR TECHNOLOGY**  
**FILE: EHB-FORM-3**

I have read the Ritenour School District policy and regulation EHB and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of my access to District technology and in disciplinary action up to and including termination.

I further understand that my use of District technology is not private and the District may monitor my use of technology, including but not limited to accessing browser logs, e-mail logs and any other history of use. I consent to the District's intercepting or accessing communications I send, receive or store as a product of using the District's technology, as well as downloaded material and deleted files, even if the District 's technology resources are accessed remotely.

I agree to be responsible for any unauthorized costs arising from my use of District technology and for any damages I incur due to my unauthorized use of District technology.

Employee's Printed Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ACCEPTABLE USE POLICY  
FILE: EHB-R-FORM 5**

# Laptop Issuance

Name: \_\_\_\_\_

Building: \_\_\_\_\_

Date: \_\_\_\_\_ Description/Laptop: \_\_\_\_\_

Serial Number: \_\_\_\_\_ Asset Tag Number: \_\_\_\_\_

Other items issued (bag, charger, etc) \_\_\_\_\_

I understand/ agree to the following conditions and purposes regarding use and care of the above items issued to me.

1. This computer is property of Ritenour School District. It must be maintained and used according to district guidelines and policies as outlined below and must be returned to the district when employment with the district has ended.
2. Laptops are provided for the purposes of developing teaching materials, conducting researching, conducting student attendance and grading, managing student assessment and grading, communicating with staff and parents and conducting general school business.
3. This computer may be removed from school property, but must be in my possession when I am at work. The computer assigned to me can remain in my possession during summer months and other scheduled vacation periods.
4. I am responsible for any damage or replacement of any missing items listed above. (It is recommended you consult your personal homeowners or renters insurance policy to confirm the computer is covered while in your possession)
5. I am responsible for modeling acceptable use of district technology resources.
6. I agree to return this computer to the Ritenour School District upon leaving the district or termination. I understand I am responsible for payment of any damage in excess of routine wear and tear and for items lost due to my negligence, or for replacement cost of the computer.
7. It is my responsibility to organize and backup data. Ritenour School District will re-install the operating system and district -provided applications as a result of hard drive failure or software damage.
8. It is my responsibility to notify Ritenour's IT department through the technology assistance program (TAP) when repairs are needed within or after the warranty period. This computer carries a manufacturer's warranty of one (1) year.

As an administrator for this computer, I agree, after consulting with Ritenour's IT department, to install only

I have read and agree to comply with the Ritenour School District Acceptable Use Policy Laptop Issuance.

I have attended a laptop orientation and agree to adhere to the instructions and standards included at the orientation held on: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_