
District Technology Plan

*Park Hill School District
Kansas City, Missouri*



Approved By
Park Hill School District Board of Education
July 29, 1999

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Park Hill School District's Technology Committee

In the effort to meet a commitment toward technology, the Park Hill School District has established the District Technology Committee to help analyze current and future technology needs and resources. The District Technology Committee represents the best expertise in the district. Members include teachers, administrators, support staff, students, parents, and community/business leaders. In addition, the committee is a team of decision-makers with a broad range of experience, and includes representatives of each building, grade level, content or program area, and special-interest group.

The role of the Park Hill School District Technology Committee is to identify a philosophy and rationale for the use of technology district-wide, conduct needs assessments, create a technology blueprint, sell and oversee progress of the technology plan.

The Park Hill School District Technology Committee is

Terri Akey - Central Office
Julie Bates- Bright Beginnings
Terry Beasley - Southeast
Jewel Beavers - Line Creek
Brian Blake - Parent
Steve Boydston – Lakeview **
Judy Brinkman - Union Chapel
Tim Busenhart - Park Hill South
Mary Jane Corbett - Chinn
Elizabeth Cuzner - Hawley Hall
Pamela Davison - Central Office
Ted Derrick - CIRF
Karen DiSanto - Graden
Mary Florence - Parent
Jim Gillham - Park Hill High School **
Karen Heiman - Plaza

Rocky Holland - Central Office
Mike Howell -- Parent
Janet Johnson - Chinn
Paul Kelly - Central Office **
Judy Murphy - Central Office
Doreen Ninemire - English Landing
Heather Robinett - Union Chapel
Lorene Rogers - Park Hill High School
Brad Sandt - Student
Jim Singer - Prairie Point
Mary Ann St. Clair - Central Office
Tim Todd - Congress
Shannon West - Congress
Jeff Whitton - Community Education
Linda Wiederholt – Renner **

** Denotes member of the Technology Steering Committee

Introduction

District Technology Overview

The Park Hill School District has made a commitment to provide the best education possible for all of our students. As we prepare our students for life beyond high school, we recognize the need to produce graduates who can solve problems, communicate clearly, and assimilate sense out of massive quantities of ever changing information.

To this end, and as we move into the 21st century and the *Information Age*, it has become increasingly more critical to emphasize technology as a major part of education. Students should not only be taught how to use current technology but also how to **adapt** new technology. Technology education is not an end unto itself, rather, it must be integrated as part of the entire educational delivery system. Technology can empower students and teachers to better achieve the goals and objectives of the total curriculum. In addition appropriate technology is vital to provide the best support of educational processes through the use of technology in administration, counseling, and student records.

In the effort to meet this commitment the Park Hill School District established the District Technology Committee in 1995 to help analyze current and future technology needs and resources. The District Technology Committee represents the best expertise in the district. Members include teachers, administrators, support staff, students, parents, and community/business leaders. In addition, the committee is a team of decision-makers with a broad range of experience, and includes representatives of each building, grade level, content or program area, and special-interest group.

Role of the Technology Committee & History of Technology Plan

The role of the Park Hill School District Technology Committee is to identify a philosophy and rationale for the use of technology district-wide, conduct needs assessments, create a technology blueprint, as well as sell and oversee progress of the technology plan.

What follows is the committee's three-year Technology Plan. This dynamic document was first created and approved by the Board of Education in the spring of 1996. The three-year plan was the initial step in the effective integration of educational technology into the learning process of students within the Park Hill School District. In the spring of 1999, the District Technology Committee revised the plan to reflect the committee's planning into the year 2002. This plan is consistent with the implied direction of the district's overall Mission Statement as well as the established expectations for both the District and the State of Missouri.

The committee will continue to meet to assess and revise this plan on an annual basis. Reports regarding the progress of the plan, and areas of need, will also be communicated to the Board of Education on an annual basis.

Organization of the Technology Plan & Planning Process

In the spring of 1999, the District Technology Committee reconvened to rework the existing Technology Plan. The planning and writing process included components of strategic planning, including research and data gathering to answer the following questions:

Where Are We Today with Technology?

The committee assessed the progress and goals set forth in the 1996 District Technology Plan, and analyzed demographic, perceptual, outcome and process data to assess our technological strengths and weaknesses. A summary and a “Needs Assessment” were produced based upon the analysis of this data.

Portions of this analysis and needs assessment appear in this Technology Plan in section *Park Hill Technology Data* and in appendices.

Where Do We Want To Go With Technology?

The committee discussed at length the direction that Park Hill School District will take with technology over the next three years. Included in these discussions were strong considerations of

- What do we want Park Hill School District technology users to be able to do with technology?
- What is our vision for technology?

Portions of these discussions appear in this Technology Plan in section *The Vision for Technology in Park Hill Schools*

How Do We Get There?

The committee used the findings in the analysis of data, and the vision of technology to produce a set of eleven measurable technology goals organized around ten key strands. These strands are

- Student Achievement
- Student/Staff Access
- Equity/Parity
- Community Partnerships
- Policies & Ethics
- Maintenance
- Staff Development & Support
- Curriculum Integration
- Funding
- Assessment & Evaluation

Each measurable goal is detailed with an action plan that includes a timeline for completion, an annual budget, and the responsible individual for completing the action.

The ten Park Hill School District Technology Strands and their corresponding goal(s) are found in the section *Park Hill School District Technology Improvement Plan*.

Are These Processes Getting Us Where We Want To Go?

The committee spent time discussing how to assess the current technology plan for effectiveness, as well as discussing key questions such as

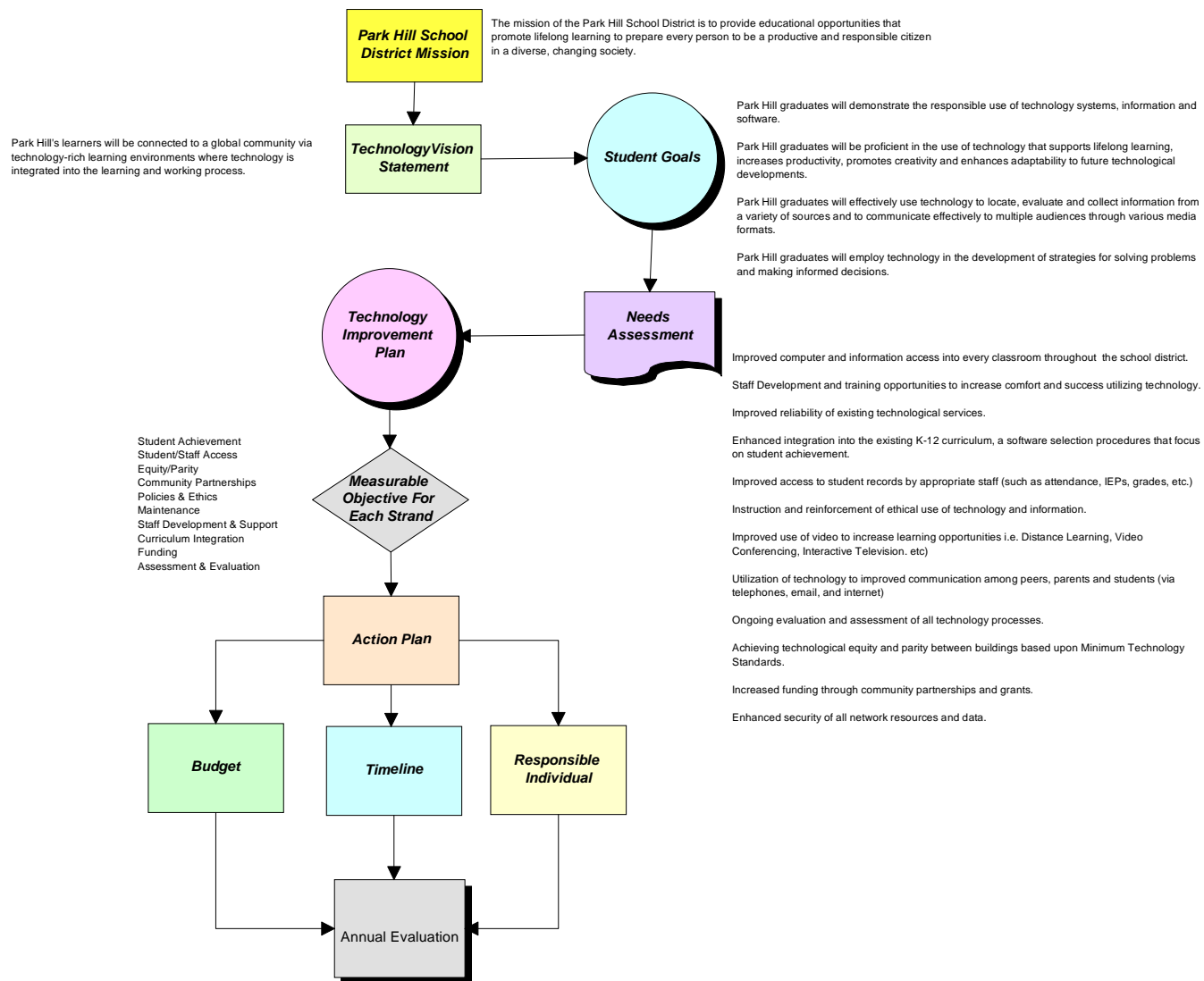
- How do we know that the technology we provide is useful for Park Hill students?
- How do we assess progress toward making technology more useful to the learning process?
- What is the most effective way to integrate technology into all curricula?

Each of these questions played a central role in how this Technology Plan was written. For example, throughout each technology strand, a **measurable** goal was written, along with an extensive assessments within each action plan. Stands such as *Assessment & Evaluation*, *Student Achievement* and *Staff Development & Support* all focus on assessing our progress toward our overall vision.

In addition, the committee recommends meeting annually to assess and rework this dynamic plan. Reports of the district's progress will be made to the Board of Education annually.

Framework for Technology Planning

The schematic below outlines the processes (describe above) used to focus the writing of this Technology Plan.



The Vision of Technology In Park Hill Schools

The Park Hill School previously developed an overall Mission Statement. The implied direction of this Mission Statement and the established expectations fall directly in line with the focus of the District Technology Plan.

District Mission Statement

The mission of the Park Hill School District is to provide educational opportunities that promote lifelong learning to prepare every person to be a productive and responsible citizen in a diverse, changing society.

Technology Vision Statement

Park Hill's learners will be connected to a global community via technology-rich learning environments where technology is integrated into the learning and working process.

Student Technology Goals

The process of technology planning begins first with answering the question "What do we want Park Hill students to do with technology?" National, State and local standards are all considered when answering this question. The District Technology Committee has established four graduate goals that are aligned with National Technology Standards, Missouri Show-Me Performance Standards and local curriculum. All Park Hill School District graduates will

- demonstrate the responsible use of technology systems, information and software.
- be proficient in the use of technology that supports lifelong learning, increases productivity, promotes creativity and enhances adaptability to future technological developments.
- effectively use technology to locate, evaluate and collect information from a variety of sources and to communicate effectively to multiple audiences through various media formats.
- will employ technology in the development of strategies for solving problems and making informed decisions.

National Standards

National Educational Technology Standards (NETS) have been published by the International Society of Technology in Education (ISTE). Joining ISTE as project partners in developing technology standards for PreK-12 education were organizations representing major professional education groups in the United States. These partners provided representation from the educational community including: curriculum specialists, leaders in State Departments of Education, school principals, teachers, school board members, librarians, representatives from the business community, and technology experts. The National Educational Technology Standards (NETS) partner organizations include:

- American Federation of Teachers (AFT)

- American Association of School Librarians (AASL), a division of the American Library Association (ALA)
- Association for Supervision and Curriculum Development (ASCD)
- Council of Chief State School Officers (CCSSO)
- Council for Exceptional Children (CEC)
- International Society for Technology in Education (ISTE)
- National Association of Secondary School Principals (NASSP)
- National Association of Elementary School Principals (NAESP)
- National Education Association (NEA)
- National School Boards Association's (NSBA) Institute for the Transfer of Technology to Education
- National Foundation for the Improvement of Education (NFIE)
- Software Publishers Association (SPA)

The NETS standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. **Basic operations and concepts**
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. **Social, ethical, and human issues**
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. **Technology productivity tools**
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
4. **Technology communications tools**
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. **Technology research tools**
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.
6. **Technology problem-solving and decision-making tools**
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Missouri State Performance Standards

The Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom. These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education.

Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

The academic standards are grouped around four goals:

Goal 1 -- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Goal 2 -- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3 -- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4 -- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Performance Standards

The Park Hill School District Technology Committee considered the following Show-Me performance standards while developing the Technology Plan. Numbers beneath each Goal refer to State objectives; not all of the State's objectives are listed beneath each goal.

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works

7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

4. recognize and practice honesty and integrity in academic work and in the workplace

Park Hill School District Graduate Goals

In coordination with curriculum committees and the Board of Education, the Park Hill School District has established the following graduate goals as a part of district curriculum. Student attainment of these goals are the responsibility of teachers and are contained within curriculum guides. Teachers guide the implementation, instruction and assessment of these goals. Park Hill course work is sequenced for students to build upon previous technology knowledge, and to guarantee that students graduate with essential technological skills.

Business & Technology Graduate Goals

1. To demonstrate the responsible use of technology systems, information and software and the ethical application of business practices.
2. To understand and apply principles of business-related skills and concepts.

3. To be proficient in the use of technology that supports lifelong learning, increases productivity, promotes creativity and enhances adaptability to future technological developments.
4. To use technology to locate, evaluate and collect information from a variety of sources and to communicate effectively to multiple audiences through various media formats.
5. To employ technology in the development of strategies for solving problems and making informed decisions.

Library Media Graduate Goals

1. To benefit from a Library Media Center Program that is integrated with the curricular and instructional program of the school.
2. To obtain those skills and attitudes necessary to become a productive, lifelong learner.
3. To develop a positive attitude toward books in general and reading in particular.
4. To obtain reference skills that will serve throughout life.
5. To benefit from interaction with Library Media Center staff that facilitates, expedites and enhances learning.

Alignment of Park Hill Technology Goals

The Park Hill School District Technology Committee has aligned the graduate goals with National, State and local curriculum standards. The table below outlines this alignment.

Student Goal	National Standards	State Performance Standards	Park Hill Graduate Goals
Park Hill graduates will demonstrate the responsible use of technology systems, information and software.	<ul style="list-style-type: none"> • Basic Operations & Concepts • Social, ethical and human issues 	<ul style="list-style-type: none"> • Goal 1.7 • Goal 2.3 • Goal 4.4 	<ul style="list-style-type: none"> • B/T 1 • LM 4
Park Hill graduates will be proficient in the use of technology that supports lifelong learning, increases productivity, promotes creativity and enhances adaptability to future technological developments.	<ul style="list-style-type: none"> • Basic Operations & Concepts • Technology productivity tools • Technology communication tools • Technology research tools 	<ul style="list-style-type: none"> • Goal 1.4 • Goal 2.6 	<ul style="list-style-type: none"> • B/T 3 • LM 2 • LM 4
Park Hill graduates will effectively use technology to locate, evaluate and collect information from a variety of sources and to communicate effectively to multiple audiences through various media formats.	<ul style="list-style-type: none"> • Basic Operations & Concepts • Technology communication tools • Technology research tools 	<ul style="list-style-type: none"> • Goal 1.4 • Goal 1.5 • Goal 1.7 • Goal 1.8 • Goal 2.1 • Goal 2.2 • Goal 2.6 • Goal 2.7 	<ul style="list-style-type: none"> • B/T 4 • LM 4
Park Hill graduates will employ technology in the development of strategies for solving problems and making informed decisions .	<ul style="list-style-type: none"> • Basic Operations & Concepts • Technology problem solving and decision-making tools 	<ul style="list-style-type: none"> • Goal 1.7 • Goal 1.8 	<ul style="list-style-type: none"> • B/T 5 • LM 4

B/T = Business/ Technology Curriculum
 LM = Library Media Curriculum

Staff Technology Goals

The Park Hill School District Technology Committee recognizes the need for staff technology goals to facilitate the effective use of technology by students. The following goals, established by the National Council for Accreditation of Teacher Education (NCATE), are endorsed by Park Hill School District Technology Committee as staff goals in the area of technology. The following goals will be used to drive Staff Development and training opportunities for school staff.

Basic Computer/Technology Operations and Concepts. Staff will use computer systems run software; to access, generate and manipulate data; and to publish results. They will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

1. operate a multimedia computer system with related peripheral devices.
2. use terminology related to computers and technology appropriately in written and oral communications.
3. describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
4. use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
5. demonstrate knowledge of uses of computers and technology in business, industry, & society.

Personal and Professional Use of Technology. Staff will apply tools for enhancing their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems. In addition, they will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer/technology resources.

1. use productivity tools for word processing, database management, and spreadsheet applications.
2. apply productivity tools for creating multimedia presentations.
3. use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
4. use computers to support problem solving, data collection, information management, communications, presentations, and decision making.
5. demonstrate awareness of resources for adaptive assistive devices for student with special needs.
6. demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
7. identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
8. observe demonstrations or uses of broadcast instruction, audio/video conferencing, and other distant learning applications.

Application of Technology in Instruction. Teachers will apply computers and related technologies to support instruction in their grade level and subject areas. They must plan

and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

1. explore, evaluate, and use computer/technology resources including applications, tools, educational software and associated documentation.
2. describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
3. design, deliver, and assess student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations.
4. design student learning activities that foster equitable, ethical, and legal use of technology by students.
5. practice responsible, ethical and legal use of technology, information, and software resources.

Essential Conditions

Certain conditions are necessary for Park Hill School District to effectively use technology for learning, teaching, and educational management. In order for Park Hill's learners to reach our technology goals these conditions must be in place. Physical, human, financial, and policy decisions greatly affect the success of technology in schools.

Park Hill School District Technology Committee recognizes that a combination of essential conditions is required to create learning environments conducive to powerful uses of technology. The essential conditions are listed, as well as the appropriate technology strand found in the *Technology Improvement Plan*:

- **Vision with support and proactive leadership from the education system** (District Technology Committee)
- **Educators skilled in the use of the technology for learning** (Staff Development and Curriculum Integration)
- **Content standards and curriculum resources** (Curriculum Integration and Funding)
- **Student-centered approaches to learning** (Staff Development and Curriculum Integration)
- **Assessment of the effectiveness of technology for learning** (Assessment and Evaluation, Student Achievement, Staff Development and Curriculum Integration)
- **Access to contemporary technologies, software, and telecommunications networks** (Student/Staff Access, Maintenance)
- **Technical assistance for maintaining and using technology resources** (Staff Development & Support, Maintenance)
- **Community partners who provide expertise, support, and real-life interactions** (Community Partnerships)
- **Ongoing financial support for sustained technology use** (Funding)
- **Policies and standards supporting new learning environments** (Policies & Ethics)

The resulting learning environments provide opportunities for students to use technology to find and apply current information and resources, and to apply their academic skills for solving real-world problems. These environments engage students in activities that have educational technology skills and relevant curricular content interwoven.

School District Technology Data

Introduction

It is recognized by the Park Hill School District Technology Committee that districts committed to improvement must first analyze existing data and, when appropriate, collect and analyze additional data in order to understand –

- the current and future needs of the school, students, parents, teachers, and community
- how well the current processes meet the needs of these clients
- the ways in which the school and community are changing
- the root causes of problems
- the types of education programs and expertise that will be needed in the future

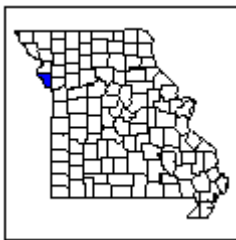
Research shows that when schools and school districts understand the needs of their clientele, they are more successful in implementing changes and remain more focused during implementation. It is for these reasons that the District Technology Committee has collected and analyzed the following types of data:

- Demographic
- Resource
- Outcome/Student Achievement
- Perceptual
- Process

Demographic Data

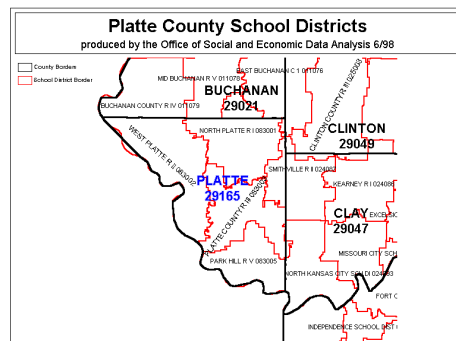
District Geographic Location

The Park Hill School District is located fifteen minutes northwest of downtown Kansas City in southern Platte County, Missouri. The district encompasses 68 square miles with a student population of 8,481 and a professional staff of 768. Our southern boundary is the Missouri River. Our northern boundary abuts the grounds of Kansas City International Airport. Our borders overlay eight (8) municipalities, the largest being Kansas City, Missouri. As a part of the metropolitan area, Park Hill residents have access to all the cultural, recreational, educational and employment opportunities of the region. The district has experienced substantial growth in the past fifteen years.

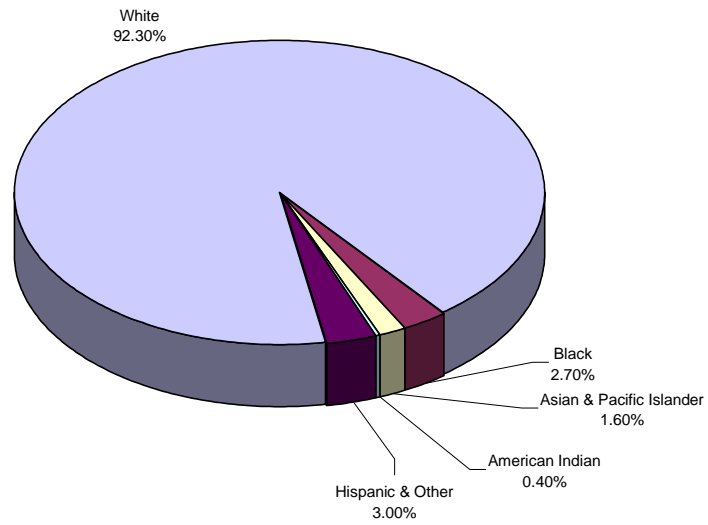


District Socioeconomic Data

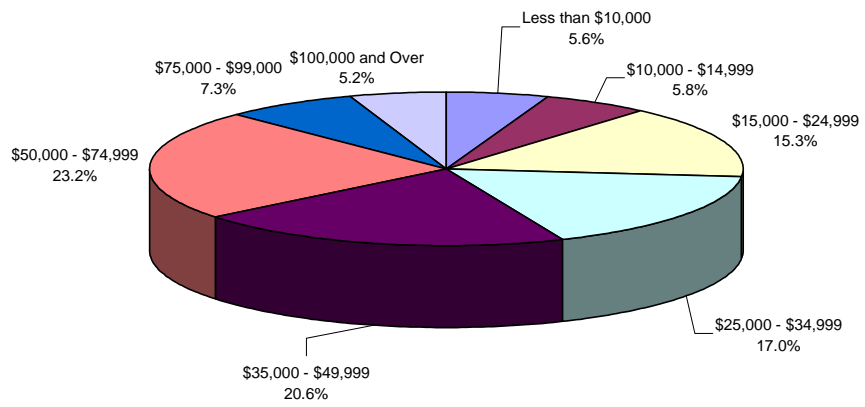
The Park Hill School District has a unique blend on urban, suburban and rural areas. Based upon census data, the following mix of ethnicity and household income exist:



Ethnic Distribution Park Hill School District










Household Income Park Hill School District


















Assessment of 1996 Technology Plan

The following chart represents the District Technology Committees assessment of the objectives outlined in the previous technology plan.

-  = Objective Met
 = Objective In Progress – See Explanation

Objective	Status	Explanation
STAFF DEVELOPMENT		
Determine the minimum technology competencies (level of expertise and knowledge) needed for effective use of technology for instructional purposes. The goal of a Staff Development Plan should facilitate the development of these minimum competencies for all instructional staff in the District.		In the spring of 1997, a committee of Teachers Learning Computers (TLC) instructors composed a <i>Teacher Technology Goals</i> document. These goals led to the design of the TLC Course, a required 15-hour computer training course for all certified staff. All beginning teachers in our school district are currently contracted to complete the TLC course as a part of their extra days prior to the start of school.
Identify current level of expertise and knowledge of existing staff as it relates to the minimum competencies determined under Strategy 1. A survey of District personnel will be taken to determine expertise and needs, and to assess interests in technology.		The development and implementation of the TLC Course has allowed for Park Hill to establish a foundational level computer knowledge for all teachers. Upon this foundation, further staff development efforts can build. Surveys are conducted at each Technology Staff Development course which allow for teachers to express interest in specific technology opportunities.
Identify personnel at the building and District levels to provide support for instructional staff. Those staff members should have a focus regarding how technology can and is being used in the classroom.		Currently, Park Hill School District's Media Specialist (certified) and Computer Assistant (classified) serve at Technology Teams in each building. The role of the team is to inform and support students and teachers use of the technology resources in their buildings. Computer Assistants in each building hold 9 staff development opportunities per year. These opportunities are selected based upon teacher feedback, and needs.
The Technology Master Plan and its requirements for staff development should be reviewed on an annual basis. The primary purpose of this review from a staff development viewpoint is to determine additional training needs and to include ongoing and advanced training.		Reports have been generated annually to the Board of Education regarding the status of the Technology Master Plan, and staff development efforts.
STAFF SUPPORT		
Analyze results of the needs assessment and staff development survey. Identify a group of individuals in each building that represent a core of the technologically literate. Given time, these individuals would support others in their building.		Currently, Park Hill School District's Media Specialist (certified) and Computer Assistant (classified) serve at Technology Teams in each building. The role of the team is to inform and support students and teachers use of the technology resources in their buildings. Based upon work order count, and staff survey, additional technology support has been placed in both high schools. In addition, a Park Hill School District Service Coordinator has been hired to oversee technology work orders, support and maintenance issues.

Research to determine the staffing ratio for instructional support personnel to the rest of the teaching staff. With this ratio in mind, hire (assign) instructional support personnel.		Based upon work order count, and staff survey, additional technology support has been placed in both high schools. In addition, a Park Hill School District Service Coordinator has been hired to oversee technology work orders, support and maintenance issues.
Determine areas of need and areas of responsibility that these individuals would fill. Describe the structure required, and the tasks that they will perform.		In spring, 1998, a committee of Computer Assistants were formed to rewrite the <i>Computer Assistant Job Description</i> as to better serve teachers and students in each building. In addition, Media Specialist job descriptions are specific to their role in the utilization of technology to support information literacy.
Analyze building and District needs regarding how services will be delivered and what services may be expected. Determine acceptable levels of down and turnaround time for response time goals. Publish results so that expectations can be evaluated.		Technology problems are reported in a district-wide work order system. The acceptable number of work orders has been established not to exceed at any one time. Work order count is influenced largely by time of the school year. Computer Assistants are required to enter and monitor all work orders entered in their buildings. Reports are generated by the Service Coordinator which shows closed work orders.
Establish management structure and mechanisms for reporting and resolving problems. Provide consistent evaluation of the process and modify operations as required.		A management structure and mechanisms for reporting and resolving problems has been established and communicated. Modifications to the procedure are made when needed.
SECURE STAKEHOLDER COMMITMENT		
The District's Technology Implementation Plan will be shared with the District's stakeholders via patron newsletters, the <i>Park Hill Progress</i> , PTA meetings and the District World Wide Web site (phoenix.parkhill.edu).		The District's Technology Implementation Plan is shared with the District's stakeholders via patron newsletters, the <i>Park Hill Progress</i> , PTA meetings and the District World Wide Web site at http://www.parkhill.k12.mo.us .
PATRON/TEACHER ACCESS TO TECHNOLOGY OUTSIDE OF SCHOOL HOURS		
Upon dissemination of the information contained within the Technology Plan, a survey will be conducted of the staff and community to determine the level of after hours computer access that is desired. With the feedback in hand, a suggested availability profile and staffing requirements will be developed for submission to the Administration for review and approval.		Technology hours have been established in each school that reflect usage needs per school. Student access is restricted to supervised Media Centers and/or Computer Labs before and after school. Teachers and staff can utilize computers in their buildings during at any hour in which the building is open. Computer Assistants and building principals coordinate use of technology in the evening by parents and students. These events are offered at the minimum of four evenings per year.
The School District will determine the equipment costs and estimated maintenance costs to allow access to the technology outside of school hours. System security measures must also be considered.		Equipment and maintenance costs to operate computers outside of schools hours are absorbed by the district. Security measures are in place to better track the activity, and prevent security problems, of all technology users. Technology hours have been established in each school that reflect usage needs per school. Student access is restricted to supervised Media Centers and/or Computer Labs before and after school. Teachers and staff can utilize computers in their buildings during at any hour in which the building is open.
Staff such as media specialists and custodians will be required to support access to the technology outside of school hours.		Staff such as Media Specialists, Computer Assistants and Custodians is available to support access to the technology outside of school hours.
Methods for enforcement of the District policies governing correct and ethical use must be established and evaluated.		In the winter, 1998, a Technology Guideline Committee was established to govern the correct and ethical use of the technology in schools. The Technology Use Guidelines have been communicated to each user.

MANAGEMENT- CURRICULUM / INSTRUCTION		
The Park Hill School District's curriculum presently resides as printed loose-leaf materials. An alternative would be to convert the curriculum to an electronic medium that is available for District-wide access.		The Park Hill School District curriculum has not been converted to electronic format for district-wide access. The Park Hill School District Comprehensive School Improvement Plan outlines that IMS (Instructional Management Systems) documents is provided online for each course/grade.
Students' standardized test results should be electronically recorded for evaluation.		Students' standardized test results are provided to the Director of Research and Assessment in an electronic format. From this, test results can be effectively sorted and communicated to district patrons.
The ability to exchange lesson plans with other schools over the Internet is currently practiced in a very limited manner. Being able to exchange ideas globally, via the Internet, by all educators, would greatly enhance instructional planning.		The TLC Training course demonstrates web sites in which teachers can share lesson plans with colleagues from around the world. In addition, other staff development courses have been offered to staff on the integration of the Internet in the classroom.
ASSESSMENT AND EVALUATION		
Develop the processes and tools to evaluate the utilization of technology as a tool to improve the quality of education. The evaluation process will include measurement in the cognitive and psychomotor domains.		Although Park Hill School District has established student technology graduate goals, the district has yet to develop the process of tools to evaluate the utilization of technology in the improvement of the quality of education.
Develop the processes and tools to evaluate the utilization of technology as a tool to increase staff effectiveness.		A tool will be proposed to the District Technology Committee in the spring, 1999 that will better evaluate staff effectiveness utilizing technology.
Conduct the technology utilization evaluation annually. Disseminate the results to District stakeholders.		The Technology Utilization Evaluation report is generated annually to the Board of Education regarding the status of the Technology Master Plan, staff development efforts, and technology utilization.

Resource Data

Infrastructure

Data

All sixteen campuses of the Park Hill School District are currently connected via a frame-relay wide-area network (WAN) provided by Southwestern Bell. The speed of connection varies by building:

Building	Connection to WAN
Central Office	T1
Chinn Elementary	384K
Congress Middle School	Fiber Connected Directly to Central Office (100Mb)
English Landing Elementary	384K
Garden Elementary	384K
Hawley Hall	384K
Lakeview Middle School	512K
Line Creek Elementary	384K
Park Hill High School	Fiber Connected Directly to Central Office (100Mb)
Park Hill South High School	T1
Plaza Middle School	512K
Prairie Point Elementary	384K
Renner Elementary	384K
Southeast Elementary	384K
Underground Support Services Facility	384K
Union Chapel Elementary	384K

Buildings utilize their frame-relay connection to access a centralized financial system, student system, a unified library catalog, e-mail and the Internet. Internet usage is provided via a T1 connection to MoreNet (Internet Service Provider) that originates from the Central Office.

Park Hill has standardized on Cisco routers, Intel Hubs and Switches and Motorola CSU/DSUs in each building.

Within each building, Park Hill has established a 100mb Ethernet Local Area Network (LAN) connected to a Windows NT 4.0 file server. All Pentium-based machines are connected to the LAN (with the exception of some laptops). Every technology user logs in to the server with a unique login and password in order to maintain security.

Several of our elementary schools have legacy equipment that supports a co-axial computer network established over eight years ago. This network supports the use of computer gradebook program, limited office applications and the Jostens Learning System.

Voice

Each of Park Hill School District's campuses utilizes a separate phone system with integrated voice mail for each staff member. The number of phones varies by school. Fax equipment is available in all schools.

Video

Video usage is available within our district. Each of our schools is wired with cable provided by Time Warner (CIRF and Park Hill South will be cabled during the summer of 1999). These links are primarily utilized to record educational materials for use a later dates.

Televisions, VCRs, Overhead Projectors, Video Camera, sand LaserDisc players are available for classroom use. Most of these are on mobile carts that can be rolled into the classroom. In addition, each school has access to a digital video projector for use with computers or other input devices.

The Park Hill School District also has Instructional Television (ITV) capability. Currently we have three satellite dishes within the district, as well as an ITV department house at our Centralized Instructional Resource Facility (CIRF).

Hardware

Hardware Assets

The following table outlines the hardware assets in each of our schools and buildings.

Building	Computers/Labs	Peripherals/Other
Central Office/Education Center	Administrative Functions 49 networked computers (Compaq/IBM) to support administrative functions. Networked to Park Hill's only Novell network (legacy).	<ul style="list-style-type: none"> • 8 Televisions • 8 VCRs • Color Scanner • Data Scanner • Digital Camera • Video Camera • 7 Overhead Projectors • 3 Digital Projectors • Fax • CD-Writer • Video Capture Hardware
	Community Education Two 16-Station networked computer labs (IBM) to facilitate the Community Education Program.	
	Bright Beginnings Three networked computers (Compaq) for pre-schoolers and staff.	
Chinn Elementary	Open Lab 31 Station networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 2 Laser Disc Players • 1 Digital Projector • 4 VCRs • 4 TV/Monitors • 18 Overhead Projectors • Camcorder • Camera • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware
	Apple II 8 Apple II computers (non-networked) supporting a variety of functions (i.e. Special Education)	
	Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center/Other 8 Networked Computers (Variety) & PAC stations used to support media services	
Congress Middle School	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 6 Laser Disc Players • 1 Digital Projector • 8 VCRs • 8 TV/Monitors • 40 Overhead Projectors • Camcorder • Digital Camera • Color Scanner
	Keyboarding Lab 31 Station non-networked computer Lab (386) to support keyboarding curriculum	

Building	Computers/Labs	Peripherals/Other
	<p>Industrial Technology 2 15-station networked labs (Compaq/Pentium) to support Industrial Technology Curriculum</p> <p>Administrative Functions 8 Networked computer (Compaq/Pentium) to support administrative functions</p> <p>Media Center 8 Networked Computers (Variety) & PAC stations used to support media services</p>	<ul style="list-style-type: none"> • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware
English Landing Elementary	<p>Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas</p> <p>Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions</p> <p>Media Center 8 Networked Computers (Variety) & PAC stations used to support media services</p> <p>Discovery Place 5 Networked Multimedia Computers (Compaq/Pentium) lab to support science curriculum Discovery Place Software: Earth Quest, Habitactics, Insects, Jr. Nature Guides, Learning Animals, Message In a Fossil, Planetary Taxi, Plants, Science Fair Light, Science Rock, Nature 2, Solar Voyage, Super Science Show, Ultimate Human Body, Thinkin Science, Violent Earth, Thinkin Things 2, Violent Earth, Crunch Blaster, Decimals and Percents, Designs for Your Money, Math Blasters, Math Isle, Math Rabbit, Measurement, Money Challenge, Outnumbered, Shapes and Figures, G Club, Kidway, Treasure Galaxy, Treasure Math Storm, Whole Numbers and Fractions</p> <p>Music Lab 12 Networked Multimedia Computers (Compaq/Pentium) lab to support music curriculum (includes special hardware such as keyboards, microphones, etc) Music Lab Software Includes: "Sing", "Piano", "Midisaurus" and "Music Lab"</p> <p>Research IT! 6 Networked Laptop Computers (Toshiba/Pentium) to support media/information literacy curriculum Research It Software: Hyper Studio, Tom Synder Time Liner, Magic School Bus Explores the Human Body, The World of Nature, Wide World of Animals, Printshop, Office '98, Explorer, Habitactics.</p>	<ul style="list-style-type: none"> • 1 Laser Disc Players • 1 Digital Projector • 3 VCRs • 4 TV/Monitors • 18 Overhead Projectors • Camcorder • Digital Camera • Color Scanner • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware

Building	Computers/Labs	Peripherals/Other
Graden Elementary	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 2 Laser Disc Players • 1 Digital Projector • 5 VCRs • 5 TV/Monitors • 10 Overhead Projectors • Camcorder • Digital Camera • Color Scanner • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware
	Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center 8 Networked Computers (Variety) & PAC stations used to support media services	
	Coaxial Network 23 computers in classrooms (286) linked through a legacy coaxial network. Used to support Jostens Learning System and other applications	
Hawley Hall	Open Lab 5 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 2 VCRs • 2 TV/Monitors • 3 Overhead Projectors • Digital Camera • Fax • Color Scanner
	Administrative Functions 5 Networked computer (Compaq/Pentium) to support administrative functions	
	Classroom Computers 12 Networked classroom computers (Compaq/Pentium) to support alternative curriculum	
Lakeview Middle School	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 2 Laser Disc Players • 1 Digital Projector • 8 VCRs • 8 TV/Monitors • 40 Overhead Projectors • Camcorder • Digital Camera • Color Scanner • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware
	Keyboarding Lab 31 Station non-networked computer Lab (386) to support keyboarding curriculum	
	Industrial Technology 2 15-station networked labs (Compaq/Pentium) to support Industrial Technology Curriculum	
	Administrative Functions 8 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center 8 Networked Computers (Variety) & PAC stations used to support media services	
Line Creek Elementary	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 1 Laser Disc Player • 1 Digital Projector • 9 VCRs

Building	Computers/Labs	Peripherals/Other
	<p>Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions</p> <p>Media Center 4 Networked Computers (Variety) & PAC stations used to support media services</p> <p>Coaxial Network 23 computers in classrooms (286) linked through a legacy coaxial network. Used to support Jostens Learning System and other applications</p>	<ul style="list-style-type: none"> • 10 TV/Monitors • 10 Overhead Projectors • Camcorder • CD-ROM Tower • CD-Writer • Video Capture Hardware
Park Hill High School	<p>Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas</p> <p>Administrative Functions 26 Networked computers (Pentium/Compaq) to support administrative functions</p> <p>Keyboarding Lab 31 Station non-networked computer Lab (386) to support keyboarding curriculum</p> <p>Applications Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Business/Technology Curriculum</p> <p>Computer Science Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Business/Technology Curriculum</p> <p>Journalism 12 Station Macintosh Lab to support Journalism/Yearbook curriculum</p> <p>CAD Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Industrial Technology Curriculum</p> <p>Industrial Technology 20 Station multimedia networked open lab (Compaq/Pentium) to support Industrial Technology Curriculum</p> <p>Media Center 20 Station multimedia networked machines throughout media center (Compaq/Pentium and PAC stations) to support Media/Information Literacy Curriculum</p> <p>Pod Areas 48-station multimedia networked computers (Compaq/Pentium) to support all curricular areas</p>	<ul style="list-style-type: none"> • 5 Laser Disc Players • 5 Digital Projectors • 33 VCRs • 35 TV/Monitors • 73 Overhead Projectors • 3 Camcorders • 2 Digital Cameras • 3 Color Scanners • CD-ROM Tower • Fax • CD-Writer • Video Capture Hardware

Building	Computers/Labs	Peripherals/Other
	<p>Teacher Work Areas 16 networked computers (Compaq/Pentium) to support teachers in all curricular areas</p> <p>Instructional Laptops 30 laptop computers (Toshiba/Pentium) to support teachers in all curricular areas</p>	
Park Hill South High School	<p>Administrative Functions 26 Networked computers (Pentium/Compaq) to support administrative functions</p> <p>Keyboarding Lab 31 Station non-networked computer Lab (386) to support keyboarding curriculum</p> <p>Applications Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Business/Technology Curriculum</p> <p>Computer Science Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Business/Technology Curriculum</p> <p>Journalism 26 Station networked multimedia lab (Compaq/Pentium) to support Journalism/Yearbook curriculum</p> <p>CAD Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support Industrial Technology Curriculum</p> <p>Industrial Technology 20 Station multimedia networked open lab (Compaq/Pentium) to support Industrial Technology Curriculum</p> <p>Media Center 30 Station multimedia networked machines throughout media center (Compaq/Pentium and PAC stations) to support Media/Information Literacy Curriculum</p> <p>Pod Areas 96-station multimedia networked computers (Compaq/Pentium) to support all curricular areas</p> <p>Teacher Work Areas 16 networked computers (Compaq/Pentium) to support teachers in all curricular areas</p>	<ul style="list-style-type: none"> • 1 Laser Disc Player • 2 Digital Projectors • 17 VCRs • 20 TV/Monitors • 60 Overhead Projectors • 1 Camcorder • 2 Digital Cameras • 3 Color Scanners • CD-ROM Tower • Fax • Video Capture Hardware • CD-ROM Writer

Building	Computers/Labs	Peripherals/Other
Plaza Middle School	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 3 Laser Disc Player • 1 Digital Projector • 45 VCRs • 45 TV/Monitors • 40 Overhead Projectors • Camcorder • CD-ROM Tower • Digital Camera • Fax • CD-Writer • Video Capture Hardware
	Keyboarding Lab 31 Station non-networked computer Lab (286) to support keyboarding curriculum	
	Industrial Technology 2 15-station networked labs (Compaq/Pentium) to support Industrial Technology Curriculum	
	Administrative Functions 8 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center 8 Networked Computers (Variety) & PAC stations used to support media services	
Prairie Point Elementary	Open Lab 28 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 1 Laser Disc Player • 1 Digital Projector • 4 VCRs • 30 TV/Monitors • 20 Overhead Projectors • Camcorder • CD-ROM Tower • Fax • Distributed Multimedia System (Safari) • Digital Camera • Color Scanner • Video Capture Hardware
	Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center 8 Networked Computers (Variety) & PAC stations used to support media services	
	Classroom/Pod Computers 36 multimedia computers (Compaq/Pentium) located in each classroom to support all curricular areas and to support distributed video services	
Renner Elementary	Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas	<ul style="list-style-type: none"> • 4 Laser Disc Player • 1 Digital Projector • 10 VCRs • 10 TV/Monitors • 10 Overhead Projectors • Camcorder • CD-ROM Tower • Digital Camera • Color Scanner • Fax • CD-Writer • Video Capture Hardware
	Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions	
	Media Center 6 Networked Computers (Variety) & PAC stations used to support media services	
	Coaxial Network 23 computers in classrooms (286) linked through a legacy coaxial network. Used to support Jostens Learning System and other applications	

Building	Computers/Labs	Peripherals/Other
Southeast Elementary	<p>Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas</p> <p>Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions</p> <p>Media Center 6 Networked Computers (Variety) & PAC stations used to support media services</p> <p>Coaxial Network 23 computers in classrooms (286) linked through a legacy coaxial network. Used to support Jostens Learning System and other applications</p>	<ul style="list-style-type: none"> • 1 Laser Disc Player • 1 Digital Projector • 11 VCRs • 11 TV/Monitors • 20 Overhead Projectors • Camcorder • CD-ROM Tower • Digital Camera • Fax • CD-Writer • Video Capture Hardware
Underground Support Services Facility (including CIRF, Maintenance, Warehouse, and Food Service)	<p>CIRF 7 Networked Computers (Compaq/Pentium) to support resource facility for Park Hill Teachers</p> <p>Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions</p>	<ul style="list-style-type: none"> • Badge Maker • Digital Camera • Video Camera • Document Camera • CD-Writer • Color Scanner • Video Capture Hardware • Video Editing Equipment • Flex-Camera • LaserDisc Player • Poster Printer • Color Laser Printer • Video Transfer System • Fax
Union Chapel Elementary	<p>Open Lab 31 Station multimedia networked open lab (Compaq/Pentium) to support all curricular areas</p> <p>Administrative Functions 6 Networked computer (Compaq/Pentium) to support administrative functions</p> <p>Media Center 6 Networked Computers (Variety) & PAC stations used to support media services</p>	<ul style="list-style-type: none"> • 2 Laser Disc Player • 1 Digital Projector • 9 VCRs • 9 TV/Monitors • 14 Overhead Projectors • Camcorder • CD-ROM Tower • Digital Camera • Fax • CD-Writer • Video Capture Hardware

Student to Instructional Computer Ratio

School	Instructional Computers	Enrollment	Students Per Computer
Elementary Schools (8)	464	3990	8.6
Middle Schools (3)	294	1909	6.5
High Schools (2)	513	2596	5.1
Hawley Hall (1)	14	55	3.9
TOTAL	1285	8550	6.7

Software

The Park Hill School District has standardized all Pentium-based machines with the following software:

- Windows '95 Operating System
- Microsoft Internet Explorer 4.0
- Microsoft Office '97 Professional

In addition, the district utilizes the following software to support district curriculum:

Elementary School Software

(* denotes software available in all schools)

- | | |
|---|---|
| • Dynix* | • Microsoft Publisher 97* |
| • EBSCOhost* | • Microsoft Publisher 98* |
| • Encarta 97 World Atlas* | • Mighty Math Calculating Crew |
| • Encarta 98 Encyclopedia Research Assistant* | • Number Heroes |
| • Encarta 98 Research Organizer* | • Oregon Trail 3 |
| • Explorapedia | • Paint, Write and Play* |
| • Gizmos and Gadgets | • Paws in Typing Town |
| • Grammar Rock | • Print Master Gold Desktop Publisher |
| • Habitactics | • Print Shop Deluxe |
| • Hyper Studio | • Reader Rabbit 1 |
| • Kid Phonics | • Reader Rabbit 3 |
| • Kid Pix Studio | • Reading Journey 2 |
| • Kid's Phonics k-2 | • Schoolhouse Rock |
| • Let's Go Read an Island Adventure | • Spellbound |
| • Let's Go Read an Ocean Adventure | • Storybook Weaver |
| • Math for the Real World | • The Art Lesson |
| • Math Muncher Deluxe | • Thinking Things |
| • Mega Math Blaster | • Troggle Trouble Math |
| | • Ultimate Writing and Creativity Center* |
| | • Word Munchers |
| | • Zoo Zillions |

Middle School Software

(* denotes software available in all middle schools)

Dynix *
Ebsco *
Hearlihy Industrial Technology Modules *
Hyperstudio *

Infotrac *
Micropace Pro *
Microsoft Encarta *

High School Software

(* denotes software available in all high schools)

AutoCad R.14 *
ACT/Discover *
Adobe Acrobat *
Adobe Illustrator *
Adobe Pagemaker *
Adobe Photoshop *
Caligari TruSpace *
Ebsco *

LJ Technical Systems Industrial
Technology Modules *
Micropace Pro *
Microsoft FrontPage *
Microsoft Visual Development Suite *
Newsbank InfoWeb
The Biology Place

Hawley Hall Software

Print Shop Deluxe
Jostens Learning System

Typing Tutor 7
EbscoHost

Bright Beginnings Software

Dr. Suess' ABC (Living Books)
The Cat in the Hat (Living Books)
Bailey's Book House
Millie's Math House
JumpStart Preschool

JumpStart Kindergarten
Sesame Street Reading Is Fun: Toddler
Richard Scarry's Best Activity Center Ever
Reading Rabbit Preschool
Fisher Price Preschool

Outcome Data
Student Technology Skills

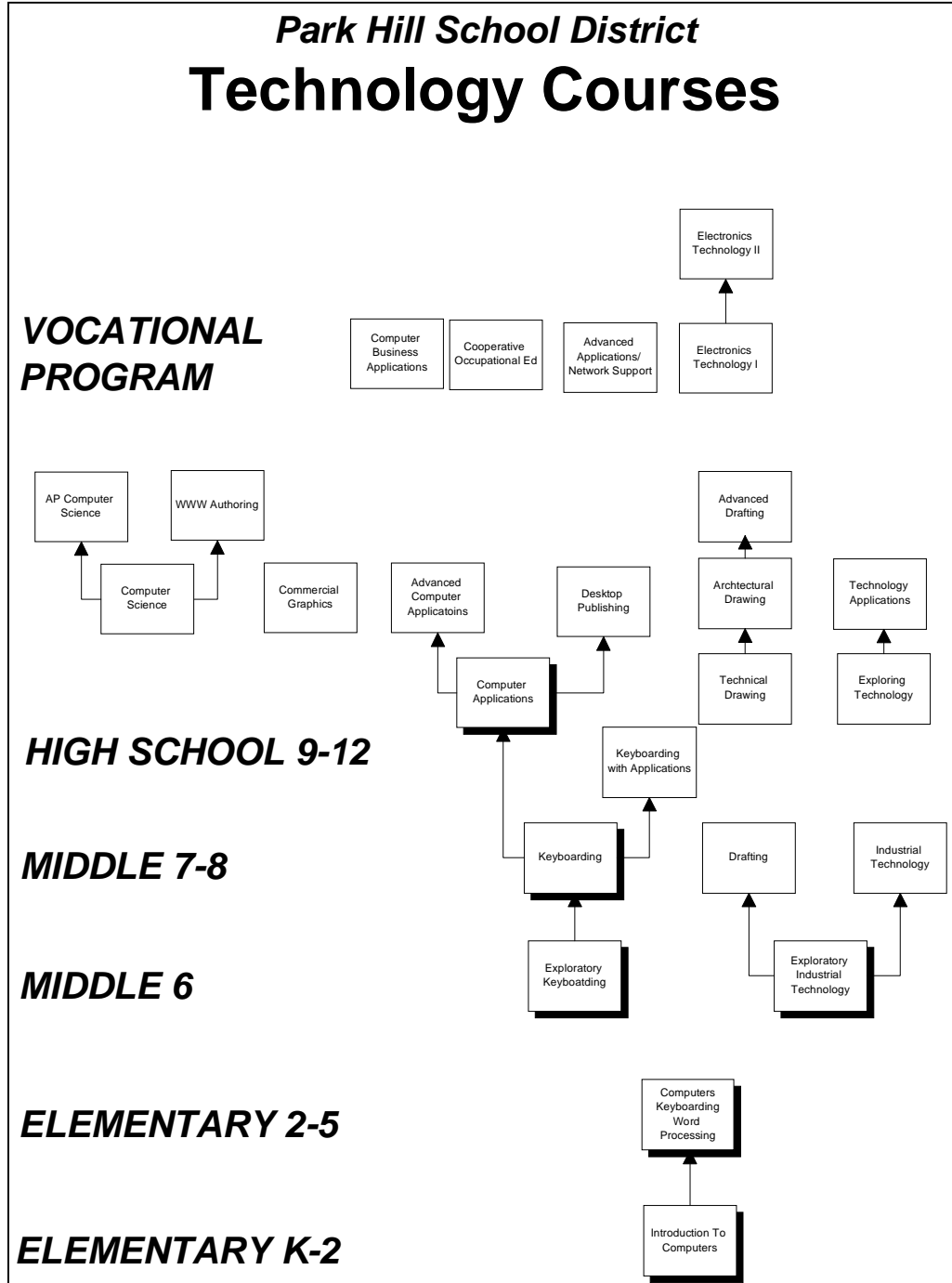
Currently, Park Hill School District does not measure the technology aptitude of individual students via a performance exam. Rather, students are required to take a sequence of technological courses K-12 that addresses the required technological skills of students. Below is a list of the required courses students must take in technology to graduate from Park Hill School District:

Grade Level	Course/Curriculum	Key Skills Emphasized
K-5	Twice weekly to computer lab with classroom teacher	<ul style="list-style-type: none"> • Basic operations and concepts • Keyboarding • Word Processing Basics
6	Exploratory Keyboarding and Applications	<ul style="list-style-type: none"> • Technology productivity tools • Keyboarding
6	Exploratory Industrial Technology	<ul style="list-style-type: none"> • Technology productivity tools • Technology communications tools • Technology problem-solving and decision-making tools
7/8	Keyboarding	<ul style="list-style-type: none"> • Basic operations and concepts • Keyboarding
9-12	Computer Applications	<ul style="list-style-type: none"> • Social, ethical, and human issues • Technology productivity tools • Technology communications tools • Technology research tools • Technology problem-solving and decision-making tools

The freshman course “Computer Applications” is a graduation requirement of all Park Hill School District students beginning with the class of 2004. Completion of this course has been the primary method Park Hill has used to assure students have technological skills when they leave Park Hill School District.

K-12 Technology Courses & Sequence

The chart below outlines Park Hill School District's K-12 Business/Technology Curriculum. Boxes that are shaded denote required courses.



Use of Computers within Curriculum

As the role of technology increases in the lives of students, it becomes the responsibility of all teachers and school personnel to expose students to the multitude of uses that technology can provide. Therefore, it is the goal of the committee to ensure that as teachers use technology, that they use it confidently and effectively.

Currently, all schools have access to technology via a checkout system and open computer labs. Teachers of all curricular areas and grade levels schedule open computer labs much like they do the media center. Technology resources are also an integral part of curriculum guides.

Technology Usage

The following report utilizes data from log files, observations and interviews to represent how often technology is utilized, and who is using the technology. The data was compiled during the 1998-99 school year.

	STUDENTS			School Day	STAFF		
	Usage	Time	Percentage		Usage	Time	Percentage
ELEMENTARY SCHOOLS							
<i>Open Computer Labs</i>							
Open Lab	100%	55 minutes	94%	74%	100%		
<i>Computer Classrooms</i>							
Media Center	55%	30 minutes	56%			45%	
Discovery Place (English Landing)	90%	45 minutes	75%	24%		100%	
Music Lab (English Landing)	90%	45 minutes	80%	80%		100%	
<i>Pod Area Computers</i>							
Open Computer Pods (Prairie Point)	33%	15 minutes	65%			100%	
<i>One Computer Classrooms</i>							
One Computer Classroom (Prairie Point)	20%	15 minutes	40%	100%		100%	
MIDDLE SCHOOLS							
<i>Computer Classrooms</i>							
Keyboarding Lab	30%	45 minutes	86%				
Industrial Technology Lab	26%	45 minutes	86%				
Media Center	25%	10 minutes	72%	30%		60%	
<i>Open Computer Labs</i>							
Open Lab	30%	45 minutes	70%	40%		43%	
HIGH SCHOOLS							
<i>Computer Classrooms</i>							
Computer Science	7%	92 minutes	86%				
CAD/Drafting	7%	92 minutes	86%				
Computer Applications Lab	7%	92 minutes	86%				
Keyboarding Lab	7%	92 minutes	86%				
Industrial Technology Lab	5%	92 minutes	86%				
Media Center	42%	30 minutes	82%	65%		66%	
<i>Open Computer Labs</i>							
Open Lab (PHHS Only)	30%	92 minutes	90%	5%		70%	
Pod Computers	33%	60 minutes	58%	44%		61%	
<i>Office Areas</i>							
Office and Work Areas			70%	91%			

Perceptual Data

Perceptual data was collected in Fall, 1998. Park Hill School District students, parents and faculty were surveyed, and asked their satisfaction/agreement to the following statements. The response rate varied by school, but district average exceeded 76%.

Faculty Survey Questions

- Instructional equipment (including computers) is in good working condition.
- There are enough computers at school so that I can use them effectively in my instructional program.
- I know how to access the Internet for educational purposes.
- If I wanted to I could easily arrange for my students to use the Internet at school for a class project.
- Access to the Internet in my building is pretty reliable.
- I have most of the educational technology I need.
- Teachers have received the training they need to use computers effectively with students.
- Incorporating the Internet into our instructional programs is a high priority in my district.
- Most computers will have to be funded from external grants.
- We have the educational technology we need to support the instructional program.
- The community is interested in supporting increased access to information technology.

The table below outlines the responses to the survey items by school. Percentages represent the number of respondents who “agreed” or “strongly agreed” to the statement presented. This data is “totaled” for analysis by school type (elementary, middle and high school) and district-wide.

Faculty Satisfaction With Technology

Park Hill School District Survey, 1998-1999 School Year

ITEM	Faculty Questions	Chinn	English Landing	Prairie Point	Line Creek	Union Chapel	South-east	Graden	Renner	Elementary School Average	Congress	Lakeview	Plaza	Middle School Average	Park Hill High School	Park Hill South	High School Average	District Average
47	Instructional equipment (including computers) is in good working condition.	50%	68%	57%	40%	48%	63%	61%	67%	57%	27%	33%	69%	43%	24%	49%	36%	45%
107	There are enough computers at school so that I can use them effectively in my instructional program.	52%	47%	83%	43%	38%	57%	63%	61%	55%	24%	26%	39%	29%	26%	24%	25%	37%
108	I know how to access the Internet for educational purposes.	83%	94%	100%	93%	86%	93%	94%	97%	93%	89%	90%	84%	88%	87%	85%	86%	89%
109	If I wanted to I could easily arrange for my students to use the Internet at school for a class project.	86%	82%	87%	57%	80%	96%	61%	79%	79%	50%	62%	75%	62%	44%	59%	52%	64%
110	Access to the Internet in my building is pretty reliable.	63%	79%	61%	63%	95%	83%	71%	82%	75%	39%	54%	79%	57%	30%	57%	44%	59%
111	I have most of the educational technology I need.	63%	50%	70%	59%	52%	70%	68%	67%	62%	30%	39%	53%	41%	38%	44%	41%	48%
112	Teachers have received the training they need to use computers effectively with students.	77%	68%	96%	76%	86%	80%	80%	94%	82%	70%	69%	76%	71%	66%	76%	71%	75%
113	Incorporating the Internet into our instructional programs is a high priority in my district.	69%	55%	73%	61%	53%	86%	70%	81%	68%	37%	41%	52%	43%	38%	36%	37%	50%
114	Most computers will have to be funded from external grants.	24%	36%	17%	53%	33%	18%	40%	22%	30%	21%	17%	27%	22%	45%	39%	42%	31%
115	We have the educational technology we need to support the instructional program.	59%	36%	57%	48%	37%	75%	70%	65%	56%	30%	32%	45%	36%	29%	49%	39%	43%
116	The community is interested in supporting increased access to information technology.	74%	80%	75%	72%	59%	77%	56%	75%	71%	53%	47%	68%	56%	55%	82%	69%	65%
	Technology Access Average (Items 47, 107, 109, 111, 115)	62%	57%	71%	49%	51%	72%	65%	67%	62%	32%	38%	56%	42%	32%	45%	39%	47%

Student Survey Questions

- Students are taught how to use computers at school.
- Most of my teachers know how to use computers to help us learn.
- I have used the Internet at school.
- I can get access to the Internet when I need it.
- Teachers know how to use computers to help us learn.
- Students are given assignments that require computers.
- Students are taught how to use computers.
- There are enough computers available.

The table below outlines the responses to the survey items by school, and are “totaled” for analysis by school type (elementary, middle and high school) and district-wide.

Student Satisfaction With Technology

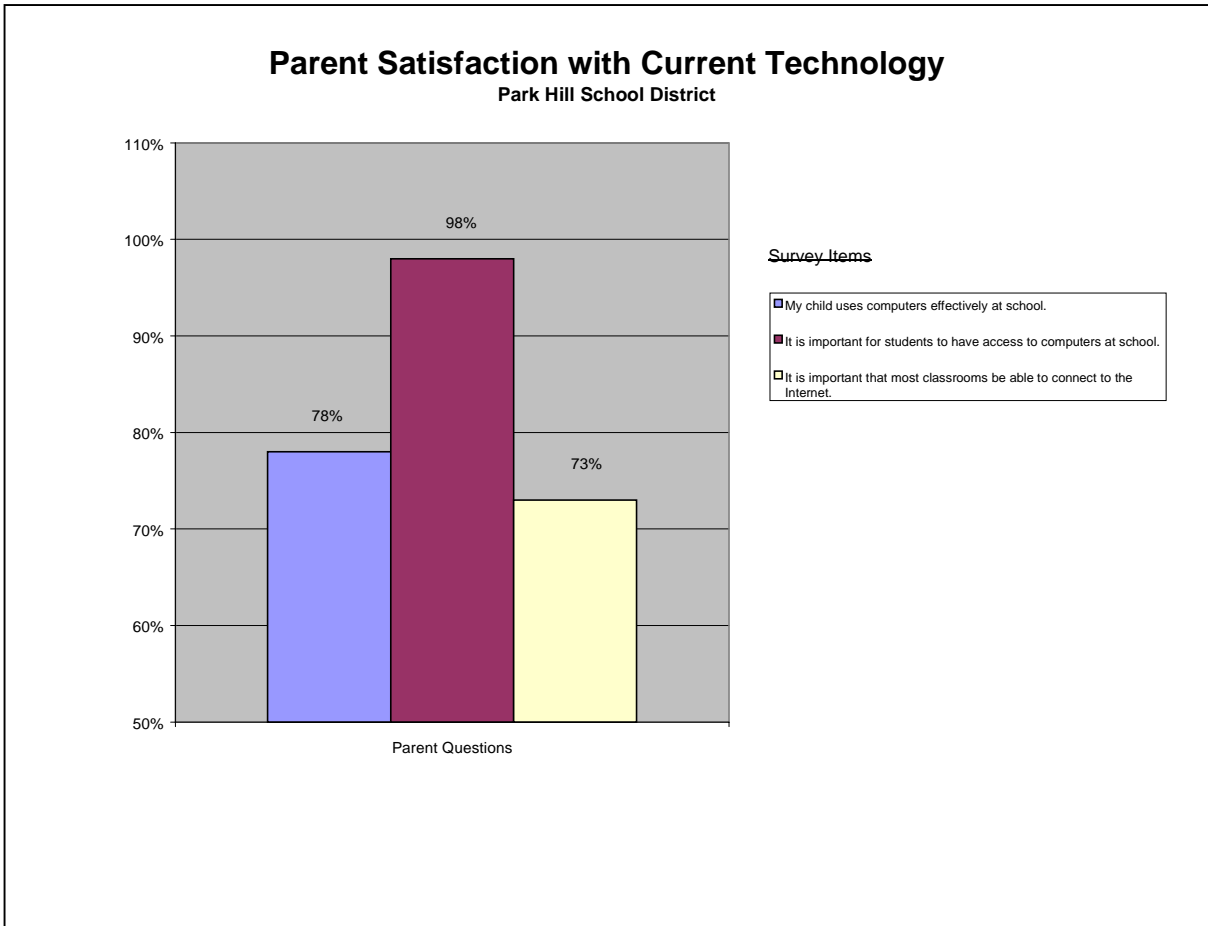
Park Hill School District Survey, 1998-1999 School Year

ITEM	Student Questions	Chinn	English Landing	Prairie Point	Line Creek	Union Chapel	South-east	Graden	Renner	School Average	Congress	Lakeview	Plaza	School Average	High School	Park Hill South	School Average	District Average	
34	Students are taught how to use computers at school.	98%	99%	87%	92%	86%	99%	89%	94%	93%	72%	70%	69%	70%					82%
46	Most of my teachers know how to use computers to help us learn.	88%	96%	91%	86%	73%	89%	77%	92%	86%	61%	71%	73%	68%					77%
50	I have used the Internet at school.	81%	84%	99%	87%	88%	86%	73%	81%	85%	52%	68%	77%	66%					75%
55	I can get access to the Internet when I need it.														55%	54%	54%	54%	54%
57	Teachers know how to use computers to help us learn.														41%	47%	44%	44%	44%
64	Students given assignments that require computers.														49%	39%	44%	44%	44%
66	Students are taught how to use computers.														47%	54%	50%	50%	50%
68	There are enough computers available.														34%	37%	35%	35%	35%
	Student Satisfaction and Attitudes	89%	93%	92%	88%	82%	91%	79%	89%	88%	62%	70%	73%	68%	45%	46%	46%	46%	67%

Parent Survey Questions

- My child effectively uses computers at school.
- It is important for students to have access to computers at school.
- It is important that most classrooms be able to connect to the Internet.

The chart below shows the responses by parents to the survey items.



Process Data

The Park Hill School District implements technology into the school via the following processes.

District Technology Committee

Processes

The role of the Park Hill School District Technology Committee is to identify a philosophy and rationale for the use of technology district-wide, conduct needs assessments, create a technology blueprint, sell and oversee progress of the technology plan.

Technology Service & Support

Processes

- Currently, Park Hill School District's Media Specialist (certified) and Computer Assistant (classified) serve on technology teams in each building. The role of the team is to inform and support student and teacher use of the technology resources in their buildings. Based upon work order count and staff survey, additional technology support has been placed in both high schools. In addition, a Park Hill School District Service Coordinator has been hired to oversee technology work orders, support and maintenance issues.
- In spring, 1998, a committee of Computer Assistants were formed to rewrite the *Computer Assistant Job Description* as to better serve teachers and students in each building. In addition, Media Specialist job descriptions are specific to their role in the utilization of technology to support information literacy.
- Technicians are hired based upon skill sets most needed by the district.
- A management structure and mechanisms for reporting and resolving problems has been established and communicated. Modifications to the procedure are made when needed.
- All district technology purchases are approved by the Technology Department. A rigorous process is in place to evaluate software titles, as well as testing of "new" hardware on the system.
- A Technology Coordinator and Department oversee the purchased of technology and its related items for conformance to the standardization.
- The Building Computer Assistants maintain an inventory system for all technology assets.
- Technology is relocated and/or replaced based upon malfunction rate, role in the school, and cost to repair. Building Principals in collaboration with Computer Assistants and the Technology Department analyze cost option on an item by item basis.
- Park Hill and Park Hill South high school students have been hired as Student Technicians.
- Technology problems are reported in a district-wide work order system. The acceptable number of work orders has been established not to exceed 50 at any one time. Work order count is influenced largely by time of the school year. Computer Assistants are required to enter and monitor all work orders entered in their buildings. The Service Coordinator who shows closed work orders generates reports.

Staff Development

Processes

- In the spring of 1997, a committee of Teachers Learning Computers (TLC) instructors composed a *Teacher Technology Goals* document. These goals led to the design of the TLC Course, a required 15-hour computer training course for all certified staff. All beginning teachers in our school district are currently contracted to complete the TLC course as a part of their extra days prior to the start of school.
- The development and implementation of the TLC Course has allowed for Park Hill to establish foundational level computer knowledge for all teachers. Upon this

foundation, further staff development efforts can build. Surveys are conducted at each Technology Staff Development course which allow for teachers to express interest in specific technology opportunities.

- Currently, Park Hill School District's Media Specialist (certified) and Computer Assistant (classified) serve on technology teams in each building. The role of the team is to inform and support student and teacher use of the technology resources in their buildings. Computer Assistants in each building hold 9 staff development opportunities per year. These opportunities are selected based upon teacher feedback and needs.

Curriculum Integration

Processes

- The Park Hill School District Technology Coordinator sits as an active member on every curriculum committee.
- Technology resources are included in every curriculum guide K-12. These sections reflect effective uses of technology with curricular units.
- The TLC Training course demonstrates web sites in which teachers can share lesson plans with colleagues from around the world. In addition, other staff development courses have been offered to staff on the integration of the Internet in the classroom.

Policies & Ethics

Processes

- Students and parents sign Acceptable Use Policies. This document outlines the approved and appropriate use of technology and technology-related materials. The Technology Use Guidelines are a companion document which specify ramifications for inappropriate technology use.
- Teachers discuss acceptable use with students when technology is utilized. Acceptable use has also been discussed in detail (via announcements, newsletters, and logon screens) at the high school level, where inappropriate use is more common.
- Park Hill School District employs the use of several security measures to safeguard computer networks. These include, but are not limited to, the use of an internal firewall, Internet Filtering, IP Address tracking, and policy implementation at each school.

Summary of Technology Data

The Park Hill School District Technology Committee has summarized the above data in the following way.

- Park Hill School District students, parents and teachers identify technology as an integral part of the instructional process.
- Elementary teachers and students are the most satisfied with their access to technology of all levels. The fact that every elementary classroom teacher is

required to use the open lab twice weekly contributes to the teacher and student satisfaction.

- Middle school teachers and students are the least satisfied with use and access to technology.
- As students in the Park Hill School District age through the system, they are less satisfied with their technology use. High school students are least impressed with their teachers knowledge and use of technology.
- Reliable equipment and efficient maintenance procedures are considered important for teachers who utilize computer labs.
- Computer labs are utilized in every school, but in schools (middle and high) where the computer lab is not required to be used by each teacher, small groups of teachers utilize the labs predominantly.
- A school's satisfaction with the Computer Lab Assistant weighs heavily on teacher and student satisfaction with computing in their school.
- Effective use of computer labs is not measured, and should be.
- Teachers value staff development in technology use. Many teachers indicate that staff development is the only route for effective use in their classrooms.
- Teachers who have access to computers within their classrooms are generally more satisfied and comfortable with technology in their school.

Needs Assessment

The District Technology Committee has formulated the following list as “needs” based upon the data collected and shared. This “Needs Assessment” drives the formulation of the Technology Improvement Plan that follows.

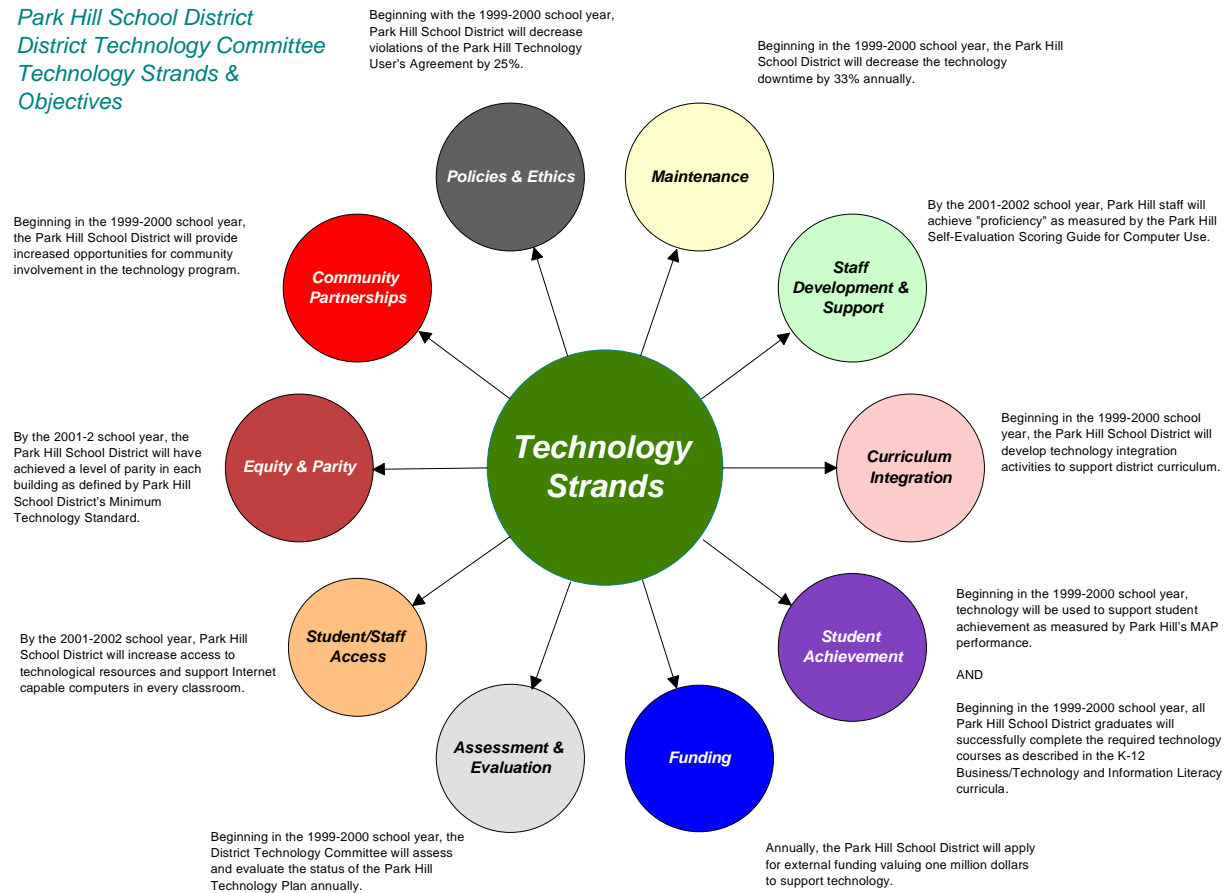
- Improved computer and information access into every classroom throughout the school district.
- Staff Development and training opportunities to increase comfort and success utilizing technology.
- Improved reliability of existing technological services.
- Enhanced integration into the existing K-12 curriculum a software selection procedures that focus on student achievement.
- Improved access to student records by appropriate staff (such as attendance, IEPs, grades, etc.)
- Instruction and enforcement of ethical use of technology and information.
- Improved use of video to increase learning opportunities (i.e. Distance Learning, Video Conferencing, Interactive Television. etc)
- Utilization of technology to improve communication among peers, parents and students (via telephones, email, and internet)
- Ongoing evaluation and assessment of all technology processes.
- Achieving technological equity and parity between buildings based upon *Minimum Technology Standards*.
- Increased funding through community partnerships and grants.
- Enhanced security of all network resources and data.

Technology Improvement Plan

Summary

The schematic below outlines the strands used to focus the writing of this the Technology Improvement Plan.

Park Hill School District District Technology Committee Technology Strands & Objectives



STRAND - Maintenance

Objective

Beginning in the 1999-2000 school year, the Park Hill School District will decrease the technology downtime by 33% annually.

Action Items

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Initiate an annual <i>Technology Service Improvement Plan</i> to more efficiently and effectively provide technical support throughout the district. The plan will minimally include <ul style="list-style-type: none"> • Reduction of downtime reported in the Work Order System • Needs in Personnel • Network Documentation • Preventative Maintenance Procedures • Prioritization • Use, Training and Evaluation of Technical Staff • Utilization of Student Technicians 	September, 1999 - Ongoing		Technology Service Coordinator
Prepare a Y2K compliance/preparation report and make necessary modifications for Y2K compliance.	June, 1999 – November, 1999		District Systems Analyst
Create and publish a <i>Technology Uptime Log</i> showing data related to proper functioning of technology services.	August, 1999 – Ongoing		Technology Service Coordinator
Employ qualified network engineers, technicians and external consultants to recommend and implement necessary preventative security measures, to ensure the integrity of school district equipment and information.	July, 1999 – Ongoing	\$200,000	District Technology Coordinator
Develop and use a cost analysis worksheet that compares maintenance cost, replacement and contribution to the curriculum of any piece of equipment.	January, 2000 – Ongoing		District Technology Coordinator
Establish written purchasing procedures for buildings to fund technology repairs and consumable costs.	July, 2000 – Ongoing		District Technology Coordinator
Establish a Technology Service Center at CIRF.	July, 1999 – Ongoing	\$12,000	Technology Service Coordinator
Employ qualified network engineers, technicians and external consultants to maintain the integrity of school district equipment and information.	July, 1999 – Ongoing	\$200,000	District Technology Coordinator

STRAND - Policies & Ethics

Objective

Beginning with the 1999-2000 school year, Park Hill School District will decrease violations of the Park Hill Technology User's Agreement by 25%.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Evaluate the Technology User's Agreement for students and staff on an annual basis by evaluation of use violation log and technology use.	July, 1999 – Ongoing		District Technology Coordinator
Establish a <i>Technology Use Violation Log</i> to track infractions of the User's Agreement.	August, 1999 – Ongoing		District Technology Coordinator
Develop and incorporate lessons in ethical technology use within required K-12 Business/Technology and Information Literacy curricula.	August, 2000 – Ongoing	\$2500	District Director of Curriculum Development Building Media Specialists
Communicate to users the appropriate use of technology through communication tools such as – announcements, posters, e-mail, newsletters, seminars, log-on screens, etc.	August, 1999 – Ongoing		Building Administrators
Evaluate the needs of the district in the area of technology policies and ethics.	August, 1999- Ongoing		<i>District Technology Use Committee</i>

STRAND - Equity & Parity

Objective

By the 2001-2 school year, the Park Hill School District will have achieved a level of parity in each building as defined by *Park Hill School District's Minimum Technology Standard*.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Establish <i>Park Hill Minimum Technology Standards For Schools</i> . This document will provide the district with minimum technology asset requirements for each building. Assets include Computers & Peripherals, Printers, Software, TV, VCR, LaserDisc and DVD players, Projection Devices, and Telephones.	July, 1999 – May, 2000		District Technology Committee
The Park Hill School District will furnish buildings with technology to meet <i>Park Hill Minimum Technology Standards For Schools</i> .	July, 1999 – Ongoing	\$300,000	District Technology Coordinator
Review <i>Park Hill Minimum Technology Standards For Schools</i> annually.	October, 2000 – Ongoing		District Technology Committee

STRAND - Curriculum Integration

Objective

Beginning in the 1999-2000 school year, the Park Hill School District will develop technology integration activities to support district curriculum.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Establish procedures for technology-integration activities to be written during the curriculum revision process, and include the activities as a part of each curriculum guide.	September, 1999 – December, 1999		Curriculum Writing Committees
Establish and implement an evaluative tool to measure the effective use of technology-integration activities by teachers.	January, 2000 – Ongoing		District Technology Committee
Create and maintain a district-wide intranet for accessing curriculum resources.	July 2000 - Ongoing		District Technology Coordinator

STRAND - Technology Staff Development

Objective

By the 2001-2002 school year, Park Hill staff will achieve “proficiency” as measured by the *Park Hill Self-Evaluation Scoring Guide for Computer Use*.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Write the <i>Park Hill Self-Evaluation Scoring Guide for Computer Use</i> .	January, 2000 – March, 2000		District Technology Committee
Survey staff annually using the <i>Park Hill Self-Evaluation Scoring Guide for Computer Use</i> .	April, 2000 – Ongoing		District Technology Coordinator
Offer Staff Development opportunities in technology based upon analysis of results of staff survey.	June, 2000 – Ongoing	\$150,000	Staff Development Coordinator
Establish the <i>Technology Integration Project</i> that will form a cadre of technology integration experts to mentor the effective use of technology within curriculum areas and/or grade levels.	June, 1999 – July, 2000	\$9,600	District Technology Coordinator
Continue <i>Teachers Learning Computer</i> courses for all new certified staff.	August, 1999 - Ongoing	\$2,600	District Technology Coordinator
Establish <i>Teachers Learning Computers II (TLC II)</i> which emphasizes the use of technology within classrooms.	January, 2000 – May, 2000		District Technology Coordinator
Provide training opportunities for all Media Specialists, Computer Assistants, and other technology advocates to become technology leaders.	September, 1999 – Ongoing	\$4,000	District Technology Coordinator
Provide computer training for classified staff to enhance productivity.	July, 1999 – Ongoing	\$75,000	Administrative Technology Coordinator
Promote the increased use of CIRF equipment and facilities for teachers	July, 1999 – Ongoing		Media Coordinator
Establish an evaluative tool to measure the effectiveness of technology staff development opportunities.	January, 2000 – May, 2000		

STRAND - Student/Teacher Access

Objective

By the 2001-2002 school year, Park Hill School District will increase access to technological resources and support Internet capable computers in every classroom.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Provide proper network infrastructure and electrical resources into every classroom within the district based upon computer installation schedule.	July, 1999 – August, 2001	\$62,000	District Technology Coordinator
Supply network infrastructure to every classroom in the district. Middle Schools and Hawley Hall (1999-2000) Elementary Schools (2000-2001) High Schools (2001-2002)	September, 1999-2002	\$275,000 (Bond Funds)	
Install and begin to utilize a minimum of one networked computer and projection device (TV monitor or Projector) in every classroom in the district: Middle Schools and Hawley Hall (1999-2000) Elementary Schools (2000-2001) High Schools (2001-2002)	September, 1999-2002	\$300,000	District Technology Coordinator
Form a task force to investigate the feasibility and make recommendations for automated record keeping including grades, attendance, IEPs, etc.	September, 1999 – December, 1999		Administrative Technology Coordinator
Form a team to investigate the feasibility and make recommendations for distance learning within the district.	September, 1999 – May, 2000		District Technology Coordinator
Equip CIRF with increased access to Instructional Television Resources via cable and satellite.	July, 1999	\$20,000	Media Services Coordinator
Investigate the need for expanded computer use beyond school day	November, 1999 – March, 2000		District Technology Coordinator
Provide laptops to teachers for special instructional projects throughout the district.	July, 1999 – Ongoing	\$140,000	Media Services Coordinator
Increase the technology resources and services in the CIRF facility.	July, 1999 – Ongoing	\$15,000	Media Services Coordinator
Maintain and upgrade WAN infrastructure as needed.	July, 1999 – Ongoing	\$70,000	District Technology Coordinator

STRAND - Community/Partnerships

Objective

Beginning in the 1999-2000 school year, the Park Hill School District will provide increased opportunities for community involvement in the technology program.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Increase communication between staff and the community through the use of Park Hill School District's WWW site and district e-mail services.	July, 1999 – Ongoing		District Web Master
Prepare a plan for providing laptops for student checkout at all grade levels.	September, 2000 – December, 2000		District Technology Coordinator
Investigate the accessibility of district network resources for students/staff from remote locations.	September, 2000 – December, 2000		District Technology Coordinator
Establish a <i>Business Partnerships Plan</i> to support the use of technology within the school community.	September, 2000 – March, 2001		District Technology Coordinator

STRAND - Student Achievement

Objective I

Beginning in the 1999-2000 school year, technology will be used to support student achievement as measured by Park Hill's MAP performance.

Action Plan I

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Assemble and publish an inventory of software available throughout the district.	July, 1999 – Ongoing		District Technology Coordinator
Evaluate software holdings annually for effectiveness in improving student achievement.	July, 1999 – Ongoing		District Technology Coordinator
Establish a written procedure and allocate funds for the selection of software in each school to support their Comprehensive School Improvement Plan in the area of student achievement as measured by MAP Performance Objectives.	July, 1999 - Ongoing	\$62,000	District Technology Coordinator
Form a task force to investigate the feasibility and make recommendations for automating a student portfolio management system.	September, 2000 – May, 2000		Director of Research and Assessment

Objective II

Beginning in the 1999-2000 school year, all Park Hill School District graduates will successfully complete the required technology courses as described in the K-12 Business/Technology and Information Literacy curricula.

Action Plan II

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Furnish each secondary school with an Internet-capable computer lab to support district technology curriculum including Keyboarding & Computer Applications.	July, 1999 – August, 1999	\$350,000	District Technology Coordinator
Provide additional resources to Media Centers to support the Information Literacy curriculum.	July, 2000 – August, 2000		District Technology Coordinator
Develop a performance assessment to measure technology skills learned at the elementary level.	September, 2000 – March, 2001		District Technology Coordinator
Evaluate perceived student needs in technology based upon student surveys and needs assessments.	September, 2000 – March, 2001		

STRAND - Funding

Objective

Annually, the Park Hill School District will apply for external funding valuing one million dollars to support technology.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Formation of <i>Technology Grant Team</i> to coordinate the grant writing process, to ensure alignment with District Technology Plan and district curriculum, communicate grant opportunities, and to foster incentive for teachers to write grants.	July, 1999 – Ongoing	\$4,400	District Technology Coordinator

Assessment and Evaluation

Objective

Beginning in the 1999-2000 school year, the District Technology Committee will assess and evaluate the status of the Park Hill Technology Plan annually.

Action Plan

Item	Timeline	Estimated Budget 1999-2000	Responsible Party
Convene semi-annually to evaluate and assess the District Technology Plan. Findings and recommendations will be made to the Board of Education annually.	July, 1999		District Technology Coordinator

Continuous Improvement and Evaluation

Plan for evaluation

It is the role of the Park Hill School District Technology Committee to provide leadership in evaluating the district technology improvement efforts. The committee will seek input, define philosophical underpinnings, determine needs and challenges, obtain new skills, investigate new approaches, and establish a revisit the district's Technology Improvement Plan annually. The Technology Improvement Plan presented has been constructed with measurable goals so that the committee can more easily evaluate improvement as outlined within the plan.