
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Educational Technology Report

Tuesday, September 16, 2008

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Core Purpose

Mission

MISSION STATEMENT

Concurrent with the district vision is a district mission statement that speaks to the unique purpose or function of the Parkland School District. This mission statement identifies what the district and community do, for whom they do it, and for what benefit. In a real sense, it speaks to the day-to-day actions of all stakeholders as stated below.

Through the collaborative efforts of students, staff, parents, and the community, the Parkland School District mission is to empower each learner to be a meaningful contributor in a dynamic global society.

Key words in this mission statement are emphasized to speak to the collaborative nature of a mission that enhances and extends the district vision.

Vision

PARKLAND SCHOOL DISTRICT

"A VISION FOR THE FUTURE WITH AN EYE TO THE PAST"

2008 — 2014 STRATEGIC PLAN

The Parkland School District holds a long-standing tradition of annual district themes. Over the past fifteen years, these themes served as a philosophy or framework to guide the efforts of the entire school community. Many of these themes focused on the word "Success." In some instances the district theme centered on student success with ideas such as "Shared Leadership for Student Success" (2004). In other instances the district theme spoke to the success of schools as in "Schools Only Succeed When Students Achieve" (2003). With time the district themes took a more global perspective by encompassing success for all members of the school community as in "Communicating, Connecting and Caring: Success for All" (2005). The key word of "Success" in a global sense continues as a focal point for district goals and initiatives.

Embedded throughout the district themes are high expectations for both students and staff as stated in the district theme of 1998, "Expect the Best and Get It." However the Parkland community provides an equally high level of support to achieve those expectations. For many years, the phrase "Educating for Life" served as the district vision. This vision reflects the district's efforts toward lifelong learning by all stakeholders. Parents and other community members have joined with the school board, administrators, teachers and support staff in serving as a vital force in helping students to be the best they can be. In 1995, the district theme was "We're in this Together" and in 2001 it was "Parkland Students, Staff and Parents: A Learning Community United in Purpose." Both spoke to a unified front by all to ensure the success of students. In 1992, the district

theme, “Can the Best Get Better?” spoke to the ongoing efforts to self-reflect and continually strive for “Excellence.”

From this backdrop, the Parkland School District Strategic Planning Committee embarked upon the challenge of establishing an appropriate vision for the district’s 2008 — 2014 Strategic Plan. In doing so, the committee strived to capture the essence of the community and portray the district at its ideal best. At the same time, the committee looked to a vision that could serve as an overarching goal and as a means to measure the success of the district. Considerable time, effort and creative energy were spent to arrive at a vision which reflects the ideal best for all stakeholders including students, staff, parents and the entire community. The Parkland School District Strategic Planning Committee and the Parkland Board of School Directors are proud to announce the following district vision.

“Educating for Success, Inspiring Excellence”

Shared Values

CORE BELIEFS AND SHARED VALUES

At the foundation of any organization’s vision and mission are the fundamental beliefs held by the organization. Core beliefs or shared values serve as the driving force in the critical decisions made within an organization. As such they guide how members of an organization behave in pursuit of their vision and mission. In education, beliefs about students, learning, and the learning process are essential to the success of a school district. As stated in the district theme of 1997, in Parkland “What You Believe, You Achieve”. To this end, the Parkland School District subscribes to the following core beliefs.

- ***Learning is a lifelong process.***
- ***Success for all depends on collaboration.***
- ***All students can learn in a safe and nurturing environment.***
- ***Respect for diversity and individual differences is essential in a growing community.***
- ***Innovation enriches learning for the 21st Century.***
- ***High expectations increase student achievement.***

Again, key words in these belief statements are emphasized based on their importance to all stakeholders in the district.

Needs Assessment

The vision for the use of technology in the Parkland School District is based upon the school district’s educational vision *Educating for Success, Inspiring Excellence*. We believe that technology should be an integral facet of contemporary education preparing our students for the 21st century. We see technology playing an ever-increasing role in our efforts to provide a quality

educational program, to improve efficiency and effectiveness in administrative functions, and to strengthen communication within our school community.

The use of technology in Parkland is in alignment with the district's educational goals. Annual district goals and objectives are created at the beginning of each school year, a mid-year review/update of the goals is presented in January, and a final annual review of the district goals is reported to the Board of School Directors at the end of the year. Every department creates the goals and the use of technology is involved in almost every goal.

The use of technology is very much supported at the district level. Almost 10 years ago, Parkland changed the name of the Technology Department to the Information Systems Department. This reflected the district belief that there is a lot more to technology than hardware. The data, educational resources, communication, and collaboration, which are made available through various technologies, remain important in our information society. The Director of Information Systems is a cabinet-level position in district administration. This department works hand-in-hand with Curriculum and Instruction, Student Services, Data and Assessment, Human Resources, Business Administration, and School Services along with the Superintendent and Assistant Superintendent to design programs that provide the best educational opportunities for Parkland students. The Information Systems Department has grown over the years to reflect the growing population and also the growing technology demands within the district.

Evidence of improved student achievement has been shown through the use of technology. Technology is used to make data-driven decisions to prescribe instruction, to update curriculum aligned with Pennsylvania standards and anchors, and to provide instructional resources. Our online student information system, IEP management system, and other databases provide building data teams with the ability to merge demographic information with assessments to monitor student achievement and programs. Various technology applications are used to track students mastering standards in math, reading, and writing. These applications also prescribe appropriate learning paths for remediation or enrichment and help to individualize instruction. The use of distance learning technologies offers expanded opportunities to students that otherwise would not have been available within the school district. Students participate in various technology competitions that expand their horizons and push their talents. We routinely receive awards in both local and state computer competitions and have won some national competitions.

There is long-term commitment by the school board and community as reflected through moral and financial support. The Board of School Directors approves annual technology goals and a line item is included in the district budget each year. The budget includes funds for a regular replacement cycle of computers and key infrastructure equipment for voice, video, and data technologies. School district funds are also provided for software applications, professional development, and an adequate support staff to protect the district's financial commitment to technology.

The use of technology has had a positive impact on instructional practices, administrative operations, increased parental involvement, and community support. Our student information system provides teachers access from school or from home to the tools needed to create vital documents such as progress reports, report cards, and grade book entries. Parents have access to this SIS to monitor their child's achievement, attendance, etc. The Parkland School District intranet provides all professional and support staff members with the resources and information they need to perform their job and to keep informed of district news. Our district website (www.parklandsd.org) is a one stop site for vital information for parents, students, staff, community members, and the global community as well. This site not only contains information about the district, but also has a regularly updated newsroom, curriculum support resources such as links to online textbooks, parent and student resources, access to our library catalog, links to web-based programs which support writing, reading, mathematics, social studies and science, and information on colleges and careers. Computers with Internet access are provided evenings

and Saturdays at the high school library to any Parkland student or resident. Laptops are available for high school students to sign out. Technology workshops for senior citizens ranging from basic skills to advanced applications are offered many times during the course of the year. They are always full to capacity and in high demand with hundreds of senior citizens participating.

Telecommunications Services

Parkland School District has a wide area network (WAN) that connects two administrative buildings, seven elementary schools, two middle schools and the high school with a fiber gigabit backbone. The fiber is leased from Service Electric Cable TV and runs from each building to the district head end at the high school.

Each building has been wired in such a manner so that network connections are available in all classrooms, offices, libraries, gyms, auditoriums, and instructional planning areas. Within each building the network provides gigabit connections between communications closets and switched 100MB connections to the desktop. All computers attached to our network have an Internet connection. Wireless networking was brought to the high school with the Classrooms for the Future grant and it will be explored and implemented as deemed appropriate in other buildings.

Our district network is connected to the Internet and Internet2 via a connection to the Carbon Lehigh Intermediate Unit. As our Internet service provider, the Carbon Lehigh Intermediate Unit provides and maintains our district e-mail accounts, firewall and web filtering.

The Parkland School District uses an Ericsson digital telephone system. Each administrative and instructional employee is provided with a voice mailbox and an authorization code, which allows them to make outside calls from any telephone in the district. Our call accounting system gives us the ability to track all calls coming into and/or going out of the district. Local dialtone for telephone services is provided by Service Electric Telephone and cellular phone service is currently provided by Sprint/Nextel. Cellular phones are used primarily by key administrators and support staff for job-related purposes.

All classrooms throughout the district have televisions that are connected to the district video wide area network. Service Electric Cable Television of Allentown provides the cable television signal for the district. Sixty-five internal channels are available on the video WAN for district broadcasts. All schools have video bulletin boards, which broadcast on all TV's on the video network to keep all students and staff informed of important information. There are television studios at all levels. We also have 11 portable production studios capable of broadcasting audio and video from all rooms in all buildings throughout the district.

Within the school district there are several IP videoconference systems. The IP videoconferencing systems are portable and can be used in any room that has Internet access. We broadcast distance learning/dual enrollment courses daily, and we also use the videoconference units for various electronic field trips in both the elementary and secondary schools. The district also has four satellite downlink dishes and several weather stations.

Hardware

Parkland School District has reached a satisfactory level of a critical mass of hardware through its previous technology plans. Of the approximately 4000 computers in the district, 94% are used for instructional purposes and 6% are used administratively. Both the Windows and Macintosh platforms are supported.

In the elementary schools, each regular classroom has six computers and a printer. One resides on the teacher's desk for communication, attendance, demonstration, and other teacher-related

functions, and there are five computers for student use. Special areas such as art, music, special education, etc. also have computers in their rooms. Each elementary school also has a 30-station drop-in computer lab and access to laptops. All computers are connected to the district network. We are beginning to install interactive whiteboards in the elementary schools.

In the middle schools, each regular classroom has six computers and a printer. One resides on the teacher's desk for communication, attendance, demonstration, and other teacher-related functions, and there are five computers for student use. Special areas such as art, music, special education, etc. also have computers in their rooms. Each middle school also has drop-in computer labs, multiple computers in the library, and access to laptops. There are also several computer labs dedicated for the teaching of information technology and technology education. All computers are connected to the district network. A small number of interactive whiteboards are installed in the middle schools.

In the high school, each classroom has a computer or laptop for the teacher to use for communication, attendance, demonstration, and other teacher-related functions. Twelve computer labs of 20 or more computers are in the high school for business education, programming, journalism, technology education, driver education, music, art, library, and general drop-in purposes. Mini computer labs are set up in science labs, the career resource room, broadcasting, etc. With the acquisition of almost \$1 million from a 2007 Classrooms for the Future grant, 79 interactive whiteboards were installed in core subject area classrooms and 18 mobile carts with 30 laptops each are running on a wireless network and available to all classrooms. A 2008 CFF grant added more interactive whiteboards and laptops.

Overall, the district-wide ratio of students to computers is approximately 2.2:1. A yearly budgetary line item is used to upgrade computers on a regular basis to keep the technology viable to meet curricular needs. In 2007 a four-year refresh cycle was changed to a 5-year refresh cycle for computers. Network equipment in the district headend room is replaced frequently to meet requirements of 24/7/4 maintenance contracts. Data wiring in all buildings is warranted for 15 years.

Each classroom, office, and public area in the district is equipped with a television attached to the district video WAN. Every classroom has a VCR and access to a portable TV studio, DVD player, satellite dish, and videoconferencing equipment. Scan converters are available for every teacher to connect his/her computer to the television in the classroom. All rooms in the buildings have a phone attached to the digital phone system.

Each building also has a supply of digital still cameras, digital video cameras, video editing systems, scanners, USB microscopes, LCD projectors, CPS classroom performance systems, and calculators. All district equipment is identified with an asset tag and included in a comprehensive inventory. Physical inventories are taken in June and September.

Several strategies contribute to the economy of communication services and equipment. Centralized administration and control is prevalent throughout the voice, video, and data systems. Features include: shared dial tone across the WAN, common video programming, centralized voicemail and call accounting, centralized network management, centralized storage area network, and centralized data backup. Many factors are considered when purchasing technology such as compatibility, connectivity, obsolescence, upgrade capacity, and maintenance. Parkland School District uses a centralized approach to optimize total cost of ownership. The Information Systems department makes the decisions for the type of hardware that is purchased. Similar hardware is purchased for all buildings for resourceful interchanging of parts, limiting different makes and models of hardware to facilitate tech support and training, and saving the most money through competitive bidding.

Software

Software is also purchased centrally. This allows for the most cost efficient licensing alternatives such as site licenses, academically priced versions, network licenses, or lab packs. Software that integrates with the curriculum is chosen during a curriculum review cycle or through various curriculum planning meetings. In this way we explore many alternatives, preview before purchase, and assure that each school is provided the same resources for the curriculum. Software for productivity in the offices is also purchased centrally. With all secretaries using the same software, we can provide more efficient training and share templates for similar applications. The software is loaded by our tech staff and the original media is returned to a central location in the IS department. This assures that the media is always readily available if a reload is needed and assures that the licensing agreement is not violated.

Various technology applications are used to track students mastering standards in math, reading, and writing such as Compass Learning, Study Island, Princeton Review, My Access, DIBELS, etc. These applications also prescribe appropriate learning paths for remediation or enrichment and help to individualize instruction. Many other applications are available to enhance the K-12 curriculum and expand opportunities and research in various disciplines.

The use of distance learning technologies offers increased opportunities to students that otherwise would not have been available within the school district. Dual enrollment courses are offered through the local community college and various universities.

Parkland uses Sungard Pentamotion's eSchoolPlus for its student information system and eFinancePlus for finance and human resources running under the ASP (application service provider) model. All of the data and applications are housed off-site on Sungard servers. Sungard is responsible for backup, restoration of data, and application upgrades. The applications are web-based and users are maintained by district administrators.

Other district-wide management applications include Follett library software, CafTrack food services software, BusTracks and EasyBus for transportation, eSchoolMall for e-procurement, Johnson Controls for HVAC, and CLIU designed software for facility tracking and workorder submission. An online school board document service is being implemented in the fall of 2008.

Safety and Security

Parkland School District's Novell Network provides each employee and student with his/her own password protected account and home directory. Departmental shared directories are provided for groups of employees that need to share files. Users can only view, modify, store or delete files that they have been granted permission to do so. Novell policies provide restricted desktops and custom menus for students and staff. Custom desktops are also used in order to quickly identify a user with student or staff privileges. Faculty and staff are required to change their passwords several times during the school year. Staff members have access to the intranet and network directories from home.

All computer equipment is inventoried and labeled with a PSD asset tag. All network drives are backed up daily. All servers and computers run anti-virus software as well as receive regular updates. File servers are located in a secure, air-conditioned area and power is backed up by a generator. Other electronics are mounted on racks in locked closets or wall cabinets. Management access to the electronics is password protected.

Successful information security procedures require the leadership, commitment, and active participation of all staff members. Staff members are reminded frequently of the importance of our information security procedures and the proactive measures that need to be followed to

ensure that our children, data, and technology resources are safe and available to support instruction and school management.

Internet safety is taught at all levels. A program from i-SAFE America provides our educators with activities and background knowledge to implement the i-SAFE Internet safety curriculum on topics associated with online personal safety such as cyber community citizenship, personal safety, predator identification, cyber security, and intellectual property.

Policies

The Parkland School District Acceptable Use of Computers, Network, Internet, Electronic Communications and Information Systems Policy was significantly revised in 2007 and approved by the Board of School Directors. Teachers are encouraged to review the policy each year with their students and it is part of the curriculum in the middle school information technology curriculum. Each time anyone logs into the Parkland School District network, a pop-up window reminds the user that logging in requires the user to abide by the AUP. We also established website guidelines to direct educators when setting up curriculum web pages on our district servers. These guidelines are available on our website and our intranet.

Support Services

Parkland School District needs a cadre of people to help maintain the network and other hardware, and to help users solve the problems they encounter with their computers, peripherals, and software applications. Our goal is to increase client support and satisfaction, and maximize time-on-task while using technology. In addition to hardware and software support, the Information Systems department also provides curriculum support, website management, data mining, professional development, telephone system management and extensive video services. The support of the administrative functions of our school district closely parallels the needs found in the business sector.

Our current Information Systems department consists of two network administrators, one technology support specialist, one telecommunications specialist, one technician, one data processor for the student management system, one Internet application specialist, eleven technology paraprofessionals, a director, an assistant director, and one secretary. The eleven building paraprofessionals are on a 10-month schedule and the other ten district-wide staff members are 12-month employees.

There are many things that the Parkland School District is doing to creatively contain the costs associated with support services. We try to manage as many variables as possible by limiting the variety of hardware, peripherals and operating systems. We have centralized network management of voice, video and data applications. We limit the ability of teachers and students to modify the way computers are configured. We have both 10-month and 12-month employees for support, and we use the ASP model for applications where appropriate.

Communication and Information Access

Parkland School District has many exemplary resources in place to communicate with the various stakeholders in the Parkland school community. There are regular monthly meetings with community members in the form of school board meetings, Community Advisory Committee, and parent meetings. An annual Educational Summit has been put into place and many publications are sent to Parkland households.

The Parkland School District website is continuously expanding in its effort to keep the global community informed. An emergency notification service was purchased in 2008, which will allow

district administrators to record and send personalized voice and email messages to staff and parents. More importantly, the system will allow us to reach staff and families at a moment's notice should an emergency arise. As part of our student information system, Home Access Center is a web-based vehicle that shares student information, including grades and attendance, with parents and students.

Internally, many communication avenues are available to district staff members using our voice, video, and data information network. Many district forms and resources are made available to staff members via our intranet.

21st Century Teaching and Learning

Technology holds a tremendous potential to transform the way teachers teach and students learn. Through technology use, we equip teachers and students with 21st century tools that emphasize problem-solving, critical thinking, and project-based learning.

The workplace is changing and the skills needed for success are different than those in the 20th century. The *enGauge 21st Century Skills: Literacy in the Digital Age* (2003) report identifies four skill clusters that are crucial to workplace success in the 21st century. They are digital-age literacy, inventive thinking, effective communication, and high productivity. These skills should be an essential part of the education of today's learner. The roles of the teacher and students in the classroom should also change. The focus is on teachers as facilitators with students playing a more active role in the learning process.

Identified strengths and weaknesses

In developing this educational technology plan, Parkland School District brought together leaders from a variety of stakeholder groups to gather thoughts and develop a vision for technology use. The strategic planning process was only one of the vehicles for gathering data for the needs assessment. We also used data from the recent high school Middle States Evaluation self study, the PATI survey, and various technology and curriculum committee meetings.

The greatest strengths that were identified came as a result of our goals in the previous technology plan. Throughout our previous technology plan we strived to bring rich technological resources into the classroom to increase student achievement. The following goals from our 2006-2009 technology plan have been met:

- Work as part of a team to provide quality educational programs for curriculum and instruction that involve the opportunities presented by technology to meet the challenges of the digital age.
- Offer ongoing professional development to staff and community members as it relates to technology.
- Provide a technology infrastructure that supports both educational and administrative management goals.
- Integrate data systems so that administrators and educators have the information they need to collect and analyze data, interpret results, and communicate findings to improve instructional practice, student learning and operational systems.
- Provide technical assistance and resources for communication and collaboration among colleagues, staff, parents, students, and the larger community.

Some of the challenges that we face are related to the constant need for upgrading resources coupled with ever increasing budget constraints. Maintaining up-to-date equipment and applications to meet instructional and administrative needs must be balanced with careful fiscal management.

Another identified need is to provide ample time for teachers and staff members to learn new technology, share ideas, and integrate the technology into the classroom to foster 21st century teaching and learning.

Goals and Strategies

Goal: Assessment and Evaluation

Description: Provide the needed electronic resources that enable all stakeholders to have easy access to mission-appropriate data.

Strategy: Centralized Data and Information

Description: Assist staff to utilize electronic resources to collect and analyze data, interpret results, and communicate findings.

Activities:

Activity	Description	
Administrative Systems	Establish streamlined, enterprise-wide systems to improve planning, operations, and administrative productivity.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$57,000.00

Activity	Description	
Data Warehouse	Implement an efficient data warehouse system for compiling data to improve instructional practice and student learning with the ultimate goal of student achievement.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Goal: Leadership and Vision

Description: Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range and systemic technology plan to achieve the district vision.

Strategy: Goal Setting

Description: Develop, implement, and monitor short-term and long-range goals for technology use aligned with district goals.

Activities:

Activity	Description	
Annual District Goals	Set yearly district goals for the use of technology that coordinates with other department and building goals and give reports on status and outcomes.	
Person Responsible	Timeline for Implementation	Resources

Priscilla D'Annibale	Ongoing	\$0.00
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Activity	Description	
Long-range Goals	Develop long-range goals to strategically plan for the future for curriculum initiatives as well as for infrastructure and administrative and needs.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Strategy: Research

Description: Research effective practices that foster development of 21st century skills.

Activities:

Activity	Description	
Collaboration	Participate in professional organizations and learning communities to promote continuous innovation with technology.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$15,000.00

Activity	Description	
Current Trends	Keep abreast of educational trends and best practices by reviewing current literature, attending workshops and conferences.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$15,000.00

Strategy: Shared Vision

Description: Involve input from all stakeholders in the development of a vision for the use of technology.

Activities:

Activity	Description	
Committees and Focus Groups	Gather input from various curriculum committees and other focus groups that involve the use of voice, video or data resources.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Activity	Description	
Needs Assessments	Participate in various needs assessments for professional development, curriculum reviews, and other district initiatives.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Goal: Productivity and Professional Practice

Description: Apply technology to enhance professional practice, to increase productivity, and to promote communication.

Strategy: Communication and Collaboration

Description: Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community

Activities:

Activity	Description	
Emergency Preparedness	Identify and implement strategies that capitalize upon technology to provide assistance in emergency situations.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$87,000.00

Activity	Description	
Other Online Resources	Utilize the power of Web 2.0 tools to communicate, collaborate, and provide relevant, up-to-date information to our school community such as blogs, wikis, podcasts, RSS feeds, etc.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$10,000.00

Activity	Description	
Parkland Website and Intranet	Continue to add more dynamic information to the district website and intranet.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$60,000.00

Strategy: Professional Development and Training

Description: Provide sustained, job-related technology staff development to enhance professional practice and to increase productivity.

Activities:

Activity	Description	
Community Training	Provide community members with technology-related life-long learning opportunities.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$18,000.00

Activity	Description	
Parkland Staff Training	Provide staff with ongoing technology professional development via workshops, collaborative professional learning communities, and online learning opportunities.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$150,000.00

Goal: Social, Legal and Ethical Issues

Description: Understand the social, legal, and ethical issues related to technology.

Strategy: Social, Legal, Ethical Practices

Description: Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

Activities:

Activity	Description	
Acceptable Use and Digital Citizenship	Promote and enforce privacy, security, online safety and digital citizenship related to the use of technology.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Activity	Description	
Policies	Review staff/student technology-related policies and guidelines to reflect new technologies and new legislation.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Goal: Support, Management and Operations

Description: Maintain and improve a reliable, high-speed infrastructure that is flexible enough to deal with the rapid pace of technological change.

Strategy: Reliable Infrastructure

Description: Ensure continuity and functionality of all systems for instructional and administrative computing needs.

Activities:

Activity	Description	
Equipment Refresh Cycle	Plan and implement a cyclical, efficient procurement of equipment, including the identification and procurement of emerging technologies.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$3,174,000.00

Activity	Description	
Grants and Financial Assistance	Administer grant programs and financial assistance initiatives that support implementation of educational technology (i.e. E-rate, CFF, etc.).	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Activity	Description	
Network	Ensure that all district buildings have access to integrated instructional and administrative voice, video, and data services across interoperable high-speed networks. This includes our WAN, LANs, telephone, cellular, and video networks.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$642,732.00

Activity	Description	
Technology Support	Maintain adequate support systems and support personnel to operate and support technology infrastructure to ensure continuity and functionality of all systems for instructional and administrative computing needs.	
Person Responsible	Timeline for Implementation	Resources

Priscilla D'Annibale	Ongoing	\$114,000.00
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Goal: Teaching and Learning

Description: Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Strategy: 21st Century Skills

Description: Provide students with opportunities to be proficient in 21st century skills they need to thrive in today's educational environment and tomorrow's workplace.

Activities:

Activity	Description	
21st Century Skills	Promote creative thinking, knowledge construction, communication and collaboration through the use of advanced technology to support learning.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Activity	Description	
Technology Instruction	Identify and deliver effective technology training for students to ensure that all students demonstrate growth in technology literacy.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$0.00

Strategy: Provide Educational Technology Resources

Description: Continue to provide the instructional staff with the technology resources to maximize learning and enhance teaching to help students achieve high academic standards.

Activities:

Activity	Description	
Curriculum & Instruction	Partner with Curriculum and Instruction to facilitate the successful integration of technology into core subjects and special subject areas.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$177,000.00

Activity	Description
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Distance Learning	Utilize digital learning opportunities for distance learning and dual enrollment courses, virtual field trips, and online professional development.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$114,000.00

Activity	Description	
Early Intervention	Use technology to enhance early intervention and early learning activities.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$67,200.00

Activity	Description	
Online Instructional Materials	Acquire and/or develop web-based materials, services, and resources such as online textbooks, teacher manuals, or applications to extend the learning process 24/7.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$150,000.00

Activity	Description	
Students with Special Needs	Research, review, and purchase appropriate hardware and software for students with disabilities.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$15,000.00

Activity	Description	
Technology Mentors	Investigate the possibility of providing technology mentors on all three levels: elementary, middle school, and high school.	
Person Responsible	Timeline for Implementation	Resources
Priscilla D'Annibale	Ongoing	\$459,000.00

Staff Development

Parkland School District provides professional development opportunities to all staff through a program called the Parkland Academy. The Academy provides ongoing training and guided practice throughout the summer and school year, with programs ranging from a few hours to yearlong study groups. The Parkland Academy is administered by the Director of Curriculum, Instruction and Professional Development and the Director of Information Systems facilitates the technology-related workshops. All workshops focus on district goals derived from the overall district strategic plan, technology plan, special education plan, etc. Professional development is aligned on an individual basis with a teacher's differentiated supervision plan, and on a district basis with common goals. Staff members are surveyed for professional development areas of need and interest and the district also identifies district-wide needs that require training. Support staff members also engage in sustained, job-related technology training.

All staff has access to a wide array of district staff development programs during the year as well as off campus opportunities through the intermediate unit, graduate courses, vendor training sessions, conferences, workshops, etc. Staff development delivery systems within our school district include instructor-guided practice, curricular focus groups, orientations, retreats, classroom visitations, Lunch Bytes, professional learning study groups, and Readers' Club just to name a few. Staff development is required in implementing all new technologies. Individualized development by grade levels/departments and flexibility in training is paramount to maintaining a successful program.

Professional development is conducted in-house by administrators, teachers, technology department members and other staff. With commercial products such as Compass Learning, My Access, etc., vendor trainers are also used. The format used often is the trainer-of-trainer model. A small group of teachers representing the end users are trained by experts. They in turn must then turnkey the training to the other staff members in their building, grade level, or department. Building technology support staff is also trained at the same time. The tech staff can then support the technical aspects of the program and the teacher trainers can support the curriculum/instruction aspects of the application.

Budget

Summary: Potential Funding Distribution

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	\$1,542,544.00	\$1,532,544.00	\$1,532,544.00	\$4,607,632.00
212 - PA Accountability Grants	\$105,000.00	\$105,000.00	\$105,000.00	\$315,000.00
471 - NCLB - TITLE III, Part A - Grants for English language Acquisition	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00
eRATE	\$72,100.00	\$72,100.00	\$72,100.00	\$216,300.00
TOTAL	\$1,723,644.00	\$1,713,644.00	\$1,713,644.00	\$5,150,932.00

Goal: Assessment and Evaluation

Provide the needed electronic resources that enable all stakeholders to have easy access to

mission-appropriate data.

Centralized Data and Information	2009-2010	2010-2011	2011-2012	Total	Funding Source
Administrative Systems	\$19,000.00	\$19,000.00	\$19,000.00	\$57,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$19,000.00	\$19,000.00	\$19,000.00	\$57,000.00	
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Goal: Leadership and Vision

Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range and systemic technology plan to achieve the district vision.

Research	2009-2010	2010-2011	2011-2012	Total	Funding Source
Collaboration	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Current Trends	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	
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Goal: Productivity and Professional Practice

Apply technology to enhance professional practice, to increase productivity, and to promote communication.

Communication and Collaboration	2009-2010	2010-2011	2011-2012	Total	Funding Source
Emergency Preparedness	\$29,000.00	\$29,000.00	\$29,000.00	\$87,000.00	010 - ADMINISTRATIVE BUDGET
Other Online Resources	\$10,000.00	\$0.00	\$0.00	\$10,000.00	010 - ADMINISTRATIVE BUDGET
Parkland Website and Intranet	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00	010 - ADMINISTRATIVE BUDGET

Professional Development and Training	2009-2010	2010-2011	2011-2012	Total	Funding Source
Community Training	\$6,000.00	\$6,000.00	\$6,000.00	\$18,000.00	010 - ADMINISTRATIVE

					BUDGET
Parkland Staff Training	\$50,000.00	\$50,000.00	\$50,000.00	\$150,000.00	212 - PA Accountability Grants

TOTAL	\$115,000.00	\$105,000.00	\$105,000.00	\$325,000.00	
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Goal: Support, Management and Operations

Maintain and improve a reliable, high-speed infrastructure that is flexible enough to deal with the rapid pace of technological change.

Reliable Infrastructure	2009-2010	2010-2011	2011-2012	Total	Funding Source
Equipment Refresh Cycle	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$3,000,000.00	010 - ADMINISTRATIVE BUDGET
Network	\$72,100.00	\$72,100.00	\$72,100.00	\$216,300.00	eRATE
Network	\$108,144.00	\$108,144.00	\$108,144.00	\$324,432.00	010 - ADMINISTRATIVE BUDGET
Network	\$34,000.00	\$34,000.00	\$34,000.00	\$102,000.00	010 - ADMINISTRATIVE BUDGET
Technology Support	\$38,000.00	\$38,000.00	\$38,000.00	\$114,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$1,252,244.00	\$1,252,244.00	\$1,252,244.00	\$3,756,732.00	
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Goal: Teaching and Learning

Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Provide Educational Technology Resources	2009-2010	2010-2011	2011-2012	Total	Funding Source
Curriculum & Instruction	\$55,000.00	\$55,000.00	\$55,000.00	\$165,000.00	212 - PA Accountability Grants
Curriculum & Instruction	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00	471 - NCLB - TITLE III, Part A - Grants for English language Acquisition
Distance Learning	\$38,000.00	\$38,000.00	\$38,000.00	\$114,000.00	010 - ADMINISTRATIVE BUDGET

Early Intervention	\$22,400.00	\$22,400.00	\$22,400.00	\$67,200.00	010 - ADMINISTRATIVE BUDGET
Online Instructional Materials	\$50,000.00	\$50,000.00	\$50,000.00	\$150,000.00	010 - ADMINISTRATIVE BUDGET
Students with Special Needs	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Technology Mentors	\$153,000.00	\$153,000.00	\$153,000.00	\$459,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$327,400.00	\$327,400.00	\$327,400.00	\$982,200.00	
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GRAND TOTAL	\$1,723,644.00	\$1,713,644.00	\$1,713,644.00	\$5,150,932.00	
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Monitoring

Once a vision is built, we must keep a regular focus on that vision and adequately communicate it within our learning community. We need to sustain the momentum of this strategic planning process. Along the way there will be a need for occasional fine-tuning as technology changes and evolves coupled with the changing demographics of our student population. Careful study, research, and constant awareness of emerging trends are essential elements to help us propel our educational system forward.

Research shows that ongoing, frequent monitoring of internal operations and student performance is vital for determining if you are making progress. With such monitoring, you can see what's working, what's not, and adjust if necessary. We need to keep our ears to the ground but at the same time, our eyes to the future.

In Parkland, administrators monitor the implementation of programs. Goals and objectives are set at the beginning of each year, and mid-year and end-of-year reviews/updates are presented to the superintendent and to the board of school directors.

Evaluation

The technology plan should be evaluated from numerous vantage points. All aspects related to the implementation of the plan ought to be scrutinized. This includes curriculum infusion, resource materials, professional development, hardware and networking, communication, productivity and student achievement. Both formative and summative evaluations should take place using surveys, observation, test data, committee recommendations and feedback, and the monitoring of our digital systems. The results of evaluations should be reported to district stakeholders and modifications to the plan should be made as appropriate.