



ARKANSAS
DEPARTMENT
OF EDUCATION

Technology Plan Submission System (ATPS)

Guiding Questions

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Technology Committee

The Technology Committee should represent various stakeholders within the district. The development and implementation of the technology plan should enable parents, educators, students and community members to benefit from the investment in technology.

Narrative: A narrative on the technology planning process to include:

1. Planning Process - Description of the process used to develop the district's plan.
2. Planning Process Input - Description of how and from whom input / feedback was sought for the plan.
3. Communication of Plan - Description of how the plan for technology was communicated to teachers, students, parents, and the community. All stakeholders should have a clear understanding of how educational technology will be used to improve student achievement.

Vision and Mission Statements

Vision Statement

A vision statement expresses thoughts about what the district's future educational environment. It should be written in broad terms and should guide the development of the technology plan.

Guiding Questions:

1. What is the vision for the future of learning?
2. How will instruction be delivered?
3. How and at what levels will students achieve?
4. What will classrooms of the future look like and include?
5. How will the community be involved?

Mission Statement

A mission statement is brief or general description of the district's plans for promoting the effective use of technology to improve students' performance. The mission statement describes the steps that will need to be taken in order to achieve the district's vision.

Current Technology Assessment

In this section, assess the district's current technology status in these categories: curriculum integration, professional development, and equitable use of technology. Use the questions listed beneath each category to guide the assessment.

A. Technology Integration with Curriculum and Instruction

1. Describe the district's current curriculum strengths, weaknesses, and procedures for using technology to address any curriculum weaknesses.
2. How is technology used to improve teaching and learning? What are the district's plans to improve strategies that are being implemented to promote and expand technology integration into the educational process?
3. Describe how the district provides students and staff access to course delivered online or through distance learning technology (such as WebEX, interactive videoconferencing or other digital technologies)? What groups of students, students with disabilities and teachers will be served by these programs.
4. Describe the process the district will use to implement all state assessment online over the next three years.
5. How is the district using technology to communicate with or involve parents with the education of their children?
6. What strategies are currently being used to ensure secure student safety with digital resources and tools?

B. Professional Development

The technology plan must include ongoing professional development for teachers and administrators in the integration of technology with curriculum and school management

1. List and describe professional development activities planned to provide training for the following to teachers, administrators and other staff members in the use of technology for delivery of instruction and/or school district's administrative processes? a) Teachers b) Administrators c) Classified Staff Members (*i.e. APSCN User, Cafeteria Workers or any one with rights to sensitive data.*)
2. What types of professional development delivery formats are used in the district?
a) Online b) Interactive video c) Videos d) Face- to-Face
3. List the adopted technology skills standards at the local level. What national standards and model were used to develop the local standards?
4. What training was provided on the standards?
5. Are there particular challenges your school district or school is experiencing in providing sufficient professional development activities to your staff? If so, what are those challenges?
6. Describe the process your district uses for assessing the technology professional development needs of teachers, administrators, and non-certified staff. If your district measures the implementation level of technology in the classroom, include a sample of the tool that is used.

C. Equitable use of Technology

1. Describe the availability of technology to students and staff in the district.
2. What assistive technologies are provided for students and how are staff trained?
3. Is technology staff trained to support assistive and accessible technologies?

D. Current Technology Inventory and Narrative

1. Describe how technology is inventoried.
2. Include an inventory summary of the technology that is found in your district .

For each school, provide the following information:

- *Number of Internet connected multimedia computers*
- *Number of printers*
- *Number of servers*
- *Number of rooms wired for the Internet*
- *Number of phone instruments*
- *Number of phone lines*
- *Number of fax machines*
- *Digital devices*
- *Network systems/equipment*
- *Wireless Networks*

Needs Assessment

Conducting a needs assessment involves identifying the technology needs of the district and its stakeholders. There are many forms of needs assessments, therefore school districts should choose a method that meets their local needs. This could be completed through a survey process involving students and staff or a more formalized process.

Guiding Questions:

1. What type of needs assessment did your district conduct to develop this technology plan?
2. When did the district conduct this needs assessment? *(provide a date)*
3. Who participated in the needs assessment? *(provide number of participants who took the assessment and number of participants that returned the assessment)*
4. What were the critical components of the needs assessment?
5. What were the key results of the needs assessment?
6. Insert a sample of assessment at the end of the technology plan.

Technology Plan Goal, Strategy, Implementation and Action Timeline

A) Establishing goals and activities for technology to improve education should be based on the results of the needs assessment. All required items on the timeline must be completed. Action goals can be added.

Guiding Questions:

List and describe your specific goals and activities for technology based on the results of your needs assessment.

Areas of focus to consider for your goal:

- 1) Increase/Improve Technology Access for Teachers and Students
- 2) Technology for School Administrative Support
- 3) Technology Integration with Curriculum and Instruction
- 4) Technology as a Tool for Delivery of Staff Development
- 5) Technology for Delivery of School Media Center
- 6) Maintenance and expansion of infrastructure
- 7) Utilization of online learning
- 8) Availability of online assessments
- 9) Technology Funding
- 10) Technology as a Tool for Parental Involvement and Communication
- 11) Collaborations and partnerships

B) Implementation Plan

The technology plan implementation must explain how the district will integrate and coordinate the technology plan over the next three years.

Action Timeline-

The implementation plan should include basic schedules and timelines, budget commitments, equipment to be purchased, communications strategies associated with the technology plan, action steps for tasks to be completed, periodic evaluation of progress with implementation of the plan, milestones to be reached, staff assignments, and time estimates for tasks. The timeline that should reflect the timeframe for the implementation plan.

Action Timeline

Activities	Goal and Strategies	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds

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1. Provide a implementation plan for the goals and strategies outlined in the technology plan for your school district.
2. Provide a timeline and action steps for the implementation plan for your school district. Action steps could include: selecting devices, hardware, software, and telecommunications, installing and maintaining equipment, hiring and training staff, user training, etc.
3. Technology plans should cover a three year timeframe.

Policies and Procedures

The Arkansas Department of Education strongly recommends that at a minimum, districts develop technology policies relating to equitable access for students needs, data and network security, and internet safety.

The Children’s Internet Protection Act (CIPA) requires each district to have an Internet Safety Policy that protects minors from pornography or activities that could harm them. CIPA compliance is required for E-Rate, and Title II Part D of No Child Left Behind. Under CIPA, the Internet Safety Policy must also contain a “technology protection measure” that prohibits access to graphic images considered pornography or harmful to minors.

In addressing this criterion, the district must make sure to show evidence that the Internet Safety Policy based on CIPA guidelines exists. It would best to place the evidence in the appendix of the technology plan.

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1. Does the district have policies in place for the areas recommended? If so, what are the key components?
2. If, no, are policies currently being developed?
3. How will school staff, parents, and students be kept updated on these policies?
4. Has the district conducted a security audit of your network?
5. How does the district secure the network and safeguard the privacy of data?
6. Does the district have an Internet Safety Policy that contains a “technology protection measure”?
7. Does the district have a cyber-ethics, copyright, and intellectual property statement in your acceptable use policy?

Technology Infrastructure, Management, and Support

This section covers the physical technology infrastructure required for the district to deliver educational services. This includes elements of hardware, software, telecommunication services, and staff needed to support the technology infrastructure. The key elements of technology infrastructure are outlined below. Your district may have additional items that need to be included in your technology plan based on local initiatives.

- 1) Telecommunications Capacity
- 2) Hardware and Software (*EX: Devices and Tablet or Laptop PCs, Accelerated Reader – Accelerated Math, IOS*)
- 3) Level of Technology Staff Support
- 4) Distance Learning Technologies
- 5) Replacement Schedule for equipment (*Devices, hardware, infrastructure*)
- 6) IT Security Policy
- 7) Technology Platforms
- 8) Average Age of Equipment

GUIDING QUESTIONS:

1. Describe the basic technology infrastructure.
2. What is the telecommunications/connectivity capacity? Is the capacity sufficient to meet needs? Are plans for expanding the capacity over the next three years?
3. Are new schools currently being discussed? What are the needs for new building expansion?
4. What online learning needs will the district have in the future?
5. What is the average age of the equipment used for delivery or instruction services?
6. Do you have an equipment replacement schedule? If so, please describe the basic schedule.
7. What is the technology platform used – Macintosh, PC, or Chromebooks, tablets etc.?
8. Do students or staff regularly use handheld devices or tablet/laptop PCs? If so, what types of applications for these devices are in place?
9. How many technology support staff does the district have to manage your computer and network infrastructure?

10. Are there sufficient IT support personnel to implement and support the technology plan?
11. How often are technology support staff provided training?
12. What challenges does the district face in trying to maintain and/or upgrade your technology infrastructure?
13. Does the district have an IT security policy which includes your disaster recovery plan? *(as directed by IT Security Policy 2015 -- #RT-15-010 Commissioner's memo)*

Technology Budget

This criterion is designed for the school to show evidence that a budget has been planned and exists for the course of the three-year technology plan. To the extent possible, identify existing and potential technology funding sources, and create a budget summary of projected expenditures for technology over the next three years. Include estimates for expenditures on items such as hardware, instruments and equipment, software, consulting contracts, telecommunications services, staff, training for technical staff and staff development opportunities for teachers, administrators, supplies, and facilities.

Remember to address the following three key components:

- Evidence of adequate budget to support infrastructure and services over the next three years.
- Identify existing and potential funding sources.
- Identify non discounted funds that support E-Rate services

GUIDING QUESTIONS:

1. Provide an estimated budget for your anticipated technology expenditures for the next three years.
2. What are the district's major funding sources?
3. Are there any particular funding challenges the district may face over the next three years that will impact the districts' ability to implement the technology plan? If so, what are they?

Plan Evaluation

Evaluation of a technology plan must be continuous and based upon a variety of factors. Major evaluation activities assessing target competencies should be conducted each year. These activities should include performance of tasks and/or demonstration of skills listed in the target objectives.

Other periodic evaluation activities should focus on the following specific evaluation categories: 1) connectivity/infrastructure; 2) hardware; 3) integration and use of technology; 4) professional development; and 5) fiscal support of technology.

Be sure to include the following in this section:

- Evidence of Evaluation of Previous Plan (minimum 1 page summary of process used for evaluating previous plan and results of evaluation of previous plan.)
- Evaluation Plan for 20XX-20XX Technology Plan.

GUIDING QUESTIONS:

1. What measures of performance have you incorporated into your plan to determine whether your technology implementation and investments have been effective in achieving your school district's objectives?
2. How often will the district evaluate progress on your school district's plan?
3. Who will conduct the evaluation?
4. Who will be responsible for documenting the evaluation process?