

BYRON PUBLIC SCHOOLS

2019-2023 Future Ready Technology Plan



Introduction

Purpose

The purpose of the 2019-23 Future Ready Technology Plan is to provide a vision for the use of digital tools and resources as a means to personalize learning and develop Future-Ready students. Further, this plan articulates goals and objectives necessary to support a transformed digital learning environment and advance our District's Mission, Vision and Priorities (below). This plan does not focus solely on technology infrastructure and devices. Instead, the plan considers the conditions necessary in a variety of categories to support the successful use of digital tools and resources.

Goals

The plan goals are based on the [Future Ready Framework](#) and contain action steps due to the results of that assessment. This framework articulates key objectives in seven broad categories related to technology and digital learning. While there are 7 key categories, each year we will only address the top 3 or 4. This plan will be reviewed on a yearly basis. Each category we will address in the active year contains a general description, a review of the related goals and deliverables over the course of the 19-20 school year.

Measurement

Each goal and objective is designed to be measured annually via direct observation or through the use of the Future Ready Assessment tools, observations, satisfaction surveys and self assessment tools. The technology committee will review this plan on annual basis.

District Vision, Mission, and Priorities

Mission

Learn. Share. Innovate. Inspire.

Vision

Byron Public Schools: A community of learners committed to making the world a better place.

Priorities

1. Personalize learning in pursuit of academic excellence
2. Inspire students and staff to develop their character, share their talents, and apply their learning
3. Maintain excellence in resource management



Our Technology Vision Statements

At Byron Public Schools:

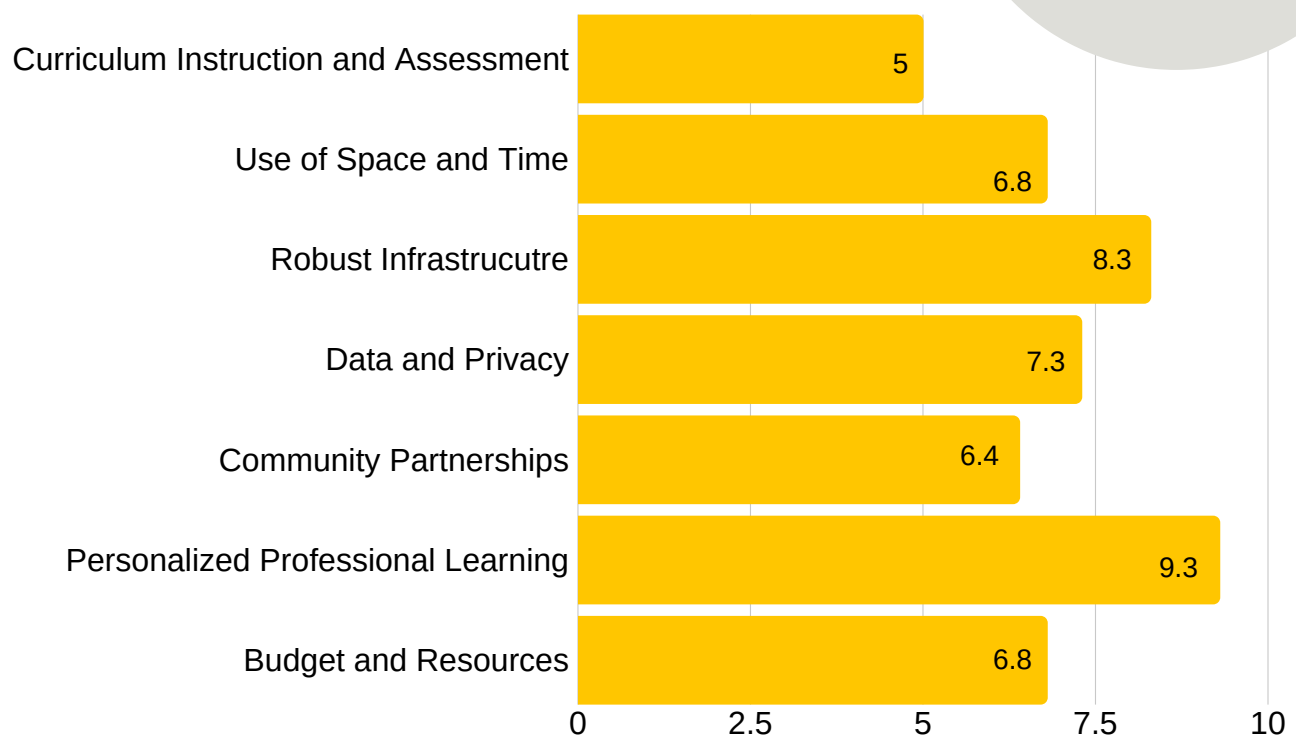
- We harness the power of technology to support, enhance, and amplify relevant and personalized student-centered learning.
- We aim to design schedules and flexible environments where learning is a constant and time is a variable.
- We update, secure, and support a robust infrastructure to enhance learning and efficient and effective district operations.
- We are knowledgeable and skilled in collecting and using data, technology, and data analytics to inform our instruction, make evidence-based decisions and measure the effectiveness of our professional practice.
- We utilizes technology to improve communications, enhance transparency, increase community engagement and develop powerful business partnerships to advance our vision of learning.
- We use a wide range of face to face strategies, including 1:1 coaching, along with digital tools and blended environments to personalize the professional learning of educators to meet individual and district goals.
- We are committed to providing the budget and resources necessary to ensure students have the access, support, and integration necessary to personalize learning and develop our Profile of a Graduate competencies through the use of digital tools.

2018 Future Ready Self Assessment

Future Ready Self Assessment taken by the District Technology Committee - December 2018

**District
Readiness
Score - 7**

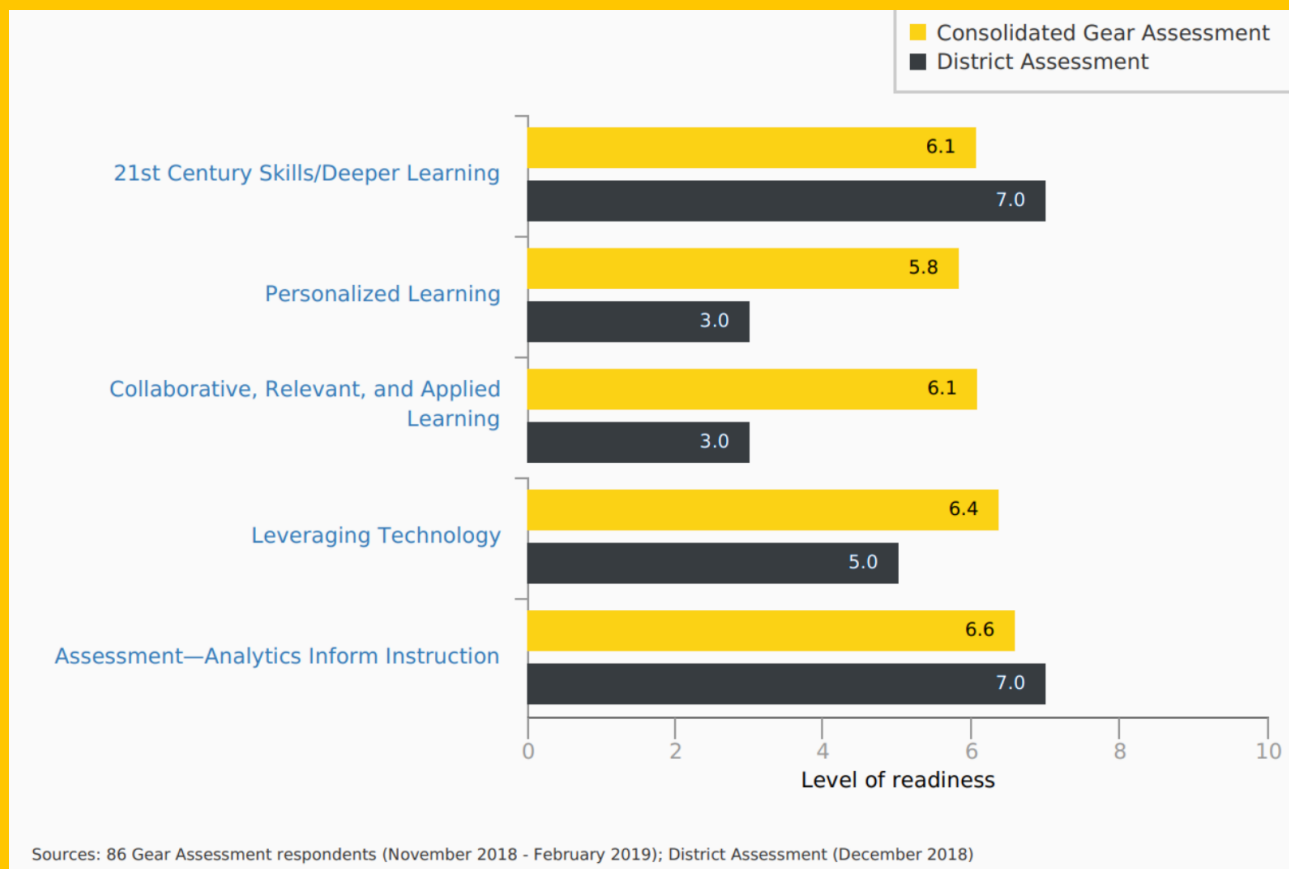
National Average - 6.17



This chart provides a snapshot of our District's readiness ratings across the seven gears in the Future Ready Framework. We will create action plans based on the gaps we see, and will take the self-assessment at least 1 time per year to analyze trends and growth

Curriculum Instruction and Assessment

Through a more flexible, consistent, and personalized approach to academic content design, instruction, an assessment, teachers will have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high quality academic content offers students much greater opportunities to personalize learning and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. Data are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success



CIA Future Ready Results

21st Century Skills/Deeper Learning

Curriculum, instruction, and assessment are based on clear expectations that all students will leave Byron Public Schools college, career, and life ready. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today's digital society.

The District's adoption of the Profile of a Graduate, as well as the District's Operation Plan to embed the PoG's competences across all classrooms should help increase the assessment and attainment of 21st century skills. We will still need to ensure that our students have opportunity to harness the technology develop and demonstrate these skills.



29%

Of our respondents say
the district does not assess students' 21st Century skills.

25%

Of our respondents say
Our district reports students' attainment of 21st Century skills separately from the students' achievement in the content areas.

CIA Future Ready Results

Personalized Learning

Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning. Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

17%

Of our respondents say

secondary students have a significant influence on determining key aspects of their learning such as: essential questions to investigate, how to use technology to learn, when they learn, and when their projects are complete.

70%

Of our respondents say

If student learning is to become personalized, with students taking some degree of ownership in their own learning, the district will need to build the capacity of many students to become more self-directed. Otherwise, not all students will succeed.

CIA Future Ready Results

Collaborative, Relevant, Applied Learning

In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often:

- Involve the creation of knowledge products
- Foster deep learning
- Have value beyond the classroom walls

37%

Of our respondents say

Despite the positive research on collaborative learning, in most of our district's classrooms, it is more the exception than the rule.

44%

Of our respondents say

In our school or district students construct high-quality knowledge products that others value and use

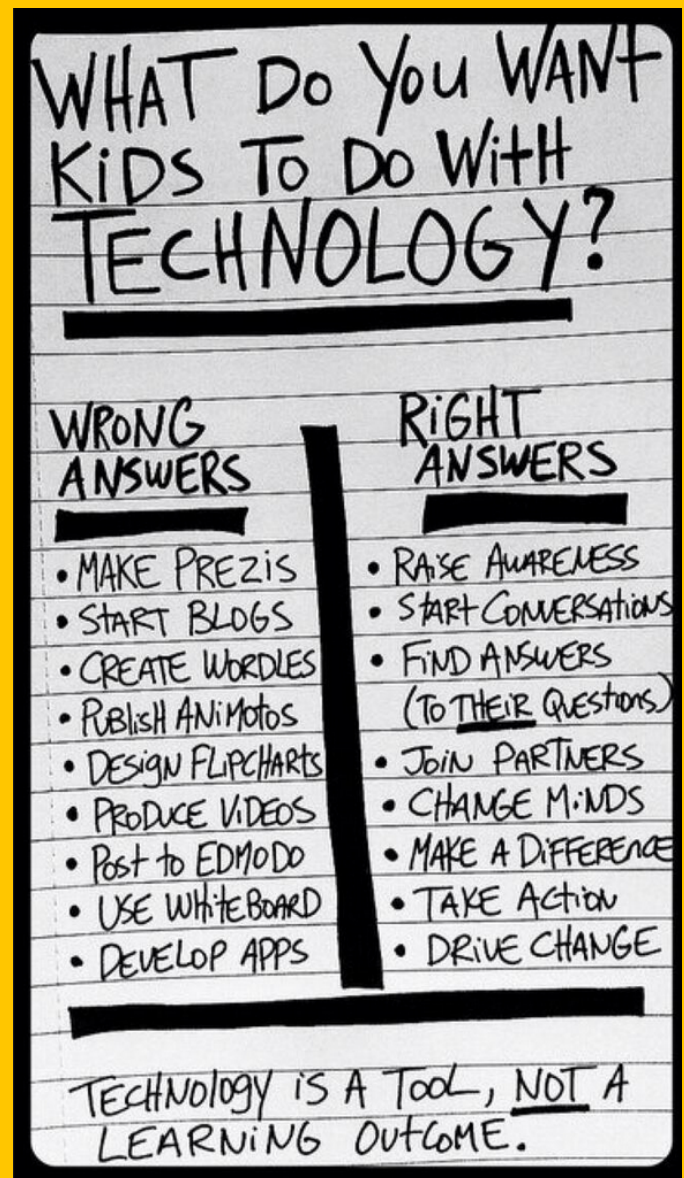


Image Credit - Bill Ferriter, Flickr
<http://bit.ly/2MhIMQh>

CIA - Action Plan

District Priority

1. Personalize learning for all students in pursuit of their academic excellence
2. Inspire students and staff to develop their character, share their talents, and apply their learning

Technology Vision Statement

Byron Public Schools harnesses the power of technology to support, enhance, and amplify relevant and personalized student-centered learning.

Key Achievement Target

Leverage technology to support the implementation of the Profile of a Graduate

Timeline

1. December 2019
2. 2019-2020
3. 2019-2020
4. November 2019
5. November 2019

Action Steps/Deliverables

1. Investigate and propose a system to assess and provide feedback to our students' attainment of global competencies from the students' achievement in the content areas.
2. Collect/showcase model lessons and student experiences that demonstrate how the POG competencies could be integrated into content areas at each school level.
3. Collect/showcase student artifacts that demonstrate exemplary examples of learning objectives and POG competencies at each school level.
4. Foster opportunities to develop High School students' positive digital footprint and professional network (PHSP)
5. Revisit and refine ePortfolio's 6-12, provide training, and make standard practice.

Key Achievement Target

Increase the technology skill set of all teachers to support the strategic plan and profile of a graduate

Timeline

1. August 2019
2. September 2019
3. Ongoing 2019
4. October and March 2019
5. May 2019 -

Action Steps/Deliverables

1. Create a set of basic competencies and tools that educators can refer to in order to determine readiness.
2. Create and communicate a repository of technologies that can support the mastery of our POG C's.
3. Model, provide PD and showcase how leveraging technology and digital resources can immerse students in rich, authentic, personalized and relevant learning experiences to deepen learning while developing and demonstrating POG competencies.
4. MEASUREMENT: Assess artifacts and student tech use using district scales.
5. MEASUREMENT: Develop POG Survey to measure learner experience and seek feedback from students annually.

Key Achievement Target

Create a basic technology competency assessment tool for all support staff employees to ensure employee success within Byron Public Schools

Timeline

1. July 2019-June 2020

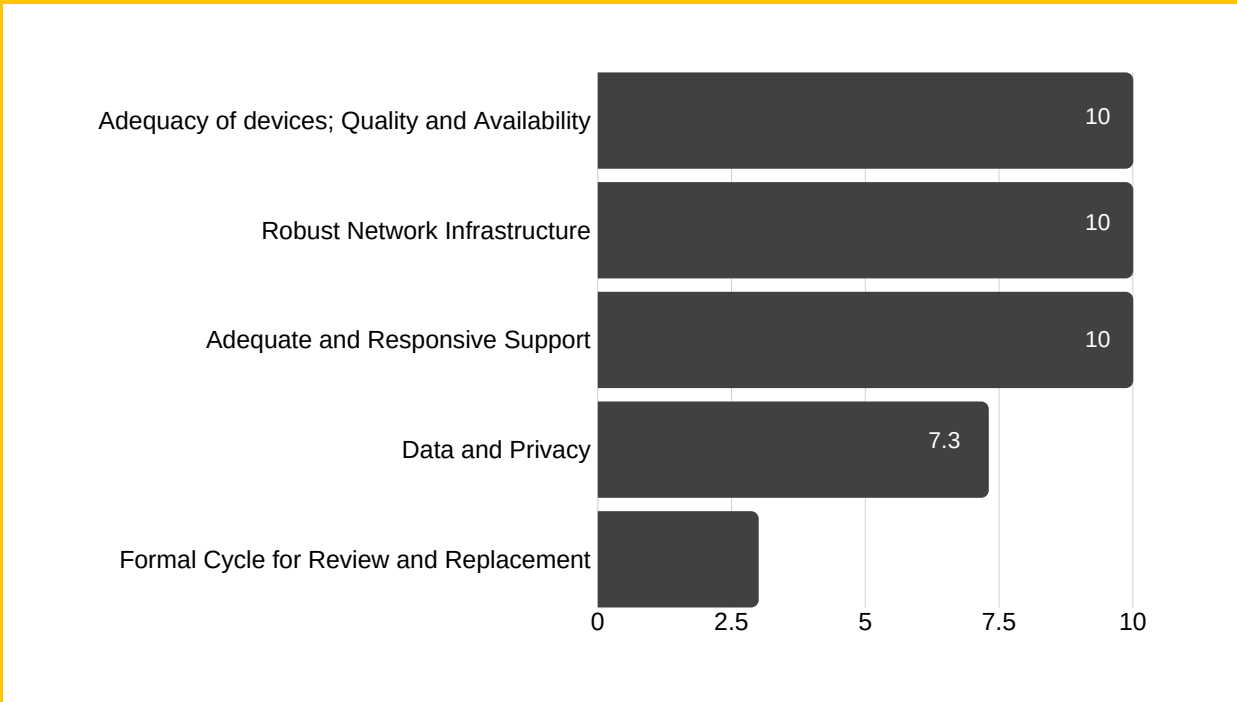
Action Steps/Deliverables

1. Curate and develop a basic tech competency assessment tool to be used with ALL staff and the onboarding of new staff.

Robust Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

While our infrastructure is in good condition and we have adequate devices. We do not have a long range replacement plan for technology. It is critical we build a plan for reviewing and replacing all technology devices and infrastructure and build this into annual maintenance and operations budgets. This should be a viable plan that identifies funding priorities, propose viable funding streams and timelines, while creating relationships between budget and return of investment (ROI) on instructional practice and learning.



Robust Infrastructure Action Plan

Byron Public Schools is 1:1 in grades 3-12. It is important to keep our technology and network in good operational standing, and create an adequate replacement plan to thoughtfully plan AND budget for the replacement of technology. With networking equipment we will need to consider security, support including end of life support from vendors, as well as throughput and technical needs. We will create a replacement plan/budget that is based on the following cycle:

- Networking Equipment (switches/access points/WLAN controllers, etc) - 5 Years
- Server/storage - 5 years
- Staff/student devices - Desktops - 5 year and Laptops/tablets 3-4 years
- Classroom Infrastructure (TVs/Projects/etc.) 7+ years

District Priority

3. Maintain excellence in resource management

Technology Vision Statement

We update, secure, and support a robust infrastructure to enhance learning and efficient and effective district operations.

Key Achievement Target

Formalize the review and replacement of all technologies in a cycle that is timely, proactive, economically, and environmentally responsible and build into annual maintenance and operations budgets.

Timeline

1. November 2019
2. 2019-20

Action Steps/Deliverables

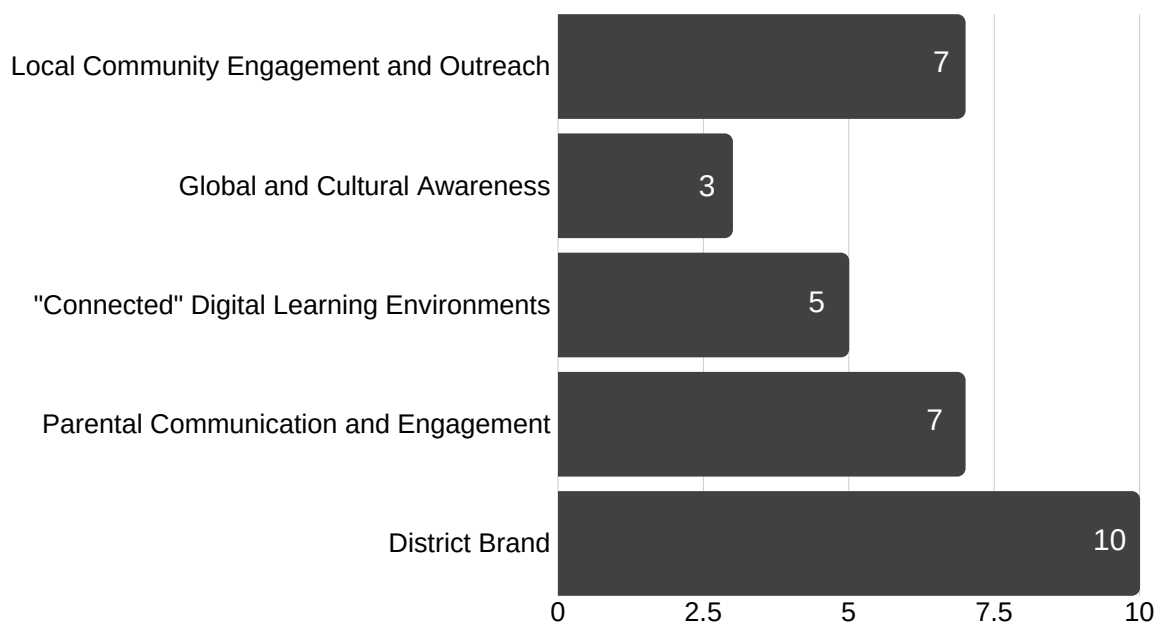
1. Organize the Technology Replacement Plan
2. Schedule and examine finances of technology budget with Business Manager

Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

-Future Ready Framework, 2019

Increasing our community partnerships throughout our district will be a critical component to our strategic plan to not only meet the competencies of our Profile of a Graduate (to ensure our graduates are college and career ready) but to also deepen our students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of Byron. This will require a thoughtful communication action plan.



Community Partnerships Action Plan

As we looked at the data derived from the future ready assessment there are key areas that we should consider when creating our communications plan.

- How do we deepen our students' global and cultural awareness as well as the attainment of our profile of a graduate through both face-to-face **and** online community partnerships?
- How might we design and deploy a robust digital communication system that is responsive to individual families that draw parents into frequent interactions about their child's education?
- How do we increase communications around our brand, our story, that transparently demonstrates our vision and strategic plan in action while engaging new community partnerships?

District Priority

3. Maintain excellence in resource management

Technology Vision Statement

We utilize technology to improve communications, enhance transparency, increase community engagement and develop robust business partnerships to advance our vision of learning.

Key Achievement Target

Leverage technology to improve communications, enhance transparency, and increase community engagement.

Timeline

1. June 2019
2. March 2020
3. 2019-2020

Action Steps/Deliverables

1. Updates district webpage
2. Evaluate current web hosting provider to determine if the website is meeting district communication goals and needs
3. Create and implement a communications plan

5 Year Replacement Plan

Funding a “future ready” digital learning environment requires strategic, short-term and long-term budgeting that leverages the use of learning-enabling technology and resources to optimize student learning. All budgets at the district and the school level are aligned in order to prioritize student learning and cost-efficiency, with consistent funding streams for both recurring and non-recurring costs. Below is the 5 year technology replacement plan and budget. This replacement plan will be reviewed yearly with the technology committee.

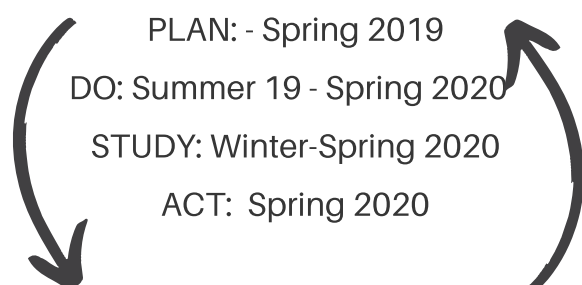
Byron Public Schools						
5 Year Technology Replacement Plan (Summary by Funding Source)						
	Funding Source	2019-20	2020-21	2021-22	2022-23	2023-24
Building Requests	Assigned	\$158,996.19		\$45,000.00	\$48,000.00	
LTFM/Safety projects	2016 A Bonds	\$380,126.00	-			
Recurring Fees/Maintenance	Operating Funds	\$101,380.00	\$101,380.00	\$101,380.00	\$101,380.00	\$103,130.00
Technology Contracted Services	Operating Funds	\$2,350.00	\$2,350.00	\$2,350.00	\$2,350.00	\$2,350.00
Technology Repair (1:1 Student Devices)	Operating Funds	\$17,000.00	\$17,000.00	\$17,000.00	\$17,000.00	\$17,000.00
Technology Non Instructional Tech Supplies	Operating Funds	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00
Technology - Instructional Technology Supplies	Operating Funds	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Technology - Repair/Maintenance Tech Services	Operating Funds	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Classroom Infrastructure Lease	Assigned	\$0.00	\$90,000.00	\$90,000.00	\$90,000.00	\$90,000.00
Technology Lease Payments	Operating Capital	\$239,240.12	\$239,240.12	\$280,759.12	\$383,964.96	\$327,000.00
Contingency	Assigned	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
TOTAL		\$986,092.31	\$536,970.12	\$623,489.12	\$729,694.96	\$626,480.00
Summary by Funding SRC						
	Assigned	\$188,996.19	\$120,000.00	\$165,000.00	\$168,000.00	\$120,000.00
	2016 A Bonds	\$380,126.00	-			
	Operating Funds	\$177,730.00	\$177,730.00	\$177,730.00	\$177,730.00	\$179,480.00
	Operating Capital	\$239,240.12	\$239,240.12	\$280,759.12	\$383,964.96	\$327,000.00
	<u>Subtotal</u>	<u>\$986,092.31</u>	<u>\$536,970.12</u>	<u>\$623,489.12</u>	<u>\$729,694.96</u>	<u>\$626,480.00</u>

Annual Evaluation of Plan

"Sometimes, you have to look back in order to understand the things that lie ahead."

Yvonne Woon

The Director of Information and Learning Technology and Byron Technology Committee will review the progress of the technology plan on an annual basis. This will include taking the future ready assessment annually. Summative reports will be provided each year to the District's School Board and will be published on the district technology website. The results of the implementation of the plan, as well as district needs will help drive future goals in subsequent years and will be part of the yearly district operations plan.



2018-19 Technology Committee

- Hanna Blumenshein, Teacher, BMS
- Nolan Brown, Student, BHS
- Tim Chesterman, Tech, BPS-BHS
- Becky Demmer, Instructional Coach, BPS- BIS
- Jessica Denter, Director of Curriculum Instruction and Assessment, District
- Jenelle Fode, Tech, BPS-BIS
- Kory Graham, Teacher, BPS - BIS
- Jen Hegna, Director of Information and Learning Technology, District
- Zach Heimer, Student, BHS
- Sara Johnson, Teacher, BIS
- Matt Like, Tech, BMS
- Dr. Joey Page, Superintendent, District
- Josh Pankratz, Parent, BMS - BHS
- Abe Rodemeyer, Principal, BIS
- Steve Willman, Principal, BHS

