Oklahoma City Public Schools
Technology Plan
2014-2015

Committee Members

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Timeline

Technology Plan Internal Review: 9/10/13
Technology Plan Kick-off Meeting with Technology Committee: 11/12/13
Technology Committee, Online Working Groups: 11/13/13 – 4/1/14
Technology Plan Signoff: 4/15/14
Board Approval: 5/5/2014

Description

As permitted by the Oklahoma State Department of Education, we have created a one-year technology plan with the intent of providing laser-like focus to our mission and accomplishing the goals that have been established therein.

Mission Statement

The mission of the OKCPS Information Technology Services department is to ensure reliable access to beneficial resources and relevant technology to prepare students for school, work, and life.

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Appendix

NETS-A Standards

NETS-C Standards

NETS-T Standards

NETS-S Standards

OKCPS District Strategic Plan

* = E-Rate Alignments

Strategies for Improving Academic Achievement and Teacher Effectiveness/Needs Assessment

Description

Strategies for improving academic achievement and teacher effectiveness/Needs Assessment

This is an outline of the district's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in classrooms, and improving the capacity of teachers to integrate technology effectively into curricula and instruction.

Strategic Initiatives

Oklahoma City Public Schools (OKCPS) uses federal, general, bond, and grant funds to improve academic achievement, including technology and information literacy, of all students and to ensure that all teachers integrate technology effectively into curriculum and instruction. In addition, the district has an Educational Technology Services (ETS) department that is charged with helping teachers integrate technology into their classroom instruction.

Title II and General funds are used to help pay the salary of the Educational Technology Service trainers in this department. They provide teacher training and coaching in the area of technology integration for all our schools. These opportunities improve the capacity of teachers to embed technology into the curriculum to improve student learning.

In order to fully support the Oklahoma Academic Standards and current iteration of the Common Core State Standards assessments, it was determined that we would need to acquire a number of high-density access points in order for a substantial grouping of students to connect to a wireless infrastructure without the ensuing degradation of network performance. As such, we have asked for an increase in the number of Wireless Access Points as well as high-density Access Points in our Priority 2 E-Rate application for 14-15. Of course, this also includes any associated cabling and other requisite infrastructure needs.

NETS-C

- 2A, 2B, 2C

NETS-A

- 2C, 2D

- 4A, 4B

NETS-T

- 2B

STRATEGIC AIM

- #3: 3.2, 3.3

Strategies for Improving Academic Achievement and Teacher Effectiveness/Needs Assessment (cont'd)

We believe that technology can improve teacher effectiveness by analyzing changes in teacher behavior and practices. OKCPS is philosophically invested in the Causal Observation Model espoused by Dr. Robert Marzano. In support of that model, our district will continue to use iObservation as the primary data collection instrument to document teacher effectiveness. As part of the collection process, each principal and assistant principal is issued an iPad in order to efficiently gather the data in an unobtrusive, yet effective manner.

Additionally, the Educational Technology Services section will continue to utilize the Levels of Teaching Innovation (LoTI) instrument to document the change in teaching practices, specifically with the intent of integrating technology and higher order thinking skills into daily classroom instruction, thereby increasing effectiveness.

NETS-C

- 2A, 2B, 2C

NETS-A

- 2C, 2D

- 4A, 4B

NETS-T

- 2B

STRATEGIC AIM

- #3: 3.2, 3.3

Goals

Description

The Oklahoma City Public Schools has outlined specific goals that align with Common Core State Standards, the ISTE NETS standards, and best practices in technology that improves student academic achievement.

Strategic Initiatives

Access & Support
Oklahoma City Public Schools students and staff will have ample access to technology, district software and hardware, and technical support. This goal provides the foundation and provides the fact that necessary equipment and software is addressed in order to achieve other technology goals.

Teaching & Learning
Oklahoma City Public Schools students will participate in a variety of technology opportunities that support learning and align with Oklahoma Academic Standards; Instructional Technology Standards 1-6 and the National Educational Technology Standards (NETS•S) and Performance Indicators for Students.

Teaching & Learning
Oklahoma City Public Schools students and staff will practice responsible and ethical use of technology.

Student Email
Oklahoma City Public Schools students will be afforded opportunities to engage in modern communication methodologies as well as practice digital citizenship through the responsible use of district-supplied email functionality.

Build the Infrastructure to Support BYOD
With our population of students, it is a social imperative to provide open, yet safe, access to a district supported WIFI cloud to give our students enhanced learning opportunities.

NETS-C

- 4B
- 6C

NETS-A

- 4B, 4D, 4E
- 5A, 5B, 5C

NETS-T

- 2A, 2B
- 3D
- 5C

STRATEGIC AIM

- #1: 1.2
- #1: 1.8
- #1: 2
- #3: 3.3

Goals cont'd

Establish the Ed Tech Curriculum Committee
In an effort to provide the best of breed with regard to instructional software/hardware, we will meet with curriculum stakeholders to ensure that we can fully support, both technically and pedagogically, hardware and software to ensure fiscal responsibility as well as teaching and learning expectations.

Continue upgrading Windows XP to Windows 7
This goal will provide our students and staff access to modern operating systems. Additionally, this will facilitate a unified user experience as well as ensure we meet recommended state testing specifications provided by the Oklahoma State Department of Education.

Implement a modern Student Information System to support Data Driven Decision Making
A modern Student Information System support frameworks that permit the use of dashboards, export support, and visual references that allow educational leaders and stakeholders to make informed instructional decisions quickly.

Actively participate in the Levels of Teaching Innovation (LoTI) framework.
The LoTI framework will document the change, or lack thereof, in teacher behaviors that are associated with higher ordered thinking, engaged learning, authentic instruction, and technology use. We will continue changing the focus of Ed Tech Services from that of training and district-wide invitations to that of instructional coaching using technology as a conduit

Model and Foster Digital Citizenship
OKCPS will continue to use appropriate social networking websites, like Edmodo and Twitter, as a platform for digital classroom communications and collaboration. We will continue using Common Sense Media to promote digital citizenship as required by the Schools and Libraries Division in order to receive E-Rate subsidies.

NETS-C
- 4B
- 6C

NETS-A
- 4B, 4D, 4E
- 5A, 5B, 5C

NETS-T
- 2A, 2B
- 3D
- 5C

STRATEGIC AIM
- #1 1.2
- #1 1.8
- #1 2
- #3 3.3

Goals
cont'd

Provide a Digital Platform for Collaboration and Creativity
As 21st century citizens, our students need a digital canvas where they are able to create and publish student work. Google Apps for Education provides the ideal platform with a single sign-on solution so that students may access materials anywhere in the world where Internet access is available.

Install High Density WiFi
In support of a BYOD paradigm, the need for High Density WiFi devices will help ensure a positive user experience as the need for security and bandwidth increases with such an endeavor. Our intent is to begin installation at the secondary level where the need is greatest.

NETS-C

- 4B
- 6C

NETS-A

- 4B, 4D, 4E
- 5A, 5B, 5C

NETS-T

- 2A, 2B
- 3D
- 5C

STRATEGIC AIM

- #1 1.2
- #1   1.8
- #1   2
- #3   3.3

Goals

Steps to Increase Accessibility

Strategic Initiatives

OKCPS will use federal, general, bond, and grant funds to improve academic achievement, including technology and information literacy, of all students and to enhance curriculum and instruction by providing and maintaining wide area network connectivity, local area network (LAN) access, telecommunications, and Internet access. The district will also provide additional funding (through federal funds) for an educational technology team (ETS) that provides teachers with the skills to embed technology into the curriculum to improve student learning.

OKCPS will use an integrated record-keeping program throughout the district that incorporates attendance, a grade book and report card capabilities and secure online parent, teacher, and administrator access to appropriate information. In addition, we provide instruction in using a standard web page template for staff web pages that provides consistency and results in ease of use for students and parent as well as instructional content and resources from school and home via the Internet.

OKCPS continues to provide access to and sharing of library media resources through an online union catalog of all schools' library collections as well as provide a filter for inappropriate web sites as well as educate all on digital citizenship and online safety awareness.

NETS-C

- 1
- 3F, 3G

NETS-A

- 1A, 1C
- 3C

NETS-T

- 1D
- 3D
- 4

STRATEGIC AIM

- #1, 2, 3, 4

Promotion of Curricula and Teaching Strategies that Integrate Technology

Strategic Initiatives

OKCPS will identify and promote effective teaching strategies and curriculum that integrate technology based on relevant research and lead to improvements in students' academic achievement. All teachers will participate in professional development to acquire instructional strategies that integrate technology to facilitate the students' creativity, ability to problem solve, and acquire and communicate information using the Common Core Standards and the National Educational Technology Standards (NETS•S) and Performance Indicators for Students.

The district will develop and disseminate resources illustrating research-based best practices in information literacy and technology integration. The Educational Technology Services (ETS) designs and develops training based on research based best practices in information literacy and technology integration. District staff, including Oklahoma City Public Schools' school-based technology learning committees, Professional Learning Communities, district technology staff, media specialists, and business and computer education teachers will attend a state technology conference to learn best practices in technology. The district will also investigate the use of online professional development courseware and other innovative delivery strategies and implement as appropriate.

The district will promote district resources to staff, parents, and students. One way will be that all school librarians will develop and present lessons to students and staff demonstrating access and use of available resources via their web page. They will investigate and pursue measures to increase the use of online district resources and will continue to use online courseware and implement as appropriate. Implement video-on-demand system as funding allows.

Principals will continue to promote and model technology for staff as ETS continues to provide training for Principals in new and research-based proven technology.

NETS-C

- 1, 6

NETS-A

- 2, 5

NETS-T

- 1, 3

STRATEGIC AIM

- #1: 1.9, 1.11

Professional Development

Description

The Professional Development goals address the need for continuous professional development for Oklahoma City Public Schools staff and the effective use of technology in teaching and learning across the district.

Strategic Initiatives

On-going professional development will be provided to Oklahoma City Public Schools staff on the programs the district uses (e.g. online grade book, assessment programs, professional development program, etc.). Professional development training/coaching will be provided to instructional staff and administrators on teaching strategies that help teachers integrate technology in all subject areas which will help student learning and achievement. All instructional staff and administrators will be provided opportunities to participate in embedded professional development.

Individual coaching will be available to Oklahoma City Public Schools staff to provide individualized, embedded, and sustained one-on-one support for teachers as they refine their skills and work towards improving their teaching practice. Technology coaches will provide services such as partnering in planning and implementation of projects, units, activities to increase student engagement, brainstorming, and searching for resources to support curricular goals. Coaches will also provide peer coaching in all areas of instruction, support for classroom reform strategies such as "flipping" the classroom, as well as technology training and assistance in using appropriate educational hardware, software, and web-based tools.

An individualized professional development profile will also be available in our individual coaching in order to better aid teachers in their technology integration. This profile will use the LoTi (Level of Technology Implementation) measurement tool in order to measure and determine the on-going use of technology in the classroom. The purpose

NETS-C

- 1, 2, 3, 4, 5

NETS-A

- 2, 3

NETS-T

- 1, 2, 3, 4, 5

STRATEGIC AIM

- #4: 1.4, 1.7

Professional Development (cont'd)

Strategic Initiatives

of LoTi will be for the coach and teacher to reflect on the teacher's behaviors related to implementation, as well as look at instruction, assessment, and effective use of digital tools and resources in the classroom for 21st Century Learning Environments. The district's LoTi initiative is also voluntary, confidential, and non-evaluative. No information regarding LoTi will be shared with school administrators and will in no way affect teacher evaluation.

In addition, all instructional staff and administrators will be provided opportunities to participate in online professional development via Avatar (online professional development software) classes, district or department YouTube Channels, Google Hangouts, Webinars, Skype, Sophia, Twitter chats, etc.

Administrators will receive professional development that promotes the use of new technologies based on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS-A) for Administrators. Instructional staff will receive professional development that promotes the use of new technologies based on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS-T) for Teachers.

NETS-C

- 2, 3, 4, 5

NETS-A

- 2, 3

NETS-T

- 2, 3, 4, 5

STRATEGIC AIM

- #4: 1.4, 1.7

Technology Type and Costs/Timeline

Description

A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components. (Budget needs to be an estimate, not an exact figure).

Strategic Initiatives

E-Rate

As a district with close to 90% percent of its students qualifying for the federal Free and Reduced School Lunch Program, we are heavily dependent on the federal E-Rate subsidy to support our technology infrastructure. Additionally, we also use E-Rate to supplement our basic communications needs such our website and telecommunications needs. Finally, OKCPS has applied for Priority 2 E-Rate funds in denominations of 87% and 90% in order to increase our chances of award. The internal connections requests include security appliances, firewalls, high-capacity wireless access modules, switches, network drops, and routers.

General Fund/Federal Funds

Most of our support for IT infrastructure and instructional technologies come from General Fund, although we leverage federal funds wherever appropriate. The General Fund will support our endeavors to integrate technology in a safe and innovative manner.

Bond Fund

Although Oklahoma City Public Schools has not passed a bond issue since 2007, there is identified bond funding to support the strategic goals of a 21st century Student Information System which will help support Data-Driven Decision Making processes, both pedagogical and policy.

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Technology Type and Costs/Timeline

Site Funding

An overwhelming majority of our schools rely solely on Federal Funds to acquire the necessary hardware, software, and tech-related professional development. A new process is in place is installed whereby Ed Tech Services and Federal Programs ensure that dollars are invested wisely and with instructional purpose.

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Technology Type and Costs/Timeline Cont'd

E-Rate Technology Purchases at District Weight - Eligibles

Provider	Category	Pre-Discount Amount	Requested Amount	Percentage
Blue Torch	Web Hosting	$80,080.00	$69,669.60	87%
AT&T	Wiring	$747,300.20	$650,151.17	87%
Presidio	Firewall	$132,203.78	$122,860.67	87%
AT&T	Network (internal)	$3,137,882.92	$2,729,958.14	87%
AT&T	Network Maintenance (wireless)	$225,150.00	$195,880.50	87%
Trans-Tel	Maintenance (Cabling)	$152,875.00	$133,001.25	87%
ISG	Maintenance (Network)	$605,013.88	$526,362.08	87%
AT&T	WAN	$1,475,716.44	$1,283,873.30	87%
Cox (WAN Transition)	WAN	$947,099.05	$823,976.16	87%

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Technology Purchases

Technology Type and Costs/Timeline Cont'd

E-Rate Technology Purchases at District Weight - Eligibles

Provider	Category	Pre-Discount Amount	Requested Amount	Percentage
OneNet	Internet Access	$272,880.00	$237,405.60	87%
AT&T	Internet Access	$24,287.16	$24,287.16	87%
AT&T	Telephone	$580,574.00	$505,099.73	87%
AT&T	Cellular	$246,110.00	$214,116.57	87%
AT&T	Internet/dsl	$599.88	$521.90	87%
AT&T	Long Distance	$7,585.79	$6,599.64	87%

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Technology Purchases

Technology Type and Costs/Timeline Cont'd

Software and Support

Product	Purpose	Cost	Timeline
World Book Online	Online research tool and primary sources, including multimedia tools	$29,000.00	July 2014
Gale Virtual Reference Library	Collection of e-Reference books for students and teachers.	$600.00	July 2014
Teaching Books'	Reading materials to support Core Knowledge	$2,310.00	July 2014
Discovery Streaming	Multimedia video curriculum sources	$89,000.00	July 2014

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Technology Type and Costs/Timeline Cont'd

Core Infrastructure and Operations

Provider/Name	Description	Cost	Timeline
OTA	OTA Membership	$300.00	Oct 2014
SurveyMonkey	Metrics and Surveys	$350.00	July 2014
ISTE	Ed Tech Organization	$795.00	Sept 2014
Lightspeed	Mobile Device Management	$16,000.00	July 2014
LoTI	Teacher Behavior Instrument	$17,000.00	July 2014
MS System Datacenter	Network Maintenance	$29,220.74	July 2014
CPSI	SIF Integrator	$32,600.00	July 2014
DirSec	Internet CIPA Filter	$39,074.95	July 2014
Dell	Microsoft 2012 Client Access Licenses	$43,515.00	July 2014 - June 2015
LTE Stipends	Lead Tech Educator Stipends	$80,000.00	June 2015
CDW-G	Antivirus	$95,959.05	July 2014
Smartweb Tech	District eGradebook	$116,867.00	July 2014

NETS-C

- 4A, 4B, 4C

NETS-A

- 1A, 1B, 1C
- 2A, 2D
- 3C
- 4B, 4E

NETS-T

- 1B, 1C
- 2A
- 3C, 3D
- 5A, 5B, 5C

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11
- #1: 2.3
- #3: 3.3, 3.5

Coordination with Other Resources

Description

How the district will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

Strategic Initiatives

Oklahoma City Public Schools has a library automation system, Destiny, and the Metropolitan Library System works in collaboration with Oklahoma City Public Schools' students and staff to provide resources they need.

The Oklahoma City Public Schools Foundation continues to provide support in the way of teacher and program grants that support technology in the classrooms across the district.

Several of our schools have been the recipients of OKACTS-OETT grants. The district has also won a grant through GEAR UP that serves our middle and high schools. We appreciate the commitment of our community. Through these donations and collaborations, we have been able to provide additional resources to students and staff.

Appropriate federal resources will be combined with school district General Funds to provide continued infrastructure, instructional technologies and technology-mediated curriculum funding. Building Funds and Bond Funds will be used to secure more computers and servers to support growing district technology applications including the establishment of a district-based wireless network to support Bring Your Own Devices for students and patrons. Building and bond funds will also be used to match SLD funding commitments.

Purchases are also planned in conjunction with the Career Tech program, which further extends the budget.

NETS-C

- 5A

NETS-A

- 1A
- 4D, 4D

NETS-T

- 2A, 2C
- 4B, 4C

STRATEGIC AIM

- #1: 1.8
- #3: 2, 3

Coordination with Other Resources cont'd

The district staff is requested to work with various departments, schools, and offices as funding opportunities arise. Most recently technology funds have become available through General Fund as well as State Aid, which had the stipulation to support student assessment. Staff has provided guidance, costs and encouragement to explore areas where cutting-edge technology applications support opportunities for learning and student achievement.

NETS-C

- 5A

NETS-A

- 1A
- 4D, 4D

NETS-T

- 2A, 2C
- 4B, 4C

STRATEGIC AIM

- #1: 1.8
- #3: 2, 3

Integration of Technology with Curricula & Instruction

Description

How the district will integrate technology (including software and electronically delivered learning materials) into curricula and instruction.

Strategic Initiatives

All Oklahoma City Public Schools staff and students will use district technology resources (including hardware, software, the Internet, email, etc.) in accordance with district policy. Instructional staff will integrate technology as a teaching and learning strategy by implementing the National Educational Technology Standards (NETS•S) and Performance Indicators for Students.

Oklahoma City Public Schools staff and students will use all electronic resources ethically, safely and without copyright law violation. Materials will be demonstrated to teachers to help instruct students on Digital Citizenship, Internet Safety and Copyright. Instructional staff and administrators will use assessment software (Edusoft, Renaissance Learning, Gates, EasyCBM, Google Apps for Education, wireless response systems, etc.) to create assessments, analyze data, and drive student instruction.

A wide range of technology, computer, and /or business education courses will be offered to all secondary students to enroll in so that the can increase their technology literacy.

NETS-C

- 1, 2, 3, 4, 5

NETS-A

- 2, 3, 5

NETS-T

- 1, 2, 3, 4

STRATEGIC AIM

- #3: 3.3
- #4: 1.7

Innovative Delivery Strategies

Description

How OKCPS will encourage the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

Strategic Initiatives

Oklahoma City Public Schools encourages the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology by providing support for the use of online courseware for credit recovery and a standard integrated learning system. The district supports the use of online course management systems, for teachers by providing training and support.

The OKCPS library media collections are available online using Destiny. Other interactive library resources include World Book Online, GALE Virtual Reference Library, Capstone Interactive Library, Britannica Online, and the EBSCO searchable article databases. The district is investigating the use of video-on-demand and web conferencing software; its implementation will be dependent on funding.

iOKCPS provides online instruction for students for credit, credit recovery, remediation and dropout prevention. OKCIS (Oklahoma Career Information System) is used in our high schools.

NETS-C

- 2, 3, 5

NETS-A

- 2, 3, 5

NETS-T

- 1, 2, 3, 4

STRATEGIC AIM

- #1: 1.11
- #3: 3.3

Parental Involvement

Description

How the district will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.

Strategic Initiatives

The district will communicate with parents/guardians through various ways. We currently have an online Grade book where parents/guardians can view attendance, grades, report cards, progress reports, student information, and communicate with school staff through email and notes.

OKCPS uses an application called School Connect where parents/guardians with smartphones can get district and school updates about school listings, school closings, reminders of clubs and/or organization meetings, staff directory information, and athletic schedules.

The district, school, and teacher websites are another way technology is used to increase communication with parents/guardians. Parents/Guardians can view some of the great things that are happening throughout the district, the school, and the teacher's classroom which could increase their level of involvement and communications between the parents/guardians and the schools.

Lastly, the district takes advantage of social media sites to share communication. The district currently has five (5) approved Twitter accounts to provide information on volunteering in our schools (@okcpsvolunteers); district-wide athletic events (@okcpsathletics); proven technology strategies used in the classroom (@okcpsets); employee recruitment (@okcpscareers) and the district-wide account (@okcps) which has more than 3,000 followers. The district's Facebook page (OKCPublicSchools) is another social media communication tool used to provide information to students, staff, and the community. School site social media pages are not allowed at this time. The district also has a YouTube channel to provide the community with information on our schools.

In addition, communication is established through enrollment information, school newsletters, open house nights, through the district's communication department, and PTA.

NETS-C

- 5

NETS-A

- 1A, 1C
- 3C

NETS-T

- 3C
- 4A
- 5A

STRATEGIC AIM

- #2: 2.1, 2.3
- #3: 2.2

Collaboration with Adult Literacy Programs

Description

How the program will be developed in collaboration with adult literacy service providers.

Strategic Initiatives

The district will continue to provide upgraded technology and software for adult literacy programs that are offered at Oklahoma City Public Schools. The Oklahoma City Adult Learning Center, the Oklahoma City Public Schools adult literacy program, use a variety of online resources.

The Family Literacy Center, part of the Adult Learning Center, has received approval of its computer lab for online GED testing and will also be made available to other district departments for assessment purposes as necessary.

The OKCPS library media collections are available for students online using library catalog, Destiny. Other interactive library resources include World Book Online, GALE Virtual Reference Library, Capstone Interactive Library, Britannica Online, and the EBSCO searchable article databases.

NETS-C

- 3, 5

NETS-A

- 2, 5

NETS-T

- 1, 3, 4

STRATEGIC AIM

- #1: 1.2, 1.9, 1.11

Accountability Measures

Description

A description of the process and accountability measures that the district will use to evaluate and to what extent the activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach Common Core State Standards.

Strategic Initiatives

OKCPS submits an annual Oklahoma State Department of Education (SDE) technology survey that includes information on numbers of technology hardware and software in the district. The district also conducts annual observations of teachers by principals that include assessment of teachers' use of technology in classroom instruction.

In addition, OKCPS will participate in the Speak-Up survey sponsored by Project Tomorrow which will collect a use inventory that includes parents, students, teachers and administrators and their views of technology needs, integration, and perceptions/attitudes as needed.

Finally, the Educational Technology Services division will continue collecting LoTI observations in efforts to improve teaching practices.

Using monitoring instruments, IT Services will actively monitor Internet usage, as well as bandwidth capacity, to ensure that the browsing experience is successful and that networking speeds remain adequate for teaching and learning.

Using these initiatives, the district provides ongoing quantitative/qualitative analysis which will be used to evaluate goals and amend technology plan as needed.

NETS-C

- 2h
- 4a, b, c

NETS-A

- 4b

NETS-T

- 2c, d
- 5c

STRATEGIC AIM

- #1: 1.2
- #4: 1.5

Supporting Resources

Description

In Oklahoma City Public Schools, the Information Technology department, and specifically the Educational Technology Services (ETS) team, supports technology implementation, use and integration. Additionally, Lead Technology Educators (LTEs) at each site facilitate technology integration mentoring, coaching and perform basic troubleshooting for the teaching staff. Every school has designated at least one LTE (2 if certified teaching staff is over 40 members).

We also use external supporting resources, such as services for maintenance, software support from the vendors, electronically delivered learning materials from professional web sites in math, science, language arts, English, social studies, world languages, health, business and computer education, vocational and art.

The district maintains and supports a library of books, materials, and technology journals to keep us updated on specifics of a program or curriculum area.

ETS provides active websites linking teachers, staff, and administrators with a wide variety of technology resources and helpful information. In addition, ETS provides continual technology training for teachers and staff.

ETS and Desktop Services (DTS) are both available for just-in-time training as well as help desk assistance, respectively.

OKCPS has an expectation that its technology and curriculum coordinators work together so that software, services and resources link together and are effective in meeting district goals. This is demonstrated through our newly formed Ed Tech Curriculum Committee and adoption processes.

Finally, we wish to further engage the Foundation for Oklahoma City Public Schools and the tireless and essential support they provide.

NETS-C

- 3, 4, 6

NETS-A

- 1, 3, 4

NETS-T

- 2, 3

STRATEGIC AIM

- #1: 1.2
- #4: 4.1

Supporting Resources (cont'd)

Strategic Plan

On-going resources and materials: The district uses or has plans to use the following software resources and electronically delivered learning materials to support the objectives above:

- Everyday Math games online in all schools with parent and student access focusing on elementary math skills.

- Electronic materials accompanying textbooks used throughout the district by students and teachers in all subject areas.
- Online databases for all students at schools and at home including Grolier Online, EBSCO, SIRS Discover, and WorldBook.
- Destiny library automation and catalog software for all students, staff and parents at schools and at home.
- Keyboarding software available at all elementary sites.
- Sensor-based measurement equipment and software, like Probeware, used in middle and high school focusing on inquiry-based science.
- Graphing calculators used in middle and high school focusing on secondary math skills.
- Interactive whiteboard and response system software used throughout the district.

NETS-C

- 3, 4, 6

NETS-A

- 1, 3, 4

NETS-T

- 2, 3

STRATEGIC AIM

- #1: 1.2

- #4: 4.1

Supporting Resources (cont'd)

Strategic Plan

On-going resources and materials: The district uses or has plans to use the following software resources and electronically delivered learning materials to support the objectives above:

- Microsoft Office used by students of all age levels throughout the district. This use focuses on writing, publishing, presenting and analyzing data.
- Desktop publishing software, webpage design software, and video production are used in specific classes at the secondary level.
- KeyTrain used in adult basic education classes.
- Google Docs, Google Mail, and Google Sites used by staff.

The district will look into using other resources as other innovative and research based resources and materials become aware and available.

NETS-C

- 3, 4, 6

NETS-A

- 1, 3, 4

NETS-T

- 2, 3

STRATEGIC AIM

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ISTE Standards
Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

d. Establish and leverage strategic partnerships to support systemic improvement

e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology

c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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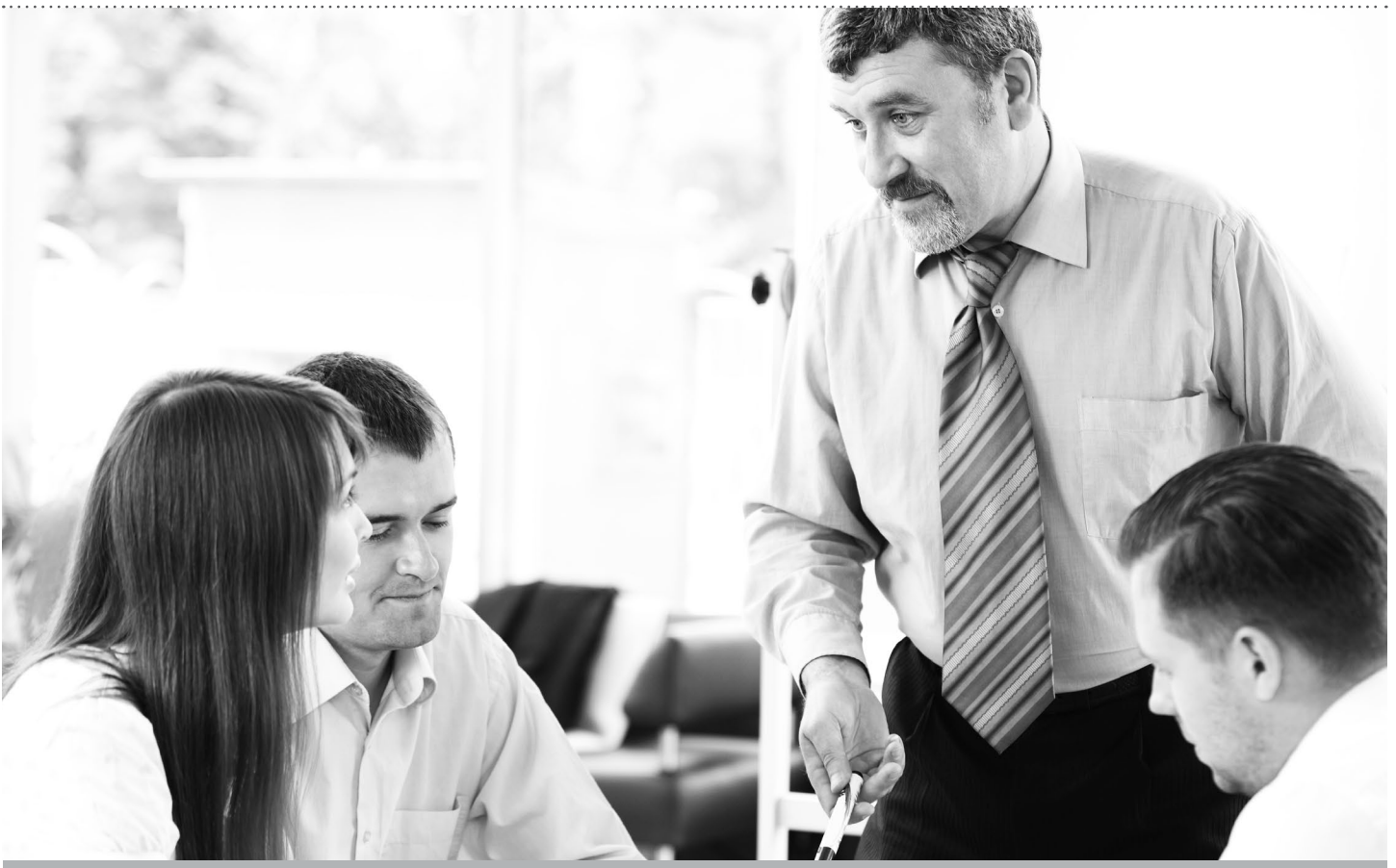
ISTE Standards
Coaches

1. Visionary leadership

Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students

b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels

c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines

d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

2. Teaching, learning, and assessments

Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students

c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation)

e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

3. Digital age learning environments

Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments

c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

4. Professional development and program evaluation

Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment

c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

5. Digital citizenship

Technology coaches model and promote digital citizenship.

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

6. Content knowledge and professional growth

Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards•S and Standards•T

b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

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iste.org/standards

![ISTE Standards logo]

ISTE Standards
Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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ISTE Standards
Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

c. Troubleshoot systems and applications

d. Transfer current knowledge to learning of new technologies

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Strategic Initiative #1—Academic Success of Students

Statement of End Result: In May 2015, the Oklahoma City Public Schools district is recognized, statewide and nationally, for its success in assuring the academic achievement of each student

1. **All regular education students are performing at or above their age related grade level**
   1.1 Implement a continuous learning calendar
   1.2 Administration and faculty will accept accountability for academic achievement within their respective areas of responsibility
   1.3 Assess all students annually to determine their academic progress
   1.4 Initiate a task force to study student mobility trends, challenges, causes, and provide appropriate recommendations for resolution
   1.5 Provide special tutoring assistance to students designated as high mobility (enrolled in two or more different schools within the same year)
   1.6 Expand the prekindergarten program to be a District wide, full day program
   1.7 Incorporate the "Teach For America" program within the District
   1.8 Build and maintain a student assistance support system
   1.9 Ensure an enriched, comprehensive curriculum (math, science, and gifted within each elementary school)
   1.10 Extend the school day/year
   1.11 Provide innovative/creative alternative learning options for students whose needs are not met with traditional curriculum

Strategic Initiative #2—Family and Community Support

Statement of End Result: Oklahoma City Public Schools achieves significant levels of family and community support resulting in successful partnerships and meaningful student interactions

1. **Building level staff and faculty will engage all students' families on multiple occasions during the school year**
   1.1 Conduct face-to-face meetings between parents/guardians and staff/faculty to discuss student's educational needs and goals as well as explore strategies as to how the parents/guardians/family members can be actively involved in the student's learning experience
   1.2 Sponsor numerous activities to involve families in the school environment
   1.3 Provide a school designee to solidify communication mechanisms to keep all students' families informed
2. **Each school is involved with a partnering organization that assists them in achieving their goals**
   2.1 Aggressively pursue school partnerships at each school
   2.2 Partner with DHS to provide social workers in schools to assist with family and social issues
   2.3 Build and maintain a strong partnership with the Foundation for Oklahoma City Public Schools to increase and enhance support and resources for Oklahoma City Public Schools
3. **Statutory requirement for parent/guardian participation in student's academic planning**
   3.1 Work with the legislative process to create statutory requirement

Strategic Initiative #3—School Environment

Statement of End Result: Oklahoma City Public Schools provides a safe, orderly, inviting, and positive environment that is conducive for maximum achievement

1. **Each school model a climate of mutual respect**
   1.1 Incorporate the Great Expectations program in each elementary school
   1.2 Research, identify, and implement a program designed to create a climate of mutual respect for secondary level schools
   1.3 Implement a mandatory service project for each student
   1.4 Create a welcoming environment in the front office; establish "customer care" training for all staff
   1.5 Increase focus on bilingual training and engagement with Hispanic and multicultural volunteers
   1.6 Provide professional development that focuses on deescalating student behavior/interaction plus building a mutually respectful atmosphere
2. **All students, families, and employees enjoy a school environment that is safe and secure**
   2.1 Implement a District hotline
   2.2 Develop a safe school plan for each school and monitor its effectiveness and publish the results
   2.3 Implement a peer mediation and/or conflict resolution program
3. **All staff have and maintain high expectations for all students and all students have and maintain high expectations for all staff**
   3.1 Maintain a syllabus for each class that defines expectations for academics, attendance, and student conduct
   3.2 Ensure quality teachers in every classroom
   3.3 Ensure all students are offered options that will engage them
   3.4 Survey students on teacher performance
   3.5 Institute an urban school program that promotes understanding, respecting, and embracing diversity of culture and race
4. **All schools provide a physically conducive environment to maximize learning**
   4.1 Maintain appropriate environment in all classrooms at all times
5. **Change public perception of Oklahoma City Public Schools**
   5.1 Create a positive advertising media campaign for all schools
   5.2 Find advertising partner to donate consulting services on campaign
   5.3 Establish partnership with local media outlets to donate advertising

Strategic Initiative #4—Leadership

Statement of End Result: The District leaders are defined by the results they produce

1. **The District recruits, develops, supports, and retains leaders at all levels**
   1.1 Proactively recruit leaders with proven skills and abilities
   1.2 Develop and implement incentives to attract bilingual teachers, principals, and administrative staff
   1.3 Create/expand pipelines/partnerships with local colleges and universities to create urban teacher preparation programs
   1.4 Continuously develop staff members to ensure they possess the skills to be successful
   1.5 Develop and implement a "best practices" performance assessment and management system
   1.6 Increase focus and emphasis on teachers' opportunities for NBCT
   1.7 Provide employees with adequate training upon employment to gain and understanding of District expectations, opportunities for success, customer service, and expectations for being a successful employee
   1.8 Create and implement an employee assistance program
   1.9 Utilize the Organizational Health Index (OHI) to assist leaders in increasing school performance