

# Cedar Falls District Technology Plan



2018-2023

Cedar Falls Community School District  
1002 West First Street  
Cedar Falls, Iowa 50613

# Background and Introduction

The Cedar Falls Community School District began a strategic planning process in 2012 for the development and integration of technology into the district's curriculum. This document is the result of the evolution of the plan developed by the District Technology Committee, consisting of teacher and administrator representatives from each school, as well as consultants from AEA 267 and the University of Northern Iowa. The Cedar Falls Schools District Technology Committee met on a regular basis to recommend technology advances within the district and to promote the use of technology with students and staff.

The Cedar Falls School District has made great strides in providing students with opportunities to incorporate technology into the learning process. The Cedar Falls board of education, administration, and staff have worked together to create a balance between acquisition of equipment, staff training, and integrating current technology opportunities for students. The following items highlight some of the most recent accomplishments:

- A 1:1 ratio of Chromebook to Student in grades 3-12 and a 2:1 ratio of iPad to Student in grades PreK - 2
- The establishment of technology coaches in each school to assist staff in their understanding and effective uses of technology for learning and management
- The establishment of robust wireless access in each school building
- A refresh schedule for current devices within the district, including the replacement of teacher workstations, stationary labs and mobile labs, projectors, and other devices as determined
- The development and adoption of an Electronic Technology Acceptable Use board policy (#605.4) for students, including a "kid-friendly" interpretation of the policy

In 2017, the District Technology Committee formally evolved into a District Advisory Committee which consists of teachers, administrators, parents, community members, and students. The role of this advisory committee is to provide input on the vision and direction of technology within the Cedar Falls Community School District and be updated on major developments within the district. The functionality of working with the long term and short term yearly goals is shifting to the Elementary and Secondary Building Technology Integration Leaders teams.

## District Instructional Technology Leaders Membership

Prior to the 2017-2018 school year, DTC had its own membership and rotation of administrators, teachers, community members, school board members, and representatives from the AEA and UNI. The current membership of the District Instructional Technology Leaders is made up of the Elementary and Secondary Building Instructional Technology Leaders.

## **District Technology Advisory Committee Membership**

The district will create an advisory committee by June 30, 2019. Membership is by invitation and includes representation from teachers, administrators, Board of Education, students, community members, and parents.

## **Cedar Falls Community School District Vision Statement**

Every Student, Every Day

## **Cedar Falls Community School District Mission Statement**

Educating each and every student to be a lifelong learner and a caring, responsible citizen

## **District Belief Statements**

We believe that:

- High expectations are designed to encourage the development of a relevant curriculum and effective instruction to increase student achievement.
- The learning environment actively engages the minds of students.
- Staff development is designed to meet the ever-changing educational needs of our students.
- Leadership to achieve the goals of the school community is a shared responsibility of staff, students, parents, and community.
- Active involvement of parents, students, faculty, and the community strengthens the quality of our school district.
- Learning experiences are designed to encourage intrinsic motivation and self-discipline.
- Resources are effectively and efficiently used to provide students the best learning opportunities.
- Student needs of belonging, caring, and dignity are fostered each day, every day.

## **District Learning Goals**

Students graduating from Cedar Falls Community School District will be:

- Competent in essential skills and concepts
- Complex thinkers
- Effective communicators
- Skilled utilizers of technology
- Contributing citizens
- Lifelong learners
- Collaborative workers

# Technology's Role in Student Learning and Achievement

## [Iowa Core 21st Century Technology Literacy Skills](#)

There are six essential concepts determined for each grade band. The six concepts are created on the same basic topics, but build in content and concept integration from the K-2 grade span through the high school grade span.

## [ISTE Standards: Education technology standards to transform learning and teaching](#)

The ISTE Standards work together to support educators, students and leaders with clear guidelines for the skills and knowledge necessary to move away from the factory model. These are not the typical boxes educators need to check. They provide a framework for rethinking education, adapting to a constantly changing technological landscape and preparing students to enter an increasingly global economy.

ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

## Elements of the Strategic Plan

The [ISTE Essential Conditions](#) are the 14 critical elements necessary to effectively leverage technology for learning. They offer educators and school leaders a research-backed framework to guide implementation of the ISTE

Standards, tech planning and system wide change. These elements, the 2018 Horizon Report, and information from our previous District 5 Year Technology Report were used by our BTIL teams to create the goals and goal areas outlines within our new five year technology plan.

The plan is divided into three main sections. The first section involves goals that are ongoing from year to year with a variety of people responsible for the actions to meet the goals. The second section involves long range goals with action plans involving our Building Technology Integration Leaders (BTIL) team. The third section involves long range goals with action plans that involves a variety of different people depending on the goal.



## Operational Goals

These goals are ongoing from year to year without a need for a more specific yearly goal and action plan for the goals to be accomplished.

### Overall District Network Health

- Continue to sustain robust, secure, and reliable access to the network for all students, teachers, staff, school leaders, and guests, including devices brought from home. (Phones, Internet, Printers, Access Points, Copier, Logins, etc.)
- Maintain and monitor the effectiveness of the network/Internet filter, including the ability to customize filters for individual students. (CIPA and COPPA Compliant)

### Leadership and Vision

- Continue to provide proactive leadership in developing a shared vision for educational technology and this plan among all education stakeholders
- Continue to monitor state and national initiatives and their impact on the district
- Continue to provide and evaluate reliable assistance for maintaining, renewing, and integrating technology tools and resources.
- Promote partnerships and collaboration within our community to support and fund the use of devices and digital learning resources
- Include parents, students, teachers, and community members in the review and providing suggestions for updating the technology plan.

### Support Policies

- Students and staff will be made aware of and expected to follow board and other handbook technology policies.
- Students and staff will use grade level appropriate citations for published works and research.
- Students and staff will evaluate electronic media for information authenticity.
- School board will review and update board policies related to technology within the district within the designated schedule or as the need arises.

### Consistent and Adequate Funding

- Provide support and professional development for technology for paraeducators, substitutes and other student support staff.
- Provide adequate funds to support professional development for technology including conferences, site visits, training, and individual staff innovation plans
- Provide adequate funds to acquire, support, improve, and grow infrastructure, including the network, servers, disaster recovery, and software.
- Provide adequate funding to support the technology replacement plans as established by the district. This includes the replacement of computers, servers, classroom instructional technology, switches, phone systems, projectors, and related hardware and software.

- Provide adequate funds to support additional technology staff as needed, including technicians and technology integration specialists.

## **Long Range Goals with Action Plans involving BTIL**

These goals are more of a long range goals with annual action plans needed for smaller steps to get to the final goal. The goals in this section will mainly involving our Building Technology Integration Leaders teams and coaches. The BTIL teams will have direct impact on the creation and execution of these goals.

### **Supporting learning which involves student's use of the 4C's**

- Provide rigorous and engaging learning experiences for all students through the use of technology, which results in an increase in student performance around the 4C's
- Provide appropriate technology tools to accommodate student learning needs.
- Focus on innovative approaches to reach diverse learning styles.
- Provide technology leadership opportunities for students to build communication, social, and emotional skills.
- Maintain relationships with local industries and universities to partner with project based, real world scenarios for which students can find solutions

### **Supporting teacher collection, analysis, and use of student data**

- Use technology to collect and analyze student growth in all content areas

### **Development of a systemic technology scope and sequence**

- Work toward aligning/integrating content standards and related digital curriculum resources with model examples for each grade level
- Develop a K-12 vertical articulation plan for a variety of technology skills i.e., keyboarding, digital citizenship, etc.
- Develop a K-12 computer science curriculum to teach age appropriate higher-level technology skills such as coding, programing, and hardware design.
- Explore a high school graduation requirement for Computer Science

### **Development of systemic Digital Citizenship strand for staff, students and parents**

- Provide students and staff a framework to practice ethical and responsible use of hardware, software, and the Internet.
- Provide support and opportunities for parents to learn about digital citizenship
- Involve families and community groups in the planning and delivery of digital citizenship curriculum to students, staff, and parents

## Long Range Goals with Action Plans

These goals are also long range goals with annual action plans needed for smaller steps to get to the final goal. The goals in this section involve a variety of different people who will be responsible for the creation and execution of these goals.

### **Support various forms of technology professional development**

- Provide professional development time dedicated to technology that is directly related to the skills we want our students to have with a follow up component
- Provide Paraeducator training on student devices and programs they work with regularly with students (LMS, GAFE)
- Provide a systematic professional development plan that bring staff together periodically to check-in and share how they used the PD (pluses and deltas)
- Educate staff and utilize willing local businesses and community members to share insights on jobs that exemplify innovation, collaboration, and problem solving and would also provide staff insight to real world job skills and environments
- Continue to purposefully integrate technology professional development with content and curriculum using the Building Technology Integration Leaders and Coaches within each building.
- Continue to provide opportunities for staff across the district to attend local, regional, and national Technology Conferences and/or bring in respected speakers to the district
- Provide training to help teachers to problem solve tech issues on their own for the technology they use and have in their rooms.
- Support building administrators with implementation of teacher personal professional development goals that include the use of technology

### **Explore emerging technologies and work toward equitable access for staff and students**

- Continue to explore emerging technologies and connections to the classroom, teachers, and students for best educational experiences
- Continue to build and expand virtual capabilities of providing software to student and teacher devices
- Provide opportunities for students who lack Internet or program specific access at home
- Provide equitable programs, spaces, and tools for technology for all buildings and students (ie: MakerSpace, FLL, device ratio, multimedia production)
- Promote partnerships and collaboration within our community to support and fund the use of devices and digital learning resources
- Provide a space for innovative thinking-- WiFi, Space, Tools, etc. staffed year round and in the evenings.
- Continue to explore and implement additional accessibility to the Internet outside of school on all school transportation and from home.
- Continue to work toward a 1:1 device ratio for PreK-12

- Explore options to provide substitute teachers and needed paraeducators with access to appropriate and current technology
- Establish a formal process for requesting and approval of additional staff devices where appropriate.

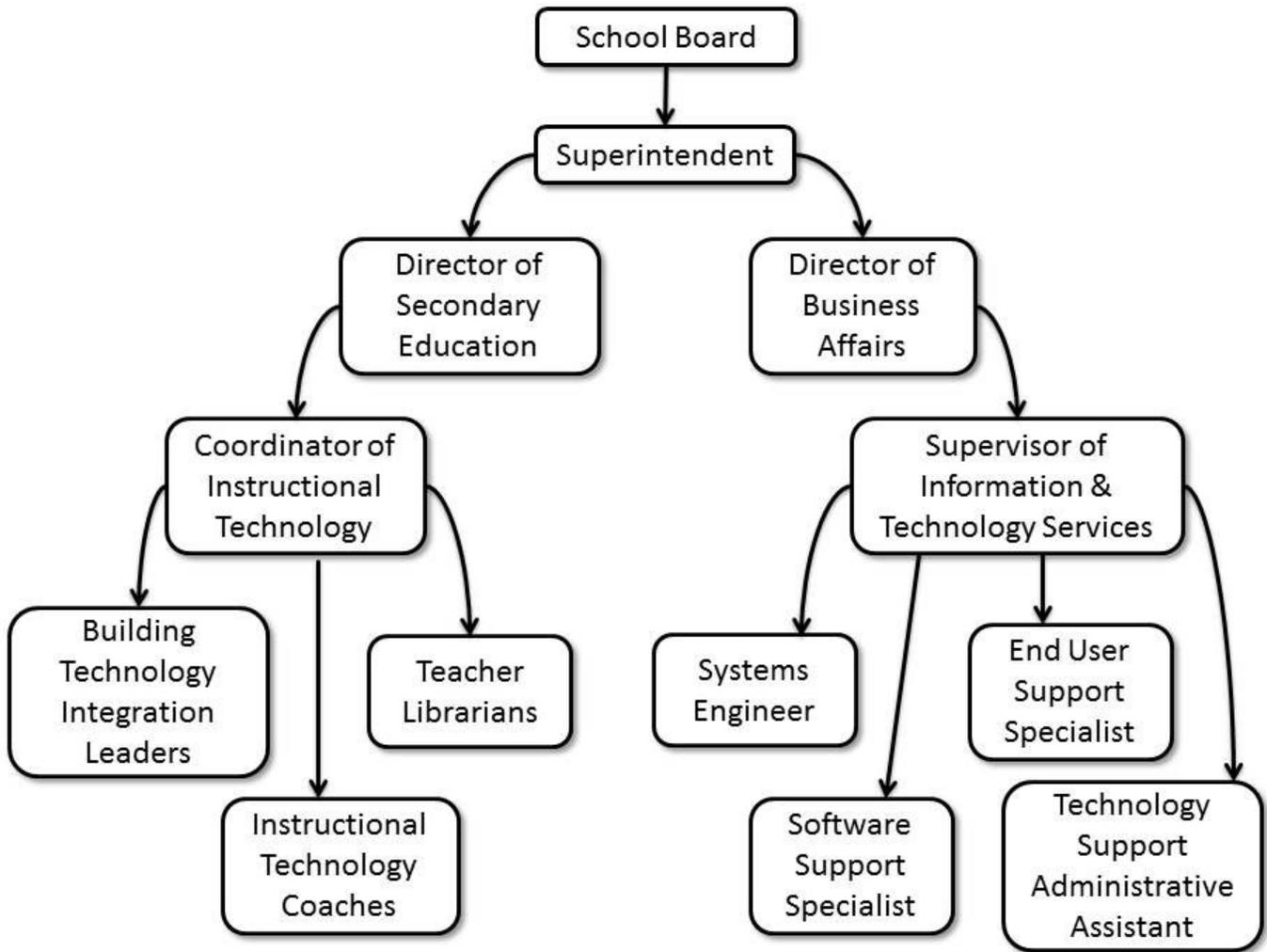
### **Monitoring and revisiting staffing levels that support technology and technology integration**

- Continue to provide, maintain, and assess staffing levels related to leadership, integration, support, and troubleshooting of technology within the district
- Explore the development of a Student Technology team or “Geek Squad” in each building that could be used for but not limited to troubleshooting, makerspace, multimedia production, new student orientation, and envisioning project ideas.
- Continue to promote the use of Help Desk for phone support and troubleshooting in real time with various technology issues.

### **Monitor and assessing progress of the plan and its effectiveness**

- The district will continue to implement and assess the use and integration of technology and digital resources at the building and district level
- Each school will use Spring BrightBytes data to develop and measure success of a SMART goal that will address areas of improvement and technology and integration growth.

# Cedar Falls Schools Technology Communication Chart



## **Policies and Additional Resources**

[Policy Number: Electronic Communication Systems Code No. 403.7.1](#)

[Policy Number: Employee Use of Social Media Code No. 403.7.2](#)

[Policy Number: Electronic Technology Acceptable Use by Students Code No. 605.4](#)

[Policy Number: Use of Information Resources Code No. 605.7](#)

[Cedar Falls Community Schools Information Technology Confidentiality Agreement](#)

[Responsible Use Procedures](#)

[Technology Handbook for Parents and Students](#)