BUNKER R-III SCHOOL DISTRICT

TECHNOLOGY PLAN 2009-2012

APPROVED BY THE BOARD OF EDUCATION
FEBRUARY 19, 2009

TABLE OF CONTENTS

Overview & Dissemination

Bunker R-III is a small, rural district located in Bunker, Missouri in South Central Missouri. The school district is comprised of one elementary and one high school and has 53 certified and non-certified staff members. The district has an enrollment of 245 students in grades Kindergarten through 12. Seventy-three percent of the district's students receive free or reduced lunches.

Bunker has a population of nearly 500 and is located in Reynolds County, which has a current unemployment rate of 10.4%.

The county is mining dependent. Current employment practices have declined in the mining industry in the district. The area is economically depressed. The per capita income of residents in the district is $23,659, making access to technology in students' homes very difficult. Prior exposure to any type of modern technology is extremely limited outside of the school environment.

The Board of Education and staff of the school district have worked hard to make technology a viable part of the educational process. Through the implementation of the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program in grades 3 through 12 and the implementation of a technology-integrated curriculum, the district has done its utmost to ensure the technological future of the students.

Disseminating, monitoring and evaluating the technology plan will be a continuous process for the Bunker R-III School District. The technology committee will meet annually to review all issues that are ongoing within the district. Short- and Long- range planning for both the elementary and high school facilities will be evaluated in these meetings. Additional information will be disseminated by way of the school newsletter, which is mailed to the patrons of the district. Progress is also reported in faculty meetings to continue to meet CSIP standards. These reports will inform the district of purchases, changes in policies, and other pertinent information relating to technology. Teachers are given copies of the technology plan at the beginning of each school year. A copy is kept in the Superintendent's Office for any person interested in reading it.

As a part of the Board of Education annual review, the district technology plan will be reviewed in the month of March as a part of the regular Board meeting. At this time, the plan is updated and approved by the Board. The technology mission statement and detailed criteria within the technology plan are used to determine the effectiveness of the program. If any changes are required, they will be adopted at this time. The Board will assess the plan according to the state requirements. Goals and objectives will be examined to see if progress is being made toward meeting the stated objectives. Individual goals and objectives are evaluated by the action plan. Adjustments that need to be made to correct or improve the technology plan will be completed as they develop.

Technology Committee

Committee Member	Position Held	Group Representing	Contact Number	TFA*
Jane Reeves	Superintendent	Administration, CSIP, MSIP	573/453-2095	1,2,3,4,5
Joe Clauser	Assistant Principal	Administration, CSIP, MSIP	573/747-4746	1,2,3,4,5
Randy Crites	High School Principal	Administration, HS Parent	573/783-1901	1,2,3
Deena Swyers	Elementary Principal	Administration	573/689-2728	1,2,3
Bryan Amsden	Technology Coordinator	Staff, Technical Support	573/663-2176	4,5
Janis Pershing	Special Education Teacher	Special Education Staff	573/689-2146	1,2
Karla Cumins	CTE Teacher	CTE Staff	573/663-2175	1,2,4,5
Andrew Myers	Jr. High Teacher, eMINTS Trainer	Staff	573/637-9313	1,2,4,5
Dina Houston	Library Media Specialist	Staff, Alumni	573/689-2633	1,2
Monica Skaggs	Bus Driver, Parent	Support Staff, Elementary Parent, PTO	573/689-2530	1,4

**** Technology Focus Areas:*** ***1:*** *Student Learning,* ***2:*** *Teacher Preparation,* ***3:*** *Administration,* ***4:*** *Resources,* ***5:*** *Technical Support*

The goal of the technology committee is to establish a plan by which technology will be available to the students and staff, implemented into the curriculum, purchased and maintained in an adequate manner and reviewed annually by the Board of Education. This technology plan will be submitted to the state for approval on a three year basis according to specifications for funding.

The technology committee for Bunker R-III School District was selected by asking individuals if they would be committed to helping the students, staff, and community by serving on this committee. Individuals were asked to serve who represented a wide array of populations within the school and community.

Due to the smaller size of the district and closeness of the community working with the school, members of the committee often discuss issues and concerns about technology in informal settings. The administration is always available to communicate concerns as well as relay positive happenings related to the technology field. A formal technology meeting is planned for once a school year to discuss any issues.

The technology committee will have access to information relating to all areas concerning technology. Policies and procedures will be examined annually for any necessary updates. The committee will be kept informed of any changes that must be made for legal issues and compliances. Current issues and standards on state and national levels will also be addressed. The committee will be informed of planned purchases, funding sources and availability as well as the long- and short-term goals of the technology department.

The assistant principal and technology coordinator serve as the facilitators of the technology committee and oversee the technology plan's development and implementation. The Superintendent will also serve as a facilitator to explain and discuss funding issues, legal issues, building and district responsibilities and other related information. The staff members will have the input needed from the teachers' perspective and the students will provide this information from the student population. Community and business members will be able to tell the school what skills and expectations they want to see in students graduating from our district.

Mission & Vision

DISTRICT MISSION STATEMENT	TECHNOLOGY MISSION STATEMENT	TECHNOLOGY VISION STATEMENT
Embracing the philosophy that all students can learn, we at Bunker R-III accept as our mission the task of educating our students to their fullest potential, providing them with a positive, stimulating atmosphere where they can develop intellectual curiosity through a free exchange of ideas. **Our graduates shall possess such qualities as self-esteem, pride, proper social behaviors, responsibility, and mature work ethics.** **Furthermore, we believe that developing young adults prepared to assume their roles in a democratic society can best be accomplished through the cooperative efforts of all personnel, parents, and community.**	**The technology mission of the Bunker R-III School District is to incorporate technology into the educational environment in such a way that it will *encourage* problem solving, exploring, and learning in the classroom; *promote* student-centered learning; *provide* access to appropriate technology for all students and staff; *restructure* the learning environment; *support* a comprehensive information system; *encourage* communication; *develop* lifelong learners, *improve* faculty and staff productivity, and *provide* the opportunity for faculty and staff to model appropriate technology usage.**	**The Bunker R-III School District has made a commitment to provide the best education possible for all of our students. It is our belief that public education must be designed to prepared students for the future. We will prepare them for a workplace and a home environment that is technologically-oriented and which will demand workers and parents who can use higher order thinking skills.** **In all areas of the curriculum, we must teach information-based inquiry processes which meet the demands of the age in which we live. Thus, we believe that students must be empowered with the tools necessary to learn how to learn in an information-based, technology-oriented society.** **The Bunker R-III School District believes that technology exists as a very powerful, essential tool in the education process for both students and staff.** **Technology is not a separate curriculum, but an appropriate part of every curriculum at every level of instruction.**

ensuring educational success

District Technology Goals

Technology must not be viewed as an end in itself. Technology is only valuable and efficient if it provides a means of accomplishing and supplementing the overall goal of education. Technology is changing the world at an ever-increasing pace. In today's world, technology is an integral force in almost every occupation. It is necessary that students learn to interact with a computer and become familiar with its many possibilities.

Bunker R-III Schools believes that technology in education is justified in two major ways. First, it provides a means of making the educational process more efficient. Technology provides an additional method of instruction, provides tools to allow students to become workers, and provides a means through which students become more productive. Second, technology education is vital to the adequate preparation of students for today's workforce. Technology abounds in almost every occupation. Students who have not learned to interact with and adjust to technology will be at a disadvantage. Students are working to meet the expectations of the 21st century as they prepare for the job-market that they will enter following graduation. This preparation has become possible due to the increase in availability and decrease in the cost of computer technology. It is important to teach students that technology is more than just using a computer. It is imperative that we, as the educational institution, prepare students for a vast world of technology tools that will be, not only in their immediate future, but also what is beyond the school setting.

The Bunker R-III School District sees the need to:

- Enable students to use technology as a learning tool.
- Enable students to use technology to acquire and manipulate information.
- Provide appropriate technologies to students at every grade level.
- Provide students with the opportunity to explore and experience existing and emerging technologies.
- Provide up-to-date technologies in sufficient quantities for all students and staff.
- Provide adequate background in technology-based applications so that the students will be able to use these applications in the adult world.
- Provide adequate background training and encouragement to allow the staff to effectively use available technologies.
- Provide opportunity for public awareness of the need for and uses of technology in the school environment.
- Integrate technology into all areas of the curriculum.
- Provide students and faculty access to the resources available through the Internet.

District Technology Competencies

The Bunker R-III School District has worked very hard to establish an infrastructure that will provide students the needed access to enhance their technology competencies. At the present time, our school district does not have the capabilities to offer computer classes to all students as an individual discipline. Quantities of computers are located in individual classrooms and library settings. Unfortunately this type of arrangement prohibits us from teaching computer technology with the capacity to allow for individual evaluation but does allow teachers and staff to offer computers to students throughout the day, as they are needed.

All students and staff should develop the following technology competencies. These will be accomplished through the required coursework for students at Bunker R-III School. These competencies will be used as part of the evaluation of our technology program.

Students will be able to

- properly complete assignments using a word processing system.
- retrieve information from electronic databases.
- log on and off the district network.
- operate software programs of choice on a personal computer.
- communicate with others using technology.
- search the library electronic card catalog.
- create multimedia presentations.
- interact with and acquire information from wide area networks such as the Internet.

Evaluation of these competencies will be evident as part of each assigned project.

Current Technology

The Bunker R-III School District has selected to maintain a PC-compatible hardware environment as its base platform. All of the computer workstations in our district use either a Windows XP or Vista Business operating system. We believe this type of environment is not only the most popular but also what our students will be required to know how to operate in their future.

Accessibility is one of the priorities of our technology program. All of the computer workstations are connected to the network and Internet. Our network is connected by two dedicated T-1 connections through the MOREnet program. Our system uses static IP addresses for our servers and switches and dynamic IP addresses for our workstations.

Bunker School has recently made improvements to the network. The network has one Novell Netware server and one combination web/mail server located in the High School Career Education Business Lab. The T-1 Internet connection comes into this room and is connected to the router via a BAT Electronics CSU/DSU. The router then connects to a LinkSys switch which connects to a SonicWall filter and a Polycom MP. The Sonic Wall filter then connects to the network central switch. This switch is a 3COM Superstack 3 3848 48-port switch capable of speeds of 1 Gigabit. This switch connects to the Elementary building through a fiber optical wire and connects the high school with shielded Category 5E wire.

Wiring in the high school runs to the closest switch. Each classroom has at least one network drop. Most wiring is placed in a protective casing to eliminate exposure to outside elements. Currently the high school has a Career Center with ten networked computers, a multimedia lab with ten computers for student use and a Library Media Center with 12 computers for student use. The Career Education Business room contains a total of twenty computers connected to the network. A Comprehensive School Reform Grant has made it possible for the two Communication Arts classrooms to each have 11 student computers and 1 teacher system and the high school Social Studies classroom to have 11 computers and 1 teacher system. Also, each of the two administrative offices has two computer workstations.

The elementary has a network drop in each classroom. These classrooms are connected by Category 5E wiring to four 3-COM Superstack 3 3848 48-port switches that are stored in an enclosed cabinet located in the elementary library. The eMINTS program has allowed grades 3 through grades 6 to each have classrooms with 11 student workstations and 1 teacher system. The lower elementary grades of Preschool through 2nd grade each have a teacher system. The administrative office has two computer workstations.

Every classroom in the Bunker R-III School District contains a teacher system of a computer workstation, SmartBoard, projector, VCR or DVD/VCR player, and a scanner. Video access in all Preschool through grade 12 classrooms is available through the SmartBoards connected to computers and VCRs or DVD/VCR players. Four televisions on mobile carts can be moved to any location in the building as requested by staff. One portable projection unit is available for checkout within the district to be used within any classroom.

Telephones located in the administrative offices, counselor's office, kitchen, and nurse's office allow for outgoing and incoming calls. All classrooms are equipped with a telephone that can receive calls forwarded from other extensions and can be used to call other extensions directly. Students have access to a public telephone in the hallway for free local calling.

Other technologies that the school uses include digital cameras, TI Navigation System, and a Kennavision microscope. One cell phone for communication with the activity bus used for off-campus trips made during the school year and a radio system for communication with buses driving local routes have been purchased. Each of the administrators carries a two-way radio within the district for ongoing communications. Fax machines are located in the central office and each building office. Four copy machines are located throughout the building for student and staff use.

Administrative & Communication Tools

The administration at Bunker School uses STI for accounting and payroll, Lumen WeBSIS for student records, grade book and food services, and WeBSET for special education. The superintendent and principals use Microsoft Excel for fiscal management. An online public access catalog is maintained through LibraryWorld to catalog and record all activity related to the district's library material.

An Internet service provided by MOREnet connects all computers in the Bunker R-III School District to the World Wide Web. All students and staff have access to email accounts with the use of Google's messaging applications for organizations. Novell Netware 6.0 is installed on the district server to provide Internet services.

Technology Training

Bunker School provides technology training to staff members in various ways. An eMINTS PD4ETS is on staff and provides training. The Professional Development Committee encourages in-house training to meet the identified needs of the district. Outside training from conferences and meetings is ongoing as a part of the eMINTS program as well as various other areas to continue professional development for all staff members within the district. Outside sources are brought in for in-service purposes also. The district has utilized the STARR program, the Regional Professional Development Committee, and other organizations to provide training dealing with technology.

A needs assessment is performed yearly to gather information on what technology equipment, topics and issues the staff wants. This information is used to schedule training and to plan for equipment acquisition. It is also used as a guide to determine the amount of use existing equipment is getting from students and staff.

Currently, most staff grades 3 through 12 have been trained or are currently being trained in the eMINTS program in which they learn how to implement technology into the curriculum. Some of the topics covered are listed below:

- Creating presentation using Microsoft PowerPoint
- Creating publications in Microsoft Publisher
- Creating websites in Macromedia DreamWeaver MX 2004
- Editing graphics in Macromedia FireWorks MX 2004
- Creating movies in Windows Movie Maker
- SmartBoard Usage Within the Classroom

Computer Maintenance

Bunker School owns all of the technology tools in the building with the exception of two copiers. The copiers are leased with a maintenance agreement for service from the company.

Repairs to equipment are handled in different ways. Maintenance repairs are first attempted in-house first by the technology coordinator. An outside vendor is used for all repairs beyond the technology coordinator's ability. When this becomes the course of action, most work is completed on site. On occasion, equipment is removed from the building to make necessary repairs. Repairs are made on an as needed basis.

Maintenance/Repair/Replace

Bunker R-III School's maintenance plan for technology is based on an as needed policy. All repairs are evaluated as cost efficient compared to cost replacement. The decision to repair or replace is recommended by the technology coordinator to the Superintendent who then makes the final decision on each individual basis. All repairs are attempted to be completed in-house by the technology department. If the technology department cannot accomplish repairs, equipment is then taken to an outside vendor for the necessary repairs. A system of maintenance requests is maintained to track equipment's effectiveness. The technology department and administration prioritize all maintenance requests.

Bunker R-III School has a planned schedule for replacing antiquated equipment. All equipment is updated as a part of the funding available within this program along with other resources obtained from outside grant opportunities. Equipment is repaired and updated to keep it operating correctly with district funds allocated annually for needed repairs.

The district bids all equipment purchases as outlined by state statue. The standards for equipment are determined according to its intended purpose. All new equipment standards need to be compatible with our current network system.

Raw Data Analysis

Data Sources

- Attendance
- Graduation Rates
- Teacher Certification Data
- PBTE Data
- Curriculum Guides
- Clear Access
- MAP test data
- Terra Nova Test Data
- ACT Data
- Dibels Test Data
- Starr Reading Test Data
- PDC Needs Survey
- Technology Committee Needs/Usage Survey
- Parent and Student Surveys
- WeBSIS Gradebook, Attendance, Student Demographics
- Census of Technology Screens of Core Data

Student Performance

- ***Mathematics***
  - All High School subgroups met 2008 AYP.
  - None of the Elementary subgroups met 2008 AYP.
  - The AYP target for Advanced and Proficient increases 9.1 percentage points in 2009 and 9.2 points in 2010. None of the subgroups meet the 2009 standard.
- ***Communication Arts***
  - All High School subgroups met 2008 AYP.
  - All Elementary subgroups met 2008 AYP.
  - The AYP target for Proficient and Advanced increases 8.2 percentage points in 2009 and 2010. None of the subgroups meet the 2009 standard.
- All subgroups that met AYP did so by confidence interval.

Professional Development

- While most of the teachers have participated in eMINTS training, many have not had additional training in three or more years.
- All teachers have been trained to use Lumen WeBSIS attendance and gradebook components. Additional training has been identified by the teachers as an area of need.
- All eMINTS trained teachers have knowledge of how to create websites, but many need additional training on new programs and methods.
- Many teachers need initial or refresher-level training in basic troubleshooting and use of the LAN.

Technology Usage

- The High Schools That Work TAV Exit Report and principal walk-through observations have shown that teachers do not use available technology effectively on a consistent basis.
- The use of technology in communicating with parents and the community has not been maximized to the greatest potential.

Resource Distribution, Administration, Technical Support, & Cost of Ownership

- Curriculum has not been entered into an electronic alignment tool.
- The high school wiring needs upgrading to allow for faster and more reliable network connectivity.
- Additional servers are needed to allow access to the LAN by computers using Windows Vista.
- WeBSIS has not been fully implemented.
- While the technology coordinator has knowledge in technology, there are times when repairs and network issues require outside assistance.
- Specifications of some equipment are not adequate to meet required needs.

Technology Goals

GOAL #	TFA	CSIP GOAL	GOAL
1	Student Learning	Student Performance	Develop and enhance quality educational/ instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
	Teacher Preparation	Highly Qualified Staff	
2	Administration, Management, and Communications	Parent and Community Involvement	Increase the use of management resources to streamline administrative processes and aid in the identification of areas of need.
		Governance	
	Resource Distribution and Use	Facilities, Support, and Instructional Resources	
	Technical Support		

Needs Assessment

GOAL #	TFA	CSIP GOAL	TECH GOAL
1	**Student Learning**	**Student Performance**	**Develop and enhance quality educational/ instructional programs to improve performance and enable students to meet their personal, academic, and career goals.**

Data Sources: census of technology, eMINTS program reports, standardized assessments (MAP scores, Terra Nova, etc.), local assessments, graduation rate, Core Data for Technology Literacy attainment, Show-Me standards, CSIP, MSIP, curriculum guides, AYP, High Schools That Work TAV exit report, student, teacher and community surveys.

Evaluation for 2006-2009

The following was completed during the past three years:

- ✓ Technology integration into current lessons has decreased.
- ✓ Student achievement has increased.
- ✓ eMINTS training has been provided to most teachers.
- ✓ Curriculum revision and alignment to the GLEs has begun.

Strengths:

- The district has met AYP.
- Equipment is available to students in both the elementary and junior/senior high facilities.
- Equipment and curriculum activities are available to students. Inquiry-based learning has been introduced in both buildings.
- All appropriate policies are in place. Internet policy, copyright agreement, etc. follow government expectations.
- Various computerized programs are available. Content specific software and online resources are readily available.
- All CSIP objectives are written to student improvement.

Weaknesses:

- Some classrooms only incorporate one or two learning styles: this does not meet the needs of all students.
- Technology resources are not used appropriately and to the greatest possible extent in all classrooms.
- MAP scores have decreased in certain areas.
- Not all instructional areas have projectors and SmartBoards.
- Teachers report that they need additional training in technology integration.

Needs Assessment

GOAL #	TFA	CSIP GOAL	TECH GOAL
1	**Teacher Preparation**	**Highly Qualified Staff**	**Develop and enhance quality educational/ instructional programs to improve performance and enable students to meet their personal, academic, and career goals.**

Data Sources: professional development surveys, census of technology, CSIP, MAP, APR, student/staff needs assessment

Evaluation for 2006-2009

The following was completed during the past three years:

- ✓ Training has been conducted on:
  - Various software applications including MS WORD, EXCEL, POWERPOINT
  - Technology integration in the classroom
  - District software including WeBSIS gradebook and attendance, DIBELS, Study Island, and DE Streaming
  - The Internet and on integrating Internet into the curriculum

Strengths:

- The District has moved beyond technology training solely on how to use hardware and software toward training on how to use technology to increase student achievement, assist with student assessment and track student data.
- Staff members have been given monetary incentives to complete training sessions.
- Staff have presented at state and national conferences.
- The MAIN ITV network allows for at least 12 in-service activities each year.

Weaknesses:

- Not all teachers are using technology to integrate student engagement activities into their teaching.
- Teachers report that some technologies are not used often enough to remember how to use them.
- Funding for eMINTS has been reduced so that the district cannot train all teachers.

Needs Assessment

GOAL #	TFA	CSIP GOAL	TECH GOAL
2	**Administration, Management, and Communications**	**Parent and Community Involvement**	**Increase the use of management resources to streamline administrative processes and aid in the identification of areas of need.**
		Governance	

Data Sources: staff surveys, census of technology, CSIP, MAP, APR, student/staff needs assessment

Evaluation for 2006-2009

The following was completed during the past three years:

- Lumen WeBSIS has been purchased to maintain student demographics, attendance, discipline, health, and other records.
- The website has been updated to provide information to parents and the community.
- The SonicWall filter has been upgraded to allow for better web filtering.
- The Acceptable Use Policy has been rewritten based on recommendations of the Missouri School Boards Association.

Strengths:

- All record keeping is managed on the same online program to maintain continuity in reports needed for student, parent, staff and state purposes.
- The computer network is accessible throughout both buildings allowing all computers to be connected to the Internet and LAN.
- Teachers have access to the technology coordinator for support and maintenance when needed.

Weaknesses:

- Further training on the proper use of WeBSIS should be offered.
- Curriculum has not been entered into an electronic alignment tool.
- The district website can be improved to provide more information and access for parents and the community.
- Communication with parents can be improved using existing and available technology.

Needs Assessment

GOAL #	TFA	CSIP GOAL	TECH GOAL
2	Resource Distribution and Use	Facilities, Support, and Instructional Resources	Increase the use of management resources to streamline administrative processes and aid in the identification of areas of need.
	Technical Support		

Data Sources: staff surveys, census of technology, equipment inventory, student/staff needs assessment, HSTW TAV exit report

Evaluation for 2006-2009

The following was completed during the past three years:

- ✓ Lumen WeBSIS has been purchased to maintain student demographics, attendance, discipline, health, and other records.
- ✓ Wiring in the elementary building has been upgraded to provide faster, more reliable network connectivity.

Strengths:

- eMINTS technology has been made available in the district.
- ITV capabilities are being accessed at least three hours a day.
- A technology coordinator is available to students and staff, and an outside vendor is contacted as necessary.

Weaknesses:

- The high school wiring needs upgrading to allow for faster and more reliable network connectivity.
- Additional servers are needed to allow access to the LAN by computers using Windows Vista.
- WeBSIS has not been fully implemented.
- While the technology coordinator has knowledge in technology, there are times when repairs and network issues require outside assistance.
- The specifications of some equipment are not adequate to meet required needs.

Objectives, Strategies & Action Steps

TECH GOAL	TFA	CSIP GOAL	OBJ	OBJECTIVE STATEMENT
Develop and enhance quality educational/ instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	**Student Learning**	**Student Performance**	**1**	**By 2012, with enhancement of classroom instruction and meeting the needs of varied learning styles through technology, the percent of students scoring at the proficient or advanced level of the MAP will increase at least 5% per year per tested grade level.**

Strategy	Action Steps	Timeline	Person(s) Responsible	Cost/ Resources	Professional Development
By 2012, all students in grades K-8 will read at or above the 75%ile as measured by the STARR test. (MSIP: 6.1, 6.3, 6.8) (CSIP: 1.1.4, 1.1.5, 1.4.1, 3.1.1) (METSP: S1, S2)	Teachers will be provided with additional training on Study Island, Accelerated Reader, and STARR Reading programs' data management capabilities to increase instructional/ administrative use.	May 2012	Principal, Teachers, Title Reading Teacher, PDC	Title I, PDC, Local Funds	Teachers
	Study Island, Accelerated Reader, and STARR Reading curricula will be enhanced through implementation of additional computer tests to correlate with the reading material available in the library and classrooms.	May 2012	Principal, Teachers, Title Reading Teacher, LMS	Title V, Local Funds	None
By 2012, all teachers will implement inquiry-based instructional strategies as measured by PBTE, eMINTS reports, and HSTW TAV/TRV reports. (MSIP: 6.1, 6.3, 6.4, 6.7, 6.8, 7.3) (CSIP: 1.3.1, 1.3.2, 1.4.1, 1.3.2, 2.2.2, 3.1.1) (METSP: S1, S2, T1, T2)	The enhancement of the computer lab settings in each LMC and teacher training related to proper use will increase student access to and use of appropriate technology for instruction.	May 2012	Principal, Tech Coordinator, LMS	Local Funds, HSTW, PDC	None
	The LibraryWorld system will be replaced by 2011 with a more comprehensive program to assist teachers and students in finding appropriate print and electronic resources and improve research skills.	May 2011	Principal, Tech Coordinator, LMS	Local Funds	LMS
	SmartBoard technology will be added to LMCs and other instructional areas to allow for technology-enhanced instructional methods.	Summer 2009	Principal, Tech Coordinator, LMS	Local Funds, RCEEF	LMS
	The establishment of a computer lab setting in the Industrial Technology classroom will increase vocational/articulation education opportunities for students.	Summer 2009	Principal, Tech Coordinator, Industrial Tech Teacher	RCEEF	Industrial Technology Teacher

Objectives, Strategies & Action Steps

TECH GOAL	TFA	CSIP GOAL	OBJ	OBJECTIVE STATEMENT
Develop and enhance quality educational/ instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	**Student Learning**	**Student Performance**	**2**	**By June 2010, at least 80% of personnel and students will indicate use of appropriate and safe technology tools and resources that promote personal, academic, and career needs as measured by MSIP Advanced Questionnaire.**
	Teacher Preparation	**Highly Qualified Staff**		

Strategy	Action Steps	Timeline	Person(s) Responsible	Cost/ Resources	Professional Development
The district will ensure students meet technology literacy standards by the end of eighth grade. (MSIP: 6.1, 6.3, 6.4, 6.8) (CSIP: 1.4.2) (METSP: S1, S2)	District K-12 development of technology curricula will establish grade level benchmarks for student achievement.	May 2010	Principal, Curriculum Coordinator, Teachers	Local Funds, PDC, HSTW	Teachers
	Annually, district teachers and students will have access to educational technology at rates comparable to state averages.	May 2012	Superintendent, Tech Coordinator	RCEEF, Local Funds	None
The district will establish professional development standards and opportunities for teachers and administrators to develop their capacity to effectively integrate technology into teaching and learning. (MSIP: 6.3, 6.7, 6.8, 7.3, 8.7) (CSIP: 1.4.1, 2.2.2, 5.1.1) (METSP: A2)	In-service on the LAN will be conducted for all staff to increase network use for instruction, administrative, and data management purposes.	Fall 2009	Principal, Technology Coordinator, PDC	Local Funds, PDC	All Staff
	The district will provide in-service for the technology coordinator.	May 2012	Superintendent, PDC	Local Funds, PDC	Technology Coordinator
	In-service on application of available technology will be conducted to increase staff confidence and use, thereby enhancing classroom delivery of instruction.	Fall 2009, 2010, 2011	Superintendent, Principal, PDC	Local Funds, PDC	All Staff
	In-service on the use of the ITV equipment will be provided for all instructors to increase use of the facility for instructional strategies.	Fall 2009, 2010, 2011	Superintendent, Principal, PDC	Local Funds, PDC, HSTW	Teachers
	Continued in-service for staff on the use and troubleshooting of available technology will decrease service needs.	Fall 2009, 2010, 2011	Superintendent, Principal, PDC	Local Funds, PDC	All Staff

Objectives, Strategies & Action Steps

TECH GOAL	TFA	CSIP GOAL	OBJ	OBJECTIVE STATEMENT
Increase the use of management resources to streamline administrative processes and aid in the identification of areas of need.	**Administration, Management, and Communications**	**Parent and Community Involvement**	**1**	**The district will promote, facilitate, and enhance parent, student, and community involvement in district educational programs so that, by June 2012, 50% of parents will use a form of electronic communication with the district.**
		Governance		

Strategy	Action Steps	Timeline	Person(s) Responsible	Cost/ Resources	Professional Development
By June 2010, the district will develop a comprehensive plan to integrate technology-driven communication tools for parent access to student and public information and communication tools for employee and school business. (MSIP: 6.4, 6.7, 7.5, 7.6, 8.8, 8.9) (CSIP: 1.5.1, 1.5.2, 1.5.3, 1.5.4, 4.1.1, 4.1.2) (METSP: A1, A2)	The Parent Portal component of Lumen WeBSIS will be used to keep parents informed of students' grades, attendance and discipline.	January 2010	Principal, Teachers	Local Funds	Teachers, Secretaries
	The district website will be updated to provide current, relevant information for parents and the community including newsletters, announcements, forms and applications.	August 2009 - May 2012	Superintendent, Principal, Teachers, Webmaster	Local Funds, PDC	Webmaster, Teachers
	Teachers will use email communication to keep parents informed.	August 2009 - May 2012	Principal, Teachers	Local Funds, PDC	Teachers
	The district will research the possibility of adding telephony capability to make automated phone calls or a phone system announcement to be used during emergency situations or in the event of school cancellation.	Fall 2009	Superintendent, Technology Coordinator	Local Funds, e-Rate	Administration, Office Staff

Objectives, Strategies & Action Steps

TECH GOAL	TFA	CSIP GOAL	OBJ	OBJECTIVE STATEMENT
Increase the use of management resources to streamline administrative processes and aid in the identification of areas of need.	**Resource Distribution and Use** **Technical Support**	**Facilities, Support, and Instructional Resources**	**2**	**By June 2012, staff access and use of appropriate technology resources will be increased to ensure appropriate use by 90% of staff as measured by PBTE and other relevant reports**

Strategy	Action Steps	Timeline	Person(s) Responsible	Cost/ Resources	Professional Development
By 2010, Lumen WeBSIS will be fully implemented. (MSIP: 6.4, 6.7, 7.5, 7.6, 8.8, 8.9) (CSIP: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.1.6, 1.2.6, 1.4.1, 1.5.3) (METSP: A2)	The attendance, discipline, and gradebook components will be used by all teachers to record student absences, grades, and discipline referrals.	August 2009 - May 2012	Principal, Teachers	PDC	Teachers, Secretaries
	The WeBSET component will be used by the special education department to manage student IEPs, evaluations, and special education services.	August 2009 - May 2012	Special Education Director, Teachers	PDC	Special Education Staff
	The transcript component will be used by the counselor's office to track students' coursework and grades throughout their high school career.	August 2009 - May 2012	Counselor	PDC	Counselor, Secretaries
	The health records component will be used by the school nurse to enter information about office visits, immunizations, medications, and conditions.	August 2009 - May 2012	Nurse	PDC	Nurse
	The district will determine the extent of use of the food service component related to accounting and tracking meal service details.	August 2009 - May 2012	Superintendent, Food Service Personnel	Local Funds, PDC	Food Service Personnel, Secretaries
	The district will consider the addition of the curriculum component to be used by teachers to enter and access their curriculum and by the curriculum coordinator to ensure alignment to state standards.	August 2009 - May 2012	Superintendent, Curriculum Coordinator	Local Funds, PDC	Curriculum Coordinator, Teachers

Annually, the district will identify, obtain, and/or secure the resources needed to support quality educational programs and services. (MSIP: 6.3, 6.4, 6.7, 7.7, 8.3, 8.6) (CSIP: 1.3.1, 1.4.4) (METSP: A1, A2)	The district will continue to contract with MORENet for Internet services.	2009, 2010, 2011, 2012	Superintendent, Technology Coordinator	Local Funds	None
	The high school will increase utilization of computerized software for student use to enhance ACT preparation opportunities.	Fall 2009	Counselor	Local Funds	None
	SonicWall filtering will be upgraded as needed to provide better security and content filtering.	May 2012	Technology Coordinator	Local Funds, RCEEF	None
	The district will maintain an active membership in the MAIN ITV consortium to provide opportunities for increased student achievement.	2009, 2010, 2011, 2012	Superintendent, Technology Coordinator	Local Funds, PDC	None
	The district will purchase licenses of owned software to maintain the proper number for copyright purposes and allow for maximum access.	May 2012	Technology Coordinator	Local Funds, RCEEF	None

Evaluation of Previous Plan

Key:
0=Not Completed, Not Started
1=Not Completed, Started
2=Completed, Need Still Exists
3=Completed, Step No Longer Needed

Plan Number	Action Plan Statement	Value	Comments
SL1	The district will maintain an active membership in the I-TV consortium to provide opportunities for increased student achievement.	2	
SL2	Obtaining computerized software for student use will enhance ACT preparation opportunities.	2	
SL3	The Reading Counts, Accelerated Reader, and STARR Reading curricula will be enhanced through implementation of additional computer tests to correlate with the reading material available in the library and classrooms.	2	
SL4	The establishment of a computer lab setting in the Industrial Technology classroom will increase vocational/articulation education opportunities for students.	0	
SL5	On-line testing opportunities for students and adult learners will be added to decrease student feedback time.	0	
SL6	District K-12 development of technology curricula will establish grade level benchmarks for student achievement.	1	
TP1	SmartBoard technology will be added to all classrooms to allow for technology-enhanced instructional methods.	2	There are still some instructional areas without SmartBoards.
TP2	Continue in-service on use of the I-TV equipment will be conducted for all instructors to increase use of facility for instructional strategies.	0	
TP3	Continue in-service on LAN system will be conducted for all instructors to increase network use for instruction.	0	
TP4	The enhancement of a computer lab setting in the Vocational Business classroom will increase use of technology for delivery of instruction.	3	
TP5	Continue in-service on use of available computer hardware and software will enhance classroom delivery of instruction.	2	
TP6	Teachers will be provided with additional training on the Reading Counts, Accelerated Reader, and STARR Reader program's data management capabilities to increase instructional/administrative use.	2	
TP7	In-service on LAN system will be conducted for all applicable staff to increase network use for administrative and data management purposes.	0	

AD1	The library's Winnabago computerized software system will be upgraded to a five-user license to make library resource information available in additional locations.	0	Switched to LibraryWorld, allowing online access from any location.
AD2	The Lemberger LemcoSRM program will continue to be used on the network for generation of administrative reports.	2	Replaced with Lumen WeBSIS
AD3	MAP data will be disseminated to faculty through use of the Clear Access Program to identify areas of instructional need.	2	Not related to technology – addressed in CSIP
AD4	The district will continue to contract with MOREnet for internet services	2	
AD5	Teachers will be provided with additional training on the Reading Counts, Accelerated Reader, and STARR Reader program's data management capabilities to increase instructional/administrative use.	2	
AD6	Continue in-service on LAN system will be conducted for all applicable staff to increase network use for administrative and data management purposes.	0	
RD1	The district will purchase licenses of owned software to maintain the proper number for copyright purposes and allow for maximum access.	1	
RD2	The district will continue to contract with MOREnet for internet services.	2	
RD3	The upgrade of the computer lab setting in the Vocational Business classroom will increase student access to appropriate technology for instruction.	3	
RD4	SmartBoard technology has been added to all classrooms to allow for simultaneous access to technology-enhanced instruction for all students in each classroom.	2	Need to address LMCs and other instructional areas that are not "classrooms."
RD5	In-service on application of available technology will be conducted to increase staff confidence and use.	1	
RD6	The Reading 1st , Accelerated Reader, and STARR Reading curriculum will be enhanced through the addition of additional computer tests to correlate with the reading material available in the library and classrooms.	1	
TS1	The district will provide in-service/training for the technology coordinator(s).	1	
TS2	Additional repair of equipment, materials, and supplies will be purchased.	2	
TS3	Service procedures will be revamped in an attempt to provide repairs within a three-day time limit.	1	
TS4	Technology coordinator FTE has been increased to meet the maintenance needs of the district.	3	
TS5	Continue in-service for staff on use of available technology will be conducted to decrease service needs.	1	
TS6	District purchased SonicWall for security and content filtering purposes.	2	Need to focus on upgrades as needed.