

Technology Plan

Central Union Elementary

July 1, 2013 - June 30, 2016

This plan is for E-Rate.



Central Union School District
Lemoore, CA

I. Plan Duration

July 1, 2013 - June 30, 2016

II. Goals and Strategies

II. Goals and Strategies: E-rate Goals and Realistic Strategy

List goals and realistic strategy for using telecommunications and information technology to improve education services.

The Central Union Elementary School District is committed to providing students with a learning environment that merges the Common Core State Standards with 21st Century Skills. This goal will enable students to be a productive citizen in the 21st Century. Recognizing that technology now permeates all aspects of our world, and plays a critical role in how we live, learn, and work, it is imperative that it is infused within the curriculum. In order to achieve success in an increasingly complex and information-rich society, all students must be able to use technology effectively. Within an effective educational setting, technology can enable students to become capable learners, seeking information and interacting constructively through technological access, and prepare them to be active participants in a global community.

While Central Union Elementary School has made technological strides in the past years, it is clear that since technology is always advancing and changing; it is no longer a tool for learning but an integral part of learning.

Therefore, the primary focus of the District is to provide students with an educational environment where the curriculum is aligned from kindergarten to eighth grade according to California Common Core State Standards and intertwined with the 21st Century themes, providing students with the building blocks for continued development of Life and Career Skills, Learning and Innovation Skills, and incorporates the 4Cs (Critical Thinking, Communication, Collaboration and Creativity) vital to 21st century citizens.

Goals using information, media, and technology skills to improve education services are:

Develop an understanding of the ethical responsibility when using technology.

Integrating technology into the curriculum through the use of teacher lesson design and active student engagement.

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

Create problem solvers and innovators. Students will be provided with the opportunity to think creatively, collaborate creatively, and implement creative ideas by producing projects based activities. These activities will require students to address a question, research it, use systematic thinking and reasoning skills, and make sound decisions to solve the question-based problem. Technology will be used in all aspects of this process ending with a final presentation to a community group.

The technology curriculum for all students in grades kindergarten through eighth incorporates the use of information literacy skills. In order for CUSD teachers to reach these goals, they will be trained on the most appropriate methods for teaching these skills to students. This training will occur on a monthly basis throughout the year for the next three years as outlined in the District's staff development timeline.

Professional Development will consist of the following topics:

Ethical use of Technology

Lawful and unlawful uses of Copyrighted Works

Informational Literacy: Access and Evaluate Information & Use and Manage Information

Media Literacy: Analyze Media & Create Media Products

Information Communications and Technology (ICT) Literacy: Applying Technology Effectively

Central Union Elementary School District expects its students to be able to use technology academically in the core subjects and describe how, through meaningful integration of technology, student academic achievement can be improved. Teacher use of technology to deliver instruction and student use of technology for learning and presenting their knowledge will be emphasized. Particular emphasis will be on development of student skills in researching, evaluating, using, and presenting information; critical thinking and problem solving; and creativity and originality. The instructional aim is that the use of technology will become a regular part of daily school activities for all students and teachers. CUSD will continuously research, investigate, pilot, and encourage the use of new educational technologies, innovations and resources as they become available and are shown to improve teaching and learning. Using this technology helps to enrich lessons. Lessons that started as only pictures and words, turned into interactive experiences that deepen the knowledge of students, as they themselves become the experts and the teachers of the curriculum through technology.

Goal 1: Integrating technology into the curriculum through the use of teacher lesson design and active student engagement.

Objective 1.1: Review of Tech Plan to staff and departments.

Goal 2: Students demonstrate a sound understanding of technology concepts, systems, and operations.

Goal 3: Create problem solvers and innovators. Students will be provided with the opportunity to think creatively, collaborate creatively, and implement creative ideas by producing projects based activities.

Goal 4: Students will utilize technology as they master the Common Core State Standards in all subject areas.

Objective 4.1: Students will be engaged in class lessons by using technology to research, present, and create information related to Common Core State Standards.

Goal 5: Following the Children’s Internet Protection Act (“CIPA”) the District has filtered their Internet services and has a formal Internet Safety Policies as well as an Acceptable Use Policy. To reinforce these measures, rules and procedures are designed to restrict students access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. BP 6163.4 (b)

Objective 5.1: Annually the Internet Safety Policies as well as an Acceptable Use Policy are reviewed and agreed to by students and parents. The district maintains and supports iBoss Web Filter.

Benchmarks:

Year 1: The Acceptable Use Policy is signed annually and iBoss Web Filter is continuously in place.

Year 2: The Acceptable Use Policy is signed annually and iBoss Web Filter is continuously in place.

Year 3: The Acceptable Use Policy is signed annually and iBoss Web Filter is continuously in place.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Acceptable Use Policy	Annually	Teacher Site Administration	Agreement completion is monitored in PowerSchool. Teacher and Administration monitor student activity.	PowerSchool Signed Agreement
Maintain and support iBoss Web Filter	Monthly	Manager of Technology	Electronically monitor and document the iBoss Web Filter is in place and operational.	iBoss review Software

II. Goals and Strategies: Ethical use

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

The Central Union School District Board of Education has a Board Policy and Administrative Regulation 6163.4 in place, which provides standards and definitions for student use of technology throughout the District.

Each year, every student and parent within the Central Union School District signs the Student Technology Use Agreement. This agreement defines appropriate use, prohibited use, and security precautions.

Any user violating these provisions, applicable state and federal laws or classroom, school and District rules is subject to loss of privileges and disciplinary options, including criminal prosecution. In accordance with District guidelines, School and District administrators make the final determinations on any computer violations.

Goal 1: Develop an understanding of the ethical responsibility when using technology.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional Development will be provided to understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices, as stated in the National Educational Technology Standards.	Trimester 2	Teacher Site Administration District Administration District Curriculum Committee	Observation	Once a year the Coordinator of Curriculum and Manager of Technology will organize site visits and interview students on the understanding of ethical use of Technology.

II. Goals and Strategies: Internet safety

List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

In 2010 the CUSD adopted the CyberSmart! Curriculum. Each focus area in the CyberSmart! Curriculum contains a Home Connection activity, which can enable educators to inform parents/guardians and enlist their support by providing a framework for family dialogue for the given topic. These communication sheets can either be sent home or posted to the school Web site.

Appropriate measures are taken to enhance the District's spam filtering capabilities, and employees are notified of potential viruses. Privacy protection and "hacking" are monitored by software and reviewed daily by the CUSD Manager of Instructional Technology.

Strategies that will be used to assist students in becoming responsible computer/internet users:

- Infuse the language from the Six Pillars of Character Counts into our schools through lesson plans, support materials, and curricular-integration, in order to help teach universal values and ethical decision-making.
- Use teachers to role model proper use.
- Review yearly with students the rules of computer ethics
- Monitor use of computers and technology

Goal 1: Students will learn about Internet safety. Teachers will incorporate these topics into their lessons at an age appropriate level.

Goal 2: Utilization of CyberSmart! will be used for curriculum resources to assist teachers in educating students on internet safety. 80% of students will accurately describe these concepts.

Goal 3: District will maintain and monitor an internet web

filter to protect students.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide teachers with Professional Development on Internet Safety through CyberSmart!, sites and lessons appropriate for each grade level.	During Trimester I the following Internet Safety Lessons will be reviewed at the following grade levels: K -Keep it Private 1st - Going Places Safely 2nd - Staying Safe Online 3rd - Screen Out the Mean and Powerful Passwords 4th - The Power of Words & Amp; Strong Passwords 5th- Strong Passwords & amp; Talking Safely on Line 6th - Scams and Schemes, Cyber Bullying: Be Upstanding 7th - Safe Online Talk & amp; Cyber Bullying: Be Upstanding 8th - Digital FootPrint & amp; Cyber Bullying Crossing the Line	Manager of Instructional Technology Coordinator of Curriculum Site Administration Classroom Teacher	Student Survey will be created and completed pre and post Internet Safety unit.	Student Google Survey
Maintain and Support iBoss Web Filter	Print Monthly Reports	Manager of Instructional Technology	Electronically monitor and document that iBoss Web Filter is in place and operational	iBoss Review Software

III. Professional Development

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

Central Union School District recognizes and adheres to the technology standards as recommended by the National Educational Technology Standards (NETS) for Teachers and Administrators. As cited in the NETS for Teachers, Central Union will coordinate staff development activities centered on the standards as specified below:

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.

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 NETS.

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.

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.

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.

In order to achieve the District curriculum and technology goals, ongoing training will be offered to all staff members to facilitate the integration of technology into all aspects of the educational environment.

Since 1995, the District has provided access to technology to all staff. The District continues to encourage technological integration in all aspects of the work environment. Each year, the District has provided hands-on training to all staff members. Staff members utilize computers on a daily basis.

The District supports teachers visiting schools that are using technology in innovative ways and supporting 21st Century learning. Funding is provided for teachers and staff to participate in regional, state, and national technology conferences. Teachers in the District also present at these same conferences and invite visitors to the school sites.

Annually, the District Technology and Curriculum Departments will meet to review the staff development training needed to continue the implementation of the technology plan. The technology professional development plans will be presented to the District Curriculum Council and Technology Committee for final approval. Ongoing evaluation and development of the technology training needs will occur throughout the year. Continued training of new technologies and software will occur on an as needed basis.

As a result of staff training, student use of technology will increase as demonstrated through student publications and multimedia presentations. Additionally, the annual Technology Assessment Profile will demonstrate increased proficiency on teacher self-evaluations. The District will maintain attendance sheets for all District sponsored technology training.

Each grade level has benchmarks, which provide the ability to monitor student progress in the District Technology Scope and Sequence. Teachers, District Administrative Personnel, and the District Technology Committee will evaluate student progress toward the benchmarks. Benchmark results will be entered in the District's data software program, allowing teachers to discern information as needed. The benchmark projects will be presented at grade level meetings, technology exhibitions, collaboration meetings, District-wide professional development, and the monthly District Curriculum and Technology Committee meetings.

Specific trainings will match the NETS (National Education Technology Standards) for teachers and students.

Goal 1: Facilitate and Inspire Student Learning and Creativity

Objective 1.1: 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.

Benchmarks:

Year 1: • Introduce the Tech Plan, Professional Development Schedule, and Tech Pacing Guide

Year 2: • Review of Tech Plan, Professional Development Schedule, and Tech Pacing Guide

Year 3: • Review of Tech Plan, Professional Development Schedule, and Tech Pacing Guide

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The Tech Plan will be introduced and reviewed annually to the District Curricuology Committee, and each committee representative will review at site staff meetings.	By October 30th of each year.	Coordinator of Curriculum Technology Manager Site Admin Curricuology Representative	Agendas, Sign In Sheets, and Backup Information will be filed under Curricuology Committee Documentation in the office of Educational Services.	Agendas and Sign In Sheets

Goal 2: Design and Develop Digital-Age Learning Experiences and Assessments

Objective 2.1: 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 NETS•S

Benchmarks:

Year 1: All students will be introduced to various programs to be used for class and community presentations.

Year 2: After a unit of study, students will incorporate information into a presentation that will demonstrate their knowledge of the curriculum and technological skills.

Year 3: Student will develop a "Question of Concern" for the 21st Century, study, research, collaborate, develop a solution, and present to a school or community group. The integration of technology will be used throughout the project and presentation.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Professional Development will be provided in the Common Core and Technology. The District will provide eight Common Core Professional Development Trainings and five Technology Trainings on the following topics: Reading and Writing in the Common Core Internet Safety Ethics with Technology Programs for Teaching Staff Programs for students	Year 1 - Common Core and Tech Programs Year 2 - Researching and Presenting with Technology Year 3 – 21st Century Learning Led by Students	Manger of Technology and Coordinators of Curriculum	After each Professional Development training an evaluation will be provided for feedback on effectiveness of training.	Google Doc Survey

Objective 2.2: Teachers will understand how to provide students with inquiry-based learning experiences that allow students the independence to select an area of study using technology to research, collaborate and create presentations to address the inquiry-based learning question.

Benchmarks:

Year 1: The District Curriculum Committee will engage in research inquiry-based learning experiences that allow students the independence to select an area of study using technology.

Year 2: The District will have teachers pilot inquiry-based learning experiences that allow students the independence to select an area of study using technology to research, collaborate and create presentations to address the inquiry-based learning question.

Year 3: The District will implement inquiry-based learning experiences that allow students the independence to select an area of study using technology to research, collaborate and create presentations to address the inquiry-based learning question.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide students with inquiry-based learning experiences	Annually	Educational Services Site Administration Site Teachers	Site Administration Site Teachers	Exhibits of Presentations such as - Technology Expo, Back to School Night, Open House, Ethics and Character Counts Programs.

Goal 3: Model Digital- Age Work and Learning

Objective 3.1: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Benchmarks:

Year 1: Teachers will exhibit knowledge and skill of an innovative professional in a global and digital society by modeling the use of various technology tools 30% of the time.

Year 2: Teachers will exhibit knowledge and skill of an innovative professional in a global and digital society by modeling the use of various technology tools 40% of the time.

Year 3: Teachers will exhibit knowledge and skill of an innovative professional in a global and digital society by modeling the use of various technology tools 60% of the time.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Site Administration will observe technology being used in the classroom through walk-through visitations and observations.	Each Trimester	Site Administration Manager of Technology Coordinator of Curriculum	Walk-through, classroom visits, and observation Data	Walk-through, classroom visits, and observation documentation

Goal 4: Promote and Model Digital Citizenship and Responsibility

Objective 4.1: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Benchmarks:

Year 1: Provide Professional Development on: Ethical Use, Informational Literacy and Access and Media Literacy

Year 2: Continue to Implement formative quick check assessments to monitor student ethical skills.

Year 3: Create a site Webpage on Ethical Use and Informational Literacy and Access and Media Literacy.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Ethical Use and Informational Literacy and Access Media will be a shared school-wide understanding.	Annually	Site Staff Site Administration District Administration	Observation	Observations Notes Site Visits Website Informational Meetings

Goal 5: Engage in Professional Growth and Leadership

Objective 5.1: 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.

Benchmarks:

Year 1: Teachers will attend all adjusted professional development days offered by the district.

Year 2: Teachers will have the opportunity to request to attend outside professional development in the area of technology.

Year 3: Teachers will be given an opportunity to participate in assisting and leading technological training within the District.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will have the opportunity to provide input and participate in technology training.	Annually	Coordinator of Curriculum Educational Service Staff	Sign-In Sheets, Agendas, Professional Development Registration and Professional Development Logs	Educational Services Professional Development Documentation File

IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware:

With over 600 student computers, 200 laptops, 700 iPads and 800 iPods, Central Union School District currently has a 1:1 student to technology ratio. Every classroom has a minimum configuration of (2) student computers, (1) teacher computer, Internet access, a printer, an LCD projector and VCR or DVD player. Every student has access to on campus computer labs, which include Internet access and printing capabilities. The computer labs are utilized by all classes during scheduled times. Most classrooms also have 1-1 iOS (iPad and iPod) device implementation. The district defines 1-1 iOS by a classroom cart that charges and sinks each student iPod. Each iPod includes applications, digital books, and audio books that cover a variety of curricular areas.

Each school has a variety of computers and iOS (iPad and iPod) devices including:

(2) Computer labs and (17) iOS classrooms at Akers Elementary; (2) computer labs and (11) iOS classrooms at Neutra Elementary; (1) computer lab and (9) iOS classrooms at Central Elementary; and (1) computer lab and (7) iOS classrooms at Stratford Elementary.

The computer labs are utilized by all classes during scheduled times. Current software is available for all grade levels to enhance classroom curriculum, as well as exposing the lower grades to computers. Students in kindergarten through 3rd grade store their documents on the local school site servers. Students in 4th grade through 8th grade have a district maintained and monitored cloud based document storage and e-mail account.

Central Union School District currently has thirteen (13) Macintosh OS X Servers. These servers provide student and administration access to data on the network, as well as providing access to the Internet via the wireless WAN connection. Three of these servers also maintain the e-mail system and Web/Streaming Video server. In addition, the District maintains an iBoss Filter to monitor and filter all content being sent and received by students.

Every classroom in the District is equipped with a telephone and (voice mail to e-mail) through our VoIP system. Telephones allow users to make and receive outside calls.

As technology is quickly improved, the District upgrades the technology about every 5-6 years, replacing approximately 20% of the hardware each year. Currently there are about 600 computers and 1500 iOS devices in the hands of students and teachers. Each year the District purchases over 150 new computers and removes approximately 120-150 each year as surplus. By refreshing one fifth of the technology each year, the District strives to ensure that students are using current technology on a regular basis.

Most of the surplus technology is still in good working order. Rather than disposing of the surplus equipment Central Union strives to locate homes for the technology within the local community. Often, these computers are given to students as incentives for good work and behavior.

Existing Internet Access:

Central Union School District has entered into a contractual arrangement with Kings County Office of Education to provide access to the Internet. This connection is through a high-speed wireless signal providing 100mb connection providing adequate speed for the population of staff and students at Central Union School District. KCOE also provides a high-speed wireless signal providing 100mb connection from the Central Union School District Office and Central Elementary School site to the other three (3) schools in the District (Akers Elementary, Neutra Elementary and Stratford Elementary).

In order to provide the quality and quantity of service to students listed in the Curriculum Components of this Technology Plan the services provided by the Kings County Office of Education through E-Rate funding is critical. Without the ongoing services provided by the Kings County Office of Education Internet access to all classrooms, computers, students and teachers would soon become unmanageable and unusable.

As students and teachers expand their technology skills and usage, it will become increasingly important to be sure that the Internet bandwidth continues to grow with their curricular needs. With over 2000 devices accessing the network at 100 mbs connecting to the network and greater Internet for data, audio and video files, the students and teachers place high demands on Internet access.

Currently with the use of (4) school wide LANs and a District wide WAN, all classrooms and school offices are connected and have access to the Internet and student/teacher servers, including, (6) computer labs and (44) iOS (1-1) equipped classrooms.

There are approximately 600 computers and 200 printer/accessory nodes actively

connected throughout the District. Each LAN is made up of a fiber-optic backbone connecting to core switches, which then terminate in smaller unmanaged switches at the classroom level. All computers are connected with Cat-6 cable to the LAN utilizing 10/100/1000 base-T architecture.

Each of the (4) schools have wireless access in every classroom to support over 200 laptops and 1500 iOS wireless devices. Wireless access points are spread throughout the schools providing coverage. As Central Union School District continues to add more laptops and wireless devices into the classroom, it will become necessary to increase wireless coverage and bandwidth.

Since 1998 Central Union School District has used district funds combined with E-rate funding to continue the growth and performance of the LAN by providing switches, wireless access points and wiring for classroom access to the Internet. As additional computers and faster computers are added to the network it will be necessary to continue the growth and development of the network infrastructure (wiring, switches and routers). This can only take place with the continued support from funding such as E-rate.

School site switches at Akers, Central and Neutra will need to be replaced in the next 1-3 years. Using E-rate funding, Stratford switches and wireless access will be replaced in the summer of 2015. Maintenance of servers, switches and network wiring is an ongoing expense.

Existing Electronic Learning Resources:

Teachers and Staff have access to a wide variety of electronic learning resources including but not limited to: A/R, Discovery Education, iTunes U, Ziggy Learning, Reflex, Online Textbooks, Adventa Learning, Internet access, online training resources, and the Educational Video Library.

Existing Technical Support:

Technology support for the District includes one (1) Technology Support Specialist to support all school sites, one (1) Computer Repair Technician to provide repair and perform warranty work, one (1) Data Specialist Technician to maintain student records and testing results, one (1) Network Technician to maintain the LAN's and WAN, one (1) Server Administrator, one (1) Manager of Instructional Technology and Media Services, and one (1) Coordinator of Curriculum (Student Services & Special Education) to oversee the implementation and integration of technology District-wide. The support staff is cross-trained to handle hardware and software problems that occur.

The support staff is able to provide software repair within a day and hardware repair within 2-5 days. Repair needs are logged into a tracking system and technicians respond as needed. District technicians are trained and authorized to do all warranty work on the computer equipment. This dramatically reduces the amount of down time for students and teachers.

IV. Infrastructure, Hardware, Technical Support, and Software: Resources Needed

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Hardware Needed:

District and school site servers will need to be replaced before 2014.

During the 2014-2016 school years, iPod devices will need to be replaced by iPad devices.

Student classroom workstations will need to be replaced.

In the 2015-2016 school year teacher computers will need to be evaluated for replacement.

Electronic Learning Resources Needed:

Computer software will need to be updated including Pages, Numbers, Keynote and Microsoft Office. District Mail server software will need to be replaced before 2014. District ODM and site replica server software will need to be replaced before 2015. Volume Purchasing Program software will need to be purchased to provide Apps on all iOS devices.

Networking and Telecommunications Infrastructure Needed:

Maintenance of servers, switches and network wiring is an ongoing expense. Each of the four (4) schools has wireless access in every classroom to support over 200 laptops and 1500 iOS wireless devices. Wireless access points are spread throughout the schools providing coverage. As Central Union School District continues to add more laptops and wireless devices into the classroom, it will become necessary to increase wireless coverage and bandwidth. Fifty percent (50%) of school site switches are near or past their EOL (end of life) and need to be replaced. These switches need to be replaced with POE switches to support the newer technology.

District telecommunications will need to be updated and maintained including: VoIP system and handsets, cellphone service, and wireless modem access.

Physical Plant Modifications Needed:

No physical plant modifications will need to be made. Sufficient electricity and physical space exist to support the 2013-2016 District Technology Plan.

Technical Support Needed:

The District will need to maintain one (1) Technology Support Specialist to support all school sites, one (1) Computer Repair Technician to provide repair and perform warranty work, one (1) Data Specialist Technician to maintain student records and testing results, one (1) Network Technician to maintain the LAN's and WAN, one (1) Server Administrator, one (1) Manager of Instructional Technology and Media Services, and one (1) Coordinator of Curriculum (Student Services & Special Education) to oversee the implementation of technology District-wide. This support staff is cross-trained to handle the hardware and software problems that occur.

IV. Infrastructure, Hardware, Technical Support, and Software: E-rate Plan for Acquiring Needed Resources

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Year 1 Benchmark: Server Replacements, ODM, (4) school site servers. Increase WiFi coverage at Akers, Central and Neutra. Increase student iPad access.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace ODM and School Site Servers	June, 2013	Manager of Instructional Technology
Purchase and install additional WiFi Access Points	July, 2013	Manager of Instructional Technology
Purchase and install (200) additional student iOS devices (iPads)	July, 2013	Manager of Instructional Technology

Year 2 Benchmark: Replace core switches and school WiFi. Increase student iPad access. Replace Mail Server.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install (200) additional student iOS devices (iPads)	July, 2014	Manager of Instructional Technology
Replace District Mail Server	June, 2014	Manager of Instructional Technology
Replace Core Switches and WiFi systems	July, 2014	Manager of Instructional Technology

Year 3 Benchmark: Replace Teacher computers. Increase student iPad access.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install (200) additional student iOS devices (iPads)	July, 2015	Manager of Instructional Technology
Replace teacher computers	July, 2015	Manager of Instructional Technology

V. Monitoring and Evaluation

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Technology Hardware Implementation will be overseen and monitored by the Assistant Superintendent of Educational Services.

Progress information will be reviewed with the Curricuology (blending of Curriculum and Technology) Committee at each meeting.

Progress will be reported to the School Board.

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Each School has representatives (teachers and administrators) on the Curricuology Committee. This committee will be updated every other month on the progress made in implementing technology throughout the school district. These committee members serve as a conduit of information between the school sites and Educational Services Department, which will be implementing technology throughout the district.

The Curricuology Committee also includes the Assistant Superintendent of Education Services, Coordinator of Curriculum (Student Services & Special Education) and Manager Instructional Technology & Media Services. This team is directly responsible for monitoring goals and making mid-course corrections as needed in response to new developments in technology.

The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

Because the Technology Plan is a living document, all stakeholders will regularly monitor each component. Annually, the Curriculology Committee will reassess the effectiveness of the plan. At monthly school faculty meetings, staff will discuss the implementation and success of the Technology Plan. As needed, recommendations for revisions to the Plan will be made to the Curriculology Committee. These recommendations will be considered and addressed in the annual update to the Technology Plan. The Assistant Superintendent of Educational Services and the Coordinator of Curriculum (Student Services & Special Education) will provide regular reports to the School Board and the Superintendent.

Contact Information (Required)

Education Technology Plan Review System (ETPRS) Contact Information

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* Required information in the ETPRS