Long Range Plan for Instructional Technology

Contact Person/Title: **Jennifer J. Farr, Technology Curriculum Coordinator**
Dates covered by plan: **September 2008 - June 2011**

Mission:

All members of our school community will have equitable access to a technology-rich learning environment. They will be educated to skillfully manage, evaluate, explore, and share information in the 21st century. Learning in this technology-rich environment will foster qualities that prepare individuals to be successful contributors to society.

Underlying principles considered while developing this plan:

- Teachers are the expert professionals responsible for planning and implementing curriculum.
- Effective technology integration needs to happen across the curriculum to deepen and enhance the learning process.
- When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach.
- Evaluation and Assessment must be built into the process of technology integration to assure that technology is impacting student learning.
- The long-range instructional technology plan must become a living document that provides a focus, but also flexibility since new resources and opportunities for technology use emerge daily.

Resources used to drive the goals established in this plan:

- Partnership for 21st Century Skills Student Outcomes
- isteNet Standards for Students
- isteNet Standards for Teachers
- New York State Department Technology Plan

LONG-RANGE PLANNING COMMITTEE MEMBERS

This draft represents the vision of the following individuals:

Jennifer Farr..... Technology Curriculum Coordinator

Brian Merchant..... Technology Support Services Coordinator

Richard Hengsterman .....H.S. Social Studies Teacher

Greg Roberts .....H.S. Technology Teacher

Catrina Kohl .....M.S. Computer Technology Teacher

Laurel Holland.....M.S. Computer TA

Jean Bruchac..... 5th Grade Teacher

Meghan Haessig ..... 5th Grade Teacher

Susan Penney..... Elementary Librarian

Deanie McCarthy .....2nd Grade Teacher

John DeGuardi.....Committee Member at Large

Mary Stortini.....PPS Assistive Tech K-12

Please Note:
Long Range Committee members will meet again in the Fall for a final review of this plan.
Final updates and revisions will be made at that time.

Committee Members would also like to thank Susan Stoya for her valuable input and feedback.

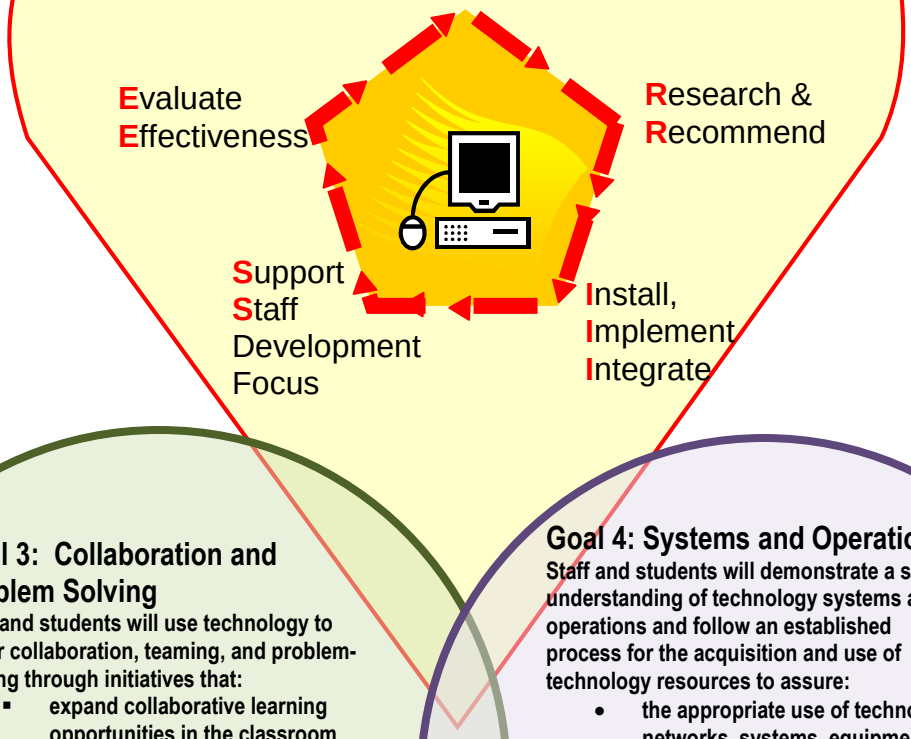
Goal 1: Digital Literacy

Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to):

- visual information
- global awareness
- the application of scientific, economic and technological principles

Goal 2: Critical and Innovative Thinking

Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.



Committee members believe adoption of the $A^2R^2I^3S^2E^2$ Process will support the goals and initiatives outlined in this plan.

Goal 3: Collaboration and Problem Solving

Staff and students will use technology to foster collaboration, teaming, and problem-solving through initiatives that:

- expand collaborative learning opportunities in the classroom
- expand learning environments to reach beyond the classroom walls.
- facilitate communication in the school, the community, and the world at large.
- enhance and promote understanding and appreciation for cultural diversity and global awareness.

Goal 4: Systems and Operations

Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established process for the acquisition and use of technology resources to assure:

- the appropriate use of technology networks, systems, equipment, and software
- effective and productive application of technology that best meets the needs of users in the learning environment
- solid and thoughtful awareness and application of new technologies
- an expedient process for troubleshooting problems and providing support in the learning environment

THE RATIONALE BEHIND EACH INSTRUCTIONAL TECHNOLOGY GOAL

GOAL 1 – Digital Literacy

Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to):

- **visual information**
- **global awareness**
- **the application of scientific, economic and technological principles**

District Core Value: Academic Excellence

Education is provided with distinction and excellence for all students.

- All students and adults are held accountable to high standards of performance.
- We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century.

District Core Value: Commitment

- We have high standards for all employees

Research-Based

- Easy access to images, video, and sound clips on the internet and access to cost-effective multimedia authoring software makes the understanding of digital literacy and the impact it has on society a necessary skill for 21st Century learners. (Digital Literacy: Skills for the 21st Century. See citation page.)
- To be competitive in the 21st century, students must be digitally literate. (Assessment for 21st Century Skills: The Current Landscape Pre-publication Draft. See citation page.)
- No Child Left Behind Goal: "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."

GOAL 2 – Critical and Innovative Thinking

Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.

District Core Value: Academic Excellence

- Education is provided with distinction and excellence for all students.
- We strive to provide individualized opportunities for each student to exceed his or her potential.
- Each and every student is recognized for his/her own talents and abilities.
- Intellectual growth and exemplary academic instruction are our primary focus.
- We will ensure that support services are available to remove barriers to education.
- All students and adults are held accountable to high standards of performance.
- We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century.
- We will develop a model that creates an Individual Program Plan for students to track academic progress, appropriately plans for secondary and post-secondary endeavors, involves parents in the planning process and ultimately supports on-time graduation.

District Core Value: Commitment

- Our employees demonstrate initiative, accountability and creative problem solving.
- There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being.

District Core Value: Value

- We seek evidence that our community believes we deliver an excellent "product."
- We must identify change factors, anticipate their impact on our schools, and anticipate our role in an era of unprecedented change.

Research-Based:

- The innovative thinking process helps individuals solve every day problems in a non-traditional way that frequently saves time and labor. (Learn to be Lateral – see citation page)
- "Universal Design for Learning (UDL) as it applies to technology-based curriculum and assessment reflects an awareness of the unique nature of each learner and the need to address differences." (Universal Design in Education: Principles and Applications – see citation page)
- "It is the application of creativity skills that distinguishes a manager who maintains the status quo from a leader who supplies a new direction or vision." (Learn to be Lateral – see citation page)

THE RATIONALE BEHIND EACH INSTRUCTIONAL TECHNOLOGY GOAL

GOAL 3 – Collaboration and Problem-Solving

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- **expand collaborative learning opportunities in the classroom**
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District Core Value: Academic Excellence

- Education is provided with distinction and excellence for all students.
- All students and adults are held accountable to high standards of performance.
- We engage in continual review of academic programming
- We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century.

District Core Value: Commitment

- Our employees demonstrate initiative, accountability and creative problem solving.
- There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being.

District Core Value: Value

- Department goals are developed based on data and program review that enforces the highest standards.
- Long-range plans are developed for each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource methodologies.
- We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs.

District Core Value: Involvement

- We strive to actively engage the community in the educational process.
- We strongly support and value all aspects of school-home-community partnerships.
- We will actively involve parents in the educational process.
- We must develop and sustain collaborative working relationships with community organizations and businesses.
- It is our obligation to communicate regularly with our community and celebrate our success with them.

Research-Based:

- Collaboration that includes all stakeholders (child, parent, educators) enhances education and benefits all the individuals involved. (Collaboration: A Must for Teachers in Inclusive Educational Settings. – see citation page)
- "By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning." (Enabling student collaboration for learning. – see citation page)
- The integration of global-learning components facilitated by the use of technology enhances core curriculum and helps students develop intercultural communication skills that will enable them to participate effectively in a globalized world. (Developing Global Awareness and Responsible World Citizenship with Global Learning. – see citation page)

THE RATIONALE BEHIND EACH INSTRUCTIONAL TECHNOLOGY GOAL

GOAL 4 – Systems and Operations

Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established process for the acquisition and use of technology resources to assure:

- **the appropriate use of technology networks, systems, equipment, and software**
- **effective and productive application of technology that best meets the needs of users in the learning environment**
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Committee Member Comments and Discussion

- District technology funds should align to learning outcomes.
- Classroom equipment needs should be driven by instructional needs.
- Technology investments should be managed in a way that promotes longevity.
- Technology systems should be user friendly and easily accessible.
- We need to look at technology needs in the building level to be more effective in planning at the district level.

RATIONALE FOR $A^2R^2I^3S^2E^2$ INSTRUCTIONAL TECHNOLOGY PROCESS

Ballston Spa Central School District is a technology-rich school district that serves a population of approximately 4200 students and 600 employees. In May of 2003 the district Technology Steering Committee developed a five-year Technology Replacement Plan that called for the replacement of all computers and peripheral equipment every five years. While that plan serves as an excellent plan for the replacement of hardware and is forward thinking in terms of meeting the hardware and infrastructure needs of the district, it does not fully address the instructional and curriculum needs of the district. The $A^2R^2I^3S^2E^2$ cycle has been designed to compliment the current Technology Replacement Plan while addressing the instructional technology needs that have evolved in recent years.

Adoption of this plan will…

- provide a thoughtful and analytic process for the selection of software programs, online subscriptions, and peripherals that supplement and enhance curriculum across the district
- assure that technology used in the district is analyzed and assessed for effectiveness
- drive instructional technology professional development opportunities toward instruction that is theory-focused, rather than software-specific (point and click)
- help the district look at instructional technology and curriculum with a more holistic approach that helps assure teacher and student skills are more evenly developed across the district
- assure that all curriculum areas are provided with equal opportunities to purchase technology materials and peripheral items that are subject-specific and age appropriate
- help standardize technology purchases made in the district

OVERVIEW OF THE $A^2R^2I^3S^2E^2$ INSTRUCTIONAL TECHNOLOGY PROCESS

The following chart indicates a proposed timeline that establishes the order in which instructional technology will be evaluated. At the end of a three-year cycle the cycle will begin again. The general timeline and process described in this document suggests a sequence, but should not be viewed as rigid and inflexible. Curriculum strand mixes will be negotiated or realigned with input from administration and instructional staff. A timeline and further details about the plan can be found on page 59.

$A^2R^2I^3S^2E^2$ Instructional Technology Cycle
Sample Six Year Timeline

Curriculum Strands:

MST = Math, Science, Technology
ELA, **SS, LIB & ARTS**= English Language Arts, Social Studies, Psychology, Art, Music, and Drama
PE, Health, LOTE, Pupil Services, Career Education, and Business = PE, Athletics, Health, Foreign Language, Speech, Counseling, Family & Consumer Science, Health, Career Education & Business

	08/09	09/10	11/12	12/13	13/14	14/15
MST Strand	A^2R^2	I^3S^2	E^2	A^2R^2	I^3S^2	E^2
ELA, SS, LIB & ARTS Strand		A^2R^2	I^3S^2	E^2	A^2R^2	I^3S^2
PE, Health, LOTE, Pupil Services, Career Education, and Business Strand			A^2R^2	I^3S^2	E^2	A^2R^2

Tasks:

- A^2 = **A**nalyze & **A**ssess Needs
- R^2 = **R**esearch & **R**ecommend
- I^3 = **I**nstall, **I**mplement & **I**ntegrate
- S^2 = **S**upport & **S**taff Development Focus
- E^2 = **E**valuate **E**ffectiveness

IMPLEMENTATION OVERVIEW OF BSCSD
INSTRUCTIONAL TECHNOLOGY 3-YEAR PLAN

(expanded information available starting on page 15 of this document)

THREE YEAR OVERVIEW			
GOAL 1	**Year 1**	**Year 2**	**Year 3**
Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to): • **visual information** • **global awareness** • **the application of scientific, economic and technological principles**	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art, Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Pupil Services, Career Education and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art , Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*
	Professional Development Focus: • Research and post web materials and resources that will help teachers and staff understand the impact of digital literacy in the education environment • Book Study: Digital-Age Literacy for Teachers: Applying Technology Standards to Everyday Practice by Susan J. Brooks	Professional Development Focus: • Deliver a minimum of three workshops that focus on different elements of Digital Literacy and integration strategies	Curriculum and Professional Development focus: Work with teachers, coaches, and TA's to embed digital literacy lessons and project suggestions in K-12 curriculum maps and offer staff development opportunities as needed.
	Implement coaching model to build digital literacy skills among staff members.	Continue to implement coaching model and addition of 1 tech coach in each elementary building	Continue to implement coaching model that includes MS/HS coaches, 1 coach in each elementary building and adds a technology integration specialist who will help Instructional Technology Curriculum Coordinator and float in Elementary Buildings, working directly with teachers and lab TA's

	Pilot of TechYES program – initial training of advisors and core student mentors	Year 2 TechYES program – first year techYES mentors (8th graders) and techYES advisors help drive program with a new group of 7th graders (based on evaluation of program last year)	Year 3 TechYES program - student mentors are now 9th graders and will be able to drive the student mentor philosophy upward into the HS. Continuation of the TechYES program in MS (based on evaluation of program)
	Explore the feasibility of 8th grade computer enrichment class that would skills learned in the 6th and 7th grade computer classes.	Implement at least 2 sections of an 8th grade enrichment class each quarter.	Evaluate the 8th grade enrichment classes offered last year with the idea that the 8th grade computer enrichment program could be expanded.
	Research and Planning of multimedia/ recording areas that can be used by students and staff to provide equipment that supports development of teacher and student digital literacy projects	Install multimedia/recording areas in HS and MT – N	Install multimedia/recording areas in MS and remaining elementary buildings.

THREE YEAR OVERVIEW			
GOAL 2	**Year 1**	**Year 2**	**Year 3**
Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art & Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Art, Pupil Services, Career Education, and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art & Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*
	Professional Development focus: deliver workshops that emphasize: • Project-based learning theory and authentic assessment strategies • the use of technology resources and integration strategies to provide differentiated learning opportunities • the principles of Universal Design as it relates to technology-based instruction	Curriculum Development focus: Work with teachers to embed differentiated project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design.	Continue to work with teachers to embed differentiated project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design and pilot digital portfolios with 2-3 teachers in each building.
	Explore, evaluate, and price electronic curriculum mapping software programs.	Pilot use of curriculum mapping software in the district.	Expand use of curriculum mapping software as curriculum is developed across the district.
	Provide training to assure 5th grade elementary teachers are prepared to teach their students how to utilize the software programs used to deliver the current 10-week program.	Evaluate 10-week program and begin to build a library of lessons, project-based strategies that can be accessed as teachers implement the program.	Continue to evaluate 10-week program and embed lessons/projects that support the program in curriculum maps.
	Incorporate inquiry-based research model that enhances the use of Internet and library database resources into Ballston Spa CSD Student Research & Requirement Guidelines.	Implement inquiry-based research strategies at the Elementary level.	Implement inquiry-based research strategies district-wide.

	Pilot and/or support the use of Senteo interactive response systems in HS and MS	Assess effectiveness of Senteo interactive response systems in HS and MS and add additional set of Senteos in each Elementary building (bases on assessment results). Develop "library" of database files that can be accessed by other teachers.	Assess effectiveness of Senteo interactive response systems in district and add additional set of Senteos in each building (bases on assessment results). Embed database files developed by teachers in district Curriculum maps.
	Support the use of MP3 player use in the MS/HS libraries, MS English Department, and HS Guidance Department and explore digital book opportunities to expand versatility and use of MP3 players.	Work with teachers and students to develop resources (podcasts) that give students the opportunity to create curriculum based projects that utilize and add versatility to MP3 players being used in district.	Continue to support MP3 use at MS/HS level and introduce/expand MP3 use at the Elementary level.
	Monitor and support the implementation of TurnItIn.com program in English Dept. of HS.	Assess the use of TurnItIn.com in English Dept. and implement in other HS courses.	Continue to assess implementation of TurnItIn.com at HS level and evaluate whether it should be used at MS level.
	Evaluate district K-12 Technology Matrix.	Update district K-12 Technology Matrix and develop integrated lessons in core subjects that integrate skills identified in the matrix.	Continue to develop integrated lessons in core curriculum that include skills identified in matrix and incorporate those lessons in curriculum maps.

THREE YEAR OVERVIEW			
GOAL 3	**Year 1**	**Year 2**	**Year 3**
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	Professional development that focuses on teacher- student use of Web 2.0 online communication and collaborative tools that emphasize instruction such as: • Blogs • Wikis • Podcasts • Online Discussion boards	Continue to research and recommend Web 2.0 online products that build student communication and collaboration while formally assessing effectiveness (and possible cost) of using those products.	Continue to research and recommend Web 2.0 online products that build student communication and collaboration while formally assessing effectiveness (and possible cost) of using those products.
	Research and recommend 1-2 web-based Teacher webpage products that will bring standardization to webpage presence across the district	Transfer data from web products that are not supported by the district into products that are supported.	All teacher sites will be posted using only products supported by the district.
	Provide support and professional development opportunities to SMARTboards users in the district.	Monitor the use of SMARTboard use in the district and assess whether there is a need for professional development support and begin to add SMARTboard technology at the elementary level.	Pilot the use of Smartboard technology interactivity between classrooms and or buildings and continue to assess the effectiveness of SMARTboard use across the district.
	Pilot use of Skype or similar online communication software/devices in one general lab of each building, as well as labs that are used by Project Lead the Way and Robotics classes.	Monitor the instructional use of Skype and webcams in labs and assess whether there is a need for additional professional development support.	Continue to monitor the use and effectiveness of Skype and webcam use in the district and pilot the use of webcam footage for digital portfolio enhancement.

	Monitor the pilot of online programs in the Middle School and High School and develop a study group with Data System Manager to become acquainted with SMS grading program if it becomes available for teacher access.	Continue monitor and assess effectiveness of online grading programs in the MS and HS and implement training of SMS grading program if it is available.	Continue to support online grading programs in the district. If SMS is available

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	Research the cost and establish the specs for building student recording stations that promote learning and collaboration.	Install recording areas in HS and MT – N	Install recording areas in MS and remaining elementary buildings.
	Research the cost and establish the specs for building state-of-the-art presentation center that can be used for school and community functions.	Install state-of-the-art presentation center in HS and/or MS	Install state-of-the art presentation center in MT/WR complex
	Reorganize district shared drives and assess district use of shared resources.	Explore intranet options and make recommendation regarding best way to handle district-wide shared resources.	Possible implementation of intranet for district shared resources.
	Establish building level technology steering committees and realign District Technology Steering Committee.	Monitor participation and effectiveness of building and district level TSC meetings and establish goals/initiatives for each building based on member input.	Monitor participation and effectiveness of building and district level TSC meetings and establish goals/initiatives for each building based on member input.
	Evaluate technology leadership and support roles that exist in the district.	Evaluate whether additional technology support is needed in the district and continue to examine duties of current technology staff.	Evaluate whether additional technology support is needed in the district and continue to examine duties of current technology staff.

YEAR 1						
GOAL 1	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to): • **visual information** • **global awareness** **the application of scientific, economic and technological principles**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • We have high standards for all employees ---------- **Research-Based** ---------- • Easy access to images, video, and sound clips on the internet and access to cost-effective multimedia authoring software makes the understanding of digital literacy and the impact it has on society a necessary skill for 21st Century learners. (Digital Literacy: Skills for the 21st Century. See citation page.) • To be competitive in the 21st	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Professional Development Focus: • Research and post web materials and resources that will help teachers and staff understand the impact of digital literacy in the education environment • Book Study: Digital-Age Literacy for	• Attendance and evaluation data from MLP (www.mylearning plan.com) • Number of "hits" on instructional website pages that emphasize digital literacy theories and strategies	• Instructional Technology Curriculum Coordinator (ITCC) • MS/HS Technology Coaches • Printed and online resources • MLP	**Aug/Sept** • ITCC will research and develop materials for digital literacy workshops and book study • ITCC will post a digital literacy informational / resource page on district instructional technology web site **Oct-Dec** • Bookstudy:	• estimated cost of books: $110 • workshop teacher instruction covered by Model Schools • Professional development coast as specified in contract

	century, students must be digitally literate. (Assessment for 21st Century Skills: The Current Landscape Pre-publication Draft. See citation page.) • No Child Left Behind Goal: "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."	Teachers: Applying Technology Standards to Everyday Practice by Susan J. Brooks			Digital-Age Literacy for Teachers: Applying Technology Standards to Everyday Practice by Susan J. Brooks will include blog component and two 1 hour discussion groups **Jan- May** • ITCC and Tech Coaches will develop and deliver a minimum of three workshops that focus on different elements of digital literacy (DL.) and the practical application of DL strategies as they relate to instruction	
		Implement coaching model to build digital literacy skills among staff members.	• Monthly activity reports written by Tech Coaches.	• ITCC • Building Administrators • Instructional Department Leaders (IDLs)	**Aug/Sept** • Post positions for 2 MS Technology Coaches and 2 HS Technology coaches **Oct-Dec** • Tech Coaches participate in Digital-Age Literacy for Teachers: Applying Technology Standards to Everyday Practice by Susan J. Brooks book study • ITCC meets with tech coaches once a week to develop workshops that focus on digital literacy skills • ITCC introduces coaches at faculty meetings and describes their roles • Tech Coaches work with teachers in respective buildings and submit monthly reports to ITCC **Jan-May** • Each coach delivers at least one district level workshop with a DL focus • Tech Coaches continue to work	2 tech coaches (1 humanities/1 MST) at HS and MS = 4 coaches x 1,0000 = $4,000.00 (pilot covered by Title IID Enhancing Education through Technology Grant Funds)

					with teachers in respective buildings and submit monthly reports to ITCC **June** • ITCC prepares and presents a report summarizing activities of Tech Coaches and makes recommendations regarding the positions and continuation of program	
		Middle school pilot of TechYES program.	• Data from TechYES web site. (Includes data regarding student projects, teacher requests, etc.) • 2 completed projects by each 7th grader will be evaluated by TechYES student mentor, TechYES advisor, and ITCC no later than June of 2009. (successfully completed projects address technology competency of NCLB)	• ITCC • MS TechYES advisors • MS TechYES student mentors • MS Technology Department Chair • Grant-funded training opportunities	**June-Aug** • Training and support of TechYES advisors and three student mentors **Sept** • TechYES student mentors and advisors recruit and train approx. 15-20 additional student mentors **Oct-Dec** • TechYES student mentors and advisors facilitate the development and evaluation of 1st TechYES project (target goal: 1 successfully completed project to be completed by each 7th grader) **Jan** • TechYES advisors and student mentors present concept of TechYES to MS faculty and share information about website where teachers and staff can submit requests for help **Jan-June** • Staff and teacher requests help drive 2nd TechYES projects developed by 7th graders (target goal: 2 successfully completed projects to be completed by each 7th grader	Year 1 – Grant Funded. Other years may or may not be grant funded. That has yet to be determined.

					no later than June) • TechYES mentors share exemplary projects and experience with BOE members • Assessment of TechYES program for continuation next year.	
		Explore the feasibility of offering 8th grade computer enrichment class that would expand on the skills learned in the 6th and 7th grade computer classes.	• Report written by MS Business Teachers	• Building Administrators • Guidance Counselors • Business Teachers	**Dec.** • Business teachers work with Guidance Counselors and Principal to evaluate whether scheduling is possible	N/A
		Plan multimedia/ recording areas that can be used by students and staff in each building to support development of teacher and student projects that support digital literacy.	• Rough blueprints and/or plans that outline the specs and budget needs for multimedia /recording areas in each building.	• ITCC • MS/HS Tech coaches • Building and District Technology Steering Committee (TSC) Members • Facilities and Operations Coordinator (FOC) • Technology Support Services Coordinator (TSSC) • Library media specialists	**Sept-Feb** • Research and visit multimedia/ recording classrooms and/or labs in surrounding schools **Mar/Apr** • plan and present budget and rough blueprints for building multimedia/ recording areas (to be shared with administrators, TSC members, BOE)	• Mileage for fieldtrips • sub costs if teachers are included

YEAR 1						
GOAL 2	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • We strive to provide individualized opportunities for each student to exceed his or her potential. • Each and every student is recognized for his/her own talents and abilities. • Intellectual growth and exemplary academic instruction are our primary focus. • We will ensure that support services are available to remove barriers to education. • All students and adults are held accountable to high standards of performance. • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. • We will develop a model that creates an Individual Program Plan for students to track academic progress, appropriately plans for secondary and post-secondary endeavors,	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** *NOTE: $A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Explore, evaluate, and price electronic curriculum mapping software programs.	• Compare and contrast products • Research what programs are supported by BOCES and used in other schools	• ITCC • TSCC • Curriculum Coordinators • Administration • IDLs	**Nov-Jan** • Research, work with trials, price software packages • Make recommend-ation for curriculum software	Pricing to be determined based on year one research
		Provide training to assure 5th grade elementary teachers are prepared to teach their students how to utilize the software	• Teacher check list of tasks accomplished and anecdotal data collected during delivery of 10-week program.	• ITCC • Teachers • Computer Lab TAs • Workshops and materials developed by ITCC and	**Nov** • 1 days of curriculum work to evaluate and redesign Elementary 10-week program with 4 elementary teachers and 2 TA's. **Dec**	• Sub pay • Professional development as per contract.

	involves parents in the planning process and ultimately supports on-time graduation. **District Core Value: Commitment** • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. **District Core Value: Value** • We seek evidence that our community believes we deliver an excellent "product." • We must identify change factors, anticipate their impact on our schools, and anticipate our role in an era of unprecedented change. **Research-Based:** • The innovative thinking process helps individuals solve every day problems in a non-traditional way that frequently saves time and labor. (Learn to be Lateral – see citation page) • "Universal Design for Learning (UDL) as it applies to technology-based curriculum and assessment reflects an awareness of the unique nature of each learner and	programs used to deliver the current 10-week program.	• Student samples created during 10-week program. • Type to Learn student data results. • Webpage statistical data regarding number of hits on web pages developed to support 10-week program. • MLS evaluations	teachers who helped with the curriculum	• Provide workshops that support 10-week program • Provide quick tips that support 10-week program at faculty meetings, during grade-level planning time and on ITCC website • ITCC will post information about the software programs used to support the 10-week program on ITCC website. **Nov-Apr** • ITCC will observe and evaluates 10-week program throughout school year to determine whether additional curriculum work and workshops should be implemented **May/June** • Showcase projects at BOE meeting	
		Pilot and/or support the use of Senteo interactive response systems in HS and MS	• Assessment data created during use • Anecdotal data provided by students and teachers • Library of database questions developed by teachers • MLP evaluations	• Tech Coaches • ITCC • Teachers • IDL's • Curriculum Coordinators • Model Schools	**Sept/Oct** • Meet with tech coaches, principals, IDLs to seek volunteers/departments that would like to pilot Senteos • Purchase Senteos bases on feedback **Nov/Dec** • Provide workshops that focus on the development of lessons that use Senteos • ITCC and tech coaches support implementation of Senteos in the classroom **Jan-May** • ITCC observes use of Senteos in a minimum of 3 classrooms and works with teachers to assess effectiveness of Senteo use	Cost: three Senteo systems = estimated $5,000.00
		Support the use of MP3 player use in the MS/HS libraries, MS English Department, and HS Guidance Department	• Track the number of MP3 players checked out of libraries • Track number of digital books accessed in by MS English teachers • Anecdotal data gathered by teachers • Compare test scores of those students who use MP3 and those who do	• ITCC • Tech Coaches • English Teachers • MS/HS Librarian • Guidance representative • Administration	**Sept/Oct** • Establish system for tracking MP3 use – input from librarians **Oct-June** • Work with English teacher and Guidance Counselor to compare test scores	N/A (MP3 players have already been purchased)

	the need to address differences." (Universal Design in Education: Principles and Applications – see citation page) • "It is the application of creativity skills that distinguishes a manager who maintains the status quo from a leader who supplies a new direction or vision." (Learn to be Lateral – see citation page)		not			
		Monitor and support the implementation of TurnItIn.com program in English Dept. of HS	• Track student data provided by subscription service as papers are submitted and scanned • MLP evaluations	• ITCC • Tech Coaches • English Teachers • HS Librarian • Database Manager	**Sept/Oct** • ITCC will work with English teachers, database manager and HS librarian to set up student accounts and develop training for the online product **Nov-May** • Teachers will track student data using online product	No cost – price of subscriptions already included in budget
		Evaluate district K-12 Technology Matrix.	• Assess current K-12matrix	• ITCC • Building and District TSC committee members	**Sept-June** • Focus ½ to 1 hour of each TSC meeting reviewing current matrix	No cost

YEAR 1						
GOAL 3	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will use technology to foster collaboration, teaming, and problem-solving through initiatives that: ▪ **expand learning environments to reach beyond the classroom walls.** ▪ **facilitate communication in the school and the community at large.** ▪ **enhance and promote understanding and appreciation for cultural diversity and global awareness.**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • Department goals are developed based on data and program review that enforces the highest standards. • Long-range plans are developed for	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** *NOTE: $A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Professional development that focus on teacher-student use of Web 2.0 online communication and collaborative tools that emphasize instruction such as: • Blogs • Wikis • Podcasts • Online Discussion boards	• Statistical data and usage reports • Student feedback • Track webpage hits • Student assessment data	• MLP • Curriculum Coordinators • Building technology coaches • Online coursework • Technology curriculum Materials that have been evaluated and recommended by ITCC • Instructional Teacher Leaders	**Sept-Dec** • Evaluate online collaborative tools and make recommendations for Web 2.0 implementation. • Evaluate district filtering system to assure safe and easy access to Web 2.0 collaborative tools. • Develop Web 2.0	Professional development costs as per contract.

	each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. --- **District Core Value: Involvement** --- • We strive to actively engage the community in the educational process. • We strongly support and value all aspects of school-home-community partnerships. • We will actively involve parents in the educational process. • We must develop and sustain collaborative working relationships with community organizations and businesses. • It is our obligation to communicate regularly with our community and celebrate our success with them. --- **Research-Based:** --- • Collaboration that includes all stakeholders (child, parent, educators) enhances education and benefits all the individuals involved. (Collaboration: A Must for Teachers in Inclusive Educational Settings. – see				informational resource site **Jan/Feb** • ITCC and/or tech coaches will deliver a Web 2.0 workshop after school and demo at least one tool at a minimum of 2 faculty meetings **Mar-June** • Track Web 2.0 use across district using statistics provided by Tech Coaches at the MS/HS and data provided by Elem. Computer Lab TAs	
		Research and recommend 1-2 web-based Teacher webpage products that will bring standardization to webpage presence across the district	• Statistical data and usage reports • Student feedback • Track webpage hits • Record of parent feedback	• ITCC • Building technology coaches • Building and District Instructional Technology Committee (ITC) members • Teacher volunteers	**June-April** • Prof development will be provided from June-Sept to support one of following three products: Teacher Web, School World, Blackboard • Website hits will be recorded at end of trial period • District TSC members will assess products during year and make recommendation at the end of the year	Professional development costs as per contract.
		Provide support and professional development opportunities to SMARTboards users in the district.	• Statistical data and usage reports provided by teachers and Tech Coaches • Classroom observations made by ITCC and bldg. administrators	• ITCC • Building technology coaches • IDLs • Administrators • Technology Support Services Coordinator (TSSC)	**June-Sept** • ITCC will offer a minimum of three SMARTboard workshops • Notebook 10 software will be installed on computers across the district **Oct-May** • ITCC will observe and evaluate use of Smartboard technology in individual classrooms	Professional development costs as per contract.
		Pilot use of Skype or similar online communication devices in one lab of each building, as well the labs	• Skype usage reports	• ITCC • Building technology coaches • Building and District ITC	**Oct-Dec** • ITCC and TSCC will price and order webcams or microphones	Estimated cost of webcams or microphones = $1000.00

	citation page) • "By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning." (Enabling student collaboration for learning. – see citation page) • The integration of global-learning components facilitated by the use of technology enhances core curriculum and helps students develop intercultural communication skills that will enable them to participate effectively in a globalized world. (Developing Global Awareness and Responsible World Citizenship with Global Learning. – see citation page)	used by Project Lead the Way and the Robotics courses.		members • ITCC • Teacher volunteers • Computer Lab TA's • TSSC	for labs • Installation of webcams in labs • ITCC will demo Skype to Foreign Language Teachers at dept. mtg. and other teachers at Faculty meetings **Dec-June** • ITCC, lab TA's and Tech Coaches will support and monitor the use of webcams and Skype in the district	
		Monitor the pilot of online Snapgrade program in the High School	• Snapgrade usage reports as provided by participating teachers • Parent and student feedback	• ITCC • Building technology coaches • IDLs • Teachers who have used Snapgrade previously	**Oct-June** • IDLs, experienced users, and Tech Coaches will assist teachers with implementation process and make recommend-ations with input from the Superintendent for continuation of the product •	HS has already purchased 75 copies for teacher use.

YEAR 1						
GOAL 4	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established process for the acquisition and use of technology resources to assure: **• sound under-standing of the use of technology networks, systems, equipment, and software** **• effective and productive application of technology that best meets the needs of users in the learning environment** **• solid and thoughtful awareness and application of new technologies** **• an expedient process for trouble-shooting problems and providing support in the learning environment**	---------- **District Core Value: Academic Excellence** ---------- • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • Department goals are developed based on data and program review that enforces the highest standards. • Long-range plans are developed for each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and	ITCC will collaborate with administrators and teachers to implement year one of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Math, Science, Technology** *NOTE: $A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for expanded details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Research the cost and establish the specs for building student-recording stations that promote learning and collaboration.	• Fieldtrips to local colleges/schools • Assess needs using online questionnaire that can be accessed by district employees and MS/HS students	• ITCC • Technology Support Services Coordinator (TSSC) • District Facilities Manager (DFM) • Librarians • TSC committee members • Building Administrators • Tech Coaches	**Sept-Mar** • ITCC and TSSC will contact and arrange fieldtrips to area schools/colleges and work with • TSSC will work with ITCC, building administrators, IDLs and TSC members to plan components and space needed for media centers in each building	N/A

	appropriate timetable and resource methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. --- **Committee Member Comments and Discussion** --- • District technology funds should align to learning outcomes. • Classroom equipment needs should be driven by instructional needs. • Technology investments should be managed in a way that promotes longevity. • Technology systems should be user friendly and easily accessible. • We need to look at technology needs in the building level to be more effective in planning at the district level.			• IDLs • Fieldtrips/visits to area schools and colleges • Superintendent and/or business manager	• TSSC will price components and work with DFM and business manager to determine building refurbishing costs and feasibility of adding an area in each building • TSSC will present info. To principals and building level TSC members **Apr** • Recommendations to the Superintendent and BOE	
		Research the cost and establish the specs for building state-of-the-art presentation center that can be used for school and community functions.	• Research on the web • Fieldtrips to local colleges/schools • Assess needs using online questionnaire that can be accessed by BOE members, PTA members, and district employees	• ITCC • TSSC • District Facilities Manager • BOE members • PTA members • Librarians • TSC committee members • Building Administrators • Tech Coaches • IDLs • Fieldtrips/visits to area schools and colleges • Superintendent and/or business manager	**Sept-Mar** • ITCC and TSSC will contact and arrange fieldtrips to area schools/colleges and work with • TSSC will work with ITCC, building administrators, IDLs and TSC members to plan components and space needed for media centers in each building • TSSC will price components and work with DFM and business manager to determine building refurbishing costs and feasibility of adding an area in each building • TSSC will present info. To principals and building level TSC members **Apr** • Recommendations to the Superintendent and BOE	N/A
		Reorganize district shared drives and assess district use of shared resources.	• Assessment data from district questionnaire. • Record space prior to reorganizing drives, immediately after reorganizing drives, and at the end of the year.	• TSSC • Tech Coaches • ITCC • Computer Lab TAs • Administrative team • Teachers	**Sept-Nov** • TSSC will backup all drives and record space used on drives • ITCC will develop and send out a brief district-wide needs assessment regarding use of drives • TSSC, ITCC, administrators, and TSC committee members will work together to establish a process for cleaning up the drives and implement with support of building administrators and TSC members and	N/A

					will research effectiveness of Intranet **Dec-June** • TSSC will track drive size each month following clean up implementation	
		Establish building level technology steering committees and realign District Technology Steering Committee.	• Agendas and minutes generated from building and district meetings • Feedback from administrators, ITCC, and Tech Coaches	• Tech Coaches • ITCC • TSCC • Computer Lab TAs • Teachers • Bldg. administrators	**Aug-Oct** • ITCC will meet with each building principal to discuss establishment of building level Technology Steering committees, suggestions for times and locations to meet **Nov-June** • In MS/HS Tech Coaches or designated administrator will lead building level TSC meetings and one Tech Coach will be elected to serve on the District Level TSC • Minutes will be submitted to ITCC so records can be maintained across the district . • ITCC and TSSC will also serve as resource people for building level committee and attend meetings when possible.	N/A
		Evaluate technology leadership and support roles that exist in the district.	• ITCC Weekly activity reports • Monthly Tech Coach activity reports • Monthly Computer TA reports • Administrative feedback	• Superintendent • Tech Coaches • ITCC • TSSC • Computer Lab TAs • Teachers • Bldg. administrators	**Sept-Dec** • ITCC will meet with Superintendent and principals to review this long-range plan and establish priorities • ITCC and TSSC will meet with Supt. and Business Manager to look at technology budget and delineate who is responsible for line items. • ITCC will meet with Supt. to review and better define job duties, responsibilities, and role of Instructional Technology Curriculum Coordinator	N/A

YEAR 2						
GOAL 1	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to): • **visual information** • **global awareness** **the application of scientific, economic and techno-logical principles**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • We have high standards for all employees ---------- **Research-Based** ---------- • Easy access to images, video, and sound clips on the internet and access to cost-effective multimedia authoring software makes the understanding of digital literacy and the impact it has on society a necessary skill for 21st Century learners. (Digital Literacy: Skills for the 21st Century. See citation page.) • To be	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art & Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Professional Development Focus: • Deliver a minimum of three workshops that focus on different elements of Digital Literacy and integration strategies	• Attendance and evaluation data from MLP (www.mylearning plan.com) • Number of "hits" on instructional website pages that emphasize	• Instructional Technology Curriculum Coordinator (ITCC) • MS/HS Technology Coaches • Printed and online resources	**Aug/Sept** • ITCC will continue to research and develop materials for digital literacy workshops and digital literacy webpage	• Workshop teacher instruction covered by Model Schools • Professional development cost as specified in contract

	competitive in the 21st century, students must be digitally literate. (Assessment for 21st Century Skills: The Current Landscape Pre-publication Draft. See citation page.) • No Child Left Behind Goal: "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."		digital literacy theories and strategies	• MLP	**Oct- May** • ITCC and Tech Coaches will develop and deliver a minimum of three workshops that focus on different elements of digital literacy (DL.) and the practical application of DL strategies as they relate to instruction	
		Continue to implement coaching model -MS/HS coaches and addition of 1 tech coach in each elementary building	• Monthly activity reports written by Tech Coaches.	• ITCC • Building Administrators • Instructional Department Leaders (IDLs)	**Aug/Sept** • Post positions for 4 Elementary Technology Coaches **Oct-Dec** • ITCC meets with Elem tech coaches once a week to prepare them to develop workshops that focus on digital literacy skills • ITCC meets with MS/HS Tech Coaches monthly or more often if requested • ITCC introduces Elem. Tech. Coaches at faculty meetings and describes their roles • Tech Coaches work with teachers in respective buildings and submit monthly reports to ITCC **Jan-May** • Each coach delivers at least one district level workshop with a DL focus • Tech Coaches continue to work with teachers in respective buildings and submit monthly reports to ITCC **June** • ITCC prepares and presents a report summarizing activities of Tech Coaches and makes recommendations regarding the positions and continuation of program	8 Tech Coaches = 8,000.00 (some costs may be covered by Title IID Enhancing Education through Technology Grant Funds)

		Year 2 TechYES program – first year techYES mentors (8th graders) and techYES advisors help drive program with a new group of 7th graders	• Data from TechYES web site. (Includes data regarding student projects, teacher requests, etc.) • 2 completed projects by each 7th grader will be evaluated by TechYES student mentor, TechYES advisor, and ITCC no later than June of 2009. (successfully completed projects address technology competency of NCLB)	• ITCC • MS TechYES advisors • MS TechYES student mentors • MS Technology Department Chair • Grant-funded training opportunities	**June-Aug** • Training and support of TechYES advisors and three student mentors **Sept** • TechYES student mentors and advisors recruit and train approx. 15-20 additional student mentors **Oct-Dec** • TechYES student mentors and advisors facilitate the development and evaluation of 1st TechYES project (target goal: 1 successfully completed project to be completed by each 7th grader) **Jan** • TechYES advisors and student mentors present concept of TechYES to MS faculty and share information about website where teachers and staff can submit requests for help **Jan-June** • Staff and teacher requests help drive 2nd TechYES project s developed by 7th graders (target goal: 2 successfully completed project s to be completed by each 7th grader no later than June) • TechYES mentors share exemplary projects and experience with BOE members • Assessment of TechYES program for continuation next year.	Grant funded (we believe)
		Implement at least 2 sections of an 8th grade enrichment class each quarter.	Student GPA, teacher reports, value survey conducted by	• MS Business Teachers + .3 Position • Building	**July/Aug** • Write curriculum for new course Sept-June	.3 teacher based on step and teacher contract

			students at end of semester	administrators	• Delivery of the course	
		Install multimedia/recording areas in HS and MT – N	Completion of HS and MT-N areas.	• Facilities and Operations Coordinator and staff • TSCC	• TSCC and district TSC members will host open houses to introduce staff and public to the new areas.	To be determined

YEAR 2						
GOAL 2	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • We strive to provide individualized opportunities for each student to exceed his or her potential. • Each and every student is recognized for his/her own talents and abilities. • Intellectual growth and exemplary academic instruction are our primary focus. • We will ensure that support services are available to remove barriers to education. • All students and adults are held accountable to high standards of performance. • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. • We will develop a model that creates an Individual Program Plan for students to track academic progress, appropriately plans for secondary and post-secondary endeavors, involves parents in the planning process and ultimately supports on-time graduation.	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art & Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.
		Curriculum Development focus: Work with	• Target goal = minimum of one lesson for each grade	• Instructional Technology Curriculum Coordinator	**June-August** ▪ ITCC will teach 6-hour workshop for	• workshop teacher instruction covered by

	--- **District Core Value: Commitment** --- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. --- **District Core Value: Value** --- • We seek evidence that our community believes we deliver an excellent "product." • We must identify change factors, anticipate their impact on our schools, and anticipate our role in an era of unprecedented change. --- **Research-Based:** --- • The innovative thinking process helps individuals solve every day problems in a non-traditional way that frequently saves time and labor. (Learn to be Lateral – see citation page) • "Universal Design for Learning (UDL) as it applies to technology-based curriculum and assessment reflects an awareness of the unique nature of each learner and the need to address differences." (Universal Design in	teachers to embed differentiated project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design.	level K-6, 10 lessons MS level, 10 lessons HS level • Rubric evaluations of project-based lessons.	(ITCC) • Technology Coaches • Curriculum Coordinators • IDLs • Teachers	Elementary staff that focuses on project-based learning and authentic assessment. Workshop will incorporate time for individuals to develop lessons and rubrics that will be incorporated in district curriculum maps ▪ ICC will teach 6-hour workshop for Secondary staff that focuses on project-based learning and authentic assessment. Workshop will incorporate time for individuals to develop lessons and rubrics that will be incorporated in district curriculum maps **Sept-May** • Tech coaches will work with teachers throughout year to develop project-based lessons that include authentic assessment • Tech coaches and/or ITCC will offer at least one workshop a month that focuses on differentiated project-based learning, authentic assessment and/or universal design.	Model Schools • Professional development cost as specified in contract
		Pilot use of curriculum mapping software in the district:	• Completed curriculum maps Target = completion of 2 + curriculum maps	• ITCC • TSSC • Curriculum Coordinators • Administration • IDLs • Secretarial staff (?)	• work with Elem. Administrators and coordinators to select a grade level or subject area to begin the process • work with MS/HS administrators, coordinators,	Cost of curriculum mapping software

	Education: Principles and Applications – see citation page) • "It is the application of creativity skills that distinguishes a manager who maintains the status quo from a leader who supplies a new direction or vision." (Learn to be Lateral – see citation page)				and IDLs to target one secondary curriculum area	
		Evaluate 10-week program and begin to build a library of lessons, project-based strategies that can be accessed as teachers implement the program.	• Teacher check list of tasks accomplished and anecdotal data collected during delivery of 10-week program. • Student samples created during 10-week program. • Type to Learn student data results. • Webpage statistical data regarding number of hits on web pages developed to support 10-week program. • MLS evaluations	• ITCC • Teachers • Computer Lab TAs • Workshops and materials developed by ITCC and teachers who helped with the curriculum	**Aug** • 2 days of curriculum work to evaluate and redesign Elementary 10-week program with 4 elementary teachers. **Sept-Oct** • Provide workshops that support 10-week program • Provide quick tips that support 10-week program at faculty meetings, during grade-level planning time and on ITCC website • ITCC will post information about the software programs used to support the 10-week program on ITCC website. **Nov-Apr** • ITCC will observe and evaluates 10-week program throughout school year to determine whether additional curriculum work and workshops should be implemented **May/June** • Showcase projects at BOE meeting	Summer Curriculum work for 10-week program: 201.42 x 4 x 2 = $1611.36
		Implement inquiry-based research strategies at the Elementary level.	Elem. Librarians and Tech Coaches will track number of teachers who implement inquiry-based research with a target goal of reaching 50% of teachers and students by the end of the year	• Librarians • Elem Tech Coaches • ITCC • BOCES regional library services • Teachers • Library and computer lab TAs	**Sept/Oct** • ITCC and/or librarians will present brief overview of inquiry-based research theory to elementary staff at faculty meetings and introduce revised research curriculum documentation • Elem. Librarians will help teachers and students	N/A

					use inquiry-based research strategies and track the number of classes that have incorporated the strategy in their curriculum	

		Assess effectiveness of Senteo interactive response systems in HS and MS and add 1additional set of Senteos in each Elementary building. Develop "library" of database files that can be accessed by other teachers for use with the Senteos.	• Target goals for database libraries:
			  ●10 + databases at HS level
			  ●10 + databases at MS level
			  ●2 databases per grade level in each elementary building
			• Student Achievement Data
				• Tech Coaches
				• ITCC
				• Teachers
				• IDL's
				• Curriculum Coordinators
					Sept/Oct
					• Meet with tech coaches, principals, IDLs to seek volunteers/ departments that would like additional Senteos
					• Purchase Senteos bases on feedback
					Nov/Dec
					• ITCC and tech coaches support implementation of Senteos in the classroom and post databases on shared drive
					• ITCC and tech coaches work with teachers to assess effectiveness of Senteos in terms of student achievement
					Jan-May
					• ITCC observes use of Senteos in a minimum of 3 classrooms and works with teachers to assess effectiveness of Senteo use
						Approx cost of four Senteo systems = $6,000.00

		Work with teachers and students to develop resources (podcasts) that give students the opportunity to create curriculum based projects that utilize and add versatility to MP3 players currently used in district.	• Track the number of MP3 players checked out of libraries • Track number of digital books accessed in by MS English teachers • Track the number of podcasts created by students	• Tech Coaches • ITCC • Teachers • IDL's • Librarians • Teachers • Student Mentors (TechYES)	**Sept-Nov** • Offer a minimum of two podcasting workshops districtwide…each teacher who attends will receive a digital microphone that can be used with his/her classroom computer **Dec-June** • Tech coaches and ITCC will support teachers as they implement podcasting podcasts in	●Workshop teacher instruction covered by Model Schools ●Professional development cost as specified in contract ●Digital microphones cost approx. $20 each x 50 = $1000

					their classroom and work with students to develop podcasts	
		Assess the use of TurnItIn.com in English Dept. and implement in other HS courses.	• Track student data provided by subscription service as papers are submitted and scanned • MLP evaluations	• ITCC • Tech Coaches • English Teachers • HS Librarian • Database Manager	**Sept/Oct** • ITCC will work with English teachers, database manager and HS librarian to set up student accounts and develop training for the online product **Nov-May** • Teachers will track student data using online product	Building – wide cost approximately $3,500
		Update district K-12 Technology Matrix and develop integrated lessons in core subjects that integrate skills identified in the matrix.	• Updated K-12 matrix • Target goal = a minimum of 10 integrated lesson plans that include materials/ worksheets	• ITCC • Building and District TSC committee members • Teachers • Computer lab TAs	**Sept-Nov** • Tech coaches will work with teachers to update matrix **Dec-June** • Tech coaches will work with teachers to develop integrated lessons that support the skills identified in the matrix	Curriculum costs as specified in contract.

YEAR 2						
GOAL 3	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will use technology to foster collaboration, teaming, and problem-solving through initiatives that: ▪ **expand learning environ-ments to reach beyond the classroom walls.** ▪ **facilitate commun-ication in the school and the community at large.** ▪ **enhance and promote under-standing and appreciation for cultural diversity and global awareness.**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • Department goals are developed based on data and program review that enforces the highest standards. • Long-range plans are developed for each department	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art & Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*
		Curriculum Development focus: Work with teachers to embed differentiated	• Statistical data and usage reports • Student feedback • Track	• MLP • Curriculum Coordinators • Building technology coaches	**Sept-Dec** • Evaluate online collaborative tools and make recommendatio	Professional development costs as per contract.

	and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. --- **District Core Value: Involvement** --- • We strive to actively engage the community in the educational process. • We strongly support and value all aspects of school-home-community partnerships. • We will actively involve parents in the educational process. • We must develop and sustain collaborative working relationships with community organizations and businesses. • It is our obligation to communicate regularly with our community and celebrate our success with them. --- **Research-Based:** --- • Collaboration that includes all stakeholders (child, parent, educators) enhances education and benefits all the individuals involved. (Collaboration: A Must for Teachers in Inclusive Educational Settings. – see citation page)	project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design.	webpage hits • Student assessment data	• Online coursework • Technology Curriculum Materials that have been evaluated and recommended by ITCC • Instructional Teacher Leaders	ns for Web 2.0 implementation. • Evaluate district filtering system to assure safe and easy access to Web 2.0 collaborative tools. • Expand Web 2.0 informational resource site **Jan/Feb** • ITCC and/or tech coaches will deliver a Web 2.0 workshop after school and demo at least one tool at a minimum of 2 faculty meetings **Mar-June** • Track Web 2.0 use across district using statistics provided by Tech Coaches	
		All teacher sites will be posted using only products supported by the district.	• Statistical data and usage reports • Student feedback • Track webpage hits • Record of parent feedback • Target Goal: 35% of teachers in the district will have teacher sites by the end of the year	• ITCC • Building technology coaches • Building and District Instructional Technology Committee (ITC) members • Teachers • Public Relations Coordinator	**June-April** • Prof development will be provided from June-Sept to support standardized website products • All teacher sites purchased by the district must be linked to district site by January • Website hits of each teacher site will be recorded at end of year	Professional development costs as per contract. Cost of teacher page subscriptions (approx. $20 per teacher)
		Pilot the use of Smartboard technology interactivity between classrooms and or buildings and continue to assess the effectiveness of SMARTboard use across the district.	• Statistical data and usage reports provided by teachers and Tech Coaches • Classroom observations made by ITCC and bldg. administrators	• Building technology coaches • ITCC • IDLs • Administrators • TSSC • teachers	**June-Sept** • ITCC will offer a minimum of three SMARTboard workshops that emphasize the development of shared resource lessons **Oct-May** • ITCC, Tech Coaches, and teachers will post lessons and projects in a digital library that can be accessed by other teachers in the district	Professional development costs as per contract.
		Continue to	• Skype usage	• Building	**Aug-Sept**	Estimated cost of

	• "By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning." (Enabling student collaboration for learning. – see citation page) • The integration of global-learning components facilitated by the use of technology enhances core curriculum and helps students develop intercultural communication skills that will enable them to participate effectively in a globalized world. (Developing Global Awareness and Responsible World Citizenship with Global Learning. – see citation page)	monitor the use and effectiveness of Skype and webcam use in the district	reports	technology coaches • Building and District ITC members • ITCC • Teacher volunteers • Computer Lab TA's • TSSC	• ITCC and TSSC will assess whether additional webcams should be made available across the district **Oct-Nov** • Installation of additional webcams in labs and classrooms **Dec-June** • ITCC and Tech Coaches will support and monitor the use of webcams and Skype in the district	webcams or microphones = $5000
		Establish an online grading program at the MS/HS level.	• Grading usage reports as provided by participating teachers • Parent and student feedback • Target Goal = 75% consistent use of selected online grading component at MS/HS level (Snapgrade or SMS)	• Building technology coaches • ITCC • IDLs • Teachers who previously used Snapgrade	**Sept** • Workshop to help teachers set up their accounts • Permission slips need to be sent home to parents and returned before access to the account can be made by students and parents **Oct-June** • IDLs, experienced users, and Tech Coaches will assist teachers with implementation process and make recommendation for continuation of the product • Questionnaire will be posted for parent, student, teacher feedback regarding the product/process of posting grades online	To be determined.

YEAR 2						
GOAL 4	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established process for the acquisition and use of technology resources to assure: **• sound under-standing of the use of technology networks, systems, equipment, and software** **• effective and productive application of technology that best meets the needs of users in the learning environment** **• solid and thoughtful awareness and application of new technologies** **• an expedient process for trouble-shooting problems and providing support in the learning environment**	---------- **District Core Value: Academic Excellence** ---------- • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • Department goals are developed based on data and program review that enforces the highest standards. • Long-range plans are developed for each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource methodologies. • We will develop	ITCC will collaborate with administrators and teachers to implement year two of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **Social Studies, ELA, Library, Art & Music** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of the **Math, Science, Technology** committee (s) ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*
		Curriculum Development focus: Work with teachers to embed differentiated	• Completion of media areas • Usage data once media areas are up and running	• ITCC • TSSC • District Facilities Manager (DFM)	**Sept-June** • ITCC will host open house of new media areas so that teachers can	To be determined

	and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. ---------- **Committee Member Comments and Discussion** ---------- • District technology funds should align to learning outcomes. • Classroom equipment needs should be driven by instructional needs. • Technology investments should be managed in a way that promotes longevity. • Technology systems should be use friendly and easily accessible • We need to look at technology needs at each building level to be more effective in planning at the district level	project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design.			visit and learn about the areas and how to sign up to use them • ITCC will develop a procedure to track use of the media areas • Data will be used to determine feasibility of adding media areas in other schools	
		Install state-of-the-art presentation center in HS and/or MS	• Completed presentation center • Usage reports once the presentation area is up and running	• ITCC • TSSC • District Facilities Manager • BOE members • PTA members • Librarians • TSC committee members • Building Administrators • Tech Coaches • IDLs • Fieldtrips/visits to area schools and colleges • Superintendent and/or business manager	**Sept-Mar** • ITCC or TSSC will train Tech Coaches and administrators on how to use the centers. • Tech Coaches will develop instruction manual that can be used by parents and BOE members who sign up to use the center • Tech Coaches will teach IDLs how to use center • IDLs will teach staff members how to use the center **Apr** • ITCC will make recommendations to the Superintendent and BOE for addition of presentation centers in other complexes	N/A
		Explore intranet options and make recommendation regarding best way to handle district-wide shared resources.	• Price comparisons for intranet products • Record space prior to reorganizing drives, immediately after reorganizing drives, and at the end of the year.	• TSSC • Tech Coaches • ITCC • Computer Lab TAs • Administrative team • Teachers	**Sept-Nov** • TSSC will continue to track shared drive size • ITCC, TSSC, and TSC members will research and price Intranet options **Dec-June** • TSC, TSSC, and ITCC will make recommenda-tions to the Supt. administrative council	N/A
		Monitor participation and effectiveness of building and district level TSC meetings and	• Agendas and minutes generated from building and district meetings • Feedback from	• Tech Coaches • ITCC • TSSC • Computer Lab TAs • Teachers	**Aug/Sept** • ITCC will meet with each building principal to discuss goals	N/A

		establish goals/initiatives for each building based on member input.	administrators, ITCC, and Tech Coaches	• Bldg. administrators	of building level Technology Steering committees **Oct-June** • In MS/HS Tech Coaches or designated administrator will lead building level TSC meetings and one Tech Coach will be elected to serve on the District Level TSC • In Elem. TSC will work with building principals to elect one TSC member from each building to serve on DTC • Minutes will be submitted to ITCC so records can be maintained across the district. • ITCC and TSSC will also serve as resource people for building level committee and attend meetings when possible.	
		Evaluate whether additional technology support is needed in the district and continue to examine duties of current technology staff.	• ITCC Weekly activity reports • Monthly Tech Coach activity reports • Monthly Computer TA reports • Administrative feedback	• Superintendent • Tech Coaches • ITCC • TSSC • Computer Lab TAs • Teachers • Bldg. administrators	**Sept/Oct** • ITCC will meet with Superintendent and principals to review technology initiatives and review progress and goals met as indicated in long-range plan. • New goals and initiatives identified by Supt., building administrators and TSC members will also be discussed and added to TSSC and ITCC duties.	N/A

YEAR 3						
GOAL 1	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to): • **visual information** • **global awareness** • **the application of scientific, economic and techno-logical principles**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • We have high standards for all employees ---------- **Research-Based** ---------- • Easy access to images, video, and sound clips on the internet and access to cost-effective multimedia authoring software makes the understanding of digital literacy and the impact it has on society a necessary skill for 21st Century learners. (Digital Literacy: Skills for the 21st Century. See citation page.)	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Pupil Services, Career Education, and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art & Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*

	• To be competitive in the 21st century, students must be digitally literate. (Assessment for 21st Century Skills: The Current Landscape Pre-publication Draft. See citation page.) • No Child Left Behind Goal: "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."	*participate on all curriculum committees.*				
		Curriculum and Professional Development focus: Work with teachers, coaches, and TA's to embed digital literacy lessons and project suggestions in K-12 curriculum maps and offer staff development opportunities as needed.	• Attendance and evaluation data from MLP (www.mylearning plan.com) • Number of "hits" on instructional website pages that emphasize digital literacy theories and strategies • Curriculum Goal: Embed at least 15 new lessons and/or project suggestions in K-12 curriculum maps	• Instructional Technology Curriculum Coordinator (ITCC) • MS/HS Technology Coaches • Printed and online resources • MLP	**Aug-Dec** • ITCC will research and develop materials for digital literacy workshops and book study • ITCC will continue to add digital literacy informational / resource page on district instructional technology web site **Jan- May** • ITCC and Tech Coaches will develop and deliver a minimum of two workshops that focus on different elements of digital literacy (DL.) and the practical application of DL strategies as they relate to instruction • ITC, Tech Coaches, and Integration specialist will work with teachers to develop literacy projects/lessons that can be included and embedded in curriculum maps	• workshop teacher instruction covered by Model Schools • Professional development and curriculum development costs as specified in contract
		Continue to implement coaching model that includes MS/HS coaches, 1 coach in each elementary building and add a technology integration specialist who will help Instructional Technology Curriculum Coordinator and float in Elementary Buildings, working directly with teachers and lab TA's	• Monthly activity reports written by Tech Coaches. • APPR, monthly reports, and observation of Technology Integration Specialist.	• ITCC • Building Administrators • Instructional Department Leaders (IDLs)	**Aug/Sept** • Post coaching positions as needed to replace any coaches who may have stepped down. **Oct-Dec** • ITCC meets with tech coaches once a month to develop workshops that focus on digital literacy skills • Tech Coaches work with teachers in respective buildings and submit monthly reports to ITCC **Jan-May** • Each coach delivers at least one district level workshop and or	2 tech coaches (1 humanities/1 MST) at HS and MS = 4 coaches x 1,0000 = $8000 for building coaches and cost of Instructional Technology Integration Specialist (estimate: 42,000)

					curriculum development session. • Tech Coaches continue to work with teachers in respective buildings and submit monthly reports to ITCC **June** • ITCC prepares and presents a report summarizing activities of Tech Coaches and makes recommendations regarding the positions and continuation of program and reports on the effectiveness of Technology Integration Specialist	
		Year 3 TechYES program - student mentors are now 9th graders and will be able to drive the student mentor philosophy upward into the HS. Continuation of the TechYES program in MS	• Data from TechYES web site. (Includes data regarding student projects, teacher requests, etc.) • 2 completed projects by each 7th grader will be evaluated by TechYES student mentor, TechYES advisor, and ITCC no later than June of 2011. (successfully completed projects address technology competency of NCLB)	• ITCC • MS TechYES advisors • MS TechYES student mentors • MS Technology Department Chair	• TechYES student mentors and advisors recruit and train additional student mentors **Oct-Dec** • TechYES student mentors and advisors facilitate the development and evaluation of 1st TechYES project (target goal: 1 successfully completed project to be completed by each 7th grader) **Jan** • TechYES advisors and student mentors present concept of TechYES to MS faculty and share information about website where teachers and staff can submit requests for help **Jan-June** • Staff and teacher requests help drive 2nd TechYES project s developed by 7th graders (target goal: 2 successfully completed project s to be completed by	Grant funded (?)

					each 7th grader no later than June) • TechYES mentors share exemplary projects and experience with BOE members • Assessment of TechYES program for continuation next year.	
		Implement at least 2 sections of an 8th grade enrichment class each quarter (if approved for implementation)	• Report written by MS Business Teachers • Student GPA • Student interest survey results at end of each marking period	• Building Administrators • Guidance Counselors • Business Teachers	**Dec.** • Business teachers in MS implement 8th grade enrichment course if approved by principal and board in previous year	Estimated .3 teacher salary
		Install multimedia/recording areas in MS and remaining elementary buildings.	Completion of multi-media/recording areas in MS and 3 elementary buildings.	• Facilities and Operations Coordinator and staff • TSSC	• TSCC and district TSC members will host open houses to introduce staff and public to the new areas.	To be determined

YEAR 3						
GOAL 2	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will become proficient in using technology as a tool to support critical and innovative thinking through the use of differentiated and integrated instructional practices that incorporate elements of universal design.	---------- **District Core Value: Academic Excellence** ---------- •Education is provided with distinction and excellence for all students. •We strive to provide individualized opportunities for each student to exceed his or her potential. •Each and every student is recognized for his/her own talents and abilities. •Intellectual growth and exemplary academic instruction are our primary focus. •We will ensure that support services are available to remove barriers to education. •All students and adults are held accountable to high standards of performance. •We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. •We will develop a model that creates an Individual Program Plan for students to track academic progress, appropriately plans for secondary and post-secondary endeavors, involves parents in the planning process and ultimately supports on-time graduation.	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Pupil Services, Career Education, and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art & Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** committees. ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*

	---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • We seek evidence that our community believes we deliver an excellent "product." • We must identify change factors, anticipate their impact on our schools, and anticipate our role in an era of unprecedented change. ---------- **Research-Based:** ---------- • The innovative thinking process helps individuals solve every day problems in a non-traditional way that frequently saves time and labor. (Learn to be Lateral – see citation page) • "Universal Design for Learning (UDL) as it applies to technology-based curriculum and assessment reflects an awareness of the unique nature of each learner and the need to address differences." (Universal Design in Education: Principles and Applications – see citation page)	*Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum*				
		Continue to work with teachers to embed differentiated project-based learning lessons and projects in the K-12 curriculum that incorporate authentic assessment and universal design AND pilot digital portfolios with 2-3 teachers in each building.	• Target goal = minimum of three lessons for each grade level K-6, 25 lessons MS level, 25 lessons HS level • Rubric evaluations of project-based lessons. • Target goal for digital portfolios = 200 student portfolios each including a minimum of one project with a rubric-based assessment	• Instructional Technology Curriculum Coordinator (ITCC) • Technology Coaches • Curriculum Coordinators • IDLs • Teachers	**June-August** ▪ ITCC will teach 6-hour workshop for Elementary staff that focuses on project-based learning and authentic assessment. Workshop will incorporate time for individuals to develop lessons and rubrics that will be incorporated in district curriculum maps ▪ ICC will teach 6-hour workshop for Secondary staff that focuses on project-based learning and authentic assessment. Workshop will incorporate time for individuals to develop lessons and rubrics that will be incorporated in district curriculum maps ▪ ITCC will teach a 6-hour Digital Portfolio workshop for those teachers piloting electron portfolios with their students **Sept-May** • Tech coaches will work with teachers throughout year to develop project-based lessons that include authentic assessment • Tech coaches and/or ITCC will offer at least one workshop a	• workshop teacher instruction covered by Model Schools • Professional development cost as specified in contract

	• "It is the application of creativity skills that distinguishes a manager who maintains the status quo from a leader who supplies a new direction or vision." (Learn to be Lateral – see citation page)	Expand use of curriculum mapping software as curriculum is developed across the district.	• Target Goal = 100% of curriculum maps will be transferred to Curriculum mapping software by June.	• ITCC • TSSC • Secretarial Staff	**Sept-June** • ITCC will gather curriculum maps from coordinators, IDL's and principals (in electronic format whenever possible) and oversee the transfer of information by secretarial staff into the mapping software	N/A
		Continue to evaluate 10-week program and embed lessons/projects that support the program in curriculum maps.	• Teacher check list of tasks accomplished and anecdotal data collected during delivery of 10-week program. • Student samples created during 10-week program. • Type to Learn student data results. • Webpage statistical data regarding number of hits on web pages developed to support 10-week program. • MLS evaluations	• ITCC • Teachers • Computer Lab TAs • Workshops and materials developed by ITCC and teachers who helped with the curriculum	**Sept-Oct** • Instructional Technology Coaches will provide workshops that support 10-week program (geared to new employees or teachers who have changed grade levels) • Periodically add quick tips that support 10-week program to ITCC website • ITCC will update information about the software programs used to support the 10-week program on ITCC website. **Nov-Apr** • ITCC will observe and evaluates 10-week program throughout school year to determine whether additional curriculum work and workshops should be implemented **May/June** • Showcase projects online	• workshop teacher instruction covered by Model Schools • Professional development cost as specified in contract
		Implement inquiry-based research strategies district-wide.	Librarians and Tech Coaches will track number of teachers who implement inquiry-based research with a target goal of reaching 50% of teachers and students (district-wide) by the end of the year	• Librarians • Elem Tech Coaches • ITCC • BOCES regional library services • Teachers • Library and computer lab TAs	**Sept/Oct** • ITCC and/or librarians will present brief overview of inquiry-based research theory to elementary staff at faculty meetings and introduce revised	N/A

					research curriculum documentation • Librarians will help teachers and students use inquiry-based research strategies and track the number of classes that have incorporated the strategy in their curriculum	
		Assess effectiveness of Senteo interactive response systems in district and add additional set of Senteos in each building (bases on assessment results). Embed database files developed by teachers in district Curriculum maps.	• Assessment data created during use • Anecdotal data provided by students and teachers • Library of database questions developed by teachers • MLP evaluations	• Tech Coaches • ITCC • Teachers • IDL's • Curriculum Coordinators • Model Schools	**Sept/Oct** • Equipment Goal: Provide a minimum of one set of Senteos per dept. at the MS/HS and 2 sets in each Elem. building **Nov/Dec** • Provide workshops that focus on the development of lessons that use Senteos • ITCC, tech coaches and tech. Integration specialist support implementation of Senteos in the classroom **Jan-May** • ITCC observes use of Senteos in a minimum of 3 classrooms and works with teachers to assess effectiveness of Senteo use	Cost of Senteo Systems (estimate 1500 per set)
		Continue to support MP3 use at MS/HS level and introduce/expand MP3 use at the Elementary level.	• Track the number of MP3 players checked out of libraries • Track number of digital books accessed in by MS English teachers • Anecdotal data gathered by teachers	• Tech Coaches • ITCC • Teachers • IDL's • Librarians • Teachers • Student Mentors (TechYES)	**Sept-Nov** • Offer a minimum of two podcasting workshops districtwide…each teacher who attends will receive a digital microphone that can be used with his/her classroom computer **Dec-June** • ITCC, tech coaches, and tech. integration specialist will support teachers as	• Workshop teacher instruction covered by Model Schools • Professional development cost as specified in contract • Digital microphones cost approx. $20 each x 50 = $1000

					they implement podcasting podcasts in their classroom and work with students to develop podcasts	
		Continue to assess implementation of TurnItIn.com at HS level and evaluate whether it should be used at MS level.	• Track student data provided by subscription service as papers are submitted and scanned • MLP evaluations	• ITCC • Tech Coaches • English Teachers • HS Librarian • Database Manager	**Sept/Oct** • ITCC will work with English teachers, database manager and HS librarian to set up student accounts and develop training for the online product **Nov-May** • Teachers will track student data using online product • ITCC will meet with MS English IDL, MS librarian and building administrators to determine whether TurnItIn.com (or a similar product) should be implemented at the MS level	Cost of subscription
		Continue to develop integrated lessons in core curriculum that include skills identified in K-12 matrix and incorporate those lessons in curriculum maps.	• Updated K-12 matrix • Target goal = a minimum of 25 integrated lesson plans that include materials/ worksheets	• ITCC • Building and District TSC committee members • Teachers • Computer lab TAs	**Sept-Nov** • Tech coaches will work with teachers to update matrix **Dec-June** • Tech coaches will work with teachers to develop integrated lessons that support the skills identified in the matrix	Curriculum costs as specified in contract.

YEAR 3						
GOAL 3	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will use technology to foster collaboration, teaming, and problem-solving through initiatives that: ▪ **expand learning environments to reach beyond the classroom walls.** ▪ **facilitate communication in the school and the community at large.** ▪ **enhance and promote understanding and appreciation for cultural diversity and global awareness.**	---------- **District Core Value: Academic Excellence** ---------- • Education is provided with distinction and excellence for all students. • All students and adults are held accountable to high standards of performance. • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. ---------- **District Core Value: Commitment** ---------- • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. ---------- **District Core Value: Value** ---------- • Department goals are developed based on data and program	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Pupil Services, Career Education, and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art & Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** committees. ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*

	review that enforces the highest standards. • Long-range plans are developed for each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. **----------** **District Core Value: Involvement** **----------** • We strive to actively engage the community in the educational process. • We strongly support and value all aspects of school-home-community partnerships. • We will actively involve parents in the educational process. • We must develop and sustain collaborative working relationships with community organizations and businesses. • It is our obligation to communicate regularly with our community and celebrate our success with them. **----------** **Research-Based:** **----------** • Collaboration that includes all stakeholders (child, parent, educators) enhances education and benefits all the	*instructional technology is used and purchased across the district – please see Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum*				
		Continue to research and recommend Web 2.0 online products that build student communication and collaboration while formally assessing effectiveness (and possible cost) of using those products.	• Statistical data and usage reports • Student feedback • Track webpage hits • Student assessment data • Target goal = 25% of district staff will have utilized at least one Web 2.0 component in their curriculum	• MLP • Curriculum Coordinators • Building technology coaches • Online coursework • Technology curriculum Materials that have been evaluated and recommended by ITCC • Instructional Teacher Leaders	**Sept-Dec** • Evaluate online collaborative tools and make recommendations for Web 2.0 implementation. • Evaluate district filtering system to assure safe and easy access to Web 2.0 collaborative tools. • Develop Web 2.0 informational resource site **Jan/Feb** • Tech coaches and Technology integration specialist will deliver a Web 2.0 workshop after school and demo at least one tool at a minimum of 2 faculty meetings **Mar-June** • Track Web 2.0 use across district using statistics provided by Tech Coaches at the MS/HS and data provided by Elem. Computer Lab TAs	Professional development costs as per contract.
		All teacher sites will be posted using only products supported by the district.	• Statistical data and usage reports • Student feedback • Track webpage hits • Record of parent feedback • Target Goal: 60% of teachers in the district will have teacher sites by the end of the year	• ITCC • Building technology coaches • Building and District TSC members • Teachers • Public Relations Coordinator	**June-April** • Prof development will be provided from June-Sept to support standardized website products • All teacher sites purchased by the district must be linked to district site by January • Website hits of each teacher site will be recorded at end of year	Professional development costs as per contract. Cost of teacher page subscriptions (approx. $20 per teacher)
		Pilot the use of Smartboard technology interactivity	• Statistical data and usage reports provided by	• Building technology coaches • ITCC	**June-Sept** • ITCC will offer a minimum of three SMARTboard	Professional development costs as per contract.

	individuals involved. (Collaboration: A Must for Teachers in Inclusive Educational Settings. – see citation page) • "By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning." (Enabling student collaboration for learning. – see citation page) • The integration of global-learning components facilitated by the use of technology enhances core curriculum and helps students develop intercultural communication skills that will enable them to participate effectively in a globalized world. (Developing Global Awareness and Responsible World Citizenship with Global Learning. – see citation page)	between classrooms and or buildings and continue to assess the effectiveness of SMARTboard use across the district.	teachers and Tech Coaches • Classroom observations made by ITCC and bldg. Administrators • Anecdotal data regarding the interactivity of SMARTboards from room to room	• IDLs • Administrators • TSSC • teachers	workshops that emphasize the development of shared resource lessons **Oct-May** • ITCC, Tech Coaches, and teachers will post lessons and projects in a digital library that can be accessed by other teachers in the district • Pilot the use of interactivity features that allow SMARTboards to "talk" to each other	
		Continue to monitor the use and effectiveness of Skype and webcam use in the district and pilot the use of webcam footage for digital portfolio enhancement.	• Skype usage reports	• Building technology coaches • Building and District ITC members • ITCC • Teacher volunteers • Computer Lab TA's • TSSC	**Aug-Sept** • ITCC and TSSC will price and order webcams or microphones for labs **Oct-Nov** • Installation of webcams in labs • ITCC will demo Skype to Foreign Language Teachers at dept. mtg. and other teachers at Faculty meetings **Dec-June** • ITCC, lab TA's and Tech Coaches will support and monitor the use of webcams and Skype in the district	Estimated cost of webcams or microphones = $1000.00
		Continue to support Snapgrade and assess effectiveness (if the free SMS version of online grading is not available).	• Snapgrade usage reports as provided by participating teachers • Parent and student feedback	• Building technology coaches • ITCC • IDLs • Teachers who have used Snapgrade previously	**Sept** • Workshop to help teachers set up their accounts…permission slips need to be sent home to parents **Oct-June** • IDLs, experienced users, and Tech Coaches will assist teachers with implementation process and make recommendation for continuation of the product • Questionnaire will be posted for parent, student, teacher feedback regarding the product/process of posting grades online	Cost of yearly subscriptions

YEAR 3						
GOAL 4	**RATIONALE**	**IMPLEMENT-ATION**	**EVALUATION STRATEGY**	**RESOURCES**	**TIME TABLE**	**COST FUNDING**
Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established process for the acquisition and use of technology resources to assure: **• sound understanding of the use of technology networks, systems, equipment, and software** **• effective and productive application of technology that best meets the needs of users in the learning environment** **• solid and thoughtful awareness and application of new technologies** **• an expedient process for troubleshooting problems and providing support in the learning environment**	**----------** **District Core Value: Academic Excellence** **----------** • We engage in continual review of academic programming • We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century. **----------** **District Core Value: Commitment** **----------** • Our employees demonstrate initiative, accountability and creative problem solving. • There is shared responsibility for decision making among staff members, and decisions are based on data related to student well-being. **----------** **District Core Value: Value** **----------** • Department goals are developed based on data and program review that enforces the highest standards. • Long-range plans are developed for each department and include defined standards of excellence, visioning, implementation strategies, evaluation strategies and appropriate timetable and resource	ITCC will collaborate with administrators and teachers to implement year three of $A^2R^2I^3S^2E^2$ plan. **Implementation Focus:** Form committee(s) to analyze, assess, research & recommend instructional technology resources and strategies that support instruction and provide opportunities for differentiation in the following curriculum areas: **PE, Health, LOTE, Pupil Services, Career Education, and Business** Install, implement, integrate, support, and provide staff development opportunities that focus on the instructional technology recommended last year by members of **Social Studies, ELA, Library, Art & Music** committee Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: **Math, Science, Technology** committees. ***NOTE:*** *$A^2R^2I^3S^2E^2$ is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the district – please see*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*	*Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.*

	methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. ---------- **Committee Member Comments and Discussion** ---------- • District technology funds should align to learning outcomes. • Classroom equipment needs should be driven by instructional needs. • Technology investments should be managed in a way that promotes longevity. • Technology systems should be use friendly and easily accessible • We need to look at technology needs at each building level to be more effective in planning at the district level	*Appendix A for details.* *Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum*				
		Install media areas in MS and remaining elementary buildings.	• Completion of media areas • Usage data once media areas are up and running	• ITCC • TSSC • District Facilities Manager (DFM)	**Sept-June** • Tech Coaches will host open house for each new media areas so that teachers can visit and learn about the areas and learn how to sign up to use them • ITCC will develop a procedure to track use of the media areas • Data will be used to determine feasibility of adding media areas in other schools	To be determined
		Install state-of-the-art presentation center in Malta/BOE complex and WR/MTN/MTS complex (based on recommendations made last year and budget constraints)	• Completed presentation centers • Usage reports once the presentation centers are up and running	• ITCC • TSSC • District Facilities Manager • BOE members • PTA members • Librarians • TSC committee members • Building Administrators • Tech Coaches • IDLs • Fieldtrips/visits to area schools and colleges • Superintendent and/or business manager	**Sept-Mar** • ITCC or TSSC will train Tech Coaches and administrators on how to use the centers. • Tech Coaches will develop instruction manual that can be used by parents and BOE members who sign up to use the center • Tech Coaches will teach IDLs how to use center • IDLs will teach staff members how to use the center **Apr** • ITCC will make recommendations to the Superintendent and BOE for addition of presentation centers in other complexes	N/A
		Implementation of intranet for district shared resources.	• Successful implementation of intranet across the district. • Track the number of times	• TSSC • Tech Coaches • ITCC • Computer Lab TAs • Administrative team	**Sept-Nov** • ITCC, Tech Coaches, Integration Specialist will provide training to staff	Cost of Intranet implementation needs to be determined.

			the shared resources are accessed.	• Teachers	members across the district • TSSC will track the number of times the intranet is accessed **Dec-June** • TSSC will continue to track the number of times the intranet is accessed	
		Monitor participation and effectiveness of building and district level TSC meetings and establish goals/initiatives for each building based on member input.	• Agendas and minutes generated from building and district meetings • Feedback from administrators, ITCC, and Tech Coaches	• Tech Coaches • ITCC • TSSC • Computer Lab TAs • Teachers • Bldg. administrators	**Aug/Sept** • ITCC will meet with each building principal to discuss establishment of building level Technology Steering committees, suggestions for times and locations to meet **Oct-June** • In MS/HS Tech Coaches or designated administrator will lead building level TSC meetings and one Tech Coach will be elected to serve on the District Level TSC • Minutes will be submitted to ITCC so records can be maintained across the district . • ITCC and TSSC will also serve as resource people for building level committee and attend meetings when possible.	N/A
		Evaluate whether additional technology support is needed in the district and continue to examine duties of current technology staff.	• ITCC Weekly activity reports • Monthly Tech Coach activity reports • Monthly Computer TA reports • Administrative feedback	• Superintendent • Tech Coaches • ITCC • TSSC • Computer Lab TAs • Teachers • Bldg. administrators	**Sept/Oct** • ITCC and TSSC will meet with Superintendent and principals to review this long-range plan and establish priorities	N/A

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Appendix A

The $A^2R^2I^3S^2E^2$ Instructional Technology Cycle

Analyze &
Assess Needs

Evaluate
Effectivenes

Research &
Recommend

Support &
Staff
Development
Focus

Install,
Implement &
Integrate

Draft developed by Jennifer Farr, Technology Curriculum Coordinator
Ballston Spa Central School District
Version I - June 2008

Reviewed and Approved by TSC Long-Range Planning Committee Members July 2008

Education Technology Background Information

Early 1980's – print automation – focus on word processing, databases, and spreadsheets. Apple computers are prevalent in schools, along with some DOS-based PC's. School use is limited to an administrative focus for the most part, though some schools are introducing a sporadic number of computers in classrooms.

1985 – 1990 – drill and practice software – software focuses on rewarding collective responses, the dissemination of discrete facts, and is prescriptive in nature. Students are passive learners who only have to respond to a set of provided answers rather than use strategy or logical thinking. Schools are seeking funding for computers in lab settings.

1990 – 1995 – **Introduction of Multimedia** - teachers used videodiscs and object-oriented multimedia authoring tools (publishing programs like Hyperstudio and PowerPoint). Simulations, educational databases and other types of programs were also being delivered on CD-ROM disks that included simple animation and sound. Computers are available primarily in lab settings.

1995 – 1997 – Internet and WWW - new graphics and multimedia tools were developed for the delivery of information and instruction using the Internet. Many schools started to rewire for Internet access.

1997 – 2005 – **Internet expansion** – the growth of the Internet expands faster than predicted. The Internet soon becomes the world's largest database of information, graphics, and streaming video making it an invaluable resource for educators. Search engines such as Google and Yahoo constantly develop new ways to find information within the ever-growing number of web pages. Web sites that offer individuals a place to put personal information are becoming popular. Educational software becomes more useful and interesting to students as graphics and video are incorporated. New storage technology makes it easier for educators to store large graphic and video and sound files for educational applications. Most teachers have computers in the classroom that are used for personal productivity and limited instruction. Projection equipment starts to infiltrate schools.

2006 – Present – communication, collaboration, and interactivity – laptops and wireless capability are providing greater accessibility and flexibility, and address the growing need for additional computers in schools. Technology that includes video-making, SMARTboards, pod casting, GPS and Web 2.0 tools become increasingly more available and affordable. New technologies entice and invigorate teaching methodologies that are usually enthusiastically embraced by individual teachers. Individuals are increasingly introducing technology or requesting software and peripherals.

Prediction for the future – evaluation of technology - the need for cross-training of teachers and evaluation of new technology and technology-teaching methodologies is going to be increasingly important. As new technologies become available at an ever-quickening pace we must begin to carefully select and price the technologies we bring into schools. We also need to analyze the impact of those technologies in our curriculum. We must assure and confirm what we [educators] only suspect to be true…technology can and will help students learn. Many schools are technology-rich in terms of resources. It is now imperative that educators become technology-savvy as well.

Rationale for $A^2R^2I^3S^2E^2$ Instructional Technology Cycle

Ballston Spa Central School District is a technology-rich school district that serves a population of approximately 4200 students and 600 employees. In May of 2003 the district Technology Steering Committee developed a five-year Technology Replacement Plan that called for the replacement of all computers and peripheral equipment every five years. While that plan serves as an excellent plan for the replacement of hardware and is forward thinking in terms of meeting the hardware and infrastructure needs of the district, it does not fully address the instructional and curriculum needs of the district. The $A^2R^2I^3S^2E^2$ cycle has been designed to compliment the current Technology Replacement Plan while addressing the instructional technology needs that have evolved in recent years.

Adoption of this plan will…

- provide a thoughtful and analytic process for the selection of software programs, online subscriptions, and peripherals that supplement and enhance curriculum across the district
- assure that technology used in the district is analyzed and assessed for effectiveness
- drive instructional technology professional development opportunities toward instruction that is theory-focused, rather than software-specific (point and click)
- help the district look at instructional technology and curriculum with a more holistic approach that helps assure teacher and student skills are more evenly developed across the district
- assure that all curriculum areas are provided with equal opportunities to purchase technology materials and peripheral items that are subject-specific and age appropriate
- help standardize technology purchases made in the district

$A^2R^2I^3S^2E^2$ Introduction

The word “Arise” has many definitions. The preferred definition as it relates to this plan is to “move upward.” Good instructional technology decisions and implementation are designed to move student achievement and success upward.

The development of this cycle gives administrators and educators the opportunity to embed technology in all curriculum strands with a meaningful and thoughtful intent. The cycle also gives all shareholders in the District access to sound information needed for planning and budgeting purposes.

Underlying Principles

- Teachers are the expert professionals responsible for planning and implementing curriculum.
- Effective technology integration needs to happen across the curriculum to deepen and enhance the learning process.
- When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach.
- Evaluation and Assessment must be built into the process of technology integration to assure that technology is impacting student learning.

General Overview

The following chart indicates a proposed timeline that establishes the order in which instructional technology will be evaluated. At the end of a three year cycle the cycle will begin again. The general timeline and process described in this document suggests a sequence, but should not be viewed as rigid and inflexible. Curriculum strand mixes could also be negotiated or realigned with input from administration and instructional staff.

$A^2R^2I^3S^2E^2$ Instructional Technology Cycle

Sample Six Year Timeline

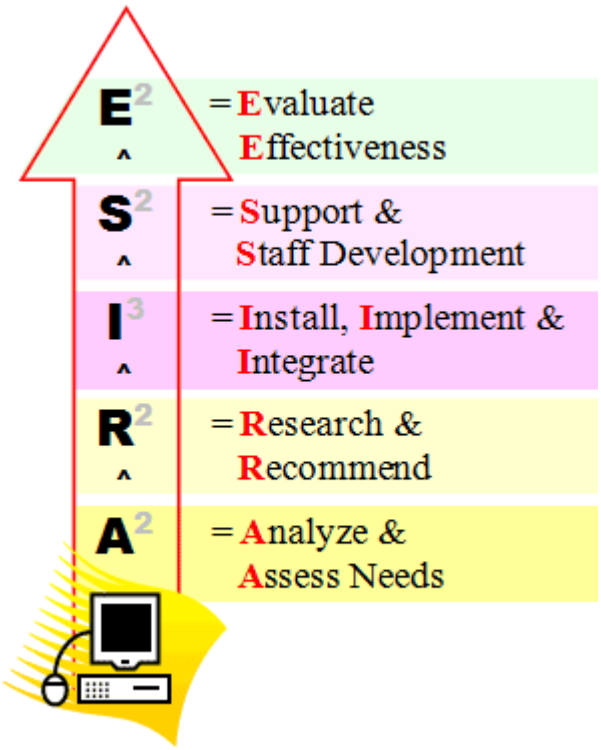
Curriculum Strands:

MST = Math, Science, Technology
ELA, SS, LIB & ARTS= English Language Arts, Social Studies, Psychology, Art, Music, and Drama
PE, Health, LOTE, Pupil Services, Career Education, and Business = PE, Athletics, Health, Foreign Language, Speech, Counseling, Family & Consumer Science, Health, Career Education & Business

	08/09	09/10	11/12	12/13	13/14	14/15
MST Strand	A^2R^2	I^3S^2	E^2	A^2R^2	I^3S^2	E^2
ELA, SS, LIB & ARTS Strand		A^2R^2	I^3S^2	E^2	A^2R^2	I^3S^2
PE, Health, LOTE, Pupil Services, Career Education, and Business Strand			A^2R^2	I^3S^2	E^2	A^2R^2

Tasks:

- A^2 = **A**nalyze & **A**ssess Needs
- R^2 = **R**esearch & **R**ecommend
- I^3 = **I**nstall, **I**mplement & **I**ntegrate
- S^2 = **S**upport & **S**taff Development Focus
- E^2 = **E**valuate **E**ffectiveness



Analyze & Assess Needs - Research & Recommend

Overarching Goal related to Analyzing and Assessing Needs: Technology coaches, department chair(s), coordinators, and instructional shareholders associated with the identified strand will work with departments/grade levels to perform analysis of curriculum taught that includes technology used by teachers in grades K-12 using technology matrix, curriculum maps, standardized scores, and long-range technology plan to gauge and analyze areas of weakness and strength.

Overarching Goal related to Researching and Making Recommendations: Committee chaired by mentor will explore and research technologies that can be used to strengthen areas of weakness; review, work with, and recommend software, peripherals, and instructional technology strategies that will fill gaps and strengthen curriculum. Present recommendations to Technology Steering Committee and Administrative Council.

Suggested timeline of events follows:

July – August

- Technology Coordinator works with administrators and coordinators to determine best ratio of committee members for each curriculum area/grade level

September

- Post curriculum positions using ratio recommendations agreed upon by Technology Coordinator and administrative team – **Deadline for posting: first day of school.**
- Preliminary meeting with all curriculum strand stakeholders – **Deadline for meeting: last week in September**
- Suggested Agenda Items for first meeting include:
  - Outline and Development of Expectations/Roles for those serving on technology curriculum committee
  - Development of meeting dates and establishment of benchmark timeline
  - Review of curriculum maps, technology matrix, scores, and long-range technology plan
- Introduce online collaborative tools that will be used as part of the cycle process (Google Docs, blog, discussion board)

October – November

- **Bi-monthly meetings.** Suggested Activities:
  - Develop & deliver technology needs assessment to be delivered to shareholders that deliver curriculum in each strand
  - Analyze and discuss data retrieved from needs assessment
  - Research and seek technology resources that could be used to fill needs (Technology Curriculum Coordinator will assist in working with vendors, Model Schools, etc.)
  - Post minutes of meetings and research material to Curriculum Cycle blog so all shareholders across the district have access to information and are given an opportunity to provide additional input/insight
  - Possible field trips to other schools, request opportunities to bring in representatives from software companies, other schools, etc.
- Coaches and Committee Representatives from each curriculum cycle attend **NYSCATE meeting in November**

December – March

- **Bi-Monthly Meetings.** Suggested Activities:
  - Discuss workshops attended and materials discovered at NYSCATE
  - Work with and assess various software packages and peripherals
  - Develop prioritized list of recommendations and budget for respective departments (curriculum strands)
  - Present (and demo) recommendations to building and district Technology Steering Committees
  - Present (and demo) recommendations to individual principals and Administrative Council.
  - Possible update/presentation to BOE.

April – June

- Work with Technology Coordinator to develop training materials and workshops that will introduce new software and peripherals to shareholders in departments across district
- Faculty and departmental presentations
- Technology staff assures that all equipment and software is installed and available for summer workshops

Budget Consideration/Focus

Suggestion: If curriculum strands in year one of each cycle are given priority when it comes to purchasing software and peripherals, implementation in year two will be easier to achieve. Furthermore, this practice assures that technology purchases for each department/curriculum cycle would take place in a timely and equitable manner across the district.

Estimated Cost for Cycle 1

(15 teachers) **$14,000.00**

Install, Implement & Integrate / Support & Staff Development

Overarching Goal related to Installation & Implementation: Time and resources will be made available to technology mentors, Computer Teacher Assistants, and/or committee members so they can familiarize themselves with the products and software to develop staff development trainings prior to implementation.

Staff Development Focus: Technology coaches and Computer Teacher Assistants will work with principals and Instructional Technology Curriculum Coordinator to provide trainings that include workshop opportunities, faculty presentations, or one-to-one mentoring opportunities.

July – August

- General technology professional development workshops will focus on introduction of new software and peripherals (point and click strategies)
- At least one workshop or meeting will incorporate the following:
  - Selection of at least one lesson or unit in curriculum cycle that will incorporate new technology
  - Development of assessments that can be incorporated in lesson/unit
- Technology staff assures that all equipment and software is installed across district for implementation in the school year

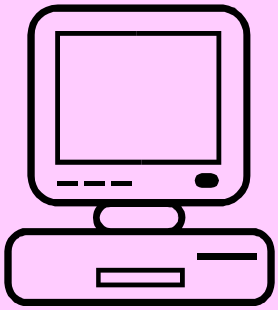
April – June

- Budgetary considerations
  - Are additional trainings needed?
  - Do we need to consider purchasing additional equipment/software?
- Reflection Focus
  - What's working/What isn't
  - What changes/refinements need to be made?
  - **Are students achieving when using new technologies?**
  - Are there lessons/ideas that could be shared with staff members, BOE, etc.?
- Development of Formative Assessments that will be used next year to gauge whether new technologies are impacting student learning. Suggestions include, but are not limited to the following:
  - Big idea worksheets.
  - Rubrics
  - Journal opportunities for students
  - Blogs, wikis
  - Electronic portfolio

September – March

- **Bi-monthly meetings** of original committee members - analyze and review how the implementation process is going. Key considerations:
  - Is additional training and or support necessary?
  - Are students and teachers engaged?
  - Are additional materials needed to enhance implementation?
  - Are there other curriculum areas that would benefit in knowing about/using the new technology?
- Departmental Meetings will include update regarding use of new software and peripherals
- Additional workshops will be provided at teacher requests
- Teachers in identified cycle will be able to request help in the classroom as they implement new technology software and/or peripherals and be given opportunities to view a lesson that models the use of those resources
- Libraries of resources will be developed throughout the year to support the software and peripherals (example: if one teacher develops a database of questions for use with Senteos that database will be shared with other members of the department)

Although we are striving to implement new technology and standardize content, we are not trying to develop cookie-cutter instruction. Each teacher will be encouraged to teach content and use the new technologies with a personalized approach, lending his/her own personal approach to the instructional process.



Estimated Cost for

Cycle 1 & Cycle 2 = $28,450.00

<table>
<tr><td colspan="2">Evaluate Effectiveness

Overarching Goal related to Evaluating Effectiveness: Technology Curriculum Coordinator and Administrators will work with instructional staff to assess through observation, rubrics, student scores, usage reports, workshop evaluations, and questionnaires the effectiveness of technologies introduced and will measure frequency of use.</td></tr>
<tr><td>July – August
Workshops are offered if necessary/requested
September - May
Each teacher in each department of the cycle will commit to teaching one lesson that includes use of the new technology
Jen and/or committee member or coah will be available to assist or support the lesson if requested
Lesson(s)will include assessments developed by committee members</td><td>June
Prepare to return to cycle 1 ideally with new committee members.</td></tr>
<tr><td>April – May
Committee members will meet to develop and submit a report to administrative council and BOE that includes…
evaluation data and usage estimates of the new technology/software that has been implemented over the course of the past two years.
Data should include student performance data whenever possible. Basically…. did the technology enhance and improve student learning? Why or Why not?
Recommendations for continued use of technology or reasons not to use the technology.</td><td>"Never doubt that a small group of thoughtful citizens [educators] can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

Estimated Cost for
Cycle 1 & Cycle 2 & Cycle 3 = $39,450.00</td></tr>
</table>

"The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances."

While there is much data that shows technology motivates students, it is time that we also assess the technologies we use in the classroom to assure that technology is also used to help improve student understanding and learning.