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	5 th Grade Teacher
Meghan Haessig	5 th Grade Teacher
Susan Penney	Elementary Librarian
Deanie McCarthy	2 nd 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

Evaluate

Effectiveness

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.

Analyze Assess Needs

Support Staff Development Focus

Research & Recommend

nstall, Implement Integrate

Committee members believe adoption of the A²R²I³S²E² **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 problemsolving through initiatives that:

- expand collaborative learning opportunities in the classroom
- expand learning environments to reach beyond the classroom
- 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
- 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 postsecondary 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
- · 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
- · 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

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.

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
- · 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

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- We embrace innovation regarding program and instruction (project based learning, technological applications...) as we prepare students for the 21st Century.

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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 lonaevity.
- 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 A²R²I³S²E² 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 A²R²I³S²E² 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 A²R²I³S²E² 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 ² R ² I ³ S ² E ² Inst	A ² R ² I ³ S ² E ² Instructional Technology Cycle						
Sam	ple Six Ye	ear Timeli	ne				
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 ³ S ²	\mathbf{E}^2	A^2R^2	I ³ S ²	\mathbf{E}^2	
ELA, SS, LIB & ARTS Strand		A^2R^2	I^3S^2	\mathbf{E}^2	A^2R^2	I^3S^2	
PE, Health, LOTE, Pupil Services, Career Education, and Business Strand A ² R ² I ³ S ² E ² A ² R ²							
Tasks:							
A ² = Analyze & Assess Needs R ² = Research & Recommend I ³ = Install, Implement & Integrate S ² = Support & Staff Development Focus E ² = Evaluate Effectiveness							

IMPLEMENTATION OVERVIEW OF BSCSD INSTRUCTIONAL TECHNOLOGY 3-YEAR PLAN

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

THREE VEAR OVER	VIEW		
THREE YEAR OVER 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 A²R²I³S²E² 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: A²R²I³S²E² 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 A²R²I³S²E² 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: A²R²I³S²E² is a curriculumbased 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 A²R²I³S²E² 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: A²R²I³S²E² is a curriculumbased 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 (8 th graders) and techYES advisors help drive program with a new group of 7 th graders (based on evaluation of program last year)	Year 3 TechYES program - student mentors are now 9 th 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 8 th grade computer enrichment class that would skills learned in the 6 th and 7 th grade computer classes.	Implement at least 2 sections of an 8th grade enrichment class each quarter.	Evaluate the 8 th grade enrichment classes offered last year with the idea that the 8 th 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.

TUDEE VEAR OVER)VIEW		
THREE YEAR OVER	Year 1	Year 2	Year 3
Staff and students will become proficient in using technology as a tool to support critical	ITCC will collaborate with administrators and teachers to implement year one of A ² R ² I ³ S ² E ² plan.	ITCC will collaborate with administrators and teachers to implement year two of A ² R ² I ³ S ² E ² plan.	ITCC will collaborate with administrators and teachers to implement year three of A ² R ² I ³ S ² E ² plan.
and innovative thinking through the	Implementation Focus:	Implementation Focus:	Implementation Focus:
use of differentiated and integrated instructional practices that incorporate elements of universal design.	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	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	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
	NOTE: $A^2R^2I^3S^2E^2$ is a curriculumbased 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.	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)	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
	Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.	NOTE: $A^2R^2I^3S^2E^2$ is a curriculumbased 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.	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-
		Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.	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 5 th 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.

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

TUDEE VEAD OVED	VIEVA		
THREE YEAR OVER	vi⊑w Year 1	Year 2	Year 3
Staff and students will use technology to foster collaboration,	ITCC will collaborate with administrators and teachers to implement year one of A ² R ² I ³ S ² E ² plan.	ITCC will collaborate with administrators and teachers to implement year two of A ² R ² I ³ S ² E ² plan.	ITCC will collaborate with administrators and teachers to implement year three of A ² R ² I ³ S ² E ² plan.
teaming, and problem- solving through initiatives that::	Implementation Focus:	Implementation Focus:	Implementation Focus:
 expand collaborative learning opportunities in the classroom expand learning environments to 	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	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	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
reach beyond the classroom walls. facilitate communication in the school, the community, and the world at large. enhance and	NOTE: $A^2R^2I^3S^2E^2$ is a curriculumbased 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.	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)	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
promote understanding and appreciation for cultural diversity and global awareness.	Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.	NOTE: $A^2R^2l^3S^2E^2$ is a curriculumbased 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.	Committees will meet to evaluate the effectiveness of resources and strategies implemented last year in the following curricular areas: Math, Science, Technology
		Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.	NOTE: $A^2R^2I^3S^2E^2$ is a curriculumbased 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 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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THREE YEAR OVER	/IEW		
GOAL 4	Year 1	Year 2	Year 3
Staff and students will demonstrate a sound understanding of technology systems and operations and follow an established	ITCC will collaborate with administrators and teachers to implement year one of A ² R ² I ³ S ² E ² plan. Implementation Focus:	ITCC will collaborate with administrators and teachers to implement year two of A ² R ² I ³ S ² E ² plan. Implementation Focus:	ITCC will collaborate with administrators and teachers to implement year three of A ² R ² I ³ S ² E ² plan. Implementation Focus:
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	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: A²R²f²S²E² is a curriculumbased cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased across the	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	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
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 – please see Appendix A for expanded details. Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum committees.	of the Math, Science, Technology committee (s) NOTE: A²R²I³S²E² is a curriculumbased 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.	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 curriculumbased 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.
	Research the cost and establish the specs for building student recording stations that promote learning and collaboration. Research the cost and establish the specs for building state-of-the-art presentation center that can be used	Install recording areas in HS and MT – N Install state-of-the-art presentation center in HS and/or MS	Install recording areas in MS and remaining elementary buildings. Install state-of-the art presentation center in MT/WR complex
	for school and community functions. 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.

Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to):	er to plan of for
Staff and students will know how to access, manage, integrate, synthesize, and create digital information that includes (but is not limited to): • visual information e global awareness the application of scientific, economic and technological principles **We embrace innovation of scientific, economic and technological principles **Toto will collaborate with administrators and teachers to implement year one of A²R⁴¹°S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R⁴¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R²¹S²E² plan Appendix A for details regarding the plan. **Please refer to A²R²¹S²E² pl	er to plan A for
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as we prepare students for the 21st Century. District Core Value: NOTE: $A^2R^2I^3S^2E^2$ is a curriculumbased cycle developed to analyze, implement	
students for the 21st Century. District Core Value:	
District Core Value: based cycle developed to analyze, implement	
Value: implement	
Value: implement	
Commitment manage, and	
● We have high evaluate the way	
standards for technology is used	
all employees and purchased	
across the district please see	
Research-Based Appendix A for	
expanded details.	
Easy access to Additional	
images, video, Comment:	
and sound Special Ed. clips on the Representatives	
internet and will also be invited	
access to cost- to participate on all effective curriculum	
effective curriculum multimedia committees.	
authoring	
software makes the Professional • Attendance and • Instructional • Aug/Sept • estimated co	
understanding Development evaluation data Technology old books: \$110	
of digital literacy and the literacy and the of digital literacy and the l	
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on society a materials and plan.com • MS/HS digital literacy covered by	
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learners. teachers and website pages • Printed and •ITCC will post a development	
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Intidic school pilot of TechYES program. Intidic school pilot of TechYES program. Internation of TechYES of	 					
completed by		of TechYES	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	 MS TechYES advisors MS TechYES student mentors MS Technology Department Chair Grant-funded training 	buildings and submit monthly reports to ITCC June ITCC prepares and presents a report summarizing activities of Tech Coaches and makes recommendation s regarding the positions and continuation of program 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) 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 for help Jan-June	Funded. Other years may or may not be grant funded. That has yet to be
completed by					completed project s to be	

			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 8 th grade computer enrichment class that would expand on the skills learned in the 6 th and 7 th grade computer classes.	Report written by MS Business Teachers	 Building Administrators Guidance Counselors Business Teachers 	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 (TSC) 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.	Partional E District Core Value: Academic Excellence 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	IMPLEMENT- ATION ITCC will collaborate with administrators and teachers to implement year one of A²R²I³S²E² 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: A²R²I³S²E² 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	Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.	Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.	Please refer to A²R²I³S²E² plan Appendix A for details regarding the plan.	COST FUNDING Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.
	(project based learning, technological applications) as we prepare students for the 21 st 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.	to participate on all curriculum committees. Explore, evaluate, and price electronic curriculum mapping software programs. Provide training to assure 5 th grade elementary teachers are prepared to teach their students how to utilize the software	Compare and contrast products Research what programs are supported by BOCES and used in other schools Teacher check list of tasks accomplished and anecdotal data collected during delivery of 10-week program.	ITCC TSCC Curriculum Coordinators Administration IDLs ITCC Teachers Computer Lab TAs Workshops and materials developed by ITCC and	Nov-Jan Research, work with trials, price software packages Make recommendation for curriculum software Nov 1 days of curriculum work to evaluate and redesign Elementary 10-week program with 4 elementary teachers and 2 TA's. Dec	Pricing to be determined based on year one research Sub pay Professional development as per contract.

T	T			<u></u>	
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.	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 BOF meeting.	
District Core Value: Value	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/departme nts 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
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	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	Monitor and support the implementation of TurnItIn.com program in English Dept. of HS	not 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
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)	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 environment s to reach beyond the classroom walls. • facilitate communicati on in the school and the community at large. • enhance and promote understandin g and appreciation for cultural diversity and global awareness.	District Core Value: Academic Excellence	ITCC will collaborate with administrators and teachers to implement year one of A²R²I³S²E² 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: A²R²I³S²E² 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 ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.	Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.	Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.	Please refer to A ² R ² I ³ S ² E ² plan Appendix A for details regarding the plan.
	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	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 recommendatio ns 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				informational	
and include				resource site	
defined standards				Jan/Feb	
of excellence,				 ITCC and/or 	
visioning,				tech coaches	
implementation				will deliver a	
strategies, evaluation				Web 2.0 workshop after	
strategies and				school and	
appropriate				demo at least	
timetable and				one tool at a	
resource				minimum of 2	
methodologies.				faculty	
 We will develop 				meetings	
and implement				Mar-June Track Web 2.0	
programmatic, goal based				use across	
budgets that are				district using	
fiscally responsible				statistics	
and balance				provided by	
multiple needs.				Tech Coaches	
				at the MS/HS	
District Core Value:				and data provided by	
Involvement				Elem.	
				Computer Lab	
We strive to				TAs	
actively engage	Research and	 Statistical data 	• ITCC	June-April	Professional
the community in the educational	recommend 1-2	and usage	Building	Prof	development
process.	web-based Teacher webpage	reports • Student	technology coaches	development will be provided	costs as per contract.
We strongly	products that will	feedback	Building and	from June-Sept	contract.
support and value	bring	Track	District	to support one	
all aspects of	standardization to	webpage hits	Instructional	of following	
school-home-	webpage	 Record of 	Technology	three products:	
community partnerships.	presence across the district	parent	Committee	Teacher Web,	
	trie district	feedback	(ITC) members	School World, Blackboard	
 We will actively involve parents in 			 Teacher volunteers 	Website hits	
the educational			Volunteers	will be	
process.				recorded at	
We must develop				end of trial	
and sustain				period	
collaborative				 District TSC members will 	
working				assess	
relationships with community				products during	
organizations and				year and make	
businesses.				recommendatio	
 It is our obligation 				n at the end of	
to communicate	Provide support	Statistical data	• ITCC	the year June-Sept	Professional
regularly with our	and professional	Statistical data and usage	Building	ITCC will offer	development
community and	development	reports	technology	a minimum of	costs as per
celebrate our success with	opportunities to	provided by	coaches	three	contract.
them.	SMARTboards	teachers and	• IDLs	SMARTboard	
	users in the district.	Tech Coaches	Administrators	workshops	
Research-Based:	นเอแเบเ.	 Classroom observations 	Technology	 Notebook 10 software will be 	
		made by ITCC	Support Services	installed on	
- Colloboration that		and bldg.	Coordinator	computers	
 Collaboration that includes all 		administrators	(TSSC)	across the	
stakeholders				district	
(child, parent,				Oct-May	
educators)				 ITCC will observe and 	
enhances				evaluate use of	
education and benefits all the				Smartboard	
individuals				technology in	
involved.				individual	
(Collaboration: A	Dilatus of Olympia	01-	ITCC	classrooms	Fotimeted acres
Must for	Pilot use of Skype or similar online	 Skype usage 	ITCC Puilding	Oct-Dec ITCC and	Estimated cost of webcams or
Teachers in	communication	reports	 Building technology 	TSCC will	microphones =
Inclusive Educational	devices in one lab		coaches	price and order	\$1000.00
Settings. – see	of each building,		Building and	webcams or	
	as well the labs		District ITC	microphones	

"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	used by Project Lead the Way and the Robotics courses.	 Snangrade 	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 Oct-June	HS has already
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	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	Dec-June ITCC, lab TA's and Tech Coaches will support and monitor the use of webcams and Skype in the	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	District Core	ITCC will collaborate with	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan
demonstrate a	Value:	administrators	Appendix A for	Appendix A for	Appendix A for details	Appendix A for
sound	Academic	and teachers to	details regarding	details regarding	regarding the plan.	details regarding
understanding	Excellence	implement year one of A ² R ² I ³ S ² E ²	the plan.	the plan.		the plan.
of technology		plan.				
systems and	 We engage in 	F				
operations and	continual	Implementation				
follow an	review of	Focus:				
established	academic programming	Form				
process for the acquisition and	We embrace	committee(s) to				
use of	innovation	analyze, assess,				
technology	regarding	research & recommend				
resources to	program and instruction	instructional				
assure:	(project	technology				
• sound	based	resources and				
under-	learning,	strategies that support				
standing of	technological applications	instruction and				
the use of technology) as we	provide				
networks,	prepare	opportunities for differentiation in				
systems,	students for the 21st	the following				
equipment,	Century.	curriculum areas:				
and software	,	Math, Science,				
 effective 	District Osma	Technology				
and	District Core Value:	NOTE:				
productive	Commitment	$A^2R^2I^3S^2E^2$ is a				
application of		curriculum-based				
technology that best	 Our employees 	cycle developed to analyze,				
meets the	demonstrate	implement,				
needs of	initiative, accountability and	manage, and				
users in the	creative problem	evaluate the way				
learning	solving.	instructional technology is				
environment	There is shared	used and				
solid and	responsibility for decision making	purchased across				
thoughtful awareness	among staff	the district – please see				
and	members, and	Appendix A for				
application of	decisions are	expanded details.				
new	based on data related to student	A 1 122				
technologies	well-being.	Additional Comment:				
• an		Special Ed.				
expedient	District Core	Representatives				
process for trouble-	Value: Value	will also be invited				
shooting		to participate on all curriculum				
problems and	Department goals	committees.				
providing	are developed					
support in the	based on data and program	Research the cost	Fieldtrips to	• ITCC	Sept-Mar	N/A
learning	review that	and establish the	local	Technology	ITCC and TSSC	
environment	enforces the	specs for building student-recording	colleges/school s	Support Services	will contact and arrange fieldtrips to	
	highest standards.	stations that	Assess needs	Coordinator	arrange neidinps to	
	 Long-range plans are developed for 	promote learning	using online	(TSSC)	schools/colleges	
	each department	and collaboration.	questionnaire	District	and work with	
	and include		that can be accessed by	Facilities Manager (DFM)	TSSC will work with ITCC, building	
	defined standards		district	Librarians	administrators,	
	of excellence, visioning,		employees and	TSC committee	IDLs and TSC	
	implementation		MS/HS	members	members to plan	
	strategies,		students	Building Administrators	components and space needed for	
	evaluation			Administrators • Tech Coaches	media centers in	
	strategies and			- Tooli Oddolles	each building	

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			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	
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.	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/school s 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

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

century, students must be digitally with a state of the s	competitive in		digital literacy	• MLP	Oct- May	
Draft. See citation page.) • No Child Left Behind Goal: "Assist are very student in dependent of the student in the depand advice by ensuring that every student is technologically literate by the time the eighth grade, regardless of the student's race, eshnicity, gender, family geographic location, or disability." **Draft. See citation page.) **Ontinue to implement coaching model 4MSHS addition of 1 tech coaches. Coaches and addition of 1 tech coaches and addition of 1 tech coaches. Coaches addition of 1 tech coaches. Coaches are provided that the eighth grade, regardless of the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability." **Toron the student's race, eshnicity, gender, family geographic location, or disability. **Toron the student's race, eshnicity, gender, family geographic location, or disability. **Toron the student's race, eshnicity, gender, family geographic location, or disability. **Toron the student's race, eshnicity, gender, family geographic location, or disability. **Toron the student's race, eshnicity, gender, family geographic location, or disability. **	students must be digitally literate. (Assessment for 21 st Century Skills: The Current Landscape		theories and strategies		develop and deliver a minimum of three workshops that focus on different elements of digital literacy	
Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the siludent elementary building element of students are certainly, gender, family income, geographic location, or disability. **Sability.** **Continue to model-MS/HS coaches and addition of 1 tech coaches so the students race, ethnicity, gender, family income, geographic location, or disability.** **Sability.** **Sability.** **Sability.** **Sability.** **March and Addition of 1 tech coaches and addition of 1 tech claim to develop the coaches once as week to prepare them to develop focus on digital literacy skills.** **ITCC** **Building** **Administrators* **Coaches** **Instructional Department* Leaders (IDLs) **Instructional Department* Leaders (IDLs) **Instructional Department* **Leaders (IDLs) **Instructional Department* **Instruct	Draft. See citation page.)				practical application of DL strategies as they relate to	
continuation of	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	implement coaching model -MS/HS coaches and addition of 1 tech coach in each	reports written by Tech	Building Administrators Instructional Department	instruction 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 Jan-May ITCC prepares and presents a report summarizing activities of Tech Coaches and makes recommendatio ns regarding the positions and	8,000.00 (some costs may be covered by Title IID Enhancing Education through Technology Grant

1	Year 2 TechYES	Data from	• ITCC	June-Aug	Grant funded (we
	Implement at least 2 sections of an 8th	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) Student GPA, teacher supports address technology competency of NCLB)	ITCC MS TechYES advisors MS TechYES student mentors MS Technology Department Chair Grant-funded training opportunities MS Business Teachers + .3	Training and support of TechYES advisors and three student mentors 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 (target goal: 2 successfully completed project s to be completed by each 7th grader (target goal: 2 successfully completed project s to be completed by each 7th grader (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 mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES mentors share exemplary projects and experience with BOE members Assessment of TechYES to the control of the project share exemplary projects and experience with BOE members	.3 teacher based on step and teacher contract
	grade enrichment class each quarter.	value survey conducted by	Position • Building	for new course Sept-June	teacher contract
	•	•	Danding	<u> </u>	<u>l</u>

	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	District Core	ITCC will collaborate with	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan	Please refer to A ² R ² I ³ S ² E ² plan
become	Value: Academic	administrators and	Appendix A for	Appendix A for	Appendix A for	Appendix A for
proficient in	Excellence	teachers to implement year	details regarding the plan.	details regarding the plan.	details regarding the plan.	details regarding the plan.
using technology as		two of A ² R ² I ³ S ² E ²				
a tool to	 Education is provided with 	plan.				
support critical	distinction and	Implementation				
and innovative	excellence for all students.	Focus:				
thinking through the	We strive to	Form committee(s)				
use of	provide	to analyze,				
differentiated	individualized opportunities for	assess, research & recommend				
and integrated instructional	each student to	instructional				
practices that	exceed his or her potential.	technology resources and				
incorporate	Each and every	strategies that				
elements of	student is	support instruction and provide				
universal design.	recognized for his/her own	opportunities for				
accig	talents and	differentiation in the following				
	abilities.	curriculum areas:				
	 Intellectual growth and 	Social Studies, ELA, Library, Art				
	exemplary	& Music				
	academic instruction are	In atall Constant				
	our primary	Install, implement, integrate, support,				
	focus. • We will ensure	and provide staff				
	that support	development opportunities that				
	services are available to	focus on the				
	remove barriers	instructional technology				
	to education.	recommended last				
	All students and adults are held	year by members of the Math ,				
	accountable to	Science,				
	high standards of performance.	Technology				
	We embrace	committee (s)				
	innovation	NOTE:				
	regarding program and instruction	A ² R ² I ³ S ² E ² is a curriculum-based				
	(project based	cycle developed to				
	learning,	analyze, implement,				
	technological applications) as	manage, and				
	we prepare students for the	evaluate the way instructional				
	21 st Century.	technology is used				
	We will develop a	and purchased across the district				
	model that creates an Individual	– please see				
	Program Plan for	Appendix A for				
	students to track	details.				
	academic progress,	Additional				
	appropriately plans	Comment: Special Ed.				
	for secondary and post-secondary	Representatives				
	endeavors,	will also be invited to participate on all				
	involves parents in the planning	curriculum				
	process and	committees. Curriculum	• Torget cool	a language de la de	June-August	a complete a co
	ultimately supports on-time	Development	 Target goal = minimum of 	 Instructional Technology 	■ ITCC will teach	workshop teacher
	graduation.	focus:	one lesson for	Curriculum	6-hour	instruction
		Work with	each grade	Coordinator	workshop for	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 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	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	Model Schools Professional development cost as specified in contract
thinking process helps individuals	Pilot use of curriculum mapping software in the district:	Completed curriculum maps Target =	ITCC TSSC Curriculum Coordinators	authentic assessment Tech coaches	Cost of curriculum mapping software
reflects an awareness of the unique nature of each learner and the need to address differences." (Universal Design in	The district.	completion of 2 + curriculum maps	Administration IDLs Secretarial staff (?)	coordinators to select a grade level or subject area to begin the process work with MS/HS administrators, coordinators,	

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)	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	and IDLs to target one secondary curriculum area 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 gradelevel 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

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 Target goals for databases at MS 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	use inquiry-based research strategies and track the number of classes that have incorporated the strategy in their curriculum 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 Senteos in a minimum of 3 classrooms and works with teachers to assess effectiveness effectiveness effectiveness	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) 	of Senteo use Sept-Nov Offer a minimum of two podcasting workshops districtwidee ach 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

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	ITCC Tech Coaches English Teachers HS Librarian Database	their classroom and work with students to develop podcasts Sept/Oct ITCC will work with English teachers, database manager and HS librarian to	Building – wide cost approximately \$3,500
	MLP evaluations	Manager	set up student accounts and develop training for the online product Nov-May Teachers will track student data using online product	
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 problemsolving 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 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			Please refer to $A^2R^2I^3S^2E^2$ plan Appendix A for details regarding the plan.	TIME TABLE Please refer to A²R²1°S²E² plan Appendix A for details regarding the plan.	
	members, and decisions are based on data related to student well-being. District Core Value: Value	and purchased across the district – please see Appendix A for details. Additional Comment:				
	Department goals are developed based on data and program review that enforces the	Special Ed. Representatives will also be invited to participate on all curriculum committees. Curriculum	Statistical data	• MLP	Sept-Dec	Professional
	highest standards. Long-range plans are developed for each department	Development focus: Work with teachers to embed differentiated	and usage reports Student feedback Track	Curriculum Coordinators Building technology coaches	Evaluate online collaborative tools and make recommendatio	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	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	
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	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	faculty meetings Mar-June Track Web 2.0 use across district using statistics provided by Tech Coaches 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)
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)	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 Skype usage	Building technology coaches ITCC IDLs Administrators TSSC teachers Building	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 Aug-Sept	Professional development costs as per contract.

and solve problems they deve capability problems not exist moment learning. (Enabling collabora learning. citation p The integ global-lear compone facilitated use of teenhance curriculur helps studevelop intercultur communications and solve the	and effectiveness of Skype and webcam use in the district strict	and effectiveness of Skype and webcam use in the district and effectiveness of Skype and webcam use in the district by the to solve that do the ff student on for see ge) ation of ning ats by the nnology core and ents al ation and effectiveness of Skype and webcam use in the district • Buildi District meml • ITCC • Teach volun • Comp TA's • TSSC • TSSC • Buildi District meml • ITCC • Teach volun • Comp TA's • TSSC • TSSC • Buildi District meml • Comp TA's • TSSC • Buildi District meml • Comp TA's • TSSC • Buildi District meml • Comp TA's • TSSC • TSSC • TSSC • Buildi District meml • Comp TA's • TSSC • TSSC • TSSC • Buildi District meml • Comp TA's • TSSC • TSSC • Buildi District meml • Comp TA's • TSSC	res 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 Tog Sept	webcams or microphones = \$5000
skills that enable tr participat effectivel globalize (Develop Global Awarene Respons World Ci with Glot Learning citation p	nem to te level. y in a level. y in a level. y in a level. y in a level. level. level. level.	will grading program at the MS/HS level. reports as provided by participating teachers level. Parent and student feedback sand ble genship all see	Workshop to help teachers set up their accounts Permission	

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

and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs. Committee Member Comments and Discussion Discussion District	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	
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	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 Ibirarians TSC committee members Building Administrators Tech Coaches IDLs Fieldtrips/visits to area schools and colleges Superintendent and/or business manager	areas in other schools 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 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	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	complexes 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 recommendations 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 CoachesITCCTSSCComputer Lab TAsTeachers	ITCC will meet with each building principal to discuss goals	N/A

ootoblish	administratora	- Dida	of building layer	
establish goals/initiatives for	administrators, ITCC, and Tech	 Bldg. administrators 	of building level Technology	
each building based on member	Coaches		Steering committees	
input.			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	
Evaluata whathar	ITOO W I.I.	Our and at an along	possible.	N/A
Evaluate whether additional	 ITCC Weekly activity reports 	SuperintendentTech Coaches	Sept/Oct ITCC will meet	IN/A
technology	Monthly Tech	• ITCC	with	
support is needed	Coach activity	• TSSC	Superintendent	
in the district and continue to	reports Monthly	 Computer Lab TAs 	and principals to review	
examine duties of	Computer TA	Teachers	technology	
current technology staff.	reports	 Bldg. 	initiatives and	
stan.	 Administrative feedback 	administrators	review progress and	
	TOOGDOON		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.	

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

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.mylearnin g 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	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)	that can be included and embedded in curriculum maps 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)

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	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 7 th grader will be evaluated by 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	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 recommendation s regarding the positions and continuation of program and reports on the effectiveness of Technology Integration Specialist • 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 so the point of target goals of the point	Grant funded (?)
				TechYES project s developed by 7 th graders (target	
				goal: 2 successfully completed project s to be completed by	

			each 7 th 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 	• Business teachers in MS implement 8 th 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-	EVALUATION	RESOURCES	TIME TABLE	COST
	Pistrict Core Value: Academic Excellence	IMPLEMENT-ATION ITCC will collaborate with administrators and teachers to implement year three of A²R²I³S²E² 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: A²R²I³S²E² is a curriculum-based cycle developed to analyze, implement, manage, and evaluate the way instructional technology is used and purchased and purchased and purchased and purchased and purchased	EVALUATION STRATEGY Please refer to A²R² f³S²E² plan Appendix A for details regarding the plan.	RESOURCES Please refer to A²R² f³S²E² plan Appendix A for details regarding the plan.	TIME TABLE Please refer to A²R² f³S²E² plan Appendix A for details regarding the plan.	COST FUNDING Please refer to A²R²l³S²E² plan Appendix A for details regarding the plan.

District Core Value: Commitment	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 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 their students	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	projects online 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

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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	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 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 districtwidee ach 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

	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	they implement podcasting podcasts in their classroom and work with students to develop podcasts 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.

Staff and students will use technology to foster collaboration, teaming, and problem-solving initiatives that: • expand learning environment s to reach beyond the classroom walls. • lacilitate community at large. • enhance and promote community at large. • enhance and promote mode and promote community at large. • enhance and promote mode of environment grand adults are held aspeciation for cultural diversity and global again diversity and global awardness. • Our employees demonstrate in solutions of the 21st Century. • Our employees demonstrate in accommanding and constrainting and constrainting and continual review of academic programming. • There is shrated to the provision and community at large. • Our employees demonstrate in accommanding and continual review of the 21st Century. • Our employees demonstrate in accommanding and commission of the 21st Century. • Our employees demonstrate in accommanding and commission of the 21st Century. • Our employees demonstrate in accommanding and consistence programs and global and global and global and global and commission of the 21st Century. • Our employees demonstrate in accommanding and consistence programs and consistence of the 21st Century. • Our employees demonstrate in the consistence of the 21st Century. • Our employees demonstrate in the consistence of the 21st Century. • Our employees demonstrate in the consistence of the commission of the 21st Century. • Our employees demonstrate in the consistence of the commission of the co
Students will use technology to foster collaboration, teaming, and problem-solving Initiatives that: * expand learning environment s to reach beyond the classroom walls. * lacilitate community at large. * enhance and promote understanding and appreciation for cultural global awareness. * enhance and promote understanding and appreciation for cultural diversity and global awareness. * initiatives that: * enhance and promote understanding and appreciation for cultural diversity and global awareness. * initiatives that: * enhance and promote understanding and appreciation for cultural diversity and global awareness. * initiatives that: * enhance and promote understanding and appreciation for cultural diversity and global awareness. * enhance and promote understanding and appreciation for cultural diversity and global awareness. * initiatives that: * enhance and promote understanding and appreciation for cultural diversity and global awareness. * enhance and promote understanding and appreciations) as we explose the foreign the propagation of the total the community at large. * enhance and promote understanding and appreciation for cultural diversity and global awareness. * awareness. * Our omployees demonstrate initiative. * Our omployees demonstrate initiative. * accountability and global awareness. * awareness. * Our omployees demonstrate initiative. * our our propagation for the control of the con
NOTE: A ² R ² l ² S ² E ² is a Curriculum-based

		T			,
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.	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	Chasinhing	- MI D	Sont Dec	Drefessional
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	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.
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,	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)
educators) enhances education and benefits all the	Pilot the use of Smartboard technology interactivity	 Statistical data and usage reports provided by 	Building technology coachesITCC	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 magnet of	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. Administrator s Anecdotal data regarding the interactivity of SMARTboard s 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 the start of the st	
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	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	"talk" to each other 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
Awareness and Responsible World Citizenship with Global Learning. – see citation page)	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 accountspermiss ion 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	RESOURCES	TIME TABLE	COST FUNDING
Staff and		ITCC will	STRATEGY Please refer to	Please refer to	Please refer to	Please refer to
students will	District Core Value: Academic	collaborate with administrators and	$A^2R^2l^3S^2E^2$ plan Appendix A for	$A^2R^2l^3S^2E^2$ plan Appendix A for	$A^2R^2I^3S^2E^2$ plan Appendix A for	$A^2R^2l^3S^2E^2$ plan Appendix A for
demonstrate a	Excellence	teachers to	details regarding	details regarding	details regarding	details regarding
sound understanding		implement year	the plan.	the plan.	the plan.	the plan.
of technology	- 11/0 000000 in	three of A ² R ² I ³ S ² E ² plan.				
systems and	 We engage in continual 	ARTSE plan.				
operations and	review of	Implementation				
follow an	academic	Focus:				
established process for the	programmingWe embrace	Form committee(s)				
acquisition and	innovation	to analyze,				
use of	regarding	assess, research				
technology	program and instruction	& recommend instructional				
resources to	(project based	technology				
assure:	learning,	resources and				
 sound understandin 	technological applications)	strategies that support instruction				
g of the use of	as we prepare	and provide				
technology	students for	opportunities for differentiation in				
networks,	the 21st Century.	the following				
systems,	Contary.	curriculum areas:				
equipment,	D: 4: 4 O	PE, Health,				
and software • effective	District Core Value:	LOTE, Pupil Services, Career				
and	Commitment	Education, and				
productive		Business				
application of	Our employees	Install, implement,				
technology	demonstrate initiative,	integrate, support,				
that best	accountability and	and provide staff				
meets the needs of	creative problem	development opportunities that				
users in the	solving.	focus on the				
learning	 There is shared responsibility for 	instructional				
environment	decision making	technology recommended last				
• solid and	among staff members, and	year by members				
thoughtful awareness	decisions are	of Social Studies, ELA, Library, Art				
and	based on data	& Music				
application of	related to student well-being.	committee				
new	3	Committees will				
technologies • an	District Core	meet to evaluate				
expedient	Value: Value	the effectiveness				
process for		of resources and strategies				
troubleshooti	Department goals	implemented last				
ng problems	are developed based on data and	year in the following curricular				
and providing support in the	program review	areas: Math ,				
learning	that enforces the	Science,				
environment	highest standards.	Technology committees.				
	 Long-range plans are developed for 					
	each department	NOTE : $A^2R^2l^3S^2E^2$				
	and include defined standards	is a curriculum- based cycle				
	of excellence,	developed to				
	visioning,	analyze,				
	implementation strategies,	implement, manage, and				
	evaluation	evaluate the way				
	strategies and	instructional				
	appropriate timetable and	technology is used and purchased				
	resource	across the district				
		– please see				

methodologies. • We will develop and implement programmatic, goal based budgets that are fiscally responsible and balance multiple needs.	Appendix A for details. Additional Comment: Special Ed. Representatives will also be invited to participate on all curriculum				
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.	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)	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	To be determined
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	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	schools 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 IDLs how to use center IDLs will teach staff members how to use the center 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.

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	Teachers Teachers Tocc Tssc Computer Lab TAs Teachers Bldg. administrators	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 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 .	N/A
Evaluate whether	• ITCC Weekly	• Superintendent		N/A
additional technology support is needed in the district and continue to examine duties of current technology staff.	TICC 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	ITCC and TSSC will meet with Superintendent and principals to review this long-range plan and establish priorities	IV/A

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The A²R²I³S²E² 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

A²R²I³S²E² 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
- 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.

A²R²I³S²E² 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	\mathbf{E}^2	A^2R^2	$\mathbf{I}^{3}\mathbf{S}^{2}$	\mathbf{E}^2
ELA, SS, LIB		A 2-D2	T^3C^2	T-2	A 2D2	I^3S^2
& ARTS Strand		A^2R^2	1 5	\mathbf{E}^{z}	A^2R^2	1 5

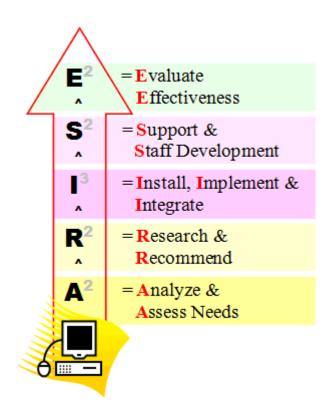
Tasks:

 $A^2 = A$ nalyze & Assess Needs $R^2 = R$ esearch & Recommend

 $I^3 = Install, Implement & Integrate$

 $S^2 =$ Support & Staff Development Focus

 $\mathbf{E}^2 = \mathbf{E}$ valuate \mathbf{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)

December - March

- **Bi-Monthly Meetings.** Suggested Activities:
 - Discuss workshops attended and materials discovered at
 - 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

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

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
- 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 =

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.

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
- Lesson(s)will include assessments developed by committee members

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.

June

Prepare to return to cycle 1 ideally with new committee members.

"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

"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.

