

**2010-2013 College Place School District
Technology Planning
Worksheets
K-12 Public Schools**

March 10, 2010

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School Board Approval Letter

(Original on file at the District Office)

COLLEGE PLACE PUBLIC SCHOOLS

ADMINISTRATION OFFICE

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focusing on kids and their learning...

To: John Kelly, Educational Service District 123

From: Doug Case, Chairperson, College Place Public Schools School Board

Date: Thursday, March 18, 2010

Subject: Approval and Support for the College Place School District Technology Plan

The School Board of College Place Public Schools has reviewed the District Technology Plan and is in full agreement with the contents and direction of the plan. The board has also agreed to:

1. Support technology and its role as a resource in achieving the learning goals as detailed in each building School Improvement Plan and Building Technology Plan;
2. Provide the necessary funding to implement the District Technology Plan for its three year duration;
3. Approve the necessary updates to the District Technology Plan through regularly scheduled reviews

The District Technology Plan, does to the best of our knowledge, comply with the criteria established for state approval. The College Place Public School Technology Plan was approved and adopted on Thursday, March 18, 2010.

Doug Case
School Board Chairman

Timothy Payne
Superintendent

Superintendent: Timothy Payne

School Board Members: Doug Case, Bryan Maiden, Marcie Knauft, Todd Stubblefield, Troy Fitzgerald

College Place Public Schools is an equal opportunity employer and complies with all requirements of the ADA



Worksheet – Vision Statement

Vision Statement

- All districts complete this section of the district technology plan.
- If your district has a vision statement that includes the use of ICT (information and communication technologies), use it for your technology plan. If not, write a statement — complementary to your district’s vision — that sets a bar for the integration of technology into teaching and learning.

- It is the vision of College Place Public Schools to ensure that technology becomes a transparent and integral part of a rich and flexible learning environment. The mission of the College Place Public Schools is to empower students by providing engaging learning activities and encourage the use of current and emerging technologies to become successful members of a global 21st century community.

Worksheet – Technology Goals

Technology Goal — **Technology Literacy of 8th-Grade Students**

All districts complete this section of the district technology plan.

Develop a goal statement(s) that are specific, measurable, attainable, realistic and time specific (S.M.A.R.T. goal).

By 8th grade, students will demonstrate their technology skills resulting in 80% at Tier 2 or higher on the student PILOT literacy survey

Strategy

A strategy is a plan of action designed to achieve a specific goal.

Students will be provided opportunities to use technology for problem solving, research, project presentation, assessment, and portfolio documents. Students will demonstrate proficiency in the use of technology skills to locate, evaluate, and collect information while communicating information and ideas effectively.

Rationale

High-level justification for your strategy. Use research, historical data, district-level experience and outcomes.

It is important that students not only have opportunities to use technology but have the ability to know when and how to apply their technology skills. The Washington State Grade Level Expectations for Technology will provide the curricular framework to ensure students have the opportunity to obtain the highest technology proficiency possible.

Evaluation Procedure

What summative evidence will you produce to show that this strategy has made a difference in student outcomes?

Evaluate student growth from 7th to 8th grade on the Pilot Jr. survey and technology team review.

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Students can demonstrate an understanding of issues related to acceptable and responsible use of information and communication technology such as privacy, security, reliability, copyright, file sharing, plagiarism, issues of personal safety (<i>e.g., correctly formatted citations for copyrighted materials</i>).	Teacher to teacher communication on specific guidelines of public use of private material. Instructional support provided on the district website – research resources	Grade level guidelines for research documentation	Students, Teachers/Grade level teams	Start April 2010 ongoing	Computers, software, tech support, tech building rep. District Research website: http://www.cpps.org/district/Curriculum/Research/html/intro.html	Technology professional development funding – teacher training Time at staff meeting – reviewing website resources and discussing appropriate research processes
Students create, publish and/or present products for an assigned project to a variety of audiences in and outside the classroom. (<i>e.g., create effective Power Point or digital picture presentations, post webpages of class work</i>).	Teacher to teacher communication on specific guidelines for software usage	Teacher created rubrics – content and software usage Post best examples on teacher website. Selecting an example for the County Fair exhibit.	Students, Teachers/Grade level teams	Start April 2010 ongoing	Computers, cameras, software, tech support, tech building rep.	Technology professional development funding – teacher training, tech funds for equipment.

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Students select from a variety of teacher-defined technology tools to solve specific problems or present results (<i>e.g., choose between PowerPoint and Kidspiration, Inspiration, Publisher, website to present information to the class</i>).	Teacher to teacher communication and management on specific guidelines for software usage, internet safety, and citing sources.	Teacher created rubrics – content and software usage	Students, Teachers/Grade level teams	Start April 2010 ongoing	Computers, software, tech support, tech building rep. District Research website: http://www.cpps.org/district/Curriculum/Research/html/intro.html	Technology professional development funding – teacher training, funds for equipment
Students will communicate with peers, teachers, and others using technology collaborative tools to investigate problems, issues, and information, and to develop solutions or projects for audiences inside and outside the classroom. (examples: Google docs, Gaggle)	Teacher to teacher communication and management using technology collaborative tools and documents online.	Curriculum timeline for implementation at grade level/content area. Project results – Documented collaboration between teachers and implementation of project.	Teachers, technology representatives, administrators	Fall 2010 and ongoing	Ability to unblock websites and finding appropriate links for completion of projects and communication inside/outside the classroom.	Professional development funds for technology

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Students will develop video projects to share with various audiences in and outside the classroom.	Teacher to teacher collaboration and management using technology, safety of online content, personal safety online	Timeline for production of project. (5-7 minutes) Documentation and posting of final project. Documentation of check out of camera and equipment	Teachers, tech representatives, administrators – develop grade level appropriate implementation timeline	Fall 2011 and ongoing	Tools -digital tools (4 flip cameras, tripods video editing software, supplies- CD's etc.) (additional camera and supplies purchased with building budget)	Professional development funds, basic education for technology equipment. Tech Tools \$2920.00 Technology budget
Students using personal digital devices to communicate, research, and interact in educational activities.	Teacher training in management of student personal devices to align student contact for educational activities – research, collaboration, project completion	Curriculum timeline for implementation at grade level/content area. Project results - Documented collaboration between teachers and implementation of project.	Teachers, technology representatives, administrators	Fall 2012 and ongoing	Segment Network to provide safety to district resource – separate public versus private. Upgrade infrastructure	Professional development funds for technology \$3440.00 (10 Netbooks, personal digital devices)

Worksheet –Technology Goals

Technology Goal — **Technology Integration Skills of Teachers**

All districts complete this section of the district technology plan.

Develop a goal statement(s) that are specific, measurable, attainable, realistic and time specific (S.M.A.R.T. goal).

Teachers will increase their integration of technology, into meaningful student learning experiences, resulting in 80% at Tier 2 or higher on the PILOT survey.

Strategy

A strategy is a plan of action designed to achieve a specific goal.

Teacher facilitation of large and small group learning activities to increase student technology proficiency in a variety of content areas.

Rationale

High-level justification for your strategy. Use research, historical data, district-level experience and outcomes.

Technology is a vital tool in our society. Educators use technology to supplement and enrich active learning in all content curriculums. The district should continually research and evaluate the best uses of technology and provide the necessary means to implement them effectively.

Evaluation Procedure

What summative evidence will you produce to show that this strategy has made a difference in student outcomes?

Evaluate with staff survey and technology team review.

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Computer based classroom lessons, virtual field trips, K-20 Videoconferencing	Teacher to teacher sharing resources for K-20 presentations.	Number of presentations per year	Tech Team Media Specialist Special Programs Coordinator	Start April 2010 ongoing	K-20 system	PTA, School budget, Innovative funding

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Learning opportunities presented via Power Point, Inspiration, Kidspiration, etc. to share ideas electronically. Use templates to scaffold projects where appropriate	Teacher to teacher training, student management of projects	Number of participants	Building Tech Rep., Teachers, Contract personnel	Start April 2010 ongoing	Computers in classrooms, software, computer lab	No cost
Facilitate learning by modeling the use of Excel, Word, Publisher, or other basic software	Provide support at the building level to assist teacher competence	Number of participants	Building Tech Rep., Teachers, Contract personnel	Start April 2010 ongoing	Computers in classrooms, software, computer lab	\$654 Title II Part D Staff Day
Communicate interactively using surveys, email, website to keep students and parents informed	Provide support at the building level	Parent contact logs, number of surveys, etc	Teachers, Tech Building Rep, Tech specialist	ongoing	Computers, email software, webpage access, etc.	Staff contracted time
Teachers will facilitate student communication with peers, teachers, and others using technology collaborative tools to investigate problems, issues, and information, and to develop solutions or projects for audiences inside and outside the classroom. (examples: Google docs, Gaggle)	Teacher to teacher communication and management using technology collaborative tools and documents online.	Curriculum timeline for implementation at grade level/content area. Project results - Documented collaboration between teachers and implementation of project.	Teachers, technology representatives, administrators	Fall 2010	District Tech to unblock websites as approved for teachers use resources for instruction.	Staff contracted time - District Staff Training Day, Grade level meeting time

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Teachers will develop at least one video project with students to share with various audiences in and outside the classroom.	Teacher to teacher collaboration and management using technology, safety of online content, personal safety online	Timeline for production of project. (5-7 minutes) Documentation and posting of final project. Documentation of check out of camera and equipment	Teachers, tech representatives, administrators Teachers, tech representatives, administrators – develop grade level appropriate implementation timeline	Fall 2011 and ongoing	Tools -digital tools (4 flip cameras, tripods video editing software, supplies- CD's etc.) (additional camera and supplies purchased with building budget)	Staff contracted time - District Staff Training Day, Grade level meeting time Tech Tools \$2920.00 Technology budget
Integrate the use of student personal digital devices to communicate, research, and interact in educational activities.	Teacher training in management of student personal devices to align student contact for educational activities – research, collaboration, project completion	Curriculum timeline for implementation at grade level/content area. Project results – Documented collaboration between teachers and implementation of project.	Teachers, technology representatives, administrators	Fall 2012 and ongoing	Segment Network to provide safety to district resource – separate public versus private. Upgrade infrastructure	Staff contracted time - District Staff Training Day, Grade level meeting time \$3440.00 (10 Netbooks, personal digital devices)

Worksheet –Technology Goals

Technology Goal — **Technology Proficiencies of Administrators, Teachers & Teacher-Librarians**

All districts complete this section of the district technology plan.

Develop a goal statement(s) that are specific, measurable, attainable, realistic and time specific (S.M.A.R.T. goal).

Administrators, Teachers, and Teacher Librarians will increase their technology proficiency resulting in 90% proficiency on the PILOT survey.

Strategy

A strategy is a plan of action designed to achieve a specific goal.

Teacher training in large and small group activities to increase understanding of proficiency levels with various tools for instruction. Collaboration at grade level and across grade level to develop strategies for using a variety of technology tools.

Rationale

High-level justification for your strategy. Use research, historical data, district-level experience and outcomes.

Technology proficiency is reflected in all tools used in the schools today – grading, attendance, lesson plans, projects, communication, etc.

Evaluation Procedure

What summative evidence will you produce to show that this strategy has made a difference in student outcomes?

All staff will participate in the PILOT Survey to show progress toward this goal. Reflection on student projects, documentation of implementation, and professional development activity participation will be used to evaluate progress.

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
What activities must occur and what tasks must your staff undertake to complete this strategy?	How will staff acquire the necessary skills to carry out the activity?	What formative evidence will you gather to show that this activity can make a difference in student outcomes?	Who will lead the activity? Who will do the work?	When will you complete this activity?	What assets and resources can you call on now and what resources will you need to complete the activity?	How much will this activity or task cost? Where will you source the money?
Staff members and administrators will continue to implement parent access through SkyWard – grading information	Embedded professional development provided at the building level - continued updating of grades for parent review.	Increase of parent access points provided during the school year	Principal and tech team representative	Spring 2010 and ongoing	Access points for parents – SkyWard passwords.	Professional development time – contracted days, staff training days, grade level meeting No cost
SchoolMessenger – providing emergency information to parents - facilitate safe processes in times of emergency	District staff trained by SchoolMessenger	The number of messages send for emergencies during the school year, contacts receiving the messages	District office personnel, tech specialist, building staff	Spring 2010 and ongoing	Software and implementation of the system for SchoolMessenger.	\$1,500.00 Software cost, implementation – District Tech Budget
Microsoft Network Migration – email, files, communication, calendars	Administrators, teachers, and teacher librarians will be trained in using a new updated email system. Large group, small group, and one on one training opportunities	The increase of communication contacts – calendars, email, messaging	District tech specialist, administrators , teachers, and building tech reps.	Fall 2010	New software, updated server, time for tech specialists to install and move over assets from old system.	\$8,500 – software No cost for training – district staff training day

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Cost & Funding Source
Staff members will become proficient using Microsoft Suite (suite, word processor, spreadsheets, publishing	Administrators, teachers, and teacher librarians will be trained in Microsoft Office Suite 2007/10 to be installed on all workstations. Large group, small group, web based, and one on one training opportunities	Annual survey on PILOT.	Teachers, administrators, building tech team members	Fall 2011	Software purchased and placed on workstations and labs.	\$18,200 – District Tech Budget
Staff members will become proficient using Windows 7 software	Administrators, teachers, and teacher librarians will be trained in Microsoft Windows Operating System 7 to be installed on all workstations. Large group, small group, web based, and one on one training opportunities	Annual survey on PILOT. Observed that lab computers and all teacher/admin workstations have Windows 7 operating system installed.	Teachers, administrators, building tech team members	Fall 2012	Software purchased and placed on workstations and labs.	\$18,200 – District Tech Budget

Worksheet – Narrative, Technology Survey & CIPA Compliance

Technology Plan

All districts complete this section of the district technology plan.

Narrative

Write a **high-level overview** that explains how the building(s) in your district are addressing the need to integrate technology into teaching and learning, as part of their school improvement plan(s).

Goal for Davis Elementary, Meadow Brook Intermediate, and John Sager Middle School

Technology plays an important role in informing teachers, students, administrators, and parents with the data necessary to drive decision-making processes pertaining to No Child Left Behind (NCLB) requirements. The building technology plan works within the framework of each school building's School Improvement Plan's (SIP) learning goals using the Washington State's technology standards, Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs) to facilitate the appropriate technology activities to increase student achievement. The building technology team representative as part of the school improvement team works collaboratively developing a relevant tech plan to meet the needs of the students in each school. Each building is focusing in the improvement of technology integration in the areas of reading and math to improve scores.

At the elementary, intermediate, and middle school levels technology is used in ways to monitor and provide interventions for students. Progress is graphed and shared at grade level meetings. Some interventions for students are implemented with software programs enhancing and improving reading skills and proficiency. Other programs are used to increase students' basic mathematical skills, to improve problem solving, and higher level thinking. Writing projects are completed with final documents that are saved to a digital portfolio following the student to the next building and upper grade requirements. In addition group projects are developed using technology to provide opportunities for presenting to a variety of audiences.

Technology is now an inseparable part of the classroom environment. The Technology Plan helps ensure that our students and staff are provided with all of the necessary technology and knowledge tools to achieve their full potential in a positive and supportive environment. In the next three years we intend to stretch student skill levels with the use of varying technology devices. We will use technology for research projects enabling students to present using differing technology tools to reflect their new knowledge. These reading, math, and writing projects can be reflected in video, mathematical formulas/graphs/pictorials using Microsoft Excel, research papers finalized in Microsoft Word, and Microsoft power points implementing various means of digital representation of facts. We seek to enable students to communicate with peers, teachers, and others in and outside the classroom to share ideas on data and learning topics using the internet, webpages, and personal digital tools. To support the school improvement math, reading, and writing learning goals these technology opportunities enhance the students' ability to gather data, create original projects, and communicate with others in and out of school.

Professional development is crucial to the success of the Technology Plan. District staff will have several opportunities available to them to increase their proficiency with technology through a variety of means to manage student tech skills.

Technology Survey & CIPA Compliance

Annual Technology Survey

District has completed the current technology survey and will continue to complete the survey annually.

CIPA Compliance

The district has completed the current Form 479 and will continue to complete a Form 479 annually.

Worksheet – E-rate Priority One

Network & Telecommunications Plan	
E-rate Priority One <ul style="list-style-type: none"> All districts complete this section of the network & telecommunications plan. Phone service, data — Internet and intranet — K-20 network VC infrastructure, network capability and non-basic telecom services, such as Centrex. 	
Voice, Data & Video	Budget & Potential Funding Source(s)
Full Summary	
<p>If you are going out for an RFP, bond or levy, detail your goals, strategies and activities. Make it clear that this equipment acquisition is part of a bigger picture that positions your district as a highly productive, technology-enriched setting for teaching, learning, administration and operations.</p>	<ul style="list-style-type: none"> Provide a high-level budget overview that aligns telecom and network services with actual and potential revenue streams. Remember to cost out the human resources necessary to support these infrastructure services.
Short Summary	
<p>List the equipment and services you plan to acquire.</p> <p>Number of phones lines - 19 lines cost of lines - \$1,500.00 (reimbursement of \$1,200.00) Cell phones – 10 Cost of phone services - \$7,200.00 (reimbursement of \$5,760.00)</p>	<p>List the funding sources and amounts.</p> <p>College Place School District has embraced the vision of students and staff using technology to develop critical thinking skills, communicate ideas, access information, and solve problems to be competitive in today’s global marketplace.</p> <p>In order to provide technology access for students, staff, parents, and community the District will:</p> <p>Maintain telecommunication system(s) providing students and staff with access to school information, an avenue for contact in case of emergency, and the ability to provide high quality service to parents and community.</p> <p>E-rate funding is applied to these phone services.</p>

How will these services support your district's learning goals?

Brief statement that makes the connection between the technological infrastructure you present and the district's educational goals.

Communication is the key to collaboration between district staff, parents, and community members. Learning goals are aligned when the communication between all stakeholders remains constant. The use of telephones (local, long distance, and cellular) supports the information flow. Attendance, enrollment, emergencies, food services, grading, assignments, and student support are all integrated with the use of the telephone system.

Worksheet — E-rate Priority Two

Network & Telecommunications Plan	
E-rate Priority Two <ul style="list-style-type: none"> ▪ Complete only if you plan to request Priority Two services. ▪ Can include ethernet switches, wireless access points, servers, server software, UPS systems, routers, hubs and related maintenance, upgrade and technology support. 	
Internal Network — Hardware & Software	Budget & Potential Funding Source(s)
Full Summary	
If you are going out for an RFP, bond or levy, detail your goals, strategies and activities. Make it clear that this equipment acquisition is part of a bigger picture that positions your district as a highly productive, technology-enriched setting for teaching, learning, administration and operations.	<ul style="list-style-type: none"> ▪ Provide a high-level budget overview that aligns these priority two internal network services with actual and potential revenue streams. ▪ Remember to cost out the human resources necessary to support these infrastructure services.
Short Summary	
List the equipment and services you plan to acquire.	List the funding sources and amounts.
How will these services support your district's learning goals?	Brief statement that makes the connection between the technological infrastructure you present and the district's educational goals.

Worksheet A –Technology Assessment (Standards, Budget, Maintenance, Upgrade & Support)

District Technology Standards & Budget

- All districts complete this section of the district technology plan.
- Detail your districts technology standards – formal or informal.
- Fill in budget details here or attach your budget spreadsheet.

District Standards for Technology	Budget
<p>Donated Computers: Donated computers are no longer accepted because of disposal concerns. Brand: Dell Optiplex Processor: Intel Core2 Duo 2.8ghz Memory: 4GB OS: Windows XP SP3 With option to upgrade to Windows 7 Video: 128MB Nvidia video card or better (for multimedia performance) Hard drive: 160GB SATA drive CD/DVD: 8X DVD-R or CDRW-DVD-ROM Monitor: 17" ~ 19" Flat Panel LCD Mouse: Wired/wireless optical Ordering Windows 7 even if you will be running XP puts the computer in the place to have a "free" upgrade to 7 in the future. A lot of multimedia content benefits from true hardware-based video support as opposed to onboard Intel video. There is minimal cost savings with ordering hard drives under 160GB capacity.</p> <p>Minimum Off Lease Computer Standards: Processor Pentium Core 2 Duo Memory 2GB Hard Drive 80 GB Features Floppy, CD-ROM, Intel PCI NIC (If not integrated), Sound Monitor 17" CRT or LCD (LCD screens have a premium on them) Warranty Minimum of 3 years on all parts Brands/Models Dell OptiPlex OS Windows XP Pro Service Pack 3 (XP Home is not acceptable)</p> <p>Printers • All printers must be a Hewlett Packard LaserJet series for consumables compatibility.</p>	<p>Local or State funding where applicable</p>

- Printer should have the option of being networked or compatible with a HP JetDirect Print

Server.

- For classrooms with multiple computers: Networkable laser printers should be purchased to facilitate sharing and reduce the cost of consumables if color is not absolutely required. If color is required, then an appropriate networkable Color LaserJet should be purchased.
- Network print servers need to be HP JetDirect models.

Monitors

- Monitors (LCD or CRT-Based) will be Dell or Viewsonic Brand
- The monitor should have at least a 3 year parts warranty.
- CRT Monitors should be 17" or larger
- LCD Monitors should be 17" or larger.

LCD Projectors

The District has standardized on Epson LCD Projectors. 83+

Laptops

The District has standardized on Dell laptops.

Document Camera's

- Document Cameras: AVervision is the preferred brand.

- Digital Cameras: Olympus is preferred, but any choice should have at least a 1 year warranty.

- Surge Protection/UPS: APC is the only acceptable brand.

- Scanners: Hewlett Packard ScanJets are the only acceptable brand.

NOTE: Any items not listed should be reviewed

Worksheet B –Technology Assessment (Standards, Budget, Maintenance, Upgrade & Support)

Maintenance, Upgrade & Support		
Strategies	Budget & Potential Funding Source(s)	Timeline
Full Summary		
<p>If you are going out for an RFP, bond or levy:</p> <ul style="list-style-type: none"> Provide a high-level overview of the district’s current maintenance and upgrade operation. Explain how the strategies in this plan address the need for hardware/software upgrades, re-assignments and end-of-life replacement, and the increasing demand for sophisticated tech support. Equipment plans must relate to district or state standards. 	<p>Provide a budget overview that aligns telecom/ network acquisitions and services with actual and potential revenue streams.</p>	<p>Summarize your maintenance, upgrade and support plan relative to the current 3-year cycle of district technology planning – 2010-2013.</p>
Short Summary		
<ul style="list-style-type: none"> List the equipment and software you plan to upgrade or replace. Align your acquisition strategy with an adequate ratio of equipment to tech support FTEs. <p>We will move from Novell Netware to Microsoft Windows – communication system for all staff and students (2010-11).</p>	<p>List funding sources and amounts.</p> <p>Microsoft Windows Exchange \$8,500.00</p> <p>Microsoft Office Suite 2007/10 \$18,200.00</p> <p>Microsoft Windows Operating System 7 \$18,200.00</p>	<p>Purchase when and how frequently?</p> <p>Each project will be implemented in the summer between each school year, facilitating a transition at the first of the school year with appropriate professional development.</p> <p>The district has a 5 year replacement cycle for computers and implements as funds are available. Workstations, network equipment and software fall into this cycle.</p>

<p>We will continue installing Microsoft Office 2007/2010 Suite on all district computers (2011-12).</p> <p>We will move computers in the district to Windows 7 operating system. (2012-13).</p>	<p>Levy funds are used for technology upgrades</p>	
<p>How will these services support your district's learning goals?</p>	<p>Brief statement that makes the connection between the technological infrastructure you present and the district's educational goals.</p>	

Our means by which we will accomplish our educational goals is rapidly becoming technology dependent and therefore essentially intertwined – you cannot accomplish one without the other.

Foundational to the accomplishment of our educational goals is the ability to assess, understand, and implement the business practice of “doing school” that allows the implementation of the educational goals (vision – “focus on kids and their learning”) of the organization.

Worksheet – Review & Update

Technology Plan Review & Update		
All districts complete this section of the district technology plan.		
Strategies for Evaluation & Update	Person or Team Responsible	Timeline
Full Summary		
<ul style="list-style-type: none"> ▪ Summarize an annual strategy for evaluation and modification. ▪ Identify the tools for this process —district- and state-level surveys, assessments that capture technology integration, literacy and proficiency data, student test scores. ▪ Explain how you will reconcile outcomes – better or worse results relative to the 2007-2010 plan. ▪ Describe how you will monitor the outcomes of your professional development activities and fine tune strategies if progress falls short. ▪ Are district teachers using the state’s standards for educational technology? How are you assessing student progress? 	<p>Who leads your evaluation and revision work?</p> <p>Who will do the work?</p>	<p>High-level overview of your evaluation and modification process.</p>

Short Summary

List what you will review, evaluate and update:

- District-level goals for student technology literacy, technology integration by teachers, and the technology proficiencies of administrators, teachers and teacher-librarians.
- Building-level technology-related goals.

We will meet three times a year to review the progress on our building and district smart goals, priority one services, network, and telecommunications services.

The building plans will be reviewed for implementation progress toward goals to meet academic proficiency.

Who leads your evaluation and revision work?

Who will do the work?

The evaluation team (building representatives, Tech administrator, technology desktop support specialist, supt., and business manager)

List your evaluation and update process by activity and timeframe.

We will meet in the fall to talk about the implementation of activities for the year and the need for sessions of professional development that can be added to staff meeting times.

We will review our progress annually in Jan. before the district inventory is submitted. We will gather input from staff and administrators through the PILOT survey.

We also send out an annual Zoomerang survey in March for professional development and input on activity reflection and future implementation. Input will be used in the PD planning for the next year.