

Broadalbin-Perth Central School District

Technology Plan 2009-2012

*Broadalbin-Perth Central School District
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Introduction

The Broadalbin-Perth Central School 2009-2012 Technology Plan outlines our strategic goals, objectives, action plan and effective uses of technology throughout the school district. It supports our district's vision and mission of educating our students to meet high academic standards and prepare our students to be responsible global citizens motivated to pursue their learning for a lifetime. BPCSD sees modern technology playing an ever-increasing role in our efforts to provide a quality educational program and to improve efficiency and effectiveness within our school community.

District Mission Statement

Broadalbin-Perth Central School District provides a stimulating and safe environment of success for lifelong learning. Students of all ages will develop intellectually, emotionally, socially and physically through the cooperative efforts of school and community all **STRIVING FOR EXCELLENCE**.

Our district's curriculum mapping process and technology plan provides a dynamic, momentous vision and action plan(s) for improving student achievement while integrating technology. Our technology plan is aligned with the NY State Standards and ISTE 2007 Standards. It provides a blueprint for creating a safe district infrastructure, building connecting networks, procuring hardware, selecting appropriate software, developing meaningful curriculum / projects, securing our network's data, effectively using applications as well as web based resources and e_learning. The district recognizes and plans for the investment in technology and staff development needed to make this "vision" become a reality in our school district. It blends educational theory with practice and fosters new instructional strategies, innovation and life long learning. It is and will continue to be an environment that promotes leaning / teaching within and beyond the classroom walls; provides a home / school connection and incorporates the NY State Standards to develop competencies, skills, knowledge and attitudes necessary to work and live in the 21st Century.

Acknowledgments

The Broadalbin-Perth Central School started planning for technology when PCs were first introduced into the school district in 1982. It has been a continuous journey as technology; applications, hardware, access and web resources have improved. Technology has had and will have an impact on the way we live, the way we learn, the way we teach, the way we communicate, the way we manage tasks, the way we conduct business, the way we seek

information and entertainment. Preparing our students with the skills and knowledge for the technological abundant 21st century requires the utilization and integration of technology in education today.

The use of technology and the Internet are an integral part of the district's operations. Our district's 1999 Energy -Technology Project, the 2003 Facilities Capital Project, the 2005 Capital Improvement Project and the district's technology plan(s) were all designed to catapult the Broadalbin-Perth School District into the 21st Century.

With our latest capital project 2005, newly constructed and renovated classroom / office areas were wired to access BP's network / Internet and receive new XP desktop equipment or laptops, and a department networked printer and multimedia cart. The HS science received a mobile cart with 16 wireless laptops. PreK received wireless desktops. The MS computer lab received 25 desktop PCs, multimedia unit and a large area for collaboration work. The IS MC received 8 new computers. Each media center at IS and PS received a MM cart.

The main hub closet or network system analyst's room has been moved and expanded. Additional work area, storage, switches, servers were be added or upgraded to support the new and renovated facilities. The phone / voice mail system were also updated. In spring of 2008, our bandwidth was upgraded by NERIC but continues to strain our video / pod cast usage during peak times.

In 2007, 8 color laser networked printers were added to different building sites. In 2005 legislative grants funds provided 28 PCs, a laptop and a networked color laser to the IS computer lab. In 2006-07, district funds were used to upgrade the PS lab with new 27 desktop PCs and in 2007-08 to upgrade all desktop PCs in a HS open computer lab.

Since our last technology plan of 2006-09, the district has encountered two separate years with contingent budgets in 2005-06 and in 2008-09; this economical impact has limited our technology expansion but not limited our zest for academic improvement and technology integration. Preparing students for a world rich in technology with the appropriate skills, content, knowledge, and attitude requires the use of technology and technology tools. Technology is no longer an add-on; it is a critical necessity to the business of educating and preparing the students of BPCSD for the 21st century. Technology is an integral part of the school system's operations. The district recognizes the required financial and time investment(s) needed to effectively educate our students for living and working in the 21st century. We need to encourage support from the community especially during our current economical recession.

In 2008-09 our district administrative leaders, curriculum council and our K-12 teaching staff have embarked on the task of creating a BP K-12 curriculum consensus map in all curriculum areas including special areas. This mapping process is ongoing. RubiconAtlas was selected as the curriculum mapping software for our district, it is anticipated the BP consensus maps will be available online for review, gap analysis and refinement in September 2009. Staff will begin to develop their unique diary curriculum maps. This is an awesome undertaking but one that will lead to unification and improved student achievement. This mapping process will clearly define and document areas of 21st century skills, technology application and integration and provide a means to share strategies, objectives, resources, assessments, projects and outcomes. These working maps will be extremely useful in aligning to NYS Standards, ISTE 2007 NETS and 21st

Century Skills to our K-12 academic areas.

In the 2008, the district had the foresight to hire a tech savvy assistant superintendent who had experience with 21st century classroom, management applications and school networking. An email exchange server was added, staff now have 24/7 access to the district communication system. A video surveillance camera system, a rapid call-all phone system, Connect Ed and keyless badge security entrance access system was installed at each building site. The food management system Nutrikids and "ID "point of sale check out" PCs were installed in each cafeteria, with web access for parents to monitor their child's cafeteria expenses. A full time tech support technician was added to assist our network system analysis. This additional non-teaching tech staff means network management, upgrades and repair response time has improved at all our building sites.

Presently, the district is preparing for a building reorganization; a task force has been formed to develop a plan for the primary School site called The Learning Community (TLC) at BPCSD. This program's draft philosophy and goals are to assist in the transition from home to school with a nurturing safe environment. "The TLC is a Pre-K through Grade 2 public school that believes that every young child deserves a nurturing educational environment designed to foster their unique intellectual, social, emotional and physical growth. We further believe that by providing children with a strong foundation, all members of the school community can positively impact the development of our children. In an atmosphere of warmth and mutual respect, we are dedicated to providing children with a challenging academic curriculum and the tools to become contributing members of society through a variety of child centered and community based learning experiences."

The district is exploring and preparing for a capital project in 2012. In anticipation of district needs, this project will incorporate many facility projects for our The Learning Community (PreK-2) and our district's technology needs.

Executive Summary

The ever-changing world of the new millennium has altered forever the mission of schools and the context in which they work. While basic skills remain the cornerstone of the essential learning, students will need for success in the world of the 21st century, more than ever before students will need to learn "how to learn." For many, the jobs they will hold cannot even be envisioned today.

Technology holds the key to success for the students of the media enhanced information age. This plan recognizes the importance of technology for our children and sets in motion those actions required by the district if it is to meet the awesome responsibility it has to its children and the community. Through our vision we make possible the reality of their success.

Computer Philosophy

The Broadalbin-Perth Central School District believes that well planned judicious use of the computer technology will yield significant benefits to:

1. Students – with implementation primarily being assimilated into the curriculum. BPCSD inspires, enables and empowers students to meet high academic standards, to accept challenges, to be creative, to research, to collaborate, to analyze, to problem solve and to be responsible citizens.
2. Staff / District – to provide assistance with instructional, planning, research, assessment, communication as well as managerial capacity. Effective tech confident teachers are essential to student success. Learning needs to be tailored to the individual needs. Learning thrives in a safe, enriching, dynamic, respectful environment.
3. Community – to communicate and provide information in a timely and efficient manner and to provide an effective yet customized home – school connection. A partnership among students, staff and the community are necessary for promote high student achievement. A continuous education of the entire community helps to create open communication and innovation. Educated citizens and life long learning in our global society is essential to sustain our economy and democracy.

Staff and community involvement during the planning, refinement, and implementation stages is of paramount importance. Mindful that computer technology will never supplant the resourceful and effective teacher, the Broadalbin-Perth Central School District views computer / information technology as a means extending instruction, by providing necessary skill development and practice, effective and timely communication, digital and timely content research techniques and information processing skills, educational management tools as well as critical, logical, creative and problem solving techniques.

Through the Board of Education’s philosophy and endorsement along with the collaborative leadership, vision, commitment and coordination of all curriculum areas by our district administration, this technology plan reflects the efforts and contributions of many. Contributors included school and community leaders, parents, students, staff, state and local agencies, consultants and a variety of resources.

Vision

This plan conveys our vision, our beliefs that technology has changed our society and schools from an industrial based to information media based society. The standards we have established for our students and our curriculum drives the integration and usage of technology in our district. BPCSD prepares students by giving them a wide spectrum of opportunities to prepare for education and employment beyond HS and to be active contributing members of society who are motivated to pursue learning throughout their lives.

Technology has the potential to inform and challenge the intellect as well as promote inventiveness and imagination of our students and staff. Technology is necessary for students’ achievement of world-class standards. It is critical for students to be able to access information, interpret, evaluate, manipulate data, synthesize concepts and intellectually and creativity express ideas to others. Our ever changing society and workplace demand citizens who will take responsibly for their own learning and continual growth. Today, it is necessary students and staff to be able to use a wide variety of technology tools seamlessly in all academic, management and communication areas to enhance their future success as students and

workers in a global society. Skillful use of technology in school and the workplace promotes flexibility, adaptability, critical thinking, problem solving and collaboration.

Technology can provide for a more active learning environment, provide depth and a variety of instructional approaches as a means to reach the different learning modality of our students. Technology provides increased opportunities and options for creating, revising, improving, collaborating and solving problems. Technology and guidance provides the opportunity for students to create and develop their own individualized learning paths - to gain information and knowledge at any time or any place with worldwide digital resources. Technologies are useful in compiling examples for individual portfolios, creatively using written, audio, and graphically illustrated information.

Technology is also a valuable administrative tool; technology can provide productivity and efficiency to the communication process, budget preparation, facility operations, management, guidance, data analysis and the assessment processes of education. With technology, teachers have new ways to individualize and evaluate the learning process. In our plan, teachers take an active role in the planning, integration and evaluation of technology in the curriculum. Through support, training, planning and collaborate efforts, the staff will develop and nurture their skills and knowledge needed to access, utilize, and integrate the district's technology tools with an effective, positive and confident attitude.

Physical Vision

A district comprised of networked communities working together to promote knowledge, skills, and responsible attitudes. Highly motivated, dedicated and skilled staff members assist our students in achieving high standards. Schools are separated by distance but the district is well unified in philosophy, curriculum, assessment and technology's role in education.

Broadalbin-Perth Central School is a rural school district encompassing 500+ sq. miles. The district is composed of 5 buildings at 3 different site locations. Through microwave connection, all the district's buildings have networked multimedia computers in classrooms room, office, media centers along with computer labs for whole class instruction and "pods" or clusters of computers or wireless capable laptops in the classrooms all connected to create this comprehensive district/ community network.

Planning

The planning process was a study, which allowed time to reflect on what we have accomplished with technology and what we expect to accomplish with the implementation of this updated plan. The teams concentrated on the needs of our students with connection to the NY State Standards, 2007 NETS, 21st Century Skills and our local curriculum. Integration into the curriculum of all academic subjects and grade levels was emphasized with a focus on proficiency and information literacy rather than deficiency. Our technology plan endorses high student achievement by providing skills and tools for instruction, communication, research, creativity, problem solving along with teacher efficiency in lesson preparation and management. Educational research absolutely supports this practice.

Technology Goals, Objectives, Action Plan and Evaluations for 2009 – 12

Goal I – Technology Integration into the Teaching / Learning Process

Improve student performance and achievement in all subject areas at all grade levels for all students by effectively using technology.

Rodney Earle defines “technology integration not by the amount or type of technology used but by how and why it is used.”

Technology integration occurs when:

- Teachers are trained in a full range of technology uses and determine their appropriate roles and applications,
- Teachers and students routinely turn to technology when needed
- Teachers and students construct their own knowledge base and learning paths through collaboration and inquiry based learning
- Teachers and students are empowered, actively engaged and supported in carrying out those choices

Objectives:

- A.** To continue to expand the integration of technology into the curriculum through learning aligned to the NYS Standards, the ISTE'S NETS 2007 Standards for students and the 21st Century Skills from the Partnership for 21st Century Learning. (see appendix)
- B.** To use technology as an effective and efficient tool to facilitate the teaching / learning / leading / management / processes. Technology is an agent of change
- C.** To comply with our BOE's goal - regarding the enhancement of instructional programs through alternative methods of instruction. Educators will nurture an environment that supports innovated uses of technology.
- D.** To recognize information & media literacy as a skill – it is critically thinking about media. (reading, writing, speaking, listening, researching, evaluating,)
- E.** To encourage individualization and hands on learning through a variety of choices of tools, materials and resources.
- F.** To provide cooperative and collaborated learning experiences
- G.** To identify and promote “best practices” of integration activities across all curricular areas in our curriculum maps.
- H.** To explore, demonstrate and document in our curriculum maps forward thinking technology strategies as represented in 21st Century Skills.
- I.** To comply with NCLB by using technology to effectively integrate technology systems and resources with teacher training and curriculum development to establish instructional methods that can be widely implemented.
- J.** To monitor and access progress and differentiate instruction as needed
 - To use our local benchmarks as well as the NETS 2007 Standards and performance indicators to determine percentage of technology literate students by the end of 8th grade.
 - To continue with our K-8 technology application and integration instruction.
- K.** To continue to expand our distance learning and e_learning programs
- L.** To promote the addition of technology rich courses and programs such as Lead the Way, a pre-engineering HS program, and Project Yes (student technology leaders) program at the MS.
- M.** To promote and support the technology needs of the ECLA (Early Childhood Learning Academy or TLC the Learning Community - PreK-2 educational program)

Goal I – Technology Integration - Timeline and Action Plan

2009-2011 Leadership Team, CC and Tech	Disseminate and review BP curriculum maps, National Ed Technology Standards 2007, NETS Performance Indicators 2007 and 21 st Century Learning Skills - determine areas and content for effective integration of technology and at each grade and/ or core department area.
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Teams Staff Curriculum Map Consultant	Collaborate with administration, curriculum council, teams, departments and individual staff to align NETS Technology Standards & 21 st Century Skills to our curriculum maps. Determine and post technology objectives, strategies, resources and projects on the district's online curriculum mapping site K-12 for each grade and /or department area.
2009-2012 Administration, CC, MC Specialist, Tech Teams, Staff	Encourage staff to meet with technology specialist, media specialist or tech savvy content teacher to assist, plan and support their instructional and technological needs and develop web based resources. Reflect on content, activities, resources, projects, alignment to standards and student learning; evaluate and revise; teachers will add their integration procedures to their diary curriculum maps / lesson plans. Website like nettrackker.com may also provide support.
2009-2010 MS Administration & MS Tech Team IS Administration IS Tech Team IS Grade Level Teams	Using local benchmarks, NETS Performance Indicators & technology projects, the MS will assess students' technology literacy by end of 8 th grade for NCLB reporting. IS will revised Technology Application and Integration rubric for each grade level 3-5 using NETS Performance Indications, team designed project based learning activities and application skills. At IS instruction and learning is a teaming & collaboration process with the technology teacher, grade level teacher and media specialist.
2009-2012 CC, Grade Level Teams & Academic Dept. Instructional Staff	Students' achievement levels are evaluated on their project based learning content, information literacy skills and technology tool applications. Staff will identify best technology integrated practices and procedures in their curriculum maps; staff will replicate and expand these best practices. Staff will evaluate, revise or create technology integration projects, lessons, or technology activities to improve student learning, motivation, participation, knowledge and skills.
2009 Tech Coordinator	Make an information brochure for instructional staff and the community on BPCSD technology goals for 2009-2012 will be distributed or posted. Ask BPTA & PTSO to support technology equipment initiatives in mini grants.

Goal I – Technology Integration - Evaluation Measures

<ul style="list-style-type: none"> • BP curriculum maps illustrating technology integration and analysis gap areas • OPTIC – Integration Observation Rubric 2004 NREL (Appendix) • The number of staff with PDP striving for and achieving technology integration strategies and 21st Century Skills • NCLB Reports – Compare our percentage technology literate students at the end of 8th grade to previous years at BPMS • Revised 3-8 Technology Application & Integration rubrics based on local benchmarks and NETS 2007 performance indicators • The variety of tools, media, strategies and student centered activities used to design and implement effective teaching and meaningful learning as noted in curriculum maps • The number of sign ups or requests for lab usage, laptops, mobile carts, MC sign-outs, project displays, classroom pods, and other peripherals request etc. • In 2011, conduct an online survey or informal interview with 10th grade level student regarding BP's integrated technology learning process and 21st Century Skills.

Goal 2 - Professional Development

<p>Improve the teaching and learning process through meaningful, effective, and ongoing staff development using training, technology tools, collaboration time and support. Educators will effectively infuse technology into the curriculum with the primary focus on improving student achievement and developing 21st Century Skills.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> A. To plan and provide for needs-based professional development designed to improve the quality of education provided to our students which is directly connected to standards, increased student performance, student motivation, student achievement and staff professional growth B. To provide meaningful opportunities and time for teachers to engage in curriculum revision, implementation activities, data assessment, best curricular practices and instructional strategies that incorporate digital technology to meet their academic goals and untimely high student achievement. C. To encourage staff to use NETS for Teachers 2008 as a framework for evaluating their own skill development in integrating technology and to develop a PDP technology strand with their administrator D. To provide support and training for the stakeholders on new programs or technologies added in the district.

E. To provide opportunities for e_learning such as NERIC Online courses and/or accessing digital professional development content

Goal 2 – Professional Development – Timeline and Action Plan

2009-2012 Leadership Team Building Teams Tech Teams Staff Online Content NERIC	Continue to provide and expand BP's yearly staff development opportunities such as workshops, online courses, consultation, mentoring, coaching, conferences, teaming, lesson study, independent learning, "how to documentations," reflective planning, communities of practice and inquiry, and 1-1 support to enable teachers / teams to collaborate on integrating technology and 21 st century skills into their curriculum area. Teaching staff will evaluate their own technology integration skills by using NETS for Teachers 2008 and establish a PDP strand for target area..
2009-2012 Staff	Continue to provide opportunities to view, evaluate, current possibilities of technologies to support and enhance our educational goals
2009-2012 Leaders, Consul. Coordinators	Continue to provide and update opportunities for training on applications, software and technical assistance with new and existing technologies.
2009-2012 Leadership Team BOCES	Continue provide training for teachers on how to use data analysis effectively to modify instruction and activities to meet students' needs
2010-2012 CC and Dept. Specialists Staff Consultants	Using the curriculum maps as a content subject guide and a measurable objectives guide; curriculum coordinators, tech savvy teachers, MC specialist and computer staff will assist instructional teams or individual staff with integrated activities, strategies, designing student centered learning environments, resources or project ideas.
2010-2012 Leadership Team CC, Consultants Software Tutorials	The curriculum mapping software will assist curriculum council in identifying / sequencing of technology skills and 21st century skills. Curriculum Map software may illustrate K-12 gap areas and best practices.
2009-2012 Leadership Team CC & Specialists Media Content	Administration or CC observes, endorses, and shares " <i>best practices</i> " of technology integration used to ultimately reach our primary goal of high academic standards, the 21 st Century Skills and educating our students for life. Continue to encourage technology integration and alternate methods of approved instruction as a yearly PDP strand goal with teaching staff.

Goal 2 – Professional Development – Evaluation Measures

- The number staff's PDP developed and accomplished with a technology strand
- Requests and activity of computer lab / MC sign ups, and media and usages of technology tools.
- The quantity / quality of in-house and online course offering, attendance and completion
- Staff survey on technology needs assessment and self directed learning activities
- Help requests, equipment and software requests based on technology integration
- Curriculum mapping software or data warehousing reports will assist in determining gap analysis in academic areas, technology skills and 21st century skills
- Reflect and modify curriculum maps to narrow academic gaps by improved or alternate methods of instruction, technology adaptations and strategies
- 3 Yr. Progress Report – Tech Plan 2012-2015

Goal 3 - Communication and Information

To increase the home / school connection by expanding communication using a variety of media forms, by showcasing curriculum projects and by community programs or activities.

- A. To expand the district's web site to provide timely information, student monitoring, photos, resources, instructional web links and as a vehicle for surveying the community.
- B. To inform and encourage the community to support our school budget and technology programs. To promote the allocation of sufficient funds to maintain, upgrade and acquire technology components by maximize the value of technology to students, staff, school and the community.
- C. To utilize district's efficient and various communication systems
- D. To continue to qualify as Electronic Doorway Library leaders – information and media literacy is a cornerstone of learning. Our media centers are hubs for engaged learning, exploration and provide access to a variety forms of media. They are frequently in a front step position for student projects; research and collaboration. Information and media literacy includes: print,

<p>visual, sound – it is the ability to access, analyze, evaluate and create in a wide variety of media forms. Our MC provides an opportunity for our community members to continue their own paths of learning via our media resources.</p> <p>E. To continue and expand online courses and course supplements</p> <p>F. To expand our adult education program by offering additional technology courses and online courses for our community. Ex – online literacy course for parents related to our ECLA.</p>
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Goal 3 - Communication and Information Goal – Timeline and Action Plan

<p>2009-2012 Leadership Team, Web Master Teacher/ Teams/ Departments Staff</p>	<p>When our community members have access to web links and information from our web site (academic, test prep, health, guidance, social services, school events, community etc.) they become partners in learning. Explore adding podcasts or online video to our community web pages or online supplements. Ex. "State of the School" at budget time. Staff and departments will be encouraged to update their dept or grade level web sites. This may become part of their PDP Plan. Staff will be encouraged to communicate with parents using different media forms.</p>
<p>2009-2012 Leadership Team, Web Master</p>	<p>Survey and receive input from the community on district initiatives through our district's web site (BOE Goal 2008-09) Encourage use of website, webmail & rapid call system as a means to easier and timely communication with parents, staff & community.</p>
<p>2009-2012 Leadership Team, Tech Team, Staff</p>	<p>Take a proactive approach to respond to the community budget concerns regarding the cost of technology. Maximize technology value to the community - Showcase student, staff and district uses of technology on our web site, at events, in the classroom etc.</p>
<p>2009-2012 Leadership Team, MC Staff, ELA Team, Project Yes Coordinator</p>	<p>Discuss the impact of the elementary MCs program "We Are Literate Kids" using digital audio devices to promote literacy and healthy life style. Explore the use podcast & e-readers, economical environment -friendly device for school and home. Continue the use of the HSMC as an open community center for learning, encourage the Gen Yes students trainers to continue their training model in this environment as a community service during HS years or to continue to support students and staff.</p>
<p>2010-2012 Leadership Team Staff ECLA</p>	<p>Expand the number of online blackboard courses and course supplements offered in the district to meet the diverse needs of our students, staff and community. Allows for 24/7 access. Explore online courses for community members such as parenting, early literacy or local history.</p>

Goal 3 - Communication and Information Goal – Evaluation Measures

<ul style="list-style-type: none"> • High traffic areas and activity of our web site as monitored by web master • Staff use a variety of technology created / driven media forms to communicate with each parents, community and each other. • Input from community online survey or comments to web master • Amount of show casing student projects and instructional activities • The number of staff using blackboard.com or quia.com as an instructional online course supplement to their classroom instruction. The number of updated or new teachers' web pages. • Quantity and enrollment in online courses and online course supplements

Goal 4 - Administrative and Management

<p>Utilize technology in data-driven decision making and support a climate for effective technology integration with ultimate goal of educating our students to live and be competitive in the global workplace.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> A. To use the power of technology to organize test data, curriculum maps, benchmarks, program performance, attendance, and teacher observation in order to identify student and curriculum weaknesses and strengths in our curriculum. An area may be remedied once it is identified. B. To use technology to expand the skills and knowledge of teachers and administrators to make better decisions about instruction through organized and improved data collection, analysis and interpretation C. To review ISTE's Essential Conditions and NETS for Administrators 2009 (draft rubric) to effectively leverage technology for learning in schools D. To determine and maximize technology value, remain responsive to our district's technology needs. Explore tools and practices for digital classrooms for implementation such as interactive white

boards, mounted wireless projectors, additional mobile carts and portable computing devices
E. To evaluate teachers on their integration of technology as established by their personal PDP

Goal 4– Administrative / Management – Timeline and Action Plan

2009-2012 Leadership Team	Review and discuss NETS Essential Conditions needed to integrate technology. Use NETS for Administrator 2009 as a self guide to assist staff with integration of technology to support teaching / learning process.
2009-2012 Leadership Team, CC, Tech Teams Instructional Staff	Develop technology integration support partnerships among the staff by department, interest or grade levels. Use the online curriculum mapping web site and tools to determine gap areas and areas where technology is not being integrated effectively. Use data warehousing assessment information to determine areas of academic weakness. Provide technology integration activities on the "defined" areas; reflect and evaluate the impact.
2009-2012 Leadership Team, CC, Tech Teams	Provide staff development, time and assistance with onsite school based technology integration. Collaborate with content area specialist to create effective technology integrated lessons or activities which encompass 21 st Century Skills. Provide teaming opportunities, time and educational technology support to the staff to develop integrated activities related to the curriculum consensus maps through out the calendar year. Provide support on implementation and follow up of authentic assessment on these designed integration projects, 21 st century skills and activities.
2009-2010 Leadership Team, BPTA	Create and implement tools for evaluating effective technology use in the classroom based on instructor's individual PDPs and NY standards, NY assessment and growth models.
20011-2012 Leadership Team, Tech Teams	Survey staff on their integration experiences and the impact on the teaching learning process to improve student achievement in their content area. Evaluate if the majority of our teachers effectively integrate instructional technology to improve the teaching and learning process as reviewed in our curriculum maps. The quest to solve problems, locate, interpret, share and produce information drives many uses of technology in the educational environment. What impacts are educational technologies having on student achievement and 21 st century skills? What additions or conditions do we need to make this happen?

Goal 4 – Administrative and Management – Evaluation Measures

- Technology integration activities and strategies increased among staff as represented in daily curriculum maps. Best practices are show cased and shared with departments.
- School leaders set expectations for integration, tool developed to evaluate technology integration and 21st century skills by staff
- Ongoing professional staff development programs and opportunities are provided through the year.
- Through CC and the mapping process, professional learning communities are developed to share ideas, activities, lesson plans and assessment strategies addressing technology integration and 21st century skills.

Goal 5 - Infrastructure and Operational

Based on our district's growth and needs, continue to perform an annual evaluation of the district's network infrastructure, security, equipment, software, web access and program requirements.

A. To provide a robust stable enterprise network for all sites
B. To focus on planning in regard to the effectiveness, efficiencies and security of our facilities as well as our educational needs and management needs.

- To plan and seek forward thinking technology strategies to support the teaching, learning, assessment and management processes
- To recognize and plan for the increase of Internet and network traffic generated by our applications, integration programs and use of web resources
- To evaluate and plan for future tech (hardware software, data, voice, cable, video, storage) support needs of the district in preparation of capital project

C. To expand wireless capacities at each building site especially in areas like cafeterias, meeting rooms, etc.
D. To develop and document a 5 yr. district equipment replacement / recycle plan
E. Explore upgrades of MS Office 2007 application by site / equipment

Goal 5 – Infrastructure and Operational – Timeline and Action Plan

2009-2012 Leadership Team IT Dept. Tech Teams	The IT Department will be responsible for network administration and equipment, upgrades, support etc. The IT Department will examine the district's growing infrastructure, servers, hubs, routers, security, bandwidth and storage needs. Presently many of switches / routers are 10 years old and not supported by manufacture.
IT Team 2010	Replace existing web filter in 2010 (company no longer supporting product) Comply with CIPA
IT Team 2009-2010	Plan for increased internal / external network / web traffic and bandwidth – online subscriptions and streaming video – presently bandwidth limits our use access of new and emerging technologies and applications at peak times.
2009-2012 Leadership Team IT Dept. Tech Teams Interested staff	IT Dept. will prepare needs assessment with specs for proposed 2012 Capital Project. Building Tech Teams, grade level teams and departments will develop a needs assessment list of hardware and 21 st emerging technology needs for each building site. Wireless access, mobile devices, interactive white boards, projectors, PDA, digital screens, etc will also be explored. This information will be shared with leadership team and IT department. IT Department will work closely with consultants and school leaders regarding technology needs and specs on the proposed capital project.
2009-2010 IT Dept.	Install wireless networking hubs especially in areas lacking several ports. This configuration provides flexibility to move mobile devices and carts around. For collaboration, it would be beneficial having laptops or PDA with wireless connections at roundtable meetings.
2009-2012 Tech Teams	Provide support and information for proposed Capital Project especially areas related to technology. Tech team will have members volunteer to be on Capital Project Committee. The computer teams will encourage community support by planning PR activities.
2009-2010 Leadership Team Tech Teams IT Dept.	Develop a BOE document on a district approved replacement / recycle plan for network system and computer equipment.
2009-2012 IT Dept.	Install necessary equipment, patches and upgrades

Goal 5 – Infrastructure and Operational – Evaluation Measures

<ul style="list-style-type: none"> ▪ Prioritized Technology Needs Assessment Plan - ▪ Purchased web filter which supports district's needs & complies with CIPA ▪ Installed infrastructure equipment, upgrades and wireless hubs in the identified areas ▪ Installed and connect new and emerging technologies purchased ▪ Technology PR plan implemented to gain support for proposed capital project of 2012. ▪ Replacement / recycle document approved

Committee Organization and Members

With administrative leadership, support and approval the district technology team, curriculum council and the 4 building technology teams have been the leading force regarding our technology curriculum, installations, maintenance, applications, integrations, staff development, web presence, guidelines, policies and evaluation.

The 4 building technology teams were charged with developing and implementing a technology plan and grade level curriculum maps for their student population. This plan required vision, commitment and involvement by those responsible for the plan's documentation and implementation. Technology effectively used has the potential to reshape the teaching / learning processes and to prepare students to be interactive life long learners. The curriculum mapping process spearheaded by our leadership team and curriculum coordinators provides a vehicle to evaluate technology integration K-12.

The four building technology teams included a K-3 primary building, a 4-6 intermediate building,

a 6-8 middle school building and a 9-12 high school building. The district tech team is comprised of superintendent, assistant superintendent, 2 representatives from each building, network system analyst and the building principals. The district assigned a computer coordinator to chair these before school and/or after school meetings. The tech teams charge is a continuous refinement and improvement of computer / technology programs and utilization. It has been an evolving process and will continue to evolve. The tech teams are vital for our continued educational uses and growth of technology to improve the learning / teaching / management processes of education.

As a result of planning process, each building developed / refined appropriate technology exiting outcomes for students at each bldg. site. These are integrated objectives with connections to all curriculum areas. These will be illustrated in our curriculum maps.

Building Technology Teams 2009-2012

B-P High School

Mrs. Robin Blowers, Principal
 Mrs. Deborah Topper, Computer Coordinator / Teacher
 Mrs. Katrina Gruet, Business Education Teacher / Coordinator
 Mrs. Maura Hibbitts, Science Teacher
 Ms. Arleen Cullen, HS Media Specialist
 Mr. Jeff Jennings, Social Studies Teacher
 Mrs. Irene Brooker, Teaching Assistant / Computer Lab
 Ms. Christine Kotraba, Social Studies Teacher
 Ms. Marcia Brant, Special Education Teacher

B-P Middle School

Mr. Wayne Bell, Principal
 Mrs. Deborah Topper, Computer Coordinator / Teacher
 Mr. Dave Samek, MS Computer Teacher
 Mrs. Carol Schery, Media Specialist
 Mr. Dave Wiltey, Technology Teacher
 Mrs. Lisa Gifford, Teaching Assistant / Computer lab

B-P Intermediate School

Mrs. Susan Casper, Principal
 Mrs. Deborah Topper, Computer Coordinator / Teacher
 Mr. Mike Nauchman, Science 4-5 Teacher
 Mr. James Paquin, 5th Grade Teacher
 Mrs. Flo Glasser, Media Specialist
 Mrs. Darlene Ratajczak, 4th Grade Teacher

B-P Primary School

Mrs. Terry Lafountain, Principal
 Mrs. Deborah Topper, Computer Coordinator / Teacher
 Mrs. Sandra Sullivan, 2nd Grade Classroom Teacher
 Ms. Mary Jo Argotsinger, Kindergarten Teacher

Mrs. Mary Harrington, Media Specialist
 Mr. Jon Aery, Art / Graphics / Video Teacher
 Mrs. Kim Sikora, 2nd Grade Classroom Teacher

Emerging Technologies and Information Systems

The district wide technology team will continually focus on the providing leadership in the areas of curriculum integration, infrastructure, support, staff development, emerging technologies, evaluation and the budget concerns of the district's technology program, applications, partnerships, web site and management. The team will analyze, evaluate and prioritize technology proposals in the district. Our district needs to look at the entire system and not just subsystems in developing an information system infrastructure. Technology in this context includes computer, telephone, printing / duplication, wireless, security, electrical, data and video systems designed and networked to enhance our district's communication, information processing, management, assessment and productivity needs.

District Technology Team and Steering Committee

Mr. Stephen Tomlinson, Superintendent
 Mr. Marco Zumbolo, Assistant Superintendent
 Mrs. Robin Blowers, HS Principal
 Mr. Wayne Bell, MS Principal
 Mrs. Casper, IS Principal
 Mrs. Terry LaFountain, PS Principal
 Mrs. Christine Foglia, Director of Special Programs
 Mrs. Deb Topper, Computer Coordinator & Teacher, Rep. for PS & IS
 Ms. Wendy Warren Bowman, Network System Analyst
 Mrs. Katrina Gruet, Representative for HS
 Mrs. Irene Brooker, Representative for HS
 Mr. Dave Samek, Representative for MS & BP's Web Master
 Mrs. Carol Schery, Representative for MS
 Mrs. Flo Glasser, Representative for IS
 Mrs. Sandy Sullivan, Representative for PS

The district team continually examines our present technology program, our curriculum, assessment results, staff development needs, administrative and reporting needs, equipment, infrastructure, Internet usage, e-learning, maintenance, web presence as well as our ultimate desires and needs for the future.

The district team perceives that the effective and realistic uses of technology will enhance the teaching / learning processes to improve student achievement as well as provide valuable educational resources and content. The effective use of technology goes hand-in hand with high standards, demanding curriculum, and premium teaching. Technology is a means to an end ~ that end being significant improvement in student performance and achievement.

The district tech team developed documents on policies and guidelines. Our BOE approved: Policies on Computer Network for Education, Administration of BP's Computer Network, and Acceptable Use Policy for Employees, Acceptable Computer Use Guidelines for Students Guidelines for Web Publishing, and Computer Use Agreement for Community Members. Student handbooks and our web site contain a copy of the guidelines and agreements. Every August, new employees have an orientation training session on BP's Network, email system and the Acceptable Use Agreement. Students at each building level have a yearly review of BP's Student Guidelines regarding network security and Internet safety.

K-12 Connection

A strong point of our existing computer program is all students K-8 have directed computer instruction as a special area class. These classes focus on technology skills, literacy skills, media skills, applications skills encompassed with integration activities. In our grades 4-5 the classroom teacher and the technology teacher team together focusing on curricular needs while applying technology skills. However, there is not nearly enough exposure to make technology transparent in the day to day learning process. Technology has to be accessible and an integral of every classroom. Another integration model used by some schools is the use of Technology Integration Specialists as an effective means to school reform.

The National Educational Standards for students (Appendix A) and integration of our local curriculum are used to guide computer instruction and applications. At the HS level, the business department offers technology courses such as Photoshop and Web design using html. The technology teachers and the media specialists are advocates for ICT (information, communication and technology literacy skills) and act as beacons by collaborating with grade levels and departments. With the training in the K-8 computer classes, classroom and subject area teachers are able to focus on the integration activities for their content areas.

The technology coordinator is an active member on the BP's K-12 Curriculum Council; it consists of a group of department chairs that meet monthly with the superintendent, principals and director of special programs. The group's focus is on student achievement and the coordination of the k-12 curriculum. It is a very productive group which allows for interaction, communication and input from all areas involved in the education processes of our students.

The media specialists also teach information / media literacy, promote reading; organize information resources, and model instructional procedures using technology. With the glut of information on the Internet, the media specialist's role is vital to assist our students and staff to plan systematic searches of reliable, accurate and meaningful information. The Media Centers at BP are Electronic Doorway Libraries.

Data Collection, Analysis, Reporting, Planning

Data collection and analysis is an ongoing process and vital component of our program evaluation. Administration, special interest groups and the technology teams use this information to plan for additional integration, project development, budget, staff development programs as well as to evaluate students and staff's knowledge, skills and

attitudes.

- School Report Card – Yearly Comprehensive Assessment
- Students scores, local benchmarks, rubrics, portfolios etc. Utilization of curriculum mapping software
- Quality and depth of individual products produced by students and staff (written, verbal and graphically)
- Students and staffs' attitudes and motivation towards the access and utilization of technology
- The quantity and quality of collaborate projects among students and staff, across departments, grade levels, buildings, community organizations
- Lab usage and logs for instructional usage as well as personal usage
- Surveys of building teams, students, staff, parents, community (online / paper)
Written requests and recommendations on yearly tech forms submitted by staff
- Group discussions and meetings: School board, faculty, tech teams, shared discussion team, grade level teams, student council, administrative, compensatory, special education, and curriculum council
- Parent conferences and meetings
- Night Programs –Open House, Science Symposium, Science Fair, Art Show, Safe School, Career Fair and Guidance Open Nights at HS
- Morning Program Presentations relating or using technology
 - Enrollment, evaluation and responses to adult education / promotional programs
 - Computer labs and media center usage during and after school hours
 - Amount of teaching time as facilitator rather than deliverer of information
 - Utilization of Starbase 6-12 for attendance, grading and data reporting
 - Utilization of IEP-Direct – online documentation and resource
 - Utilization of Datamentor for analyzing test data and linking to curriculum resources
 - Utilization of Blackboard & NYS Virtual Learning site, Formsite.com survey tool
 - “Coaching model” by students or staff support, number of requests for individual help in selected area.

Technology teams meet periodically throughout the school year. The district and building technology team meeting minutes are distributed to tech members and administration. Recommendations for improvement are summarized in a year's end report. The district tech team addresses curriculum, facilities, policies, budget, maintenance, web guidelines / design, staff development needs and makes necessary presentation / requests to the appropriate district committee or BOE.

Staff Development and Technology

Technology standards for teachers and administrators (NETS), the local written curriculum defining objectives and strategies are shared with all building staff. Departments and grade levels are requested to evaluate objectives / strategies and note areas of accomplishments and areas of needed improvement or problems. This is an ongoing curriculum refinement process. (*Appendix A: NETS 2007 Standards Students, NETS 2008 Standards for Staff, and NETS 2009 Standards for Administrators*)

Staff members need to have a vision of the K-12 student and the digital environment that supports their learning styles in order to achieve academic skills, the instructional staff need to be aware and prevent academic gap areas in our curriculum. Technology has been part of many teachers' individual improvement plans PDP. Technology is one of three the components teachers are encouraged to develop. Yearly, the BP Workshops provides an opportunity for staff to gain the skills and knowledge they need to develop, collaborate and integrate technology. Our instructional staff may also create a custom path of learning with their PDP plan.

Technology has been part of our evaluation procedures. Many staff members have chosen to develop and implement their personal goal setting, improvement, and evaluation procedures under the guidance of their building principals. A PDP (Personal Development Plan) is required all teachers to identify their educational goals and develop a personal plan for growth related to the identified goals. This submitted plan must include a minimum of 15 hours of an approved in-service or independent study. In the summer of 2008, some MS students and an advisor participated in Project Yes, a multi year program where a group of students were trained to assist other students and teachers on their technology needs. The students will also create AV materials for teachers to use in class instruction.

The number of staff participants in technology workshops and the responses on our follow up surveys helps in the evaluation of our staff development program. Yearly, BP expands our course offerings and creates new courses to support the current staff needs. There is wide variety of eclectic programs offered at BP. Any staff may create a course and submit to administration for approval.

Technology Skills for Staff (NETS 2007)

To encourage greater teacher involvement in the utilization and integration of technology, the district has provided and will continue to provide a wide variety of staff development programs and support such as those listed below:

- In-service programs
- Orientation for new employees on AUP, email, applications etc..
- Superintendent's Days for staff,
- Departments recommend software & hardware purchases (vested interest)
- After school or planning period presentations or support may be provided by appointment, after school workshops, and participation in NERIC's workshops
- Mini Grants / PTSO Grants
- Staff Teaming - computer integrations with teacher, media specialists, bldg. mentors, teacher, lab TAs, and system network analyst
- Media centers – reference tools and their utilization – ongoing teaming support
- Demonstrations by staff or vendor for team, grade level or department
- Computer Coordinator provides individual support, curriculum development or equipment / software maintenance as well as additional time after school by appointment.
- Adult Education Classes
- Morning program presentations
- BOCES / NERIC training and support on contractual systems

Incentive provided to staff

- In-service Credit - 1 credit for 15 hrs. of approved technology courses offered in-house each summer
- In-service credit(s) for teacher center courses or college level courses
- Conference monies available for each building site
- BOCES workshops – monies available
- Selected released time for approved visitations, conferences, collaboration participation and meetings, etc.
- PR in community and school newsletter about specific technology usage in grades or departments
- Mini-grant or PTSO monies for lesson plan development and materials
- Role modeling and teaming by administration, students, and staff

Computer Equipment

This information was retrieved from the October 2008 BEDS data collected; it includes office and instructional PCs.

Software Budget 2008-2009 Based on BEDS ~ OCTOBER 2008						
Software calculations per building by student population						
Total 08-09 software for k-12 (net)		\$	29,883.00		BEDS DATA Includes all office PCs at PS, HS, IS MS	
Total 08-09 hardware K-12		\$	10,000.00			
BUILDING	POPULATION	High End PC#	Low End # PC's	PC# Total	SOFTWARE \$ PER BUILDING**	STUDENT - PC RATIO 1PC : students
HS 9-12	717	216	23	239	\$10,948.59	6.6
MS - 7-8	290	97	36	133	\$4,428.30	2.2
IS 4-6	421	100	14	114	\$6,428.67	3.7
PS K-3	528	74	34	108	\$8,077.83	4.9
K-12 Total	1956	487	107	594	\$29,883.39	3.3
15+% for Warren						
* Preschool not included			Preschool has 2 wireless + 4 CompUSA PCs and use network printer.			
67 students in Pre-K						
** Amt. for bldgs. per student rounded off to the \$0.05 thus note difference below						
Amount per bldg. (please remember S&H costs)						

Networking

Our district has microwave connection between all building sites, that connection supports our voice, video and data infrastructure. Fiber backbones exist throughout all the buildings. All buildings are wire with Cat 5 Ethernet connections to all computer labs, media centers, classrooms, offices, auditoriums, gyms, and cafeterias. A T3 line is used to provide Internet connection to all networked areas and connectivity to distance learning classes through NERIC. Presently, a Fijitsu phone server/switch is installed. All rooms and offices have phone connections and all staff members have voice mail. Administration and key personnel have cell phones and pagers.

Our network operating system is Windows based and desktops are Windows NT4, Windows XP, Windows 2000 computers connected to 13 servers distributed through the buildings. Wireless network access, handheld technologies and swipe cards are being used.

Internet and Connectivity

Presently, students use Internet connections for: research, acquiring information, interactive gatherings, global competition, creative publishing, mail, videos, podcasts, accessing trade papers and scientific reports, news, weather, verifying book accuracy, college and career search, conferencing with experts, and developing search strategies on a global front. The isolation of our rural area makes the Internet the tool that enables us to reach out and share cultures, dreams information, experimentation data, and the events from the world that affects us. It creates virtual meeting places where interested groups may share information and ideas.

Instructional staff will incorporate the Internet for professional development, resources information and to supplement their curriculum, teaching, management and communication. Presently, staff is using online programs such as Starbase, IEP Direct, Datamentor, Financial Manager, Blackboard, variety of online subscriptions as well as NY SED information and portal sites.

The district office(s) uses the Internet connection for accessing and downloading state, and educational documents in addition to health and insurance forms, explore educational web sites, conduct online banking, research information, news, podcasts and e-mail communication. It has become a vital tool in the offices.

Hardware and Software Inventory

(See Appendix - Hardware by building location)

(See Appendix -Software by building location)

Budget and Funding

The Broadalbin-Perth Central School has supported the district's technology program through district funds, capital projects, grants, NCLB title funds, E-rate funds, volunteerism, collecting labels, and donations.

The chart below gives a summary of the computer budget from 2009-2012. Older equipment is used for parts or sent to district garage sale. A district replacement and recycle timeline plan has been discussed.

Computer Budget with 3 Yr. Projection					
		2008 – 09 Contingency	Projected 2009-2010	Projected 2010-2011	Projected 2011-2012
	Equipment	\$ 13,400.00	\$ 30,000.00	\$ 28,000.00	\$ 33,500.00
	Training / Summer Wk / Conf.	\$	\$	\$	\$
	Repair / Support	\$ J. Williams salaried	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
	Supplies	\$ 23,840.00	\$ 28,000.00	\$ 30,000.00	\$ 32,500.00
	Network Comp. Software	included in SACS	\$	\$	\$
	Contractual Services	\$ 6,600.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
	State Aided Computer Software	\$ 29,896.00	\$ 35,000.00	\$ 37,500.00	\$ 40,000.00
	Increase %		46.5%	5.1%	5%
Total		\$ 73,736.00	\$ 108,000.00	\$113,500.00	\$ 119,500.00
Capital Project	Process: BOE Planning and Approval				Proposed Cap Project 2012

There are major funding issues that need to be addressed. The Energy - Technology Project 1997 covered the initial cost to create the comprehensive B-P electrical / networking infrastructure. The 2003-2006 Facilities Improvement Project has added additional classrooms rooms and technology equipment for network infrastructure, security, instructional and management uses. However, the additional funding issues that need to be addressed by the district are for support, training, equipment upgrades / replacements, supplies, electrical costs, contractual items, telecommunications costs and maintenance. These are the ongoing funding costs associated with this plan. It is in the district's interest to seek funding whenever and wherever possible. The district plans to continue to apply for the E-Rate.

Maintenance

Maintenance encompasses all activities, services and personnel related to the maintenance, support, administration, and updating of the district's networks hardware, software and users. Without proper care and on site maintenance the district wide network is not functional.

Presently, the district's full time system network analyst and full time computer technician, provide network routine maintenance on BP's networks. The district also uses outside resources on an hourly rate or contracted rate for major technical problems and system upgrades. The library automation program provides phone support for a contractual fee. Microwave system has a maintenance contract with installer. Administrative systems and program applications contracted through BOCES receive phone and site support from NERIC. As our network expands and we add additional facilities/ technologies, the need for additional tech support personnel will also grow.

There are also technical support groups with knowledge in each building / department to provide backup support and turnkey training for the network usage and software applications. This group presently exists and is composed of computer teachers, media specialists, teachers, cooperative office workers, nurses, support staff, administration, TAs, students and BOCES.

Network Security

- The district is concerned about the safety and security of their students, staff, data, facilities and equipment. UPS provide limited backup power in case of an outage. Automatic server data backup is done daily. Additional security measures such as firewalls, virus checkers, popup and spyware removal tools are located on our servers and most workstations. The district has night custodial personnel to monitor the buildings and a video / motion alarm system.
- The district's computer lab rules were developed by the building tech teams and are posted in each lab. The labs are in constant use during the extended school day but are locked at night when not supervised. The B-P Board of Education had approved a district wide Acceptable Use documents for students and staff using the network and Internet in our district. The Broadalbin-Perth School District adheres to software copyright laws. Signs are posted at software storage locations. The students and staff on the LANs have unique IDs and confidential passwords.
- Information posted on the district's web site must go through a review process and have building administrator's approval. Web guidelines and web organizational charts have been developed and posted.

Public Relations

- District web site, District Newsletters, School Report Card
- Technology Presentations during Open House & Morning Programs
- BP Student or Parent Evenings & Events (academic, social, musical, sports, drama, ceremonies, etc.)
- District Technology Night
- Buildings' brochures, calendars, menus, newsletters, programs, newsletters, and Curriculum

Map

- Tech teams represented at public meeting for BP Facilities Advisory Committee
- Tech presentations or overview at several BOE Meetings (Dept. highlights frequently include technology utilization)
- Project Yes, Staff Development, Seniors Program and Adult Education
- “Bring your Grandparent to Computer Class
- Guidance support – computer / online college searching programs, and Internet access for families seeking college information, financial aid, applications, etc.
- Technology is used to prepare most of the district newsletters, flyers, multimedia presentations, CAR Report, Profiles of Performance Graphs, tax graphs, etc.
- Power Point and software has been used at many district, community, building, department and committee meetings as well as student presentations at our career Fair, HS Science Symposium, MS Science Fairs and 5th Grade State Projects, Safe School and other school / curriculum / fine art / sports and fund raising events.
- Partnership with the community and businesses – video production,
- OM Competition
- School to Work Program, BP Business Dept. Intern Program
- Distance Learning - consortium with other area school and F-M Community College.

Evaluation

Technology changes rapidly, students are also using and learning technologies at home, therefore, the tech teams realize they will need to provide continuous ongoing review, planning and evaluation on how these changes affect and improve the teaching / learning processes. Throughout the district, there are evaluation mechanisms conducted by different groups in place regarding the many facets of educational achievement, processes and management. Our district adapts to the ever-changing technologies based on district’s needs and requirements, however, always keeping in mind our key goal of higher student achievement.

Evaluation of our technology plan must include several areas:

- Student achievement, BP School Report Card, growth chats, staff PPD Plans
- Curriculum maps – gap analysis – technology integration
- Observations, interviews, requests
- Benchmarks - by each level / building
- Student attitudes, attendance, participation
- Quality and presentation of projects
- Curriculum changes, technology integration and 21st century skills
- Staff development, number of participants in staff workshops
- Lab usage / software usage / Internet usage during and after school
- Restructuring the teaching / learning process
- Communication (internal & external)
- Improved community relationships
- Costs
- Facilities and equipment repair

Feedback from assessment reports, administration, curriculum council, staff, media centers,

students, and community needs to be collected and evaluated. This information will assist the tech teams in the monitoring and implementation procedures so adjustments may be developed to address needs or prevent problems. Many of the items in the data collection and reporting sections of this plan will be used and compared to data after the implementation of this plan. These evaluation results are shared and discussed at leadership meetings, curriculum council, department / grade level meeting, faculty meetings, BOE meetings etc. We are all stakeholders determined to increase student achievement and life long learners.

New political powers in government are echoing a renewed interest and funding for educational technology and 21st century skills. With training and tools, it is anticipated it will take 5 years to authenticate a dramatic change in the teaching / learning processes. Our curriculum mapping process is forging the way. We are examining local and standardized data to evaluate when / where technology has positive impacts on student achievement. It is of critical importance that the educational technology goals focus on the district's primary goal to increase student achievement. This plan will be reviewed and adjusted periodically to keep our technology plan / vision / thrust on track and innovative. Technology has provided and will continue to provide "the community" with a vehicle for life long continuous learning. As stated in our mission statement, we must continually **"strive for excellence"**.