

TECHNOLOGY PLAN

JULY 1ST 2008 – JUNE 30TH 2011

Manistee Area Public Schools
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INTRODUCTORY MATERIAL

MANISTEE AREA PUBLIC SCHOOLS MISSION STATEMENT:

“It is the mission of Manistee Area Public Schools to provide all students with an appropriate educational environment and program which will enable them to meet or exceed their individual needs to the best of their ability. Opportunities will be provided for students to become individuals who can accomplish tasks which society legitimately expects of its members and to establish and pursue worthwhile goals.

The Board of Education believes that the mission of the District is being accomplished when there is valid evidence that its sequential educational services are making it possible for students to use the knowledge, skills, and understanding necessary to function as responsible producers and consumers in a global society.”

DISTRICT PROFILE:

Manistee Area Public Schools (MAPS) is located in Manistee County and includes the communities of Manistee City, Filer City, Filer Township, Manistee Township, Parkdale Township, and East Lake.

There are approximately 1,750 students in the district with 108 instructional staff members, 84 support staff and 8 administrators.

- 46% of the student body is economically disadvantaged with 34% receiving free lunch and 12% receiving reduced-price lunch
- 92% of the student body is White/Caucasian
- 3% of the student body is Native American
- 2% of the student body is Hispanic
- 1.4% of the student body is Black
- 1.6% of the student body is Asian
- 9.9% of the student body is in special education

SCHOOL BUILDINGS:

| School | Grade Levels | Approximate Size of Student Body |
|-------------------------------|--------------|----------------------------------|
| <i>Manistee High School</i> | 9-12 | 610 |
| <i>Manistee Middle School</i> | 7-8 | 270 |
| <i>Kennedy Elementary</i> | 4-6 | 330 |
| <i>Madison Elementary</i> | K-3 | 230 |
| <i>Jefferson Elementary</i> | K-3 | 310 |

VISION AND GOALS

DISTRICT TECHNOLOGY VISION/MISSION STATEMENT:

The goal of Manistee Area Public School District is to provide resources and training so that students and staff can use current technology in a flexible, concrete, ethical, and creative manner to enhance learning, productivity, employment opportunities, and their personal lives.

HOW THE TECHNOLOGY PLAN TIES IN WITH THE DISTRICT MISSION AND SCHOOL IMPROVEMENT PLAN:

The goal of MAPS is to provide staff and students with an educational environment that maximizes their individual abilities. Technology is a tool that can be used by MAPS to reach this end. Additionally, ethical use of technology has become an issue of increasing importance and having a strong understanding of this concept will help students to establish and pursue worthwhile goals.

MAJOR GOALS OF THE TECHNOLOGY PLAN:

- 1) The use of technology will improve student learning through:
 - improved accommodation of learning styles
 - improved individualization of learning
 - increased opportunities for students to take ownership in their education

- 2) The use of technology will produce technologically literate and ethical citizens through:
 - Observation of student proficiency
 - Observation of staff proficiency
 - Successful completion of benchmarks
 - Increased awareness of ethical computer use

- 3) The use of technology will improve education and increase operational efficiency through:
 - Streamlined data recording and processing
 - Improved communication between teachers, students, administrators and parents
 - Improved assessment capabilities
 - Providing greater resources to teachers

- 4) The use of technology will improve community relations and involvement through:
 - Increased communication
 - Increased information available to parents and the community
 - Increased opportunities for the community to be involved the schools.

- 5) The application and capabilities of technology will be evaluated and updated on a continuing basis through:
- periodic review and assessment
 - development of a procedure for the acquisition and replacement of technology
 - development of a plan for ongoing training and support

I. CURRICULUM INTEGRATION

A. Goals and Strategies aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

Strategy 1

Align current district technology benchmarks with the Michigan Educational Technology Standards (METS) for students, and integrate them into the content areas.

-Rationale: The State of Michigan aligned METS with the International Society for Technology in Education's (ISTE) and the National Educational Technology Standards for Students (NETS-S).

-Evidence of success: Revised district benchmarks with appropriate assessment procedures integrated into the curriculum. Student achievement will increase as measured by standardized student achievement assessments.

Strategy 2

Develop and implement a system that assesses staff competencies based on METS.

-Rationale: If we expect the students to meet the benchmarks, our teaching staff need to have meet the standards or need to be actively working towards them.

-Evidence of success: Building principals will integrate the METS standards into their regular staff evaluations.

Strategy 3

Using the above assessments of staff competencies to guide the development and planning of staff development activities and training.

-Rationale: If we expect the teachers to meet or be actively working towards meeting the standards we need to have targeted professional development available.

-Evidence of success: The district will have a plan for professional staff development.

B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

Strategy 1

Assemble a group of grade/department representatives, the technology director, and the curriculum director to rewrite MAPS technology curriculum based on the METS standards and make sure it is aligned with state and local standards.

Rationale: METS is the standard adopted by the State of Michigan and by aligning with the State and local standards MAPS will be assured of having a complete technology curriculum.

Evidence of success: MAPS has a fully developed K-12 tech curriculum aligned with content standards. Additionally, a plan will be in place to ensure accountability for implementing the technology curriculum.

Strategy 2

The technology curriculum will be integrated as a part of the curriculum.

Rationale: The basis of the METS standard is to improve student achievement through integration of technology in curriculum.

Evidence of success: Students will demonstrate proficiency with the technology benchmarks. Because of the integration with curriculum, student achievement data will measure accomplishment of state and local standards.

Strategy 3

Student achievement will improve across all content and grade levels through increased emphasis on individualized education. Technology will contribute to this individualization in the following ways:

- Differentiation
- Individualization
- Assistive and adaptive instruction processes

Rationale: Student educational success is greatly influenced by the degree to which the learner's individual needs are met. Technology enables MAPS to create a more individualized learning environment by offering students greater control over their own learning. The result of this increased technology literacy is better use of technology for personal purposes.

Evidence of success: Students will express satisfaction in their ability to use technology for learning. Student achievement data will show improvement.

C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies

Strategy 1

Utilize online technology to provide greater educational opportunities to MAPS students. The following sources and technologies:

- Michigan Virtual High School course offerings
- Distance learning collaborations through West Shore Community College (WSCC) or other regional sources.
- Moodle

Rationale: Technology has the ability to expand students learning opportunities far beyond what is available in the classroom. MAPS needs to take full advantage of these opportunities.

Evidence of success: Multiple technology based learning opportunities will be available to students.

Strategy 2

Determine the district's needs through gap analysis.

Rationale: Before the district can implement a rigorous technology based education program we must determine what the districts areas of need are. Specifically the gap between what exists currently and where we want to be.

Evidence of success: The gap analysis will clearly indicate where our student needs lie. This in turn will indicate where our greatest curriculum needs lie and where our greatest technology needs lie.

D. Strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students.

Strategy 1

Convene parent focus groups and involvement programs to inform and engage parents, and solicit input about specific technology issues.

Rationale: Parents will be most likely to participate and to provide useful input when they are asked to address current, clearly defined issues and initiatives that directly affect their children.

Evidence of success: At least one focus group will be convened per year for each level (elementary, middle school, high school) to discuss current issues and initiatives. At least one involvement program will be convened per year for each level (elementary, middle school, high school) to increase parents' awareness and hands-on experience with the types of technology their children are using or new technology that the district plans to purchase. Additional focus groups will be convened as needed to address specific issues. Parent feedback data will indicate satisfaction with the process.

Strategy 2

Utilize the district websites to inform parents about technology issues.

Rationale: The district websites offer a convenient way of informing parents about technology initiatives.

Evidence of success: Up-to-date information about the district's technology resources and infrastructure will be on the district websites. Notices of parent focus groups will appear on the sites. Parent feedback data will indicate satisfaction with the process.

Strategy 3

Create web sites to inform parents about technology issues and student achievement, and to solicit feedback.

Rationale: The district will provide on the web pertinent information about technology integration and student achievement. Parents will be able to contact teachers through e-mail, check on their children's academic performance, and inform themselves about the technology being used with their children. Parents and community members will also be able to complete online surveys to help inform district decisions.

Evidence of success: The district will maintain an up-to-date web site that contains information about the technology plan, district technology initiatives, and curriculum standards. The district will maintain a secure, password protected, web based information system that parents may access for academic information about their children. Examples include attendance, behavior, homework completion, assessment results and grades. Each school will have an up-to-date web site (www.honoredstudents.org) that contains information about technology use with students in the building. Each school web site will have an e-mail link to each teacher in the building. Parent/community survey data will be

routinely included in the decision making process. Parent feedback data will indicate satisfaction with the process.

Strategy 4

Provide information and solicit feedback about technology issues at regularly scheduled meetings.

Rationale: The district has a number of permanent groups that meet regularly. This offers an opportunity to inform parents (and the community) about technology initiatives and to ask for input and feedback that will help the district make informed decisions.

Evidence of success: The superintendent will provide pertinent district level information about technology initiatives at appropriately timed Board of Education meetings. The superintendent will provide pertinent district level information about technology initiatives at appropriate times during public forum meetings. Teachers will provide pertinent classroom level information about technology use with students at parent-teacher conferences, and seek input about effectiveness and implementation. Parent feedback data will indicate satisfaction with the process.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

Strategy 1

Collaborate with adult community organizations such as, Michigan Works, Manistee County District Library, West Shore Community College and MISD to share and implement new technology in the areas of adult literacy and career preparation/education.

Rationale: The district will meet the needs of more adult learners by working together with community organizations to increase access and use of technology. In implementing technology as a tool to support literacy learning, adult students benefit from real world, problem solving, types of learning.

Evidence of success: Manistee Area Public Schools representatives will meet with the leaders of the various community organizations to determine how to best serve the adult literacy learners in the Manistee area. Changes that are discussed at the meeting will be implemented. Manistee Area Public Schools will promote the community technology resources that are accessible to the adult learners serviced in the district. Representatives will survey community organizations to determine the numbers of adult learners who are utilizing the technology that is available.

Strategy 2

Create a Community Education page on the district web site including information regarding the adult literacy programs offered in the district.

Rationale: The district will post on the web pertinent information about adult literacy services that the district provides. Adult students will be able to contact teachers through e-mail, learn about the class registration process, and inform themselves about the use of technology.

Evidence of success: MAPS will maintain an up-to-date page as part of the district web site that contains information about adult literacy services provided by the district. The community education web page will have an e-mail link to each teacher in the building as well as printing each teacher's contact information.

II. PROFESSIONAL DEVELOPMENT

F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Strategy 1

The district will conduct an annual staff development needs assessment. A matrix will be used to identify 1) district software, hardware, and communication technologies; 2) the individuals and groups using these technologies; and 3) the level of training needed for each individual or group.

Rationale: The district must determine training needs and provide appropriate staff development activities, based on current levels of proficiency and technologies in use and new technology needs that enhance student achievement and curriculum integration.

Evidence of success: The number and type of training sessions offered to individuals and groups will align with the staff development needs represented on the matrix. Documentation will indicate that targeted individuals and groups have received training each year. Annual staff surveys will inform district decisions about staff development offerings.

Strategy 2

The district will provide necessary staff training as new technology is incorporated. Training will be offered in the following ways:

- on-site training
- after school
- release time
- MISD classes
- online support
- “training on demand”
- adaptive and assistive devices

Rationale: The district recognizes that continuing training is required as new technologies are adopted and implemented. This training must be offered in a variety of ways and times to meet the needs of staff.

Evidence of success: The content and focus of training sessions offered will align with the types of technology being used in the district. The number of training sessions offered will be sufficient to ensure practical understanding and mastery of basics by participants. The number of participants will be sufficient to ensure widespread proficiency within each target group. Principals will observe staff using technology on which they were trained.

Strategy 3

Individual employee groups will be identified for specific technology training.

Rationale: Certain groups need specific technology training, for example:

- All K-12 instructional staff will be required to take attendance electronically.
- All K-12 instructional staff will be required to maintain grades and/or assessments electronically.
- All new staff will be required to attend district mandated technology training.
- All support staff (lunchroom, IAs) will be required to attend district mandated technology training.
- Professional development will be provided for new technologies as they come online.
- All K-12 special education teachers will be trained on adaptive and assistive devices.

Evidence of success: All teachers will manage attendance and assessments electronically. Each instructional staff member will add content to a web page at least monthly. Attendance logs will document participation in required training sessions.

Strategy 4

Individual employee groups will be identified for training in curriculum integration in the content areas of communication arts, math, science and social studies.

Rationale: METS standards call for students to use technology in the content areas.

Evidence of success: Technology integration will occur when appropriate as determined by our curriculum director.

G. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Strategy 1

The district will provide the necessary technical services to maintain its technology in good working order.

Rationale: The district recognizes its responsibility to maintain its technology and provide technology support in a timely, effective and efficient manner so that users can count on its availability in the teaching and learning process.

Evidence of success: A district Help Desk staffed by qualified personnel will log all calls and e-mail. Help Desk calls and e-mail will be analyzed for the number of days in service. The district will employ qualified technicians to meet the needs of the district.

Strategy 2

The district will provide a standard set of software for all users.

Rationale: Providing a standard set of application software on all district computers will ensure an equitable and consistent experience for all users. It will ensure more efficient tech support, more effective training, and a greater degree of staff collaboration and sharing of instructional ideas and methods.

Evidence of success: A standard set of software will be found on all administrative and instructional computers, respectively. Any user can move from computer to computer and will find the same set of software. District training schedules will demonstrate extensive, in-depth training opportunities for a limited set of standard software applications.

Strategy 3

The district will provide a curriculum review process that will include a technology resources component.

Rationale: More and more materials are becoming available in an electronic format; the district must recognize the potential impact of such resources and ensure that they are included in the regular curriculum review process.

Evidence of success: Curriculum review reports and other Office of Teaching and Learning records will indicate that electronic materials have been considered as part of the textbook revision/curriculum purchase process. A technology review component that is incorporated into the standard curriculum and materials revision process will indicate a long term commitment to integrating electronic materials into the curriculum. The purchase of CDs, DVDs and on-line services and resources to complement print materials will indicate a district commitment to the use of electronic resources.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT & SOFTWARE

H. Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.

Strategy 1

Annually review Technology Plans at the district and building levels to identify and prioritize needs.

Rationale: Technology changes constantly. To stay focused on the goals of the district and to make sure that our technology vision meets the goals of the district, we will conduct a regular, annual review of the district and building technology plans, *District Infrastructure Plan*, Appendix A, and *District Technology Planning Budget*, Appendix B.

Evidence of success: The District will annually review both the district and building technology plans, making adjustments where appropriate, and post the revised documents on our web site. The District will annually review and modify, according to current needs, the infrastructure plan including hardware, software, network infrastructure, telecommunications services, making adjustments where appropriate, and post the revised documents on our web site. See Appendix A for the current *Technology Infrastructure Plan*.

Strategy 2

Establish a decision-making process for long-term technology implementation.

Rationale: Effective technology implementation is a “systems” issue. To ensure that funds are expended appropriately and that decisions affecting technology implementation take the long view, it is imperative that a decision-making process be established.

Evidence of success: A District Technology Steering Committee, composed of the Technology Director, the district’s Curriculum Director, the district’s Superintendent, two building principals, and a media specialist, will meet on a regular basis to address the technological needs of the district.

Strategy 3

Centralize oversight and management for continuity and interoperability of all hardware and software.

Rationale: Standardization of equipment, centralized ordering and adherence to industry standards will ensure effective use of district resources.

Evidence of success: The Technology Office will process all technology-based purchases. “Standards” for hardware and software will be reviewed and published at least annually. The district pursues available Universal Service Funds (e-rate) to support its telecommunication needs.

Strategy 4

Establish high quality technical support to maintain district technology.

Rationale: Technology will not be used optimally if staff cannot rely on it. Providing high quality technical support in a timely fashion will help to ensure its continued use and promote expanded use.

Evidence of success: The Technology Office will be maintained with hardware, software and network technicians. The District will employ a sufficient number of technicians, as determined by educational and industry norms, to adequately maintain District technology. The District will employ a certified staff person in the Technology Office to provide instructional support for the integration of technology. A Help Desk will be maintained in the Technology Office.

Strategy 5

Establish ongoing, high quality training for all technology.

Rationale: Technology will not be used effectively and efficiently if staff is not trained to use it.

Evidence of success: The District will provide on an annual basis a wide variety of technology-based training to all district staff, including technology support staff.

Strategy 6

Conduct an annual assessment of District technology and other technology related services to determine what would need to be acquired to improve education.

Rationale: As the needs of the district change from year to year, and district technology ages, it is important not only to proactively plan for new acquisitions, but also to establish a “replacement cycle” to refresh aging technology.

Evidence of success: The District will develop a needs-based technology planning budget to guide annual technology purchases. See Appendix B for a current *District Technology Planning Budget*. The District will establish and fund an annual “equipment replacement program” to continually refresh aging technology.

I. Strategies to increase access to technology for all students and all teachers.

Strategy 1

Work to secure new funds for technology including an aggressive grant writing program and exploration of a community bond that would include technology.

Rationale: Technology is expensive and requires upgrades and replacement periodically. Newer standards often force districts to upgrade. Identifying and securing adequate funds to maintain and replace equipment is crucial to the long-term survival of the district.

Evidence of success: The District will establish an annual budget for upgrades and replacement of equipment. The District will aggressively pursue grants to fund technology projects. The District will explore the option of a community bond for the long-term support of technology.

Strategy 2

The District will plan for replacement and repurposing of older technology to ensure that staff and student needs are met.

Rationale: The district goal is a computer-to-student ratio of 1:2.5, with all computers able to operate the district standard suite of software. Some older computers may have extended life with specific applications for which they are still compatible.

Evidence of success: The District will maintain its computer-to-student ratio of 1:2.5, with all computers able to operate the district standard suite of software. The District will, from time to time, repurpose existing technology to better meet the needs of teaching and learning. The District will provide assistive and adaptive technologies for special need students where appropriate.

Strategy 3

Implement wireless technology to provide more flexible access to computers via mobile labs that come to the classroom.

Rationale: One of the keys to successful use of technology is to be able to use it “anytime, anywhere.” Traditionally, wired classrooms do not have the flexibility to accommodate this philosophy. Unwired (wireless) classrooms provide the flexibility for “anytime, anywhere” learning.

Evidence of Success: The District will continue to increase the amount of wireless infrastructure in the district. Wireless technologies will be seriously considered when renovating existing or building new facilities.

Strategy 4

Increase the ratio of student computers to students.

Rationale: Increasing the number of student computers relative to the number of students will teachers to better utilize computers and technology in the classroom. Additionally, it will aid the use of online assessment tools to track and aggregate data about student performance.

Evidence of Success: An increase in the computer to student ration.

Strategy 5

Investigate virtualization of servers and potential a client/server model for specific end-user applications.

Rationale: Virtualization of our existing servers would make better use our hardware potentially freeing up one or more servers that could be used for client/server arrangement. Virtualization greatly increases the efficiency of managing a large number of machines and therefore could help to keep costs manageable as we increase our ratio of computers to students.

Evidence of Success: The district will have one or more virtualized servers minimally functioning in a test environment.

IV. FUNDING AND BUDGET

J. Timeline and budget covering the acquisition, implementation, interoperability, maintenance and professional development related to the use of technology to improve student academic achievement.

Strategy 1

Provide stable funding for technology over time.

Rationale: Historically, many of our large technology purchases have been made when supplemental funds were available. Examples include: PTO contributions, grants, state initiative (e.g. Teacher Technology Initiative), local community bonds, etc. Technology is an integral part of the teaching and learning and district operations. To maintain, replace and grow technology, a stable source of funding must be obtained.

Evidence of Success: The Technology Budget will reflect a consistent percentage of the total General Fund. See Appendix C for the *Technology Department Budget*. When need is demonstrated by the Technology Plan that cannot be met by the General Fund, the Board of Education will consider asking for additional community support, such as a bond issue.

Strategy 2

Prioritize and revise technology needs.

Rationale: The needs of the District, including technological needs, will change from year to year. Likewise, financial resources vary from year to year. Therefore, it is important to annually review the needs and available resources and make adjustments accordingly. See Appendix B, *District Technology Planning Budget*.

Evidence of Success: The Technology Steering Committee will annually review and prioritize the technology needs of the district. Based on the prioritization of needs, an allocation of resources will be made from available funds.

K. Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Strategy 1

Oversee and coordinate funding from different sources, including local, state and federal.

Rationale: As funding resources are limited it is crucial that the district proactively works to coordinate funds from different sources to ensure that all available funds are allocated according to prioritized district needs

Evidence of Success: The Board of Education will annually review the needs of the district and the available resources and make allocations accordingly to support the technology plan.

Strategy 2

Pursue federal, state and local grant resources to support components of the technology plan.

Rationale: The general fund cannot adequately provide the support needed to fully implement the goals of the technology plan. Additional funding will be required to do so.

Evidence of Success: The Technology Director will pursue and coordinate additional federal, state and local grants in support of the technology plan. The District will regularly review publications, web sites and other sources of data to identify potential funding sources. When appropriate, the District will submit proposals and applications for external funding to support the technology plan.

V. MONITORING AND EVALUATION

L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

Strategy 1

Employ the “Rubric for Technology Professional Development” created by the Center for Teaching and Technology, Michigan Technology Implementation Project, (funded by the Michigan Department of Education) to analyze the district’s current status, to determine areas of weakness and progress over time, and to target specific needs.

Rationale: We need a research based evaluative tool that will provide data for determining the effectiveness of technology professional development. This tool should be aligned with the National Staff Development Council’s (NSDC) Standards for Staff Development and specialized for professional development using technology to enhance learning.

Evidence of success: The rubric will be completed annually by an objective group of district professionals. Rubric scores will indicate improvement over time. The weakest areas, as identified by the rubric, will show the greatest gains over time. Results of the rubric scores will determine midcourse corrections.

Strategy 2

Have a focus group from each grade level and department help align the district’s overall technology training plan (which is congruent with the professional development plan) by completing a survey at the end of each year to:

- 1) assess the impact technology has had on student achievement,
- 2) document building/department/grade level proficiency in technology integration, and
- 3) indicate the training needs for the upcoming year. (This survey comes from Planning Into Practice and will be revised for Manistee Area Public School's.)

Rationale: We need to have regular, reliable feedback from teachers at all levels of the organization to help determine the success of past efforts and to map a plan for the future.

Evidence of success: The survey will be completed by representative focus groups each year. Data will indicate progress toward proficiency in technology integration. Data will indicate increased student achievement on challenging state academic standards. Staff development offerings will align with the needs expressed on survey responses.

Strategy 3

Evaluate the degree of alignment between technology training initiatives, student learning outcomes and actual student achievement. This will be done through curriculum review teams who will:

- 1) examine the current curriculum in each content area,
- 2) analyze the level of technology integration in that area,
- 3) compare expected learning outcomes with achievement data, and
- 4) make recommendations for improving and enhancing technology integration.

Rationale: In keeping with the mandates of No Child Left Behind legislation and state accreditation standards, and assuming that technology should be used to enhance academic performance, review teams will gather data on technology use and its alignment with curriculum. All staff development efforts must be focused on improved student learning. The alignment between technology training and learning outcomes is critical.

Evidence of success: A time line for curriculum review will be established. Each review team will complete a “technology integration” analysis. Each review team will complete an “impact on student achievement” analysis. Training opportunities will be offered based on review team recommendations. Documented attendance will indicate that teachers are receiving training.

Strategy 4

Evaluate student-learning data, identify areas of need, and target areas of need with technology solutions.

Rationale: An overall district priority is to improve student learning. As we analyze the available achievement and performance data, it is imperative that we focus resources on the greatest needs. Technology offers unique solutions that have the potential to positively impact student learning; it will help teachers and district staff analyze how students learn and how they demonstrate their knowledge. Technology will also provide data for decision making.

Evidence of success: A system of collecting and analyzing student achievement data will be implemented. Technology solutions will be identified for specific academic needs. Technology integration will occur at points of documented need throughout the system. Longitudinal data analysis will indicate improvement in targeted academic areas. Data analysis will indicate how curriculum and/or teaching have been remediated and/or expanded through the use of technology.

Strategy 5

Organize a district team to annually analyze information from Strategies 1, 2, 3, and 4 to determine what the data means and how we should respond to positively impact student achievement. Recommendations will be made to the district technology steering committee.

Rationale: It is very important to look at the “big picture” of technology integration in the district in order to make strategic plans for the future. To do this, all of the pertinent

available data needs to be evaluated. Judgments will need to be made about the effectiveness of current practices and policies, leading to review and possible modification of priorities and initiatives.

Evidence of success: District data will be compiled so that it can be analyzed and evaluated. Decisions will be supported by data. Evidence of success from Strategies 1, 2, 3, and 4 will indicate positive growth.

Strategy 6

Organize a district team to annually analyze the appropriateness of technology available to students and teachers at different grade levels, buildings and within sub-groups. Recommendations will be made to the district technology steering committee.

Rationale: It is very important to make sure that appropriate technology is available and that the district acquires additional technology resources as our society increasingly relies and utilizes on technology. To do this, a group of representative staff as well as community members need to review available technology and evaluate what needs to be added and what needs to be phased out. Judgments will need to be made about the effectiveness of current practices, policies and utilization.

Evidence of success: Recommendations will be made to the district technology steering committee and the ability to accommodate these suggestions into the district technology purchasing/distribution plans can form the evidence of success.

If during the review and evaluation process it is determined that goals have not been met the district technology steering committee will meet to discuss possible strategy and action step changes that might improve our chance of attaining the goal in the future. This review and brainstorming of strategies will be integrated into update versions of the technology plan.

M. Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies.

Strategy 1

A district designated team comprised of administrators, parents, teachers, and students will continue to revise our current acceptable use policy (see appendix C) based on new issues and new technologies, i.e., the feasibility of direct web link to classrooms. This revision will include awareness and inclusion of state and national Acceptable Use Policy requirements.

Rationale: The pace of change in a technological world continues to accelerate and new issues arise all the time. It is incumbent on the district to anticipate the potential for inappropriate uses of technology and establish policies to address those issues.

Evidence of success: A modified acceptable use policy will be developed and implemented in the district.

Strategy 2

Staff and students will be well informed as to the district's most current acceptable use policy.

Rationale: The acceptable use policy can be effective only to the extent that staff and students are aware of it and understand the parameters for acceptable use in the district.

Evidence of success: All teachers will be provided a printed Acceptable use policy for their reference. A synopsis of the policy will be printed in student handbooks. Records will document a decrease in acceptable use policy violations committed by students.

Strategy 3

The Technology Department will scan every computer system that is upgraded or repaired looking for inappropriate material and unauthorized software.

Rationale: The district must be diligent in its efforts to maintain a student friendly technological environment, and it must ensure that inappropriate or unauthorized software and files are not installed on district owned computers. Systematic scanning for inappropriate and unauthorized materials will uncover cases where it happens. When discovered, these materials will be brought to the attention of an administrator who will present the findings to the offender. This should aid in discouraging individuals who may otherwise be inclined to load such materials onto school computers.

Evidence of success: Scanning logs will show that scans have been conducted. District Technology Steering Committee records will document actions taken.

Strategy 4

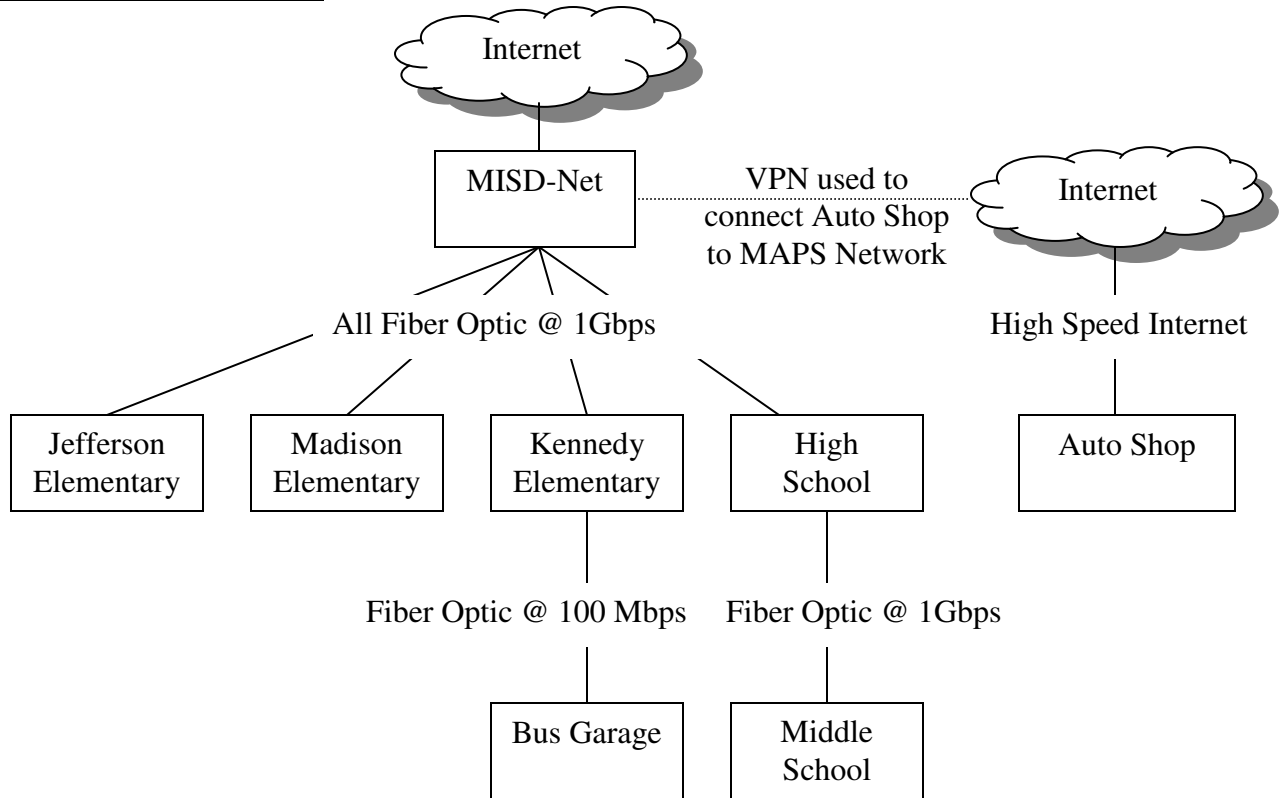
Internet use will be monitored closely through filtering, scanning Internet server logs, teacher supervision, and implementing an authentication system that requires all users to log in when they use the Internet.

Rationale: The greatest potential for abusing the acceptable use policy is the Internet. Constant monitoring, in a variety of ways, will help reduce the level of inappropriate use of Internet resources.

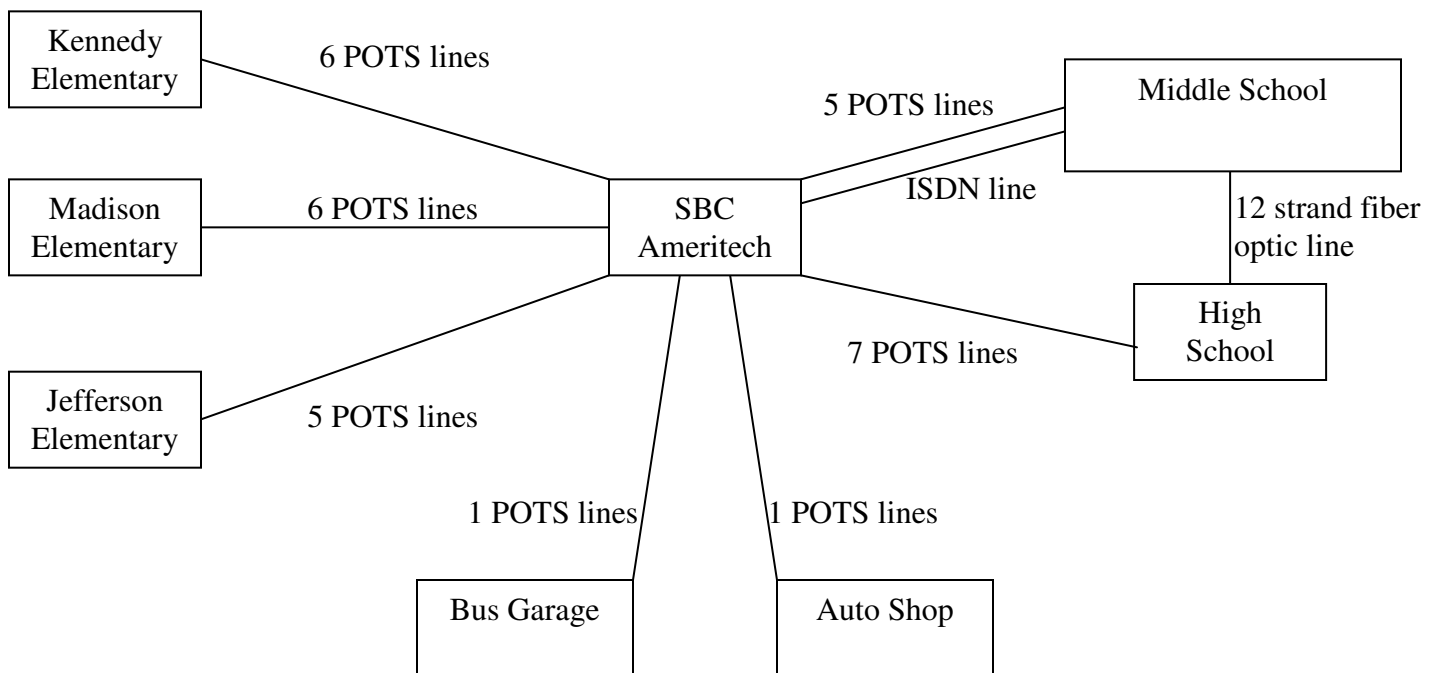
Evidence of success: An Internet filtering system will continue to be utilized as a form of “pre-monitoring.” The Technology Department will routinely scan Internet server logs for inappropriate use. An authentication system will be implemented, so that individual users can be monitored. Teachers will demonstrate good faith efforts to supervise student use of the Internet.

APPENDIX A: DISTRICT INFRASTRUCTURE

Current Network Landscape



Current Telecommunications Infrastructure:



APPENDIX B: Future Plans

One of the components of the planning process that took place to revise the District's technology plan was to conduct a needs assessment. The assessment identified the current status of technology in the district and identified new/updated technology and other related services that will need to be acquired to improve education.

One of the services identified for improvement was an upgrade to the District's phone systems by unifying the phone system used through out the district. A VoIP system is the primary consideration. Solutions from a variety of vendors are being considered and a decision is scheduled to be made before the end of the 07/08 fiscal year.

The needs assessment also identified other technologies and services that will need to be acquired to improve education. These range from a distance-learning classroom, TV/Media production studio, on-line data base services, document-imaging systems and video conferencing systems, to name a few. The technologies and related services identified in the needs assessment are listed in Appendix B, *District Technology Planning Budget*.

One-to-one computing for the student body is becoming increasingly realistic as computers become more inexpensive and ubiquitous. The District will continue to investigate and potentially pilot one-to-one computing and making portable computing available to students at a variety of grade levels.

Virtualization is an exciting technology that allows more efficient usage of hardware as well as more efficient management of machines. The District will investigate virtualizing some of its servers as well as testing the viability of a virtual machine/client model for specific student computing applications. This type of virtual/client model could allow better utilization of old hardware and increase our student-to-computer ratio through extending the usable life of computers.

APPENDIX C: Quality of Service Agreement

This agreement is agreed upon this _____ day of _____, 20 _____

between the individual indicated by their printed name and signature at the end of this document hereafter referred to as Staff member and the Manistee Area Public Schools Technology Department, hereafter known as MAPS-Tech. The purpose of this agreement is define the level and scope of support and services provided by MAPS-Tech and the responsibilities of the staff member.

Goals

1. To ensure the availability of computer hardware, software, network connectivity and network resources on school days during business hours.
2. To provide an organized method to resolve technology related issues.
3. To ensure a quick and predictable timeframe for addressing technology related issues.

Scope

This agreement pertains to the hardware and software as defined in Supported Technology in the following buildings within the 2006/2007 school year:

Manistee High School
Manistee Middle School
Kennedy Elementary
Jefferson Elementary
Madison Elementary
Manistee Area Public Schools Board Office
Manistee Area Public Schools Bus Garage

Hours of Operation

MAPS-Tech can be contacted between 7:00 AM and 3:30 PM Monday through Friday. Exceptions to this include holidays, school closings, days off for instructional staff, and any emergency situation that might impair operations at any of the buildings included in the scope of this agreement.

Contact Information

The technology department is located at:
525 12th St.
Manistee, MI 49660
mapstech@manistee.org
231-398-3731

District Technology Director
Ken Blakey-Shell

Network Specialist
Kristie Schlafley

PC Support Technicians
Chris Wrzesinski
Sue Frain

Webmaster
Ken Rosenow (MHS, Madison, Jefferson and Kennedy)

Brian Veine (MMS)

All technology staff is available after-hours for emergency technology purposes only. In the case of an emergency, all of the administrative staff have access to contact numbers for the technology department.

General Responsibilities of the Staff Member

- Must sign, return and abide by the Staff Acceptable Use Policy
- Not install any software or hardware without the permission of MAPS-Tech
- Maintain their own backups of any files on any computer with in your care or use the provided network space specified by MAPS-Tech
- Attend any and all required technology professional development sessions offered
- Monitor the computer use of the student that you are responsible for at ALL times

Responsibilities of the Staff member when submitting a request to MAPS-Tech

- The equipment and/or software is included in the Supported Technology
- First use any help documentation provided to troubleshoot the problem
- Notify MAPS-Tech via email or telephone as soon as possible of any problems you encounter
- Be as specific as possible when describing the problem including but not limited to key details such as the room designation, the hardware designation, your name, a detailed description of the problem and description of the troubleshooting steps already taken by the Staff member
- Provide username and password when necessary

MAPS-Tech Responsibilities

- Maintain the network and school servers
- Make sure that programs and licenses are up-to-date and legal
- Alert school personal when a network or server problem has occurred
- Maintain the security programs used by all users and stations
- Setup and maintain network accounts for all staff
- Provide nightly backup for all network data
- Keep all workstations for staff in working order including the computers for instructional use

Supported Technology

All computer hardware and software purchased by Manistee Area Public Schools will be supported under this SLA.

Computer Hardware and Software: Any computer hardware that has been purchased by MAPS and installed by MAPS-Tech will be supported. All software must have appropriate licensing to be supported.

Peripherals: Any peripherals such as LCD projectors, CD-drives, laser printers, scanners, and digital cameras that have been purchased by MAPS will be supported.

Copy Machines: Any copy machine that MAPS has purchased or is leasing will be supported.

Telephony: All telephones, telephone systems, fax machines, or other telephone related devises such as analog adapters will be supported.

Network Infrastructure: All network related equipment such as routers, switches, servers, cabling, fiber, etc. will be supported.

Web Services: All web-based services deployed and maintained by MAPS-Tech will be supported.

Priority Level and Response Time

MAPS-Tech help desk is available through mapstech@manistee.org or 398-3731. All support requests should go through the help desk. Prior to putting in a help request a staff member should review an online help guides that are pertinent to do some basic troubleshooting. A help request will be assigned to the proper MAPS-Tech employee and will be assigned a priority level and response time as indicated below:

| | |
|---------------------------------|---|
| Priority 1 - Urgent | Problems that will be addressed within one hour |
| Priority 2 – Medium | Problems that will be addressed within a day |
| Priority 3 - Low | Problems that will be addressed within a week |
| Priority 4 – Summer Maintenance | Problems that will be addressed over summer break |

Issues will be dealt with as quickly as possible within the framework described above.

Daily services provided by MAPS-Tech

- Nightly back up off all network data
- Daily automated update of anti-virus software on local machines
- Microsoft Windows updates will be pushed out to local machines as soon as they have been tested and approved by MAPS-Tech
- Appropriate access to network resources

By signing below the staff member involved is certifying that they understand and agree to this Service Level Agreement and the regulations and processes laid forth in it. Any questions, thoughts or concerns should be addressed with MAPS-Tech.

_____ Date ____ / ____ / ____
Staff Member

APPENDIX D: DISTRICT TECHNOLOGY PLANNING BUDGET

| Fiscal Year | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------------------|---------------------|---------------------|---------------------|
| Staff salary & benefits | \$245,500.00 | \$252,865.00 | \$260,450.00 | \$276,078.00 |
| Telecommunications services (less eRate) | \$35,000.00 | \$36,050.00 | \$37,131.00 | \$38,245.00 |
| Cellular Service | \$1,855.00 | \$1,966.00 | \$2,084.00 | \$2,209.00 |
| Service provider (data lines, email services, internet filtering, ISP and student email) | \$29,036.00 | \$29,907.00 | \$30,804.00 | \$32,652.00 |
| Virus software | \$1,300.00 | \$1,300.00 | \$1,300.00 | \$1,300.00 |
| Services (PowerSchool, SchoolFinance, Pole license fees...) | \$8,960.00 | \$9,228.00 | \$9,505.00 | \$9,790.00 |
| NovaNet fees | \$15,000.00 | \$15,000.00 | \$15,000.00 | \$15,000.00 |
| Supplies | \$50,000.00 | \$51,500.00 | \$53,045.00 | \$54,636.00 |
| Total | \$386,651.00 | \$397,816.00 | \$409,319.00 | \$429,910.00 |

APPENDIX E: MAPS ACCEPTABLE USE POLICY

This agreement is entered into this _____ day of _____, 20 _____

between _____

hereafter referred to as Student and the Manistee Area Public Schools, hereafter known as MAPS. The purpose of this agreement is to provide Internet, Network and Email (where applicable) access for educational purposes.

The intent of this contract is to ensure that students understand and will comply with all Internet, Network and Email acceptable use policies, terms and conditions approved by MAPS.

The intent of Internet, Network and Email access for the Student is to:

- (1) assist in the collaboration and exchange of information
- (2) facilitate personal growth in the use of technology,
- (3) enhance information gathering and communication skills, and
- (4) provide resources, which will enhance the Student's entire educational experience.

I) Terms and Conditions:

In exchange for the use of MAPS Network resources, I understand and agree to the following:

- A. The use of the Internet/Network/Email is a privilege, which may be revoked at any time by MAPS for any reason.
- B. Acceptable use of the Internet/Network/Email is defined as any activity that supports the intent of the Internet, Network and Email access as defined above and which is not:
 1. an infringement on copyright;
 2. viewed as inappropriate material or activities.
Inappropriate materials and activity are defined as:
 - (a) pornographic, indecent, or offensive in nature
 - (b) abusive or threatening, written, verbal, graphic or physical
 - (c) racial, gender or ethnically offensive,
 - (d) prohibited by law.Defining any action or material inappropriate will be at the sole discretion of MAPS;
 3. political lobbying;
 4. for-profit effort;
 5. activity that may be viewed as detrimental to the stability and security of the MAPS Network. This activity may include but is not limited to,
 - (a) the introduction of a virus to the MAPS Network, either intentionally or through irresponsible handling of data and Network resources,
 - (b) malicious destruction of hardware, software, or data on the MAPS Network,
 - (c) attempting to learn or use another's account or password
- C. MAPS Network resources are intended for exclusive use by their registered users. The Student is responsible for the use of his/her access privilege. Any problems which arise from the use of Student's access are the responsibility of the Student. Use of access by someone other than the registered Student is forbidden and may be grounds for loss of access privileges and/or other disciplinary action by MAPS.
- D. MAPS does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, time or offensive material) sustained or incurred in connection with the use, operation, or inability to use the system.

- E. MAPS reserves the right to and may on a regular basis monitor information gathering and activity by the student.
- F. Any activity which may be considered contrary to the School Code, MAPS Policies, or Student Handbook may also be cause for revocation of access privileges at the discretion of MAPS. Students can only keep files that are school related on a district server or computer. MAPS reserves the right to eliminate any and all information that a Student saves to the network or a MAPS computer.
- G. As a student user, I am solely responsible for any and all activity associated with my Internet/Network access.
- H. Students must have written permission from the District Technology Director to connect any personal device (including laptops) to the MAPS network.
- I. Students must have written permission from the District Technology Director to download or install any executable files.
- J. Students must comply with all rules and regulations as defined by Manistee ISD Acceptable Use Email Policy.
- K. Students are responsible for any and all damage or security compromise that may occur when using a floppy disk, CD, DVD or any other storage device on school hardware whether the damage is intentional or unintentional. Harmful material that may be on these devices includes but is not limited to the following: viruses, spyware and password crackers.
- L. Any intentional or unintentional circumvention of network content filtration by the use of a proxy or other means is a violation of this agreement.

In consideration for the privileges of using the MAPS Network resources, and in consideration for having access to the information contained on the Internet, I hereby release MAPS and their operators and administration from any and all claims of any nature rising from my use, or inability to use the MAPS network resources.

II) Consequences of Violating the Agreed Terms and Conditions Above:

If any of the above terms and conditions are violated intentionally or unintentionally, MAPS withholds the right to remove the Student's computer privileges, charge the student for damages incurred by MAPS because of the Student's actions, and/or take additional disciplinary action. If a student violates this agreement MAPS will take disciplinary action against the student. Loss of Internet/Network/Email use will follow the first infraction. Loss of all computer use and possible loss of credit for technology related classes is up to the sole discretion of MAPS if a student violates the terms of this agreement.

I agree to abide by such regulations of system usage as may be further added by MAPS. These regulations will be available from the Principal's Office. (Sign contract and return to MHS Media Center or one of the school offices.)

Print Student's Full Name _____

Signature of Student _____ Date ____/____/____

As the Student's Parent or Legal Guardian, I agree to this agreement and will indemnify MAPS for any fee, expenses, or damages incurred as a result of my child's use or misuse of the MAPS Network or equipment. Furthermore, I release MAPS from any liability associated with use or misuse of the Internet or Network by my child.

Signature of Parent or Legal Guardian _____

Date ____/____/____

APPENDIX F: MAPS EDUCATIONAL TECHNOLOGY PLAN TIMELINE

| Strategy | 2008-2009 | | | | | | | | | | | | 2009-2010 | | | | | | | | | | | | 2010-2011 | | | | | | | | | | | |
|--|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|
| | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May |
| I- Curriculum (Part A) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Align tech. benchmarks with NETS and integrate within content. | | | ● | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Develop and implement a program to assess competencies. | | | | | | | | | | | | | | | ● | → | | | | | | | | | | | | | | | | | | | | |
| Strategy 3 - Use assessments to guide planning & PSD to increase achievement. | | | | | | | | | | | | | | | | | ● | → | | | | | | | | | | | | | | | | | | |
| I- Curriculum (Part B) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Convene a group to rewrite MAPS tech. Benchmarks. | | | ● | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Implement tech. Benchmarks as a regular part of the curriculum. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 3 - Improve achievement through increased emphasis on individual needs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | ● | → | | | | | | | |
| I- Curriculum (Part C) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Utilize technology to provide rigor in the teaching/learning | | | ● | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Determine district needs through gap analysis. | | | | | | | | | | | | | | | ● | → | | | | | | | | | | | | | | | | | | | | |

| Strategy | 2008-2009 | | | | | | | | | | | | 2009-2010 | | | | | | | | | | | | 2010-2011 | | | | | | | | | | | | |
|---|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|--|
| | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | |
| I Curriculum (Part D) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Convene parent focus groups to inform, engage and solicit input. | | | | | | | | | | | | | | | | ● | → | → | → | → | → | → | → | → | | | | ● | → | → | → | → | → | → | → | → | |
| Strategy 2 - Utilize the district newsletter to inform parents about tech. issues. | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | | | ● | |
| Strategy 3 - Create web sites to inform parents. | ● | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 4 - Provide information and solicit feedback at district meetings. | ● | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| I - Curriculum (Part E) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Collaborate with adult organizations to implement technology. | | | ● | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Create a Community Education page on the district web site. | | | ● | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| II - Professional Development (Part F) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Make an annual staff development needs assessment. | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | ● | | | | |
| Strategy 2 - Provide necessary training as new technology is incorporated. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 3 - Identify individual employee groups for specific training. | | | | | | | | | ● | → | → | → | | | | | | | | | | ● | → | → | | | | | | | | | ● | → | → | → | |
| Strategy 4 - Identify individual employees for training in curriculum integration in core content areas | | | | | | | | | ● | → | → | → | | | | | | | | | | ● | → | → | | | | | | | | | ● | → | → | → | |
| II - Professional Development (Part G) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Provide the necessary services to maintain its technology. | ● | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Provide a standard set of software for all users. | ● | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 3 - Provide a curriculum review process that includes technology. | | | | | ● | → | → | → | → | → | → | → | | | | ● | → | → | → | → | → | → | → | → | | | | ● | → | → | → | → | → | → | → | → | |

| Strategy | 2008-2009 | | | | | | | | | | | | 2009-2010 | | | | | | | | | | | | 2010-2011 | | | | | | | | | | | |
|--|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|
| | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May |
| III - Infrastructure, Hardware, Technical Support & Software (Part H) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Review annually district and building technology plans. | | | | | | | | | | • | | | | | | | | | | | | | • | | | | | | | | | | | | • | |
| Strategy 2 - Establish a decision-making process for long term implementation. | | | | • | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → |
| Strategy 3 - Centralize oversight and management for continuity. | | | • | → | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → |
| Strategy 4 - Establish high quality technical support. | • | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 5 - Establish ongoing, high quality training for all technology. | • | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 6 - Conduct an annual assessment of district technology and services. | | | | | | | | | | • | | | | | | | | | | | | | • | | | | | | | | | | | | • | |
| III - Infrastructure, Hardware, Technical Support & Software (Part I) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Secure new funds for technology. | • | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Plan for replacement and repurposing of older technology. | • | → | → | → | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → | | | | • | → | → | → | → | → | → | → | → |
| Strategy 3 - Implement wireless technology to provide more flexibility. | | | | | | | | | | | | | | | | • | → | → | → | → | → | → | → | → | | | | | | | | | | | | |
| Strategy 4 - Increase the ratio of student computers to students. | • | → | → | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 5 - Investigate virtualization of servers and potential a client/server model for specific end-user applications. | | | • | → | → | → | → | → | → | → | → | → | | | | | | | | | | | | | | | | | | | | | | | | |
| IV - Funding & Budget (Part J) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Provide stable funding for technology over time. | | | | | | | | | | | | | | | | • | → | → | → | → | → | → | → | → | | | | | | | | | | | | |
| Strategy 2 - Prioritize and revise technology needs. | | | | | | | | | • | | | | | | | | | | | | • | | | | | | | | | | | | • | | | |

| Strategy | 2008-2009 | | | | | | | | | | | | 2009-2010 | | | | | | | | | | | | 2010-2011 | | | | | | | | | | | |
|--|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-------|-----|
| | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May |
| IV - Funding & Budget (Part K) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Oversee/coordinate funding from local, state & national sources. | ● | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | |
| Strategy 2 - Pursue federal, state and local grant resources. | ● | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | |
| V - Monitoring and Evaluation (Part L) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Employ the "Rubric for Technology Professional Development" | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | |
| Strategy 2 - Utilize focus groups to help align the district's tech. training plan. | | | | | | | | | ● | → | → | → | | | | | | | | | | ● | → | | | | | | | | | | | ● | → | |
| Strategy 3 - Evaluate alignment among training, outcomes & achievement. | | | | | | | | | ● | → | → | → | | | | | | | | | | ● | → | | | | | | | | | | | ● | → | |
| Strategy 4 - Evaluate student learning data, identify needs and target with tech. | | | | | | | | | | | | | | | | | | | | | | ● | → | | | | | | | | | | | ● | → | |
| Strategy 5 - Organize a team to analyze data from Strategies 1, 2, 3, and 4. | | | | | | | | | | | | | | | | | | | | | | ● | → | | | | | | | | | | | ● | → | |
| V - Monitoring and Evaluation (Part M) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 1 - Revise our current Acceptable Use Policy as the need arises. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategy 2 - Inform staff and students about the most current Acceptable Use Policy. | | | | ● | | | | | ● | | | | | | | | ● | | | | | ● | | | | | | | | | | | | ● | | |
| Strategy 3 - Scan computers for inappropriate material and software. | ● | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | |
| Strategy 4 - Monitor Internet use closely. | ● | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | → | |