Beliefs:
(USD XXX) believes:
1) Students learn best
   - Through active learning
   - Through high tech, high touch activities
   - By trial and error and risk taking
   - Through being-there or real-life experiences
   - With multiple teaching styles
   - When teachers act as facilitators
   - Through an integrated curriculum
   - Through thematic instruction
   - In continuous progress and multi-age settings
   - With parental support
   - In a safe and orderly environment
2) Staff development in the effective use of technology must be on-going
3) Technology is a tool for lifelong learning
4) Technology is a tool, a skill, and a process
5) Technology, when integrated and used efficiently, will improve the educational system
6) Technology must be continuously assessed and evaluated

Actions:
At the elementary level, students are taught computer basics, including the use of the
LAN, the world wide web, and e-mail, as well as keyboarding, basic word processing,
and multimedia production skills. These students, taught in multi-age groups, use
information from the Internet, CD-ROMs, videodisc, and other technologies to develop
multimedia presentations as well as to provide general information for thematic units.
Thematic units provide a framework for the context in which technology is presented.

Examples of technology integration include:
- Reading is promoted through the Accelerated Reader computer program
- Music skills are reinforced through the Music Ace computer program
- Art classes use the computer as an art medium
- Math skills are practiced with several computer programs, including Millie's Math House, Math blaster, and Hot Dog Stand
- WorldBookOnline.com provides traditional encyclopedia material, without the hassle of
distributing hardback volumes, at the same time providing timely and interactive updates.
With each of these examples, it should be noted that the described technology is not a
goal, nor is it even the primary method of teaching. The technology becomes another
powerful tool in a teacher's portfolio of teaching styles.
At the Jr./Sr. High school level, technology skills are expected in most, if not all, of the students' classes. Routine papers that would have been handwritten in years past are now expected to be written with a word processor. Internet researching has surpassed periodicals as the primary source of information in most reports and essays. In some cases, teachers have even given students the option of submitting assignments via e-mail. One of the most dynamic classes offered is "In-house training," which provides posters, bulletins, newsletters, and other documents for the school and the community. This class provides the student with "real-world unpredictable" situations as defined by Dr. Willard Daggett's rigor-relevance framework.

Staff are encouraged by the administration to challenge themselves with new experiences, in order to discover what methods result in increased student learning. We find that often technology can aid in these endeavors. There is very little technology that is "forced" upon the educator, but even the most technophobic admit to some benefits. As an example, it is not unusual to see e-mails asking to borrow classroom supplies (sometimes multiple times per day), and a response only a few minutes later. Compared to the previously used method of interrupting a class and spending a significant amount of time locating someone possessing the requested supplies, the e-mail system is extremely efficient.

Currently, technology use for instruction varies depending on the competency level of the classroom teacher and the availability of needed hardware and software. Current use includes activities that are focused on literacy skills (i.e., keyboarding, word processing), adapting uses (i.e., skill practice and instructional games), and transforming uses (assessment, explorations, productivity).

In 2000-2001, a K-12 technology curriculum committee worked to develop a district wide curriculum based on the ISTE Student Standards. The new curriculum is being piloted in the 2001-2002 school year. The pilot involves classroom teachers taking the indicators and integrating them into specific technology lessons and/or specific curriculum activities. At the end of the pilot (May 2002), the empty columns will be completed so that teachers will have suggestions and/or activities identified. In the 2002-2003 school year, an expanded core group of teachers will be revising and implementing the curriculum. In the 2003-2004 school year, a second group of teachers (1 HS department, 1 Grade Level Team at the Middle Schools, and 1 elementary building) will be implementing the curriculum and in 2004-2005 school year the remaining teachers will implement the curriculum.

In addition, the district will continue to seek alternative programs, which will help further the impact of technology in education. This will include programs that look at the changing roles of students, teachers, and administrators, and programs in which students gather and disseminate information to the public, and programs which prepare our students for the work force of tomorrow. For example in the past the Gen-Y program has been implemented at both of the middle schools. Selected teachers learned ways to
integrate technology to enhance instruction through this program. The high school has been involved for several years in a ‘student tech’ program. In 2001-2002, they expanded to include a “Windows of Technology” evening program for the public, using students as the instructors. In 2002, the district was awarded a NASA Robot Grant, through the University of Kansas, in which students build a robot and then compete against other students within a tightly defined set of criteria.

(USD XXX)’s school improvement plans include strategies for students to use technology to improve communications and problem-solving skills. Staff members are working to better integrate the use of technology into instruction.

Grade level benchmarks for technology literacy have been established as follows: Computer and Technology Goals and Performance Indicators at the Primary Level 1 (grades K-2).

The Skills are divided into Four Areas of Knowledge.

Information Technology Basis-Students demonstrate information management strategies and technical skills to effectively use information technology resources in their learning.

1. Students can identify basic components of the computer system (e.g., keyboard, mouse, printer, monitor, and case for the CPU-central processing unit, CD-ROM drive, and diskettes.)
2. Students power-up computers, monitor, and launch a computer program.
3. Students use pre key boarding skills(with left and right hand) and use common function keys including return spacebar, delete, backspace and shift.
4. Students demonstrate proper use of equipment (e.g. monitors, CPU, CD-ROM, hard drive, floppy disks) and obey the rules for work around computers, (no food or drink near electronic devices, using keyboards with a soft touch, turning equipment on and off correctly and at appropriate times.)

Application and Integration of Information Technology- Students demonstrate skills as information seekers, navigators, evaluators, and effective communicators in applying integrating various technologies in their learning and daily life.

1. Students type on computer keyboards, using correct hand and body positions.
2. Students know basic distinctions among computer software programs, such as word processors, special purpose programs, and games.
3. Students use information technology as a tool and as a resource for learning and skill building. (e.g. Students use programs such as Accelerated Reader, CCC Math.)
4. Students know ways that technology is used at home and school. (e.g. paging systems, telephones, and VCRs).
Use of Creativity Tools- Students demonstrate creativity and construct new knowledge using information technology resources.

1. Students use basic creativity and authoring tools for reports and projects.
2. Students create simple drawings and geometric designs using graphic programs.)

Information Technology in Life and Society- Students demonstrate personal and social responsibility as citizens in a technological age.

1. Students demonstrate and understand that many activities in their daily lives today depend on computers.
2. Students describe some of the actual and potential effects, both good and bad, of technology on people and their environment.

(USD XXX) Computer and Technology Goals and Performance Indicators at the Intermediate Level 2 (grades 3-5).

The Skills are divided into Four Areas of Knowledge.

Information Technology Basis- Students demonstrate information management strategies and technical skills to effectively use information technology resources in their learning.

1. Students identify basic components of the computer system and describe whether each has input, output, or a processing function.
2. Students touch-type accurately and use common function keys including return, spacebar, delete, backspace and shift.
3. Students demonstrate effective use of computer-mediated learning software designed for their age.
4. Students demonstrate proper use of equipment.
5. Students correctly perform the following basic skills in word processing: text formatting, paragraph formatting, and document formatting.

Application and Integration of Information Technology- Students demonstrate skills as information seekers, navigators, evaluators, and effective communicators in applying integrating various technologies in their learning and daily life.

1. Students use a word processor to create, edit, copy, move, save, format text (center, tab, and paragraph), and print a document.
2. Students make back-up copies of stored data.
3. Students troubleshoot simple software problems (reboots and uses help system).
4. Students know common features and uses of databases (e.g. records of similar data which can be sorted or organized for ease of use; example of database include telephone books and card catalogs; adds, edits, sorts, and deletes records and information).
5. Students describe differences among software applications (e.g., word processors, databases, and spreadsheets).
6. Students use information technology as a tool and as a resource for learning and skill building.
7. Students use school library on-line catalogs to find information.
8. Students use the Internet in teacher directed settings.

Use of Creativity Tools- Students demonstrates creativity and construct new knowledge using information technology resources.

1. Students use basic creativity and authoring tools for reports and projects.
2. Students work in groups to create extended projects such as an elementary class newspaper or simple brochures using desktop publishing programs.

Information Technology in Life and Society- Students demonstrate personal and social responsibility as citizens in a technological age.

1. Students demonstrate an understanding of the key concepts related to the legal and ethical uses of technology (e.g. privacy; ownership of information; ownership of images; plagiarism; citation and credits; and single use versus site licensed software).
2. Students demonstrate an understanding which computers and other technologies were created by people to improve human productivity, create new knowledge, and expand creative expression (e.g., transportation, communication, nutrition, sanitation, health care, and entertainment).

(USD XXX)'s Computer and Technology Goals and Performance Indicators at the Middle School Level 3 (grades 6-8).

The Skills are divided into Four Areas of Knowledge.

Information Technology Basis- Students demonstrate information management strategies and technical skills to effectively use information technology resources in their learning.
1. Students touch type accurately and use common function keys including enter/return, spacebar, delete, backspace, and shift.
2. Students make extensive use of instructional software to support and extend their learning.
3. Students use the Internet appropriately for multiple purposes.
4. Students demonstrate proper use of equipment.

Application and Integration of Information Technology- Students demonstrate skills as information seekers, navigators, evaluators, and effective communicators in applying integrating various technologies in their learning and daily life.
1. Students evaluate, select, and use various media for presentations based on their effectiveness in accomplishing the student’s task and purpose.
2. Students select and use online services and e-mail for classroom/school related assignments.
3. Students use school library online catalogs to find information.
4. Students use technology resources across the curriculum.

Use of Creativity Tools- Students demonstrate creativity and construct new knowledge using information technology resources.
1. Students use creativity and authoring tools to develop more complex reports, presentations, and projects in a variety of subject areas.
2. Students devise innovative ways of using available information technology resources.
3. Students combine and synthesize information drawn from two or more technology based resources.

Information Technology in Life and Society- Students demonstrate personal and social responsibility as citizens in a technological age.
1. Students monitor news and developments in the field of technology and discuss their implications for society.
2. Students apply legal and ethical considerations in their applications of technology (e.g. students understand the importance of respecting the privacy of electronic mail, issues related to plagiarism, etc).

(USD XXX)’s Computer and Technology Goals and Performance Indicators at the High School Level 4 (grades 9-12).

The Skills are divided into Four Areas of Knowledge.

Information Technology Basis-Students demonstrate information management strategies and technical skills to effectively use information technology resources in their learning.
1. Students know the value of keyboarding and demonstrate its proper use.
2. Students use advanced features of the Web and information and communication software:
   · Students use e-mail and online catalogs information sources to support their learning.
   · Students can create a home page on the Web.
   · Students evaluate and select which information source they will use when seeking information about a particular topic.
3. Students demonstrate proper use of equipment.
4. Students adapt software for personal use.

Application and Integration of Information Technology- Students demonstrate skills as information seekers, navigators, evaluators, and effective communicators in applying and integrating various technologies in their learning and daily life.
1. Students know how to use a word processing program and apply it in a meaningful way as a tool in daily life.
2. Students use information technology as a resource for learning, skill building, and supporting their achievements across the curriculum.
3. Students appropriately cite information found from electronic information sources in projects or assignments.
4. Students demonstrate the ability to translate data and information drawn from technology based resources into meaningful and useful information.
5. Students evaluate information drawn from technology resources for reliability and validity.
6. Students apply information technology resources to address life skill issues (e.g. managing personal finances within budgeting software; seeking employment opportunities through Web site listings, etc).

Use of Creativity Tools- Students demonstrates creativity and construct new knowledge using information technology resources.
1. Students create and select appropriate graphics and demonstrate proper use when preparing materials for real life situations.
2. Students create and use spreadsheets as tools to present and graph real data.
3. Students design creative, effective messages using information technology tools for a variety of purposes (e.g. information disseminations, persuasion, entertainment, education, etc).
4. Students select and integrate written, audio, and video elements to convey unified messages.

Information Technology in Life and Society- Students demonstrate personal and social responsibility as citizens in a technological age.
1. Students know the impact of technology on society and understand how to be ethical users of technology.

(USD XXX) has had a scope and sequence for its technology program for several years. We are currently in the process of aligning this scope and sequence with the National Educational Technology Standards for Students. Our goal is to produce “Technology Capable Kids”. Achieving this goal requires a technologically literate faculty, which not only integrates technology into their curriculum but models the use of technology. We have made great strides toward achieving this goal as evidenced by the accomplishments of our students and staff.

At the elementary level, technology is integrated into reading, math, science and social science. Students also receive instruction in keyboarding skills, information retrieval skills and the proper use of technology. Teachers are and have been integrating technology into their subject areas through the use of word processing, database, spreadsheet, Hyperstudio, Inspiration, etc. This year they are using volumes called Themeworks: Thematic Units Using Technology, which help them incorporate technology in a variety of ways.

By junior high, these students are utilizing these tools in all curricular areas. Examples of these uses include:
- Production of a student newspaper in English
· Reporting of data and results for science fair projects,
· Completion of the writing assessment,
· Completion of the social science assessment.
· Completion of a multimedia presentation

This integration is continued when the student moves to the high school level. Even though many of the students take the entry level business class where they are exposed to a wide variety of computer applications, all students are expected to utilize technology as a tool to assist their learning. Upon graduation almost all students have given a presentation using PowerPoint, created a multimedia presentation, created a newsletter using desktop publishing, created a resume and many have created a CAD drawing. Many elective classes also incorporate projects utilizing multimedia and desktop publishing skills. In addition, all students enrolled in Algebra II, Pre-Calculus, Calculus and Physics utilize graphing calculators on a regular basis in the curriculum.

Other examples of this curriculum integration include:

· Utilization of word processing for class reports in almost all areas,
· Utilization of scanners and digital cameras for a wide variety of projects
· Utilization of graphing programs to graph and analyze data,
· Utilization of database management and spreadsheet software to analyze data,
· Utilization of CAD software to design graphics as well as student projects,
· Utilization of desktop publishing software to create brochures, newsletters and/or advertisements,
· Utilization of multimedia software to create hyperlinked multimedia presentations,
· Utilization of presentation software for oral presentations,
· Utilization of the Internet to retrieve information for various projects in all classes
· Utilization of HTML authoring tools to create personal home pages,
· Utilization of the program Choices and the ECOS website to investigate various occupations and post secondary schools.
· Utilization of a wide variety of information resources for research purposes

(USD XXX) also utilizes technology for administrative purposes. Student reading is assessed using the Star Program in conjunction with the Accelerated Reader program. The use of Accelerated Math was implemented during the 2001-2002 school year. Several of the simulations for the curricular areas also have built-in assessment capabilities. The faculty utilizes the same productivity tools as the students for preparation of their instructional material. They also maintain student grades on their computers. Counseling activities such as maintenance of student records and scheduling utilize the MacSchool program.

The emphasis on technology integration can be seen in other aspects of the district. Each building’s professional development plan has technology as one of the three targeted areas. The rubric of the PDC plan awards additional points for integration of newly learned skills or methods into the curriculum. In addition, the district’s teacher evaluation includes a section on the integration of technology.
Not only will the integration of technology enhance learning, but also it will help prepare students for future jobs. Sixty percent of all jobs in the nation will require skills in computer or network use by the next millennium according to "Getting America's Students Ready for the Twenty-First Century."

In the business world, the absence of technology assisted communications, information access and problem solving reduces the viability of the business. "We will either teach our children to use technology effectively and use technology to improve our education standards or we will resign them, and ourselves to second-rate status in the world," stated Senator Jeff Bingham. Therefore, (USD XXX)'s technology program will strive to utilize technology in a variety of ways to prepare its students to be lifelong learners in an information society, thus enabling them to be productive citizens.

To facilitate curriculum integration, the district of (USD XXX) has had all classroom and staff areas networked and connected to the internet. All classrooms have multimedia machines, some with multiple machines, and TV projection capabilities. E-mail has become a vital method of communication throughout the building. It is used to send absentees, messages, and lunch count to the office daily. Students and adults use the network to retrieve files, search the card catalogs, exchange information, assess reading skills, and research information on the Internet. Available software tools include video production, presentation products, graphic programs, web design, webbing, word processing, spreadsheets, and programs designed to support specific curriculum skills. Online database features and interlibrary loan capabilities are offered in conjunction with the Northeast Kansas Library Association. Through this students can access Infotrac, SIRS, and other information sources as well as the resources of MarcoPolo, Brainpop, and others that are free.

By completing grade level technology benchmarks, students are expected to master technology exit outcomes by the end of their sophomore year. Those outcomes are:

Exit outcomes:
Computer Outcomes

1. Basic operations and concepts.
   · Apply strategies for identifying and solving routine hardware and software problems that occur during every day use.
   · Know and be able to use the find feature and directory to locate files.
   · Know and be able to use diskettes and networking to exchange files.
   · Know and be able to create folders to organize and store information.
   · Utilize keyboarding program to refine keyboarding skills and increase typing speed.
   · Be able to keyboard using the touch system with speed and accuracy.
   · Be able to use proper keyboard techniques for touch control of alphabetic, numeric, and symbol keys.
· Be able to use multiple peripheral devices for multimedia input.

2. Social, ethical, and human issues.
· Work collaboratively with others when using technology in the classroom.
· Demonstrate positive social and ethical behaviors when using technology.
· Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.
· Practice and discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
· Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse.
· Be able to show respect for other computer users.

3. Technology productivity tools.
· Be able to use presentation software to incorporate video, graphics, sounds, and animation in school projects.
· Be able to use a word processing program to write, edit, and do simple formatting on documents.
· Use technology tools to support personal productivity, and facilitate learning throughout the curriculum.
· Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
· Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
· Know and be able to make graphs in Excel.
· Know and be able to utilize the database in Microsoft Works to complete a simple address book and envelope form.
· Know and be able to use graphic software to draw and edit images from new and saved files.
· Know and be able to use Word Art as a text tool.
· Know and be able to cut and paste objects and text within and between documents.
· Be able to set and change margins and tabs.
· Know and be able to use basic document formats.
· Be able to set and change format style (pull-down menu items) and set up columns.
· Be able to save, retrieve, print, and format a disk.
· Be able to key and format a block letter, personal note, and short report.
· Know and be able to make a simple brochure in a word processing program.
· Be able to use a database application to create an address book and simple envelope format.
· Be able to use a spreadsheet application (charts, graphs, compute mathematical operations).
· Utilize print programs to create posters, cards, and banners.

4. Technology communications tools.
· Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for the pursuit of personal interests.
· Use telecommunications and online resources to participate in collaborative problem solving activities to develop solutions or products for audiences inside and outside the classroom.
· Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
· Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
· Know and be able to format a simple web page with text and graphics.
· Be able to conduct searches on specific topics to download and print pertinent information.
· Be able to access the Internet, add, use, sort bookmarks, and send/receive email.

5. Technology research tools.
· Use technology resources to research and illustrate thoughts, ideas, and stories.
· Be able to use online media to locate articles related to topic and choose appropriate ones for information.
· Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.
· Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
· Utilize the electronic card catalog for locating resources.

6. Technology problem-solving and decision-making tools.
· Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
· Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
· Use technology resources for problem-solving, self-directed learning, and extended learning activities.

Additional technology classes address specific technology needs. The In-House-Training class has been meeting with the businesses in the community and doing desktop publishing for them by providing business cards, brochures, and pamphlets. Business classes prepare students to use specific software skills that are needed in the work environment. The Technical writing curriculum for juniors and those seniors not taking college bound English has been implemented. Juniors and Seniors who have been actively involved in technology organizations and classes also have the opportunity to complete a technology internship class that allows them to explore areas beyond the normal curriculum offering, with some choosing hardware and network skills, and others choosing more intensive production, video skill development. This program is designed to provide
hands-on and on-the-job experiences for our students, enhancing their transition to the workplace after high school. Several students participate in advanced online classes through Greenbush that could not otherwise be offered in our district.

Both middle school and high students participate to learn new programs and how to share these products and knowledge with both the teachers, students, and staff. Teacher use varies from classrooms that use technology only as a fun game backup for skills taught in the classroom, to teachers at all levels who plan projects in conjunction with the media specialist, the technology teacher, and other curriculum areas. These projects utilize technology in multiple formats, not only as a tool to present the final project, but as a research and communication source as well.

We continue as a district to reach for an improved use of our resources. Our goal is to structure the learning environment for teachers and students so as to move from integration as “use it for something, anything… just use it” to “just-in-time” technology skills developed as needed for learning projects essential to meeting standards. By providing classrooms with ready access to technology learning tools, we hope we will allow for greater levels of collaboration, inquiry, analysis, creativity and content production. To meet the needs of our students and improve scores to reflect progress towards problem-solving and life skills, we must use technology to present complex learning and thinking tools – moving from drill and practice and instructional games to productivity tools to conduct inquiries, construct meaning, and produce information.

This should be followed by an increased use of assessment tools such as electronic portfolios and online performance assessments. With shrinking school budgets, and teacher supply, the district may also look at the feasibility of offering advanced classes through distance classes and online learning. The goal of technology use is driven by the learning needs of the students, to improve instruction by involving the teaching staff in redesigning curriculum, instruction and assessment. Within the curriculum, technology should be explicitly referenced as a part of the instructional context. Assessment should include thinking, reasoning, and life and workplace skills.

As a district, we concur with the vision of these words: “We envision......'schools without walls,' where global communication through networks and satellite transmissions allows access to and sharing of information no matter where one is located; ...students who, by using the resources technology offers, can think more critically, communicate more clearly, and solve problems more analytically; ...schools and homes linked together electronically, creating the opportunity for parents to participate more fully in their child's academic life; and ...community businesses, organizations, and residents working together with educators in on-going collaborative efforts, reinforcing their commitment to the collective role they play in educating their youth.”

(The Switched On Classroom)
Goals and Objectives:

1. All students will have instruction in technology and information literacy skills powerful enough to meet their personal and academic learning needs.

1.1. A K-12 sequenced program of technology skills will be maintained and taught to students to meet computer curriculum skills mastery levels, building from the basic to the complex.
   1.1.1. The skills will address keyboarding and computer ethics as well as word processing, database use, graphics, and data analysis. It must give students experiences in networking (i.e., retrieving and exchanging information from distant places) as well as experiences in accessing and organizing information for future use. Students must understand the "whys" and "hows" of computer technology, thus enabling them to comprehend more fully the tools they are using.
   1.1.2. To enable mastery of NCA goals, skills will also include information problem solving skills, how to define tasks, identify information seeking strategies, locate and access information, determine information’s relevance, organize and communicate the results of the information problem solving effort and evaluate the effectiveness and efficiency of the solution.
   1.1.3. The computer skills will be incorporated into the curriculum with the mastery of content classes to encourage quality producers and self directed learners.
   1.1.4. The instruction will be designed to include higher-order and cooperative learning skills.
   1.1.5. Learning opportunities will be presented that prepare the student for life-long learning and responsible societal membership.

1.2. The district will provide equal access to information and resources for all students.
1.3. Teachers will incorporate diverse teaching and learning strategies to address the unique needs of each learner.
1.4. Teachers will promote relevance by addressing real-world situations and solutions.
1.5. Students will be offered after-school technology enrichment opportunities through participation in the Kansas Student Technology Leadership program at the middle school and high school levels.

2. All teachers will have the skills and assistance they need to use technology effectively to help students achieve high academic standards.

(objectives adapted from TSSA and e-learning)

2.1. The district will continue to develop and modify a shared vision for the comprehensive integration of technology into the curriculum through a yearly review of the technology plan, ensuring that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
2.2. The district will maintain a sequenced program of staff development for technology skills. Mastery levels for staff will be developed and implemented. This program will be designed to enable the teacher to implement technology as a constructive tool into their curriculum.
2.3. The district will foster and nurture a culture of responsible risk-taking that promotes continuous innovation in technology by seeking grants and other funding sources.

2.4. The district will advocate research-based best practices in all uses of technology to facilitate and support collaborative technology-enriched learning environments that are conducive to innovation.

2.5. The district will provide quality professional development opportunities for learning and teaching with technology.

2.5.1. Staff will be able to identify, use, and evaluate appropriate technologies to enhance and support curriculum and instruction that lead to high levels of student achievement.

2.5.2. Staff will be instructed in methods of instruction that enable them to provide technology that meets the individual needs of learners in a student-centered learning environment.

2.5.3. Staff will learn to facilitate the use of technology in the classroom to guide and support instructional methods that promote higher-level thinking, decision-making, and problem-solving skills.

2.5.4. Staff will employ technology for communication and collaboration among peers, staff, parents, and the larger community.

2.5.5. Staff will assess and evaluate projects using multiple methods of assessment. Projects will be assessed for appropriate uses of technology resources for learning, communication, and productivity.

2.5.6. Staff will mentor and model to their peers the use of technology in teaching and learning.

2.6. The district will use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

2.7. The district will assess staff knowledge, skills, and performance in using technology, and use results to facilitate quality professional development.

3. All students and teachers will have access to information technology in their classrooms that will be kept current, secure, complex and powerful enough to meet their learning needs.

3.1. The district will allocate financial and human resources to ensure full implementation of the technology plan.

3.1.1. To ensure that classroom technology remains current, the district will replace hardware on a five year rotating basis.

3.1.2. The district will maintain the current network and instructional systems in working condition.

3.1.3. Effort will be made to provide additional hardware and software when possible to support research based, instructional needs.

3.1.4. Additional hardware, connectivity, and software will be provided as needed to support administrative functions.

3.1.5. The district will conduct a yearly needs assessment to determine the hardware, network, connectivity, and software needs of the district.

3.2. The district will develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
3.3. The district will ensure equity of access to technology resources that enable and empower all learners.
3.4. The district will identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.
3.4.1. The district will maintain appropriate software licensing.
3.5. The district will promote and enforce security and online safety related to the use of technology.
3.5.1. The district will maintain filtering hardware to meet e-rate and student needs.

4. Parents, businesses, and the community will be our partners in the planning and implementation of our technology and learning plans.

4.1. Parent, business, and community members will be represented on the technology planning committee.
4.2. Businesses will be surveyed to determine what will be expected of tomorrow’s workforce.
4.3. The district will build working partnerships with the community, parents, businesses, and seniors.
4.4. The district will provide the community with life-long learning opportunities, through the offering of technology based community classes.

(USD XXX) believes that technology is a tool to be used to improve and expand the educational process in all curriculum areas. (USD XXX) staff delivers instruction through a teaching model that provides integrated activities across the curriculum.

All K-6 students have scheduled time in Computer Labs to work on integrated curriculum activities. Additional time is available for sending small groups of students to work on group or individual projects. Seventh and eighth grade students have scheduled technology classes and use the Computer or Technology Labs for district curriculum classes and/or integration activities. High School students use computer labs for integration of district curriculum and activities.

Keyboarding is one of the basic foundations of the technology age. All students need to understand the importance of keyboarding skills. Keyboarding classes are designed to teach the touch system. The main emphasis is correct key-stroking including using proper techniques on electronic equipment. Left and right hand positions are taught in kindergarten and formal instruction begins in the fourth grade. Keyboarding skills are reinforced in the 5-8th grades and more advanced classes are offered at the high school level.

STAR Reading program is used in 1-8th grades to determine materials and methods for basal reading instruction, after school reading support and effectiveness of NCA school improvement plan reading strategies.
STAR Math program is used in 3-8th grades to determine materials and methods for math instruction, after school math support and effectiveness of NCA school improvement plan math strategies.

Accelerated Reader is used for reading comprehension and enhancement, selection of library resources, support for classroom instructional strategies and determination of effectiveness of school improvement plan reading strategies. Students are challenged to read on many different levels and may take tests from networked computers throughout the buildings. Teachers can print reports indicating the number of tests taken and the percentage of correct answers.

Staff lesson plans will show integration of technology in reading, math, science, health, writing, spelling, social studies, fitness and music.

As a very important part of the overall instructional program, Library Media Centers use technology for the catalog/circulation system, Internet usage of on-line encyclopedias and other research sources.

Many classroom teachers develop specialized integrated technology classroom projects. In February 2002, a district assessment will update this list. Following is a sample listing:

® Heart Rate Monitors/Fitness Classes
® Hyperstudio
® Inspiration
® Trail Projects
® Monarch Migration
® MayaQuest

Writing Activities/Assignments - to include the extent of technology usage in teaching written composition skills (Six Trait Writing), including use of word processors, research technology, desktop publishing, etc.

Elective Courses - Junior and senior high school technology elective course content which best integrates with the academic curriculum and supports student and school improvement.

Middle School Science program allows the delivery of the instruction program through technology modules.

High school students have access to a wide variety of opportunities that allow them to access technologies in the school and classroom. The student services department in the high school annually assists students with career exploration by utilizing the Choices and Bridges computer programs. Counselors update students about opportunities for financial aid through scholarship searches done online. (USD XXX) students are able to contact colleges for course, program, and admissions information online by accessing technology in the school. Various software programs are available to assist students with test preparation.
The curricular offerings at the high school also reflect that a high level of technology exists within the high school building. Students are able to enroll in the following classes that are technology related or include the utilization of technology:

- Business Technology
- Commercial Art
- Communication Technology
- Computer Applications
- Computer Technology
- Computerized Accounting
- Desktop Publishing
- Drafting
- Foreign Languages
- General Business
- Industrial Technology
- Newspaper
- Technical Writing
- Technology Facilitator
- Web Page Production
- Word Processing

GOAL I: enhance student learning across the curriculum using technology as measured by increased scores on the district assessments, state assessments, and CAT.

OBJECTIVE 1: Enhancing student learning by transforming the learning process from teacher centered to student learning centered by integrating the technology and the curriculum by implementing the Anytime, Anywhere Learning (AaL) model.

Action Plan:

ANYTIME, ANYWHERE LEARNING (AaL)…..Description: All students will be engaged in higher order thinking through the use of technology and the technology curriculum developed. The technology benchmarks for each grade level are developed and it is the plan of the district to implement these into other curriculum areas as each revision cycle is revisited……Person responsible: Curriculum and Instruction Team…..Timeline: phase in effort to be completed by 2005….Funding Source: Instructional Resources….Completion Indicator: Students are receiving technology enhanced curriculum content in all classrooms.

ACCESSIBILITY….Description: All students in the K-8 buildings will have classroom access to internet/multimedia capable technology for communicating and integrating into all content areas. 9-12 grade students will each have access to mobile technology for use in all classrooms…..Person Responsible: Tech Team….Timeline: phase in effort to be completed by 2005….Funding Source: Lease, grants, student deposits…Completion Indicator: All 9-12 students have technology available anytime anywhere.
OBJECTIVE 2: All students will have the opportunity to use technology to go beyond the offered curriculum to broaden the instructor and student knowledge base in all areas.

Action Plan:
ANYTIME, ANYWHERE LEARNING (AaL)….Description: Students will have the ability to participate in projects and courses that are not currently available or that will enhance the content already being taught….Person Responsible: Tech Team….Timeline: Ongoing…Funding Source: Instructional Resources….Completion Indicator: Student learning with technology will be invisible.

OBJECTIVE 3: Provide the hardware, software, and support necessary to enable teachers to enhance student learning.

Action Plan:
HARDWARE… Description: Mobile technology will be used for all teaching and learning applications. Desktop computers will be considered for support staff. Person Responsible: Tech Support Staff….Timeline: Additional equipment will be purchases as funding is available. Funding Source: Lease and grants. Completion Indicator: Student learning with technology will be invisible.

SOFTWARE…Description: The district will focus on providing networkable or web based software. An emphasis will be place on additional productivity tools….Person Responsible: Byte Team….Timeline: Ongoing…Funding Source: Software Line Item…Completion Indicator: Student learning with technology will be invisible.

SUPPORT…. Description: Increase support will be in three phases; 1) targeted tech experts in the building will be pursued, 2) after school help from such tech experts, 3) student support by implementing a technical support school to career course. Person Responsible: Tech Support Staff….Funding Source: General Fund…Completion Indicator: Student learning with technology will be invisible.