

Sweetwater County School District #1

Superintendent: Paul Grube

District Technology Plan 2006 – 2009

Adopted: Superintendent – 12/29/06 School Board – 01/08/07 Last Revision: 03/14/07

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Table of Contents

DISTRICT MISSION STATEMENT	3
INTRODUCTION	4
TECHNOLOGY PLANNING COMMITTEE	7
* <u>REQUIRED</u> CONSTITUENCY REPRESENTED	9
EVALUATION	
ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II D) PROGRAM GOALS	17
PARTNERSHIPS	
CURRICULUM INTEGRATION	20
CURRICULUM INTEGRATION RUBRIC SUMMARY	
PROFESSIONAL DEVELOPMENT	
INFRASTRUCTURE AND CONNECTIVITY	
INFRASTRUCTURE AND CONNECTIVITY ACTION PLAN	
BUDGET/INVENTORY ANALYSIS FOR E-RATE COMPONENTS	44
APPENDIX	

District Mission Statement

Sweetwater County School District #1 – Mission Statement – As Adopted by the Board of Trustees:

To Provide a Quality Education for ALL Students

We will accomplish this by:

- Making Students our First Priority
- Utilizing Community Partnerships
- Promoting Professional Excellence
- Being Committed to Excellence in Education
- Providing a Safe, Orderly and Efficient Environment for Learning

Sweetwater County School District #1 – Technology Mission Statement

Sweetwater County School District #1 will use technology to empower students to become better problem solvers and decision makers while they integrate vast amounts of information in an environment promoted by challenging, student-centered instruction. All staff members will be empowered to champion technology and construct an environment that embraces and integrates technology into every aspect of the learning environment.

Sweetwater County School District #1 – Technology Vision Statement

We will construct a technology enriched learning environment and community, which will adapt in a rapidly changing world, thus enabling ALL students to reach their highest potential as learners, leaders, citizens and family/community members.

(Please note – all of the above statements are unchanged since our last Technology Plan. Mission and vision statements as listed are still very relevant and applicable to this plan. These statements are the guide for our planning and decision making in regards to technology administration, purchases, integration and activities)

Introduction

Sweetwater County School District #1 is a medium sized district located in Rock Springs Wyoming. Geographically, we can be found in the Southwestern corner of Wyoming covering Rock Springs, Farson and Wamsutter. Our community has a strong background in coal and mineral mining. Up through the 04-05 school year, our district experienced an incredible downsizing in student population. Over a 15 year period, the district lost approx. 3,000 students. In the 04-05 school year, we saw that trend reverse. The 06-07 school year has brought a marked increased in the student population, with over 200+ new students in the district. Due to the employment in our community, we see a substantial student population turnover each year. To illustrate this, during the 05-06 school year we had a combined 850+ students enter and leave the district. In addition, we have seen an incredible expansion in our Title III program. Over the last 5 years our Title III program has grown from 27 students to over 300 today. Between the 02-03 and 03-04 school years, the district underwent a complete reconfiguration. During this time, we closed 5 schools, moved all 5th-6th students into one facility and moved 9th graders up to the High School level.

Our district is made up of the following schools:

- 5 K-4 Elementary buildings located within Rock Springs
- 1 5-6 Elementary building located within Rock Springs
- 1 7-8 Junior High building located within Rock Springs
- 1 9-12 High School building located within Rock Springs
- 1 9-12 Alternative High School building located within Rock Springs
- 1 K-8 Elementary/Middle School building/campus located in Wamsutter
- 1 K-12 Elementary/Middle School/High School building/campus located in Farson

From a Technology perspective, we also support the following:

- Head Start Program located in Rock Springs in old Washington Elementary
- Region V BOCES Roosevelt Learning program
- Children's Center located at WWCC
- BOCES (Email administration and limited technical support)
- Community Fine Arts Center (Email administration)

The following are additional facts to help readers of this plan understand our district:

- Current 06-07 Enrollment 4,400 students
- 16% of our students qualify for Free Lunch
- 9% of our students qualify for Reduced Lunch
- 57% of our students are in our Elementary programs (K-6)
- 16% of our students are in our Junior High programs (7-8)
- 28% of our students are in our High School programs (9-12)
- 51% of our students are Male
- 49% of our students are Female
- 81% of our students are White
- 16% of our students are Hispanic
- 1% of our students are Asian
- 1% of our students are Black
- 1% of our students are Indian
- 2,293 Client computers within the district up from 1,480 in 02-03
- Of the 2,293 client computers approx. 1,900 are Macs with 400 PCs
- Our district supports 2 OS Platforms OS X and XP Pro No OS 9
- PowerSchool is utilized as our SIS
- WebHelpDesk is utilized as our Help Desk System/Utility
- VersaTrans is utilized as our Transportation/Fleet Mgmt System
- Total Traffic Control is utilized as our Filtering System for CIPA compliance as well as network monitoring
- WordPress is utilized for staff BLOGs
- Norton Anti-Virus is used on all client machines Macs and PCs

Placing this Technology Plan in Context of our Long Term Technology Goals

In order to understand the context of this plan, you must first understand the coalescence of what we call the big three. The big three represents three Technology Plans over the course of 12 years.

- Plan #1 July 2002 through Fall 2006
- Plan #2 Fall 2006 through 2009 (This current plan)
- Plan #3 Springs 2010 through 2014

Plan #1 involved us focusing our energy on correcting the infrastructure and preparing the district for major technology integration efforts. From this perspective, we have rewired buildings, installed wireless environments, implemented a technology rotation cycle and completely reconfigured the server and operating environment.

Plans #2 focuses our energy on building the digital classroom and furthering our integration efforts. At the end of this plan – We will have technology based interventions for all curriculum areas and a solid foundation for changing the way education is delivered to our students. Student to Computers ratios will improve and place us of cusp of implementing a 1-

to-1. This plan also commences the process of changing the culture within Sweetwater #1. Our approach to education will be student focused with technology driving the delivery of the education.

Plan #3 will focus our energy on a new culture of education enabled by technology. If we look to 2010 and beyond, there will be limited hardback books in the classroom. Teacher and students will interact in an efficient digital environment. eBooks will be the norm, providing students with the ability to cross reference text books to further their understanding of concepts. Voice recognition will be the key data entry mechanism. School Libraries will have been retrofitted to collaboration stations with most books being accessed online. Most interventions will be web based or use an ASP type model, thus allowing students to access them 24-7.

Technology Planning Committee

District Technology Committee (members may change during cycle)			
School/Department	Member	Role	Technology Plan Responsibilities
Desert View Elementary	Bonni Kalicki(left 10/06) Dana Sykes (joined 11/06)	Teacher Technology Liaison	Professional Development Curriculum Integration
East Junior High	Mike Salisbury	Teacher Technology Liaison	Curriculum Integration
East Junior High & Independence High School	Ed Decastro	Teacher Technology Liaison	Curriculum Integration
East Junior High	Dr. Sweet	Principal	Partnerships Professional Development
Farson-Eden School	Patty Mitchelson	Teacher Technology Liaison	Professional Development Curriculum Integration
Northpark Elementary	Tracy Colgan	Teacher Technology Liaison	Curriculum Integration Professional Development
Overland Elementary	Jan Allais	Teacher Technology Liaison	Professional Development Curriculum Integration
Rock Springs High School	Angie Spann	Librarian Technology Liaison Home School	Partnerships Professional Development Curriculum Integration
Rock Springs High School	Ted Schroeder	Business Teacher	Partnerships Infrastructure & Connectivity
Rock Springs High School	Vicki Vincent	Foreign Language Teacher	Professional Development Curriculum Integration
Walnut Elementary	Karen Carter Antoinette Goddard	Teacher Technology Liaison	Curriculum Integration Professional Development

Wamsutter – Desert School	Mike Rideout	Teacher Technology Liaison	Curriculum Integration Professional Development
Westridge Elementary	Leslie Davies	Librarian	Professional Development Curriculum Integration
White Mountain Elementary	Roger Thimm	Teacher Technology Liaison	Professional Development Curriculum Integration
White Mountain Elementary	Cheryl Confer	Librarian	Curriculum Integration
Central Admin	Dr. Kalicki	Director of Curriculum	Professional Development Partnerships Curriculum Integration
Information Technologies	Diana Romero	Technology Support	Curriculum Integration Infrastructure & Connectivity
Information Technologies	Iker Torrentegui	Technology Support	Infrastructure & Connectivity
All	Lennie Lew	Parent	Partnerships Plan Evaluation
Home Schooling	Nancy Moon Cleta Elder	Home Schooling Rep for District	Home Schooling Home Schooling Assoc.
Community	Chad Banks Kimme Felderman	Sweetwater Events Complex/City Council Sweetwater County Jail	Community Rep. Plan Evaluation
Private School – Catholic School	Sister Lucia	Private School	Partnerships Infrastructure & Connectivity
Title I	Suzanne Martin	Title I	Curriculum Integration Consolidated Grant
All/Information Technologies	Chase Hafner	Director of Technology	Partnerships Curriculum Integration Infrastructure & Connectivity Professional Development

Rock Springs High School	Greg Griffith	Student Representation	Curriculum Integration
	Kody Pivik		Infrastructure &
	Robert Wilson		Connectivity
	Chris Martin		

	Name(s) of Participant(s)
Parents/Guardians:	Lennie Lew
Students:	Greg Griffith Kody Divit
	Robert Wilson
	Chris Martin
Charter Schools:	N/A
Private Schools:	Sister Lucia (Catholic School)
Home Schools:	<u>Cleta Elder</u>
	(Home school representatives were specifically invited, but none chose to attend. Therefore, the following person was appointed to represent potential home school interests: Nancy Moon.)
	Note – It was not until December that we were actually able to engage the local Home School association so we approached this from two avenues. We will continue our discussions with Ms. Elder and also have Nancy Moon be our representative.
Community-based	Sweetwater County Jail – Kimmie Felderman
Organizations	Sweetwater Events Complex – Chad Banks
(please also specify	
the name of the	
organization	
Tepresentea).	Dana Sykas
reachers.	Mike Salisbury
	Ed Decastro
	Patty Mitchelson
	Tracy Colgan
	Jan Allais
	Ted Schroeder
	Vicki Vincent
	Karen Carter
	Antoinette Goddard
	Mike Rideout
	Roger Thimm
Title I Staff:	Suzanne Martin
School	Dr. Sweet
Administrators:	
Librarians:	Angie Spann
	Leslie Davies
	Cheryl Confer
Other Partners:	Diana Romero
	Iker Torronegui

<u>Required</u> Constituency Represented

Planning Committee

Our Technology Planning Committee has undergone a complete change since the last Technology Plan. Our core planners are the district's Technology Liaisons. Each school building has one Technology Liaison that is responsible for Technology Planning, technology integration and modeling Technology use in the classroom. We then supplement that core team with our community, private, student and parent Partners. We also involve and look to our District Department chairs and Instructional Coaches as we plan for major Technology endeavors. It is the goal of Sweetwater #1 to ensure that all major leadership groups have a say in the future of Technology.

How our Planning Committee Meets and Works

As you can see from the above, our team has a wide variety of representation. In an effort to be efficient with planning, reviews and meetings, common interest members usually meet together to focus on the items that pertain to their needs. Our core group of Technology Liaisons meet once a month to discuss integration, planning and reviews.

Review of Prior Plan Activities

Over the course of planning for this iteration of our Technology Plan we reviewed all aspects of the prior plan. Please see Appendix Part H – District Progress and Part L Curriculum Integration for further details. Development of finding within this plan occurred over a two day period using brainstorming, review of prior plan and consensus discussions. Reviewing the success of the prior plan involved evaluating prior plan goals and matching the results to the stated goals. As mentioned earlier our prior plan had a substantial focus on Infrastructure. Of the 36 listed goals, 34 have been completed and 2 are on-going. This represents a 94% completion percentage in the Infrastructure category.

Evaluation

As mentioned in the introduction, in order to help readers of this plan understand our progress and where we are headed, we must first take a moment to review the intention of the prior technology plan and the focus of this current plan. When the prior plan was written in the summer of 2002 our district had substantial infrastructure issues. As a result, the majority of the prior plan was focused on fixing the infrastructure and launching substantial efforts to integrate technology into the curriculum. It is only when a district has a solid infrastructure can technology integration efforts succeed. The focus of this new plan will include a strong push for further technology integration along with a focus on changing the way the curriculum is delivered to the students. At the start of the 06-07 school year, we gathered all district staff members in the Rock Springs High School auditorium and presented to them a short synopsis of where we had been with technology and insight into where our district is headed. See Appendix Part B – Past, Present and Future to gain further insight on our journey.

The Sweetwater #1 Technology Planning committee launched the effort to write this technology plan in July of 2006. We started with a series of two day meetings to evaluate the current plan and determine the needs of the district. See Appendix Part H – District Progress and Part I – District Needs to understand the views of the committee.

Our core team meets on a monthly basis to continue integration and planning activities.

Sweetwater County School District #1 uses many facets to evaluate our Technology and our implementation progress of our Technology Plan. Starting in the 03-04 school year, we launched a series of staff and student surveys to help us understand our issues and progress. In 03-04 we found that 80% of the staff responded back as they could see progress in technology but needed additional training and additional software to assist in the education of our students. In October 2005, we launched another set of surveys to gauge our progress. In that survey 54% of staff responded they had moderate to extensive knowledge of Technology Integration activities and felt we were headed in the correct direction. In our most recent survey (dated Nov. 2006), 50% of staff responded they were proficient in their use of technology. This demonstrates that over the three year period we had moved from an environment of awareness to one of becoming comfortable utilizing and integrating technology. Please refer to Appendix Part M – Surveys for the listing of our surveys and how you can access them online.

Aside from the above mentioned we also utilize the following:

Standardized Assessments

WyCAS and now PAWS scores are constantly used to evaluate our programs – most of which contain many aspects of technology integration. Using the latest PAWS scores we were able to draw the following conclusions:

• We have seen an increase in scores across the board

• We have seen an increase in the district scores as compared to other districts

In the 05-06 school year we launched a concentrated effort to use technology to prep for the PAWS computerized test(s). As a result we were able to draw the conclusion that we did not have lower test scores as a result of the students having to take the test online. In fact we witnessed a significant increase in engagement of the students. Students told us they felt more comfortable taking the tests online and felt that the prep work at the elementary took all the fear out of the test. We have seen similar results in the NWEA Online MAP Testing.

As we continue with PAWS over the course of this plan, the Technology team will be working with the Assessment team to chart student progress and correlate it back to the technology interventions that we offer.

Local Assessments

During the evaluation of the prior plan we used two of our technology interventions to gauge students progress in the technology arena. Using the Pre-Test and Post-Test capabilities within Skills Tutor and A+ we were able to see substantial gains in all curriculum areas(averaging 30% increase). In observations of students and post program feedback, we found that students felt more engaged using the technology and could relate to the technology. They were able to apply their technology skills to complete the Math, Reading and Science curriculums with greater ease.

Using our Passport Graduation Endorsement system, we were able to directly correlate technology use, understanding and application to the education of the students as 68% of students participating in the Understanding of Systems activity received a proficiency level of 3 or 4. See Appendix – Part C for further breakdown.

In the 04-05 school year, we launched 6 Action Research projects to gauge the effect that technology has on the curriculum. We had 6 teachers completely change one of their lessons(any subject) and rework that lesson to deliver it and utilize technology. Comparing the students results from prior year data to the Action Research data, all 6 teachers reported that students achieved higher scores on their work than in prior years. Thus we were able to surmise that technology is having a positive influence on the delivery of curriculum.

One of our weaknesses is that we must gather further data to show percentile based achievements when students use technology.

Surveys

The technology team believes that use, satisfaction and needs assessment surveys are our strong point. In each of the three last school years, we have issued surveys and seen a positive improvement in use and satisfaction. We have also been able to gather good feedback on needs within the district.

See Appendix Part M – For a reference of web pages that summarize our latest survey results.

See Appendix Part D – Cultural Shifts to understand how our district is moving away from a culture of using Technology for Management to using Technology for Instructions. This data is gathered on an annual basis from Administrators and Teachers.

Policies and Procedures

The technology team uses district policies JFCM (Student - Computer Network and Internet Access Use) and GBCE (Staff – Computer Network and Internet Access and Use) to guide all aspects of technology use. Incorporated into these two polices are the CIPA and Filtering requirements, Equity of Use, Copyright, Security, Privacy, etc. These two policies are reviewed annually with the most recent changes to allow students to bring their own laptops into the school district. Rather than include these polices in this document, you may review them by accessing www.sw1.k12.wy.us and then select Policies.

We are currently authoring a new policy GBCF dealing with handling, treatment and care technology equipment. This is needed as a precursor to any one-to-one deployment.

District Technology Standards

In the 04-05 School year, Sweetwater #1 started the adoption process of District wide technology standards for students and staff. We launched our effort using the ISTE NETS standards. We have held 2 district wide professional development sessions to start the process of using these standards (Jan. 2006 and Aug. 2006). The strength of our technology standards is the terminology lists associated with each grade level. It is out belief that a strong understanding of terms will lend to ease of integration within the curriculum. In the Spring of 2007, the district will be taking our Technology standards and working them in all the curriculum maps to ensure all students and staff understand how we use and integrate technology.

For the 06-07 reporting of 8th grade proficiency on Technology Standards, the district will be taking our Technology Standards and assessing 8th grade students and surveying 8th grade teachers on the associated technology benchmarks. This will provide us with a proficiency percentage. In future years it will be the evaluated technology standard benchmarks at grade level with some type of survey to supplement the evaluation.

Total Cost of Ownership

The technology team has looked at the TCO equation from two separate angles. One from the cost per student side; Two from the cost per computer side. See Appendix Part E and Part F for our analysis. We have been very active with our local Representatives and Senators to ensure the State of Wyoming understands what it takes to manage technology within the district. Over the last 4 years, we have launched two computer leases to bring new technology into the district. We have determined that due to Wyoming funding models, only a lease can truly support a local district. Local districts do not have appropriate funds to purchase large volumes of machines in a single purchase.

Current Trends and Analysis

Our analysis has shown the following:

- PAWS Scores are increasing Our rank in the state is improving
- We have a positive trend of adding new technology to the district
- We have a positive trend of increased technology based interventions
- We have a positive trend in the staff understanding use of technology
- We have a positive trend in student use of technology
- We have a consistent trend of Professional development with a technology focus
- We still have work to do to ensure that all staff members are comfortable with technology use
- Student and Teacher survey results indicate we are headed in the correct direction showing an increase in use, increase in comfort level and increase in professional development

Professional Development

Our district has an outstanding model for Professional Development. See Appendix – Part G to gain an understanding of the 06-07 professional development schedule. In addition to the listed schedule we have provided training for Read180, Skills Tutor, A+, Harcourt Online Resources, Holt Online Resources. Post training survey have shown that staff members are gaining the needed skills to implement technology within their classroom.

After identifying a need for additional training on district interventions, Sweetwater #1 launched a dedicated Technology Liaison in each school building with the 05-06 school year. The Technology Liaison is a regular classroom teacher that assists other staff members on integrating and using technology in the classroom and with the curriculum. The Technology Liaisons also provided school based professional development to local school staff.

Administrative Networking Tools

Sweetwater #1 utilizes a Centralized Purchasing philosophy when it comes to Technology. All technology purchases must be evaluated and approved by the Director of Technology. The Technology Planning team sets the goals for what to purchase and then the IT department ensure the dollars are spent in the correct form. To further assist with this, the IT department developed an online Requisitioning system that allows for multiple levels of review prior to purchasing. All purchases must be done through our AS400.

Budgeting for Technology is done by utilizing the district technology for requisitions and purchasing and matching those to the stated goals of the technology team.

Sweetwater #1 also uses technology to gauge use of resources – printer resources, computing resources and software resources. All of which in managed and monitored using vendor supplied capabilities and our Total Traffic Control System. Since the implementation of our

Total Traffic Control System, we have seen a marked change in student behavior. We are now able to track and trend every computer, sites accessed, work completed – this is a very good coaching tool when helping students stay on task.

Data Management

The majority of our data management is housed and controlled out of PowerSchool. Sweetwater #1 uses the capabilities of PowerSchool to house student achievement data from the classroom, localized assessments, state assessments and our graduation passport system. All of this in turn in used to gain an understanding of student progress by generating reports from within PowerSchool.

Our district tracks and trends the following on a regular basis:

- Attendance
- Grades from term to term
- Mid-term grade analysis to help guide students into the appropriate interventions
- Progress on assessments

Sweetwater #1 also utilizes SPSS for detailed data analysis of assessment data.

Data management is continual challenge. We have identified this area for improvement. Accurate and concise data must be used when making educational decisions.

Communication Tools

Sweetwater #1 utilizes the following to further in-district and out of district communication:

- Email
- Instant Messaging
- BLOGs

After evaluating use data, our district is moving to a Internet/Intranet web presence. As a result of analysis our district will launch an new communication based Internet web site and then launch a staff only Intranet website. This will help improve both internal and external communication. This endeavor will also assist in correcting deficiencies in network security.

Outside Evaluation

Our District does not utilize an outside evaluator for the Technology plan. We also do not participate in the competitive side of Title IID, which requires an outside evaluator. In lieu of an outside evaluator, we use our community partners and parents to evaluate the plan. We find this to be more successful as they have a basic background in the goals of the district and the needs of our students.

Formal Review (Internal and External)

Our district technology plan is reviewed twice a year. Once in the Spring as we prepare for the upcoming fiscal year, thus ensuring that our proposed purchases match the technology needs of the district. Our second review is during the Fall of the school year to ensure the all Technology Liaison act ivies are aligned to district technology efforts.

Enhancing Education Through Technology (Title II D) Program Goals

<u>Primary Program Goal#1</u>: Improve student achievement through the use of technology in elementary and secondary schools (*Section 2402 (b)(1)*)

- Implementation of Computerized and Technology Based Interventions & Enrichment Programs
- Provide modern Hardware and Software to support our curriculum in a digital age
- Expand Distance Education and Alternate Forms of Tutoring
- Provide Resources in an Equitable Manner benefiting all Student Populations

<u>Program Goal #2</u>: Technology Literacy – ensuring that every student is technologically literate by the time the student finishes the eighth grade regardless of student's race, ethnicity, gender, family income, geographic location or disability. (Section 2402 (b)(2)(A))

- Full Implementation of the ISTE based Sweetwater #1 Technology Standards and Benchmarks
- Integrate Technology Standards into Curriculum Maps
- Align Curriculum to Support the Digital Learning Environment
- Implementation of Technology Assessments and Assessment Banks

<u>Program Goal #3</u>: Effective integration of technology resources and systems - encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research – based instructional methods that may be widely implemented as best practices by state educational agencies and local agencies. (Section 2402 (b)(2)(B))

- Continue Technology Training in all Curriculum Adoptions, Intervention Programs, Behavioral Interventions and Technology Initiatives
- Continued development of the Technology Liaisons and Technology Coaches to support a technology based/enabled curriculum
- Increase use of Technology Based Assessments within adopted curriculum programs, interventions and enrichments

If you refer back to the district mission statement, you can see we are focusing on students with the implementation of interventions, enrichments, technology standards, aligned curriculum and tools to assist is assessment of our students. The above stated goals also focus on the needed professional development to bring staff up to proficiency.

Partnerships	5
Narrative	

🛛 Primary Goal	
🔀 Goal #2	
🗌 Goal #3	

Over the span of our last Technology Plan we have engaged and developed the following Partnerships:

WWCC – Sweetwater #1 has been working over the last 3 years to develop articulated courses with Western Wyoming Community College. One of our biggest accomplishments has been the CIS (Computer Information Systems) course that we develop in conjunction with WWCC. Students may now take the course within Rock Springs High School and Farson-Eden High School and receive WWCC credit. This is a huge win for students. One of next endeavors with WWCC will be to develop an articulated technology based career path and launch the associated courses with the district's High Schools.

Distance Ed – We have developed a partnership with Powell for the delivery of foreign language courses to our students in Farson-Eden utilizing WEN Video.

Parents – Over the course of the last 3 to 5 years we launched many efforts to develop Parent partnerships. We have hosted Technology night at all of our schools. We have been disappointed by the Parent involvement, as most of our sessions draw anywhere from 4 to 20 Parents. This will continue to be a focal point.

Corporations – In the 05-06 school year, our district developed a partnership with BP(British Petroleum). Combined efforts with BP have allowed us to purchase a Mobile Lab for our students at the Wamsutter School.

BOCES – Sweetwater #1 has a very good working relationship and partnership with our local BOCES. We have been able to provide after school, summer school and other opportunities for our students to learn about technology. This is has been our most valuable partnership.

Sweetwater County Jail – Sweetwater #1 is partnering with the County Jail to provide education to our incarcerated juveniles. This is a huge win for our students. Using our technology based interventions (Skills Tutor and A+) we are able to provide district curriculum to these students in an online environment. We can manage these students remotely, assist locally and provide these students with an education – keeping them integrated with the district and making their release back into the community easier.

Community – Sweetwater #1 is currently working in partnerships with the City of Rock Springs and Sweetwater Cable to develop a state of the art Fiber optic network for our students and staff. This project will bring ultra-high speed connections to our buildings, allowing us to focusing on web based delivery of interventions without having to worry about network capacity.

Curriculum Integration Narrative

Curriculum Integration has seen remarkable progress within Sweetwater #1. In the 02-03 school year, the district utilized sporadic non-systemic integration. Most of the integration was localized programs with no district control. Over the course of the last 5 years, we have brought all interventions under district control. In the 03-04 school year we launched our first systemic intervention with Skills Tutor. Over the next 3 years we launched significant systemic interventions designed to match known academic issues of our students. Across our district we utilize Pyramids of Interventions – See Appendix Part J – Intervention Pyramids – as you can see the majority of our interventions are technology based.

During the course of our planning we identified two major areas of need for further integration – Math and Science. This was reaffirmed in our latest staff survey. These two areas will be address in two ways:

- New Math Series Adoption with Technology Components 06-07
- New Science Series Adoption with Technology Components 07-08

Buildings are using PAWS data and local assessment data to ensure that students get the correct intervention based on their need.

In the 06-07 School year, Desert View Elementary was moved to a Title I school. As a result, we focused on additional Technology Integration with Lexia, HeadSprout, Read180, Fastmath, etc.

Our district has a high ELL population. We have used Skills Tutor, A+ and United Streaming to accelerate the English proficiency and education of these students.

To gain a better understanding of our roadmap to Curriculum Integration – please see Appendix – Part L – Curriculum Integration.

Changes and Growth from Previous Plan

As stated above, the district has moved from almost zero items integrated into the curriculum in 02-03 to a well defined set of interventions integrated into the curriculum (See Appendix Part J and Part L)

Over the past three years, the district has been working on our Technology Standards for Students and Staff. These standards are based on the ISTE NETS standards. As you read the remainder of this plan you will see that these standards will be imbedded in our curriculum maps.

Strengths

Defined interventions Technology based interventions Multiple technology based resources for students and staff

Weaknesses

Technology integrated into Math Curriculum Technology integrated into Science Curriculum

Distance Education

Currently Sweetwater #1 utilizes the WEN Video system to receive distance ed for foreign language at Farson –Eden – Sweetwater #1 is going to increase distance ed with WEN Video and Podcasting.

Overall, we address this on four fronts:

- 1.) Continuing use of distance education via WEN Video
- 2.) Use of Podcasts for classroom lectures and activities
- 3.) Use of Atomic Learning for both students and staff
- 4.) Development of an online Homework/Education Help Center

Title IID Program Goals

As you will see in the action plans for Curriculum Integration all our goals and associated action plans are geared towards Title IID. We address the achievement of students, integration of technology into the curriculum and technology literacy based on our adopted technology standards and benchmarks.

High Needs High Poverty Schools

We address our high needs and high poverty schools and students via our expansion of integrated technology based interventions. We are attempting to develop a robust set of interventions and enrichments that will service the entire student population. It is our goal to deliver individualized learning to our students. Our goal of aligning the Curriculum to Support the Digital Learning Environment will also focus on this.

Alignment with School and District Improvement

Our stated SIP and DIP goals are:

- □ Improved Reading Comprehension
- □ Improved Problem Solving

Both of these are supported through this plan with the Reading, Language Arts and Math Interventions as well as our Curriculum Maps.

Please see our section within Professional Development for additional details on alignment with SIP and DIP.

Equitable Resources

Throughout Curriculum Integration our goal is to provide an environment to instant access to the materials and curriculum that is needed. This address is the realignment of the

curriculum, curriculum maps as well as interventions and the home work/education help center.

Student to Computer Ratio

Our current ratio is 1 computer to every 2.3 students. In our Infrastructure and connectivity you will see that we have a goal of 1 computer to every 1.3 students (secondary) & 1.5 students (elementary).

<u>Measurement</u>

Success of curriculum integration will be measured in four ways:

- **u** *#* of Implemented Interventions and Enrichments
- Utilization of Interventions and Enrichments at the student level
- **Comparison of student proficiencies**
- Technology components within textbook/curriculum adoptions

Curriculum Integration Action Plan

Goal	Expand Distance Education and Alternate Forms of Tutoring.
Program Objectives	Implement Podcasting for Classroom Teachers Increase Atomic Learning Implement Online Homework Help Center(Using Web, IM, email, etc.)
Indicators	Podcasting – 10 Classroom Teachers Podcasting daily lessons – these are full class activities and lectures Atomic Learning – 60% of Staff Use Annually Online Homework Help – Deployed, Staffed and Used Daily by students
Target 06-07	Atomic Learning – 20% Staff Utilization Podcasting – 2 Teachers and limited Special Events
Target 07-08	Develop/Deploy Online Homework Help Center Atomic Learning – 40% Utilization Podcasting – 8 Teachers and some Special Events
Target 08-09	Online Homework Help Center – Utilized by 10 or more students per day Atomic Learning – 60% Utilization Podcasting – 10 Teachers and some Special Events
Measurement Tool(s)	Atomic Learning – Usage Reports – Comparison to prior year Podcasting – Podcasts online and available – Usage Stats – Comparison to prior year Online Homework Help Center – Usage Stats – Student Feedback
Person responsible	Atomic Learning – Chase Hafner Podcasting – Carol Dockter and Iker Torrontegui Homework Help Center – Iker Torrontegui and Dr. Sweet
Budget	Atomic Learning - \$5,800 per year Podcasting - \$4200 – Software and Server – one-time Online Homework Help Center - \$12,000 per year - \$8,000 Development Cost in 07-08
Funding Source	General Fund

Note about Podcasting: We are looking to use Podcasting to deliver full curriculum to students. This will help when students are away from class, have 504 needs or are home bound. The complete set of Podcasts is quite an intensive undertaking.

Goal	Full Implementation of the ISTE based Sweetwater #1 Technology Standards and Benchmarks
Program Objectives	Staff Trained on Technology Standards Student Proficiencies Recorded in PowerSchool
Indicators	100% of Classroom teachers Trained Proficiencies recorded for all students
Target 06-07	75% of Classroom Teacher Trained Proficiencies record in 2 nd Semester – Minimum 20% of student body
Target 07-08	100% of Classroom Teacher Trained Proficiencies records for 100% of students
Target 08-09	Refresher for all Staff on Technology Standards Proficiencies recorded for 100% of students Student Reports Generated and delivered to Parents
Measurement Tool(s)	Trainings – Sign-in Sheets – Training Evaluations Use of Informant to generate reports for students missing scores and teachers not recording scores
Person responsible	Chase Hafner and the Technology Liaison Team
Budget	\$3,000
Funding Source	General Fund

Goal	Integrate Technology Standards into Curriculum Maps
Program Objectives	Technology Standards documented within the Outcomes for all Curriculum Areas
Indicators	100% of Curriculum Maps contain references to Technology Stds 100% of Technology Standards mapped to one or more curriculum Maps
Target 06-07	50% of Maps Completed
Target 07-08	80% of Maps Completed
Target 08-09	100% of Maps Completed
Measurement Tool(s)	Physical Verification and Counts off Maps
Person responsible	Dr. Kalicki
Budget	None
Funding Source	N/A

Goal	Align Curriculum to Support the Digital Learning Environment
Program Objectives	Deployment of eBooks
	Use of curriculum to support individualized learning
	Realign Curriculum - Business and technology Classes aligned to
	meet Technology Standards and Benchmarks
	Utilization of Digital Media to support Curriculum
Indicators	eBooks purchased and available for 2 or more subject areas
	Updated Curriculum showing sequence for Vocational/Business
	courses with Technology focus – Aligned to Technology Standards
	– Documented in Curriculum Maps and Intervention Pyramids
	Full Deployment of United Streaming
	Full Use of Imbedded Digital Media in Text Book Adoptions
Target 06-07	Deployment of United Streaming with 30% Staff utilization
	Planning for realigned Curriculum
	Deployment of Harcourt and Holt digital media
	Planning for eBooks
Target 07-08	United Streaming with 50% Staff Utilization
	Map realigned curriculum
	40% utilization of Harcourt and Holt digital media
	20% utilization of digital media associated with new text book
	adoptions(Math, Science)
	Purchase of eBooks with new Text Book Adoptions
Target 08-09	United Streaming with 70% Staff Utilization
	Implement realigned curriculum
	80% utilization of Harcourt and Holt digital media
	50% utilization of digital media associated with new text book
	adoptions(Math, Science, Social Studies)
	Purchase of eBooks for prior text book adoptions
	75% utilization of eBooks for new text book adoptions
Measurement Tool(s)	Usage Statistics for United Streaming, Harcourt, Holt and New
	Text Books Adoptions
	Expended dollars for eBooks
	eBook Utilization statistics from students
D 111	Map Curriculum adopted by staff and board
Person responsible	Chase Hafner, Dr. Kalicki, Technology Liaison Team
Budget	United Streaming - \$14 000 Annually
2	eBooks - \$54 000 Annually
	Realigned Curriculum – \$10,000 – plus new Text and eBook
	Adoptions based on realignment - \$ 120,000

Funding Source	General Fund

Goal	Implementation of Technology Assessments and Assessment Banks			
Program Objectives	Development of Technology enabled Assessments and Assessment Banks Consistent and Regular use of Technology Assessments			
Indicators	Technology Assessments available at all grades levels Technology Assessment Bank(s) available online			
Target 06-07	Technology Assessments developed for 2 grade levels			
Target 07-08	Technology Assessments developed for 8 grade levels Development of Technology Assessment Bank			
Target 08-09	Technology Assessments developed for all 13 grade levels Utilization of Technology Assessment Bank by 80% of classroom teachers			
Measurement Tool(s)	Physical verification of Assessments at each grade levels Utilization stats for Technology Assessments Recorded scores for Technology Assessment in PowerSchool			
Person responsible	Brian Kaumo, Chase Hafner, Dr. Kalicki, Technology Liaison Team			
Budget	\$22,000 – one-time			
Funding Source	General Fund			

Professional Development Narrative

Sweetwater #1 has a very comprehensive and detailed Professional Development plan which includes a defined Technology strand. Please see Appendix – Part G – Professional Development for a sample of the 06-07 schedule. As part of the technology planning process, we will be increasing our Professional Development to a minimum of 8 hours per school year per staff member. During our evaluation process, it was clear that our success hinges on professional development and ensuring all staff members can use technology and integrate properly into the curriculum.

Starting with the 05-06 school year, the professional development calendars are directly tied to our Alternative schedule. Over the course of the last plan, we have worked to ensure that professional development is systemic and equitable to all staff members.

After surveying staff members, Professional Development for Technology will focus on the following:

- District Interventions
- District Technology Standards
- Advanced uses of Technology

Changes and Growth

Since the prior plan was authored, Sweetwater #1 has gone from a sporadically defined professional development plan to a well defined systemic professional development plan. Professional Development for Technology use to be one-off and now is included in the district plan to ensure success of adoptions, interventions and student learning.

In the 06-07 school year, the district adopted Atomic Learning as a vehicle to further technology professional development at both the staff and student level. As of Dec. 2006, we have approx. 28% of staff using Atomic Learning on a regular basis.

Please note that strengths and weaknesses are address at the district level as everything in Sweetwater #1 is approached at the systemic level.

Strengths

Well Defined Professional Development Plan Atomic Learning Technology Training with all new adoptions Reading Interventions: Read180 Read Naturally Lexia HeadSprout

<u>Weaknesses</u>

Need to Increase use of Atomic Learning

Surveys tells us that we still have 20% of staff not comfortable with day to day technology use

Available Math Interventions

Understanding and implementation of Technology Standards

Teacher Preparation & Delivery of Instruction

Our professional development plans specifically deal with preparing teachers to use the technology based components within our curriculum. We reinforce this with our Instructional Coaches assisting teachers. Through professional development we have shown and will continue to show teachers how to use technology for the delivery – this will include (but not limited to) – Smart Boards, eBeams, Digital Projectors, Document Cameras, Handheld Devices and services such at Atomic Learning and United Streaming. This will be reinforced with the development of our Technology Coaches(07-08 and beyond).

<u> Title IID – Technology Integration</u>

As you read our Action Plans, you will see that our primary focus is integration or interventions and enrichments. Every new text books adoption MUST have a technology component and associated professional development to support the integration.

Resources

All students have access to Atomic Learning All staff members have access to Atomic Learning Text Book Vendors

Student Technology Literacy

Student literacy pertaining to technology is based on our defined Technology Standards. Starting in the 06-07 school year, the district will record technology proficiencies for all students. This will be used to support the Title IID objective of all 8th graders being Technologically Proficient. See Appendix Part C for literacy indicators as tied to our Passport System.

<u>Technical Support</u>

All technology based items found in our professional development suite are fully supported by the IT staff and tracked via our Help Desk program. This provides us the feedback to understand what needs to be addressed and what weaknesses we might have.

Policies and Procedures

Sweetwater #1 ties all Professional Development to our Alternative Schedule. All Professional Development activities are mandatory to all certified staff. We do have policy GCL that also address professional development outside of the stated schedule. Please refer to our 06-07 sample schedule in Appendix Part G.

Alignment to District and School Improvement

Our stated District and School NCA goals - All students will improve in reading comprehension and math problem solving.

As you read through the plan you can see our current interventions and newly adopted reading series address the reading comprehension portion of our goal – with each intervention having one or more technology components. The plans for math and the newly adopted Holt Math series at 7-12 address the math problem solving. These math interventions are also enabled by technology.

Professional Development

Goal	Continue Technology Training in all Curriculum Adoptions.			
	Intervention Programs, Behavioral Interventions and Technology			
	Initiatives			
Program Objectives	Multiple Training Opportunities for:			
	Curriculum Adoptions			
	Behavioral Interventions			
	Technology Initiatives			
Indicators	Trainings held at all levels with minimum 80% staff participation			
Target 06-07	Training for Harcourt Reading Series			
Turget 00 07	Training for Holt Series			
	Training for Read180			
	Training for FastMath			
	Training for HeadSprout			
	Training for Skills Tutor			
	Training for United Streaming			
	Training for NoodelTools			
	Training for A+			
	Training for Inform			
	Training for Nettrekker			
	Training for Calculator Based Labs			
Target 07-08	Training for New Math Series			
	Training for New Science Series			
	Training for Harcourt			
	Training for Holt Series			
	Training for A+			
	Training for Technology Based Assessments			
	Training for Read180			
	Training for Inform			
	Training for United Streaming			
	Training for Nettrekker			
	Training for Calculator Based Labs			
Target 08-09	Training for Science Series			
	Training for Math Series			
	Training for social Studies Series			
	Training for Technology Based Assessments			
	Training for 1-to-1			
	Training for eBooks			
	Training for Technology Assessment Banks			
	Training for Digital Classroom			

Measurement Tool(s)	Training Attendance Sheets'			
	Training Exit Surveys			
Person responsible	Dr. Kalicki, Chase Hafner, Brian Kaumo, Technology Liaison			
-	Team			
Budget	\$60,000 Annually			
Funding Source	General Fund			
	Title IID			
	Summer School			

Goal	Continued development of the Technology Liaisons and Technology Coaches to support technology based/enabled			
	curriculum.			
Program Objectives	1 Technology Liaison per buildings			
	3 to 4 Technology Coaches hired across the district			
	Technology Liaisons and Coaches providing daily assistance			
Indicators	1 Technology Liaison Assigned per Building			
	3 to 4 Technology Coaches staffed in the district			
Target 06-07	Technology Liaisons assisting with Current Interventions and			
	Assessments			
Target 07-08	Technology Coaches in place with defined roles			
	Utilization by 50% of classroom teachers			
Target 08-09	Technology Liaisons and Coaches providing daily assistance on use			
	of technology, technology integration and modeling the use of			
	technology in the classroom			
	Utilization by 80% of classroom teachers			
Measurement Tool(s)	Feedback From Stall			
	Staff Surveys			
Person responsible	Chase Hafner, Dr. Kalicki			
r erson responsible	Chase Hamer, Dr. Kancki			
Budget	06-07 - \$15,000 – Stipends and Materials			
	07-08 - \$70,000 – Salaries, Stipends and Materials			
	08-09 - \$70,000 – Salaries – Stipends and Materials			
Funding Source	General Fund			
	Title IID			

Goal	Increase use of Technology Based Assessment within adopted curriculum program, interventions and enrichments		
Program Objectives	Training of capabilities of implemented Assessments 80% of Staff utilizing one or more technology based assessments within adopted programs, interventions or enrichments		
Indicators	Training delivered to 100% of classroom staff 80% of Staff utilizing assessments Interventions and Enrichments tied to Interventions Pyramids and Enrichment Sequences		
Target 06-07	Training on currently Assessments with Harcourt and Holt Training on Interventions (Read180, A+)		
Target 07-08	Training on New Math Series Assessments Training on New Science Series Assessments Training on New Enrichments Training on New Interventions		
Target 08-09	Training on new Social Studies Assessments Follow-up Training on all adopted Series Follow-up Training on Interventions Follow-up Training on Enrichments		
Measurement Tool(s)	Staff Surveys Students Results from Assessments Training Attendance and Feedback		
Person responsible	Brian Kaumo, Dr. Kalicki, Chase Hafner, Technology Coaches, Technology Liaisons		
Budget	\$24,000 Annually		
Funding Source	General Fund		

Infrastructure and Connectivity Narrative

As mentioned earlier in the plan, our prior plan had a substantial focus on Infrastructure and Connectivity. The focus on implementing a stable and standardized Infrastructure has allowed the district to further technology integration efforts. It is only with a solid and dependable infrastructure can any school or district have success implementing new technologies into the curriculum.

Strengths and Accomplishments

As of Dec. 2006 – the district has rewired the networks in all but three buildings. Network connectivity was reconfigured in 03-04 Full wireless roaming in all buildings 2 Major leases bringing approx. 1200 new computer into the district Increased Student Computers - current ratio 1 computer to every 2.3 students 60 Modern servers **Defined Approved Products List** Centralized Technology Purchasing **Disaster Recovery Planning** Server and Client backup procedures Email Accounts for Students Defined and Regular Technical Support in each building Ouick turnaround on technical support issues – averaging less than 48 hours Deployment of Web Help Desk as the district's Help Desk Utility Computing security using Driveshield and Macshield Antivirus across the district Network Monitoring and Tracking Conversion to standardized desktop software packages (MS Office, Browsers, etc.) Controlled and defined software licensing procedures

Weaknesses

Consistent use of Technology for Integration purposes rather than Management Purposes LCD/Digital Projectors in the classroom – need to increase throughout the district Interactive Whiteboard technologies – need to increase throughout the district Computer to Student to computer ratio Comprehensive Network monitoring

WEN & School Network Connectivity

Sweetwater #1 was one of the first districts in the state to reconfigure and connect directly to the Cheyenne infrastructure(occurring in the 04-05 school year). The district has all schools and satellite buildings on a minimum of 1 T-1. Our larger buildings have as much as 6 T-1s with the district having a 45MB pipe back to Cheyenne. Based on district projections, the district will require a 90MB pipe sometime in the 07-08 into the 08-09 school year. The

district is moving all programs and interventions to a web based environment. This will eliminate the need to install software and make software and interventions available at all times in all buildings. With this move, the district has started addressing future connectivity needs as noted with the larger internet pipe to Cheyenne.

Outside of the boundaries of this plan, the district is starting the planning process to develop a district wide fiber network to deliver high speed data, video and voice to all schools within the district.

WEN Participation

Sweetwater #1 will utilize the WEN for connectivity to the Internet along with basic connectivity to our schools. In doing so Sweetwater #1 will participate with the State of Wyoming on the overall WEN E-Rate program. WEN Budget Information may be found in the section below.

Technology Support

Sweetwater #1 employs a team of 14 for technology support. See Appendix Part K – Technology Staffing for our staffing layout. As we progress with this plan, we are going to have to add 2 more employees. 1 dedicated to Elementary Support and 1 dedicated Intervention Support.

Policies Governing Technology

Sweetwater #1 uses to primary polices to govern the technology environment. Staff Policy GBCE and Student Policy JFCM. As mentioned above, to view both policies – please go to www.sw1.k12.wy.us and click on Policies. Both of these policies start with acceptable use of our computing environment, then extend to the Network, copyright, CIPA, Right to Privacy, etc. These polices are reviewed annually to determine what additional items needs to be added or changed. Our latest additions have dealt with stating how students can use personal laptops within our facilities. As of the time this plan is being written(Nov./Dec. 2006) we have two new plans being developed for misuse and mishandling of technology equipment. These two new policies are vital as we plan for a 1-to-1 initiative.

<u>Help Desk</u>

Sweetwater #1 utilizes WebHelpDesk from Mac Design Studio as our Primary Help Desk utility. The IT department offers two ways to receive support within the district. First, staff is encouraged to log their needs within WebHelpDesk as their issue/ticket will get the fastest response. Second, they may also call our Main IT line and talk directly with a technician. We have 8 lines that ring into the IT Offices and we staff our help desk line from 7:00a.m. to 4:30p.m.

Interoperability Among Programs

Sweetwater #1 addresses this on 3 fronts. One, in our latest changes to policy GBCE, we clearly state that all software must by approved prior to installation. Two, we test all software prior to installation. The IT staff will usually sit down with the district staff and review the needs of the programs and the capabilities of the software, discussing how it is to be used, when it is to be used and the impacts it can have on the network and computing environment.

Third, we address this in our curriculum forums with the Pyramids of Intervention. As each Intervention is brought online, we utilize many of the same things as outlined above. However, with the Pyramids of Intervention we address the sequence and interactions of the various technology enabled interventions.

Tech Support Needs

Maintenance – We cycle through each of the machines in the district on a quarterly basis and ensure they are working, up-to-date and meeting the needs of the users. The IT staff has individuals assigned to each building that are responsible for the day-to-day maintenance of all technology components. Throughout the life of this plan we will continue with this practice.

Repair – The IT staff has one certified repair technician on staff that takes care of all computer repairs. Sweetwater #1 is an Authorized Repair Center for Apple Computers. As a staff member identifies a malfunctioning piece of equipment, the building IT Rep. will inspect it and determine what to do. Should it need repair, a ticket will be opened documenting what is wrong.

of Workstations - See Appendix - Part A for our computer counts.

FTE – See Appendix – Part K – Technology Staffing

Funding – See Appendix – Part E and Part F. In Sweetwater #1 - 99% of the Technology funding comes from the General Fund. It is imperative that we continue to work with the legislature to ensure that Technology is properly funded. It is our intention to use the data found in Part E and F of the appendix to help educate our legislators on these needs to support a modern technology enabled education system.

Network Monitoring – Over the course of this plan, Sweetwater #1 will have a focus on network monitoring. In the summer of 2007, Sweetwater #1 will start the process of revising how our network in monitored. We currently use an IMS-4000 to monitor all hardware aspects of the network. We will start investigating other automated ways to monitor the actual traffic. In the 06-07 school year, we brought Total Traffic Control online. We will need to get a process online that will take TTC information and automate the alarms when anomalies occur.

<u>Replacement Plan</u>

Sweetwater #1 currently has the following rotation and replacement plan in place:

- \Box Computers Replace every 5 years.
- □ Printers Replace every 5 years
- □ Servers Replace every 3 years
- □ Networking Components Replace every 4 years

For the duration of this plan – the above timelines will remain in effect.

Equitability and Distribution of Resources

Sweetwater #1 approaches this from a multi-prong perspective:

#1 – All Technology equipment and access to the network and services is centralized and controlled via the Information Technology Center. We ensure that every building as a fair share of the resources and the necessary bandwidth to support the students. Bandwidth is regulated based on student population in the buildings along with known requirements for our technology based interventions.

#2 – Student to Computer Ratios. This is discussed in the Curriculum Integration Section. Our goal is to work towards a ratio of 1 computer to every 1.3 Student at the Secondary level and 1 computer to every 1.5 Students at the Elementary level. It is only through equally allocated resource program that our students in all schools within the district can be successful. We have placed an emphasis on these resources on our outlying Schools of Farson-Eden and Wamsutter. Thus ensuring all school needs are met.

#3 – Right Technology Equipment based on Need – Within our plan, we look to ensure that equipment is also allocated and used based on needs of the students. As we continue our Technology Integration efforts, we will make the necessary adjustments to allocated resources based on programs and needs of the students.

#4 - 1 to 1 - In the final years of this plan we will be working to deploy our 1 to 1 program – which in turn will ensure our students have every opportunity to advance their education. #5 - Sub Groups and Special Needs - Ensuring that all Student populations and sub-groups have access to technology. Sweetwater #1 has and will take the necessary steps to provide special needs students the appropriate access based on need and content area.

Our district receives telecommunications, internal connections, and Internet from the Wyoming Equality Network (WEN). The WEN provides connectivity to all our schools by providing T1 lines from an aggregation point or a satellite connection to our Administration building. The Wyoming Equality Network is a state mandated and legislatively funded statewide network.

Cost associated to the WEN is based on the number of students as well as the number of schools and type of connectivity. The WEN Infrastructure biennium budget provides for the basic WEN services, and districts pay for any additional services or network enhancements. The cost for these additional enhancements is paid for through our district technology budget/general funds, etc. The WEN funding is dependent on legislative funding each biennium. Because of this, the district's responsibility and that of the state may vary from biennium to biennium.

A detailed account of the state and district responsibilities, related to the WEN Infrastructure, is located in the budget section of this plan.

Infrastructure and Connectivity Action Plan

Goal	Implementation of Computerized and Technology based		
	Interventions and Enrichment Programs		
Program Objectives	Research and Implementation of New Math Interventions		
r rogram objectives	Research and Implementation of New Science Interventions		
	Research and Implementation of New Social Studies Interventions		
	Research and Implementation of a comprehensive Enrichment		
	research and implementation of a complementative Entremment		
	Add 2 New IT ampleyees to support the goal		
In dia stans	Add 2 New 11 employees to support the goal		
Indicators	Adopted Math Interventions used in all buildings		
	Adopted Science Interventions used in all buildings		
	Adopted Social Studies Interventions used in all buildings		
	New Enrichment Program utilized by 10% of students		
	Staff has been hired		
Target 06-07	Research and Selection of Math Interventions		
	Research and Selection of Science Interventions		
	Research and Selection of Social Studies Interventions		
	Research and Selection of Enrichment Program		
Target 07-08	Implement Enrichment Program(s) – Used by 5% of students		
	Implement Math Interventions – used in 20% of math classrooms		
	Implement Science Interventions – used in 25% of science		
	classrooms		
	Implement Social Studies Interventions – used in 25% of social		
	studies classrooms		
	Hiring of 2 new staff members		
Target 08-09	Math Interventions – usage at 60%		
	Science Interventions - usage at 80%		
	Social Studies Interventions – usage at 80%		
	Enrichment Programs – usage at 10%		
Measurement Tool(s)	Usage stats		
Wedstreinent 1001(3)	Student Surveys		
	Staff Surveys		
	Student Posults		
Demonstration and a state	Dr. Kalishi Chasa Hafrar Tashralasy Lisisana Tashralasy		
Person responsible	Dr. Kalicki, Chase Hainer, Technology Liaisons, Technology		
	Coacnes		
Budget	Math - \$50,000		
	Science - \$40,000		
	Social Studies - \$40,000		
	Enrichments - \$100,000		
	Staff - \$62,000 – Annually		

Funding Source	General Fund		
	Consolidated Grant		
	Foundation (For Enrichments Only)		

Goal	Provide modern hardware and Software to support our curriculum			
	in a digital age.			
Program Objectives	LCD/Digital Projectors in 80% of Classrooms			
5 5	Electronic Whiteboards in 80% of Classrooms			
	Equipment continues on a rotation cycle			
	1.3 Students to every 1 computer – Secondary			
	1.5 Students to every 1 computer – Elementary			
	Planning for a 1-to-1 Initiative			
	Pilot for a 1-to-1			
	50 Document Cameras in service – to be shared within the			
	buildings			
	400 Responder Units in Service			
Indicators	80% of classrooms with Digital Projectors and Electronic			
	Whiteboards			
	Equipment rotated out of district on a 5 year cycle			
	Increased # of computers to meet student to computer ratio			
	Detailed plans for executing a 1-to-1			
Target 06-07	Initial planning for 1-to-1			
	Increase of 300 additional student computers in the district			
	Rotate out 250 older computers			
	Purchase of 125 Responder Units			
Target 07-08	Increase of 300 additional students computers in the district			
	Rotate out 300 older machines			
	Purchase of 200 Digital Projectors			
	Purchase of 25 document cameras			
	Purchase of 150 Responder Units			
	Final Planning for 1-to-1 – Pilot on a small scale(no more than 100			
	students)			
Target 08-09	Increase of 300 additional students computers in the district			
	Rotate out 300 older machines			
	Purchase of 100 Digital Projectors			
	Purchase of 25 document cameras			
	Purchase of 125 Responder Units			
	Start Implementation of 1-to-1 – Dependant on available funding			
Measurement Tool(s)	Purchase Records			
	Usage Logs Computer Availability Analysis for Students			
Dansan nagnan sihla	Chara Hafran IT Ta			
Person responsible	Chase Hainer – 11 Team			
Budget	Digital Projectors \$292,000			
	Document Cameras \$1/,500			
	Electronic Whiteboards \$240,000			
	Computers \$1,600,000(Leased)			

	1-to-1 Planning/Imp Responder Units	\$20,000 \$18,000
Funding Source	General Fund Foundation	

BUDGET/INVENTORY ANALYSIS FOR E-RATE COMPONENTS

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

DISTRICT: Sweetwater County School District #1	FUNDING YEAR: 2006 thru
	FY 2009

Prepared by: Chase Hafner

Specific E-Rate Service(s) Requested: Internal connections, Internet, and Telecommunications services. This request is made as part of the Wyoming Administration and Information state consortium application.

Title II D Goal(s) which is/are addressed by the service (either reference to a location within the plan or a brief narrative description): Sweetwater County School District #1 Applies for E-Rate on two fronts. #1 – Part of the Start of Wyoming Consortium for the WEN and #2 for Basic Telecommunication Services(which is not addressed in this plan).

State of Wyoming	– Wyoming Eq	uality Network (V	WEN) responsibilities
Current	Level after	Budget \$ for	Planned budget source or li

Current	Level after	Budget \$ for	Planned budget source or line item
level/amount of	E-Rate	State's share	for each amount:
service: All	request is	(for each	Wyoming Department of Education
Schools	filled: Same	charge	WEN Infrastructure Biennium Budget
connected by T1		involved in the	
or greater		service):	
		\$132,816.24	

District – Wyoming Equality Network (WEN) responsibilities				
Current	Level after E-rate	Budget \$ for district's	Planned budget	
level/amount of	request is filled:	share (for each	source or line item	
service: Internet	Same	charge involved in the	for each amount:	
connection for all		service):\$15,340	General Fund	
schools				

* This budget sheet is designed to represent cost for the Wyoming Equality Network for a biennium budget cycle. The actual dollar amounts provided are based on one year's billing history. The states share of the budget is subject to change in the next biennium based on legislative funding and cost increase or decrease according to contract amendments and upgrades. Amendments to this budget sheet will be provided when appropriate.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – State of Wyoming responsibilities[†]

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of hardware	Same	None	\$132,816.24	WEN Infrastructure Biennium Budget

required to		
maintain WEN		

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of	Same	None	Included	WEN Infrastructure
software required			Above	Biennium Budget
to maintain WEN				

Professional	Current	New required:	Budgeted	Source of funds:
development	level:		\$:	
required:				
WEN Video	Some	Continuing district	Included	WEN Distance
teacher training,	teachers	training for WEN	Above	Education Biennium
WEdGate Portal	trained to	Video use, and		Budget
training	teach on	teacher training,		
	WEN. Some	WEdGate, and		
	teachers, and	distance		
	other school	education/web based		
	staff trained	teacher training		
	on WEdGate			
	portal			

Retrofitting required	Budgeted \$:	Source of funds:
None at this time	0	Funding would
		come from the
		WEN Infrastructure
		Biennium Budget

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Current level needed to maintain the WEN	Same	H.S. aggregation point, schools throughout district	Included Above	WEN Infrastructure Biennium Budget

[†] This area is the sole responsibility of the State of Wyoming Department of Education (pertaining to the WEN only). Funding may vary according to legislative approval and funding. All areas under "required" address the basic services provided by the WEN this level of service is what is necessary to maintain the current level of operation of the WEN. The professional development mentioned in the section represents the professional development focus of the Department of Education.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – District responsibilities **

Hardware	Current	New required:	Budgeted	Source of funds:

required:	level:		\$:	
Digital	Various	See Infrastructure &	\$2,167,500	General Fund
Projectors,		Connectivity Section		
Computers,			Please	
Document			Note –	
Cameras,			This	
Responders			contains	
			one or	
			more	
			leases	

Software	Current	New required:	Budgeted	Source of funds:
required:	level:		\$:	
Atomic Learning,	Various	See Curriculum	\$416,000	General Fund
Math & Science		Integration Section		
Interventions,		_		
United Streaming				

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
See Professional	Various	See Professional	\$189,000	General Fund/Title
Development		Development Section		IID
Action Plans				

Retrofitting required	Budgeted \$:	Source of funds:
None	None	General Fund

Maintenance	Current	Location of serviced	Budgeted	Source of funds:
required:	level:	items:	\$:	
None – These are	Various	District	0.00	General Fund
included in the				
normal IT budget.				

* *This area is the sole responsibility of the district. The Wyoming Department of Education does not provide funding from legislative funds. Information provided is based on the districts technology goals that are aligned with the state technology plan goals.

Appendix

Part A – Computer Counts

Computer Counts

School Year	# Client Computers	# of Servers
02-03	1480	28
03-04	1430	34
04-05	2062	46
05-06	2033	52
06-07	2293	64

Note District must get to 3,100 computers by the end of the 08-09 school year to meet the student to computer ratio goals.

07-08	2600	76
08-09	2800	82
09-10	3100	90
10-11	4300	
11-12	5100	

The above assumes the execution of a 1-to-1 starting in 09-10 into 10-11.

Part B – Past, Present and Future

02-03 -	Planning Era and Fix PowerSchool Era
03-04 -	Building the Infrastructure
04-05 -	Infuse the Environment with New Technology
05-06 -	Focus on Technology Integration
06-07 -	Launching In-Depth Interventions and Building the Solid Technology Set
07-08 -	In-Depth Integration – Starting to Change how the curriculum is delivered
08-09 -	Launch of the eBook era & Enrichments
09-10 -	Shaping the Digital Environment for our Students (this where we really
	become proficient at integration)
2010 and	
Beyond	Welcome to the new age of instruction – accessible 24-7 – focus on communication and collaboration at all levels staff and student – automatic interventions and enrichments

Part C – Localized Assessment – Passport Data

Making Sense of Systems - Administered in Vocational/Business Courses

1,825 Assessment Administered.

Proficiency $4 =$	550	30%
Proficiency $3 =$	697	38%
Proficiency $2 =$	492	27%
Proficiency $1 =$	89	5%

Part D – Cultural Shifts

See Next Page

		Techr	nology			
		2005 F	Results			
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*	*	*	*			
		Manag	ement/			Instruction
		Instru	liction			
		Techr	voloav			
		2006 F	Results			
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		*	*	*		
		Manag	ement/			Instruction
		Instru	icuon			

Technology Costs	06-07	07-08
IT Labor Costs	\$611,910,00	\$701.533.00
	<i><i><i>ϕ</i>011/910100</i></i>	<i><i><i>ϕ</i>, <i>σ</i>₁,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>₂,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i>,<i>σ</i></i></i>
Elementary Software	\$52,000.00	\$12,000.00
Elementary Hardware	\$18,000.00	\$153,000.00
Junior High Software	\$40,000.00	\$15,000.00
Junior High Hardware	\$12,000.00	\$87,000.00
High School Software	\$94,000.00	\$15,000.00
High School Hardware	\$12,000.00	\$72,000.00
Library Software	\$10,000.00	\$12,000.00
Library Hardware	\$3,000.00	\$5,000.00
Curriculum Integration Software	\$206,500.00	\$310,000.00
Curriculum Integration Hardware	\$12,000.00	\$22,000.00
Computer Leases	\$250,000.00	\$250000.00
IT - Security Systems	\$41,970.00	\$58,500.00
IT - Data Processing Services	\$21,000.00	\$24,000.00
IT - Repair and Maintenance of		
Hardware	\$41,825.00	\$44,000.00
IT - Communications	\$55,700.00	\$58,000.00
IT - Travel	\$10,000.00	\$10,000.00
IT - Advertising	\$500.00	\$800.00
IT - Printing & Binding	\$1,100.00	\$1,500.00
IT - Supplies	\$35,440.00	\$38,500.00
IT - Software	\$154,035.00	\$185,000.00
IT - Equipment/Hardware	\$257,707.00	\$312,000.00
IT - Wiring	\$35,600.00	\$42,000.00
IT - Due and Fees	\$8,500.00	\$8,500.00
Total	\$1,984,787.00	\$2,437,333.00
Student Count	4 375	4 375
	1,575	1,375
Technology Cost Per Student	\$453.67	\$557.10

Part E – Total Cost of Ownership – By Student

Large Expenditures the District will have to fund over the next three years:

Expenditure	Amount	Year
Fiber Project	\$485,000.00	07-08
Gigabit Switching Equipment	\$515,000.00	07-08 & 08-09
VOIP	\$210,000.00	08-09
Wireless	\$265,000.00	07-08

Note – Above are on top of stated goals within this plan. – They will be funded with General Fund dollars.

Part F – Total Cost of Ownership – By Computer

Costs Per Computer

(Assumes Average Computer Stays in Service 5 Years)

Average Computer Cost	\$1,050.00	
1 Repair During Lifetime	\$236.00	2 hours por
Support Costs Software Upgrade Costs	\$183.00 \$172.00 \$75.00	year
Total Cost Over 5 years	\$1,716.00	

Average Repair of a computer is 2 hours. Repair Costs and Time were calculated bey looking at actual repairs over the course of a one year period of time.

Part G – Professional Development

Sweetwater County School District #1 Collaboration Time/Professional Development 2006-2007

<u>Date</u>	<u>Activities</u>	Location	<u>Hours</u>
August 28, 2006	Building Activities (1 hour lunch - on own)	School Sites	7 hours (8:00- 4:00)

August 29, 2006	Technology Training (District-wide)	RSHS Auditorium	2 hours (8:00- 10:00)
	District Program Meetings (Title I, Sp. Ed., Title III)	Conference Room, Board Room, PDC	3 hours (1:00- 4:00)

August 30, 2006	Professional Learning Communities (District-wide)	School Sites	4 hours (8:00- Noon)
	Behavior Matrix (EJH, RSHS) Rewards Programs	School Sites	3 hours (1:00- 4:00)
	Textbook Adoption (K-6)	TBD	3 hours (1:00- 4:00)
	Textbook Adoption (7-12 Math)	EJH Library	3 hours (1:00- 4:00)
	IHS School Improvement Time	IHS	3 hours (1:00- 4:00)

August 31, 2006	Catherine Brown (as assigned 7-12)	Board Room	5 hours (8:00- 1:00)
	Textbook Adoption (K-6)	TBD	4 hours (8:00- Noon)
	Textbook Adoption (7-12 Language Arts)	EJH Library	4 hours (8:00- Noon)
	Behavior Matrix (K-6) Rewards Program	School Sites	3 hours (1:00- 4:00)
	Reading Interventions (K-6, Title I, Resource, Literacy Teachers)	Walnut Library	2 hours (2:00- 4:00)
	Catherine Brown (Coaches)	Board Room	2 hours (2:00- 4:00)

September 1	Catherine Brown (as assigned 7-12)	Board Room	5 hours
	Catherine Drown (as assigned 7-12)	Doard Room	J nours
2006			(8:00-
			1:00)

September 25, 2006	Catherine Brown (Wamsutter, WME)	Board Room	5 hours (8:00- 1:00)
	Everyday Math Pilot Teachers	Westridge Library	5 hours (8:00- 1:00)
	Assessment For Learning	Board Room, PDC	2 hours (2:00- 4:00)

November 3, 2006 (1/2 day)	Textbook Adoption (K-6)	TBD	3 hours (8:00- 11:00)
(1/2 ddy)	Textbook Adoption (7-12)	TBD	3 hours (8:00- 11:00)

November 13,	Thinking Strategies (K-6)	TBD	5 hours
2006			(8:00-
			1:00)
	Thinking Strategies (7-12)	Board Room,	5 hours
		RSHS Cafeteria	(8:00-
			1:00)

December 4, 2006	Thinking Strategies (K-12)	TBD	2 hours (8:00- 10:00)
	Technology - Increasing Communication via the Web	EJH Library	3 hours (8:30- 11:30)
	Implementation Groups (K-6) Assessment <i>For</i> Learning		1.5 hours (10:30- Noon)
	Project REACH Representatives from Schools	Board Room	3 hours (1:00- 4:00)

	Technology - 1-to-1 Computing - Digital Classroom Apple Education	EJH Library	3 hours (1:00- 4:00)
January 15, 2007	Assessment For Learning	Board Room, PDC	2 hours (8:00- 10:00)
	Implementation Groups (7-12) Thinking Strategies	TBD	1.5 hours (10:30- Noon)
	Implementation Groups (K-6) Assessment <i>For</i> Learning	TBD	1.5 hours (10:30- Noon)
January 19, 2007 (1/2 day)	Textbook Adoption (K-6)	TBD	3.5 hours (8:00- 11:30)
	PLC / Sharing Time (7-12)	School Sites	3.5 hours (8:00- 11:30)
February 26, 2007	Implementation Groups (K-6) Assessment <i>For</i> Learning	TBD	1.5 hours (8:00- 9:30)
	Implementation Groups (7-12) Thinking Strategies	TBD	1.5 hours (8:00- 9:30)
	Assessment For Learning (Passports 7-12)	Board Room	2 hours (10:00- Noon)
	Technology - 1-to-1 Planning	EJH Library	3 hours

March 12, 2007	Curriculum Mapping (all content areas)	TBD	7 hours
	(1 hour lunch - on own)		(8:00-
			4:00)

(1:00-3:00)

March 23, 2007 (1/2 day)	Implementation Groups (K-6) Assessment <i>For</i> Learning	TBD	1.5 hours (8:00- 9:30)
	Implementation Groups (7-12) Assessment <i>For</i> Learning	TBD	2 hours (10:00- Noon)
April 23, 2007	SIP/DIP (School Steering Committees)	RSHS Cafeteria	4 hours (8:00- Noon)

		Noon)
Curriculum Mapping	Board Room,	3 Hours
(Subject Representatives)	PDC,	(1:00-
	Conference	4:00)
	Room	

Technology Specific Trainings

August 29, 2006	Thunderbird	WME Aud	3:30 -
			5:00
August 31, 2006	MS Word/Excel	WME Aud	3:30 -
			5:00
September 7,	PowerGrade	WME Aud	4:00 -
2006			5:00
September 14,	PowerPoint	WME Aud	4:00 -
2006			5:00
September 21,	BLOGging - Use of BLOGs	WME Aud	4:00 -
2006			5:00
September 28,	Windows XP - Basics	WME Aud	4:00 -
2006			5:00
October 5, 2006	United Streaming	WME Aud	4:00 -
			5:00
October 12, 2006	Nettrekker	WME Aud	4:00 -
			5:00
October 19, 2006	Excel - Pivot Tables	WME Aud	4:00 -
			5:00

<u>Part H – District Progress</u>

- Mobile Labs
- Lesson Plan on Computer
- Wireless Connections
- BLOGs

- Smart Boards
- LCD Projectors
- SLF/Lernia
- edHelper
- Alexandria District Wide
- Online Assessment
- Frequent Use of Total Reader
- School Notes Read Naturally
- READ180
- A+
- Skills Tutor
- Kurzweil
- HeadSprout
- Better Connectivity
- Updated Computers
- More Computers
- Use of Servers Student Server Space
- Jump Drives
- Increase use to Internet with students
- Scanners
- Classroom Pods & Labs
- Online Testing
- Printers Centralized
- Use of Database Library Classroom Research
- More students working in an organized way turning in electronic documents rather than hand written
- WEdGate
- United Streaming
- Technology Integrated into the Curriculum
- Alan November Professional Development
- Server Infrastructure
- Network Infrastructure
- Computerized Training/Professional Development
- Implementation of the Technology Liaison position(s)
- Web Help Desk
- Use of Handhelds
- Increased Technology Support Support Staff Availability by building
- Computerized Lunch Program
- School Messenger
- Camera Security Systems
- District Web Site
- PAWS
- MAP Testing
- Online Communication Increased
- Headphones

READ 180 Professional Development

<u> Part I – District Needs</u>

- Additional Mobile Labs
- More Professional Development on Integrating Technology and Technology Use
- Printers/Availability/Color
- Time for Staff Technology Training during the Day
- Distance Meetings
- More LCD Projectors
- More Software Matching to Curriculum Maps
- More Smart Boards/eBeams/Mimos
- Data Management
- Assessing the effectiveness of installed software
- Consistent use of Technology
- Development of technology base consistent use software/hardware
- Care for Mobile Labs
- Staying on top of Constant Technology Change
- PDAs for Teachers
- Newsletter
- Technology Demonstrations
- More Computer/Technology Classes
- Additional Alignment Technology Classes to College Classes
- Parent Involvement and Awareness
- Technology Coaches leveraging off of Technology Liaisons
- VOIP
- Support for Interventions Para's/Data Entry
- Articulated Tech Based Career Paths
- Learning Labs/Academic Centers
- Enrichment Software
- Online Tutoring
- Online Resources for Behavior Interventions
- Regulars Assessments
- Assessment Banks

Northpark Elementary Response to Intervention (RTI) Reading



Part K - Technology Staffing

Director	Chase Hafner	District Wide
Secretary	Susan Magagna	District Wide
Systems Specialist	Iker Torrontegui	District Wide
Network Specialist	Daryl Crofts	District Wide
Computer Specialist	Howard McCort	Hardware Repair
Technology Specialist II	Diana Romero	Elementary Support/Interventions
	Pat Atwood	PowerSchool Support
	Carol Dockter	District Wide
Technology Specialist I	Pam Walker	Elementary Support
	Stephanie Tolman	Elementary Support
	Lynel Willems	Secondary Support
	Kathy Engling	Secondary Support
	Tammie Mondragon	PowerSchool Support
TAIM Rep	Bob Legerski	RSHS Support
	Joe Lewis	EJH Support
TAIM Rep	Kathy Engling Tammie Mondragon Bob Legerski Joe Lewis	Secondary Support Secondary Support PowerSchool Support RSHS Support EJH Support

For the 07-08 School Year, we will need to add two more positions to the Technology Staff: Integration Specialist – This person's focus will be providing the primary support for all Technology Based Interventions.

Technology Specialist I – This person will added to Elementary Support. With this person, we will have 1 person for every two elementary buildings.

Part L – Curriculum Integration

Curriculum Integration

<u>Past</u>

Skills Tutor K-2 Learning Milestones Total Reader Read Naturally Research – Use of Internet Library Databases Reading Blaster Math Blaster Typing Time SLF Kurzweil Labs Oregon Trails Cross Country Word Processing Auto-CAD Computerized Accounting Online Biology Music Video Production Tiger VIP Adobe Creative Suite Accelerated Reader Accelerated Math PowerSchool

Present

Nettrekker Read180 **Reading Counts** SRI FastMath HeadSprout United Streaming Harcourt - K-6 Reading Holt – Math 7-12 Online Music Lexia A+ Choice – Careering Planning After School Turnitin Noodle Tools

Future

Podcasting Digital Classroom Wider Use of FastMath PlayAttention Turning Point Solutions – Instant Feedback Math Interventions Industry Technologies aligned with Industry Standards Distance Learning – Online Classes Computerized Practice to ACT New Math Series K-6 New Science Series Plato Type Product Online Homework Help Center

Assessments

Current

Read Naturally Read180 Harcourt Reading Series PAWS MAP Testing Holt Math Series FastMath SLF Exam View – Locally Developed Assessments AIMS Web

<u>Future</u>

New K-6 Math Series New Science Series Distance Assessment by Industry Professionals Online Testing/Assessment Assessment Bank(s) Aptitude - Match Student Interests and Abilities to Career Choices SWIS Instant Feedback Systems (Turning Point) Systemic Assessment Data Management System

Part M - Survey Results

The following are the survey summaries done over the last couple of school years. Rather than include the printed results, we recommend visiting the following:

Student Survey - Nov. 2006

http://www.surveymonkey.com/Report.asp?U=287288553734

Parent Survey - Nov. 2006

http://www.surveymonkey.com/Report.asp?U=287287013566

Staff Survey - Nov. 2006

http://www.surveymonkey.com/Report.asp?U=283931643024

Technology Integration Survey - Oct. 2005

http://www.surveymonkey.com/Report.asp?U=143092899860