

2006-2009 Center School District #58 Tech Plan

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## **Introduction**

The Center School District 2006-2009 Technology Plan directs technology initiatives, improvements and reforms throughout the Center School District. It is designed to work in conjunction with other district planning documents, primarily the district CSIP and building CBIP plans. This plan is also aligned with the Show Me Standards, the Missouri Strategic Technology Plan, and the ISTE NETS standards. In addition, the Center Curriculum goals are consistent with the stated goals of the federal Title II D programs listed below:

- a) Improve student academic achievement through the use of technology in elementary and secondary schools,
- b) Assist every student to become technologically literate by the end of eighth grade, regardless of race, ethnicity, income, geographical location, or disability, and
- c) Encourage effective integration of technology with curriculum development and high quality professional development to promote research-based instructional methods.

## District Profile

### *Geographic Profile*

The Center School District is home to approximately 2,400 students in Pre-K to 12<sup>th</sup> grade. There are four elementary schools, one middle school, one high school, an Alternative High School, and an Early Childhood Center. The district boundaries include State Line Road on the west, the Blue River on the east, 85<sup>th</sup> street on the north, and 115<sup>th</sup> street on the south, which encompasses 108 acres of land.

### *Academic Profile*

The district's last Missouri School Improvement Plan (MSIP) review was completed in January 2006. The Center School District is a fully accredited, Missouri A+ school district.

The Center School District's five-year Comprehensive School Improvement Plan (CSIP) for 2003-2008 outlines the following goal: To increase student achievement, Pre-K-12. Objectives include students being at or above grade level in reading, math, communication arts, and science; an increased graduation rate; increased ACT scores; and increased rigor in curriculum at all levels.

The district's efforts have focused on program improvement plans, such as the Technology Plan and individual school plans, to meet goals and objectives of this more comprehensive district CSIP.

### *Demographic Profile*

The Center School District is comprised of an African American student population of 63%, a Caucasian population of 30%, and a Hispanic population of 6%. The African American student population has grown approximately 7% over the last five years, while the Hispanic population has grown approximately 3% over the last five years. Both of these demographic growths have exceeded the state averages over the same time frame.

<b>Missouri</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Total	893,978	891,188	894,470	895,965	891,847
Asian	1.2%	1.2%	1.3%	1.4%	1.5%
Black	17.4%	17.5%	17.7%	17.9%	17.8%
Hispanic	1.8%	2.0%	2.3%	2.5%	2.8%
Native American	0.3%	0.3%	0.3%	0.4%	0.4%
White	79.3%	79.0%	78.4%	77.8%	77.6%
<b>CENTER 58</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Total	2,649	2,566	2,562	2,497	2,372
Asian	1.80%	1.20%	1.30%	1.30%	1.20%
Black	55.30%	58.30%	60.80%	62.80%	63.10%
Hispanic	3.40%	3.40%	3.80%	4.80%	5.90%
Native American	0.30%	0.90%	0.20%	0.20%	0.20%
White	39.30%	36.20%	33.90%	30.80%	29.60%

Over 60% of Center's students are enrolled in the free & reduced lunch program. The number of students enrolled has increased 12% over the last 5 years.

### ***Community Profile***

The patrons within the Center School District create a supportive environment. Parents and community member's volunteer time in schools, support parent groups at schools, and offer recognition activities for students. The Center School District enjoys a family atmosphere as a result of its smaller population.

Businesses display student art work. Restaurants offer incentive programs. In addition, churches support before and after school initiatives.

In August 2000, the community passed a \$38 million bond issue to complete renovations in each of the 7 district buildings. This included new heating and cooling in some buildings, ADA requirement updates, new windows, electrical upgrades, roofing upgrades, etc.

### ***Technology Profile***

Technology integration is a top priority in the Center School District. From the lunchroom to the classroom, technology plays a vital role in collecting, expanding and sharing vital information. The Center School District 2003-2005 technology plan was built around the five Technology Focus Areas. These five Focus Areas continue to guide planning in the Center School District as it discovers new ways to use technology.

Beginning in 1997, the Center School District undertook a major effort to modernize and expand technology throughout the district. A Wide Area Network was completed in 1998 connecting all schools and the District office together via a fiber optic Ethernet network. In an effort to provide a variety of instructional tools, every classroom has been equipped with a SMART Board, an LCD projector, and a multimedia network computer, with a TV tuner card and a DVD/CD player-burner.

Every classroom has access to a wide variety of software applications and online resources to enhance teaching and learning. Technology is used extensively to collect and share information and communicate with parents, patrons and other resources throughout the community. Listed below is a sampling of resources that teachers, administrators, and students routinely use:

## Teaching and Learning Software:

### *District-Wide*

- Office 2003 Professional
- Scholastic Reading Inventory
- MoreNet Online Resources (EbsoHost, Gale, Newsbank, NetzSmart, ERIC, Ethemes)
- Microsoft Publisher
- SMART Notebook
- Satellite link for Instructional Video Taping- ITV, Annenburg
- SMART Ideas (Concept Mapping Software)
- Microsoft Educational Learning Library (MELL)
- Chalkwaves Digital Media Library
- United Streaming Digital Video Library
- DreamWeaver
- Athena Library Automation System

### *High School*

- Digital Classroom Video Editing Software Suite
- Pinnacle Video Editing Software
- Mavis Beacon
- Scholastic Read180
- Plato Learning Individualized Instructional Modules
- Adobe Illustrator/PhotoShop
- Glencoe Math Software
- Vernier Science Software
- Larson Interactive Algebra and Pre-Algebra Programs

### *Middle School*

- Typing Master
- Mavis Beacon

- McDougal\_Littel Science Software – EasyPlanner, Lab Generator
- Scholastic Read180
- Larson Interactive Algebra and Pre-Algebra Programs

### *Elementary*

- SMART Speller and SMART Number Cruncher
- Inspiration (eMINTS)
- DreamWeaver (eMINTS)
- 17 Pitsco Synergistic Industrial Technology Modules
- Terra Nova Online
- CTB McGraw Hill IKnow Benchmark Testing Online
- Sunburst Curriculum related Software -
  - Type To Learn,
  - Type To Learn Jr.,
  - Numbers Undercover,
  - Intro To Patterns,
  - SunBuddy Writer
  - Keyboarding,
  - Math,
  - Word Processing,
  - Phonics,
  - Spelling,
  - Language Arts

### *Administration, Management, and Communication*

- GroupWise E-mail
- SASI Integrate Pro Grading Program (CHS & CMS)
- Student Information System (SASI)
- Orbis Easy GradePro Grading Program

- Informed Filler Smartforms  
(Special Education /  
Administration District-wide)
- All of E IEP online Software  
(Special Education District-  
Wide)
- All of E E-Curriculum
- SIS Lunchroom Accounting
- TestMate Clarity Software for  
Terra Nova Testing
- ClearAccess MAP Testing  
Software
- CIC ScoreAnalyzer – Data  
Warehousing Software
- CCUWeb Online Calendaring  
Software
- Apache Internet Server
- Web/E-mail enabled Cellular  
Phones for administrators
- Help Desk Technology Tracking  
Software
- Satellite link for Instructional  
Video)
- Center News E-Newsletter
- Epicenter Network Management  
Software
- SurfControl Cipa Compliance  
Software
- EasyCaller Automated Phone  
Messaging System
- Athena Library Automation  
System
- Limberger Accounting and  
Payroll Software

Internet access, provided by MoreNet, is available in every classroom via a Wide Area Network that has recently undergone extensive upgrading. Currently all buildings are connected to the High School Main Distribution Hub via gigabyte Ethernet Fiber links. The MoreNet which originates at the high school is being upgraded to a 10 megabit Ethernet network to accommodate the dramatic rise in Internet traffic across the district.

As the District's technology reliance continued to grow, it became clear that technical support needed to expand as well.

- 1997-Two Technology Coordinators were hired to coordinate the expansion and planning efforts.
- 2003 - A fulltime School Information Systems/ Network Admin was hired to oversee the districts network and SASI implementation.
- 2003 – An eMINTS certified trainer was hired to instruct the district's eMINTS teachers and to coordinate other training initiatives.
- 2004- A fulltime Desktop Technician was added to assist in providing an adequate level of support.
- 2005 – The position of Audio/Visual Specialist was incorporated into the district's technology department.
- 2005 - 10 classroom teachers were hired as extra duty E-Mentors to provide web design training to all interested teachers. Currently over half the teachers in the district have websites and the goal is to increase that number by 50% each year.

Technology training is provided in a number of formats and by a number of staff people in the district. The bulk of training is conducted by Colleen Mclain. She trains all eMINTS teachers and has offered a number of classes for credit through Baker University and the University of Missouri at Kansas City. She also offers non-credit workshops on topics of interest to teachers. Summer technology classes are also offered to teachers for District credit, PD credit and college credit. Listed below are some of the courses that have recently been offered:

- Cable In the Classroom
- SMART Board Training
- Advanced SMART Board Training
- Microsoft Applications for Novices
- Web Design With Publisher
- Technology Instructional Design
- GroupWise Training
- SASI Training
- InteGrade Pro Training
- All of E IEP Training
- SMART Ideas Training
- New Teacher Training
- PC Pal Microsoft Application Training

- Microsoft Education Learning Library Training
- Inspiration Training
- United Streaming and Chalkwaves Digital Video Training
- Multimedia Computer Training –CD/DVD burning, Ultra TV

Equipment equity across the district is an important factor in long range planning. Technology equity has been addressed through the use of Bond funds approved by the voters in 2003. The following was accomplished with these funds:

- Every elementary school now has a 26 station computer lab
- eMINTS was expanded into every 4<sup>th</sup> Grade classroom
- 25 handhelds devices were made available in every 5<sup>th</sup> grade classroom and in the Profoundly Gifted classrooms ( PEGS-1 and PEGS-II ).
- 5<sup>th</sup> grade classrooms were outfitted with computer pods with 3 multimedia computers, a color laser printer, and an Elmo document camera.
- 24 laptop computers and data collection probes were installed in the High School Science Department
- Graphic Design workstations in the Art Department and Industrial Tech Department were provided.
- Desktop Publishing Workstations in the Journalism Department were provided.
- Computerized Scantron Systems in every building were added.
- The Read 180 program in the Middle and High School was expanded.
- The Broadcast Journalism class was upgraded with state of the art cameras and editing equipment, and equipment to create a video distribution network in every building capable of delivering CATV to every classroom as well as allow the distribution of live broadcasts and shared computer presentations.
- 185 SMART Boards and projectors were installed district-wide. A set in every instructional classroom.

The table below displays the distribution of computers throughout the district.

School	Number of Multimedia Computers	Number of Labs	Number of eMINTS Classrooms	Number of LMC Computers	Number of Rooms with Projector and SMART Board	Student Count
Boone Elementary	115	1 (26computers)	2 (4 <sup>th</sup> grade)	10	21	290
Center Elementary	108	1 (26 computers)	3 (4 <sup>th</sup> grade)	10	24	290
Indian Creek Elementary	131	1 (26 computers)	4 (3 <sup>rd</sup> and 4 <sup>th</sup> grade)	10	19	258
Red Bridge Elementary	128	1 (26 computers)	2 (4 <sup>th</sup> Grade)	12	23	223
Center	246	5	–	31	48	557

Middle		(93 computers)				
Center High	382	9 (218 computers)	–	64	55	657
Alternative Center	55	2 (35 computers)	–	2	5	60
<b>Entire District</b>	<b>1165 Multimedia Computers</b>	<b>20 Labs (446 Lab Computers)</b>	<b>11 eMINTS Classrooms</b>	<b>139 LMC Computers</b>	<b>195 Rooms equipped with Smart Board, Projector, and Networked Computer</b>	<b>2335 Students Ratio 2:1</b>

## **Missouri School Improvement Program and Comprehensive School Improvement Plan**

Center School District completed the 3<sup>rd</sup> Cycle MSIP review January 24-25, 2006. The District CSIP plan was approved by the Board of Education in August 2003 and revised in January 2006.

### **Center School District Vision Statement**

The Center School District strives to have exemplary schools where our entire learning community is focused on a desire for all to learn and grow. This focus promotes intellectual and academic growth, the development of good character and citizenship, and positive personal relationships within our learning community.

### **District Strengths**

#### **Focus on Student Achievement**

A focus on student learning is strength of the Center School District. The board of education, superintendent and central office administration have set clear expectations that all students will learn. Participants acknowledged that the Center School District has had positive change and is on the path toward a continual improvement model.

#### **Diversity**

All participants' groups celebrated diversity in the Center School District. Adult participants believed the diversity that Center School District offers better reflects the real-world environment. Many suggested that it is crucial that students are able to accept and embrace diversity. Interestingly, it was the student participants who were most receptive to racial diversity in their school. Despite the diversity, one student said, "We are like one big family."

#### **Small Size of the District**

Participants shared the small size of the Center School District is a unique strength. The district is able to offer the concept of neighborhood schools with small class sizes. The small

size of the district has positively impacted the relationships of those who work here. People in the Center School District are familiar with central office administration, the superintendent, and board of education. Said one community member, “When I go to the grocery store, I know people from the community and from the schools.” In Center School District, the “small town” atmosphere is a strength.

### **Extra-Curricular Activities**

The Center School District should take great pride in the extra-curricular activities offered to students. They are a source of important school and community traditions. They also initiate school district and community spirit. Students at the high school level indicated that the wide variety of activities allows for many to get involved in the school. Parents indicated that the activities help develop well-rounded students.

## **District Weaknesses:**

### **School Finance**

Like many public school districts, Center School District is facing a remarkable challenge with the public school finance formula. The accountability system in the state of Missouri has added new rigor to Missouri education with high standards and high-stakes testing. Schools are asked to do more with less financial support. Center is no exception.

### **Mobility and Demographics**

Challenges faced by high mobility and changing demographics are addressed in the Center schools. However, this will continue to be a challenge. Efforts to address concerns regarding the lack of parental involvement, student distractions outside the school building, and a declining enrollment will be important.

### **Accountability for Continual Improvement**

In some instances, challenges lie in meeting the diverse needs of students. The demands for at-risk services, additional legislation for special education, and increased accountability for the continual improvement of academic achievement for all are indeed challenges for public education.

### **Connecting with Others**

While diverse needs are present, diversity is deemed strength for the district. With diversity, though, comes the challenge of connecting with others. Schools, too, must connect with students. Efforts to engage the entire school community in school and district events presents a special challenge for Center.

### **Recruitment and Retention of Staff**

Competing for quality teachers and administrators is important to the long-term success of Center schools. Retention and recruitment of quality teachers and administrators must stay strong.

## **Public Perception**

Finally, public perception is a concern. Center schools must continue to share the vision and focus on student achievement and celebrate the efforts and success with community members.

## **CCIP Goal**

To increase student achievement, Pre-K-12

### ***Objectives:***

***Eighty percent of students will read at or above grade level by FY 2008. The district target goal is 7% improvement each year.***

- Strategy A-1 Identify and implement research based instructional strategies to be utilized with all students in reading.
- Strategy A-2 Identify and implement intervention strategies for students reading one year or more below grade level.
- Strategy A-3 Technology will be integrated into daily instruction through achievement of staff technology competencies.
- Strategy A-4 Students and teachers will be recognized for improvement efforts in reading instruction and learning.
- Strategy A-5 Schools will increase parent involvement yearly by 5% as measured by parent and community participation in two school academic events.

***Eighty percent of students will be at or above grade level in mathematics by FY 2008. The district target goal is 7% improvement each year.***

- Strategy B-1 Identify and implement research based instructional strategies to be utilized with all students in mathematics.
- Strategy B-2 Identify and implement intervention strategies for students with math one year or more below grade level.
- Strategy B-3 Technology will be integrated into daily instruction through achievement of staff technology competencies.
- Strategy B-4 Students and teachers will be recognized for improvement efforts in math instruction and learning.
- Strategy B-5 Schools will increase parent involvement yearly by 5% as measured by parent and community participation in two school academic events.

***Increase achievement among all subgroups in math and communication arts by an additional 2% annually.***

- Strategy C-1 By using data from common assessments, identify and implement research-based instructional strategies for use with all students.

- Strategy C-2 Identify and implement intervention strategies for students achieving below grade level.
- Strategy C-3 Staff development will include strategies for educating a diverse student population.

***By FY 2008, as a result of emphasis on good student citizenship the graduation rate will be 85%.***

- Strategy D-1 District attendance will be 95% or better and each building will be at or above 90%.
- Strategy D-2 The drop out rate will decrease by .5 % annually.
- Strategy D-3 Student discipline referrals will decrease by 5% annually district wide.

***By FY 2008, PreK-12 career education will be integrated into curriculum and instruction resulting in successful transition to post-high school opportunities.***

- Strategy E-1 Identify and implement a systemic approach to career education.
- Strategy E-2 Integrate career education into district wide curriculum and instruction
- Strategy E-3 Develop and implement staff development training which includes an understanding of the career education process and strategies for integrating career education into instruction.

***Students scoring at or above the national average on the ACT will increase 1% annually.***

- Strategy F-1 Utilize PLAN data to counsel and advise students for preparation for the ACT.
- Strategy F-2 Analyze data.
- Strategy F-3 Departments access all ACT support materials.
- Strategy F-4 Students will be counseled to take the ACT at the appropriate time.
- Strategy F-5 Implement an ACT prep class.
- Strategy F-6 Common assessments developed for senior level core courses will be constructed in the ACT format.
- Strategy F-7 Training will be provided for teachers teaching upper level courses for incorporating appropriate instructional strategies for ACT preparation.
- Strategy F-8 Parent communications regarding ACT Prep.
- Strategy F-9 Develop incentives for scoring at or above the national average.

## Technology Support of CCIP Goals

Technology supports the goal of increasing student achievement in numerous ways. Examples include but are not limited to (strategies in parenthesis):

- Read 180 (CHS, CMS) and Scholastic Reading Inventory (District-wide) are technology based reading programs that directly impact reading instruction. (Strategy A-1)
- STAR reading and Accelerated Reader (Elementary) are key components of school-wide reading programs and are technology based. (Strategy A-1)
- A-Z reading, a web-based reading program offers thousands of printable teacher materials to teach guided reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary. All elementary schools in the district have A-Z Reading subscriptions. (A-1, A-2, A-3)
- The implementation of Score Analyzer, a data warehouse and data analysis program has aided teachers and administrators in quickly identifying students falling behind in both core subject areas as well as on the ACT test. Warehouse data is collected for the Scholastic Reading Inventory, MAP scores, PLAN, Explore and ACT scores, and Terra Nova scores. (Strategy A-1 A-2 A-3, B-1 B-2 B-3)
- In conjunction with Online Terra Nova testing that immediately delivers detailed scoring reports to teachers, the lag time between testing and intervention has been considerably lowered. (Strategy A-2)
- Technology integration in the classroom has expanded greatly due to the installation of SMART Boards and projectors in every classroom. (A-3 B-3)
- Access to a digital video library of over 3000 instructional videos has been a valuable asset to teachers and a key instructional strategy for targeting core curricular concepts and skills. (A-1, A-2, A-3)
- SASI reports are a key tool used to track student attendance data and identify students not attending school regularly. (D-1)
- Most of our textbooks are now coming with online and CD or software based support modules. A number of these products have been installed across the district. For example, McDougal –Littel Science modules are installed on all science teacher computers at the Middle School (Strategy A-2).
- Larson Math, a network based Algebra and Pre-Algebra computer assisted instructional program is used at the High School and Middle School. (B-1, B-2, B-3).
- One elementary school is piloting the use of STAR Math to better assess the math progress of students. (B-1, B-2, B-3)
- The introduction of the eMINTS4All and eMINTS4Admin training will address Strategies A-3, B-3.
- PAWS in Jobland, Career Futures, Choices software are all part of the Counseling Departments Career Education curriculum. (E-1 E-2)

- ACT Prep software is utilized as part of an ACT prep class. (F-5)

## **Review of the 2003 Technology Plan and its Impact on the Current Plan**

### **Goal 1: Student learning (academic achievement and performance) will be improved through the use of education technologies**

Ten Action Plans were detailed in the 2003 plan under Goal 1.

AP 1.1.1: Workshops for teachers at all grade levels will be conducted to explain the expected computer skills and develop strategies for all integration in the classroom. The District will hire a District Technology Resource Teacher to oversee this process.

- Results: Colleen McLain was hired in August 2003 as our Educational District Technology Specialist. Since serving in this position Colleen has coordinated the trainings of all staff in the district in a variety of technological areas. Each staff person has received SMART Board trainings, SMART Ideas, multimedia applications along with basic computer skills

AP 1.1.2: The District will widely disseminate the existing K-5 student technology Skills Framework to assist teachers as they integrate technology into the curriculum. A grade 6-8 framework and High School framework will be developed and implemented during the 2003-2004 school year. The skills will be implanted throughout the Middle School and High School curriculums and will be addressed upon each Curricular review.

- Results: Currently a specific grade 6-8 and High school framework has not been developed. A curriculum decision was made to incorporate technology into the middle and high school curriculums. During each curriculum review technology has been infused into the curricular areas being developed. Located on our <http://www.center.k12.mo.us/edtech> webpage is a link “Center Tech Curriculum” at <http://www.center.k12.mo.us/k5>. This site contains a K-5 technology curriculum that directs the K-5 teachers in classroom technology implementation.

AP 1.1.3: Students will have greater access to equipment and software to develop their technology grade level skills.

- Results: Center has greater access to equipment through SMART Board installations, cable in all classrooms, access to over 3,000 online instructional videos, multimedia computers with DVD players, DVD and CD burners. Online surveying of teachers indicated that they agree that technology is being effectively integrated into the classroom. All elementary schools have computer labs, and Handhelds operational in elementary and the middle school. Larson Math for middle and high school, Scholastic Reading Inventory for all schools.

AP 1.2.1 Through the use of Bond funding the District will increase the availability of technology in the classroom

- Results: Currently there are 11 eMINTS rooms. We have over 1200 computers district-wide with 26 computer labs and additional computer centers in a variety of locations. Currently not all Early Childhood and K-1 classrooms have computer centers. The Middle School has a math lab running Larson Math Software. The science department has 24 laptop computers that integrate with Vernier probeware to conduct experiments and collect data.

AP 1.2.2 The district will install projection devices & interactive whiteboards in every classroom through the use of Bond funds

- Results: Installation of SMART boards in all classrooms is complete. Teacher workstations have been upgraded. New classrooms that have opened since the initial installation have also been equipped with SMART boards, projectors, and multimedia computers. All teachers were trained to use this new technology and observations and surveys show that students and teachers are routinely using the technology.

AP 1.3.1 Hire a Technology Resource Teacher that will focus on Emint trainings for all district 4th grade teachers

- Results: Colleen McLain was hired in the fall of 2003. Her PD4ETS training was completed in the spring of 2004. She has trained five teachers who have completed 200 hours of training, two teachers who have completed 125 hours of training and one teacher who has completed 35 hours of training. An eMINTS teacher will complete 200 hours of training over two years. (The remaining three eMINTS teachers were trained through the eMINTS National Center prior to Colleen training for Center.)

AP 1.3.2 Complete installing eMINTS equipment in all district 4th grade classrooms

- Results: All 4<sup>th</sup> grade classrooms are fully equipped eMINTS classrooms

AP 1.4.1 A distance learning lab will be installed.

- Results: Distance Learning equipment is operational. A number of Distance Learning sessions have been coordinated through the Technology Department. Currently there are no Distance Learning classes being offered in the district. The Lab has been heavily utilized as a training center for District technology training. eMINTS classes, summer technology training and technology staff development training has taken place in this lab.

AP 1.4.2 Distance Learning offerings will be identified through consortium relationships

- Results: Meetings with consortium members have taken place however there are still scheduling issues that have not been overcome. More research and coordination needs to be pursued. Administrative staff turnovers and the logistic difficulties involved in coordinating bell schedules with surrounding districts have hindered efforts to date. Center School District recognizes that a working relationship must be developed with regional partners such as the University of Missouri, Kansas City, the Metropolitan Community Colleges, and neighboring districts to overcome some of these issues.

AP 1.4.3 Teachers will be trained in methods of delivering Distance Learning classes

- Results: As mentioned above, a broad-based consortium of interest groups needs to be onboard with a single vision for this technology to get launched. When an implementation strategy is developed, core teachers will be trained in the technologies that will be needed. Center will need a focus group that should include the Superintendent, Curriculum Directors, Technology Coordinators & Trainers, Teachers, Counselors, Media Specialists, Student Services, and PDC and student representatives in order to have a consensus on how Distance or Online Trainings should be delivered. The High School and Middle School students have been introduced to a form of online courses by utilizing the Plato and Larson Math software. These are “go at your own pace” courseware but are missing imbedded forms of communication with teachers. Surrounding districts are at the beginning stages of utilizing products like Blackboard to foster online communications with students. Professional development for teachers could also be an introductory exposure to online trainings

**Goal 2: Teacher preparation and delivery of instruction (performance) will be improved through the use of education technologies**

Nine Action Plans were detailed in the 2003 plan under Goal 2.

AP 2.1.1 Offer eMINTS training to all 4<sup>th</sup> Grade Teachers in the district.

- Results: Training has been provided according to the guidelines and procedures laid out by the eMINTS National Center. By the time our staff has completed the full eMINTS training after two full years they will have received over 200 hours on direct hands-on training.

AP 2.1.2 Utilizing TAGLIT survey results, building CBIP committees will identify technology skill deficiencies and plan in-service trainings to improve skills

- Results: In Fall, 2004 the Technology Department conducted a district-wide survey of teachers' technology training needs. Based on the results of the surveys, trainings for the year and for summer were developed. During the 2004-05 school year multimedia training, United Streaming/Chalkwaves training and advanced SMART Board trainings were provided to all staff. During the summer we offered two SMART Board trainings, Video in the classroom, web design, Technology Instructional Design, Desktop applications, and Technology Mentoring

AP 2.1.3 As projectors and interactive whiteboards are installed, staff will receive training on methods of integrating these technologies into teaching and learning.

- Results: This training has been completed for all staff and is ongoing as needed.

AP 2.1.4 All new staff to the district will receive training to acquaint them with the technology resources available in the District.

- Results: All new staff receives 2 days of staff development training specifically for technology integration.

AP 2.2.1 After presentation hardware is installed, teachers will receive training to integrate the technology.

- Results: Teachers received 4 hours of training on effective SMART board implementation.

AP 2.2.2 Training for SASI, InteGrade Pro and Abacus will be expanded as the curriculum staff completes migration of district curricula into Abacus

- Results: Integrate Pro/SASI training has been given to all Middle and High School staff. Abacus training has been curtailed. A new curriculum management software package has been purchased and is in the early stages of development. (Ecurriculum)

AP 2.2.3 By the end of the 2006 school year at least 50% of the teaching staff will have a classroom web page.

- Results: At the current time there are Technology Mentors working in every building to assist teachers in the development of classroom WebPages. There are 77 teachers enrolled in the classes. Additionally, there are 40 teachers with active WebPages

AP 2.3.1 eMINTS training of all 4<sup>th</sup> Grade teachers will begin in August 2003.

- Results: All buildings have at least two teachers who are eMINTS certified with the exception of Boone. Currently, Boone has one first year teacher and one second year teacher because of teacher turnover.

AP 2.4.1 Teacher technology skills handbook will be updated to reflect new technologies acquired by the district and/or skills needed to utilize the technology in place which will assist in keeping Action Plan 2.1.2 pertinent and up-to-date

- Results: The State (DESE) has endorsed the National Educational Technology Standards for Students and Teachers (NETS). The Technology Department has written a set of district technology standards based on the NETS framework. The standards need some revisions to reflect new technologies and instructional practices and need to be adopted by the Board. Revisions will be completed for inclusion in the 2006-08 District Technology Plan.

**Goal 3: The teaching and learning process will be enhanced through the use of technology for administration, management, and communications**

Nine Action Plans were detailed in the 2003 plan under Goal 3.

AP 3.1.1 Technology Standards for Administrators will be researched by the Technology Coordinators and adopted by the Board of Education

- Results: NETS has a set of brief technology standards for Administrators that needs enhancements to meet Center District goals. Administrators, in collaboration with the Technology Team, should be actively involved in revising Technology Standards for adoption

AP 3.1.2 All Administrators will successfully complete the SuccessLink Technology Academy

- Results: Past administrators participated in Successlink training. Since July 2004, 12 new administrators have been hired including a new superintendent. SuccessLink training was discontinued when the former superintendent left.

AP 3.2.1 Update Technology Plan on a yearly basis

- Results: Officially there haven't been updates to the technology plan since last approved by the School Board in spring of 2003. However, technology initiatives have been driven by the plan adopted in 2003 and other new initiatives have been implemented since that time.

AP 3.2.2 Submit all necessary paperwork to the Schools and Libraries Commission to be fully funded for the E-Rate program and develop budgets for the use of E-Rate dollars. Comply with all the requirements of the CIPA

- Results: E-Rate funds have been applied for and received every year since its inception. These funds have allowed the school district to provide a safe and reliable network for all staff and students. Currently we are receiving 73% of every dollar spent on telecommunication services rendered in the school district.

AP 3.2.3 Create yearly Technology Professional Development Plans in coordination with building principals, building CBIP committees, PDC committees ,Technology Committee, Curriculum Director, and Technology Resource Teacher.

- Results: Communication with our district PDC has been ongoing. PDC has assisted in marketing technology courses and trainings offered through the Technology Department. Collaboration with the District PDC will continue. The District Technology Committee plans to include CBIP representatives from each building to assist in enhanced coordination in technology training and instructional integration.

AP 3.3.1 Administrators will develop Professional Technology Goals that will enhance their skills and improve their technology leadership

- Results: This is directly initiated by Superintendent and administrators in laying out their professional goals

AP 3.4.1 Purchase the Parent Connect component of SASI to allow parents to monitor attendance and grades online

- Results: Preliminary discussions with other districts have indicated a dissatisfaction with the Parent Connect product from NCS Pearson. In addition, due to the uncertainty of parental internet access at home, the cost of the product, and documented technical issues, the product has not been purchased.

AP 3.4.2 A greater number of teachers will publish classroom websites offering resources for parents and students

- Results: At the current time there are Technology Mentors working in every building to assist teachers in the development of classroom WebPages. There are 77 teachers enrolled in the classes. Additionally, there are 40 teachers with active WebPages.

AP 3.4.3 An attendance parent calling system will be utilized to inform parents of their child's absences

- Results: Easy Caller has been utilized at the Middle and High Schools during the last 3 years. This product has been used to alert parents about their student's recorded absences that day. The product has also been utilized to contact all parents about upcoming news and issues pertaining to their student.

**Goal 4: School administrators, teachers, staff, and students will have equitable access to education technologies that promote student performance and academic achievement**

Five Action Plans were detailed in the 2003 plan under Goal 4.

AP 4.1.1 Research and purchase the most cost effective, robust and reliable Wide Area Network solution to interconnect all the buildings in the district at a minimum speed of 100 mps.

- Results: Our new 1 gigabit Wide Area Network has been installed this summer. Time Warner has completed the project according to our bid specifications.

AP 4.2.1 Complete installation of multi-media distribution system

- Results: In the spring of 2005 we finished installing multimedia equipment into the core network closets in the 4 elementary, Middle, and High School buildings. This equipment has allowed for Time Warner Cable broadcasts to be delivered into each classroom and hooked to each teacher's TV card installed in each pc. Regina Brown (Audio/Visual Technician) will be coordinating efforts to use this video network to do live video broadcasts in the buildings. Once the buildings are running internally, we will research the capabilities of doing District-Wide Broadcasts from one building out to all the buildings.

AP 4.3.1 Install interactive whiteboards and projectors in all instructional classrooms and media centers

- Results: This was completed in the spring of 2004. There have been additional classrooms equipped with this technology as needed.

AP 4.3.2 Equip seven new eMINTS classrooms with student computers, Multimedia projection equipment, printers, scanners, and teacher workstation

- Results: This was completed in the fall of 2003.

AP 4.3.3 Install an instructional computer lab at Center High School on the first floor to support instruction for Special Education, Foreign Language, Health, History, and

Horticulture. In addition a mobile wireless lab for the 3rd floor science department will be implemented

- Results: This was completed in the summer of 2003.

### **Goal 5: School administrators, teachers, staff, and students will have adequate technical support**

Four Action Plans were detailed in the 2003 plan under Goal 5.

AP 5.1.1 Contract out Network Infrastructure and Server support to outside consultants that have expertise in the equipment the District possesses

- Results: We continue to hire consultants as needs arise. Hiring Dewayne Treff as our Network Coordinator has relieved us from heavily relying on outside expertise.

AP 5.1.2 Evaluations of response times will be done semi-annually to ensure the staff is receiving proper and prompt technology support

- Results: We maintain a call tracking / help desk database that allows us to monitor the time it takes to respond to technology issues. We continually monitor the database to insure that issues are handled in a timely manner. In our spring survey we will ask teachers to evaluate the level of support they are receiving from the Technology Department.

AP 5.2.1 Hire a Technology Resource Teacher

- Results: Completed August 2003.

AP 5.2.2 Hire a Technology Workstation Technician

- Results: Currently Seth Crain is serving in this position. In addition, all members of the Technology Department respond to workstation issues.

### **Technology Planning Committee**

The District's Technology Committee, chaired by the Curriculum Director, guides technology planning in the Center School District. This committee is composed of knowledgeable representatives capable of addressing the five Technology Focus Areas set forth in our plan. The responsibilities of the committee include, but are not limited to:

- Reviewing and revising the Center School District’s Technology Plan annually.
- Directing regular technology needs assessments.
- Designing and recommending staff development activities related to Technology proficiencies.
- Making specific recommendations based on need assessments.
- Providing the Budget Director with cost analysis of recommended technology enhancements.
- Keeping abreast of funding opportunities and directing appropriate personnel to seek out funds.
- Reviewing the latest research and evaluating its future impact on education.

During the past three years Center Technology Committee members have assisted in carrying out the previous technology plan and in making suggestions for revising the 2006-2009 Technology Plan. Committee members are individually consulted by the Technology Department as changes and new initiatives are developed. Members that cannot attend meetings in person can submit comments and suggestions in writing for committee review.

<u><i>Member</i></u>	<u><i>Position Held</i></u>	<u><i>Representing</i></u>	<u><i>TFA Area Addressed</i></u>
Bruce Rehmer	Tech Coordinator	Administration	1,2,3,4,5
Jim Meckel	Tech Coordinator	Administration	1,2,3,4,5
Sally Newell	Curriculum Director	Administration	1,2,3,4,5
Angela Price	Elementary Principal	Administration	1,2,3,4,5
Kathy Britt	High School Media Specialist	High School Staff, Library Media Specialists	1,2,3,4,5
Erin Sharp	Elementary Media Specialist	Elementary Staff, Library Media Specialists	1,2,3,4,5
Susan Korth	8 <sup>th</sup> Grade Careers Teacher	Career Ed, Middle School Staff	1,2,3,
Merideth Barthol	7 <sup>th</sup> Grade Business Ed	Business Ed, Middle School Staff	1,2,3
Mauranda Douglas	6 <sup>th</sup> Grade Teacher	Middle School Staff	1,2,3
Connie Isbell	Elementary Gifted Teacher	Gifted, Elementary Staff	1,2,3
Colleen McLain	eMINTS Trainer	eMINTS, Technology Department	1,2,3,4,5
Dewayne Treff	SASI Coordinator / Network Administrator	Technology, Administration	1,2,3,4,5
Gary Pointer	Business Office,	Administration,	4,5
Joe Nastasi	School Board	Community and School	1,2,3,4,5

Alec Chambers	High School Student	Students	1,4
Linda Innes	ESL Teacher	ESL	1,2,3,4
Ellen Pittman	Teacher	eMINTS, Elementary Teachers	1,2,3
Joyce Sudemeyer	Registrar	Support Staff	3,4,5
Kelly Harvey	Public Information	Administration	4
Lynda Winters	Webmaster, Secretary	Support Staff	2,3,4,5
Betty McKenzie	Special Education Director	Special Education Staff and students	1,2,3,4,5
Sharon Nibbelink	High School Counselor	Counseling Department	1,2,3,4,5
Jimmy Hoelzel	Supervisor of Buildings and Grounds	Maintenance	3,4,5
Jason Steligia	High School Science Teacher	High School Staff	1,2 , 3
Kim Smith	High School Assistant Principal	Administration	1,2, 3, 4, 5
Lesa Jones	Elementary Teacher, eMINTS	eMINTS, Elementary Staff	1,2, 3
Tina Monks	Elementary Teacher, eMINTS	eMINTS, Elementary Staff	1,2, 3
Amy Meirowski	Elementary Teacher, Handheld Teacher	Handheld Teachers, Elementary Staff	1,2,3
Jamie Jansen	Elementary Teacher, Web Mentor	Elementary Staff	1,2,3
Shelle Verkler	A+ Coordinator	Career Education	1,2,3
Kelly Harvey	Public Information Officer	Administration	1, 2,3,4,5
Tom Brenneman	UMKC Video Coordinator		1,2,3,4,5
Brad Beckenhauer	Technical Consultant	Tech Support	1,2,3,4,5
Lora Smith	Southwestern Bell Liason	Business Representative	1,2,3,4,5
Sara Scott	Alternative School Teacher	Alternative School Staff	1,2,3
Morgan Tyler	Elementary Music Teacher, Web Mentor	Music Staff	1,2,3
Jane Ray	Middle School Math, Handheld Teacher	Middle School Staff, Handheld Teachers	1,2,3
Michele Hamilton	Alternative School Teacher, Lab Coordinator	Alternative School Staff	1,2,3

## **Technology Vision Statement**

The Center School District recognizes that technology has come to play a dominant role in society at large. Advanced technologies have a vital role to play in the classrooms, and teachers and administrators must be adequately prepared to take full advantage of the tremendous power of these tools.

The Center School District envision schools in which technology will be as essential to the learning process as books and pencils have been for the past century.

Technology can have a positive effect on instructional effectiveness, active learning, critical thinking, individuation of both regular and special needs students, motivation, communication skills, cooperative learning, and efficient delivery of information.

To accomplish the goal of integrating technology thoroughly with instruction, technology goals must be regularly assessed to determine which technologies are best suited to meet the instructional goals and objectives of the Center School District.

## **Technology Mission Statement**

The Mission of educational technology in the Center School District is to help increase student achievement, Prek-12. Effectively using technology to increase student achievement requires a data-driven strategic planning approach that recognizes the need to equitably distribute modern technologies throughout the district and provide the support and training necessary to properly integrate technology to create the desired improvements. Efforts must be made to not only provide adequate access to technology, but to provide opportunities for teachers to develop innovative ways to use the technology to teach more effectively. It is the mission of the Center School District to provide the resources and training necessary to see that this becomes a reality. Technology must be adequately supported if it is to be an effective tool for change. The Center School District recognizes this need and will strive to provide an adequate level of support to allow technology to be effectively used.

## **Current Status—Compiling Raw Data**

Listed below are the sources we examined to determine the status of Five Technology Focus Areas. The data has helped our team identify key strengths and points of weakness, as a comprehensive plan was developed.

A key piece of data relied upon for direction has recently been attained by the acquisition and implementation of Data Warehouse software (CIC ScoreAnalyzer). Starting in 2005 an effort was undertaken to more thoroughly analyze student achievement results, including state assessment scores, norm-referenced assessments, and criterion-referenced assessments.

The CIC ScoreAnalyzer software breaks down student proficiency levels by school, grade, teacher, and other demographic fields (such as Special Education, English Language Learners, gender, Socio-Economic Status, time in district, etc.), and displays data graphically and in table form. This has been critically important in the effort to direct resources where they are most needed and recommend changes in our technology plan.

Regular monitoring of network traffic patterns and reports on uptime and networks speeds have been very important. Due to the increased demand for more bandwidth, MoreNet has been actively involved in increasing the speed of the Internet to insure that the service is reliable and up to date. Network analysis has also pointed to bottlenecks in WAN speeds that needed to be addressed. New equipment is being installed and research is underway to improve the filtering of unwanted Internet traffic.

PDC surveys, COT surveys, and internal Technology Department surveys have all been used to identify strengths and weaknesses in the Professional Development portion of the plan.

The Technology Department tracks technology hardware and software carefully and uses the historical information to plan replacement and upgrade cycles years in advance. This information is invaluable to the Board and the Financial Director especially when budget constraints make it difficult to fund all the proposed Technology initiatives.

Technical support calls are tracked by the Technology Department as well as the costs of outside vendors. The data helps to identify areas that may need to be adjusted, such as printing costs or switch maintenance agreements that are proving to be more costly than in the past.

The new Technology Plan takes its direction from the CSIP plan, adopting the clear goal of increasing student achievement, PreK-12.

The Center Technology Committee examined the following sources:

#### TFA 1: Student Learning

1. 2003-2006 Center School District Technology Plan
2. 2003-2008 Center School District's Comprehensive School Improvement Plan
3. Missouri Assessment Program (MAP)
4. Terra-Nova CTBS Assessments
5. CTB-IKnow Benchmark assessments
6. ACT scores
7. Scholastic Reading Inventory
8. DRA Reports
9. PLAN scores

10. Explore scores
11. Center Building Improvement Plans (CBIP) - Building level
12. Census of Technology
13. Children's Internet Protection Act (CIPA)
14. Internet Filtering and Tracking Software Reports
15. Missouri School Improvement Program Review (MSIP)
16. MOREnet – MRTG Usage Statistics
17. Student NETS Achievement Rubrics
18. ISTE National Educational Technology Standards for Students
19. Missouri Department of Elementary and Secondary Education Show-Me Standards
20. Missouri Department of Elementary and Secondary Education's Education Technology Plan 2002-2006

#### TFA 2: Teacher Preparation

1. 2003-2006 Center School District Technology Plan
2. 2003-2008 Center School District's Comprehensive School Improvement Plan
3. Center Building Improvement Plans (CBIP) - Building level
4. Missouri Assessment Program (MAP)
5. Missouri School Improvement Program Review (MSIP)
6. Professional Development Committee (PDC) needs assessment Survey
7. ISTE National Educational Technology Standards for Teachers
8. ISTE National Educational Technology Standards for Administration
9. District Curriculum Guides
10. Teacher technology training surveys
11. Zoomerang Surveys – Online surveys created by the Center Technology Department ([www.zoomerang.com](http://www.zoomerang.com))

#### TFA 3: Administration/data management/communication processes

1. 2003-2006 Center School District Technology Plan
2. 2003-2008 Center School District's Comprehensive School Improvement Plan

3. Annual E-Rate application
4. Annual Technology Operating Budget
5. Center School District's Board of Education Technology Policies
6. Center Building Improvement Plans (CBIP) - Building level
7. Census of Technology
8. Children's Internet Protection Act (CIPA)
9. Internal Network Reports (epicenter)
10. MOREnet – MRTG Usage Statistics
11. Equipment Inventories
12. IGPro & Easy Grade Pro grading systems and reports
13. Athena Library system reports
14. Internet Filtering and Tracking Software Reports
15. Groupwise E-mail Usage Reports
16. ISTE National Educational Technology Standards for Administration
17. Technology Replacement Cycle Guide
18. District Curriculum Guides
19. District Software Inventory
20. Student Management Software Reports (SASI)
21. Easy Caller Automated Caller Reports for the Middle and High School
22. Technology Needs Assessments
23. Technology Help Desk/Work Order Reports

#### TFA 4: Resource Distribution and Use

1. 2003-2006 Center School District Technology Plan
2. 2003-2008 Center School District's Comprehensive School Improvement Plan
3. Annual E-Rate application
4. Annual Technology Operating Budget
5. Center School District's Board of Education Technology Policies
6. Center Building Improvement Plans (CBIP) - Building level
7. Census of Technology
8. Children's Internet Protection Act (CIPA)

9. Internal Network Reports (epicenter)
10. MOREnet – MRTG Usage Statistics
11. Equipment Inventories
12. IGPro & Easy Grade Pro grading systems and reports
13. Athena Library system reports
14. Internet Filtering and Tracking Software Reports
15. Groupwise E-mail Usage Reports
16. Technology Replacement Cycle Guide
17. District Curriculum Guides
18. District Software Inventory
19. Student Management Software Reports (SASI)
20. Software Usage & Online Usage Reports
21. Missouri School Improvement Program Review (MSIP)
22. Technology Needs Assessments
23. Technology Help Desk/Work Order Reports
24. Purchase Orders

TFA 5: Technical Support:

1. 2003-2006 Center School District Technology Plan
2. 2003-2008 Center School District's Comprehensive School Improvement Plan
3. Annual E-Rate application
4. Annual Technology Operating Budget
5. Center School District's Board of Education Technology Policies
6. Center Building Improvement Plans (CBIP) - Building level
7. Census of Technology
8. Children's Internet Protection Act (CIPA)
9. Internal Network Reports (epicenter)
10. MOREnet – MRTG Usage Statistics
11. Equipment Inventories
12. IGPro & Easy Grade Pro grading systems and reports
13. Athena Library system reports

14. Internet Filtering and Tracking Software Reports
15. Groupwise E-mail Usage Reports
16. Technology Replacement Cycle Guide
17. District Curriculum Guides
18. District Software Inventory
19. Student Management Software Reports (SASI)
20. Software Usage & Online Usage Reports
21. Technology Needs Assessments
22. Technology Help Desk/Work Order Reports
23. Maintenance Reports
24. Vendor Technology Support Contracts

**Computer Location Chart Labs/Pods** – Labs and pods of computers are scattered throughout the district. This chart details the location and type of equipment currently found in each lab or pod.

<b>Building</b>	<b>Lab Name</b>	<b>Function</b>	<b>Number of Workstations and Type</b>	<b>Additional Equipment</b>
1. Indian Creek	Room 108 Lab	Typing, Research, Word Processing, Testing	26 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
2. Indian Creek	Reading Lab	Reading Instruction	6 Pentium 3 or higher	LCD Projector, Smart Boards, Laser Printer
3. Middle School	Media Center Lab	Research	31 Pentium 4	LCD Projector, SMART Board, Scanner
4. Middle School	Star Lab 1	Research, Typing, Word Processing, Presentations	25 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
5. Middle School	Star Lab 2	Research, Typing, Word Processing, Presentations	25 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
6. Middle School	Synergistics Lab	Industrial Technology	16 Pentium 4	Smart Boards, Projector,
7. Middle School	Business Dept. Lab	Coursework – Office Suite, Typing	26 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
8. Middle School	Read 180 Lab	Remedial Reading	6 Pentium 3	Smart Boards, Projector, Laser Printer
9. Middle School	Success Academy	Remedial Reading, Research, Word Processing	5 Pentium 3	Smart Boards, Projector, Laser Printer
10. Red Bridge Elementary	Room 118 Lab	Typing, Research, Word Processing	26 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
11. Center Elementary	Room 115 Lab	Typing, Research, Word Processing, Testing	26 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
12. Boone Elementary	Room 116 Lab	Typing, Research, Word Processing, Testing	26 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser

				Printer
13. High School	Room 304 Plato	Credit Recovery, Typing	25 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
14. High School	Room 219 Business Lab	Coursework – Office Suite, Programming	25 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
15. High School	Room 217 Business Lab	Coursework – Office Suite, Programming	25 Pentium 4	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
16. High School	Media Center	Research, Presentations, Word Processing, Circulation	60 Pentium 4	2 LCD Projectors, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
17. High School	Training Lab	Distance Learning, Technology Training	20 Pentium 4	LCD Projector, Smart Board, Wireless Mouse, Keyboard, Document Camera, DVD-VCR player, Laser Printer
18. High School	Graphics Arts	CAD	15 Pentium 4	Laser Printer, scanner, digital camera, Smart Board, LCD Projector
19. High School	Art Lab	Photoshop, Illustrator	24 Pentium 3 or higher	Laser Printer, Inkjet Printer, scanner, Smart Board, LCD Projector
20. High School	Journalism Lab	PageMaker	20 Pentium 3 or higher	Laser Printer, scanner, digital camera, Smart Board, LCD Projector
21. High School	Read 180 Lab	Remedial Reading	6 Pentium 4	Laser Printer, Smart Board, LCD Projector
22. High School	Room 104	Research	24 Pentium 4	Laser Printer, Smart Board, LCD Projector
23. Alternative School	Read 180 Lab	Remedial Reading	6 Pentium 4	Laser Printer
24. Alternative School	Library Lab	Plato, Credit Recovery, GED	12 Pentium 3	LCD Projector, , Wireless Mouse, Keyboard, Document Camera, DVD-VCR player
25. Alternative School	Plato Lab	Plato, Credit Recovery, GED	15 Pentium 3	Laser Printer
26. Alternative School	Instructional Lab		10 Pentium 3	SmartBoard, LCD Projector

## Technology Focus Area One: Student Learning

### Strengths

- eMINTS is present in all elementary buildings. (Two third grade classrooms, 9 fourth grade classrooms)
- All buildings have a very low computer to student ratio. (2:1)
- Technology is incorporated into curriculum guides, technology plans, and school improvement plans.
- All Middle School Students take Industrial Technology, Computer Explorations and Computer Skills classes.
- The elementary report card has a place to assess technology literacy.
- Technology is integrated into instruction at all levels.
- Instructional and testing software is equitably distributed throughout the district.

### Weaknesses

- Currently the district does not have an adopted set of student technology standards
- While keyboard software is available to all students at the elementary level, no systematic approach to instruction is currently in place.
- There is currently no technology skills curriculum or supporting software in place.
- Distance learning classes do not exist.
- Tracking of student technology standards does not exist.
- Students performance continues to lag behind state expectations and district goals.

MAP 2005
05/01/05-Communication Arts Grade 3
05/01/05-Science Grade 3
05/01/05-Math Grade 4
05/01/05-Social Studies Grade 4
05/01/05-Communication Arts Grade 7
05/01/05-Science Grade 7
05/01/05-Math Grade 8
05/01/05-Social Studies Grade 8
05/01/05-Math Grade 10
05/01/05-Science Grade 10
05/01/05-Communication Arts Grade 11
05/01/05-Social Studies Grade 11

Total	Unsatisfactory		Limited Knowledge		Nearing Proficiency		Proficient		Advanced	
193	21	10.9%	42	21.8%	70	36.3%	52	26.9%	3	1.6%
195	9	4.6%	28	14.4%	53	27.2%	83	42.6%	22	11.3%
162	8	4.9%	52	32.1%	58	35.8%	33	20.4%	8	4.9%
161	27	16.8%	45	28.0%	41	25.5%	29	18.0%	16	9.9%
206	53	25.7%	64	31.1%	50	24.3%	34	16.5%	2	1.0%
205	44	21.5%	52	25.4%	43	21.0%	47	22.9%	17	8.3%
188	78	41.5%	51	27.1%	47	25.0%	11	5.9%	1	0.5%
188	68	36.2%	31	16.5%	38	20.2%	32	17.0%	19	10.1%
159	60	37.7%	56	35.2%	37	23.3%	5	3.1%		
160	49	30.6%	64	40.0%	40	25.0%	4	2.5%	1	0.6%
153	39	25.5%	31	20.3%	51	33.3%	28	18.3%		
153	63	41.2%	21	13.7%	42	27.5%	13	8.5%	11	7.2%

**05/01/05-Communication Arts**

<b>Terra Nova Grades 3,4,and 5</b>
11/01/05-Science
11/01/05-Social Studies

Total	Step1		Below		Basic		Proficient		Advanced	
154	31	20.1%	34	22.1%	27	17.5%	22	14.3%	40	26.0%
154	37	24.0%	67	43.5%	36	23.4%	10	6.5%	3	1.9%

<b>Scholastic Reading Inventory Fall 2005</b>
Reading – Elementary Grades 3,4, and 5

Total	At Risk		Below		Proficient		Advanced	
513	130	25.3%	176	34.3%	171	33.3%	36	7.0%

<b>Scholastic Reading Inventory January 2006</b>
Reading

Total	Below		Basic		Proficient		Advanced	
521	91	17.5%	161	30.9%	206	39.5%	63	12.1%

**Discussion**

The Center Technology Committee recognizes that while tremendous gains have been made in the past three years, the district lacks a comprehensive approach to teaching technology skills that students can use to support learning, personal productivity, decision making, and daily life. Teachers have made considerable gains in their abilities to use technology effectively in the classroom, and are at a point where this knowledge can be readily transferred to students. While the full benefits of the large investment in technology is realized in the fourth grade eMINTS classrooms, the same cannot be said of all other grade levels. Teachers need better curriculum materials, frameworks and standards to assist them in creating learning environments supported by technology. Assessments need to be put in place as well as rubrics, performance indicators and model lessons to guide teachers as they experiment with new methods of instruction. When a comprehensive approach is implemented, students will be able to master essential skills that will make them successful both in and outside the classroom.

Additionally, while there is a wide assortment of assessment and instructional software being used across the district, there is a need to assess the effectiveness of each program. A technological approach makes sense when it can be shown to achieve the desired results. There is a need to conduct better assessments and make the appropriate recommendations for maintaining or replacing programs.

An analysis of student test scores on a variety of assessments including SRI, Terra Nova, MAP, CTB-McGraw Hill IKnow Benchmark testing, Read180 and DRA, indicate that expected outcomes have not been reached. Analysis is ongoing and instructional support is being provided throughout the district.

**Goal For New Plan**

**Goal: Student learning (academic achievement and performance) will be improved through the use of education technologies**

**Objectives**

- *Technology will be utilized to support the District CSIP objectives in assisting 80% of the students to be at or above grade level in reading and math.*
- *100% of students will be computer literate by the eighth grade by the 2008-2009 school year.*

<b>Action Plans</b>				
<b>Technology Focus Area One: Student Learning:</b>				
<u>Missouri Education Technology Strategic Plan Alignment: 1a 1b 2c 3a</u>				
<b>Goal: Student learning (academic achievement and performance) will be improved through the use of education technologies</b>				
Objective: <i>Technology will be utilized to support the District CSIP objectives in assisting 80% of the students to be at or above grade level in reading and math.</i>				
MSIP Standard/ CSIP Objective	Action Step	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completi on Date
MSIP 1.1 1.2 1.3 6.2 6.3 6.4 7.1 8.1 9.2  CSIP A-1 A-2 A-3 C-1 C-2	Evaluate the use of instructional and testing software to improve reading levels in students and recommend keeping, enhancing or replacing software contingent on evaluation results <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Plato Individualized Learning</li> <li>• Scholastic Reading Inventory tests will be administered to all 2-11<sup>th</sup> grade students 3 times a year and report and analyze scores</li> </ul>	Curriculum Director, Technology Coordinators  <i>Test Score measures</i>	Annual Maintenance fees take from Technology Budgets.  (\$23000 annually)	January 2007

	<p>through Score Analyzer, a data warehousing software program</p> <ul style="list-style-type: none"> <li>• CTB McGraw Benchmark testing</li> <li>• Read180</li> <li>• IKNOW Benchmark Tests (CTB)</li> <li>• ReadingA-Z.com</li> <li>• Skills Tutor.com</li> <li>• United Streaming Digital Video</li> <li>• Chalkwaves Digital Video</li> </ul>			
<p>MSIP 1.1 1.2 1.3 6.2 6.3 6.4 7.1 8.1</p> <p>CSIP A-3 B-2 B-3 C-1 C-2</p>	<p>Evaluate the use of instructional and testing software to improve math achievement levels in students and recommend keeping, enhancing or replacing software contingent on results.</p> <ul style="list-style-type: none"> <li>• STAR Math assessment at ICE</li> <li>• MathFacts in a Flash software at Indian Creek Elementary</li> <li>• Larson Math – Secondary Level only</li> <li>• Plato Individualized Learning – Secondary Level only</li> <li>• Textbook software and online support</li> <li>• Everyday Math Resources</li> <li>• Skills Tutor.com</li> </ul>	<p>Curriculum Directors, Technology Coordinators</p> <p><i>Test score measures</i></p>	<p>Technology Department budget</p> <p>(\$13,000 annually)</p>	<p>January 2007</p>
<p>MSIP 1.1 1.2 1.3 6.2 6.3 6.4 6.9 7.1 7.38.1 9.2 9.4 10.1</p> <p>CSIP E-1 E-2</p>	<p>Evaluate the use of instructional technology to support the District CSIP objective in integrating career education into the curriculum and supporting post-high school opportunities and recommend keeping, enhancing or replacing software contingent upon results.</p> <ul style="list-style-type: none"> <li>• PAWS in Jobland</li> <li>• Choices</li> <li>• Career Futures</li> </ul>	<p>District counselors, Curriculum Directors, Technology Coordinators</p> <p><i>Counseling program</i></p>	<p>Technology Department budget, and Counseling budget</p> <p>\$17,500 annually</p>	<p>September 2007</p>

	<ul style="list-style-type: none"> <li>• Department of Labor Statistics Website</li> <li>• A+ Tracking</li> <li>• Student Information System (SASI) Career Pathways reporting screen</li> </ul>	<i>evaluations MOSGP Missouri Comprehensive Guidance Plan Evaluation tool</i>		
MSIP 6.3 6.4 6.9 9.3  CSIP F-1 F-2 F-3	Evaluate the use of technology to support the District CSIP objective in increasing student ACT scores 1% annually and recommend keeping or replacing software contingent upon results. <ul style="list-style-type: none"> <li>• ACT prep software</li> <li>• Explore test</li> <li>• PLAN test</li> <li>• Score Analyzer Data Analysis</li> </ul>	High School Counselors, Technology Coordinators  <i>Test scores, Score Analyzer data</i>	Technology & Counseling budget  \$8,000 annually	September 2007
MSIP 6.6 9.5 9.6  CSIP D-1 D-2 D-3	Evaluate the use of technology to support the District CSIP objective in improving student attendance and graduation rates and reducing discipline referrals and recommend changes contingent upon results. <ul style="list-style-type: none"> <li>• Easy Caller</li> <li>• Parent web portal for grades and attendance</li> <li>• SASI reporting</li> </ul>	Network Admin, Technology Coordinators  <i>Call logs, Attendance reports</i>	Technology budget  \$17,500 annually	June 2007

**Action Plans**

**Technology Focus Area One: Student Learning:**

**Missouri Education Technology Strategic Plan Alignment: 1a 1b 2a 2b**

**Goal: Student learning (academic achievement and performance) will be improved through the use of education technologies**

**Objective: 100% of students will be computer literate by the 8<sup>th</sup> grade by the 2008-2009 school year.**

MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 1.1 1.2 6.3 6.4  CSIP A-3 B-3	Adopt the NETS standards for Students. (Board of Education) and distribute to all teachers and administrators	Board of Education, eMINTS Coordinator  <i>Board Minutes, Board Policy Manual</i>	No Cost	January 2007
MSIP 1.1 1.2 6.3 6.4  CSIP A-3 B-3	Administer the NETS online technology assessment to all 8 <sup>th</sup> graders. (Middle School Computer Teachers) to ensure that all students are Technology literate.  Administer technology benchmark assessments in Grades 2 and 5.	Middle School Principal, eMINTS Coordinator  <i>NETS online test results</i>	No Cost	May 2007
MSIP 1.1 1.2 6.3 6.4  CSIP A-3 B-3	Distribute K-8 student technology assessment spreadsheets to all classroom teachers and have it scored for each student in grades K -8 each school year. (eMINTS Trainer)	eMINTS Coordinator  <i>Technology Assessment Scoring sheets</i>	Minimal	May 2008
MSIP 1.1 6.1 6.2 6.3 6.4	Implement the Tech Knowledge (SRA) Online computer and technology literacy curriculum in	eMints Coordinator, Curriculum Director	Technology Budget	

<p>CSIP A-3 B-3</p>	<p>grades K-5. Tech Knowledge provides cross-curricular learning and meets International Society for Technology in Education (ISTE) standards at every level. Topics covered will include:</p> <ul style="list-style-type: none"> <li>• Computer Basics</li> <li>• Keyboarding</li> <li>• Word Processing</li> <li>• Drawing and Graphics</li> <li>• Gadgets</li> <li>• Presentation</li> <li>• Spreadsheet</li> <li>• Database</li> <li>• Electronic Reference</li> <li>• Internet</li> </ul>	<p><i>Online Course Management Reports</i></p>	<p>(\$16,000)</p>	
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## **Technology Focus Area Two: Teacher Preparation**

### ***Strengths***

- The addition of an eMINTS certified trainer to the Technology Department has greatly increased the level of teacher proficiency.
- Individual support is given to classroom teachers through classroom visits, coaching, technology lessons, and technology integration ideas.
- Three of the Technology staff possess teaching certificates.
- Most teachers have received at least 8 hours of SMART Board training.
- All new teachers to the district received 2 days of technology training.
- All 4<sup>th</sup> grade teachers receive 200 hours of eMINTS training.
- Technology trainings are tied to NETS-T standards.
- Numerous technology and integrations trainings are offered each semester and during the summer.
- Software module for basic computer training has been purchased and is available to all staff on the network.
- Extensive integration resources are available online and through the network. (<http://www.center.k12.mo.us/edtech>)
- Staff receives weekly Technology Tips through email to more efficiently use classroom technology.

### ***Weaknesses***

- Currently there are no board approved technology standards for teachers.
- Not all teachers efficiently integrate technology into their curriculum.
- More time is needed for professional development technology trainings for all staff.
- Technology department is not directly tied to curriculum committees.
- Technology department is not actively involved in CBIP and other building committees.
- Not strong enough ties between professional development committee and technology department.

### ***Discussion***

The Center Technology Committee recognizes the essential role teacher preparation plays in improving student performance. The District has made a commitment to improving the skills of teachers, and there has been much attention given to what teachers should know about and be able to do with technology. The Center Technology Committee is looking for better ways to assess progress and to define the conditions and practices that will have a genuine impact on student learning.

There is recognition that what is currently lacking from our training program is a comprehensive set of standards, written performance indicators, common assessments, and a vision of how these standards and practices can lead us forward.

When teachers have been surveyed about their professional development wants and needs, technology integrations skills rank very high. The struggle to find the time to deliver this instruction and deliver it at the proper level continues to be a challenge. It is becoming apparent that technology itself, and the many opportunities it affords us to customize instructional delivery systems, will be our best ally as we struggle to meet the professional development needs of our teachers and administrators. When the proper tracking and assessment tools are put in place, there will be better information available to target instruction and deliver the training that teachers want and need.

**Goal For New Plan**

***Goal: Teacher preparation and delivery of instruction (performance) will be improved through the use of education technologies***

**Objectives**

***100% of teachers will be computer literate by the 2008-2009 school year***

<b>Action Plans</b>				
<b>Technology Focus Area Two: Teacher Preparation</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 2a 2b 2c</b>				
<b>Goal: <i>Teacher preparation and delivery of instruction (performance) will be improved through the use of education technologies</i></b>				
<b>Objective: <i>100% of teachers will be computer literate by the 2008-2009 school year</i></b>				
<b>MSIP Standard/ CSIP Objective</b>	<b>Action Steps</b>	<b>Person Responsible /Measurement Criteria</b>	<b>Funding Source / Estimated Cost</b>	<b>Completion Date</b>
MSIP 6.7 CSIP A-3 B-3	Expand our eMINTS training to include the eMINTS4All professional development in all 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade	eMINTS Coordinator, Technology	Technology Budget (subs and training supplies).	May 2010

	<p>classrooms. (36 teachers) over the next 3 years. Colleen McLain, the eMINTS trainer for the district will conduct all training sessions with the eMINTS cadres. There will be three groups staggered with their yearly trainings in the next 3 years</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>• Year One – All 6<sup>th</sup> grade teachers, computer teachers, and the media specialist will receive 40 hours of eMINTS training, their 1<sup>st</sup> year.</li> <li>• Year Two – Complete the remaining 40 hours of training with the 1<sup>st</sup> year eMINTS4All cadre. All 7<sup>th</sup> grade teachers will begin their 1<sup>st</sup> year of eMINTS4ALL training with 40 hours of instruction.</li> <li>• Year Three – 7<sup>th</sup> grade teachers will complete their 2<sup>nd</sup> year of eMINTS4All training with 40 more hours of instruction. All 8<sup>th</sup> grade teachers will begin their 1<sup>st</sup> year of 2 years eMINTS4All training with 40 hours of instruction.</li> <li>• The 8<sup>th</sup> grade team’s year 2 training will follow the next year.</li> </ul>	<p>Coordinators</p> <p><i>eMINTS Training evaluations</i></p>	\$5,000 annually	
<p>MSIP 6.7</p> <p>CSIP A-3 B-3</p>	<p>Coordinate Professional Development activities with building CBIP committees and technology committees to address operational and integrative training objectives for all teachers, K-12</p>	<p>eMINTS Coordinator, Technology Coordinators, PDC Chair</p>	No cost	<p>May 2007</p>

		<i>PDC evaluations</i>		
MSIP 6.7 CSIP A-3 B-3	Hire a Technology Resource Teacher to assist Middle and High School teachers	Technology Director / Staff Evaluation	Salary \$40,000 to \$55,000 annually	May 2008
MSIP 6.2 6.7 CSIP A-3 B-3	Assist building technology committees in administering the NETS online technology assessment to all teachers (eMINTS Trainer)	eMINTS Coordinator, Technology Coordinator  <i>NETS Test results</i>	No cost	March 2007
MSIP 6.2 6.7 CSIP A-3 B-3	Distribute the NETS for Teachers Achievement rubric to all building Technology Committees to assist in developing Professional Development plans	eMINTS Coordinator, Technology Coordinator  <i>Distribution Checklist</i>	No cost	February 2007
MSIP 6.2 6.7 CSIP A-3 B-3	Convene a committee of K-12 teachers to research and document lessons and units that exemplify best practices in technology integration and post the results on a website for rapid deployment.	eMINTS Coordinator, Technology Coordinator  <i>Website Lessons – Internet Usage logs – Page Hits</i>	Technology Budget (Stipend Pay)	August 2007
MSIP 6.2 6.7 CSIP A-3 B-3	Conduct workshops in each elementary school and at the Middle School with teachers to explain the NETS standards for teachers and students and to provide more detailed information about the integration examples on the website	eMINTS Coordinator  <i>Workshop Notes, Attendance logs and evaluations</i>	No Cost (Inservice days)	January 2007

MSIP 6.2 6.7 CSIP A-3 B-3	Provide in-service training for all K-5 teachers to implement the Tech Knowledge curriculum	eMINTS Coordinator, Tech Coordinators, E-Mentors  <i>Attendance logs, In-service evaluations</i>	No Cost (Inservice Days)	January 2008
MSIP 6.2 6.7 CSIP A-3 B-3	Adopt Technology Standards for Teachers as part of the formal evaluation process for all Center School District teachers	Superintendent, Technology Director  <i>Teacher evaluation form</i>	No cost	May 2008

## **Technology Focus Area Three: Administration, Management and Communication**

### ***Strengths***

- Technology is routinely used by administrators and teachers for data management, tracking students, assessing student learning and communicating with parents.
- Administrators and teachers routinely use the web, e-mail and Office applications to work more productively.
- Data analysis tools are used to track student progress and improve the intervention process.
- The district website is updated on a daily basis and is an excellent source of information and communication for patrons.
- An electronic newsletter is published each week and delivered to district patrons to keep them informed.
- Most district forms are available in digital form for easy access and increased productivity.
- 100% of E-Rate funds are used for technology. Center has received E-Rate funds every year the program has operated.
- Center has a positive working relationship with the ITV staff at the University of Missouri, Kansas City and routinely produces and airs educational programming on the local cable TV network.
- Curriculum and Special Education software is available through a web portal for easy access.
- Online benchmark testing (IKNOW – CTB McGraw Hill) allows for fast, reliable diagnostic information on student skills to target teaching strategies.

### ***Weaknesses***

- Our current Student Information System has some deficiencies and requires too much maintenance.
- Our current financial software has many deficiencies that reduce productivity.
- Not all teachers and administrators possess intermediate to advanced technology skills.
- Communication with parents needs to be improved.
- Lack of a complete crisis recovery plan.
- Data analysis tools were recently adopted and have not penetrated very deeply into the organization.
- Our network does not have redundant capacity to prevent outages and service interruptions.

### ***Discussion:***

The Center School District Technology Committee recognizes that in order for the Center School District to run effectively, technology has to be up to date and implemented in a manner that assists with information sharing and data collection and analysis. Over the past three years technological advances have driven many changes in the way the District communicates, manages, and administers. E-mail is now the primary means of communication inside and outside our district.

The district website is a wealth of information for staff and patrons. An electronic newsletter from the Public Information officer delivers weekly news updates to the Center staff and patrons while Score Analyzer, a data warehouse software tool, collects and analyzes MAP, Terra Nova, Scholastic Reading Inventory, PLAN, EXPLORE, and ACT data. The Web has transformed the way IEPs are written and shared, moving from a network centered to a web-centered delivery system and soon our curriculum development will follow suit and be accessible from anywhere the Web is available. These changes were made to take advantage of the power of collaboration and ease of use that the Internet affords us.

An analysis of the two key areas that impact school management, student information and finance, reveal strong opportunities to improved efficiencies as well. Plans are underway to research more efficient systems and bring them online in the next two years. The Internet will also be used to offer teachers, students and parents more access to information. With all these innovations and changes comes the challenge of keeping the staff trained well enough to take advantage of the new tools. The plan to have administrators participate in the eMINTS4Administrators training is an important part of the overall professional development plan of the District. This training will help develop the leadership we need to assure that the vision for technology use in the District is consistent with the overall district vision.

***Goal For the New Plan:***

***Goal: The teaching and learning process will be enhanced through the use of technology for administration, management, and communications***

***Objectives:***

- ***Increase the efficiency and ease of use of administration, management and communication software.***
- ***Improve Administrators ability to use technology for management, communication and administrative functions***
- ***Increase the use of data analysis to help administrators and teachers make more informed educational decisions***
- ***Increase the data provided to parents concerning grade, activities, and discipline***
- ***Expand the network to include a secure staff portal, enabling staff to work from outside the district when appropriate – especially for grading***
- ***Expand the use of technology to offer students more effective ways to communicate***
- ***Expand the use of building technology committees to better inform district decision making in technology***

<b>Action Plans</b>				
<b>Technology Focus Area Three: Administration, Management and Communication</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 3b</b>				
Goal: <i>The teaching and learning process will be enhanced through the use of technology for administration, management, and communications</i>				
Objective: <i>Increase the efficiency and ease of use of administration, management and communication software.</i>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Completion Date
MSIP 8.7  CSIP D-1 D-2 D-3	Conduct a thorough review of various Student Information Systems (SIS) to determine if there is a more effective student management system on the market that will foster an improvement over SASI in facilitating data and information collection, analysis and reporting. Top considerations for an SIS are web based and SIF compliant An SIS will be chosen based on its abilities to eliminate needless inefficiencies, improve productivity, be easily maintained, and is responsive to the needs of district reporting at the local, state and national levels.	SASI & Technology Coordinators, SIS Reviewing committee  <i>Implementation Plan for new SIS, Staff Survey results regarding SIS implementation</i>	Technology Budget  06-07 \$50,000 07-08 \$15,000 08-09 \$15,000	January 2007
MSIP 8.6  CSIP	Conduct a review of current Accounting, Payroll and Human Resource Management software packages to determine if there are more effective packages on the market to improve the ability to facilitate financial management, human resource management and information collection, analysis and reporting. Software packages that eliminate needless inefficiencies in the current system that result in time consuming daily processes that put a strain on precious human and computer resources will receive the highest evaluation	Finance Director, Technology Coordinators  <i>Training evaluations, Satisfaction surveys</i>	Finance Office Budget  06-07 \$125,000 07-08 \$25,000 08-09 \$25,000	January 2007

**Action Plans**

**Technology Focus Area Three: Administration, Management and Communication**

Missouri Education Technology Strategic Plan Alignment: 2a 2b 2c

Goal: *The teaching and learning process will be enhanced through the use of technology for administration, management, and communications*

Objective: *Improve Administrators ability to use technology for management, communication and administrative functions*

MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 6.7  CSIP A-3 B-3	eMINTS4Administrators will be made available to all administrators in the district in the 06-07 school year.	Superintendent, Technology Director  <i>Evaluations</i>	Central Office Training Budget:  06-07 \$5,000 07-08 \$2,000 08-09 \$2,000	May 2007
MSIP 6.7  CSIP A-3 B-3	The Superintendent, will complete a Technology Performance Self-Assessment for each administrator on a biennial basis. The self assessment will be based on the Standards and Performance indicators for administrators from the NETS project of ISTE and developed by the superintendent in conjunction with the Technology Department. It will address the following six areas: <ul style="list-style-type: none"><li>• Leadership and Vision</li><li>• Teaching and Learning</li><li>• Productivity and Professional Practice</li><li>• Support, Management and Operations</li><li>• Assessment and Evaluation</li></ul>	Superintendent  <i>Evaluations</i>	No Cost	February 2008

<b>Action Plans</b>				
<b>Technology Focus Area Three: Administration, Management and Communication</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 3b</b>				
<b>Goal: <i>The teaching and learning process will be enhanced through the use of technology for administration, management, and communications</i></b>				
<b>A. Objective: <i>Increase the use of data analysis to help administrators and teachers make more informed educational decisions</i></b>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 6.2  CSIP A-1 A-2 B-1 C-1 F-2	Expand the use of Score Analyzer, a data warehousing software package adopted by the Center School District in 2004 to include reporting to more administrators and teachers and include more testing data. Steps: <ul style="list-style-type: none"> <li>• Expand the use of Score Analyzer to include Terra Nova Online test scores for grades 3-5. Work with the programmers at CIC to complete this project by May 2006.</li> <li>• Create multiyear spreadsheets that compare MAP scores for consecutive years starting with 03-04 school year data.</li> <li>• Create classroom spreadsheets with testing data for MAP, SRI, and Terra Nova to assist teacher in their analysis of student outcomes.</li> </ul>	Technology Coordinator  <i>Score Analyzer</i> <i>Spreadsheets</i>	Technology Budget:  06-07 \$3,000 07-08 \$3,000 08-09 \$3,000	May 2007

**Action Plans**

**Technology Focus Area: Administration, Management and Communication**

Missouri Education Technology Strategic Plan Alignment: 3c

Goal: *The teaching and learning process will be enhanced through the use of technology for administration, management, and communications*

Objective: *Increase the data provided to parents concerning grade, activities, and discipline*

MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 7.5  CSIP A-3 B-3 D1 D-2 D-3	Implement the parent web portal purchased as part of the Student Information System	Network Manager  <i>Web logs</i>	Technology Budget: 06-07 \$5,000 07-08 \$5,000 08-09 \$5,000	January 2007
MSIP 7.5  CSIP	Research alternative methods of rapidly communicating emergency information to parents	Technology Coordinators  <i>Report</i>	District Communication Budget: 06-07 \$2,000 07-08 \$2,000 08-09 \$2,000	January 2007

<b>Action Plans</b>				
<b>Technology Focus Area Three: Administration, Management and Communication</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 3b 4a 4b</b>				
Goal: <i>The teaching and learning process will be enhanced through the use of technology for administration, management, and communications</i>				
Objective: <i>Expand the network to include a secure staff portal, enabling staff to work from outside the district when appropriate – especially for grading</i>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 6.4  CSIP A-3 B-3	Implement the Novell Web Portal software providing I-folders for all staff members that have Novell accounts	Network Manager  <i>Novell Console One reports</i>	06-07 NC 07-08 NC 08-09 NC	August 2006
MSIP 6.4  CSIP A-3 B-3	Enable online Gradebook access as part of the new Student Information Software implementation	Network Manager  <i>SIS reports</i>	Technology Budget: 06-07 \$5,000 07-08 \$2,000 08-09 \$2,000	January 2007

<b>Action Plans</b>				
<b>Technology Focus Area Three: Administration, Management and Communication</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 4a 4b 4c</b>				
<b>Goal: <i>The teaching and learning process will be enhanced through the use of technology for administration, management, and communications</i></b>				
<b>Objective: <i>Expand the use of technology to offer students more effective ways to communicate</i></b>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 6.3 6.4  CSIP A-6	Develop educational programming on the private cable channel for distribution throughout the buildings.	AV Specialist, Technology Coordinators  <i>Program Guide</i>	Technology Budget:  06-07 \$3,000 07-08 \$3,000 08-09 \$3,000	May 2008
MSIP 6.3 6.4  CSIP A-6	Develop student broadcast teams in each building to assist in creating broadcast content.	AV Specialist, Technology Coordinators	06-07 NC 07-08 NC 08-09 NC	January 2007

<b>Action Plans</b>				
<b>Technology Focus Area Three: Administration, Management and Communication</b>				
<b>Missouri Education Technology Strategic Plan Alignment: 4a 4b 4c</b>				
<p>Goal: <i>The teaching and learning process will be enhanced through the use of technology for administration, management, and communications</i></p> <ul style="list-style-type: none"> <li>Objective: <i>Expand the use of building technology committees to better inform district decision making in technology</i></li> </ul>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
<p>MSIP</p> <p>CSIP</p>	<p>District Technology Committee will provide clear direction and guidance for building Technology Committees regarding professional development, assessment and standards. Building committees will be charged with the following responsibilities:</p> <ul style="list-style-type: none"> <li>Conducting a yearly building level survey of technology usage based on the COT questionnaire</li> <li>Document how the two key components of Title IID are being met</li> <li>Develop a building level Professional Development Plan for technology and document strategies to assess NETS.</li> <li>Conduct an assessment of hardware needs</li> </ul>	<p>Technology Director, Technology Coordinators</p> <p><i>COT, Building Technology Plans, PDC documents, CBIP plans</i></p>	<p>Technology Budget: (Stipends and subs)</p> <p>06-07 \$1,500 07-08 \$1,500 08-09 \$1,500</p>	<p>May 2007</p>

## **Technology Focus Area Four: Resource Distribution**

### ***Strengths***

- Technology is ubiquitous.
- The District has made a solid commitment to keeping technology up to date.
- There is a 5 year replacement cycle for computers that the Technology Department has been able to adhere to.
- E-mail, web services and network resources are available to all 1200 computers in the district.
- Bandwidth capacity has kept pace with the growing needs of administrators, teachers and students.
- All teachers have access to a multimedia computer, network printer, SMART Board, and LCD projector.
- The student to computer ratio in the district is 2:1.
- Most software titles are current and distributed equitably throughout the district.
- eMINTS is present in all elementary buildings.
- New technologies are piloted. (Airliners, Handheld devices )

### ***Weaknesses***

- .Limited access from home for staff and students.
- Labs in the Elementary schools need to be better utilized.
- Software acquisitions need to be better aligned with instructional strategies and objectives.
- Limited videoconferencing or multi-media distribution systems currently in place.
- Small inequities in resource distribution due to the transition from a 7-8<sup>th</sup> Grade building to a 6<sup>th</sup>, 7<sup>th</sup> 8<sup>th</sup> Grade building.

### ***Discussion***

Technology growth in the Center School District saw its biggest increase to date during the last three years, due mainly to a 1.2 million dollar bond expenditure in 2003. The Center Technology Committee recognizes that in an atmosphere of budget cutting and belt tightening the advances made with these acquisitions will be difficult to maintain without careful planning. The federal E-Rate program is an essential part of the financial solvency of the Technology Department, and is the main reason computers and peripherals have been kept up to date.

The demand for immediate access to data such as financial records and test data is pushing the limits of the technology and making it essential that resources are allocated not only equitably, but strategically. In the future it will be necessary to find ways to deploy equipment that take full advantage of the power technology can deliver. Consideration will be given to wireless and mobile technologies that offer more flexible ways to deliver instruction and testing. Before equipment is replaced careful analysis of use patterns and effectiveness will need to be conducted and if alternative placements are deemed

appropriate, equipment will need to be deployed in creative ways to meet the districts goals. Creativity and flexibility will be essential components of the challenge to provide equitable access and promote excellent academic achievement.

The Trailside Center is a new community center owned by Kansas City, managed by The New Santa Fe Historical Society, and located in the Center School District. It provides meeting and classroom facilities for non-profit organizations for community activities, often related to nearby Indian Creek and its companion walking and bicycle trail.

Significant access is provided to the Blue River Watershed Association for watershed wide educational programs, participated in by Center School teachers and students, as well as community members. Technologically, the Center provides WiFi capability, and soon, an Internet interactive SmartBoard computational projection system.

Science Pioneers, Inc. begins use of the facility March 4 with a course for teachers on "Teaching Rivers in an Urban Environment." It is anticipated that future student and teacher workshops will be conducted by Missouri Department of Conservation as an extension of the "Nature's Aquarium Workshop" conducted at the Anita B. Gorman Conservation Discovery Center. With the technological assets being provided, regional and worldwide educational workshops on environmental, historical and watershed issues can be anticipated.

Future educational activities are expected to include teacher, student, and adult learning activities in environmental science, history, hydrology, geology, ecology, and other areas, some in conjunction with the local office of the U.S. Geological Survey.

***Goal For the New Plan***

***Goal: School administrators, teachers, staff, and students will have equitable access to education technologies that promote student performance and academic achievement***

***Objectives:***

- ***Increase access to technology across the district***

<b>Action Plans</b>				
<b>Technology Focus Area Four: Resource Distribution</b>				
<u>Missouri Education Technology Strategic Plan Alignment: 4a 4b 4c</u>				
<b><i>Goal: School administrators, teachers, staff, and students will have equitable access to education technologies that promote student performance and academic achievement</i></b>				
<b><i>Objective: Increase access to technology across the district.</i></b>				
MSIP Standard/	Action Steps	Person Responsible	Funding Source /	Timeline

CSIP Objective		/Measurement Criteria	Estimated Cost	/Completion Date
MSIP 6.4 CSIP A-3 B-3	Install a 24 station computer lab in the Middle School Large Group Instructional Area to facilitate online testing and Math tutorial software instruction.	Technology Coordinators  <i>Purchase orders, Inventory</i>	Tech Budget: 06-07 \$27,000	May 2006
MSIP 6.4 CSIP A-3 B-3	Increase Internet speed to 10 megabytes district-wide	Network Manager  <i>MoreNet network monitoring reports</i>	Tech Budget: 06-07 \$10,000 07-08 \$6,000 08-09 \$6,000	May 2006
MSIP 6.4 CSIP A-3 B-3 C-2	Pilot the use of SMART Board Airliner Slates in each building	Technology Coordinators  <i>Evaluation</i>	Tech Budget: 06-07 \$3,000 07-08 \$1,000 08-09 \$1,000	May 2008
MSIP 6.4 CSIP A-3 B-3 C-2	Replace 800 outdated computers and related peripherals district-wide to keep pace with technological advances (see Table One below)	Technology Coordinators  <i>Purchase Orders, Inventory</i>	Tech Budget: 06-07 \$95,000 07-08 \$250,000 08-09 \$375,000	May 2009
MSIP 6.4 CSIP A-3 B-3 C-2	Replace Elementary Lab workstations with laptops and rolling carts to make technology integration more effective	Technology Coordinators  <i>Purchase Orders, Technology Evaluations</i>	Tech Budget: 06-07 \$30,000 07-08 \$60,000 08-09 \$30,000	May 2009
MSIP 6.4	Install SmartBoard, LCD Projector, computer and audio system at the Trailside Center, 99 <sup>th</sup> and Holmes	Superintendent	Tech Budget: 06-07 \$6,000	June 2006

**Table One – Computer Replacement**

<b>Building</b>	<b>User</b>	<b>Quantity</b>
	<b>2006-2007</b>	
ICE	Emints	<b>Building</b>
		ICE
CHS	Cafeteria	
	Art	
	Graphics	CHS
Alt	Lab	
		90 Total

<b>Building</b>	<b>User</b>	<b>Quantity</b>
ICE	Emints	48
CHS	Cafeteria	3
	Art	12
	Graphics	15
Alt	Lab	12

	<b>2007-2008</b>	
Boone	Lab	26
	eMINTS	24
Center	Lab	26
ICE	Lab	26
CMS	Star Lab - 107	25
	Business Lab	25
	Industrial Tech Lab	17
	Media Center	60
	DLL	20
		254 Total

CHS	<b>CHS-Room 104 Lab</b>	24
	CHS-Business	26
	CHS-Art Lab	12
	CHS-Sped	18
	CHS-Science	24
	Teacher workstations	50
	Office Computers	8
	Business Computers	26
CMS	Palm Computers	12
	Teacher Workstations	50
	Office Computers	8

ICE	Palm Computers	6
	Library	4
	Office Computers	4
CE	Emints	36
	Library	4
	Palm Computers	6
	Office	4
RB	Emints	24
	Library	2
	Palm Computers	6
	Office	4
Boone	Palm Computers	6
	Library	1
	Office	4
Alt/ECC	Office Computers	3

## **Technology Focus Area Five: Technical Support**

### ***Strengths***

- Longevity of staff – Technology Department has over 60 years of experience, combined in the School District
- Three Technology staff members have teaching certificates – understand the needs of the classroom
- Modern equipment – equipment is repaired or replaced in a timely manner.
- Robust infrastructure – Gigabyte Ethernet WAN – 10 megabyte Internet connection.
- Small geographic size of district lends itself to rapid deployment of resources to address technical support issues.
- E-Mentors provide onsite help.
- Excellent consultant support to troubleshoot and fix networking issues.

### ***Weaknesses***

- Each building does not have a dedicated tech support staff person. All tech support staff is shared by the district.
- Lines of responsibility within the Technology Department are not clearly drawn.
- Three year warranty on most computers does not coincide with the 5 year replacement cycle of computers

### ***Discussion***

Technology support is recognized in the Center School District as a vital component of any successful implementation project, from the lunchroom to the boardroom. Without trained and competent support staff capable of responding quickly to problems and questions, valuable and expensive resources would be underutilized or abandoned. The technical support area receives high marks from the Center School staff. When surveyed about reasons technology was not integrated more effectively into the curriculum, lack of properly functioning equipment was last on a list of reasons sighted. Only 3% rated equipment problems as a large impediment while 50% rated it the smallest impediment.

During the most recent MSIP review (January 24-25, 2006) the evaluators commented on the high level of technology usage across the district. Technology isn't just present; it is widely used by the entire staff. Because the technology staff is small, and there is a growing dependency on technology, members of the Technology Department wear many hats and strive to create a cross-functional team approach that allows for better problem solving. This team approach does make lines of accountability and responsibility blurry and causes some communication issues with staff members when issues and questions do arise. Comments have also been made about the lack of a dedicated technology staff person in each building. Recently the extra duty position of E-mentors, classroom teachers who received additional computer training, was added, and these more highly

trained staff has helped to fill the gap felt without a dedicated staff in each building. Efforts will continue to be made to make support more readily available and targeted to the needs of the Center staff.

**Goal For the New Plan**

*Goal: School administrators, teachers, staff, and students will have adequate technical support*

**Objective:**

*Reduce the amount of time it takes to resolve requests for technical support*

<b>Action Plans</b>				
<b>Technology Focus Area 5: Technical Support</b>				
<u>Missouri Education Technology Strategic Plan Alignment: 5a 5b</u>				
<i>Goal: School administrators, teachers, staff, and students will have adequate technical support</i>				
<i>Objective: Reduce the amount of time it takes to resolve requests for technical support</i>				
MSIP Standard/ CSIP Objective	Action Steps	Person Responsible /Measurement Criteria	Funding Source / Estimated Cost	Timeline /Completion Date
MSIP 6.4  CSIP A-3 B-3	Increase the speed of the Internet from 2-T1s to 10 megabytes	Network Manager	Tech Budget: 06-07 \$10,000 07-08 \$6,000 08-09 \$6,000	July 2006
MSIP 6.4  CSIP A-3 B-3	Publish a Technology Department Flow Chart for Requests that details lines of responsibility for all hardware, software and network issues	Technology Coordinators	No Cost	August 2006

MSIP 6.4 CSIP A-3 B-3	Distribute Tech Tips via e-mail to all staff on a weekly basis	eMINTS Coordinator	No Cost	August 2006
MSIP 6.4 CSIP A-3 B-3	Provide additional technology training to building level Tech-Mentors to increase the amount of onsite help available to staff		Tech Budget: 06-07 \$10,000 07-08 \$10,000 08-09 \$10,000	May 2009
MSIP 6.4 CSIP A-3 B-3	<p>Implement more sophisticated diagnostic and troubleshooting software to more rapidly pinpoint network, intrusion, inappropriate use and workstation problems.</p> <ul style="list-style-type: none"> <li>• Develop MRTG Graphic interface to monitor Server health and traffic</li> <li>• Implement WebSpy software to analyze, report and control web traffic.</li> <li>• Upgrade to EpiCenter 5.1 to improve monitoring of Ethernet switches.</li> <li>• Upgrade to WatchGuard System Manager 8.2 firewall software to improve real-time monitoring, logging and reporting functions.</li> <li>• Upgrade to Novell Zenworks version 7. Zenworks provides the following features that enhance the Technology Departments ability to rapidly deploy updates, diagnose and repair problems, and keep better track of assets.</li> </ul>	<p>Network Manager</p> <p>MRTG reports WebSpy reports WatchGuard reports Epicenter reports MoreNet reports</p>	Tech Budget: 06-07 \$50,000 07-08 \$25,000 08-09 \$25,000	May 2007

	<ul style="list-style-type: none"> <li>• Automate distribution of desktop, thin-client, and Web applications, as well as provide self-healing of applications.</li> <li>• Remotely manage workstations, including file transfers and real-time diagnostics.</li> <li>• Inventory workstation hardware and software for both troubleshooting and auditing purposes.</li> <li>• Deploy standard operating environments through the use of workstation imaging.</li> <li>• Maintain standard operating environments through user and workstation policies that control workstation environments and behavior.</li> </ul>			
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**Communication, Dissemination, Monitoring and Evaluation**

During the past three years the Center School District website has been the main source of communication and dissemination of information about the district’s technology plan. The website was used to share the plans for building renovations and regular progress updates were posted. In addition, there is a weekly Center Newsletter that the Publish Relations Officer e-mails to all staff and interested patrons. YOUR Center Schools, with a circulation of 10,000, is an eight-page newspaper that is published twice a year, once in the fall and once in the spring. The publication is inserted into The Kansas City Star. Center Talk is a 30-minute cable television show broadcast on KCEN Channel 18 through UMKC. KCEN is available to any Center patron who subscribes to cable access. Four Center Talk programs are produced throughout the school year. Current Center Talk programs cover No Child Left Behind (NCLB), Everyday Math, gifted programs, and other topics of

interest to the Center School District community. When all the classrooms in the district were outfitted with SMART Boards and projectors, a local news affiliate did a story and it was broadcast all over the metropolitan area.

Monitoring the plan is the job of the District Technology Committee. The stated responsibilities of the committee include:

- Reviewing and revising the Center School District's Technology Plan annually.
- Directing regular technology needs assessments.
- Designing and recommending staff development activities related to Technology proficiencies.
- Making specific recommendations based on need assessments.
- Providing the Budget Director with cost analysis of recommended technology enhancements.
- Keeping abreast of funding opportunities and directing appropriate personnel to seek out funds.
- Reviewing the latest research and evaluating its future impact on education

The action plans have measurable outcomes that the Technology Committee can use to monitor progress and make changes as needed. The committee will continue to work with the District's Public Information Officer to spread the word about the progress of technology in the Center School District.