

Technology Plan:
Scott County Schools
Georgetown, Kentucky



www.scott.kyschools.us

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Acknowledgments

Technology planning is an important and continuous process in the Scott County Schools. We strive for excellence of teaching and learning with technology by all stakeholders and supported by a strong infrastructure. This document is a compilation of needs and goals representative of the CDIP and CSIP in addition to the individuals and committees identified below.

District Instructional Technology Staff

Jeanne Biddle, District Instructional Technology Coordinator
Artie Janow, Technology Integration Specialist

Voice, Video and Data Information Technology Staff

Sheila Setser, Chief Systems Engineer
TC Clarkston, Network Support Engineer
Matt Reed, Computer/Electronics Support Engineer

Central Office District Contributors

Patricia Putty, Superintendent
Matthew Thompson, Elem. Curriculum Director
Randall Cutright, Chief Financial Officer
Mike Luscher, Director of Facilities
Zan Rexroat, Director of Maintenance/Facilities

School Library Media Specialists

Beth Thompson, Anne Mason Elementary
Denise Kozemchak, Eastern Elementary
Jennifer Embry, Garth Elementary
Melinda Caldwell, Northern Elementary
Jillian Anderson, Southern Elementary
Terri Harris, Stamping Ground Elementary
Carrie Garrett, Western Elementary
Nancy Holt, Georgetown Middle
Kathleen Jennings, Scott County Middle
Traci Mahone, Royal Spring Middle
Helen Morrison, 9th Grade
Lauren Feeback, Scott County High

School Technology Coordinators

Nora Oliver, Anne Mason Elementary
Ben Smits, Eastern Elementary
Ann Tallant, Garth Elementary
Tara Krebs, Northern Elementary
Michael Coston, Southern Elementary
Candice Hutchison, Stamping Grd. Elementary
Carrie Garrett, Western Elementary
Marijean Long, Georgetown Middle
Cindy Sturdivant, Royal Spring Middle
Mary Jo Johnson, Scott County Middle
Jesse Smith, 9th Grade
Julie Holzhaue, Scott County High

Technology Integration Specialist

Kim Bridges, CRT – Georgetown Middle

Acceptable Use Policy and Media Committee

Jeanne Biddle, District Instructional Technology Coordinator
Artie Janow, District TIS
Elaine Devers, Central Office Staff
Mary Jo Johnson, STC – Scott County Middle
Matthew Foster, Teacher – Royal Spring Middle
Tara Krebs, LMS – Northern Elementary
Shari Levy – Parent – Garth Elementary
Lauren Feeback, Librarian – Scott County High
Jesse Smith, Teacher/STC – 9th Grade

School Technology Committees

Anne Mason Elementary

Leah Riney, Principal
Beth Thompson, LMS
Brenda Harrison, Teacher/STC
Amanda Hombirg, Teacher
Cindy O'Neal, Teacher
Leslie Williams, Teacher
Laura Colliver, Teacher
Allison Sandbrink, Teacher
Theresa Pierce, Teacher
Kelly Inabinet, Teacher
Corinda Brannock, Teacher's Assistant
Pam Johnson, Teacher's Assistant

Garth Elementary:

David R. Andes, Principal
Jennifer Embry, LMS
Ann Tallant, STC
Jim Cook, Technology Teacher
Sandra Rees, School Counselor
Lisa Hanson, Teacher
Barbara Rexroat, Teacher
Nancy Thomason, Teacher
Mary Frances Watts, Teacher

Southern Elementary:

Bryan Blankenship, Principal
Michael Coston, STC
Kim Szajka, Teacher
Marsha Downey, Teacher

Royal Spring Middle

Shannon Gullett, Principal
Traci Mahone, LMS
Cindy Sturdivant, STC

Western Elementary

Deborah Haddad, Principal
Carrie Garrett, STC
Yuki Cooper, Teacher
Dorothy Daley, Teacher
Nicole McCoy, Teacher
Nicole Livingston, Teacher

Eastern Elementary

Ed Denney, Principal
Denise Kozemchak, LMS
Ben Smits, STC
Dana Boggs, Teacher
Alyssa Curry, Teacher

Northern Elementary:

Judi Hunter, Principal
Tara Krebs, STC
Melinda Caldwell, LMS
Carrie Wise, Teacher
Kelley Ann Bush, Teacher
Dede Newcomb, Teacher
Wanda Johnson, Teacher
Joy Hortman, Teacher
Peggy Broering, Teacher
Julie Walker, Teacher
Beth Alexander, Teacher

Stamping Ground Elementary

Paul Krueger, Principal
Terri Harris, LMS
Candace Hutchison, STC
Dianne Lloyd, School Counselor

Georgetown Middle

Tommy Hurt, Principal
Ray Partin, Assistant Principal
Marijean Long, STC
Nancy Holt, LMS
Damon Stefanic, Teacher
Stephanie Harmon, Teacher
Jerry Parks, Teacher
Pat Boone, GTT Teacher

Scott County Middle

Jennifer Sutton, Principal
Mary Jo Johnson, STC
Kate Wisniewski, Teacher
Ashley Williams, Teacher

Cindy King, Teacher
Lori Siler, Parent
Cheri Gregg, Technology Assistant
Kathy Placier, Instructional Assistant

Scott County High

Frank Howatt, Principal
Lauren Feedback, LMS
Julie Holzhaus, STC
Pam Lewis, Math Teacher
Lynn Ormsby, English Teacher
Laura Prather, Spanish Teacher
Lisa Rucker, Business & Marketing Teacher
Allison Stanford, Math Teacher
Maria Teruel Sanchez, Spanish Teacher
Stephanie Stefanic, Special Ed. Teacher
Pam Wells, Math Teacher

Ninth Grade

Jason Radford, Principal
Helen Morrison, LMS
Jesse Smith, STC
Amanda Burrows, Teacher
Tammy Himes, Teacher
Thomas Reed, Teacher
William Bledsoe, Teacher
Ann Marie Stevens, Teacher

Parents

Angie Clemons, Anne Mason Parent
Shawna Dotson, Anne Mason Parent
Lori Siler, Western Parent
Carol Preston Garth Parent
Kendy Nicholson, Stamping Grd. Parent
Heather Greene, 9th Grade Parent

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Executive Summary

The Scott County Technology Plan focuses on goals, vision, needs, priorities, and solutions for excellence in infrastructure, integration, and implementation of technology for all staff and students. The goals and activities support the vision, mission, and principles of Scott County Schools:

Vision:

All Scott County students achieve their highest academic success and personal growth by learning core content through engaging work in a secure and inviting environment.

“Educating All Students to Succeed”

The schools become an environment where all students and staff have ready access to a full range of current technology, software tools, and applications. The schools have knowledgeable staff and external resources — such as parents, community members, and business, higher education and network resources— to further the curriculum goals.

Our vision is to improve the communication for student and staff use of VOIP and wireless technology. Our goal is to provide 100% network availability and 99.5% dial-tone access to every communication device.

A reliable network reduces downtime, decreases user frustration and increases productivity. Taken as a whole, our strategies are designed to create a current, operational network infrastructure used by teachers and staff who are trained to integrate technology into teaching, learning and administration.

Our technology plan is also designed to make sure we are ready to take advantage of the growing number of opportunities for distance-learning. High availability, trouble-free connectivity, dependable equipment and high-speed operation are vital as teachers and students work online.

The ability to accomplish the vision will be challenging due to budget restraints of the district.

Beliefs:

- The district takes the responsibility for providing engaging and meaningful learning opportunities.
- Student learning is the focus when making decisions.
- Achievement improves when students are engaged in their work and choose to share in the responsibility for learning.
- Schools supported by the community, are safe and inviting places enabling students to learn at higher levels.

Principles:

Long Term Philosophy:

1. Base all decisions, both administrative and instructional, on the district’s stated vision, beliefs, and policies.

Process and Results:

2. Develop a community of learners at all levels that are, self-motivated, responsible, and accountable for their own level of achievement.

3. Encourage the habits of critical thinking that students can adapt as they encounter a changing world.
4. Sustain a culture of excellence through high expectations that promotes life-long learning.
5. Insist that all partners enhance student engagement, learning successes, and individual development.
6. Implement and maintain a district curriculum map that applies to all school grade levels and subjects, as well as, the use of technology.
7. Focus on each student's progress via analysis and reflection on personal performance.

Developing People and Partners:

8. Build a strong network of partners who are united by a common goal; the success of others.
9. Cultivate membership in a professional learning community characterized by a practical culture of critical thinking, problem solving, and shared decision making that includes students, teachers, staff, parents, and community and beyond.
10. Recruit and develop quality employees who demonstrate active commitment to the district's vision, beliefs, and principles.
11. Maintain a learning environment and culture that continually nurtures leaders at all levels.

Solving Root Problems:

12. Recognize and verify problems, whether relating to people, processes, programs, places, or policies, as continuous improvement opportunities.
13. Engage teams in systematic problem solving and countermeasure development through the district.
14. Demonstrate the district's commitment as a learning organization to reflection, assessment, consensus, and continuous improvement, in keeping with the vision.

Scott County Schools believes that technology has the potential to transform education through learning at higher levels, individualizing instruction, and providing opportunities for continuous professional development by all staff.

We know that technology supports real-world learning, connects learners to experts and global communities, provides tools and resources to enhance learning, and enables students to utilize and analyze data for critical thinking and problem-solving skills necessary for preparation and acquisition of jobs in a changing world.

Most importantly, we must continually expand opportunities for teachers to become a part of the digital world of learning and teaching in online communities, to utilize data from assessment to accurately guide improvement of instruction, and to foster collaboration between technology and instructional leaders at every level. In addition, technology is a necessary tool of administrative and support personnel for data collection and analysis at building, district, and state levels.

District and school Comprehensive Improvement Plans can be found online at <http://www.scott.kyschools.us> .

As we address current needs and prepare for the future of teaching and learning with intelligent classroom components, online collaborative tools, online formative and summative assessment, ILPs, RtI, internet safety, digital citizenship, inclusion of social media, social networking, mobile devices, webinars and webcasts, access to greater bandwidth, new and improved enterprise systems, availability and support for movement towards a 1:1 computing environment with students and teachers utilizing their own computers and mobile devices on school networks, and improvement of communication for all stakeholders through use of VOIP and wireless district wide, it is recognized that as our needs and priorities change, modifications will be reflected in the technology plan as an effort of continuous progress.

Planning Process / Methodology

This technology plan represents district and school technology vision, priority, needs, and solutions. Each school is required to complete a technology plan that follows the five criteria as outlined below and submit it for review by the District Instructional Technology Coordinator and Chief Systems Engineer.

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education. **Reviewed By: Chief Systems Engineer**
2. The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education. **Reviewed By: District Instructional Technology Coordinator**
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education. **Reviewed By: Chief Systems Engineer**
4. The plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy. **Reviewed By: Chief Systems Engineer and District Instructional Technology Coordinator**
5. The plan must include an evaluation process that enables the schools and school district to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. **Developed By: District Instructional Coordinator and Chief Systems Engineer (applicable by their area of expertise and responsibilities).**

School technology plans are either embedded or a separate component of every CSIP. Plans are monitored for progress, to modify goals, objectives, and activities by the school principal, school technology committees, and other stakeholders as outlined and identified in this document.

The development of the district technology plan is a culmination of district and school goals, needs, and priorities aligned to the vision of the district and the five components as outlined above in addition to the twelve Components of NCLB, Title 2D, state and national content standards, and national educational technology standards. The district technology plan is posted to the school website. <http://www.scott.kyschools.us>. The district technology plan is a plan for continuous improvement monitored for progress, and to modify goals, objectives, and activities when appropriate.

This process is directly related to the USF filing of the 471 and our approach was to reference our five (5) year plan for improvement of the communication and data infrastructure. Specifically, we are addressing the needs related to fully enabling our centralized PBX to serve the voice needs of our entire district, including instructional, administrative staff and students and expanding our wireless capabilities throughout the facilities.

The goals and objectives were created to be a compliment and support of the overall district goals which ultimately support academic and instructional goals of our district.

Technology Vision and Goals

Goal 1

Increase the level of technology proficiency for all certified staff and students in compliance with the new refreshed NET*S standards for students, teachers (Standard 6), and administrators (TSSA / ISLLC) in alignment with the Technology Program of Studies, and state and national content standards..

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|--|-----------|---|--|
| Model and provide best practices for integration and use of technology throughout professional development opportunities. | Increased proficiency of technology standards, core content, student achievement, attendance, and productivity. | Annual technology assessment by Students (grades 8 and 12), teachers, and administrators | Ongoing | District-wide leadership | Title IID, KETS, District, School |
| Provide professional development opportunity for middle school teachers (2-days), all administrators (district-wide) (2-days), and middle school students (1-day) per grant guidelines and funding capacity. | Increased knowledge and proficiency of technology standards for students (NETS*S), Teacher Standard 6, and TSSA / ISSLC and use of Google Collaborative Tools (Web 2.0) aligned to core content. | Pre/Post assessment | COMPLETED | District Instructional Technology Coordinator | KETS, Title II D, ARRA Competitive, ARRA Formula, Grants |

Goal 2

Employ Technology Integration Specialists (TIS) at the district and building level to support teachers to create engaging lessons with technology for students to comply with the new refreshed NETS, the state Technology Program of Studies, state and national core content to develop awareness of trends in educational technology that support teaching and learning for preparing students for a successful future in a digital world.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|---|---|----------|---|-----------------------------------|
| Technology Integration Specialists (TIS) will be employed at the district and building level to serve all schools to assist in the integration of technology into content. | All teachers will increase proficiency to embed technology into lessons for engaged learning opportunities by students. Lessons will be and aligned to technology standards and core content. | Maintain log of interaction of TIS with teacher's district-wide and building level. | Ongoing | District Instructional Technology Coordinator, School Principal | Title IID, KETS, District, School |

Goal 3

To increase the number of teacher, administrator/staff, and student instructional computers and/or mobile computing devices by 20% each year with emphasis to reduce current student to computer ratio to meet or exceed KETS IDEAL Minimum Standard of 3:1.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|---|----------|--------------------------|-------------------------------|
| Replacement and/or purchase of workstations and/or mobile computing devices for students, teachers, | All workstations and/or mobile computing devices will be replaced on a 5-year rotation cycle, making them all | Annual reporting as per the State Required Technology Readiness Survey will indicate need | Ongoing | District-wide leadership | Local, KETS, District, School |

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| administrators, and staff will be purchased at a 20% replacement rate annually. Purchases will be made through the approved KETS contracts. | capable of using current software and interfacing with emerging technologies, online assessment, and online learning opportunities. | and/or improvement of district technology profile. | | | |
| Purchase of 30 laptop computers for middle school teachers purchased for attendees at the Google Workshop for Teachers - June 2010. | Increase of teacher laptops will provide improved teaching and learning opportunities for students and greater productivity. | Annual reporting as per the State Required Technology Readiness Survey will indicate increase in teacher computers. | April 2010 | District Instructional Technology Coordinator | ARRA Competitive |
| Purchase of student workstations for: Eastern Elem. (10), Garth Elem. (25), Northern Elem.(22), Southern Elem. (6) | Increased reading fluency and comprehension. | Formative assessments | Ongoing | Director of Elementary Curriculum | Title I, Part A Title I, Part A ARRA |

Goal 4

Fund and support learning opportunities for teachers, students, and administrators focused on technology trends at the local, regional, state, and national levels, new and emerging technology, policy making, assessment, and integration of technology that supports informed decision making and greater student achievement and technology proficiency.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|-----------------------|-----------------------|------------------|----------|-----------------------|----------------|
| Support attendance by | Increased learning | Demonstration of | Ongoing | District-wide | |

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|---|---|--|--|------------|--|
| students, teachers, and administrators to attend technology related conferences, online webinars, and video conferencing opportunities at the regional, state, and national levels. (STLP, KySTE, ISTE, KSBA, NSBA, CoSN, KSBA, KASA, etc.) | and dissemination of best practices for integration of innovative uses of technology aligned to content, increased student achievement, engagement, ability to analyze real world data and support critical thinking skills through inquiry/problem-solving skills, informed decision-making for sharing with peers and colleagues. | new or improved use of technology, updated policies, innovative and creative integration, reporting-out of current trends and best practices with current and emerging technologies, improved and increased student engagement, attendance, and achievement. | | Leadership | Title IID, KETS, Title IID, District, School, Grants |
|---|---|--|--|------------|--|

Goal 5

Continue and increase usage of Atomic Learning, a web-based subscription of video learning tutorials accessible 24/7 for just-in-time learning by staff, students, and parents of students in Scott County Schools.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|--|----------|--|-----------------------|
| Continue to develop greater awareness and use of Atomic Learning by all staff, students, and parents of students in Scott County | Proficiency of software applications commonly integrated in the PK-12 classroom. Lesson Accelerators provide teachers with quality lesson plan framework for | Monitor ongoing usage through the Atomic Learning online data portal. Student handbooks contain the logon and password for access. | Ongoing | District Instructional Technology Coordinator, TIS, Principals, Curriculum Directors | Title II Part D, KETS |

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| Schools. | facilitation of teaching with Atomic Learning tutorials. Tutorials support expectations for awareness of 21 st Century skills and applications used in college and/or the workforce. Greater awareness of technology proficiency assessed by the online technology tool aligned to technology standards. | Information is readily available and posted to the web for ease of access. | | | |
| Provide professional development to building level Atomic Learning Ambassadors for dissemination and increased use by staff and students. | Greater understanding of the how Atomic Learning will improve student learning and teacher effectiveness. | Increase in student and staff technology proficiency. | Ongoing | District Instructional Technology Coordinator, TIS, School-based Atomic Learning Ambassadors | Title II Part D, KETS |

Goal 6

Increase funding to support the purchase of interactive intelligent classroom components to expand classroom tools for teaching and rigorous learning opportunities.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
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| Teachers will integrate and embed interactive whiteboards, projectors, wireless tablets, CPS “clickers”, audio enhancement systems, mobile computing devices, GPS handhelds, and document cameras into lessons for improved student learning. | Improve teaching with technologies for increased engagement of student learning and students with special needs. | Identification of need as per Technology Readiness Survey and teacher/principal request. | Ongoing | District-wide leadership | Title IID, ARRA Formula, KETS, District, School, Grants |
| Continue to support the annual Teach, Lead, and Inspire with Technology, a district grant initiative for enhancing classroom instruction. | To write a grant supporting integration of technology in the classroom for improved student achievement, engagement, and teacher productivity. | Rubric developed and used to identify grants meeting the criteria as outlined in the grant proposal. Improved teaching with technology and increased student achievement. | Annual | District Instructional Technology Coordinator | Title IID, KETS |

Goal 7

Increase participation in the Student Technology Leadership Program (STLP). Provide increased funding and support for active STLP participation across the district.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|-------------------|-----------------------|------------|----------|-----------------------|----------------|
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| All Schools will be offered financial support for their Student Technology Leadership Program in addition to teacher incentives, and increased STLP technology inventory for existing projects. | Student technology leaders experience improved self-esteem and provide service and recognition to their school and community presenting at regional, state, and national venues. STLP Coaches and Judges experience that students are much more capable as users of technology and demonstrating problem-solving skills. | Comparison of yearly participation. Improvement in student learning and technology proficiency. | Ongoing | District Instructional Technology Coordinator, Building Principals, TIS | KETS, Local, NCLB, Title IID |
|---|---|--|---------|---|------------------------------|

Goal 8

Purchase of video conferencing equipment for every school and the central office to provide administrators, staff, and student's virtual learning opportunities supported by Internet 2 educational content (MAGPI and CRD) for professional development opportunities supported by the tenets of the KETS Master Plan.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|---|----------|--|---|
| Purchase video conferencing equipment for each school and central office complex. | Enhanced lesson creation and integration of quality content via video conferencing opportunities. Increased student engagement through | Data indicating usage, program title, and cost associated with the content. Number of units purchased. | Ongoing | District Instructional Technology Coordinator, Directors of Elementary and Secondary Curriculum, | Title IID, KETS, District, School, Grants |

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| | active participation in video conferencing opportunities. | Increased student achievement. | | Building Principals | |
| Develop training opportunities for library media specialists, curriculum integration specialists, and technology integration specialists for learning to access content from repositories and the "how-to" of technical connectivity and ease of use. | All individuals trained will be available as support staff to empower teachers, students, and administrators to become independent proficient users of video conferencing equipment. | Identify individuals who attend training, number of participants, and demand for video conferencing equipment. | Ongoing | District Instructional Technology Coordinator, Library Media Specialists | Title IID, KETS, District, School, Grants |

Goal 9

In alignment with eRate / Federal funding requirements, State, and District policies, we will continue to address the essential need and urgency for awareness and integration of digital citizenship, internet safety, social media, and social networking responsibilities and consequences for all staff and students.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|---|----------|--|---|
| Continue the integration of internet safety and digital citizenship lessons taught to all students in compliance with federal law, state and district policies. The librarian/LMS will be appointed as the | Students will receive age/grade-appropriate lessons in internet safety and digital citizenship. | A log indicating lessons taught will be made available at each school. The building principal or | Ongoing | District Instructional Technology Coordinator, Building Principals, Librarians/LMS | Title IID, KETS, District, School, Grants |

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| <p>point of contact and responsible to the building principal. Provide every LMS the opportunity to attend and participate in an online i-Safe training and certification class. Purchase i-Safe training curriculum materials located on the district server for accessibility by all teachers and administrators. Invite recognized speakers (state attorney general, Mike Ribble, local law enforcement, KSBA, and KEA to the district promoting internet safety and ethical professional behavior to both students and staff.</p> | <p>Learned knowledge for teaching internet safety to students.</p> <p>Use of training materials will support instruction of internet safety.</p> <p>The message of internet safety, digital citizenship, and social networking will be presented effectively and relevant to the specific audience.</p> | <p>designee will ensure i-Safe curriculum is being taught. Certification of completed online i-Safe training.</p> <p>Purchase and placement of materials is timely and easily accessible.</p> <p>Staff and students will better understand the importance of responsibilities and consequences regarding internet safety, digital citizenship and social networking.</p> | | | |
|---|---|--|--|--|--|

Goal 10

Provide quality software, hardware, and professional development to support continuous monitoring, data collection, and intervention and credit recovery services to schools and students within the district aligned to Response to Intervention (RtI).

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|---|---|----------|---|---|
| Purchase of AIMSweb Pro Software for all elementary and middle schools. AIMSweb Progress Monitoring Professional Development. | Provides universal screening and progress monitoring in reading and math. Training in AIMSweb progress monitoring. | Identification of students with needs for intervention strategies to succeed. Teachers effectively using data for monitoring student progress. | Ongoing | Directors of Elementary and Secondary Curriculum, Building Principals Supported by: Chief Systems Engineer, School Technology Coordinators, Network Support Engineer, Computer/Electronics Support Engineer | Title I, Part A Title I, Part A ARRA |
| Purchase of RiverDeep software for Georgetown Middle School. | Software used for Tier 2 reading intervention. | Improvement in reading based on pre/post assessment. | | | |
| Purchase of SuccessMaker software for Royal Spring and Scott County Middle. | Software used for Tier 2 reading and math intervention. | Improvement in reading and math based on pre/post assessment. | | | |
| Purchase 1-year online subscription to NovelStars for the Intervention | Online access to intervention and credit recovery software. | Improvement indicates successful credit | | | |

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|---|--|--|--|--|--|
| <p>Center. Purchase 3-year license to Education City for all 7 elementary schools.</p> <p>Purchase of SuccessMaker software for Garth Elementary.</p> <p>Purchase of Earobics software for Anne Mason Elementary.</p> <p>Purchase of a site-license for PD-360 for Garth Elementary.</p> <p>Purchase of Benchmark Scanner for Garth Elementary.</p> | <p>Software used for Tier 2 reading and math intervention.</p> <p>Software used for Tier 2 math intervention.</p> <p>Software used for Tier 2 reading intervention.</p> <p>Software used to provide PD to all staff.</p> <p>Scanner used to score progress monitoring.</p> | <p>recovery for graduation.</p> <p>Improvement in reading and math based on pre/post assessment.</p> <p>Improvement in math based on pre/post assessment.</p> <p>Improvement in reading based on reading assessment.</p> <p>Teachers effectively using strategies for teaching.</p> <p>Scanned assessments provide immediate feedback to both student and teacher.</p> | | | |
|---|--|--|--|--|--|

Goal 11

Garth Elementary, Georgetown Middle, Southern Elementary

Install wireless access coverage for the entire campus of the above listed schools. Replace older switching technology to accommodate VOIP and wireless.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|--|----------|---|--|
| Georgetown Middle Infrastructure Enhancements | Infrastructure upgrade to allow flexible, enhanced access to enhanced communication via wireless and VOIP communications | Operate and maintain an efficient and secure network environment that meets industry standards that support the instruction and communication needs of students and staff. | Ongoing | Chief Systems Engineer, Chief Financial Officer, Superintendent | USF Funding, E-rate Internal Connections |
| Garth Elementary Infrastructure Enhancements | | | | | General Funds KETS |
| Southern Elementary Infrastructure Enhancements. | | | | | |

Goal 12

Our current network infrastructure will be maintained and upgraded as needed to support innovative communication, teaching, learning, assessment, and administrative needs. Older aging equipment will be replaced timely, as needed, to maintain efficiency toward a learning environment.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|----------------------------------|-----------------------|--------------------------------------|----------|------------------------|----------------|
| Implement LAN/WAN infrastructure | Improve and maintain | A reliable network reduces downtime, | Ongoing | Chief Systems Engineer | General Funds |

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|---|--|---|--|--|--|
| <p>enhancements to ensure capacity necessary for technology advancements.</p> <p>Lease and/or construct 1GB fiber infrastructure to connect new sites with current wide-area-network.</p> <p>Replace or upgrade the majority of equipment and software related to the network: Ethernet switches, wireless access points, servers, server software and UPSs.</p> <p>Operate and maintain an efficient and secure network environment that meets industry standards.</p> | <p>network efficiency to provide flexible and reliable access for students and staff.</p> <p>The services detailed here support teaching and learning, deliver quick access to student data, and increase family and student engagement. These elements are critical as administrators and teachers make decisions that impact instructional practice, curricula quality, administration and the school environment.</p> | <p>decreases user frustration and increases productivity.</p> | | | |
|---|--|---|--|--|--|

Goal 13

Establish support technicians (School Technology Coordinators) at every building level.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|--|----------|--|--------------------|
| Collaborate with district and building administration to ensure adequate staffing to | Maintain and support software and hardware to promote and enhance instruction for students | Operate and maintain an efficient and secure network environment that meets industry | Ongoing | Chief Systems Engineer, Superintendent, Human Resources, | General Funds KETS |

| | | | | | |
|---|-----------|--|--|---|--|
| meet networking and school support needs. | and staff | standards that support the instruction and communication needs of students and staff. A reliable network reduces downtime, decreases user frustration and increases productivity. | | Principals, School Technology Coordinators | |
|---|-----------|--|--|---|--|

Goal 14

Research/ Purchase necessary Software updates and licenses to ensure capacity necessary for technology advancements.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|---|----------|--|-----------------------|
| Software advancements and annual license fees for network and instruction are on-going and continuous. | Software licenses and upgrades to ensure access to resources for students and staff. | Electronic Software Inventory System/Financial System | Ongoing | Chief Systems Engineer, Building Principals, School Technology Coordinators, District Administrators Responsible for their Individual Programs | General Funds KETS |

Goal 15

Continue implementation and support of the district-wide student information system and utilize the data to determine technology needs and improve communications between parents, students and staff.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|---|----------|--|-----------------------|
| Provide/offer training of the Student Information System - Infinite Campus. | Enhance knowledge on utilizing the student information system in an effort to maintain consistent data and to improve communications between students, staff and parents. | Electronic Work Order Ticket System School Technology Coordinators | Ongoing | Chief Systems Engineer, Director of Student Services, School Technology Coordinators | General Funds KETS |

Goal 16

Provide an increased level of effective communication both within the district and with the community via the network, email and/or district website.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|-------------------------------------|----------|---|-----------------------|
| Provide and offer training and support for the content management system that provides teacher classroom, school and district web pages. | Web pages are a means to inform students, parents, and community members of information relevant to school business. | Electronic Work Order Ticket System | Ongoing | Chief Systems Engineer, School Technology Coordinators, Computer Support Engineer | General Funds KETS |

Goal 17

Increase the number of computers and other emerging technologies in schools, including a 5-year replacement cycle for all personal computing devices. The state legislature approved \$50M for IDU funds statewide to begin this process.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|--|--|----------------|--|-------------------------------|
| <p>Establish a 5-year replacement cycle for personal computing devices.</p> <p>The District maintains a network that connects all computing devices.</p> <p>Our minimum technology standards are determined by the Kentucky Department of Education and evaluated on an on-going basis.</p> <p>A number of miscellaneous and specialized software packages are used at specific grade levels. Our goal is to reduce the number of unique software packages used district-wide to reduce support costs.</p> | <p>This will be measured through establishing a 5-year replacement cycle for personal computing devices.</p> | <p>A reliable network reduces downtime, decreases user frustration and increases productivity.</p> | <p>Ongoing</p> | <p>Chief Systems Engineer, School Technology Coordinators, Superintendent, District Instructional Technology Coordinator, Director of Curriculum, Building Principal's</p> | <p>General Funds KETS</p> |

Goal 18

Provide and support CCTV systems to monitor every facility.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|--|---|----------|--|----------------|
| Provide CCTV systems to monitor every facility. | Install/upgrade CCTV systems to be maintained by district support personnel. | A reliable network reduces downtime, decreases user frustration and increases productivity. | Ongoing | Chief Systems Engineer, Network Support Engineer | General Funds |

Goal 19

Implement technologies which support a “green” environment.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|---------------------------------------|------------|----------|---|----------------|
| Implement energy management software and techniques. | Improved environment and cost savings | | Ongoing | Chief Systems Engineer, Network Support Engineer, Computer/Electronics Support Engineer | General Funds |

Goal 20

Provide sufficient bandwidth, and voice and video capability to support technology integration into teaching, learning and administration.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|--|----------------|---|--|
| <p>Make sure bandwidth is used effectively and efficiently.</p> <p>Maintain adequate data flow.</p> <p>Make sure staff and students have sufficient telecommunication capability.</p> <p>Boost the speed, flexibility and interactive dimension of district communications.</p> | <p>Analyze bandwidth use and make decisions based on data.</p> <p>Increase leased bandwidth when necessary.</p> <p>Update telecom system as needed.</p> <p>Expand the use of IP video conferencing.</p> | <p>A reliable network reduces downtime, decreases user frustration and increases productivity.</p> | <p>Ongoing</p> | <p>Chief Systems Engineer, Network Support Engineer</p> | <p>General Funds KETS USF Funding, if applicable</p> |

Staff Training/ Professional Development Goals

Technology Curriculum Teachers, School Technology Coordinators and Staff training time to train on various technologies. This training would serve a variety of purposes including providing time to share knowledge and collaborate on technology resources.

Support the software continuous monitoring, data collection and intervention and credit recovery services to schools and students within the district aligned to Response to Intervention (RTI).

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|---|----------|---|---|
| Purchase of AIMSweb Pro Software for all elementary and middle schools. AIMSweb Progress Monitoring Professional Development. | Provides universal screening and progress monitoring in reading and math. Training in AIMSweb progress monitoring. | Identification of students with needs for intervention strategies to succeed. Teachers effectively using data for monitoring student progress. | Ongoing | Directors of Elementary and Secondary Curriculum, Building Principals Supported by: Chief Systems Engineer School Technology Coordinators Computer/Electronics Support Engineer Network Support Engineer District Instructional Technology Director | Title I, Part A Title I, Part A ARRA |
| Purchase of RiverDeep software for Georgetown Middle School. Purchase of SuccessMaker software for Royal Spring and Scott County Middle. | Software used for Tier 2 reading intervention. | Improvement in reading based on pre/post assessment. Improvement in reading and math based on pre/post assessment. | | | |
| Purchase 1-year online subscription to NovelStars for the Intervention Center. | Software used for Tier 2 reading and math intervention. | Improvement indicates successful credit recovery for graduation. | | | |
| Purchase 3-year license to Education City for all 7 elementary schools. | Online access to intervention and credit recovery software. | Improvement in reading and math based on | | | |

| | | | | | |
|--|--|---|--|--|--|
| <p>Purchase of SuccessMaker software for Garth Elementary.</p> <p>Purchase of Earobics software for Anne Mason Elementary.</p> <p>Purchase of a site-license for PD-360 for Garth Elementary.</p> <p>Purchase of Benchmark Scanner for Garth Elementary.</p> | <p>Software used for Tier 2 reading and math intervention.</p> <p>Software used for Tier 2 math intervention.</p> <p>Software used for Tier 2 reading intervention.</p> <p>Software used to provide PD to all staff.</p> <p>Scanner used to score progress monitoring.</p> | <p>pre/post assessment.</p> <p>Improvement in math based on pre/post assessment.</p> <p>Improvement in reading based on reading assessment.</p> <p>Teachers effectively using strategies for teaching.</p> <p>Scanned assessments provide immediate feedback to both student and teacher.</p> | | | |
|--|--|---|--|--|--|

Student Technology Literacy Skills

To assess student technology proficiency, Simple Assessment, a free web-based technology tool aligned to the National Education Technology Standards for Students (NETS*S) will be administered to all 8th and 12th grade students annually. The standard for passing is 80%. Data from the prior year indicates that students are not proficient in technology standards requiring intervention for improvement.

To increase proficiency, assessment data will be provided to building principals and curriculum directors as soon as possible to support the integration of technology standards into the content and to provide clear communicate to both teachers and students as to expectations.

Support and integration of STLP activities will support the technology literacy by both students and teachers as outlined in the goals in the prior section.

The District Technology Integration Specialist is instrumental in providing just-in-time professional development to support teaching and learning with technology, support of STLP, and modeling best practices.

Goal 1

Assess 8th and 12th grade students' digital literacy proficiency.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|--|----------|---|------------------|
| To annually assess all 8 th and 12 th grade students in digital literacy proficiency using the online Simple Assessment free resource. | Students will demonstrate technology literacy proficiency with 80% as the standard for passing. | Review data by grade and by school to determine the strengths and weaknesses for continuous improvement. | Annually | District Instructional Technology Coordinator, Curriculum Directors, Principals, Counselors, STCs, Teachers | KETS, Title IID, |
| Identify areas of needs based on assessment by school and provide the information to building principals for dissemination to staff for improvement in student technology skills and standards. | Students will demonstrate improvement in technology proficiency. | Students may assess themselves as often as necessary to achieve a level of technology proficiency. | Ongoing | District Instructional Technology Coordinator, Curriculum Directors, Principals, Counselors, STCs, Teachers | KETS, Title IID |

Goal 2

Assess technology proficiency of Teacher Standard 6 by all teachers.

Action Plan: Strategies/Activities

| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|--|---|--|----------|--|---|
| To annually assess teacher technology proficiency as outlined in Teacher Standard 6. | Teachers will demonstrate technology proficiency. | Teachers will assess themselves as novice, apprentice, proficient, or distinguished users of technology. | Annually | District Instructional Technology Coordinator, Building Principals, Teachers | KETS, Title IID |
| Identify areas of need based on assessment and provide professional development opportunities. | Teachers will demonstrate greater understanding of technology standards by which they are assessed. | Improvement in areas identified not proficient. | Ongoing | District Instructional Technology Coordinator, Building Principals, Teachers | KETS, Title II D, Grants, ARRA Formula ARRA Competitive |

Goal 3

Assess technology proficiency of Administrators based on TSSA / ISLLC Standards.

Action Plan: Projects/Activities

| Project/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
|---|---|--|----------|--|--|
| To annually assess administrator technology proficiency as outlined in administrator standards (TSSA / ISLLC) | Administrators will demonstrate technology proficiency. | Administrators will assess themselves as novice, apprentice, proficient, or distinguished users of technology. | Annually | District Instructional Technology Coordinator, District Leadership | KETS, Title IID |
| Identify areas of need based on assessment and provide professional development opportunities. | Administrators will demonstrate greater understanding of technology standards by which they are assessed. | Improvement in areas identified not proficient. | Ongoing | District Instructional Technology Coordinator, District Leadership | KETS, Title IID, ARRA Competitive ARRA Formula |

Integration of Technology into Curricula and Instruction

Technology is ubiquitous in the Scott County Schools. Use of progress monitoring software, software, hardware, and instructional technology will be found in every school and classrooms. Some instructional web-based and client based software include but are not limited to the following: Education City used for reading, math, and science; Novel Stars used to provide credit recovery and intervention services; SuccessMaker used for Reading and Math; Earobics used for reading, Riverdeep for reading intervention; AIMSweb Pro software for universal screening and progress monitoring, KET EncycloMedia, Atomic Learning, and BrainPop.

One video-conferencing component is available for use across the district. SKYPE is used by both administrators and teachers.

Staff Training/ Professional Development Goals

Scott County Schools is a progressive district in continuous improvement of current and future technology initiatives. All staff and students receive assistance and training to use, integrate, and implement current and new technologies. Currently, there is one full-time Technology Integration Specialist (TIS) responsible to work with all schools district wide in addition to assisting in the need for on-demand training. There are no Technology Integration Specialists (TIS) at any of the Scott County schools.

A school technology coordinator (STC) is located at every school either as a full or part time position serving in the capacity of classified or certified employment. The STC provides assistance with instructional and technical issues as designated by the building principal.

There is a minimum of two EncycloMedia Specialists at every school. EncycloMedia Specialists are teachers who volunteer to provide training to their peers and disseminate information from KET EncycloMedia/Discovery and the District Instructional Technology Coordinator. Professional development is provided throughout the year to schools and individuals. Use of our KET Consultant, Missi Baker, has assisted schools in moving forward with this resource. Supporting EncycloMedia is the Kentucky Education Network which provides increased bandwidth resulting in more teachers taking advantage of accessing resources during the school day for enhancing lessons with technology. Our goal continues to stress the importance of placing EncycloMedia into the hands of more students to empower them to leverage this resource at both home and school. In addition, we strive for continuous improvement to increase teachers' proficiency of using EncycloMedia for lessons and/or integrating clips in other technology such as "clickers" or with interactive whiteboards, and presentations.

In support of just in time learning anytime and anywhere, Atomic Learning is a web-based subscription service purchased for all staff, students, and parents of Scott County students for learning to use software applications. Atomic Learning, a video tutorial repository also provides "lesson accelerators" aligned to content and state standards. These lesson accelerators can be a springboard for integration of technology into classroom lessons and instruction. There is a minimum of one Atomic Learning Ambassador in every Scott County school. Atomic Learning Ambassadors are teachers who volunteer to provide training to their peers and to disseminate information from Atomic Learning and the District Instructional Technology Coordinator. Our goal is to increasing usage of Atomic Learning district-wide. As with EncycloMedia, it is essential that we empower our students to access to Atomic Learning at their will to support their needs of learning in our digital world. Throughout the year, professional development is offered to teachers, contests are on-going for leveraging improved usage

at each school by teachers and students. Based on data collected as to usage indicates continuation of this web-based application as well as to continue to offer incentives and contests supported by training opportunities.

I-Safe is currently implemented across the district via librarians/library media specialists guided and supported by the District Instructional Technology Coordinator. Every librarian/lms is encouraged to be certified in iSafe training. The LMS works closely with their building principal, counselor, teachers, family resource/youth services coordinator, and PTA/PTO to disseminate the K-12 curriculum throughout the schools to students. Opportunities for professional development are available to support understanding of internet safety; however, we continue to seek increased understanding and awareness. In addition, as per policy change to address state and federal guidelines, opportunities for professional development at the school and district level are made available to address digital citizenship and social networking sites.

Integration of the “Intelligent Classroom” has brought SmartBoards, wireless tablets, “clickers”, document cameras, iPods, and other mobile devices into our buildings and classrooms. With the lack of funding to support building level technology integration support, professional development and training rests on curriculum directors, one technology integration specialist, teacher leaders, vendors, STCs, and the principal to develop and nurture teacher technology leaders in every building to support the demand and momentum for teaching and learning with technology. To assist in training opportunities, monthly technology themes including a Fall Into Technology Celebration and Spring Into Technology Celebration provide strands of professional learning opportunities in addition to just-in-time PD afterschool, before school, early release, and during planning times as requested by teachers.

At any time, a principal, teacher, team, or building may request support for professional development to which the instructional technology department acknowledges and addresses. Professional development is aligned to the building technology plan, individual growth plans, state and national content as well as technology standards for students, teachers, and administrators.

With the Kentucky Education Network (KEN), brings a new level of video conferencing utilizing Internet 2 (I2) content providers. The larger bandwidth supports use of video conferencing for teaching and learning opportunities. The technology component is mobile enough for teachers to transport from classroom to classroom. Professional development and training for how to use and integrate video conferencing into lessons began with librarians/library media specialists using a train-the-trainer format with the goal to bring all principals lead teachers on board. Quality content may be acquired through partnership with the Center for Rural Development (CRD) as well as via a statewide video-conferencing listserv. In addition, SKYPE is used in the classroom and by administrators which is less costly.

Professional development technology opportunities are available to district staff, during the working day, before school, after school, early-release days, during fall, winter, spring breaks, summer teacher academy, video conferencing, as well as via online communities.

Current Technology and Resources

Scott County Public Schools technology staff are designated by an instructional division and a technical division; an Instructional Technology Department and a Voice, Video and Data Information Technology Department.

One full-time District Instructional Technology Coordinator and one full-time technology integration specialist (TIS) support instructional technology initiatives within the district in addition to other job related duties. The Instructional Department provides technology professional development, grant writing and instructional classroom technology training.

The Voice, Video and Data IT Department implements and support voice, video and data technology within the district. Their duties are comprised of project implementation and planning; support of voice telecommunications (VOIP and legacy systems); implementation and support of school/district software; electronic technology repairs (computers, printers, imaging, etc); network maintenance and repair (switches, servers, appliances, etc.); federal and state reports, as it relates to voice, video and data technology; engineering and design of building projects as it relates to technology and other as needed technology issues.

Scott County has a centralized datacenter which connects point-to-point fiber to each school facility with a 100MB connection to the internet. The servers located centrally include an email server, web server, financial server (munis), student information system data server, file servers for students and teachers to save files, antivirus and windows update server for automated updates, and several application servers. An internet filtering appliance is used with ISA to provide internet monitoring, filtering and caching of data. Security systems (CCTV) at several schools with a goal of increasing this coverage to all facilities. Cable broadcast systems (CATV) are installed and supported at all school facilities with a goal of improving the current technology at some to more modern standards.

Our strengths include our technology staff (instructional and technical), our administration, students, parents, community, and infrastructure; our weaknesses include budget resources (available funds) and aging equipment.

All twelve schools employ a school technology coordinator on either a full or a part-time basis.

In order to provide detailed information as it relates to Scott County Public Schools Technology, attached is our Technology Readiness Survey (TRS) effective December 1, 2009 (Appendix A).

District student enrollment continues to increase at an approximate rate of 3 -5% annually. With budget cuts and decrease of federal and state KETS funding, technology purchases fall far below the goal of a 20% annual replacement of older and outdated computers.

Payment for Infinite Campus, the Kentucky statewide online Student Information System used for attendance, grading, and monitoring is taken from the KETS budget.

Nine of the twelve schools in the district are active in the Student Technology Leadership Program (STLP) with several coaches in each building offering additional opportunities for all students to participate. Six schools were in attendance at the November STLP Regional Showcases. At the May STLP Championship and Awards, seven STLP student groups will participate in the May STLP Championship seeking the coveted title “Best in State”.

Within the district, 14 locations are connected to WAN via fiber, 100% of LAN ports are 100MB or above, 100% of classrooms are connected to the LAN, 100% of workstations are connected to the LAN, and 35% of computers connect wirelessly to the LAN.

Both the ratio of classroom phones to out-going telephone trunk lines and the ratio of classroom phones to in-coming telephone trunk lines are 10:1. Currently, eight schools have implemented a VOIP system, five have traditional phone systems, and two anticipate upgrading the phone systems in the next two years.

Funding received for the Kentucky Education Network (KEN) increased our bandwidth from two T-1 lines to a 100MB connection. This improvement facilitates greater use of KET EncycloMedia, web-based applications, video conferencing by teachers and students and improved connectivity for enterprise systems (MUNIS, SIS, and MAX). The network supports fiber and gigabyte activity available to administrators, teachers, and students. It is the foundation for movement towards online assessment, and future initiatives from the local and state level.

Due to the cost related to providing bandwidth to districts, reduction has taken place as of 2009 resulting in our current bandwidth at 45 MB. Should this reduced bandwidth place restrictions upon the district for teaching with technology, the state will revisit the needs of the school for possible increase.

Evaluation

Monitoring and evaluation of the technology plan is continuous as we seek improvement, address changes and needs - planned and unplanned at the building, district, state, and federal level.

School technology committees meet throughout the year to review technology plans for completion and/or revision of the planned activities, necessary budget adjustments, creation of new activities, and review of current and future goals for supporting the district vision, belief statements, and principles and brought to the SBDM council for approval. Final revisions become a part of the district technology plan.

Surveys will be developed via Google Survey and emailed to teachers and administrators for indicating interest and needs for professional development opportunities addressing how to use current, new, and emerging technologies, quality of the professional development, and if extension of the concept/topic is required for proficiency. Information from surveys will be shared with schools for creation of their own professional development opportunities as well as for district wide professional development.

Annual technology proficiency/standards assessment of all students, teachers, and administrators will take place via online assessment tools and surveys.

Data from the web-based applications such as EncycloMedia and Atomic Learning will be reviewed to determine usage by schools and to identify areas of greatest interest for development of systemic growth through incentives, presentation opportunities, and conference attendance to share best practices and engagement of students through integration of these resources.

An annual inventory of hardware provides an accurate account of the age and number of workstations in the district. In addition, this data is used to plan and budget for adjustments of current and future instructional and management needs by students, teachers, and administrators.

Monitoring bandwidth traffic within the district and from the district to the state to ensure that fiber and gigabyte activity is available to all students and staff.

The technology-related strategies we present in our plan are designed to achieve two key district-wide educational goals: create a positive, progressive learning environment in every classroom and use performance-based assessments to determine what students know and can do.

We realize the importance of building and maintaining a robust and stable technology infrastructure to reach these goals. A reliable network reduces downtime, decreases user frustration and increases productivity. Taken as a whole, our strategies are designed to create a current, operational network infrastructure used by teachers and staff who are trained to integrate technology into teaching, learning and administration.

Our technology plan is also designed to make sure we are ready to take advantage of the growing number of opportunities for distance-learning. High availability, trouble-free connectivity, dependable equipment and high-speed operation are vital as teachers and students work online.

Budget Summary

School Year: 2011-2012

Annual Budget Summary

- List the professional development and technologies to be acquired during each year of the agency's plan.
- List all funding sources for recurring services, anticipated purchases, and professional development.
- Include the total of all technology resources to support the district's technology initiatives.
- Note: At least 25% of the funds allocated to an LEA through the *Title IID ED Tech Program* (Competitive and Non-Competitive), must be allocated for professional development activities.
- This information will be helpful in completing Item 25D on the E-Rate Form 471.
- The budget for Voice, Video and Data Information District Technology is derived from general funds and KETS. Staffing allocations are provided by local general funds.

| Acquired Technologies and Professional Development | Ed Tech Competitive Title IID | Ed Tech Formula Title IID | ARRA Formula Title IID | ARRA Competitive Title IID | E-Rate | NCLB/other than Title IID | KETS | Other (Specify) |
|--|-------------------------------|---------------------------|------------------------|----------------------------|--------|---------------------------|------|------------------------|
| Professional Development of best practices, integration of new technologies and learning opportunities, technology standards of students, teachers, and administrators) \$55,000. | | X | X | X | | | | District School Grants |
| Technology salaries and Curriculum/Technology Resource Teachers at district and building level \$250,000. | | | | | | | X | District |
| 20% annual replacement of workstations and/or mobile computing device for students, teachers, and administrators \$750,000 | | | X | X | | | X | |
| Purchase of 30 laptop computers for middle school teachers purchased for attendees at the Google Workshop for Teachers - June 2010. (Completed) | | | | X | | | X | |

| | | | | | | | | |
|--|--------------------------------------|----------------------------------|-------------------------------|-----------------------------------|---------------|----------------------------------|-------------|--|
| \$45,000. | | | | | | | | |
| Purchase of student workstations for: Eastern Elem. (10), Garth Elem. (25), Northern Elem.(22), Southern Elem. (6) \$47,000. | | | | | | | | Title I Part A Title I Part A ARRA |
| Acquired Technologies and Professional Development | Ed Tech Competitive Title IID | Ed Tech Formula Title IID | ARRA Formula Title IID | ARRA Competitive Title IID | E-Rate | NCLB/other than Title IID | KETS | Other (Specify) |
| Support attendance by students, teachers, and administrators to attend technology related conferences, online webinars, and video conferencing opportunities at the regional, state, and national levels. (STLP, KySTE, ISTE, KSBA, NSBA, CoSN, KSBA, KASA, etc.) Cost Estimate: \$15,000. | | X | | | | | X | District School Grants |
| Atomic Learning by all staff, students, and parents of students in Scott County Schools. Cost Estimate: \$12,000. | | X | | | | | X | District |
| Intelligent Classroom Technologies Cost Estimate: \$50,000. | | | | | | | X | District Schools Grants |
| Teach, Lead, and Inspire with Technology, a district grant initiative for | | | | | | | X | |

| | | | | | | | | |
|--|--------------------------------------|----------------------------------|-------------------------------|-----------------------------------|---------------|----------------------------------|-------------|--|
| enhancing classroom instruction. Cost Estimate: \$35,000. | | | | | | | | |
| Student Technology Leadership Program (STLP) Cost Estimate: \$8000. | | | | | | | X | District Schools |
| Acquired Technologies and Professional Development | Ed Tech Competitive Title IID | Ed Tech Formula Title IID | ARRA Formula Title IID | ARRA Competitive Title IID | E-Rate | NCLB/other than Title IID | KETS | Other (Specify) |
| I-Safe Internet Safety and Digital Citizenship Training, dissemination, implementation, and speakers. Cost Estimate: \$10,000. | | X | | | | | X | District Schools |
| Video Conferencing Equipment, training, content acquisition, and professional development. Cost Estimate: \$12,000. | | X | | | | | X | District School Grants |
| Purchase of software and hardware to support intervention and credit recovery services Cost Esitmate: \$82,000. | | | | | | | | Title I Part A Title I Part A ARRA |
| VOIP, Wireless Access Coverage and Switch Replacement for those schools that were approved for USF Funding (E-Rate) Cost Estimate: \$200,000.00 | | | | | X | | X | General Funds |
| | | | | | | | | |

| Acquired Technologies and Professional Development | Ed Tech Competitive Title IID | Ed Tech Formula Title IID | ARRA Formula Title IID | ARRA Competitive Title IID | E-Rate | NCLB/other than Title IID | KETS | Other (Specify) |
|---|-------------------------------|---------------------------|------------------------|----------------------------|--------|---------------------------|------|-----------------|
| <p>LAN/WAN Infrastructure Enhancements to ensure capacity necessary for technology advancements, including, fiber connectivity, network hardware and software, servers, server software, wireless access; The necessary items to operate and maintain an efficient and secure network environment that meets industry standards.</p> <p>Cost Estimate: \$100,000.00</p> | | | | | | | X | General Funds |
| <p>Software advancements and annual license fees for network and instruction are on-going and continuous.</p> <p>Cost Estimate: \$50,000.00</p> | | | | | | | X | General Funds |
| <p>Provide Training on various district software initiatives such as, but not limited to, Infinite Campus, Web Content Management System,</p> <p>Cost Estimate: \$3,000.00</p> | | | | | | | X | General Funds |

| | | | | | | | | |
|--|--------------------------------------|----------------------------------|-------------------------------|-----------------------------------|---------------|----------------------------------|-------------|------------------------|
| Provide and support CCTV systems to monitor every facility. Cost Estimate: \$50,000.00 | | | | | | | | General Funds |
| Acquired Technologies and Professional Development | Ed Tech Competitive Title IID | Ed Tech Formula Title IID | ARRA Formula Title IID | ARRA Competitive Title IID | E-Rate | NCLB/other than Title IID | KETS | Other (Specify) |
| Increase the number of computers and other emerging technologies in schools, including a 5-year replacement cycle for all personal computing devices. Cost Estimate: \$100,000.00 | | | | | | | X | General Funds |
| Implement technologies which support a “green” environment. Cost Estimate: \$22,000.00 | | | | | | | X | General Funds |
| Provide sufficient bandwidth, and voice and video capability to support technology integration into teaching, learning and administration. Cost Estimate: \$100,000.00 | | | | | | | X | General Funds |
| Infinite Campus Annual Licensing for use of Student Information System Software Cost Estimate: \$50,000.00 | | | | | | | X | |

APPENDIX A

SCOTT COUNTY PUBLIC SCHOOLS

TECHNOLOGY READINESS SURVEY

December 1, 2010



Technology Readiness Survey

Survey District(s) > Survey Sections

>> Logged in as: [SSETSER1] | Logout

Scott County: 2010 - 2011

| | | | | | | | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| SUMMARY | Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 | Section 8 | Section 9 | Section 10 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|

The information collected will be used by local school districts, local Boards of Education, Legislators and the Kentucky Board of Education to determine the needs for (1) implementing the KETS Master Plan for Technology initiative, (2) technology funding, (3) on-line applications and (4) on-line testing.

Completion Date: December 1, 2010

| | |
|-------------------------------|--------------------------|
| REGION: | 5 |
| DISTRICT: | Scott County |
| ADA: | 7,175 |
| NUMBER OF CLASSROOMS: | 533 <input type="text"/> |
| NUMBER OF CLASSROOM TEACHERS: | 549 <input type="text"/> |

Save

Site Compatibility



Technology Readiness Survey

Survey District(s) > Survey Sections

>> Logged in as: [SSETSER1] | Logout

Scott County: 2010 - 2011

| | | | | | | | | | | |
|---------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| SUMMARY | SECTION 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 | Section 8 | Section 9 | Section 10 |
|---------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|

Section Completed

Section 1: Student Instructional Devices/Desktop Virtualization/Home Access

| Instructional Devices (Desktops/Laptops/Tablets/Netbooks) - Elementary Schools | Total | Percentage |
|---|--------------|-------------------|
| Number of student Instructional Devices located in standard classrooms | 502 | 55% |
| Number of student Instructional Devices located in fixed or mobile labs | 345 | 38% |
| Number of student Instructional Devices that are carried and stay with student | 59 | 7% |
| Elementary Student Instructional Devices - TOTAL | 906 | 100% |

| Instructional Devices (Desktops/Laptops/Tablets/Netbooks) - Secondary Schools (Middle, HS, Alt) | Total | Percentage |
|--|--------------|-------------------|
| Number of student Instructional Devices in locations that have 3 or less student Instructional Devices | 110 | 11% |
| Number of student Instructional Devices in locations that have 4 or more student Instructional Devices | 881 | 89% |
| Number of student Instructional Devices that are carried and stay with student | 0 | 0% |
| Secondary Student Instructional Devices - TOTAL | 991 | 100% |

Grand TOTAL ⓘ 1897

Desktop Virtualization - Elementary Schools

| | | |
|---|----|--|
| How many hardware based desktop virtualization cards (i.e N-Computing, Fiddlehead, MiniFrame) have you deployed in your district? | 56 | |
| How many additional student instructional access terminals did this create in your district? | 56 | |

Desktop Virtualization - Secondary Schools (Middle, HS, Alt)

| | | |
|---|----|--|
| How many hardware based desktop virtualization cards (i.e N-Computing, Fiddlehead, MiniFrame) have you deployed in your district? | 68 | |
| How many additional student instructional access terminals did this create in your district? | 68 | |

Home Access for Students

| | |
|--|------|
| 1. Percentage of students that have a computer at home? | 80 % |
| 1.a) Percentage of these computers that are less than 5 years old? | 11 % |
| 2. Percentage of students that have Internet access at home? | 70 % |
| 3. Percentage of students for each type of Internet connectivity? ⓘ | 100% |
| 3.a) Dial Up | 5 % |

| | |
|--|------|
| 3.b) Cable Modem | 30 % |
| 3.c) DSL (usually provided by telephone company) | 40 % |
| 3.d) Satellite Dish | 8 % |
| 3.e) Other | 17 % |

Home Access for Teachers

| | |
|--|------|
| 1. Percentage of teachers that have a computer at home? | 95 % |
| 1.a) Percentage of these computers that are less than 5 years old? | 72 % |
| 2. Percentage of teachers that have Internet access at home? | 95 % |
| 3. Percentage of teachers for each type of Internet connectivity? ⓘ | 100% |
| 3.a) Dial Up | 2 % |
| 3.b) Cable Modem | 43 % |
| 3.c) DSL (usually provided by telephone company) | 45 % |
| 3.d) Satellite Dish | 5 % |
| 3.e) Other | 5 % |

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Section Completed

Section 2: Age, Mobility and Availability of School

**** Minimum Standard for PC Platform PC and Macintosh platform**

| Elementary Schools | Total | Percentage |
|--|----------------------------------|------------|
| Total number of student Instructional Devices i | 906 | |
| Number of student Instructional Devices that meet or exceed minimum standards | <input type="text" value="449"/> | 50% |
| Number of student Instructional Devices that are Laptops | <input type="text" value="328"/> | 36% |
| Number of student Instructional Devices that are Tablets | <input type="text" value="0"/> | 0% |
| Total number of classroom teacher Instructional Devices i | <input type="text" value="313"/> | |
| Number of classroom teacher Instructional Devices that meet or exceed minimum standards | <input type="text" value="273"/> | 87% |
| Number of classroom teacher Instructional Devices that are Laptops | <input type="text" value="200"/> | 64% |
| Number of teacher Instructional Devices that are Tablets | <input type="text" value="1"/> | 0% |
| Total number of administrator/other Instructional Devices i | <input type="text" value="118"/> | |
| Number of administrator/other Instructional Devices that meet or exceed minimum standards | <input type="text" value="86"/> | 73% |
| Number of administrator/other Instructional Devices that are Laptops | <input type="text" value="35"/> | 30% |
| Number of administrator Instructional Devices that are Tablets | <input type="text" value="5"/> | 4% |
| Secondary Schools (Middle, HS, Alternative) | | |
| Total number of student Instructional Devices i | 991 | |
| Number of student Instructional Devices that meet or exceed minimum standards | <input type="text" value="779"/> | 79% |
| Number of student Instructional Devices that are Laptops | <input type="text" value="243"/> | 25% |
| Number of student Instructional Devices that are Tablets | <input type="text" value="1"/> | 0% |
| Total number of classroom teacher Instructional Devices i | <input type="text" value="376"/> | |
| Number of classroom teacher Instructional Devices that meet or exceed minimum standards | <input type="text" value="320"/> | 85% |
| Number of classroom teacher Instructional Devices that are Laptops | <input type="text" value="196"/> | 52% |
| Number of teacher Instructional Devices that are Tablets | <input type="text" value="0"/> | 0% |
| Total number of administrator/other Instructional Devices i | <input type="text" value="128"/> | |
| Number of administrator/other Instructional Devices that meet or exceed minimum standards | <input type="text" value="94"/> | 73% |

| | | | |
|---|----------------------------------|-------------------|-------------------|
| Number of administrator/other Instructional Devices that are Laptops | <input type="text" value="60"/> | 47% | |
| Number of administrator/other Instructional Devices that are Tablets | <input type="text" value="4"/> | 3% | |
| District Office | | | |
| Total Number of Administrator/Other Instructional Devices  | <input type="text" value="92"/> | | |
| Number of administrator/other Instructional Devices that meet or exceed minimum standards | <input type="text" value="85"/> | 92% | |
| Number of administrator/other Instructional Devices that are Laptops | <input type="text" value="37"/> | 40% | |
| Number of administrator/other Instructional Devices that are Tablets | <input type="text" value="1"/> | 1% | |
| | | | |
| Of the Total 2924 , how many Instructional Devices (desktop/Laptops/Tablets) were purchased/acquired new, from all funding sources, for FY10? | <input type="text" value="346"/> | | |
| How many Instructional Devices (desktop/Laptops/Tablets) were surplusd during FY10? | <input type="text" value="324"/> | | |
| How many total Instructional Devices (mini computing devices) within the district were purchased/acquired new, from all funding sources for FY10?  | <input type="text" value="0"/> | | |
| 1) Total Number of Instructional Devices Within the School District | Total | Percentage | Ratio to 1 |
| 1a) Student Instructional Devices | 1897 | 65% | 3.78 |
| 1b) Classroom Teacher Instructional Devices | 689 | 24% | 0.80 |
| 1c) Administrators and other personnel Instructional Devices | 338 | 12% | |
| TOTAL | 2924 | 100% | |
| 2) Total Number of Instructional Devices Within the School District that Meet or Exceed Minimum Standards | Total | Percentage | |
| 1a) Student Instructional Devices | 1228 | 65% | |
| 1b) Classroom Teacher Instructional Devices | 593 | 86% | |
| 1c) Administrators and other personnel Instructional Devices | 265 | 78% | |
| TOTAL | 2086 | | |
| 3) Total Number of Instructional Devices Within the School District that are Laptops | Total | Percentage | |
| 1a) Student Instructional Devices | 571 | 30% | |
| 1b) Classroom Teacher Instructional Devices | 396 | 57% | |
| 1c) Administrators and other personnel Instructional Devices | 132 | 39% | |
| TOTAL | 1099 | | |
| 4) Total Number of Instructional Devices Within the School District that are Tablets | Total | Percentage | |
| 1a) Student Instructional Devices | 1 | 0% | |
| 1b) Classroom Teacher Instructional Devices | 1 | 0% | |
| 1c) Administrators and other personnel Instructional Devices | 10 | 3% | |
| TOTAL | 12 | | |

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Section Completed

| Section 3: Instructional Device Software | Instructional | | Administrative |
|---|---------------|------------|---------------------|
| Instructional Device Operating System Information | Student | Teacher | Administrator/Other |
| 1. How many total Instructional Devices use the following OS? | 1776 | 689 | 338 |
| Pre-Windows XP | 65 | 9 | 8 |
| Windows XP | 1279 | 554 | 252 |
| Vista | 156 | 18 | 35 |
| Windows 7 | 101 | 100 | 27 |
| Mac OS 9 (and earlier) | 121 | 3 | 2 |
| Mac OS 10 | 54 | 5 | 14 |
| Other: Instructional Devices that have an OS that's neither Windows or Mac (e.g. Linux) | 0 | 0 | 0 |
| TOTAL | 1776 | 689 | 338 |

What percentage of all Instructional Devices does the district plan on upgrading to Windows 7 in the next 12 months? 50

| Instructional Device Productivity Software Information | Student | Teacher | Administrator/Other |
|---|---|------------|---------------------|
| 2. How many Total Instructional Devices use the following Productivity Software? | | | |
| Office 2003 or Earlier | 999 | 454 | 119 |
| Office 2007 | 474 | 148 | 66 |
| Office 2010 | 71 | 76 | 15 |
| Office 2004 for Mac or Earlier | 0 | 0 | 1 |
| Office 2008 for Mac | 0 | 0 | 2 |
| Open Office or Other | 31 | 3 | 0 |
| TOTAL | 1575 | 681 | 203 |
| 3. Has the district began utilizing web-based productivity tools (i.e Office on-line, Google Docs, etc) | Yes <input type="checkbox"/> | | |
| 3.a If you answered "Yes", what level of adoption have you achieved? | Minimum (1%- 5%) <input type="checkbox"/> | | |

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Section Completed

Section 4: Other Computing Devices

| Next Generation Instructional Devices | District Owned | Personally Owned |
|--|----------------------------------|--------------------------------|
| 1. Number of slates (Ipad, etc) | <input type="text" value="53"/> | <input type="text" value="0"/> |
| 2. Number of E-Readers (Kindle, etc) | <input type="text" value="0"/> | <input type="text" value="0"/> |
| 3. Number of Handheld Wireless devices (Ipod touch, MP3, etc) | <input type="text" value="200"/> | <input type="text" value="0"/> |
| 4. Number of Smartphones (Windows Mobile, iPhone, Palm Centro, Palm Pre, Blackberry, etc) - Devices which provide wireless email, texting, internet access and other on-line services. | <input type="text" value="0"/> | <input type="text" value="0"/> |
| TOTAL | 253 | 0 |

Personally Owned Computing Devices (Laptops/Tablets/Mobile Devices)

| | |
|---|------------------------------|
| 1. Has the district permitted personally owned devices to be brought to school by students? | Yes <input type="checkbox"/> |
| 2. Has the district permitted personally owned devices to be brought to school by teachers? | Yes <input type="checkbox"/> |
| 3. Has the district permitted personally owned devices to be brought to school by administrators? | Yes <input type="checkbox"/> |

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Section Completed

Section 5: Technology Leadership

Service, Support and Training Resources

Total number of days CIO/DTC position is employed during the FY10 school year 260

1. Estimate the percentage of time the CIO/DTC spends performing the following tasks:

1.a) Justifying, obtaining, managing funding for existing technology services or new projects (e.g., e-rate discounts, NCLB technology funds, KETS EDTECH funds, other local, state or federal funds) 10 %

1.b) Planning, research, preparation, engineering, procurement and installation of new technology enabled projects or major enhancements to existing instructional or administrative systems 10 %

1.c) Integration and training of technology tools into instructional and administrative business processes 10 %

1.d) Operations and maintenance of existing instructional and technology services to schools and district office 30 %

1.e) Technology related written communications, meetings, customer satisfaction/complaint investigations, public relations, providing data requests, personnel issues, security, and vendor management 35 %

1.f) Other CIO/DTC Responsibilities 5 %

1.g) Other Responsibilities outside of CIO responsibilities (e.g., Facilities Director, Teacher, Supt) 0 %

TOTAL (Section 5 : 1.a - 1.g must Equal 100%) 100%

2. Number of schools with a STC? 14

3. Are they paid a stipend? If yes, how much on average? \$ 0

4. Number of FTE in-house district/school technicians that focus on daily operations and maintenance? 2

5. Number of FTE outsourced district/school technicians that focus on daily operations and maintenance? 0

6. Number of FTE district/school Technology Integration Specialists (Technology/Curriculum Resource Teachers)? 1

7. Number of FTE students that assist with technology leadership, services, support and training? 0

8. Number of schools with active STLP? 13

9. Are STLP Leaders paid a stipend? If yes, how much on average? \$ 0

Student, Instructional, and Leadership Technology Skills

Students

1. Has the district implemented technology skills for students as defined in the Program of Studies? Yes

2. Are these student technology skills evaluated? Yes

3. At what grade level do your students start formally learning and acquiring keyboarding skills? 3rd

Instructional and Leadership Staff

1. Has the district defined and implemented technology skills and knowledge assessments as part of the district evaluation plan for teachers? Yes

2. Has the district defined and implemented technology skills and knowledge assessments as part of the district evaluation plan for school leaders (central office and school level leadership)?

Yes

Digital Citizenship

Please indicate which of the following nine elements of Digital Citizenship have been adopted as part of the district's technology culture through either curriculum or an Acceptable Use Policy for students and staff?

| | | |
|---|--|---|
| <input checked="" type="checkbox"/> Digital Access | <input checked="" type="checkbox"/> Digital Literacy/Education | <input checked="" type="checkbox"/> Digital Rights and Responsibilities |
| <input checked="" type="checkbox"/> Digital Commerce | <input checked="" type="checkbox"/> Digital Etiquette | <input checked="" type="checkbox"/> Digital Health and Wellness/Safety |
| <input checked="" type="checkbox"/> Digital Communication | <input checked="" type="checkbox"/> Digital Law | <input checked="" type="checkbox"/> Digital Security/Self Protection |

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Section Completed

Section 6: Network Connectivity

| School Wide Area Network (WAN) Connection to District Hub Site | # Schools | Percentage |
|--|---------------------------------|------------|
| 1. Number of schools connected to WAN via leased line connection (T1 or more)? | <input type="text" value="0"/> | 0% |
| 2. Number of schools connected to WAN via leased line connection (Less than T1)? | <input type="text" value="0"/> | 0% |
| 3. Number of schools connected to WAN via Fiber? (district owned or leased) | <input type="text" value="14"/> | 100% |
| 4. Number of schools connected to WAN via Wireless? | <input type="text" value="0"/> | 0% |
| TOTAL | 14 | 100 |

Local Area Network Capacity within the Schools

| | |
|---|------------------------------------|
| 1. What percentage of LAN ports are switched to 1GB or above? | <input type="text" value="56"/> % |
| 2. What percentage of your classrooms are connected to the local area network? | <input type="text" value="100"/> % |
| 3. What percentage of your Instructional Devices are connected to the local area network? | <input type="text" value="99"/> % |
| 4. What percentage of your Instructional Devices use wireless to connect to the school LAN? | <input type="text" value="30"/> % |
| 5. Number of schools with wireless coverage throughout the school | <input type="text" value="10"/> |
| 6. Number of schools with existing 1 to 1 instructional device initiatives | <input type="text" value="0"/> |
| 7. Number of schools with planned 1 to 1 instructional device initiatives over the next 12 months | <input type="text" value="0"/> |

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Section Completed

Section 7: Ease of Access to Telephonic Services.

| | |
|--|----------|
| 1. Number of schools that have implemented a Traditional Phone system? | 4 |
| 2. Number of schools that have implemented a Voice over IP (VoIP) system? | 10 |
| 3. Number of schools that anticipate to replace/upgrade phone system in the next two years? | 2 |
| a) Upgrade/replace to traditional phone system | 0 |
| b) Upgrade/replace to Voice over IP (VoIP) system | 2 |

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Section Completed

Section 8: Intelligent Classrooms

| | |
|--|------------|
| 1. Number of electronic image projection devices available to classrooms? (mounted or mobile) | 325 |
| a) Number of mounted? | 216 |
| b) Number of mobile? | 109 |
| 2. Number of Plasma/LCD wall-mounted units in classrooms? | 148 |
| 3. Number of interactive white-boards (mounted or mobile) in classrooms? | 148 |
| a) Number of mounted? | 85 |
| b) Number of mobile? | 63 |
| 4. Number of individual responder systems (using clicker type devices)? | 32 |
| 5. Number of wireless interactive slates/pads? | 20 |
| 6. Number of Document Cameras? | 91 |

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Section Completed

Section 9: Video Conferencing/Web 2.0 Collaboration/On-line Assessment

Video Conferencing

| | |
|---|------------------------|
| 1. How many Classroom-type systems (Tandberg, Polycom, etc) does your district own? | 1 |
| 2. On average, how often are these systems used? | Less than once a month |
| 3. What other video-based communications does your district use? | |
| a) Desktop-based (WebEx, Adobe Connect, Elluminate, Tandberg MOVI?) | Yes |
| b) Web-based (iChat, SKYPE, etc) | Yes |
| c) One-way video broadcast (webcast, podcast, etc)? | Yes |

Web 2.0 Tools

| | |
|--|--------------------------|
| Which best describes your district's use of Web 2.0 Tools (i.e. collaboration tools, social networking tools, etc) for instructional/educational purposes by teachers and district staff | Encouraged and supported |
| Which best describes your district's use of Web 2.0 Tools (i.e. collaboration tools, social networking tools, etc) for instructional/educational purposes by students | Encouraged and supported |
| Does your district have a Board Policy on the use of Web 2.0 Tools? | Yes |

On-line Assessment

| | |
|---|-----|
| Do your students use instructional devices (desktops, laptops, netbooks, etc) for formative testing purposes? | Yes |
| Please indicate which of the following online formative assessment packages you use in your district (you may choose more than one) | |
| <input checked="" type="checkbox"/> G-MADE (Group Mathematics Assessment and Diagnostic Evaluation) | |
| <input type="checkbox"/> GRADE (Group Reading Assessment and Diagnostic Evaluation) | |
| <input type="checkbox"/> MAP (Measures of Academic Progress) | |
| <input checked="" type="checkbox"/> PAS (Predictive Assessment Series from ThinkLink/Discovery Education) | |
| <input checked="" type="checkbox"/> Other | |

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Section Completed

Section 10: Federal Reporting

Technology Literacy

| | |
|--|-----|
| Number of 8th graders (school year 2009-2010) that are technology literate as referenced in the Program of Studies? | 405 |
| Number of 8th graders (school year 2009-2010) that are not technology literate as referenced in the Program of Studies? | 218 |
| Number of 12th graders (school year 2009-2010) that are technology literate as referenced in the Program of Studies? | 333 |
| Number of 12th graders (school year 2009-2010) that are not technology literate as referenced in the Program of Studies? | 179 |
| Number of teachers that are proficient in Standard 6? | 499 |
| Number of teachers that are not proficient in Standard 6? | 27 |
| Number of Library/Media Specialists that are proficient in Standard 6? | 12 |
| Number of Library/Media Specialists that are not proficient in Standard 6? | 0 |
| Number of Administrators that are proficient as per the Technology Standards for School Administrators (TSSA) | 44 |
| Number of Administrators that are not proficient as per the Technology Standards for School Administrators (TSSA) | 2 |

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