

TECHNOLOGY PLAN SUMMARY SHEET

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READING COMMUNITY SCHOOLS - HILLSDALE ISD

TECHNOLOGY PLAN 2006-2009

URL of Technology Plan : <http://www.rcsk12.org/Technology%20Department.htm>

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READING COMMUNITY SCHOOLS

DISTRICT PROFILE

Reading Community School District is located in Hillsdale County, Michigan. It is ten miles north of the Ohio/Michigan state boundary. It has a Federal rural designation.

City Population - 1,200
Township Populations - 3,000
Student Population - 970
Teachers - 60

School Buildings

Owens Junior/Senior High School - 301 Chestnut Street
Reynolds Elementary - 221 Strong Ave.

READING COMMUNITY SCHOOLS MISSION STATEMENT

Reading Community Schools in cooperation with students, parents, and community will provide challenging educational programs in a supportive environment that recognizes a variety of learning styles and promotes a love for life-long learning.

READING COMMUNITY SCHOOLS TECHNOLOGY PLAN INTRODUCTION

Background of your technology planning initiative:

Reading Community Schools has previously had technology plans in place that are five-year plans. With technology changing at a rapid pace, the district has decided to utilize a three-year plan to better reflect changes in technology and educational technology use.

District technology vision/mission statement:

The Reading Community Schools will utilize the resources of instructional technologies to enhance the curriculum and maximize students potential. Instructional technologies provide an effective, current tool for student learning; provide the ability to individualize and monitor instruction; provide additional motivation for student research and presentations; and provide real-life situations using network resources for electronic communication, to process information and prepare them for the workplace of the future.

How the technology plan ties in with the district mission and school improvement plan:

- **Technology Goals, Objectives, and Implementation Strategies:**

Goal 1: The Reading Community School District will improve student achievement and prepare them to become life-long learners through the use of technology and technological systems.

Reading Community School District will:

1.1 Increase student ownership of the learning process:

- Provide students with opportunities to be actively involved with their learning.
- Develop learning strategies and classroom mission statements to be applied to everyday learning.

1.2 Help students become lifelong learners:

- Increase the proficiency of all students in using technology to research, communicate, and achieve project activities.
- Help students develop problem-solving skills, and the ability to learn independently and cooperatively.
- Provide students with the skills and resources to have the ability to learn anytime and anyplace.

1.3 Train teachers to become facilitators of learning:

- Provide guidance and assistance to students involved with research and all other uses of technology.
- Facilitate new lessons and new ways of learning and problem-solving through the use of technology.
- Modify instruction to meet the needs of the students using technology as a tool for learning.
- Establish environments in which all types of learning styles are recognized and valued.
- Use technology to support curriculum goals.

1.4 Promote and enhance problem-solving and critical thinking through the use of technology in Reading Community Schools:

- Access information and ideas for new problem-solving activities through the use of technology.
- Evaluate the quality of information source, and their potential uses in curriculum and/or classes.

Goal 2: The Reading Community School District will provide access to information via technology and will train users on information retrieval skills.

2.1 Receive on-going instruction in technology information skills to operate and utilized all resources.

- Integrate technology into the development of curriculum to meet the current needs of students.
- Integrate information skills into the curriculum.
- Develop appropriate and accurate communication skills using technology.

2.2 Analyze, evaluate, and communicate information in appropriate formats.

- Continue to provide access to equipment and software to enable effective communication.
- Encourage community involvement with technology users in the district.

2.3 Implement the use of wireless technologies to help increase student and teacher access to technology.

- Add wireless laptop computers to create improved access for students.
- Evaluate wireless technology trends and implement current technology for staff and student use throughout the school day.

Goal 3: The Reading Community School District will use technology to improve communication among staff, faculty, parents, and members of the community.

3.1 Utilize technology to electronically transfer data at the local, regional, state,

national, and global levels.

- Enable teachers to communicate effectively with other teachers, parents, students, or anyone else necessary by the successful implementation of technology.
- Enable electronic transfer of information within the district and outside of the district.

3.2 Promote and participate in partnerships between the community and the school district.

- Encourage community awareness of the technology available in the district and the needs that are present in the district.
- Provide opportunities for members of the community to become directly involved in the use of technology to provide learning.

3.3 Provide students in the Reading Community School District with opportunities to further their own education through technological means.

- Maintain the availability of student learning resources, and develop ways to monitor progress and quality of learning experience.
- Encourage and facilitate independent use of technology outside the classroom environment.

Goal 4: The Reading Community School District will promote technology literacy so that all members of the educational community can become life-long learners.

4.1 Integrate technology into all areas of the curriculum.

- Provide opportunities to review curriculum to include and update technology to increase student achievement and exposure to technology systems.
- Provide access to technological learning tools in every classroom.
- Provide ongoing skills and integration instruction.
- Utilize State of Michigan and National (ISTE) technology standards and benchmarks in the development of learning experiences.
- All students will be enrolled in a technology course that is correlated with the NCLB and the State of Michigan

Technology Proficiency requirements for 8th grade students. The proficiency will be evaluated by the instructor and a grade of 80% or better will be considered proficient.

4.2 Use instructional technology to enhance individual teaching and learning styles.

- Provide opportunities for teachers to individualize instruction in order to meet student needs.
- Enable teachers and curriculum leaders to preview and purchase software, according to the current technology policy, that meets curriculum, record keeping, and communication needs.
- Provide accessible, multi-purpose, supervised computer workstations to all students.
- Provide distance learning opportunities to staff and students through the use of the district's distance learning module. Examples utilizing this technology are school to school connections, meetings, professional development, and other emerging opportunities in distance learning such as Michigan Virtual University.
- Provide resources and access for students, parents, staff, and administrators through on-line resources (ex: UnitedStreaming, World Book, filtered email, Edline grades).

4.3 Develop a basic understanding of current and emerging technologies and their use in learning in order to apply this knowledge to realistic learning experiences.

- Find students, faculty, and community members to act as technology resources.
- Provide opportunities for teachers to explore current and emerging technologies.
- Provide information to all members of the Reading Community School District the trends related to technology and the impact on future learning experiences.

Goal 5: The Reading Community School District will provide the technical support, maintenance, training, software, and security to ensure the productivity and efficiency of students, faculty, staff and administrators.

5.1 Provide all buildings with sufficient infrastructure to support technological services where needed.

- Provide and maintain appropriate wiring within the district and connections required outside the district.
- Provide appropriate hardware and software to enable communication and data transfer inside and outside the district.
- Monitor the available service providers outside of the district.
- Provide appropriate hardware to ensure internet access to each computer workstation in the district.

5.2 Provide reasonable and timely technology support, including maintenance and training.

- Provide reasonable technical support and maintenance at an appropriate level throughout the district.
- Provide training for basic use, maintenance, and simple troubleshooting of technology.
- Establish procedures for contacting in-house or outside technology support beyond the defined basic use, maintenance, and troubleshooting.

5.3 Provide the appropriate communication (voice, video, and data) hardware and software, to meet the needs of the curriculum.

- Periodically review curriculum and courses of study to determine areas of needed technological change.
- Provide, replace, and upgrade hardware and software as needed.
- Establish procedures for budgeting requests for hardware and software.
- Establish a process for requesting, storing, and accounting for equipment and software while not in use.

Goal 6: The students, staff, faculty, administrators, and community of Reading Community Schools District will be instructed in and adhere to the legal, ethical, responsible, and cost-effective use of technological resources and equipment.

Reading Community Schools will:

6.1 Establish and retain a technology committee.

- Form a committee consisting of the district technology coordinator, one representative from each building in the school district, one administrator, one support staff member, and one DCIT representative and/or school board member.
- Charge the committee with a list of duties, including but not limited to, the annual revision of the district technology plan.

6.2 Adopt and adhere to the Reading Community School Districts technology policy and procedures.

- Establish a board-approved policy outlining the responsibilities related to the technology policy and procedures.
- On an annual basis review and publish a written policy that states the technology procedures appropriate for each level of technology in the district.
- Follow all established technology procedures.

Evaluation of Reading School District Technology Plan

Reading Schools will use several ways to determine in the technology plan is implemented and utilized properly.

- Reading Schools Continuous Improvement Process will be used to collect data through surveys, email, and data form our technology help desk. This data will be evaluated and compared with the goals of the technology plan. The Technology Committee members will carry out this data and evaluation process.
- Revisions and adjustments to the technology plan, based on the data collected, may need to be adjusted and/or the method of implementation and delivery. This will be determined through the Technology Committee and the District Continuous Improvement (DCIT) process.

District Priorities for Technology Planning

1. Provide support to all members of Reading Community Schools to ensure technology is accessible and functional.
2. Provide teacher training and resources to enable teachers to integrate technology into the curriculum.
3. Continually upgrade existing technologies so that students and teachers have access to the resources that technology has to offer.
4. Implement grade level technology competencies.
5. Evaluate the use of computer labs and the effectiveness of these labs.

TECHNOLOGY PLANNING TEAM

List the members of your district's technology planning team here:

Name:

Position:

• <i>Keith Johnson</i>	Technology Director / Industrial Technology
• <i>Audrey Burgher</i>	Elementary Principal
• <i>Margaret Schroeder</i>	Technology Support Specialist – Elementary
• <i>Chuck North</i>	M.S. Principal / Curriculum Director
• <i>Jon Burrell</i>	M.S./H.S. Computer Instructor

INFRASTRUCTURE

Technology Infrastructure of the Reading School District.

Any changes to the infrastructure must align with the goals of this plan and the school district.

- Reading currently utilizes a LAN in each building consisting of category 5 wiring with a fiber backbone.
- The elementary and junior/senior high school buildings are connected by fiber.
- There is T3 Internet access and email accessibility in all classrooms in the district.
- The elementary and Jr/Sr high buildings have an existing phone system that has the ability to allow all buildings in the district to connect to it in the future to allow voice over IP if needed.
- The wiring in both buildings has the existing cabling to provide voice, video, and data services over fiber to each classroom.
- All classrooms in the district have a mounted 32" digital television, which were acquired through the TTI program.
- Reading Schools is an all PC district. This standard is meant to minimize problems that occur when different computing platforms are used on a network.
- All donations of computers will be subject to the donation minimum requirements.
- The replacement of computers on a continuing three-year cycle helps keep technology current and helps with budget procedures.
- Existing servers in the district will be replaced within the time frame of this plan. The number of servers will be determined by the needs of the district.

CURRICULUM INTEGRATION

Technology and Continuous Improvement

Instructional units in Reading Community Schools have state technology benchmarks and standards aligned within the curriculum throughout the school district. There are filtering questions that must be addressed before final decisions regarding technology will be made.

- Does it align with the district vision, mission, beliefs, and goals?
- Does it relate to improving student achievement?
- How will the objective be measured?
- How will the integration of technology be supported?

These questions will be used when any new software, hardware, or curriculum changes regarding technology are presented.

CURRICULUM

Reading Community Schools has implemented the Michigan Curriculum Frameworks and the State Standards and Benchmarks into the K-12 curriculum. The State Technology Standards and Benchmarks are being integrated and a K-12 technology curriculum will be adopted to better evaluate the success and implementation of technology in grades K-12. These standards will be based on the national and state technology standards for technology.

The K-12 technology standards will enable our district to evaluate the needs of the curriculum as it exists and determine what changes may need to occur to meet the required skills. NCLB states that all students will be proficient in technology use by the end of 8th grade. Using the standards set forth by the State of Michigan, the district will evaluate students that complete intensive technology courses in 7th and 8th grades. The final grade submitted by the instructor of the 8th grade course will be used to determine proficiency. A grade of 80% or better is considered successfully proficient. Students falling short of that goal are addressed individually to complete the skills successfully.

COLLABORATION

Reading Schools has previously worked with several universities and colleges to provide technology courses to those interested. These college courses in the past have been offered in the summer months. The district has also offered adult computer literacy courses in the evenings. The district would like to provide more opportunities in this area. The issue is addressed in the goals within this plan.

PROFESSIONAL DEVELOPMENT

Reading Community Schools currently offers technology training courses on an as needed basis. Technology training will be delivered during staff in-services and on an individual basis, when requested. The training adjusted to the needs of the staff through the use of surveys, email, and evaluations.

Technology resources are available at our web site: <http://www.rcsk12.org>.

The staff at Reading Community Schools has developed integrated curriculum that uses the State of Michigan benchmarks and standards to deliver instruction. These instructional units are also using the continuous improvement process of integrating technology standards. The technology committee will be making recommendations for future professional development needs. Teachers are aware of the ISTE technology standards for teachers and have had an in-service on how they can increase their proficiencies. Teachers will revisit these standards at future staff trainings and meetings.

TECHNICAL SUPPORT

- Reading Community Schools currently has 1 part-time aide at the Jr/Sr high school to assist the technology director; the technology director is in the classroom for more than half of the school day. The elementary building has one full-time aide (Tech Support Specialist) that is available to assist students, teachers, and administrators with technology related issues.
- The school district utilizes outside technology support on an as needed basis

as determined by the technology director. The amount of service is based on the needs at that time and may vary month to month.

- Repairs and maintenance on technology occurs on an as needed basis. Requests for service are handled on a priority basis that considers the impact of student use as the main indicator. All teacher and staff requests are handled through an on-line software provider (TroubleTrakker - K12USA).
- Technology equipment and software are inventoried (with a bar-code system) and updated electronically on a regular basis, and submitted to the business office for audit and insurance purposes.
- All systems are protected with virus detection software, spyware detection, web content filter (CIPA compliant), and individual security software.
- Computers are replaced on a three-year cycle. While retaining some older computers for extra classroom use.

Supporting Resources

- The school district allows staff members to check out technology materials after a checkout form has been filled out and signed by that staff member.
- The computer labs in the district are not available to students after school; this will change when State funding levels are restored to enable the district to sustain the expanded availability in the future.
- The policy for staff and student checkout of technology is found in the district NEOLA policy.
- All forms related to the technology of Reading Community Schools is available at <http://www.rcsk12.org/Technology%20Department.htm>

- Support by the district for technology does not extend beyond the district buildings. The support of technology owned by the district outside the district buildings may or may not be support at the discretion of the technology director.

TECHNOLOGY BUDGET - PROJECTED COST

(Attached to end of plan)

FUNDING PLAN

Reading School District technology funding is budgeted based on state funding. Grants are utilized for short-term projects that do not require additional support, repair, or renewal costs. Grants are not part of the technology budget due to the fact that they are not continuing and therefore cannot be counted on year to year. The district adjusts the technology budget based on needs, demand for supplies, and support for technology.

The budget will be reviewed and then presented by the technology director to the appropriate person(s) for approval. Since district funding can vary year-to-year this process will be an annual project.

COMMUNICATIONS / PUBLIC RELATIONS

- The technology plan for Reading Community Schools will be available online at: <http://www.rcsk12.org>
- Reading School District has a District Continuous Improvement Team (DCIT) in place that meets at least three times a year. This team is made up of teachers, administrators, board members, parents, and business members of the community. The progress of the technology and the implementation of the technology plan will be presented to this committee throughout the life of the plan.

- The school district also uses a bi-monthly newsletter sent to all the stakeholders in the district. Technology issues will be communicated through the newsletter, local access channel, and the district web site (note above).

ACCEPTABLE USE POLICY AND OTHER TECHNOLOGY FORMS