Technology Plan for

Ripley-Union-Lewis-Huntington Local SD - 046078

School Years: 2003 - 2006

Status: Draft Complete

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Phase 1 - Initiate Planning

1.1 School District Demographics and Facilities

School District Name: Ripley-Union-Lewis-Huntington Local SD
District Code (IRN#): 046078
District Address: 120 Main St
Ripley, OH 451671232
District Phone #: (937) 392-4396
Superintendent's Name: Oborn, Steve

Category	Grade Levels	# Faculty	# Students	# F/R Lunches	# Schools	# Classrooms
Elementary (PS - 6)	PS-6	47.00	775.00	392.00	1.00	45.00
Junior/Senior High School	7-12	50.00	778.00	205.00	1.00	50.00

District and Community Demographics

The Ripley Union Lewis Huntington School District is located on the Ohio River about 50 miles southeast of Cincinnati. It is a rural area that includes the three villages of Ripley, Aberdeen and Higginsport. Ripley has a population of 1,745, Aberdeen has a population of 1,603 and Higginsport has a population of 291 (2000 Census). The total population of all the townships is 8,345 people.

The area is comprised of lower socioeconomic families with a 1999 median income for Brown County of $36,852. Agriculture and tobacco are the predominant industries with Ripley housing the only tobacco market in the state of Ohio.

Tourism has become an important industry in Ripley and the surrounding area. Ripley's location along the Ohio River invites tourists to participate in boating, camping, fishing and many other outdoor activities. In addition, the rich history associated with the Underground Railroad, including the John Rankin House and John Parker House, have attracted the attention of not only tourists but also noted authors, national television coverage, and various other forms of media. In cooperation with the National Freedom Center located in Cincinnati, Ohio (scheduled to open in 2004), Ripley historical sites are slated to be included in day trips and tours. In response, Ripley is planning for a larger tourist base by increasing marketing and improving the infrastructure of surrounding attractions.

School District Facilities

The Ripley Union Lewis Huntington (RULH) School District currently has two buildings--RULH Elementary School and RULH Jr./Sr. High School. Overcrowding in both buildings has been a significant issue over the last five years. The current elementary building is 75 years old and has been renovated numerous times. It currently houses 775 students in preschool through 6th grade. A new building for preschool through 4th grade is in the design phase. The groundbreaking was held in May of 2003 with the opening anticipated in December of 2004. The new structure will be adjacent to the existing building with the old building being demolished as soon as the new is occupied.

The RULH Jr./Sr. High School was newly opened in January of 1994 and currently houses 698 students in grades 7 through 12. Because of overcrowding, a new middle school is also in the design phase and will house grades 5 through 8. The new middle school is scheduled to open in December 2004. The students in grades 9 through 12 will remain at Ripley Union Lewis Huntington High School.

1.2 Planning Process Overview

Technology Planning Committee

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Technology Planning Orientation Process

To provide for full utilization and implementation of current and future technology investments, the RULH Technology Advisory Committee was originally formed in 1993 to facilitate the SchoolNet Prototype proposal in which RULH was chosen as one of the 14 prototypes in the State of Ohio. The committee members have changed over time, but the committee still strives for the same purpose—effective and efficient acquisition, implementation and evaluation of educational technology. Evaluation must be an ongoing process to determine the most effective hardware and software configurations, classroom strategies for technology use, and the implementation of new technologies available. The minutes documenting each meeting and signature sheets of members attending each meeting are on file with the district technology supervisor and will be available to the public on the district web site at http://www.ripley.k12.oh.us/Education/tech.

The RULH Technology Advisory Committee is comprised of students, teachers, administrators, parents, and community leaders. Its mission is to facilitate long-range planning efforts to ensure the success of RULH students by encouraging full participation from all stakeholders, school committees and community resources. Effective planning includes realistic goals and objectives, productive professional development activities, a practical evaluation plan and full utilization of local, regional and state support services. The committee meets yearly to review the district's progress and current technical issues. To ensure that the technology plan and the district continuous improvement plan are coordinated efforts, the district technology supervisor is co-facilitator of the RULH District Continuous Improvement Plan and North Central Accreditation initiatives.

Every three years the committee meets to re-write the current district technology plan. A training session is held prior to the meetings to make sure each committee member understands the process and what is required to make the RULH Technology Plan a useful document.

1.3 Technology and Education Reform

Technology in Support of Enhanced Learning and Equity

All students have access to research-based, age appropriate tools and resources throughout the district. Computer labs, libraries, offices, and classrooms all have access available for all types of users. Every computer in the network is connected to the network and any user can log into their home directory and access the network resources in either building. User accounts are created and resource access given according to the users needs. Every staff member has a personal network account and every student in grades 5-8 have a network account. Students in lower grades share a generic login as directed per their teacher. The network provides a common way for teachers and students work collaboratively in achieving a common goal.

Technology in Support of Improved Teaching

Technology provides the teacher with a variety of media resources. Instructional methods can become more diversified in order to reach all types of learners. The local area network hosts a variety of resources, programs, curriculum guides, and other technology tools for teachers to use as an instructional resource or with their students. The school web site also hosts a vast assortment of resources including school information, reference guides, how to documents, technical guides, educational links, and downloadable

forms.

Technology in Support of Decision-Making and Efficiency

Providing student and staff with information regarding the administration and management of the school is more efficient with technology. Information can be communicated to staff without interruption. The staff member can respond when he/she has the time and does not have to stop in the middle of a project.

Technology in Support of Economic Development

The RULH web page provides a wealth of information for our school and community. Through the use of the web page our communities have become more aware of the school's activities, and the school has become more aware of the communities activities which helps our communities to grow. This is especially true at this time since our community is becoming a big part of Ohio's tourist area. Many school activities are planned around the community events.

Additional Benefits of Technology Infusion

Technology makes learning and teaching more interesting and fun. Access to a variety of information stimulates thinking and sparks the imagination of teachers and students alike. It provides a wonderful tool for giving a rural educational institution to the world.

1.4 Technology Mission Statement and Vision

Mission Statement

The mission of the RULH Technology Program is to support the continued development of essential process skills such as adaptability, collaboration, critical thinking, and problem solving by providing all students access to various technological and informational resources, encouraging lifelong learning, and promoting the ethical, efficient, and effective use of technology.

Vision

Ripley Union Lewis Huntington (RULH) School District is committed to providing RULH students with the educational opportunities and technological tools necessary to acquire the skills to be successful in the changing, global market of the 21st Century.

Existing and emerging technologies assist greatly in delivering these and other important curricular initiatives. Equipment is becoming faster and more powerful, capable of storing large volumes of information and educational materials. Access to vast resources of data, information, and visual material is common place and far less expensive than only a few years ago. Many more students have access to powerful computers at home. Teachers are becoming increasingly comfortable with technology, are personal users, and have computer skills included as part of their pre-service training. Electronic linkages have become necessary, as in the business model, for effective communication among staff, access to data for decision-making and record-keeping, scheduling, and connectivity to other districts and state agencies.

The fate of the SchoolNet office and possible absorption into the Ohio Department of Education leaves many questions about the fate of technology dollars for classrooms. Our district has relied heavily on School Net and additional grant funds, which remain separate from the general fund, in order to enhance technology when it seemed there was no money for anything else. Competition for general fund dollars will make it difficult to provide adequate funding for state of the art technology in classrooms.

With the construction of new elementary and middle schools and upgrade of the existing high school scheduled for completion in the 2004-2005 school year, the district faces many challenges with regard to technology. In order to maintain central configuration of technology resources for staff and students, existing fiber must be removed and reconnected from the old to the new elementary school. Furthermore, centralization of RULH technical resources remains a priority. Determining an affordable connectivity method (fiber or wireless) from the high school to the new middle school remains a serious concern. At the present time several options are being explored. Another concern is the issue of support and training for staff and faculty. The current technology staff will have to support another building in addition to their current job responsibilities. It is difficult to find time now to accomplish all the necessary technical jobs and it is anticipated that the situation will only get more difficult.

1.5 Ongoing Stakeholder Communications

Tactical Communications Plan

While electronic mail is the most efficient method of communicating with each member of the technology planning committee, the committee will continue to meet one time per year to evaluate the technology plan and the district's progress.

Community Relations Strategy

The technology section of the RULH Web Site links to the agenda and minutes from each meeting. At each monthly board meeting the technology supervisor provides an update on the activities of the technology planning committee and progress on the RULH Technology Plan. All information pertaining to the Technology Planning Committee, agendas for meetings and meeting minutes are posted on the RULH website providing easy public access.

Upon completion the RULH Technology Plan will be presented at the July, 2003, monthly board meeting. During the yearly Community Night Event an information booth displayed for the Technology Plan public input. Any interested community member is invited and encouraged to be a part of the technology planning committee.

1.6 Service Agencies, Partnerships, and Community Linkages

Potential Funding Resources

The RULH Technology Planning Committee uses meetings to brainstorm ideas and research best practices. Industry experts, regional staff and vendors are also used to provide current, accurate information on new educational technologies. The same process is used to identify potential funding sources and a variety of grants are aggressively pursued.

Current District Partnerships

The RULH School District has partnered with many community organizations and businesses in the support of technology. Some technology-related cooperative efforts include a partnership with the Union Township Public Library District, the Brown County Educational Service Center and other public schools in Brown County. For example, the library partnership allows RULH to enable students to participate in the Accelerated Reader program during the summer and outside of school hours. The Brown County Schools Technology Consortium has received two major grants over the years - the automation of each school's library and the installation of the Interactive Video Distance Learning Lab.

Another successful partnership has been with Maysville Community College. In this cooperative effort, RULH

School District participates by providing technology instruction to K-12 staff as part of staff development efforts. The Maysville Community College Technology Conference has become an annual evernt for all schools in the region for the last three years.

The RULH Accelerated Reader Program benefits from a partnership with the Parent Teacher Organization. The PTO supports technology by helping fund books, awards, and other resources. The district also supports adult education through evening class in conjunction with the local public library and local businesses. Open lab time is also provided to students, parents, and community members to research and complete projects during the evening. These relationships with area organizations have benefited the district's technology planning efforts by providing valuable input and insight.

Potential District Partnerships and Linkages

The RULH School District intends to continue all of its partnerships with outside agencies in the support of technology. The district has identified some collaborative efforts for potential implementation in the future. Among these are collaborative efforts with civic organizations to host community websites, expanded adult education programs as needs increase, and increasing community access to the district's technology resources after school hours. The RULH School District will continue to solicit input from the community to help with the technology planning process.

Phase 2 - Assess Current Status of Educational Technology

2.1 Student and Staff Technology Skills, Knowledge, and Usage

District Technology Standards

After reviewing national, state, and other standards, RULH School District has adopted the NETS standards for students, staff, and teachers as developed by ITSE. The NETS standards are utilized to direct the district in setting technology related goals and objectives.

For students, RULH technology standards stipulate that students are provided access to information via technology, presented opportunities and instruction for the ethical, efficient and effective use of technology, and are taught the technology skills required to pursue employment in today's marketplace and a higher education in today's universities. A major objective is the development of critical thinking and other process skills. An emphasis is also placed on mastering common productivity tools that are essential to a student's ability to research subject matter, compile and organize ideas and data, and effectively communicate concepts and ideas to others.

For teachers and staff, many of the objectives are the same as for the students. Some additional objectives include: teachers are to facilitate learning by incorporating technology into their learning environment; teachers and staff are to use technology resources to increase productivity and continually engage in technology focused professional development and teachers must understand the district's technology standards for students as well as their role in that plan.

Student Technology Attitudes

From our student survey, we ascertained the following information about students' feelings toward technology in their learning environment. Our students overwhelmingly said they enjoy using technology in the classrooms and the high school students said they feel that the technology skills they are learning are an extremely important part of their curriculum. Most students feel that using technology improves their schoolwork because they can better present and communicate ideas and concepts to teachers and other students. All students have Internet access from school and most have access from home. Over all students are pleased with the level of access to technology they have in our schools.

Student Technology Skills

The following information comes from student surveys as well as teacher input. In grades K-6 students are learning rudimentary skills beginning with operating a pc mouse, opening programs, basic keyboarding, basic productivity software, beginning Internet navigational skills and e-mailing skills. Grades 7-12 develop their higher level skills such as advanced keyboarding, effective use of productivity software, presentation software, proficiency in using digital cameras, and web page design.

A few advanced students in the High School have technology skills that exceed those of their teachers. This is attributed to the fact that RULH students have had significant technology instruction for their entire school career.

Students Technology Usage

One of the main ways students in our district use their technology resources is doing research for class assignments. Virtually all courses and subjects offered can employ the district's technology resources for this purpose. Presentation software such as Microsoft Powerpoint and Hyper Studio are used to organize and present student work and projects. Most student organizations have web pages on the schools site that are

maintained primarily by students. Many students make use of the digital cameras for projects and assignments. Some advanced students create digital video projects or videos in the High School TV studio. Students are also making use of instructional software such as accelerated reader, accelerated math, classworks, edmark and Mavis Beacon Typing.

The level and complexity of technology resources used by students increase with successive grade levels. For example, Juniors and Seniors having received more advanced technology instruction find more opportunities to incorporate technology into their learning activities.

Staff Technology Attitudes

The district staff view their technology resources as tools to be used and incorporated in their learning environment. The district's technology is a vital asset to be used for planning, researching, collaborating, and delivering information to students and other staff. The teachers realize that the district's technology assets have value in several different dimensions. It is valuable to teachers and students when teachers use technology for developing and delivering instruction. Finally, it has value to all stakeholders when teachers utilize technology for professional development.

The district's staff is an important part of the implementation process of the RULH Technology plan. Teachers are instrumental in bringing ideas and resources to light for achieving the objectives of the Technology Plan. These ideas help in developing concrete methodologies to achieve our goals. The input of staff is sought by the district's Technology Coordinator when developing ideas for technology focused professional development and when planning for technology acquisitions. This cooperative relationship will be continued and fostered as our Technology Plan is developed and cultivated.

Staff Technology Skills

Nearly all staff in the district have the basic skills required to effectively operate computers and utilize the Internet and e-mail. The majority of the district staff are proficient in using word processing software. Seventy-four percent of the RULH Jr./Sr. High School teachers are Novice certified and 57% of the elementary teachers are novice certified. Forty-seven percent of the junior/senior high school staff are practitioner certified and 17% of the elementary staff. This certification requires teachers to demonstrate a basic proficiency in productivity tools, informational tools, networking tools and hypermedia tools. All of the staff have mastered the basics of the grade management software system and at least of 90% of the district's teachers are proficient with the system.

The technology skills of staff vary slightly from teacher to teacher. There is also a variance in skill levels from one teaching discipline to another. Obviously, staff who teach keyboarding, word processing, and various information technology skills have more knowledge and experience using associated technology resources. These staff members are paid supplemental contracts to assist students and staff with technology issues on a daily basis.

Staff Technology Usage

The district staff uses the Internet and InfoOhio resources as a resource to research content and activities for students. The Internet is used to find and present students with various concepts and points of view. District staff also utilize e-mail for communication and collaboration.

Teachers use curriculum driven software and management tools such as Accelerated Reader, Accelerated Math and Classworks to increase productivity. For example, many use Microsoft PowerPoint to create presentations that can be easily modified and reused. Many staff members use video projectors to effectively

display and present lessons. Content specific software is used by staff to help students develop basic reading and arithmetic skills. All teachers make use of grading software for classroom management.

Also used by some staff are adaptive/assistive software and hardware resources for students with special needs such as Kurzweil, voice system, touch screens, Intellitools Keyboard System, Board Maker and amplification systems.

Options for Closing the Student Technology Gap

In general, the technology skills of students closely meet the objectives of the district's Technology Plan for students.

One specific competency that has been identified as needing improvement is that of social and ethical responsibility in regards to the use of technology. This competency encompasses the following skills and concepts: Responsible and respectful use of the district's technology resources; social and ethical responsibilities preclude students from viewing or searching for extraneous or inappropriate content while conducting research and students must be responsible for evaluating and crediting sources of information. It is also important that students are aware of their responsibility to use technology research tools to develop their own ideas and not to merely copy or plagiarize another's work.

To increase student awareness and understanding in this area, the district is incorporating the teaching of social and ethical responsibilities into its curriculum. This message is being delivered not only in technology based courses, but in most courses in which students use technology and also as part of library skills training.

Another area in which options are being considered to increase student technology skills is the use of multimedia and telecommunications for personal development projects and to communicate and collaborate with others. One option being considered to achieve this improvement in student skills is the addition of formal instruction in the High School multimedia/TV studio.

Option for Closing the Staff Technology Gap

The technology usage and skills of the district staff have increased in parallel with the acquisition of technology resources. There is still a disparity, however, between the skills of staff and the stipulations of the district's Technology Plan. This disparity is being diminished through continuing staff development and numerous technology updates from the Technology Coordinator. One way this issue is being addressed is a district program called Tech Tuesdays. In this program, staff members are given opportunities for technology instruction weekly on Tuesday afternoons. Some of the topics addressed are web page design and operating instructions for grade and classroom management software.

Staff members are also encouraged by the district to attend any professional conferences and workshops intended to develop skills necessary to employ technology based instructional tools to support the unique needs of their students.

The district has also encouraged teachers to participate in the implementation of technology through their involvement in technology grants. Technology based professional development is incorporated into this process along with the staff’s contribution of ideas, efforts and projects.

2.2 Technology Inventory

Category: "Elementary (PS - 6)" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	83	47	5	83
Aging	95	53	1	17
Legacy	0	0	0	0
Total	178	100	6	100

Category: "Junior/Senior High School" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	120	88	15	71
Aging	17	12	6	29
Legacy	0	0	0	0
Total	137	100	21	100

Quality of Technology Resources

All elementary classrooms in K-4 received one Pentium 4 computer and laser printer to add to their aging classroom computers. Classrooms in 5th grade have five computer that are only three years old and 6th grade have at least 5 computers four years old plus two computers that are over eight years old. It is anticipated that those aging classroom computers in K-4 will be replaced in December of 2004 when the new elementary building opens.

The computers at the RULH Jr./Sr. High School have been purchased with the last four years due to receiving two Raising the Bar grants.

Quantity of Technology Resources

There are adequate numbers of computers throughout classrooms and labs in both buildings. However, due to the aging condition of the elementary K-4 classroom computer, it is recommended that each classroom receive four additional computers.

Distribution of Technology Resources

The distribution of technology resources has been on a rotation basis according to needs. However, had the district not received additional grant funds, this would not be the case. The original SchoolNet funds provided computers for K-4 but those computers are approaching nine years of age and are only Pentium 75.

2.3 District Infrastructure and Connectivity Status

Building Level Networking

The RULH district network consists of a single LAN. All network servers reside in the high school building. The elementary building is connected to the LAN with a twelve strand multinode fiber cable.

There are a total of four servers on the network. Three of these run Novell Netware. These servers consist of our authentication and application server, web server, and proxy server. The fourth server runs Microsoft Windows 2000. This server operates as a FileMaker Server, e-mail filter, and runs other specialized software.

Most Ethernet switches and hubs in use on the LAN are of 10/100 speed. There are Gigabit connections between the servers and the backbone switch.

District Level Networking

All network servers reside in the high school building. The elementary building and the high school building are connected with a twelve strand fiber cable. The district office connects to our A site, SCOCA, via a 56K connection to the high school.

The connection to SCOCA is provided by two T1 lines. All staff, teachers, and students, connect to the Internet or other external networks through the T1 links to SCOCA. Video for IVDL sessions also come across the T1 lines.

Internet and Telecommunications

All class rooms in the district have access to the Internet. All school libraries and most offices also have Internet access. Internet access in granted to all staff and students providing they sign the district's Acceptable Use Policy for access to the Internet and e-mail.

Internet access is provided through our A site SCOCA via 2 T1 lines. SCOCA also provides content filtering services. Web content can be blocked through SCOCA per the districts policies as well as through the districts proxy server. Both are used for filtering and monitoring. The district's proxy server is used for logging Internet access by students.

Telephone Services Distribution

The telephone service providers for the district are AT&T and Ameritech Ohio. Approximately 50% of the district's classrooms and all offices and school libraries have a telephone in them. Currently, voice mail is available on the district's telephone system. The telephone system infrastructure has the capability to add voice mail functionality in the future and plans are being made in the high school renovations and the new buildings.

Distance Learning Facilities

The RULH School district has one distance learning classroom which is located in the high school building. Connections to video resources are established via an Asynchronous Transfer Mode (ATM) switch which is connected to the district's A site SCOCA. The distance learning equipment is utilized by students for curriculum and by staff for professional development.

District Network Architecture

Network Architecture file uploaded 2003-03-13 13:52:26.200

Network Architecture

The RULH School District's local area network consists of a single LAN encompassing the high school and elementary school buildings. Four servers reside at the high school. The main authentication server runs Novell Netware 5.1. All users in the high school and elementary must login to this server to receive e-mail, Internet access, and other network services. Users at the district office do not authenticate to the server but are provided access to the Internet and the district's A site, SCOCA, via the high school's default gateway.

Connections to the Internet are provided via an ATM connection to SCOCA. The ATM switch connects the district's LAN to SCOCA with two T1 lines. The two T1 lines are used for data and video transmissions. The ATM switch is connected to the district's backbone switch, an HP 4000. Also connected to the backbone switch are all file servers, a router, a terminal server, and all intermediate switches in the high school and

elementary buildings. All connections to the backbone switch are Gigabit except the ATM switch and the intermediate switches at the elementary which are 10/100 fiber connections.

All class rooms, libraries, and student learning centers and labs have access to the district LAN and the Internet. These rooms are cabled with Category 5 Communication Riser (CMR) cable. Nearly all class rooms are also cabled with RG59 or RG6 coaxial cable for video reception.

2.4 Curriculum/Technology Integration

Existing Technology Initiatives

Our existing technology initiatives have a large impact on student achievement. Technology is incorporated from Kindergarten to graduation giving every student the opportunity to become a computer literate citizen in the twenty-first century.

Software such as Accelerated Reader, Accelerated Math, Intellimathics and WebQuest Generator 2 have a positive correlation with student learning. Accelerated Reader is utilized for grades K - 12 by enhancing the reading curriculum. The impact of this software also enhances the overall curriculum by focusing on comprehension of both fiction and non-fiction stories. Upon completion of an Accelerated Reader book students take a computerized test which will assess their comprehension of the material. Accelerated Math and Intellimathics are self paced programs used in grades 3 - 12. These programs allow students to develop their mathematical skills in a non-threatening learning environment. Students are not confined or pushed ahead by the accomplishments of the class. They complete the lessons and learn the stated math objectives at their own pace. At the completion of the lesson students take a test using a scanned answer sheet. WebQuest Generator 2 is software that can be incorporated into any subject area. This program is employed by teachers in grades 2 - 12. The teachers design the webquest according to their content area and grade level. Students are given an open-ended assignment and make use of the technology resources at hand to complete this assignment. Students are assessed according to a pre-designed rubric.

The successful implementation of these technology resources is attained by professional development workshops. Teachers are trained how to use the software and implement it into their classrooms.

Technology allows students the opportunity to learn outside of the classroom text. The topics they can gain knowledge of are endless, thus expanding their horizons and peaking their learning interests.

Technology Initiatives to Enhance Student Achievement

We, the technology planning committee members, feel that the subject areas of math and science need to be the focus of expanded technology initiatives. Our reason for focusing on these areas of study is the recent data from our district's performance on the Ohio Proficiency Test.

One potential initiative to address the improvement in the are of math is the wide spread use of Math Facts in a Flash. This software will be implemented as an additional practice program to aid in the mastering of computational fluency. Students will be able to check-out the software for use at home. Other potential initiatives for math improvement are Accelerated Math and Kurzweil.

Potential technology initiatives in improving science instruction and understanding are the inclusion of technology based learning tools such as PDAs, probes, electronic laboratory equipment and educational online resources. These initiatives will be implemented in grades 4 - 12 and would include professional development as needed.

2.5 Staff Development

Current Technology-Related Staff Development Programs

Staff development especially with respect to technology and curriculum must provide ongoing professional development opportunities that bring systemic changes to the classroom. The staff development opportunities must be offered through a variety of ways as well as address a variety of topics and skill levels. In fact, the technology training offered must be individualized for each staff member. The Individual Professional Development Plan (IPDP) developed through the RULH Professional Development Council facilitates this process.

The current staff development program offered at RULH directly aligns with many of the recommended models that effectively initiate educational reform and change. Participants learn by doing, are given time for reflection, and provided with opportunities for the application of ideas to familiar curriculum. Opportunities for follow-up and feedback also provided while the technology supervisor provides teachers with support in the classroom. One of the most successful staff development methods has been the technology supervisor actually teaching the application and introducing the project to the students while the staff member learns with the students. The teacher then becomes more confident in implementing curricular projects with students. These strategies are supported by current research and support the principles of adult learning so as to gain the greatest amount of benefit and impact in the classroom.

Staff members receive training on how to use technology as well as how to integrate technology into the learning environment and administrative/management needs. The type of training received by a particular staff member is dependent upon their individual needs. Some of the issues the RULH Technology Planning Team faces for the future include scheduling enough time for training, limited resources, and motivating all staff members to pursue and implement technology and curriculum related training.

Sources For Technology-Related Professional Development

Staff Development Offerings to Staff
The local staff development opportunities include the following:
•Grade level release days that include network usage and resources, file management, Data for Student Learning system, creating labels and data files, web based resources and classroom web site creation and maintenance.
•DSL Training - web-based student information system
•SchoolNet Novice Certification
•SchoolNet Practitioner Certification
•Tech Tuesdays (any requested topic, individual instruction)
•Interactive Video Distance Learning Sessions offered two times per monthly.
•Scholar’s Academy - The academy embraces the notion that educators operate in an inquiry based environment. Teachers will internalize the need to be intellectual scholars through the integration of inquiry, curriculum and technology. The academy is supported by a platform of inquiry that will undergird individual projects designed to have immediate impact in the classroom.

Regional Offerings:
•Annual Maysville Community College Technology Conference - variety of curriculum and standards related topics
•Hopewell Assistive/Adaptive Technical training for special education staff
•Brown County Educational Service Center – Variety of curriculum and technology related topics.

State Offerings:

Annual SOITA Technology Conference
Annual SchoolNet Technology Conference

Online Offerings:
Element K Subscription for Technical Training Opportunities
Various Graduate Courses at University of Dayton and Wright State University

Role of Technology in Staff Development

The major technology-based staff development delivery system is comprised of hands-on computer lab sessions. Each grade level of teachers receives two release days a year to complete the necessary technology training. There are also sessions called Tech Tuesdays held each week after school throughout the winter months.

The basic technology skills required by staff members to use technology as a vehicle for identifying individualized staff development activities include the use of email, basic word processing skills and basic web searching skills. Staff members are given the opportunity to identify the technology resources needed to learn about new ideas and develop new skills by completing an annual survey. The technology supervisor adjusts the staff development offerings accordingly. For example, some of the 'high priority' items identified for the coming include to plan, create, and schedule an interdisciplinary unit and to learn to better utilize electronic encyclopedias for research and writing.

2.6 Technology Support

Support For Learning Resources and Instructional Technology

Quality issues:

The district currently has a full time Technology Supervisor that primarily supports the domain of learning resources and instructional technology. The Technology Supervisor is available to all staff members through a direct phone line and spends two days per week in the elementary building and three days per week in the high school building. The Technology Supervisor regularly provides classroom support through technology instruction to students and solving technical problems, and periodically offers technical and integration training to teachers during release days.

There is also a full time computer instructor available to assist staff during the day at each building. At the elementary the computer teacher also integrates the projects and skills that are used in her class with the curriculum the teacher is teaching at the time. This staff person works closely with the elementary teachers.

Quantity issues:

The majority of teachers indicate that they are satisfied with the quality of service that the district offers, with many stating how much more the RULH district has than other districts. There are 2 FTE technical support staff available to provide technical support to staff at each building. This includes high school students that are used to answer the help desk or provide basic technical support to teachers.

Support For Information Management Functions

Quality issues:

The district's information management services are primarily provided by the regional data acquisition site, South Central Ohio Computer Association (SCOCA). The district's full time Technology Supervisor and the assistant are available to staff for support the Data for Student Learning System, GradeQuick and IEP

Manager.

Quantity issues:

The majority of teachers indicate that they are satisfied with the quality of service that the district offers, with many stating how much more the RULH district has than other districts.

Support For Communications and Network Infrastructure

Quality issues:

The district currently has a full time Technology Supervisor with a full time assistant that primarily supports the domain of communications and network infrastructure. This personnel is available to all staff members through a direct phone line and each spends two days per week in the elementary building and three days per week in the junior/senior high school building.

There is also a full time computer instructor available to assist staff during the day at each building.

Quantity issues:

The majority of teachers indicate that they are satisfied with the quality of service that the district offers, with many stating how much more the RULH district has than other districts.

Support For Operation, Maintenance, and Other Support

Quality issues:

The district currently has a full time Technology Supervisor with a full time assistant that primarily supports the domain of operation, maintenance and other support. This personnel is available to all staff members through a direct phone line and each spends two days per week in the elementary building and three days per week in the junior/senior high school building.

There is also a full time computer instructor available to assist staff during the day at each building.

Quantity issues:

The majority of teachers indicate that they are satisfied with the quality of service that the district offers, with many stating how much more the RULH district has than other districts.

Components of an End User Support System

The current issues facing the technology support staff of the RULH School District primarily concern construction. The old elementary building will be destroyed and a new one constructed, there will be a new addition of a middle school building and the high school building will be renovated with temporary technical services needed in modular. The main concern is the technical support needed for an additional building and the ability of the current staff to meet those needs. The connectivity method chosen by the district for the new middle school will determine the need for an additional staff person. If fiber is used to connect the buildings and one main server can be used to maintain all user accounts and software it should not be necessary to hire additional support staff. However, if connectivity to the existing server cannot be established an additional person will be needed to administer the middle school network.

Phase 3 - Review Goals & Identify Strategies
Phase 4 - Develop Action Plans & Identify Support and Staffing

Goals & Strategies

Goal #1: Standards-Based Learning

Strategies:

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Strategy #4: Students will use an electronic accelerated math program and other skill development software to develop and improve math skills in Grades K-12.

Goal #2: 21st Century Skills

Strategies:

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Strategy #4: Students will use an electronic accelerated math program and other skill development software to develop and improve math skills in Grades K-12.

Goal #3: Educational Systems Improvements

Strategies:

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Strategy #4: Students will use an electronic accelerated math program and other skill development software to

develop and improve math skills in Grades K-12.

Goal #4: To increase student achievement in math in grades K-12.

Strategies:

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Strategy #4: Students will use an electronic accelerated math program and other skill development software to develop and improve math skills in Grades K-12.

Goal #5: To increase student achievement in science in grades K-12.

Strategies:

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Goal #6: To increase student achievement in citizenship in grades K-12.

Strategies:

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Goal #7: To increase student achievement in writing in grades K-4 and maintain writing proficiency in grades 5-12.

Strategies:

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Goal #8: To increase student achievement in reading in grades K-12.

Strategies:

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia

presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Strategy Components

Strategy #1: Staff and students will utilize an electronic accelerated reading program and diagnostic software to improve reading skills in Grades K-12.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #1: Standards-Based Learning

Goal #2: 21st Century Skills

Goal #2: 21st Century Skills

Goal #8: To increase student achievement in reading in grades K-12.

Resources and Costs

Workstation & Peripherals	Estimated Cost
There are adequate number of workstations in each classroom K-12. The software will operate on Windows 95 through Windows 2000. However, it will be necessary over the next two years to begin replacing the existing student stations.	2003: $0 2004: $25000 2005: $25000
Networked laser printers were installed in the summer of 2002 in each K-6 classroom to eliminate problems with paper, ink and access. It is recommended that each seventh and eighth grade classrooms receive networked laser printers over the next two years.	2003: $0 2004: $2000 2005: $2000
Software & Supplies	**Estimated Cost**
The software license has been purchased and additional funds will be required for additional quizzes as needed. Yearly maintenance and support fees will be necessary.	2003: $500 2004: $0 2005: $0
The necessary supplies include paper, toner and ink. There are adequate number of licenses being utilized.	2003: $5000 2004: $0 2005: $0
Network & Infrastructure	**Estimated Cost**
The network capacity is currently sufficient.	2003: $0 2004: $0 2005: $0
The infrastructure is currently sufficient.	2003: $0 2004: $0 2005: $0
Security	**Estimated Cost**
Sufficient security tactics and equipment are in place.	2003: $0 2004: $0 2005: $0
The software is programmed to be utilized only during the school day for testing.	2003: $0 2004: $0 2005: $0
Policy & Procedures	**Estimated Cost**

The technology policies are sufficient for the strategy.	2003: $0 2004: $0 2005: $0
The technology procedures for this strategy is sufficient.	2003: $0 2004: $0 2005: $0
Maintenance & Upgrades	Estimated Cost
The data doctor must be run regularly and there are no additional funds required.	2003: $0 2004: $0 2005: $0
The upgraded version is available but no plans are currently being made to purchase since our current version works well.	2003: $0 2004: $0 2005: $0
There are no additional items not covered.	2003: $0 2004: $0 2005: $0

Relevant State Technology Indicators

Classroom Technology
Connectivity
Professional Development
Technical Training
Technology Support

Performance Indicators

The performance indicator that we will track during the implementation of this technology strategy will be the growth of students with respect to the grade equivilent reading level. We will analyze Star Diagnostic Growth Reports for a randomly selected group of students for each grade level to determine the impact of the Accelerated Reader and the Renaissance Reading program on student achievement.

Action Steps

Action Step	Benchmark	Start	End
Teachers will attend various training opportunities for Accelerated Reader including seminars offered by the company and work sessions offered during staff development days.	Growth Reports for each randomly selected grade level group will be monitored for improvement.	08-2003	05-2006

Leadership

The Title I Supervisor and the Technology Supervisor will have the overall responsibility for this technology strategy. They will take the leadership responsibility in seeing this technology strategy and its associated action steps are undertaken.

Key Personnel

Thelma Poff, Title I Supervisor
Susan Owens, Technology Supervisor
Debbie Moran, Accelerated Reader Facilitator
Jane Massie, Elementary Principal
Roberta Chamness, Librarian

Strategy #2: Staff will incorporate the use of ISTE National Educational Technology Standards into the curriculum of all K-12 content areas.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #2: 21st Century Skills

Goal #3: Educational Systems Improvements

Goal #8: To increase student achievement in reading in grades K-12.

Goal #5: To increase student achievement in science in grades K-12.

Goal #6: To increase student achievement in citizenship in grades K-12.

Goal #4: To increase student achievement in math in grades K-12.

Goal #7: To increase student achievement in writing in grades K-4 and maintain writing proficiency in grades 5-12.

Resources and Costs

Workstation & Peripherals	Estimated Cost
The workstation requirements for this strategy are adequate but the majority in K-4 are aging. Additional computers will need to be purchased for the K-4 classrooms in 2005.	2003: $500 2004: $500 2005: $500
The peripheral requirements depend on the teacher created technology projects and may require items such as digital cameras, scanners, microphones, and printers. Adequate peripherals are available to all classrooms.	2003: $0 2004: $0 2005: $0
Software & Supplies	**Estimated Cost**
There is a wide variety of networked software programs and productivity tools available to all staff. Additional programs may be purchased as requested. It is planned to purchased the Standards Builder component for GradeQuick that will allow the importing of Ohio Academic Content Standards and the ISTE standards. Teachers will be able to use the Lesson Plan section and incorporate the Standards Builder.	2003: $2000 2004: $500 2005: $500
There are adequate supplies available to all staff.	2003: $500 2004: $0 2005: $0
Network & Infrastructure	**Estimated Cost**
The network capacity is currently sufficient.	2003: $0 2004: $0 2005: $0
The infrastructure requirements are currently sufficient.	2003: $0 2004: $0 2005: $0
Security	**Estimated Cost**
There are adequate security measures in place.	2003: $0 2004: $0 2005: $0
The security measures are adequate with respect to information.	2003: $0 2004: $0 2005: $0

Policy & Procedures	Estimated Cost
Teachers must become knowledgeable about the ISTE National Educational Technology Standards with respect to each content area.	2003: $0 2004: $0 2005: $0
Teachers request needed materials through the district technology supervisor.	2003: $100 2004: $0 2005: $0
Maintenance & Upgrades	**Estimated Cost**
The oldest workstations will be retired only when they no longer function. No plans are in place to provide additional computers for the classrooms.	2003: $0 2004: $0 2005: $0
The upgrade considerations are to keep current with the ISTE National Educational Technology Standards.	2003: $0 2004: $0 2005: $0
There are no additional items for this technology strategy.	2003: $0 2004: $0 2005: $0

Relevant State Technology Indicators

Classroom Technology
Electronic Resources (Administrative)
Electronic Resources (Instructional)
Professional Development
Technical Training
Technology Support

Performance Indicators

The district will continue to show a minimum of a .5% increase in proficiency test scores for each of the core areas.

Action Steps

Action Step	Benchmark	Start	End
Teachers will use curriculum and skill driven software as well as projects integrated into the regular classroom projects that elicit higher level thinking skills and problem solving.	Proficiency test scores for each randomly selected grade level group will be monitored for improvement.	09-2003	06-2006

Leadership

The district technology supervisor will take responsibility for the implementation of this technology strategy and associated action steps. The technology building leaders for with technology supplemental contracts will also provide assistance and support.

Key Personnel

Susan Owens, Technology Supervisor
James May, Assistant Technology Supervisor
Anne Reed, Elementary Computer Teacher and Elem. Tech Leader
Patty McNeilan, Information Technology Teacher and HS Tech Leader
Patricia Gulley, Computer Teacher and Junior High Tech Leader

Strategy #3: Students will incorporate informational resources (including primary), writing skills and multimedia presentation tools to construct meaning in all academic areas while conducting original research and accessing experts in the field.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #2: 21st Century Skills

Goal #3: Educational Systems Improvements

Goal #5: To increase student achievement in science in grades K-12.

Goal #6: To increase student achievement in citizenship in grades K-12.

Goal #4: To increase student achievement in math in grades K-12.

Goal #8: To increase student achievement in reading in grades K-12.

Goal #7: To increase student achievement in writing in grades K-4 and maintain writing proficiency in grades 5-12.

Resources and Costs

Workstation & Peripherals	Estimated Cost
The workstations in Grades 5-12 are less than 3 years old and are sufficient to implement this strategy. Additional classroom workstations will need to be purchased for grades K-4 over the next 3 years.	2003: $0 2004: $25000 2005: $25000
The peripheral requirements depend on the teacher created technology projects and may require items such as digital cameras, scanners, microphones, and printers. Adequate peripherals are available to all classrooms. Additional requests may be made to the district technology supervisor.	2003: $0 2004: $5000 2005: $3000
Software & Supplies	**Estimated Cost**
The existing software requirements include productivity tools, multimedia tools, instructional programs, Internet access and email which are currently available in all classrooms.	2003: $2500 2004: $0 2005: $0
Current supplies available include diskettes, paper, toner, ink, and CDRs.	2003: $5000 2004: $0 2005: $0
Network & Infrastructure	**Estimated Cost**
Individual network accounts are available for Grades 6-12. Grades K-5 have network and Internet access. All staff have network accounts that have Internet and network access.	2003: $0 2004: $0 2005: $0
Current infrastructure will support this strategy.	2003: $0 2004: $0 2005: $0
Security	**Estimated Cost**
Security considerations with respect to equipment are adequate. They include Internet filtering through our A site as well as a local proxy server. Protector cards are also installed in the junior high computers. All new workstations that run Windows 2000 are protected with policies.	2003: $2500 2004: $0 2005: $0
All network accounts require passwords.	2003: $0 2004: $0 2005: $0

Policy & Procedures	Estimated Cost
All staff, students and parents must sign an Acceptable Use Policy before they are granted a network account with Internet access and email.	2003: $0 2004: $0 2005: $0
All Acceptable Use Policy documents go home to parents for review and signature. The AUP is also available on the district web site.	2003: $0 2004: $0 2005: $0
Maintenance & Upgrades	**Estimated Cost**
Maintenance considerations are adequate.	2003: $0 2004: $0 2005: $0
Upgrades will be made as necessary.	2003: $500 2004: $0 2005: $0
Teacher requests may be submitted to the district technology supervisor for hardware, software and peripherals needed.	2003: $2000 2004: $0 2005: $0

Relevant State Technology Indicators

Classroom Technology
Electronic Resources (Instructional)
Professional Development
Technical Training

Performance Indicators

The district will continue to show a minimum of a .5% increase in proficiency test scores for each of the core areas.

Action Steps

Action Step	Benchmark	Start	End
One hundred percent of the teachers will obtain novice certification and 95% of the staff will obtain practitioner certification through participation in technology release days, professional development workshops and online offereinces.	Eight percent of the staff will achieve novice certification and 60% will obtain practitioner certification by December 2004.	06-2003	06-2006

Leadership

The Technology Supervisor will take full responsibility for developing criteria, designing course offerings, scheduling release days, recruiting staff, and maintaining records of participation.

Key Personnel

Additional technology support members will also assist in guiding staff to integrate technology into their curriculum.
James May, Assistant Technology Supervisor
Patricia Jones, Distance Learning Facilitator

Strategy #4: Students will use an electronic accelerated math program and other skill development

software to develop and improve math skills in Grades K-12.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #2: 21st Century Skills

Goal #3: Educational Systems Improvements

Goal #4: To increase student achievement in math in grades K-12.

Resources and Costs

Workstation & Peripherals	Estimated Cost
Each classroom contains 5 workstations adequate to run the programs.	2003: $0 2004: $0 2005: $0
Each classroom requires a Laser Printer (9). Each classroom will require an AccelScan(9). Additional paper and toner requirements are substantial to implement the Accelerated Math program.	2003: $1000 2004: $1000 2005: $1000
Software & Supplies	**Estimated Cost**
Site License for STAR math Testing Program has been purchased. Site License for Accelerated Math Libraries Grade 2-6 has been purchased. There is a wide variety of instructional math software already available to teachers in the district.	2003: $0 2004: $0 2005: $0
Paper for the laser printers. Toner for the laser printers. Bubble sheets for the Accel scanners. Teacher Manuals and Resources for each classroom (9).	2003: $1500 2004: $1500 2005: $1500
Network & Infrastructure	**Estimated Cost**
The current network is sufficient to implement this strategy.	2003: $0 2004: $0 2005: $0
The existing infrastructure will support the Accelerated Math implementation.	2003: $0 2004: $0 2005: $0
Security	**Estimated Cost**
The security measures already in place will be adequate to support this strategy.	2003: $0 2004: $0 2005: $0
Students are assigned individual Identifications. Teacher management software is passworded.	2003: $0 2004: $0 2005: $0
Policy & Procedures	**Estimated Cost**
The existing district policies will cover this strategy.	2003: $0 2004: $0 2005: $0
Current district technology procedures are sufficient to carry out this strategy.	2003: $0 2004: $0 2005: $0
Maintenance & Upgrades	**Estimated Cost**

The Data Doctor software is already available to do regular maintenance on the Accelerated Math database. Regular backup of the network files already in place.	2003: $0 2004: $0 2005: $0
Possible Accelerated Math upgrade in the future.	2003: $0 2004: $0 2005: $2000
Teacher requested items can be requisitioned through the District Technology Supervisor.	2003: $500 2004: $500 2005: $500

Relevant State Technology Indicators

Classroom Technology
Electronic Resources (Instructional)
Professional Development

Performance Indicators

Math Proficiency Test Results in grade 4,6,10 and 12.
Star Math test results in individul grade levels at the end of each year.

Action Steps

Action Step	Benchmark	Start	End
Use Accelerated Math and Star Math software in Summer School to introduce staff and students to the program in a small group setting.	100 % of the summer school students in 4th grade will take the Star Math assessment and complete at least 3 practice lessons and take at least 1 test in Accelerated Math.	06-2002	07-2002
Accelerated Math and Star Math will be incorporated into the third grade curriculum.	100% of students in the third grade will successfully complete a developmentally appropriate Accelerated Math Library with a 75% yearly average.	10-2002	06-2003
Acclerated Math and Star Math programs will be introduced into the fourth grade curriculum.	100 % of fourth grade students will complete a developmentally appropriate Accelerated Math Library as determined by Star testing with a 75% yearly average.	11-2002	06-2003
Math is a district wide concern with regard to the historically low OPT scores. One hundred percent of the teachers will use various tools to incorporate math activities into all areas of the curriculum.	The district will continue to show a minimum of a 1.5% increase in proficiency test scores for math each year.	06-2003	06-2006
Accelerated Math and Star Math will be incorporated into the fifth and sixth grade curriculum	100% of the students will complete a developmentally appropriate Accelerated Math Library as determined by Star Testing with at least a 75% yearly average.	08-2003	06-2004
Instructional math software will be incorporated. into the classroom curriculum of all grade levels on a regular basis.	80% of classroom teachers in each grade level in incorporated educational math software into their curriculum at least once a week.	08-2004	06-2005

Leadership

Susan Owens District Technolgy Supervisor

Key Personnel

James May, Assistant Technolgy Supervisor
Paula Ormes, Third Grade Teacher
Tara Lawson, Third Grade Teacher
Shirley Shelton, Third Grade Teacher
Pam Jenkins, Third Grade Teacher
Tina Horton, Third Grade Teacher
Jennifer Scott, Third Grade Teacher
Steve Ramos, Fourth Grade Teacher
Cristy Wallingford, Fourth Grade Teacher
Julie Kirschner, Fourth Grade Teacher
Tracy Lindner, Fourth Grade Teacher
Jennifer Germann, Fourth Grade Teacher
Bonita Pollock, Fifth Grade Teacher
Tee Parker, Sixth Grade Teacher

4.2 Technology Related Staff Development

Staff Development Activity	Start	End	Cost
Professional staff development workshop on the Accelerated Math Program for all third grade teachers.	08-2002	06-2003	2003: $0 2004: $0 2005: $0
Tech Tuesdays with District Technology Supervisor for staff to develop proficient use of Technology to enhance classroom instruction and student learning.	08-2002	06-2005	2003: $0 2004: $0 2005: $0
Individualized technology instruction provided by the District Technology Supervisor at the teachers request throughout the school year.	01-2003	06-2005	2003: $0 2004: $0 2005: $0
Scholars Academy professional development fosters the integration of technology and curriculum through teacher driven action research for the development of lifelong learning in staff and students.	06-2003	06-2005	2003: $0 2004: $0 2005: $0
IVDL distance learning opportunities offered regularly throughout the school year and summers for the development of new technology skills in the staff.	06-2003	06-2005	2003: $0 2004: $0 2005: $0
Professional staff development workshop on the Accelerated Math Program for the fourth, fifth, and sixth grade math teachers.	08-2003	06-2004	2003: $0 2004: $0 2005: $0
Personal one on on mentoring between staff members to share techonolgy skills and foster greater understanding.	08-2003	06-2005	2003: $0 2004: $0 2005: $0

Phase 5 - Determine Budget & Identify Funding Sources

5.1 Previous Technology Expenditures

The RULH School District has been extremely fortunate to have received many grants to continue the district's technology initiatives. If the district would not have received these additional funds, the general fund nor the SchoolNet dollars distributed per grade would not have been able to provide the proper resources to pursue the aggressive technology strategies that have been implemented over the past five years.

The dollars spent on technology have decreased substantially for the 2003-04 school year. Because of the construction of the new buildings, the district is guarding the current general fund dollars so that the new buildings will be adequately equipped. The district will also be required to provide funds for connectivity of the new middle school at Aberdeen. That project will not be covered by OSFC construction funds.

5.3 Three Year Budget

Category	2003-2004	2004-2005	2005-2006	Category Totals
Workstations	$10000	$11000	$12000	$33000
Peripherals	$1500	$2000	$2500	$6000
Software	$5000	$6000	$7000	$18000
Supplies	$18000	$19000	$20000	$57000
Network	$5000	$150000	$5000	$160000
Infrastructure	$2000	$20000	$2000	$24000
Security-Equipment	$0	$0	$0	$0
Security-Information	$0	$0	$0	$0
Policies	$0	$0	$0	$0
Procedures	$0	$0	$0	$0
Maintenance	$2000	$2000	$2000	$6000
Upgrades	$2000	$3000	$4000	$9000
Additional Items	$0	$0	$0	$0
Professional Development	$2000	$3000	$4000	$9000
Technology-Related Staffing	$109000	$110000	$111000	$330000
End-User Support	$0	$0	$0	$0
Budget Totals	$156500	$326000	$169500	$652000

Budget Process

The budget estimates that we have included with this plan are believed to be sufficient to acquire and maintain hardware, software and network services and ongoing professional development programs needed to implement and ensure funds for growth. Connectivity services, repairs, maintenance, professional development and supplies will be the priorities to manage evolving costs of technology in the RULH district.

5.4 Potential Funding Resources

Funding Source	2003-2004	2004-2005	2005-2006	Category Totals
General Fund	$70000	$300000	$150000	$520000
IVDL Continuous Grant	$5000	$	$	$5000
OETSMG	$15000	$	$	$15000
SchoolNet (Grade 7)	$	$25000	$	$25000
Funding Source Totals	$90000	$325000	$150000	$565000
Budget Totals	$156500	$326000	$169500	$652000

Proposed funding sources

Funding continues to be a major concern of the committee. All committee members will be alert for opportunities to apply for additional funds as well as other community resources. Teachers and administrators will continue to actively pursue any grants that can be used to enhance and assist in funding our technology needs. SchoolNet grants and money from the RULH general funds will also be used to supplement the costs of technology.

Phase 6 - Identify Monitoring, Evaluation & Revision Processes

6.1 Action Plan Monitoring Strategy

It is the responsibility of the district technology supervisor to facilitate and implement the RULH Technology Plan and report progress and implementation concerns to the RULH District Technology Advisory Committee. The committee will monitor progress and assist when necessary with adjustment of management issues. Timelines will be revised as needed, input will be solicited from stakeholders when needed and strategies and action items will be reviewed for success during quarterly meetings. Due to representation by all stakeholder groups on the Technology Advisory Committee the input offered by each member will be a valuable component.

6.2 Plan Impact Evaluation

Assessing the Plan Impact

The assessment for the technology strategies were determined by student achievement. Ten percent of the students in each grade level were randomly selected to track their scores on each area of the OPT, the Star Reading Diagnostic Test, and the Star Math Diagnostic Test. This data is being used to determine success on the Continuous Improvement Plan and will be used for the assessment of the technology plan as well.

Evaluating the Outcomes and Impact of Technology Strategies

The basic evaluation process of the impact of technology on student learning will analyze the ramdomly selected grade-level groups of students. Other assessments will include various authentic, performance-based assessments. The same methodology to assess student work is used when assessing the performance of the technology program. Developing and deploying a technology evaluation is more complicated than developing a rubric for assessing student projects, but the underlying logic is the same. Since we accept authentic assessments for student learning, then it is appropriate to employ similar assessments for various aspects of the technology program.

To help ensure RULH teachers successful use of technology in classrooms the Scholar's Academy program, an individualized professional development focusing on integration of technology, curriculum mapping and personal staff inquiry, technology has motivated teachers to evaluate their curricula as well as their delivery. An on-going teacher training program is directed and supported by the district technology coordinator. Currently, one of the most successful staff development programs has been on an individual classroom basis. The Technology Supervisor visits the classroom to introduce the technology part of the lesson lab and supports the teacher and students when beginning the projects. The Student Technical Assistants then return during the subsequent classes to lend support. Not only do the students learn how to complete their projects using technology but the teachers do as well. Teachers have the resources to create instructional materials that reflect their own teaching styles and the learning styles of their students and to develop current and useful curriculum as well as multiple assessment tools with regard to all kinds of student diversity such as culture, language, gender and individual needs. The RULH district technology supervisor will manage the assessment phase and keep all staff and committee members informed as needed.

6.3 End-User Support Monitoring

Monitoring Technology Related Staff

The primary process the technology planning committee will use to monitor the technology-related staff will be through surveys that provide valuable feedback. Adjustments and changes will be made as necessary.

Monitoring Technology-Related Staff Development

The evaluation and assessment of educational technology is a staggering challenge as RULH moves from counting computers and student/teacher contact time to a meaningful process for assessing technology. Meaningful assessments must include a variety of factors and evolve over time through both quantitative (counts of things) and qualitative (descriptions of things) data. Under the direction of a Technology Supervisor, the RULH Technology Advisory Committee will oversee the continuous evaluation of this plan by ensuring that adequate research is completed before purchases are made, by developing accurate evaluation instruments, and by presenting and interpreting collected information. Regular meetings will be necessary to evaluate, revise and guide implementation. Technology changes very quickly and it is extremely important that evaluation measures include
methods for determining the impact and value of adopted technologies. The student goals and objectives form the
basis for measuring the success of this project and the RULH Technology Program will be assessed in three main areas: affect on student achievement, teachers use of technology on a daily basis, allocations of district resources to best support teachers and students. Other data collection practices include:

1. Document teacher and student survey results. Administer before and after project implementation. Include questions about the attitude, use and quality of technology throughout each school.

2. Daily logs of student and teacher access to on-line sources, references in papers, assignments and lessons. Teachers maintain records for end of grading period reports.

3. Teacher logs of student improvement from one grading period to another.

4. Document student and teacher attendance rates each nine weeks.

5. Compare student performance on state proficiency test, college entrance exams, placement tests, etc.

6. Document training sessions offered and teacher participation. Allow for evaluation by teachers.

7. Monthly reports by teachers of personal time spent to become successful in utilizing project technology and other technology throughout the school.

8. Document through post-graduate surveys the number of students who pursue post-secondary education and degree of perceived preparedness by the high school programs.

9. Periodic observations by mentor teachers and daily teacher lesson plans describing the class activities reflecting more active learning.

10. Create and maintain classroom web sites with Lesson Labs for technology integration into the curriculum.

11. Document logging capability of software packages, which record student time on task and progress.

12. Document classroom technology presentations given by the Technology Supervisor.

13. Videotape students involved in active learning through the introduction of technology.

14. Maintain samples of electronic student portfolios.

15. Provide checklists for teachers to ensure that student goals and objectives are being met.

Through numerous evaluation instruments, RULH School District will be able to monitor the success of the technology programs and make necessary revisions. Traditional methods of teaching will change. Teachers will focus education on the learner and become a coach or facilitator in the classroom. It will allow students who do not
perform well in traditional academic environments the opportunity to display their creativity. Radical course changes will encourage and allow for multidisciplinary projects that involve two or more classes and promote cooperative learning. The new technologies will allow both teachers and students to be more creative and productive, and it will spark a new excitement about teaching and learning encouraging our students to be adaptable,lifelong learners.

6.4 Plan Update Process

The Technology Planning Committee will meet at the end of each year to review the progress made with regard to the technology action plan. Each sub-committee will evaluatie their repsective areas and make adjustments and revisions throughout the process. Because of the construction of a new elementary school and new middle school, the technology supervisor will meet monthly with the core construction team to assess the current situation regarding technology.

The status of the plan implementation report will be issued yearly with the reports distributed to committee members and posted on the RULH web site. The data analysis will evaluated each year to the progress made by students, which will determine the appropriate revisions to the technology strategies. Since the technology plan is an ongoing, dynamic document, goals, objectives and major technology strategies will be incorporated each year during the review process.

6.5 Appendix

Date of board approved Acceptable Use Policy (AUP)

May 30 2001

Date of board approved Children's Internet Protection Act (CIPA) Compliance Statement

May 30 2001