Middle School Technology 2008 Needs Assessment Summary

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Executive Summary

Currently, the School District is using enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) professional development to train staff in using technology in the classroom. The issue is that eMINTS is a one size fits all technology training program. Using this program has excluded some teachers from training because of issues such as lack of budget funds to purchase required equipment or teachers not wishing to be out of their classroom in order to receive the training. To address this problem, a needs assessment will be conducted in the Middle School in order to increase/improve the use of technology in the Middle School.

Teachers and students from the middle school were interviewed, surveyed and observed to gather information about all areas of the Performance Pyramid (Wedman and Graham, 2004). The Performance Pyramid has six areas which include Competence, Knowledge & Skills; Performance Capacity; Motivation & Self-Concept; Tools, Environments, & Processes; Expectation & Feedback; and Rewards, Motivation & Incentives.

Data from the Needs Assessment showed that issues lay within the Competence, Knowledge & Skills, plus Tools, Environments & Processes. The current training program, eMINTS, does not meet the needs of all of the middle school teachers and students. The resources of the district cannot keep up with the demands of the eMINTS program. The recommendations include using the expertise of teachers to provide professional development within the district, careful scheduling of classes in order to leave the computer labs open for classroom teachers to use and share, and to carefully pursue the addition of new technology while keeping up the maintenance of current technology.

Problem/Opportunity Statement:

Approximately 10 years ago, eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) was started in Missouri with a focus on elementary classrooms. Two elementary teachers from our school district were part of the pioneer group of eMINTS teachers. The school district had written and received a grant to support this endeavor.

The eMINTS program requires a minimum standard of equipment and software to be purchased. The student to computer ratio should not be more than 2 students to every 1 computer, plus one teacher computer. The eMINTS classroom also has a SMART board and data projector, plus a laptop computer for teachers to use for training. eMINTS also has minimum software requirements for each of the computer stations. Districts must receive prior approval before installing other software not part of the software agreement.

For the past 10 years, the school district slowly has provided support for more teachers to complete the eMINTS program. The support has come from grants and local money. In order for a teacher to be certified as eMINTS, the school has to commit resources to purchase equipment and support the training. One of the first eMINTS teachers has since completed the training to become a trainer. She currently works for the school district as a technology instruction specialist and is also tasked with training more district teachers to be certified in eMINTS or eMINTS4ALL. District dollars have become the main source for expansion of eMINTS. This has proven to cause an issue in the district in terms of allocation of resources.

The 2008-2011 District Technology plan outlines goals referred to as technology focus areas. The technology focus area 4 goal states, "Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance." Comparing the amounts of technology available in each building indicates a disparity in purchasing technology between buildings (page 48-49 of appendices, within appendix F). After reviewing the census, as a side note, one reason the 5th grade does not have the same number of eMINTS classrooms as the rest of the Intermediate building is that the 5th grade moved to the Intermediate building just last year.

Within the middle school, teachers started to receive eMINTS training only within the past 3 years, and the equipment necessary to implement the training only last year. The middle school recently added one full eMINTS classroom in the 8th grade science room through the eMINTS/METS grant and has 4 eMINTS4All classrooms (classrooms in which a teacher has a SMART board and projector). For the 2008-2009 school year, 4 teachers have been added for eMINTS4ALL training, but not provided any equipment except for old model data projectors that were given to the school for free. In addition, even

though our district recently was named as “Accredited with Distinction” from the state of Missouri, our middle school has not met Federal Adequate Yearly Progress and is listed as Non Title I School Improvement Year 1. Ideally, students used to technology access in the Intermediate grades could continue to have the same level of access to technology in the middle school. Furthermore, technology should be integrated into lessons provided by teachers in a manner that allow students to practice their technology skills while learning course content. The focus of the needs assessment will be to determine the need to increase/improve use of technology in the Middle School.

ORGANIZATIONAL DESCRIPTION:

My workplace is a K-12 public school district located 10 miles northeast of a University. The entire school district is located on the same parcel of land. The school district averages 100 students per grade level, and employs over 100 certified staff. There are 3 physical buildings, but the students are divided into four building groups: Primary (K-1), Intermediate (2-5), Middle (6-8), and High School (9-12). The middle school and high school are housed together in one large building. Teachers and facilities are shared between the middle and high school. The middle school basically takes up two hallways of the large building. I work in the middle school as an 8th grade science teacher. The middle school employs approximately 23 teachers for the 315 students enrolled. The vision of the middle school is “Middle School is a student-centered learning community in which students succeed together and are contributing citizens to the school and community.” The mission statement of the middle school is “MS gives us the power we need; to reach our potential so we can succeed; We learn academics, self-worth, and pride; We stand together side by side; Students and Parents and Faculty; Together make our HMS community.” According to the district superintendent, the district is in good financial shape.

Our school district recently was awarded, “Accredited with Distinction”, for the 2008-2009 school year. This accreditation provides the school with a waiver from the state of Missouri from going through Missouri School Improvement Program (MSIP). The school earned this distinction from the state of Missouri for improvement in student achievement on mandatory assessments. According to federal guidelines for Adequate Yearly Progress, the middle school is listed as Non Title 1 School Improvement year 1. This is because the middle school did not meet the federal benchmarks for student achievement in mandatory state testing.

AUDIENCE ANALYSIS:

The middle school teachers and students were the main focus of the needs assessment. Parents of the middle school students play a large roll in education of their child, but constraints on time prevented them from being included. I defined a middle school teacher as certified staff. This may include teachers who are in more administrative

positions, but still hold a Missouri teachers certificate. A significant example of a teacher in more of an administrative position would be the district K-12 Instructional Technology Specialist. The middle school students were chosen at random from the 8th grade. The 8th grade was chosen due to time and accessibility issues. In a more perfect situation, parents would have been included as a group and the student group would have included students from the 6th and 7th grade, but time and accessibility issues prevented the inclusion of those groups.

As stated before, there are 23 middle school teachers and 315 middle school students. There are 7 more faculty members that teach middle school students, but their full time teaching assignment is high school students. The middle school teachers have an average of 10.9 years of experience and 92% of the teachers are teaching with a regular Missouri Teaching Certificate, 8% of the teachers have a temporary/special situation certificate. The middle school has one administrator, a principal, which is the educational leader of the school. The Middle School is mainly located in two hallways of the building that houses students grades seven to twelve. This is a public education facility.

PRIMARY and SECONDARY DATA SOURCES:

Primary data sources include the certified staff and students of the middle school. These two groups interact with each other daily for five days of the week while both are at the school. The K-12 instructional technology specialist also serves an important role as a subject matter expert. Other certified staff, such as the middle school media specialist and 5th grade science teacher, that were regarded by their peers as having a great deal of experience with technology were asked to provide interviews. In all, 5 of the certified staff were interviewed, and the rest of the certified staff were surveyed, (n=18 teachers surveyed). The 8th grade students were interviewed and surveyed. As stated before, there should have had other grade level of students involved in the process, but time and accessibility constraints prevented this. Five eighth grade students agreed to be interviewed, and ten students filled out surveys. Lastly, I observed three classes working in the computer lab or media center computer lab. One of the classes, typing, is completely focused on the skill of typing. The other two classes, 8th grade Art and 6th grade Reading, were working on class projects.

Secondary data sources included the 2008-2011 District Technology Plan and the 2007-2008 School Accountability Report Card compiled by the Missouri Department of Elementary and Secondary Education. The District Technology Plan provided the goals and objectives of the district in regards to technology. The plan also contains a district technology census count and current strengths and weaknesses of the district with regard to technology. The 2007-2008 School Accountability Report Card provides an

overview of the school with regard to enrollment, staffing ratios and qualifications, attendance, and mandatory testing performance data.

DATA GATHERING TECHNIQUES AND INSTRUMENTS:

Interviews were conducted with five certified teachers to collect more specific information than what the survey would garner (Appendix A). Three certified teachers were specifically requested for an interview because of their extensive experience with technology and longevity with the school district. One of the remaining two teachers was chosen because of current involvement in the district technology training program. The last teacher was chosen because of he was a beginning teacher in the school district. The interviews were conducted in the person's classroom; one interview was conducted by phone because no other mutual time could be found. To encourage candidness, the results are reported as bullets with no set organization between the bullets. Interviewees were told that the results would be shared as a collection and not attributed to any one person. Five 8th grade students were chosen at random to interview (Appendix B). The students sat down with me as part of class to complete the interview. Other students in the class were working on other assignments. My classroom usually has several things going at once, so the students did not feel like they were being put on "stage" for others to see. Also, students were interested in helping me with a class assignment, so they answered my questions without fear of repercussion. The only issues with gathering the information was the tendency for the students to focus more on their personal desires, i.e. want to play games on the Internet, than their educational desires. This is to be expected out of a middle school student.

Surveys (Appendix C) were sent by email to the middle school staff. The staff could complete the survey electronically and return to me or print the survey to complete and return either directly to me, or to my mailbox. The survey was designed to find out how teachers are using technology in their classroom, the amount of technology training they have received, how they perceive the importance versus their ability, and their needs for their classroom or self. Ten surveys were received fairly quickly and within the deadline. Six more surveys have been returned since, but there was not time to add those results to the analysis. Those six surveys will be added before the report is given to the technology committee meeting in January. Eighth grade students were also given a survey (Appendix D) to complete. The survey was similar to the interview given to students. Students would come and volunteer to take the survey.

Observations (Appendix E) were conducted in either the computer lab or media center lab of the middle school. Teachers were requested to allow me to observe a technology based project. My conference period is 2nd hour each day. I would use my conference period to observe the class and make notes of the interactions between the students

and the computer, students and each other, and students and teacher. I observed a typing class for 8th grade students in the computer lab, an art project for 8th grade students, and a reading project for 6th grade students both in the media center lab. In each case, the teacher was told do things normally and I was just there to take notes about the interactions. It was difficult to make observations without interacting with the students. An observer wants to make observations without potentially disrupting the normal flow of the class. This was not the case because of the fact that I have children in both 6th and 8th grade. This meant that several students knew me and wanted to talk to me about why I was there instead of concentrating on their assignment. A simple explanation and re-direct got them back to working on their assignment.

Extant Data Review was performed with information gathered from the 2008-2011 District Technology Plan (Appendix F) and 2007-2008 Middle School Report Card (Appendix G). These sources were analyzed to gather information about the district. Information from these sources helped provide background information about district goals and objectives in relation to technology and academic performance data on mandatory state testing.

DATA ANALYSIS PROCESS:

When possible, each method for collecting data was made to incorporate all six Performance Pyramid areas. The collected data was grouped into those areas and examined for deficiencies. Within this framework, data from all sources: interviews, surveys, observations, and secondary sources, were organized. To do this, a piece of paper was titled with an area of the Pyramid. Under the title, listing of each of the data sources: interviews, surveys, observations, report card, and technology plan was made. By each listing, a summary or the main trends of the data were written. This served as a check for incorporation of all six Performance Pyramid areas plus a check to see if two data sources were used at minimum for each area.

Interviews produced a wealth of anecdotal data about technology use in the middle school. Each interview protocol for the teacher and student interviews was developed to cover all areas of the Performance Pyramid. The statements provided by the teachers were analyzed to look for patterns between interviewees. Also, the statements were compared to known the statements made by students for reasonable agreement. The patterns detected either illustrated strength or deficiencies in that area.

Surveys produced data that was more quantifiable than the interview data. The teacher survey instrument mainly focused on the following Performance Pyramid areas: Competence, Knowledge, and Skills; Performance Capacity; and Tools, Environment, and Processes. The survey data from forced choice questions were tabulated and analyzed

for trends. The data from open-ended questions were grouped by similarities and studied. Lastly, a task matrix was completed for the questions comparing importance and skill. The student survey instrument focused on all areas of the Performance Pyramid. The same data analysis processes were employed for the student survey data. The student survey data was compared to the teacher survey data for a level of agreement.

Problems encountered while analyzing the data included the lack of good survey construction. Some of the anecdotal feedback from the survey was that the part checking on the types of professional development that teachers had engaged in was confusing. Also, some teachers commented that the survey did not provide them an out if they did not engage in any of the choices provided by the survey. Lastly, not all the surveys that were turned in were compiled in this report. The reason for the exclusion of some of the surveys was that the survey was turned in after the deadline. There was not time to incorporate the added data into this report. The added data will be incorporated into the report presented to the technology committee.

Observations produced anecdotal data related to the some of the areas of the Performance Pyramid. The areas included Competence, Knowledge & Skills; Motivation & Self Concept; Expectation & Feedback; and Tools, Environments & Processes. This data was used to compare other response data gathered from surveys and interviews.

Extant data analysis provided background data on technology in the middle school. The 2008-2011 District Technology plan gave me the technology vision of the district, district level objectives for technology, and the current strengths and weaknesses of the district progress with regards to technology use. This document provided me a comparison for other answers provided on surveys and interviews. The 2007-2008 Middle School Report Card provided background information on the school and student performance. The data from the Report Card such as the percentage of highly qualified teachers in the middle school is data that easy not easily accessible through any other means.

DATA TABLE

Data Gathering Technique	Data Gathering Instrument	Data Source	Data Summary
Interview	Teacher Interview Protocol	Middle school teachers	One K-12 District Technology Coordinator was interviewed as well as four classroom teachers. The main themes of the interviews were that training does not need to be eMINTS only. Teachers would like collaboration time to achieve better lessons, and to learn additional technology skills. Teachers care about student learning and preparation. School infrastructure needs to be improved to support more technology and to better serve what we have. Frustrations teachers have include: no time, dealing with adults that don't pay attention, lack of equipment purchases, and keeping up with rapid changes. Teachers were drawn to technology by the possibilities for the students, life long learners, and teaching better skills for students. Teachers also do the work needed to improve technology integration without asking or needing rewards and are self motivated. Lastly, teachers wish the district would meet the equipment demands of the eMINTS program. The promise of the eMINTS training should include the equipment needed to implement the training. Included in the resource area of the pyramid is the scheduling of classes that meet every day in a computer lab that is meant for teachers to share and use as needed for classroom instruction.
Interview	Student Interview Protocol	8th grade students	The Eighth grade students that were interviewed agreed that the technology is there to help them learn and prepare for the future. Students are interested in learning more about technology and doing advanced projects. Their motivation to learn more is that they believe technology is cool and they know that they need to know more about technology to help them in the future. Similar to the data from the teacher interviews, students felt that the learning was the reward for using technology.

			Students also wished that there was more access to technology in more classrooms.
Survey	Teacher survey instrument	Middle school teachers	Teachers indicated that they would like to receive training on advanced technology projects and learn more about different electronic devices, such as handhelds. Teachers overwhelmingly would like more access to technology. They expressed a frustration with computer labs that are taken by a class such as typing each day. Another frustration was the lack of equipment purchases that are required for the eMINTS training. In order to properly implement their training.
Survey	Student survey instrument	8th grade students	Eighth grade students indicated that they felt that the school provides them with technology opportunities to help them with life. The students are very interested in learning more advanced projects such as creating Flash movies and working with a variety of technology tools. They feel that being knowledgeable about computers helps them earn good grades and makes them feel good about themselves. Lastly, they believe that learning more about technology will teach them the skills to get a job later in life.
Extant Data Analysis	2008-2011 District Technology Plan	District files	Every district classroom has a minimum of one computer, with several classrooms equipped with "mini-labs" of two to four computers. Additionally, most classrooms contain a TV and VCR. All computers have access to networked laser printers and several classrooms are equipped with local access printers. Each building has a scanner, portable data projector/laptop set up and a networked color printer. All four media centers either house or adjoin a 24 station computer lab. The middle school and high school each have an additional 24 station computer lab. All computer labs have a SMART board and data projector for instructional use. At the Middle School there is one eMINTS classroom equipped with a SMART

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<tr><td></td><td></td><td></td><td>board with projector, scanner, phone, digital camera and color printer, and four eMINTS4All classrooms with a SMART board, projector and additional laptop for the teachers. The Language Arts department at the Middle School has a classroom set of handhelds with keyboards</td></tr>
<tr><td>Extant Data Analysis</td><td>2007-2008 Middle School Report Card</td><td>Missouri Department of Elementary and Secondary Education Website</td><td>In School Improvement: Non Title I School Improvement Year 1
<table><tr><th>HALLSVILLE MIDDLE</th><th>2008</th></tr><tr><td>Teachers with Regular Certificates</td><td>91.2 %</td></tr><tr><td>Temporary or Special Assignment Certificates</td><td>8.8%</td></tr><tr><td>Classes Taught by Highly Qualified Teachers</td><td>96.0 %</td></tr></table></td></tr>
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GENERAL DATA SUMMARY AND INTERPRETATION:

The middle school currently has 96% of its classes taught by highly qualified teachers. The data collected indicates that teachers and students view technology skills and abilities as a requirement for the future success for the students. Teachers indicate they will know when they have achieved the expectation through observation of student behavior, while students indicate that good grades or meeting job qualifications is their indicator. Teachers and students do not believe that there needs to be specific rewards attached to doing their jobs. Both indicate an inner drive that motivates them to do better in using technology. All data areas indicated a belief that everyone had the capacity to succeed in working with technology. One of the main discrepancies is in the area of Tools, Environments, & Processes. Data from the students indicates they would like to see more access to technology in more classes. The data also indicates they are looking for more advanced technology projects to be presented to them. Data from teachers also indicates a desire for more access to technology. Teachers realize that the current infrastructure of the school and technology infrastructure needs to be updated in order for this to happen. The other discrepancy is in the area of Competence, Knowledge, & Skills. Teacher data indicates that teachers are not necessarily dissatisfied with the eMINTS model of training. Teachers would like to receive training in some

areas of technology. Another theme that kept appearing is a desire for collaboration time between teachers. The collaboration time would be used to develop better lessons that integrate technology more fully.

KNOWLEDGE/SKILLS NEEDS – DETAILS:

Teachers need to effectively teach the content of their course to students. Technology provides a tool to achieve that objective. There is no doubt in any mind, whether student or teacher, the skills in using technology will be needed to be successful in the future. In order for teachers to use technology effectively in the classroom, they will need professional development. Teachers will also need time to collaborate with other teachers to produce high quality lessons that incorporate technology. These lessons also need to incorporate appropriate technology standards.

Students indicated on survey and interview that they would like to engage in higher level technology projects. Teachers have indicated a desire to learn about newer technologies and to develop lessons that encourage deeper thinking about the content while using technology.

While only a few teachers expressed a concern with the eMINTS model of professional development for technology, it was indicated by the district technology plan that the eMINTS model with its time and technology requirements may not be the most effective use of the district technology budget money.

Specific learning objectives:

1. Teachers incorporate appropriate technology standards into their course curriculum.
2. Teachers design and implement high quality lesson plans that integrate technology into course content.
3. Teachers engage in professional development that is tailored to their needs for the classroom.

RECOMMENDATIONS

The eMINTS model is the main professional development model used to train teachers to use technology. If teachers need training in only a specific area, they need to look outside of the school district. In order to capitalize on the expertise of teachers within the middle school, the middle school should consider expanding their professional development offerings to include more specific trainings led by technology savvy teachers that do not require large investments of budget dollars. In addition, the

middle school should investigate the dedication of time for teacher collaboration to develop high quality lesson plans that integrate technology into the course content.

The middle school needs to make certain that there is equitable access to technology. A zero cost recommendation would be for care to be taken in scheduling classes, so the computer lab that is dedicated to scheduled classes such as keyboarding or word processing so there is not overlap. This would keep two computer labs open in the Middle School for teachers to bring classrooms to in order to have access to technology.

Lastly, appropriate infrastructure needs should take priority in budgeting. Once the infrastructure needs are met, then the district can focus on expanding technology whether through eMINTS or teacher request. The district needs to keep striving to keep the balance of maintaining current technology with the addition of new technology.

APPENDIX A:

Teacher Interview Protocol

Vision	What do you think your group (organization) is trying to accomplish? • Raise the level of thinking skills involved in learning; make tasks easier through technology; students more involved in learning; prepare students for "real world" and skills needed outside classroom • Enough technology available to students so they have basic skills to be successful; school does not necessarily have a vision for technology. We have a lot of people saying "I need" Need to focus on how technology will make it better for students • Making kids ready for real world; skills carry over to workplace • Making students more proficient in different technology; apply to curriculum • Teaching students to be prepared for the next level of their education. What do you wish it would accomplish? • Raising test scores of students and motivate students to deeper thinking • Enough technology available to students so they have basic skills to be successful; school does not necessarily have a vision for technology. We have a lot of people saying "I need" Need to focus on how technology will make it better for students • Not enough availability for computer labs; access to labs runs into scheduling; teachers need more available training for what they need for the classroom; • More technology per student • Deeper meaning of course content through technology.
Expectations	What is your role in working toward this accomplishment? What do you believe you are expected to do? • Support teachers how to use technology; develop higher level lessons • Provide open facility for teachers to bring groups, one on one, push administration for things that benefit more students • eMINTS teacher: redesign lessons to incorporate more technology and more experiences with technology. • Get students ready for MS; teach search functions, evaluate website;

	exposure to different technologies • Educate the students What would you like to be doing? • Spend more time coaching and providing feedback to teachers • I like what I am doing: work more with classes(hard to do because of strong personalities in the middle school, teachers want to be independent.) • More time on podcasting and Moodle; access to technology in more than one classroom • More resources that are ready made for the classroom, so I can focus on teaching • Implementing what I am learning in training, but can't because of lack of equipment.
Feedback	How will you know when you are meeting these expectations? • Teachers coming to me with ideas for more technology or technology applications • When students are able to do things independently and help others • Kids are computer savy; can troubleshoot; best measure will be teacher observation. • Students can pick up technology and use without instruction; MS teacher feedback positive. • Student scores on projects high demonstrating knowledge. What is a good way for you to find out how well you are meeting expectations? • Observation and collaboration with teachers on a face to face level; student test score performance • Observation: watching students in the library; Summer school-computer skills class to build student skills through small core groups • Talking to next level of teachers; specifically media specialist because she sees all students • Teacher observation
Tools	What resources (computers, books, tools, etc.) do you presently have to help you meet the expectations?

	• Computer (desktop/laptop), lots of reference books, PD4ETS/eMINTS training, etc. • 25 student machines; data project; 1 teacher machine; 2 card catalogs; data projector and laptop on cart for school use; wide variety of software; good bandwith because of dedicated switch; b/w + color and large format printer • 14 student computers, SMARTBoard, 30 Zyre72, 8 GPS u8nits, 12 LabQuests; 1 teacher desktop; 1 laptop • 30 Palm Pilots; 3 student/1 teacher computers; SMARTBoard/projector; borrow digital cameras; 1 laptop • 1 teacher machine; 1 data projector that works occasionally What other resources do you need? • Time for professional development for teachers; unlimited budget; motivated staff • Don't do better when teachers come in as a class; encourage people to do more with technology; would like to see a 3rd lab in the building • More software for hand helds • More PalmPilots, more student computers • Anything I can get that is functioning
Environment	Is your work environment set up to help you be successful? How so? • Yes, training room, building locations close to each other to make it easy to get to everyone • Yes, partially because I designed it to be successful • Feel like I am on my own most of the time; not necessarily supportive • Help provided if you have tech issue; classroom requires infrastructure work to get more technology • Wondering why I did not get the needed equipment to carry through the training. What barriers to success do you and your co-workers confront in your workplace? • Better timeline for getting the required technology to the teachers; better access to technology for students and teachers; better planning and follow through

	• Access for large classes because there is scheduled classess; training teachers with students without eMINTS; budget $$$ not clear amounts; people do not share what they have or have technology envy • Seen as outsiders for building; not enough technology in the grade level; infrastructure makes it difficult to expand; • Restrictions lifted on student accounts; middle school students need email • Budget and time How could these barriers be overcome? • Money to outsource some of the small tasks to free up people to concentrate on larger picture • Lots of money; better scheduling of classes; emphasize culture of sharing • Money • Money, training, and infrastructure • Money and time

Processes	In terms of getting things done, are processes (or systems) in place to help you be successful? (e.g., process for communicating with another division) • Working on a consistency of processes to receive technology support; updating needs to be done to have a process for situations; funding for grant writing for more technology • Referral system (work orders, chain of progress) needs to be followed; tech committee functioning; new guidelines for requests for technology • Most part, yes. System for getting podcasts for students is difficult • Yes • Yes How do you think through the process of doing your work? • Consistent to get to each building; try to schedule time • Requests comes in: look right now if able but priority is based on instruction • Explore different ways to accomplish task; see all angles • Trial and error • Trial and error What kinds of help would you most like to receive? How would you like to receive this help? • Need leadership at each building to have points of contact. • After infrastructure improvements; need to have someone help take care of technology; full time help desk person. • Technical help to make it easier to access things; to make student access to technology more easier • Resource person in every building • Resource person in every building
Rewards	In what ways will you benefit if your group is successful?

	• Student successful and job satisfaction • Teachers who have project ideas that have to wait for lab space • Improved student learning • Know we have done our jobs • Job satisfaction How do you think the customers will benefit from the success of your group? • Student success • Kids with knowledge to be successful • Success breed success • Improved student learning and better background knowledge makes additional learning easier • Student success
Recognition	How do others view your involvement in your group's work? (positive and negative) • Teachers either want me to do the technology work; view me as an evaluator (need to be viewed as a resource) • Knowledgeable; don't do anything; receives criticism because of perception • Depends on who you ask, but all would say that I am willing to try • Some are positive and some are negative views • Trying to improve things for my students. What kind of recognition should there be for involvement? • Resources and vision; Be an example that has a positive impact • Not big on recognition, appreciates "thank you" • Not big on recognition • We should all be looking at methods to improve student learning. Technology is where are students think • Nice to know job well done.
Incentives	In what way are you encouraged to do different things?

	• Teacher requests for "Can we….."; PD4ETS trainings provide incentives to do more • "I am encouraged?" Have personal drive • I am not encouraged by others to do this- just the desire to meet student needs • eMINTS provides encouragement; surrounding yourself with the right type of people • collaboration with other teachers What other incentives would lead you to do more? • Grant writing team that is paid; need summers off; career ladder hours not sufficient….difficult to get student contact; district recognizes position • Do it to help the teachers and kids because it needs to be done • All I would like is more time, but can't manufacture it • Don't need • Do it because it is the right thing to do.
Motivation	What led to your involvement in this kind of work? Why do you want to be involved? • Started when I was teaching kindergarten and saw how technology improved student performance; part of district web team. • Using technology forever (since available); family in IT; wrote grant in 1987-for computer taught computer apps class; comfort level high • Technology is a motivation tool for students; it is part of their everyday lives and will be necessary to success in adult lives. • Possibilities for students; bought my own projector-willing to try. • Opportunity was presented to me.
Self-Concept	If your organization was extremely effective, how would you see yourself in that picture? (Describe what you see.) • Continuing to support technology integration • Mainly librarian; tech role helping students in lab; integrating technology in classrooms, more instructional advisor • Would NOT be teaching basic skills in 8th grade • Providing students that are prepared to learn more in Middle School • Working as part of the team

Capacity	What things about your work are just tough for you to deal with? (e.g., reading a computer screen; working in a loud environment) • Keeping up with the changes; not having access when we need access; resources need to be placed into infrastructure. • Dealing with adults who are not paying attention • Just finding the time to work things through • Outdated equipment, not done a lot with technology because of too many other issues to manage first • Not given the equipment needed to be successful
Knowledge/Skill	What skills do you need to help you be successful? • Not sure eMINTS is the model the district needs to follow; skill to be able to make changes and learn new things; let go of things that don't work well. • Training on web 2.0 tools, networking abilities (computer) • Additional technology skills • Work sessions and brainstorming, open mind and willingness to try, collaboration time • Collaboration time

APPENDIX B:

Student Interview Protocol

Vision	What do you think your group (organization) is trying to accomplish? • Helping students become better with using technology • Making the learning more interesting using technology • Tricking us into learning with technology • Trying to help us with our future life • Trying to help us learn What do you wish it would accomplish? • Letting us use laptops in each class. • It doesn't matter to me • Make us smarter • We would have more advanced stuff • To learn more about how technology works and the details about it
Expectations	What is your role in working toward this accomplishment? What do you believe you are expected to do? • Basic skills • Saving documents, searching Internet, etc. • Job skills • Job skills • Learn better What would you like to be doing? • Playing games on the Internet • Learning more things with Flash • Using more stuff from the Internet • Doing advanced projects like making movies • Learning Photoshop

Feedback	How will you know when you are meeting these expectations? • When you have the basic skills • If you meet the qualification list for the job • When you can do stuff on your own • I will know it all • When we know more
Tools	What resources (computers, books, tools, etc.) do you presently have to help you at home? school? • Computers and books • Internet-home; everything-school • Internet, SMARTboard (school), TV, Laptops, game systems, etc (home) • Computer, PS2, Wii at home • Computer (home and school), SMARTBoard (school) What resources do you need? • Computer • Computer • Computer and Internet • Teachers to help us with stuff • Computers
Environment	Is your school environment set up to help you be successful? How so? • Yes, it teaches us how to use certain things • Place to practice • Yes, because in certain classes, they team you and teach how to use and work them. • No

	• Yes, because we have supplies to do things What barriers to success do you and your fellow students confront in your workplace? • None • Classes • Going over basics, getting to use them • Grades • People talking; websites blocked How could these barriers be overcome? • yes
Processes	In terms of getting things done, are processes (or systems) in place to help you be successful? (e.g., process for communicating with another division) • yes • no, no classes for technology • yes, classes that teaches technology • Internet research projects • Yes, the teachers
Rewards	In what ways will you benefit if your group is successful? • Paying attention • Do jobs well • It will help you in the future for a job • A higher paying job • Make graphs or look up information
Recognition	What kind of recognition should there be for involvement?

	• None • None • None • None • Teacher may use your work as example
Incentives	In what way are you encouraged to do different things? • Using supplies and having cooler stuff • Text, word • When having computer projects, when we need something fast • I don't know • You do research and the incentives are more fun things to research
Motivation	What led to your involvement in this kind of work? Why do you want to be involved? • Keeping good grades • It is cool and have to • If the stuff is cool • Cause it is fun and awesome • none

APPENDIX C:

Survey of Technology-Teacher

Please provide the following information:

1. What grade level(s) do you teach (please check all that apply)?
___5 ____6 ____7 ____8 ____9

2. What subjects do you teach (please check all that apply)?
____Mathematics

____Social Studies

____Spanish

____Physical Education

____Vocational Education

____Special Education

____Science

____Communication Arts

____Fine Arts

____Health

____Industrial Technology

____Computers

____Other (please specify)_____

3. As of the end of the last school year, how many years had you been teaching? __
4. How many total students do you teach each week?_____
5. What is your average class size?_____
6. Do you have at least one computer in your classroom? Yes or No
7. How many computers do you have in your classroom? _____
8. What is the purpose of the computer? Teacher or Student or Both
9. How many teacher computers do you have? _____ student_____

10. Are all computers connected to the Internet? Yes or No
11. How many hours does your average student spend on the computer at school in an average week?_____
12. How many hours does your average student spend using the Internet at school in an average week?_____

13. Approximately how often do you use each of these applications with your students? (check one)

Application	Daily	Weekly	Monthly	Once or twice a year	Never	Not available
Computers in general	2	5	1		1	
Word processing		3	3	1	3	
Spreadsheets			2	1	8	
Databases			1		8	
Graphical applications		1	3	2	4	
Presentation software (PowerPoint)		2	2	3	3	
Desktop publishing (Publisher)			2	1	8	
Online course software (Moodle)	1			2	7	
Web 2.0 applications (blogs, wikis, Google docs)		1	3	1	4	1
Multimedia		1	3	2	3	1
Simulation Programs				3	6	1
Drill/Practice Programs and Tutorials		1	2	3	2	2
Adobe Design Software (Illustrator, Dreamweaver, etc.)	1		1	2	5	1
Adobe Creative Software(Acrobat, Photoshop, etc.)			2	1	6	1

14. How do students use computers in your classes? (check all that apply)

7___to organize and store information

3___to collect data and perform measurements

4___to manipulate/analyze/interpret data

6___to communicate information as the result of investigations

5___to create visual displays of data/information (charts, graphs, maps)

4___to plan, draft, proofread, revise, and publish written text

3___to create graphics or visuals of non-data products (diagrams, pictures, figures)

7___to create visual presentations

3___to perform calculations

1___to create models or simulations

5___to support individualized learning

4___for remediation of basic skills

2___to compensate for a disability or limitation

1___other (specify)___Reading Counts_____

15. How do you use the Internet in your classes (Check all that apply)?

9___to gather information from a variety of sources

6___to communicate with others outside of school

1___Web 2.0 tools such as wikis or blogs

2___Course Management Software such as Moodle

16. In an average week, you may take on a variety of roles. What percentage of time do you think you act in each of the following roles:

25___% Lecturer

30___% Coach

15___% Mediator

60___% Facilitator

___% Total (should add up to 100%)

17. Have you received any professional development in the use of technology during the past school year (2008-09)? Yes or No

Professional Development Activity In the past year did you participate in or lead any of the following types of professional development activities related to technology? Treat these categories as mutually exclusive so report hours for each activity under one category only.	No	Yes	# of hours	Did you lead this activity? Yes	No
• Within district workshops or institutes focused on a specific technology topic	4	6	5,1,2,40 ,32		6
• Outside district workshops or institutes focused on a specific technology topic	8	2	15		2
• Courses for college credit	4	6	3,2,3,2, 3		6
• Teach collaboratives or networks, connecting teachers regionally, state-wide, nationally or internationally	8	2	15		2
• Outside of district conferences provided by professional organizations, regional centers or state department of education	7	3	15,14. 4days		3
• Immersion or internship activities in which a teacher spends a concentrated period of time working in lab or industrial setting with professionals in his/her subject area	10				
• Receiving mentoring, coaching, lead teaching, or observation, in a one-on-one situation, usually in the classroom and related to using technology	8	2	2		2
• Teacher resource center which provides professional development materials related to technology	8	2			2
• Committees or task forces focusing on curriculum, instruction, or student assessment using technology	9	1			1
• Teacher study groups that meet regularly, in a face to face meetings to further your knowledge in your discipline or of pedagogical approaches using technology	8	2	2		2
• Other forms of organized professional development related to technology (Do not include reading or other work you have done on your own). Specify	9	1			1

18. During the past school year (2008-2009), did you participate in any of the following types of individual professional development related to technology?
    a. Individual research project, in which you examine your own teaching and your students learning?
    ___Yes _____hours in the past year

___No

b. Individual learning, in which you read journals or other professional publications , browse the Internet, etc.
___Yes _____hours in the past year

___No

c. Other forms of individual professional development related to the use of technology in teaching (specify)_____
___Yes_____hours in the past year

___No

19. Rate your experience and comfort level in each of the following tasks

Task	How important to classroom teaching ? 1=Low importance 5=High Importance	How good are you at performing the task? 1=Not Good 5=Very Good
1. Creating file folders on the t:/ drive to save your work.	1 2 3 **4** 5	1 2 3 4 **5**
2. Creating Microsoft Word Documents	1 2 3 **4** 5	1 2 3 4 **5**
3. Creating Flash Movies	1 2 **3** 4 5	1 **2** 3 4 5
4. Creating Adobe Documents	1 2 **3** 4 5	1 **2** 3 4 5
5. Knowing how to save in the correct folder	1 2 3 4 **5**	1 2 3 4 **5**
6. Knowing how to find your saved work.	1 2 3 4 **5**	1 2 3 4 **5**
7. Creating Power Point projects	1 2 3 **4** 5	1 2 3 **4** 5
8. Creating an electronic portfolio of your work	1 2 3 **4** 5	1 2 **3** 4 5

9. Understanding file structure of a computer	1 2 **3** 4 5	1 2 **3** 4 5
10. Understanding and being able to use all features of MS Office (Word, Excel, PowerPoint)	1 2 3 4 **5**	1 2 3 **4** 5
11. Creating and sending email	1 2 3 4 **5**	1 2 3 4 **5**
12. Attaching documents to email	1 2 3 4 **5**	1 2 3 4 **5**
13. Using web 2.0 tools such as Google Docs, Wikkis, Blogs, etc.	1 2 **3** 4 5	1 **2** 3 4 5
14. Finding information quickly using search engines on the Internet	1 2 3 4 **5**	1 2 3 **4** 5
15. Working with a variety of electronic devices such as Internet phones, PDAs, laptops, and desktop computers	1 2 3 **4** 5	1 2 **3** 4 5

While performing your duties:

20. Do you ever, or often, think, "There must be an easier way to do this?" If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. Teach kids how to use calculators-overhead calculator my only tool; create an alphabetized, color coded spreadsheet that you can continue to add to

2. Use excel better

3. track students progress and/or the need of extra practice

4.

5.

21. Do you ever, or often, think, “I could do this faster if only...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. I had a SMART Board; creating graphics, demonstrating problem solving, student interaction

2.

3.

4.

22. Do you ever, or often, think, “I wish I had a helper to help me do...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. more personal instruction

2. grade papers, create tests, worksheets

3. Assist student who are not grasping concepts readily

4.

5.

23. Do you ever, or often, think, “I wish I had a computer or other device so I could...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. A graphics lab all to myself so I could teach graphics design course

2. SMARTBoard, Laptop, Palm Pilot

3. show great examples from internet

4. give online quizzes

5. I feel like I should have a student computer in my room. My students use the computer daily with our reading counts/SRI program. The students are responsible for taking two reading counts test a quarter. That's over 200 tests on minutes for the entire 7th grade to take and I don't have a student computer in my room for them to do that.

6. get more students on computers; allow more students to do more technology type assignments and/or projects

24. Do you ever, or often, think, “I wish I or my students could contact someone right now to tell them...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. Email a parent to let them know they didn't complete their assignment instead of me doing it.

2.

3.

4.

5.

25. Do you ever, or often, think, “I wish I or my students could contact someone right now to find out...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. how to solve computer glitches; how to help on any and all computer programs

2.

3.

4.

5.

26. Do you ever, or often, think, “I wish my students had computers or other technological resources available so they could...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. Yes, taking reading counts tests in my classroom

2. Do more graphic design within our curriculum

3. More student computers

4.

5.

27. Do you ever, or often, think, “I wish my students had **improved** computers or other technological resources available so they could...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. type essays more quickly without waiting on my computer to process; search the internet without having to wait 15 minutes for computer to boot up

2.

3.

4.

5.

28. Do you ever, or often, think, “I wish my students had **more** computers or other technological resources available so they could...” If so, please list and describe as many of the things or situations as you can to which this statement would apply:

1. type when they needed to. Usually if one student needs to, the other five do.

2. So we would not be fighting to find a computer lab that isn't already booked. Some teachers need a lab a certain hour every day. We need a lab just for scheduled classes.

3. SMART Board access within my classroom so we could all participate in a learning activity…such as interactive game. I presently have a projector that works some of the time with SMART board tools that I have to operate from my computer. A remote mouse would be helpful.

4.

5.

APPENDIX D:

Student Survey

Choose which statement best answers the question:

1. What do you think the school's goal for using technology is?
    a. Helping students become proficient with using technology.
    b. Making the curriculum more interesting by using technology.
    c. Providing students with technology opportunities that will help them with life.
    d. Other _____

88% answered C

12% answered A

2. What do you wish the school would accomplish with using technology in the classroom?
    - Learning different types of computer programs
    - School doing okay
    - More projects using technology
    - Learn about the Internet
    - Every class has a SMART board and Computers
    - Websites that help on worksheets

3. What do you think you are expected to learn with technology?
    a. Basic skills – saving documents, searching the Internet, MS Word
    b. Using technology to help you learn better
    c. Have skills to get a job later in life.
    d. Other_____

75% answered C

12% answered B

13% answered A

4. How will you know when you are meeting the expectation you chose/wrote for question 3?
    - Make a goal and work to it
    - Improved school work and get a decent job

5. What kinds of technology are available to you at school? Home?
    - Computers, LEGOS, Handhelds, SMARTboard
    - Laptop and gaming systems

6. Is your school environment set up to make you successful using technology? How so?
    - Yes, computers available; expectation to help each other
    - No, wish to have more integrated computer projects

7. What resources do you need?
    - Wireless laptop
    - More access to computers
    - Use the computers more in class

8. What barriers are there to you learning/using technology to be successful in school?
    - Limited time on computers
    - Writing assignments
    - Blocked websites
    - Making certain I understand it all

9. Can these barriers be overcome?
    - Yes, online quizzes, more time to be provided
    - No, websites will remained blocked

10. Is there help available to make you successful with technology? Please give an example.

- Yes, word processing, LEGO tech, Keyboarding, Moodle, teachers, parents, other students

11. In what ways will you benefit by being successful using technology?

- Long list….mainly dealing with job

12. What recognition do you receive when successful using technology in the classroom?
    - More computer projects
    - Students look to you as knowledgeable
    - Teacher uses your work as an example
    - Good grades
    - Good feeling
13. What ways are you encouraged to use technology in the classroom? What other incentives would encourage you to do more?

- Typing easier than writing
- Look up information
- Love using technology
- Powerpoint presentations
- More projects using technology

14. What motivates you to use technology in the classroom?

- It is easier
- It is interesting
- Love technology
- It is fun
- It is cool, awesome
- Easier than writing.
- Get a scholarship if good enough
- Get good grades
- Learn more

Task	How important to your future career? 1=Low importance 5=High Importance	How good are you at performing the task? 1=Not Good 5=Very Good
1. Creating file folders on the t:/ drive to save your work.	1 2 3 **4** 5	1 2 3 4 **5**
2. Creating Microsoft Word Documents	1 2 3 **4** 5	1 2 3 **4** 5
3. Creating Flash Movies	1 2 **3** 4 5	1 **2** 3 4 5
4. Creating Adobe Documents	1 2 **3** 4 5	1 2 3 **4** 5
5. Knowing how to save in the correct folder	1 2 3 **4** 5	1 2 3 4 **5**
6. Knowing how to find your saved work.	1 2 3 **4** 5	1 2 3 4 **5**
7. Creating Power Point projects	1 2 3 **4** 5	1 2 3 4 **5**
8. Creating an electronic portfolio of your work	1 2 **3** 4 5	1 2 3 **4** 5
9. Understanding file structure of a computer	1 2 **3** 4 5	1 2 **3** 4 5
10. Understanding and being able to use all features of MS Office (Word, Excel, PowerPoint)	1 2 3 **4** 5	1 2 3 4 **5**
11. Creating and sending email	1 2 3 **4** 5	1 2 3 **4** 5
12. Attaching documents to email	1 2 3 **4** 5	1 2 3 **4** 5

13. Using web 2.0 tools such as Google Docs, Wikkis, Blogs, etc.	1 2 3 **4** 5	1 2 3 **4** 5
14. Finding information quickly using search engines on the Internet	1 2 3 **4** 5	1 2 3 4 **5**
15. Working with a variety of electronic devices such as Internet phones, PDAs, laptops, and desktop computers	1 2 3 **4** 5	1 2 3 **4** 5

APPENDIX E:

Student Observation

Keyboarding class: Computer program takes care of student lessons. The program tracks progress and provides needed lessons for the students. Highly individualized and self paced. Teacher monitors the student progress and engagement with the software installed on the teacher machine. One student had completed the program and had been given another source of practice material to further hone her keyboarding skills.

Student-student interactions: None. Students all engaged with what is happening on their computer screens. Program makes learning typing into a game. Students seem to want to "beat the program"

Teacher – student interactions: Just the interaction between the student that completed the program and teacher. The teacher remarked that the student wanted to have the last couple of weeks of the quarter off. Student wanted to play games and initially did not see the purpose of the further instruction.

Student-content interactions: Students glued to the computer screen working through the program to show daily progress which was expected by the teacher.

8th grade Art class: Students in the media center computer lab. The project required students to choose 7 artists related to the type of art you did in your last project. You needed to find out the life span, art, where lived, include pictures. Advanced organizer given to students to frame their work and slides. Students needed to fill out sheet before working on PowerPoint slides,

Student-Student interactions: Students, even though working on different artists, asked each other questions that were assignment related on how to fill out the advanced organizer. Students also helped each other with reading

Teacher – Student interactions: The teacher would ask guiding questions to the students. The questions would help the student focus on content of the assignment. A few questions were in relation to the PowerPoint software. For these questions the teacher would "talk through" the steps as she helped the student so the student could see how to solve the problem in the future.

Student-content interactions: Students were working diligently on the assignment. Not much differentiation between students on how much of the assignment was completed.

6th grade reading: Research the Great Depression to find information to synthesize with class information to write articles for a newspaper that would have been set in that era. Students were using the Internet, offered encyclopedias for research. Students were taking hand written notes. The students where given the advanced organizer of Who, What, When, Where, Why, and How.

Student-student interaction: Students were showing each other websites and discussing what information they wrote down from the site. This was the first day for this project, so students were spending a great deal of time orienting each other to appropriate sites.

Teacher –students interaction: Students would show the teacher the website asking if it an appropriate for the research. The teacher would encourage the student to read the website and look for the requested information. Students would go back to reading the webpage. The teacher would remind students that there were encyclopedias available to help the students if website content was too difficult. The teacher walks around the room reading the site over student shoulders and questions the students to find out if they understand what is going on. The teacher would also comment about pictures the students would have that is part of the website.

Student-content interaction: Students were engaged in the content. There were not engaging in any extra searching. If the site did not meet their needs, they would click out of the site and go back to their search page to try another site.

APPENDIX F:

Technology Plan

2008-2011

Hallsville R-IV School District

Central Office

421 E. Hwy 124

Hallsville, MO 65255

Hallsville R-IV Technology Plan 2008-2011

Table of Contents

Introduction

The Hallsville R-IV school district is an accredited district located in Hallsville, Missouri, approximately 12 miles north of Columbia. The city of Hallsville has approximately 1200 residents who are employed in many different fields, many commuting to nearby Columbia and Centralia. A preK-12 school district, it encompasses nearly 80 square miles and serves as an educational center for approximately 1235 students. The local operating tax levy is $3.16 and the total adjusted tax rate is $3.90. The local cost per pupil was $7,168.40 for the 2007 school year.

Hallsville R-IV has four buildings within a half mile campus providing students and faculty with the ability to share materials, personnel and resources with ease. Hallsville Primary School houses preK-1st Grade. Hallsville Intermediate School is a 2nd-5th grade building. Hallsville Middle School includes grades 6-8 and Hallsville High School is 9-12. The central office is located in the high school building in the center of the campus.

District attendance rate is above state average for 2007, with a 94.9% attendance rate. Additionally, the graduation rate of the students in the Hallsville district is above the state graduation rate, with a 5-year average of the 92%. The percentage of graduates pursuing post secondary education is 73.6%, which is also above state average. The percentage of Hallsville graduates scoring at or above the national average on the ACT is above the state average, with a 5-year average of 35%. Annual Proficiency Targets were met by all groups in both mathematics and language arts with the exception of IEP and free/reduced lunch students.

The district maintains a highly qualified staff of teachers, with 100% having certificates and an average of 13 years of experience. In the classrooms, the student to teacher ratio is 18 to 1, with 99.3% of the classrooms being taught by highly qualified teachers. The percentage of teachers with a master degree or higher has increased steadily from 46.4% in 2003 to 63.2% in 2007, well above the state average of 50.6. The average teacher salary, including extended contract salary, Career Ladder supplement and extra duty pay, is $40,485, below the state average salary of $43,524.

Hallsville R-IV has been granted a waiver of the full Missouri School Improvement Plan review since 2004-2005. The district Comprehensive School Improvement Plan was revised March 2008.

Technology Planning Committee

The Hallsville District Technology Committee is comprised of a variety of local stakeholders including faculty, staff, administrators, students, parents and community members. Members become part of the committee due to their educational background, eMINTS training, professional responsibilities or technical expertise. Due to the close-knit nature of our small community, members frequently fulfill both the role of staff and stakeholder. (see Table 1)

The district technology committee is responsible for district-wide technology planning, resource distribution and implementation of the district technology plan. The goals of the committee are to plan for technology up-grades, provide for the equal distribution of resources and evaluate curriculum needs as they relate to technology. Consensus is used to arrive at decisions concerning budget expenditures. Other issues that the committee is involved in are:

- AUP development
- Teacher training
- Internet access filtering
- Short and long range resource distribution
- Disseminating information to the district's stakeholders
- On-going development of the district web-site
- Providing adequate levels of technical support

Committee members met in small groups to focus on specific Technology Focus Areas (TFAs). These smaller groups communicated through email and direct contact with the committee chair. Whole committee meetings were scheduled to complete the planning process.

The revised April 2004 technology plan served as a framework for the committee. Strengths and weaknesses were addressed through the process of developing this 2008-2011 technology plan which includes goals which the committee feels will guide best practices in learning through technology.

District Technology Committee Members for 2007-2008

MEMBER	POSITION	TFA
Thomas C. Baugh	Superintendent	1,3,4
John Robertson	Director of Finance, Director of Curriculum and Instruction - Parent	1,2,3,4,5
Chris Crane	Middle School Principal – Parent, District Technology Contact	1,3,4
Daniel Lane	Intermediate School Principal	3
Gabe Halicks	District Technology Coordinator	3,4,5
Suzanne Stillwell	District Technology Instructional Specialist, Committee Chair - Parent	1,2,3,4,5
John Downs	Mentor Teacher	2,4,5
Deb Engel	High School Media Specialist	2,4
Gail Miller	Intermediate/Primary School Media Specialist	2,4
Scott Daly	High School Business Teacher - Parent	1,2,4,5
Kristi Deneke	High School/Middle School Business Teacher	2
Susan German	Middle School Teacher, eMINTS - Parent	2,4,5
Brenda Spurling	Middle School Teacher	2
Will Cunningham	Intermediate Teacher, eMINTS	2,4,5
Sherri Briedwell	Intermediate Teacher, eMINTS	2,4,5
Donna Blevins	Intermediate Teacher, eMINTS	2,4,5
Leigh Pemberton	Primary Teacher - Parent	1,2
Ben Colley	Parent – MOREnet	1,4,5
Loren Whetsell	Parent – Local church pastor/Professor	1
Debbie Bogucki	Parent - Business	1,5

Ellie Stillwell	Student	1
Lindsay Whetsell	Student	1
Cameron Yates	Student	1
Wesley Riester	Student	1

Mission Statement

District Mission Statement

The mission of the Hallsville R-IV School District is to create an environment that will raise the performance of all students and to provide the opportunity to maximize physical, emotional, social and intellectual development. In a climate of mutual respect and cooperation, students will develop as: self-directed learners, effective communicators, problem solvers, collaborative workers and responsible citizens.

Technology Mission Statement

The Hallsville R-IV School District technology mission is to provide a collaborative environment in which technology and instruction are integrated throughout the school and community. This mission is based on the belief that students must be empowered with the skills, knowledge and access to tools necessary to become life-long learners in an information-based technologically oriented society. The school district is committed to providing and updating technologies to ensure that the students and faculty are current with the developments in technology.

CSIP Objectives/Vision

The district technology mission will align with and support the following vision and objectives of the District Comprehensive School Improvement Plan (CSIP) 2008-2013.

Specific Objective/Vision 1: The Graduation Rate for Hallsville R-IV Schools will be at or above 90% on an annual basis.

Specific Objective/ Vision 2: By the year 2013, the average score of the population entering Kindergarten will be at the 75th percentile as measured by DIAL-3 in areas of motor, concepts, and language.

Specific Objective/Vision 3: Maintain that one hundred percent of the Hallsville R-IV School District's graduates will be placed in post-secondary training, the military or productive occupations through the spring of 2013.

Specific Objective/Vision 4: The percentage of Hallsville R-IV students scoring at the top two levels of the Missouri Assessment Program in the areas of Math and Communication Arts will equal or exceed the Adequate Yearly Progress goal of the No Child Left Behind legislation.

Specific Objective/Vision 5: By 2008, Hallsville seniors taking the ACT will score at or above the State average in all areas.

Current Status

Compiling Raw Data

In an effort to align the Comprehensive School Improvement Program with the Hallsville District Technology Plan, data is collected, organized, and analyzed on an ongoing basis. This assessment data assists the Technology Committee in determining future technology plans, program development, necessary training, and expenditures. District assessment tools include the following:

Data Analyzed	Data Type	Data Origin	TFA(s)
Missouri Assessment Program Scores/Summary 2004-2007	Standardized Assessment	State	1
ACT Scores/Summary 2004-2007	Standardized Assessment	National	1
PLAN Test Scores/Summary 2004-2007	Standardized Assessment	National	1
SESAT	Standardized Assessment	National	1
Scholastic Reading Inventory-SRI Scores/Summary	Standardized Assessment	District	1
Diagnostic Reading Assessments	Standardized Assessment	District	1
Diagnostic Reading Inventory	Standardized Assessment	District	1
Comprehensive School Improvement Plan 2008-2013	State Policy	State/District	1,2
Missouri School Improvement Plan 2004-2005	State Policy	State	1.2
Census of Technology	Survey	District	1,2

District Staff Technology Survey	Survey	District	2
Survey of Student Skills based on ISTE National Technology Standards	Survey	International/ National/State	1,2
District Professional Development Evaluation and Survey	Survey	District	1,2
District Technology Evaluation Report and District Technology Budget	Survey, Report	District	1,2,3,4,5
Administrative Networking Tools - Filtering Software	Administrative Tools	District	3,4,5
Network Evaluation Tools - MOREnet Bandwidth Usage Report (AT1) - WAN/LAN Report	Administrative Tools	District	3,4,5
District Communication - Groupwise Email - Voicemail - District/Building/Teacher Web Pages - SIS Bulletin Board - SIS Parent Link	Communication Tools	District	3,4,5
Data Management Tools - Student Information System-SIS - Follett - Curriculum Electronic Tool – EAT online - Technology Work Order System - LEMCO Financial	Data Management Tools	District	3,4,5
Board Approved Policies and Procedures meeting CIPA Guidelines - Student Acceptable Use Policy	Policies and Procedures	District	3,4,5

- Staff Acceptable Use Policy
- Internet Agreements include filtering
- Copyright Policy
- Computer License Agreements

Student, Teacher and Administrator Standards - Show-Me Standards - ISTE National Education Technology Standards for Students - ISTE National Education Technology Standards for Teachers - ISTE National Education Technology Standards for Administrators - Missouri DESE Education Technology Strategic Plan – Draft – 2007-2011 - District Tech Competencies for Students and Staff	Standards	International/ National/ State/ District	1,2,3,4,5

2004-2007 Technology Plan Review

Goals and Objectives (Note: These were not organized or aligned with the TFAs at this point.)

1. **Provide access to technologies that will help students master concepts, facilitate, and develop skills that will lead to improved student achievement.**
   Objective 1. The Hallsville R-IV School District will provide relevant training modules which will enable teachers and students to: choose and implement appropriate strategies for accessing, acquiring, organizing and synthesizing information; create, publish and present information in various formats; and communicate and collaborate with others locally and globally.

   Objective 2. In the years, 2004-2007, each school will incorporate strategies for the use of technology into an annual educational plan, including a calendar of both required and optional staff development sessions focused on specific technology needs and on the technology training provided by the district.

2. **Provide students, staff and community with the opportunity to explore and experience existing and merging technologies.**
   Objective 1 Technology skill standards for all district positions and methods of assessment to determine incumbent skill levels will be determined.

3. **Provide up-to-date technologies in <u>sufficient</u> quantities for all students and staff.**
   Objective 1. Conduct an annual review of the district wide technology plan to anticipate future changes, study emerging technologies, define those items of technology for which funding is sought and review/revise if necessary, the beliefs, missions, and vision articulated in the current plan.

   Objective 2: Define a process for technology investments that review, verify and align with supportable and congruent long-term instructional, financial and technological directions for the district. The process must include adequate resources for training and technical support.

   Objective 3: In order to facilitate the use of technology throughout all curriculum areas, planning should address a target of four to five computers for each

classroom for equity. This plan should be based on impact at both the school and district level.

4. **Provide an adequate background in technology-based application so that the student will be able to apply these experiences in the next step(s) of their future.**
   Objective 1. : Research and define technology applications needed for the post secondary environments

   Objective 2. Electronic classrooms (Smartboard, LCD projector, and 2 to 1 student computer ratio), modeled after the eMINTS program, will continue to be funded and be expanded both horizontally and vertically throughout the district. Appropriate training and support will be provided to teachers to achieve the effective integration of technology into the curriculum.

   Objective 3. Students will complete an annual technology assessment and plans will be implemented to address areas of concern.

5. **Provide adequate training and encouragement to allow the staff to effectively use and model available technologies.**
   Objective 1. Each employee in a position requiring technology skills will provide evidence that he/she has achieved the appropriate minimum technology skill standards. These minimum skills will become a part of the employee's annual evaluation.

   Objective 2. The school faculty will complete an assessment of their technology skills, availability of resources, and classroom integration. Results will be used to prioritize in-service offerings and acquisition decisions.

   Objective 3. The Professional Development Committee will survey the faculty annually to determine the need for technology and related training to improve technology instruction. The survey results will be presented to the faculty, administration, school board, and the technology committee for budget consideration.

6. **Provide opportunity for public awareness and the need for the uses of technology in the learning environment.**
   Objective 1. Hallsville R-IV will develop various media that communicate to the districts' stakeholders the role of technology in the teaching and learning process.

Objective 2. All local administrative and instructional staff will be trained in strategies for ensuring that students and staff practice prudent, legal and ethical use of the Internet.

7. **Integrate technology into all areas of the curriculum.**
   Objective 1. Define minimum hardware standard for instructional and administrative requirements of the district.

   Objective 2. Define minimum software standard for instructional and administrative requirements of the district.

8. **Provide student, staff and community access to global communication resources.**
   Objective 1. Maintain a district Web Page.

   Objective 2. The district broadcast channel will be maintained and televised throughout the district and local community.

9. **Ensure technology that is provided is well supported, reliable and robust.**
   Objective 1. Beginning with the 2004-2005 budget, funds will be allocated, pending fiscal allocations, to fund the technology priorities reflected in the district-wide technology plan.

   Objective 2. Develop a detailed technology district plan to review/replace/upgrade district

   Objective 3. The district will provide professional support personnel (technician and educational technologist) to maintain the network, review software, advise the district of needs to improve/update technology, install programs and provide training.

10. **Make mutually beneficial connections between business/industry and the schools.**
    Objective 1 The district will engage students in “hands-on” learning experiences, internship, job shadowing, cooperative education or volunteer services to applied technology learning experiences in partnership with business and industry.

Evaluation of Previous Technology Goals and Progress

The following is a review of the Action Plans from the 2004-2007 Technology plan sorted and addressed by Technology Focus Area.

TFA 1 – Student learning as it relates to the Show-Me Standards, including technology skills

2004-2007 Technology Plan: ACTION STEPS/ACTIVITIES Forms

Goal 1: <u>Provide access to technologies that will help students master concepts, facilitate, and develop skills that will lead to improved student achievement.</u>

Specific Objective #1: The Hallsville R-IV School District will continue to provide relevant training modules which will enable teachers and students to: choose and implement appropriate strategies for accessing, acquiring, organizing and synthesizing information; create, publish, and present information in various formats; and communicate and collaborate with others locally and globally.

Step	Action to be Taken	Progress
1.	Integrate Goal 1 into the district curriculum by instructional strategies, student-engaged learning centers, student-centered curricular activities and in the teacher's lesson plan(s).	On-going
2.	ITV Classroom will be maintained and utilized to maximum advantage.	On-going
3.	Teachers will utilize curricular software in the classroom and lab settings to engage students in the learning process. ▪ *PLATO* ▪ *CAD* ▪ *Accelerated Reader* ▪ *Knowledge Works* ▪ *Type to Learn* ▪ *KinderKoncepts* ▪ *MO View*	On-going

	▪ *Kuder Online* Upgrade eMINTs classrooms operating systems to Windows 2000 to enhance/increase student achievement through technology. Purchase a district license for *Dreaweaver* software to enhance student learning. Conduct in-services for students and faculty in the use of *Dreamweaver* software.	
4.		On-going
5.		Summer 2004
6.		On-going

Specific Objective #2: In the years 2002-2005, each school will incorporate strategies for the use of technology into an annual educational plan, including a calendar of both required and optional staff development sessions focused on specific technology needs and on the technology training provided by the district.

Step	**Action to be Taken**	**Progress**
1.	Complete both optional and required staff development sessions focused on specific technology annually. *Dream weaver* In-service - district Student Records In-service - district File Management In-service - elementary	Fall 2004

	Publisher In-service – middle school	
2.	All newly purchased curricular materials will support technology resources/application into the learning process. *Plato* - upgrade 2004 *Accelerated Reader* *Kuder* on-line	On-going

Goal 4: **Provide an adequate background in technology based applications so that students will be able to apply these experiences in the next step(s) of their future.**

Specific Objective #1: Research and define technology applications needed for the post secondary environments.

Step	**Action to be Taken**	**Progress**
1.	Develop distribute, collect, and analyze survey of technology applications in area Business/Industry/Post Secondary Education. A+; Post Secondary Education	Spring 2005
2.	Continue to analyze and compare technology district resources with local business and post secondary educational institutions.	On-going

Specific Objective #2: *Electronic* classrooms (Smartboard, LCD projector, and 2 to 1 student computer ratio), modeled after the eMINTS program, will continue to be funded and be expanded both horizontally and vertically throughout the district. Appropriate training and support will be provided to teachers to achieve the effective integration of technology into the curriculum.

Step	Action to be Taken	Progress
1.	Explore and apply for continued funding to expand electronic classrooms into other grade levels.	Met 2004, 2007, on-going

Specific Objective #3: Students will complete an annual technology assessment and plans will be implemented to address areas of concern.

Step	Action to be Taken	Progress
1.	Administer surveys to school district staff and students to assess technology competencies.	Met 2004 On-going
2.	Using data obtained surveys, revise curriculum and the district technology plan to address needs.	Met 2004 On-going
3.	Using data obtained surveys and revised curriculum, offer staff training to enhance new curricular objectives.	Met 2004 On-going

Goal 7: **Integrate technology in all areas of the curriculum.**

Specific Objective #1: Define minimum software standards for instructional and administrative requirements of the district.

Step	Action to be Taken	Progress
1.	Determine software requirements and develop plan(s) and goals based upon curriculum objectives with annual reviews.	On-going

Specific Objective #2: Define minimum hardware standards for instructional and administrative requirements of the district.

Step	Action to be Taken	Progress
1.	Determine hardware, based upon the software requirements, and review annually.	On-going

TFA 1: Student Learning
Data Analysis

Data Analyzed	Strength or Weakness	Results	Implications
MAP, ACT, other standardized test scores.	Strength and Weakness	Scores improve in most areas, but not all.	Technology needs to be integrated into all curriculum areas.
CSIP	Strength	Objectives are written to student achievement	Technology plan needs to support and align with CSIP.
MSIP, Census of Technology	Strength and Weakness	The district has a lot of technology, but equitable access needs improvement.	Continue expansion and upgrades to improve and support learning.
Survey of Student Skills based on ISTE National	Weakness	Student technology skill level needs	District needs to adopt NETS standards and develop student

Technology Standards		improvement.	assessments.
CIPA Guidelines - Student AUP	Strength	Appropriate policies and procedures are in place.	Student learning is enhanced by alignment with CIPA guidelines.

TFA 2 – Teacher Preparation and Delivery of Instruction

2004-2007 Technology Plan: ACTION STEPS/ACTIVITIES Forms

Goal 5: <u>Provide adequate training and encouragement to allow the staff to effectively use and model available technologies.</u>

Specific Objective #1: Each employee in a position requiring technology skills will provide evidence that he/she has achieved the appropriate minimum technology skill standards. These minimum skills will become part of the employee's annual evaluation.

Step	Action to be Taken	Progress
1.	Provide training sessions designed to meet specific needs to be implemented during the year. *Dream weaver* In-service - district Student Records In-service - district File Management In-service - elementary *Publisher* In-service – middle school Mini-workshops as needed (scanner operation, etc.)	Fall 2004
2.	Provide technology mentors.	On-going
3.	Provide a stipend to encourage staff to further their training.	On-going

Specific Objective #2: The school faculty will complete an assessment of their technology skills, availability of resources, and classroom integration. Results will be used to prioritize in-service offerings and acquisition decisions.

Step	Action to be Taken	Progress
1.	District faculty will complete self assessment survey to determine competencies. Data obtained self assessments will be used to determine in-service offerings and necessary training for the faculty.	On-going
2.	Using data obtained self assessment, the District Technology Plan will be revised and evaluated to provide the necessary resources for staff.	On-going
3.		On-going

Specific Objective #3: The Professional Development Committee will survey the faculty annually to determine the need for technology and related training to improve technology instruction. The survey results will be presented to the faculty, administrations, school board and Technology Committee for budget consideration.

Step	Action to be Taken	Progress
1.	The Professional Development Committee will administer their annual survey to the faculty to get feedback on possible topics of technology training.	Annually
2.	The PDC survey results will be shared with the faculty, administration, school board and technology committee. From the results obtained from the survey, the Professional Development Committee will budget the funds for the necessary training.	On-going

TFA 2: Teacher Preparation
Data Analysis

Data Analyzed	Strength or Weakness	Results	Implications
CSIP	Strength	The district supports professional development to promote best practices and technology integration.	Technology department needs to continually monitor and adjust for teacher needs in technology training.
MSIP, Census of Technology. District Tech. Eval. Report	Strength and Weakness	Many teachers participate in training related to technology, however do to size of staff and the amount of time needed for eMINTS training, opportunities are limited for regular classroom	Continue eMINTS training and encourage highly qualified staff to provide additional training opportunities for a broader range of teachers.

		teachers.	
District Tech. Survey, ISTE NETS*T standards, Prof. Dev. Survey	Weakness	Although district has a list of basic technology competencies for teachers, these are not currently aligned with the national technology standards for teachers.	District needs to adopt and develop assessments of teacher technology skills based on the NETS*T performance indicators.

TFA 3 – Administration/data management/communication processes

2004-2007 Technology Plan: ACTION STEPS/ACTIVITIES Forms

Goal 6: <u>Provide opportunity for public awareness of the need for applications of technology in the learning environment.</u>

Specific Objective #1: Develop media that communicates to district stakeholders the role of technology in the teaching and learning process.

Step	Action to be Taken	Progress
1.	Promote technology at Open House, PTSA meetings and parent/teacher conference meetings.	On-going
2.	Promote technology in quarterly District Newsletter and District Webpage. *Assign a student reporter to write a technology column*.	On-going
3.	Stress technology in local and area media coverage.	On-going
4.	Maintain District Web Site. *Bring District Web Site in-house* *Purchase district domain name*	On-going

5.	Continue district/school tours *MU College of Education* *Optimist Club* *Chamber of Commerce* *PTSA* *District e-mail list*	On-going
6.	Continue to provide information to regional education associations. *Missouri Association of School Boards* *Missouri Association of School Business Officers* *Missouri Association of School Administrators*	On-going

Specific Objective #2: All local administrative and instructional staff will be trained in strategies for ensuring students and staff practice prudent, legal and ethical use of the Internet.

Step	Action to be Taken	Progress
1.	Teaching responsible use of computer resources will be incorporated into the curriculum	On-going
2.	Technology support staff will provide in-service to all staff regarding legal and ethical use of educational materials. *Copyright* *Plagiarism* *File Sharing*	On-going
3.	Acceptable use polices will be revised/updated annually	On-going

Goal 8: **<u>Provide students, staff and community access to global communication resources.</u>**

Specific Objective #1: Maintain a district Web Page.

Step	Action to be Taken	Progress
1.	Maintain District Webpage	
	Update regularly	On-going
	Expand to include more links to teacher pages	

Specific Objective #2: Develop and televise a district broadcast channel throughout the district and local community.

Step	Action to be Taken	Progress
1.	Implement video broadcasting/editing lab.	On-going
	Learn & Serve - Elementary	

Goal 10: **Make mutually beneficial connections between business/industry and the schools.**

Specific Objective #1: The district will engage students in “hands-on” learning experiences, internship, job shadowing, cooperative education or volunteer services to applied technology learning experiences in partnership with business and industry.

Step	Action to be Taken	Progress
1.	Business community will be represented on Technology District Technology Committee.	On-going
2.	Review business curriculum regarding technological skills students should possess.	On-going
3.	Students will intern/job shadow and take part in the career work-study program. Sophomore Job Shadow Day	On-going

TFA 3: Administration/Data Management/Communication Process Data Analysis

Data Analyzed	Strength or Weakness	Results	Implications
District Tech. Eval. Report, Network Eval. Tools	Strength and Weakness	The district has consistent access to tools for admin and data management, but back up capacity is becoming limited and not all data is backed up nightly.	Continue to evaluate need to update server capacity and data back up process.
District Com-munication	Strength	The district utilizes multiple means of communication to key stakeholders at many	Continue support of SIS, SIS ParentLink, email, voice mail and district web

Tools		levels.	pages. Consider new technologies available for synchronous and asynchronous tools i.e. blogs, wikis, and moodles.
Data Management Tools	Strength and Weakness	Multiple tools, but concerns about ease of use and integration of data from all programs.	Continue training to develop skills in use. Evaluate newer versions of programs. Develop consistent process for staff input into purchasing decisions.
CIPA and state standards	Strength and Weakness	Policies and procedures align with CIPA requirements; however district has not adopted NETS standards.	Continue to update policies such as AUP. Consider adoption of NETS Standards for Administrators.

TFA 4 – Resource Distribution and Use

2004-2007 Technology Plan: ACTION STEPS/ACTIVITIES Forms

Goal 2: <u>Provide students, staff and community with the opportunity to explore and experience existing and merging technologies.</u>

Specific Objective #1: Technology skill standards for all district positions and methods of assessment to determine incumbent skill levels will be determined.

Step	Action to be Taken	Progress
1.	District Technology Task Force will revise technology competency standards for staff on an annual basis.	On-going

2.	Develop and implement minimum technology skill requirements for all staff.	On-going

Specific Objective #2: Provide opportunities to students, staff and community members so they become more proficient users of technology.

Step	Action to be Taken	Progress
1.	Open computer labs for use by community, parents and students.	On-going
2.	Provide and maintain laptop computers to be checked out.	On-going
3.	Construct Adult & Continuing Education/ PLATO classroom.	Fall 2004
4.	Offer related Adult & Continuing Education/ PLATO classes through technology (i.e. ITV classroom/PLATO lab).	On-going

Specific Objective #3: In order to facilitate the use of technology throughout all curriculum areas, planning should address a target of four to five computers for each classroom for equity. This plan should be based on impact at both the school and district level.

Step	Action to be Taken	Progress
1.	Develop a plan for the addition of mini-labs to grade level and subject level classrooms to facilitate classroom learning.	September 2005
2.	Fund and install mini-labs to grade level and subject level classrooms, as per the District Technology Committee recommendations.	Ongoing

Goal 3: <u>Provide up-to-date technologies in sufficient quantities for all students and staff.</u>

Specific Objective #1: Conduct an annual review of the district-wide* technology plan to anticipate future changes, study emerging technologies, define funding and revise if necessary, the beliefs, missions, and vision articulated in the current plan.

*District-wide = educational and administrative needs

Step	Action to be Taken	Progress
1.	Quarterly meeting of Technology Committee members; Schedule meeting on yearly calendar Provide the agenda and meeting place Report to Board of Education	On-going
2	Annual revision of District Technology Plan.	On-going
3	Disseminate information about COT and revised District Technology Plan to district stakeholders.	On-going
4	Conduct annual survey of district technology needs/competencies.	On-going

Specific Objective #2: Define a process for technology investments that review, verify and align with supportable and congruent long term instructional, financial and technological directions for the district. The process must include adequate resources for training and technical support.

Step	Action to be Taken	Progress
1.	Establish a checklist and evaluation system for all technology investments.	N/A
2.	Establish a needs assessment for staff development in technology and revise annually.	On-going

Goal 9: **<u>Ensure technology that is provided is well supported, reliable and robust.</u>**

Specific Objective #1: Beginning with the 2004-2005 budget, funds will be allocated, pending fiscal allocations, to fund the technology priority reflected in the district wide technology plan.

Step	Action to be Taken	Progress
1.	Write appropriate grants to obtain additional technology equipment *Video Grant* *Learn & Serve* *Safe Schools* *ITV Extension* *Acquisition Grant*	On-going
2.	District budget will reflect funds for technology improvements.	On-going

Specific Objective #2: Develop a detailed technology district plan to review/replace/upgrade district technology.

Step	Action to be Taken	Progress
1.	Conduct a needs assessment of district technology	On-going

2.	Review/revise District Technology Plan annually	On-going

TFA 4: Resource Distribution
Data Analysis

Data Analyzed	Strength or Weakness	Results	Implications
District Tech. Eval. Report, Network Eval. Tools	Strength	District utilizes 3 T1 connections and all buildings are connected through a WAN.	Continue to monitor bandwidth and integrity of network throughout district.
Census of Technology, Technology Inventory	Strength and Weakness	All classrooms have at least one multimedia computer and many have additional student minilab computers. However, the district lacks a strategic replacement plan to project costs on a long term basis. TV and VCRs are not available in all classrooms and are available for check out where teachers have to compete for access.	Develop strategic plan to maintain, upgrade, replace and expand computer access and available of other technologies to enhance curriculum such as TV/VCRs.
District Technology Surveys	Strength and Weakness	Multimedia computer labs are available in all buildings; however, computer lab time is limited to access by scheduling through a sign up system so that at times equitable availability is not guaranteed.	Need to increase access to labs, student minilabs, and eMINTS classrooms to provide more consistently equitable access to learning technologies.
CIPA and state standards	Strength and Weakness	Quantity and quality of district technology aligns with CIPA requirements, however district has not adopted NETS standards.	Continue to update policies such as AUP. Consider adoption of NETS Standards for Administrators.

TFA 5 – Technical Support

2004-2007 Technology Plan: ACTION STEPS/ACTIVITIES Forms

Goal 9: **Ensure technology that is provided is well supported, reliable and robust.**

Specific Objective #3: The district will provide professional support personnel (technician and educational technologist) to maintain the network, review software, advise the district of needs to improve/update technology, install programs, and provide training.

Step	Action to be Taken	Progress
1.	Maintain a target response time for system repairs, hardware/software installations and network support. - One day (in-house)	On-going
2.	Provide adequate training and access concerning basic maintenance.	On-going
3.	Hire an educational technologist (half or full time)	August 2006

Data Analysis
TFA 5: Technical Support

Data Analyzed	Strength or Weakness	Results	Implications
District Tech. Eval. Report, Network	Strength	There is a system at all levels to submit technology work orders and a support	Quality technical support is available through

Eval. Tools		site for online help.	district support staff.
Census of Technology, CIPA/State guidelines in Missouri Ed. Tech. Strategic Plan	Strength and Weakness	Technical support is available for both hardware and technology integration. Response time is within guidelines, but the district is understaffed in hardware tech support by the standards set in the METSP.	Need to train additional staff to assist in troubleshooting and provide basic repair and maintenance.

Current Technology Status – Overview

Hallsville R-IV School District has Internet access via a three T1's through MOREnet. All of the district's servers are centrally located in the Middle School. SonicWall Pro200 Internet filtering device with CyberPatrol provides Hallsville R-IV's web filtering for C.I.P.A. compliance. The district maintains a local web server for websites for the entire district including sites for all four buildings and teachers throughout all grade levels. Additionally, the district has a remote access server so that staff has access to network files and programs off campus.

All district computers are IBM compatible. Most of the district's computers use the Windows XP operating system, with a few classroom minilab network computers running on Windows 2000 and a few stand alone units on Windows 98.

Every district classroom has a minimum of one computer, with several classrooms equipped with "mini-labs" of two to four computers. Additionally, most classrooms contain a TV and VCR. All computers have access to networked laser printers and several classrooms are equipped with local access printers. Each building has a scanner, portable data projector/laptop set up and a networked color printer. All four media centers either house or adjoin a 24 station computer lab. The middle school and high school each have an additional 24 station computer lab. All computer labs have a SMARTboard and data projector for instructional use.

At Hallsville Intermediate School there are ten eMINTS classrooms with a ratio of one computer per two students. All of 3rd and 4th grade and one 5th grade classroom are eMINTS classrooms. Each eMINTS classroom is equipped with a SMARTboard with projector, scanner, phone, digital camera and color printer. Four classrooms, one 3rd, one 4th, and two 5th grade rooms, have classroom sets of handheld computers with keyboards. There is a portable Polycom video conferencing station for use in the eMINTS classrooms or Intermediate Media Center. There is also a video production lab at the intermediate level and a weekly broadcast is produced.

At the Middle School there is one eMINTS classroom equipped as described above and four eMINTS4All classroom with a SMARTboard, projector and additional laptop for the teachers. The Language Arts department at the Middle School has a classroom set of

handhelds with keyboards. At the High School there are seven eMINTS4All classrooms. Additionally, the *Mod Tech* classroom offers classes to both middle and high school students. The classroom contains a mini-lab of eight Windows XP computers. Digital camcorders, digital cameras and a video editing/production lab are part of the class equipment.

Another program available at both the high school and middle school level is the Vocational/Agricultural Lab. It has twenty four Windows XP student laptops computers, a networked HP 3800 color laser printer, a computerized greenhouse and a Smart board with projector. Plans are in place for a new building to house this program and the High School business department. In the new building, the student laptops will have a wireless connection.

The High School ITV classroom continues to provide opportunities for distance learning through videoconferencing. The High School also has an Alternative Education program with a classroom lab of 5 computers that run the PLATO. The High School business mini-lab has 3 classroom computers, a SMARTboard, data projector and a dedicated color printer.

Current Status of Technology Focus Area (TFA) 1: Student Learning

- **Achievement Data:** Improvement continues in more areas on the district standardized test scores. Hallsville is in the 2nd year of the Professional Learning Community process and is implementing strategies to better access and adjust curriculum in response to the data on student learning.
- **Learning through Technology:** Students are utilizing technology tools in daily classroom assignments and projects.
- **Student Technology Standards:** The district has introduced and is implementing the ISTE National Education Technology Standards (NETS) at all levels. Surveys were given to teachers to evaluate district status on these standards as a baseline from this initial year. At this time, there is no established national assessment in place to monitor student progress on these standards.

Current Status of TFA 2: Teacher Preparation

- **Professional Development Program:** The district has a Technology Coordinator to maintain the network and oversee the training of staff on use of basic computer programs and basic maintenance skills. In additional there is also a District Instructional Technology Specialist to provide staff training on

integration of technology in classroom instruction and curriculum. Teachers are also encouraged to attend conferences and workshops outside of the district on topics related to technology usage and integration of technology into lessons.

- **eMINTS Program:** The District Instructional Technology Specialist is a certified eMINTS trainer. All of the new eMINTS and eMINTS4All teachers are trained within our district. Full eMINTS teachers complete over 150 hours of training and eMINTS4All teachers complete over 100 hours over a 2-year period. In addition these teachers are supported by classroom help visits throughout the training period.
- **Student Information System:** The district SIS program provides teachers access to attendance, achievement data (including MAP scores) as well as an electronic grade book system. State Grade Level Expectations are also available through the district SIS program.
- **EAT Online:** The district has implemented a curriculum electronic alignment tool, EAT Online so that teachers will have Internet access to the district curriculum. This tool will eventually be tied to student achievement data so that teacher will be able to evaluate connections between curriculum and student test scores.

Current Status of TFA 3: Administration, Data Management, and Communications

- **Student Information System:** Attendance, grades, discipline referrals, transportation and medical records are kept within SIS. Core Data is pulled from or exported from the SIS records.
- **LEMCO:** Employee records, budgets and purchase orders are maintained through LEMCO.
- **EAT Online:** In 2007-2008, the district added EAT Online as an administrative and teacher tool for curriculum management.
- **Data Management:** All computers run within the Windows operating system with secure storage on network drives with tape back ups which update nightly.
- **Groupwise email:** The district uses Groupwise email with a web-based interface. All certified staff have an email account. Support staff have the option of having an email account. Additionally all high school students have an email account on the Groupwise system.
- **SIS Communications:** The district SIS program has building level bulletin boards used for daily announcements. There is also a Parentlink feature which allows parents to have an account to login and view student attendance, grades and lunch accounts.
- **District Website:** The district maintains a web server to support a district website. The website is maintained by staff at all levels and students in the High School Web Design class.

Current Status of TFA 4: Resource Distribution

- **Equity:** The district strives to balance access to technology across all building levels and acquire and distribute new technology fairly as it becomes available. All buildings have a full computer lab with SMARTboard and data projector. The Intermediate and Middle School have eMINTS rooms with a 2-1 student to computer ratio. The Middle School and High School each have an additional computer lab and eMINTS4All classrooms with SMARTboards and data projectors as well.
- **Replacement and Upgrades:** Although a specific long range replacement schedule is not in place, the district annually evaluates and has been able to fund replacement and upgrades of computers and software programs on an approximate 5-7 cycle. Classroom minilabs will continue to be upgraded through the trickling down of computers as replacements are made.

Current Status of TFA 5: Technical Support

- **Work Order System:** Technology work orders are requested through the building media specialist and the district instructional technology specialist. The requests that cannot be resolved by the specialists are submitted to the district network support staff through a network data management system.
- **Support Site:** The district technology coordinator maintains an online support site with tutorials and a help forum for staff.
- **District Tech Support:** The district staff includes a technology coordinator/network manager, an instructional technology specialist, three building level media specialists, and four veteran eMINTS teachers. These skilled staff members provide troubleshooting, make necessary repairs, and perform installation of new software and computer upgrades.
- **Outsourced Tech Support:** The district has outside maintenance contracts for certain equipment such as copiers, select printers, telephones, and major network/server upgrades.

Total Cost of Ownership

Many factors are involved in determining the total cost of ownership within the perspective of the district's technology. The Hallsville R-IV District strives to maintain and continually improve the quality and quantity of technology resources as well as the integration of said technology to enhance learning throughout the grade levels. The factors addressed in technology planning include:

- The initial cost of equipment to expand programs such as eMINTS. The district has addressed this both through acquisition of grants and dedication of available building level and district budgets above the annual technology budget when funds are available.
- Replacement of outdated equipment and maintenance costs are addressed within the annual technology budget.

- Replacement and upgrade of outdated software and licensing is addressed through building level budgets and department grants including business and vocational technology grants.
- The cost of supplies needed on a daily basis (e.g. printer paper and toner) is included in building, grade level and department budgets.
- The cost of training staff in quality integration of technology throughout the curriculum includes salaries and time of skilled trainers as well as substitutes for release time for staff for that training to take place. The district supports staff positions for technology, both a technology coordinator/network manager and an instructional technology specialist/certified eMINTS trainer. The district professional development budget funds ongoing training and support for the comprehensive eMINTS training, eMINTS4All training, and additional basic technology training/help sessions as needed for all staff.

Strengths and Weaknesses by Technology Focus Area

To be addressed in 2008-2011 Action Plans as determined by data analysis.

TFA 1: Student Learning

Strengths:

- Students continue to maintain improvement of test scores at or above state averages.
- Learning is enhanced through technology integrated across the curriculum.
- The district has basic technology competencies in place by grade levels.
- All classrooms have at least one computer and many have student minilabs.
- All buildings have at least one multimedia computer lab.
- eMINTS and eMINTS4All classrooms continue to increase in number and are available across all buildings. All 3rd and 4th grade classrooms are full eMINTS.
- The High School ITV classroom and Intermediate School portable videoconferencing unit are utilized for distance learning opportunities.
- Handhelds are available in grades 3, 4, 5, and 8.

Weaknesses:

- There is only one comprehensive eMINTS classroom in the middle school (8th grade science eMINTS/METS) and none in the high school.
- 5th grade has only one comprehensive eMINTS/METS classroom.
- Not all classrooms integrate technology into the curriculum.
- The ISTE NETS*S were introduced at all levels this year, but have not yet been incorporated into the curriculum. The district student competencies need to be updated to address the NETS*S standards.
- There is no student technology skill assessment in place. Student technology skills are assessed through teacher surveys. The COT measure of 8th grade technology literacy has remained the same by teacher survey. A more individual, skill based assessment is needed. Gaps in technology skill acquisition appear to exist but are difficult to address due to lack of specific data.

TFA 2: Teacher Preparation:

Strengths:

- Many teachers integrate technology into lessons.
- Many teachers participate in district provided as well as technology related training outside of the district.
- The district supports professional development to promote technology integration and best practices.
- Support staff includes both personnel for maintenance of equipment and instructional support.

- A district teacher, trained through the PD4ETS program as a certified eMINTS Technology Specialist, continues to train teachers in both Comprehensive eMINTS and eMINTS4All.
- Professional development workshops on topics such as creating a classroom webpage through Dreamweaver and using Excel to manage student data and Career Ladder Logs are offered to support teachers use of technology for a variety of purposes.
- The Professional Learning Community process in the district supports collaboration of teachers on all curriculum topics including technology.
- Electronic curriculum and student data management tools including EAT Online and SIS are available to all teachers.

Weaknesses:

- Due to the size of the staff and the amount of time needed for eMINTS training for that subgroup of the teachers, opportunities are more limited for general classroom teachers.
- Although the district has a list of basic technology competencies for teachers, these are not currently aligned with the ISTE NETS*T standards.
- Staff technology skills are assessed only through self evaluation surveys.
- No systematic process is in place to assure that all staff have basic technology competencies and that technology is integrated at a high quality level in all classrooms.
- Due to the size of the network and number of computers to maintain, teachers cannot always get prompt tech support on troubleshooting equipment.

TFA 3: Administration/Data Management/Communication Processes

Strengths:

- District has established policies and procedures to align with requirements of CIPA in regards to AUP for staff and students, security, copyright and licensing agreements.
- Computerized network software programs are in place to manage student date. Student information is available to teachers, parents and administrators through Internet via a remote access server and SIS Parentlink.
- The district website is maintained and is a key method of communication at the district, building and classroom level.

Weaknesses:

- Server space is becoming limited and needs to be upgraded to maintain integrity of access to key programs and data.
- The Student Information System, EAT Online and LEMCO systems are not always user friendly. Training is needed for newer staff to develop skills in using these tools.
- The Student Information System, LEMCO and human services software are not fully integrated making core data entry more difficult to manage.

- Staff input into major purchasing decisions is limited.

TFA 4: Resource Distribution

Strengths:

- The district maintains a robust 3 T1 connections with MOREnet.
- All buildings are connected through a WAN.
- All classrooms have at least one multimedia networked computer and many have additional student minilab computers.
- All buildings have at least one multimedia lab and a portable laptop/data projection set up.
- Expansion of the number of eMINTS classrooms and eMINTS4All classrooms continues at all building levels through both grants and district budget considerations.
- Equitable access to technology is ensured by regular use of computer labs in all buildings.
- Through the high school vocational/agricultural and business grants, a laptop cart is available with laptops that are wireless capable.

Weaknesses:

- The district lacks a strategic replacement plan to project costs on a long term basis.
- TV and VCRs are not available in all classrooms and are available for check out where teachers have to compete for access.
- Computer lab time is limited to access by scheduling through a sign up system so that at times equitable availability is not guaranteed.
- Access in some building levels is limited due to lack of network wiring and connections.

TFA 5: Technical Support

Strengths:

- The district has both a technology coordinator/network manager and an instructional technology specialist along with three building media specialists to provide technical support to staff.
- There is a system at all levels to submit technology work orders and a support site is available to staff online.
- Remote access is available in all areas making technical support possible from a central remote location.
- Technical support is available for both hardware considerations and curriculum integration issues.

Weaknesses:

- The district is understaffed in hardware technical support by the standards set in the Missouri Education Technology Strategic Plan 2007-2011.
- Older installations of wiring limit the speed of connections in some areas of the district.
- Back up of all data is not possible nightly due to the amount of information on the network.
- Upgrade of the network server array is needed to maintain integrity and access to all data.

2008-2011 Goals and Objectives

The Hallsville technology goals established in the 2004-2007 Technology Plan began to align with the five technology focus areas (TFAs) with the action plans categorized by appropriate TFAs. However, many of the 2004 goals and objectives needed to be rewritten to reflect changes in district needs and state technology recommendations. The previous goals and objectives have been refined and consolidated through this planning process. After compiling data and evaluating strengths and weaknesses, the following technology goals are set to complement the district mission statement and CSIP goals and align more directly with the TFAs as directed by the Missouri Education Technology Strategic Plan 2007-1011.

TFA 1 Goal: Student learning will improve through the use of technology.

Objective 1.1: Student achievement as measured through standardized test scores including MAP and ACT will be improved by applying best practices and research based teaching strategies.

Objective 1.2: Technology including updated computers, SMARTboards, and computer software to support learning activities will be available in every classroom and computer lab.

Objective 1.3: eMINTS will be added to Middle and High School.

Objective 1.4: The district will adopt the NETS standards for students.

Objective 1.5: A student skill assessment based on the NETS*S will be developed to measure technology skill acquisition of students.

TFA 2 Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

Objective 2.1: The district will continue and expand eMINTS program and training.

*Objective 2.*2: Professional development opportunities will be provided to promote best practices and technology integration strategies for all teachers.

*Objective 2.*3: The district will adopt the NETS standards for teachers and administrators.

*Objective 2.*4: A staff skill assessment based on the NETS*T will be developed to measure technology skill acquisition of teachers and support staff.

TFA 3 Goal: Administration, data management, and communications will support and enhance learning through technology.

Objective 3.1: The district budget will include funding for technology at all building levels to match projected needs for maintenance and replacement of computers and expanding needs of the servers and infrastructure of the network.

*Objective 3.*2: Software to manage data including SIS, EAT Online, and LEMCO will be continually evaluated to improve usability and compatibility to streamline teacher and administrative processes.

*Objective 3.*3: A process will be developed to gain staff user input when new programs are being considered for purchase and implementation.

*Objective 3.*4: Communication among students, teachers, administration, parents and community members will increase.

TFA 4 Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

Objective 4.1: A strategic long term replacement schedule will be developed to maintain consistent modern computers and best quality software.

*Objective 4.*2: The district will continually update and maintain switches, routers and servers and upgrade wiring to improve connectivity and ability to expand access in all buildings.

Objective 4.3: Multimedia computer labs, eMINTS classrooms and classroom minilabs will be maintained and expanded at all levels.

Objective 4.4: TV and VCRs will be made available in more classrooms.

TFA 5 Goal: Adequate technical support will be available to all students, staff, and administrators to improve learning.

Objective 5.1: The district will provide additional technology staff to provide support in all buildings.

*Objective 5.*2: The technology coordinator/network administrator will work with the Director of Operations and Financial/ Budget Director to update and expand the technology infrastructure.

TFA 1 2008-2011 Goal and Objectives:

Goal: Student learning will improve through the use of technology.

Objective	Progress Expected	Progress Measured
Objective 1.1: Student achievement as measured through standardized test scores including MAP and ACT will be improved by applying best practices and research based teaching strategies.	The percentage of Hallsville R-IV students scoring at the top two levels of the MAP in the areas of Math and Communication Arts will equal or exceed the AYP goal of the NCLB legislation. Additionally Hallsville seniors taking the ACT will score at or above the State average in all areas.	MAP and ACT scores reviewed annually as related to AYP.
Objective 1.2: Technology including updated computers, SMARTboards, and computer software to support learning activities will be available in every classroom and computer lab.	The district will continually expand the number and quality of technology available for student use through out the district.	COT, Technology Budget, and Replacement plan review annually.
Objective 1.3: eMINTS will be added to Middle and High School.	Strategic placement of eMINTS classrooms in departments in Middle School and High School will promote access to quality technology usage at all levels.	COT, Technology Budget, Professional Development surveys and plan reviewed annually.
Objective 1.4: The district will adopt the NETS standards for students.	Adopt and integrate the NETS*s into the curriculum at all grade levels by	Technology Committee action, School Board policy review, Curriculum lesson plan review

	2011.	annually.
Objective 1.5: A student skill assessment based on the NETS*S will be developed to measure technology skill.	Integrate the NETS*S into the curriculum along with common assessments showing mastery at a 75% competency level by 2011. 8th Grade Technology Literacy will improve by 2% annually.	COT, Student skill assessment and survey conducted and reviewed annually.

TFA 1 2008-2011 Action Plan **(see Data Analysis, page 14 and Strengths and Weaknesses, page 29)**

Goal: Student learning will improve through the use of technology.

Objective 1.1: Student achievement as measured through standardized test scores including MAP and ACT will be improved by applying best practices and research based teaching strategies.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Teachers will monitor teaching practices based on MAP and ACT student performance annually, making appropriate adjustments.	6.3 (1)	1,3,4 (3.5)	S1 T1	Staff, Administration	District No Cost	Ongoing
Continue to expand eMINTS program and training into middle school and high school	6.4 (3,4)	1-5 (5.5)	S1	Administration, Instructional	District	Ongoing as funds allow

(one classroom per year).	6.7 (6)	1-5, (5.4)	T1 R1	Technology Specialist	$30,000 annually	
District reviews and revises curriculum to integrate technology activities and best teaching practices.	6.4 (2) 6.7 (6)	1-5 (9.1, 9.2, 13.1)	S1 T1	Dir. Of Curriculum, Certified Staff	District No Cost	Ongoing
The district will investigate the management issue of student network logins in addition to email accounts.	6.4 (3,4)	1-5 (4.1,2)	A2	Technology Coordinator, Administration	District No Cost	2008-2009
Network applications and software are upgraded to match learning needs of students.	6.4 (3,4)	1-5 (4.2,3)	S1 T1 A2 R1	Technology Committee, Staff and Administration	District $5,000 annually	Ongoing

Benchmarks: Progress will meet or exceed AYP required by NCLB.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 1 2008-2011 Action Plan (see Data Analysis, page 14 and Strengths and Weaknesses, page 29)

Goal: Student learning will improve through the use of technology.

Objective 1.2: Technology including updated computers, SMARTboards, and computer software to support learning activities will be available in every classroom and computer lab.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
District develops a strategic technology replacement plan.	6.4 (3,4)	1-5 (4.2)	S1 T1 R1	Administration, Technology Committee	District No Cost	2008-2009
Continue to expand eMINTS program and training into middle school and high school (one classroom per year).	6.4 (3,4) 6.7 (6)	1-5 (5.5) 1-5, (5.4)	S1 T1 R1	Administration, Instructional Technology Specialist	District $30,000 annually	Ongoing as funds allow
Select teachers will receive SMARTboards to utilize in classrooms.	6.4 (3,4)	1-5 (4.6)	S1 T1	Dir. Of Curriculum, Administration	District $20,000 annually	Ongoing

Network applications and software are upgraded to match learning needs of students.	6.4 (3,4)	1-5 (4.2,3)	R1 S1 T1 A2 R1	Technology Committee, Staff and Administration	District $5,000 annually	Ongoing

Benchmarks: Computers and software older than 5 years are replaced and at least one new eMINTS/eMINTS4All classroom is added annually.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 1 2008-2011 Action Plan **(see Data Analysis, page 14 and Strengths and Weaknesses, page 29)**

Goal: Student learning will improve through the use of technology.

Objective 1.3: eMINTS will be added to Middle and High School.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Add network infrastructure necessary for expansion of connectivity in key areas of middle school and high school.	8.9 (2)	1-5 (10.5)	A1 R1 TS1	Dir. Of Operations, Tech Coord.	District $5,000 annually	Ongoing as funds allow
Continue to expand eMINTS program and training into middle school and high school (one classroom per year).	6.4 (3,4) 6.7 (6)	1-5 (5.5) 1-5, (5.4)	S1 T1 R1	Administration, Instructional Technology Specialist	District $30,000 annually	Ongoing as funds allow
Select teachers will receive SMARTboards to utilize in classrooms.	6.4 (3,4)	1-5 (4.6)	S1 T1 R1	Dir. Of Curriculum, Administration	District $20,000 annually	Ongoing

Network applications and software are upgraded to match learning needs of students.	6.4 (3,4)	1-5 (4.2,3)	S1 T1 A2 R1	Technology Committee, Staff and Administration	District $5,000 annually	Ongoing

Benchmarks: At least one new eMINTS/eMINTS4All classroom is added annually.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 1 2008-2011 Action Plan **(see Data Analysis, page 14 and Strengths and Weaknesses, page 29)**

Goal: Student learning will improve through the use of technology.

Objective 1.4: The district will adopt the NETS standards for students.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Teachers will be surveyed regarding technology expertise of students.	6.4 (3,4)	1-5 (4.7)	S2 T2	Administrators, Instr. Tech. Spec.	District No cost	Annually in January
District will work toward mastery of the NETS standards for grades K-12.	6.4 (2)	1,3,4,5 (9.1,2,3,4)	S2 T2	All Staff	District No cost	Ongoing
Curriculum lessons and activities will integrate technology in all subject areas.	6.7 (6)	1-5 (13.1)	S2 T2	PLC Teams, Dir. Of Curr., Instr. Tech Spec.	District No cost	Ongoing
Establish district wide instruction that is age appropriate.	6.3	1-5 (14.4)	S2	All Staff, Dir. of Curr. Instr.	District	Ongoing

T2 Tech. Spec.

No cost

Benchmarks: NETS performance standards will be reflected in all curricular areas through exemplar technology lessons.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 1 2008-2011 Action Plan **(see Data Analysis, page 14 and Strengths and Weaknesses, page 29)**

Goal: Student learning will improve through the use of technology.

Objective 1.5: A student skill assessment based on the NETS*S will be developed to measure technology skill.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Compare measurable learner objectives with NETS*S performance indicators. Modify measurable learner objectives as necessary.	6.4 (2)	1,3,4,5 (9.4)	S2 T2	All Staff, Administrators, Instr. Tech. Spec.	District No cost	Ongoing
Formal and informal student data is periodically collected and analyzed.	6.5 (1,2)	1-5 (1.5)	S2 T2	All Staff, Dir. of Curriculum	District No cost	Ongoing
Common assessments based on NETS*S and scoring guides will be developed to measure technology skills.	6.7 (6)	1-5 (13.1)	S2 T2	PLC Teams, Dir. of Curr., Instr. Tech Spec.	District No cost	Ongoing
Determine 8th Grade Technology Literacy level for Core Data entry.	6.4 (2)	1,3,4,5 (9.4)	S2 T2	All Staff, Administrators, Instr. Tech. Spec.	District	Ongoing

No cost

Benchmarks: Integrate the NETS*S into the curriculum along with common assessments showing mastery at a 75% competency level**.** 8th Grade Technology Literacy will improve by 2% annually.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 2 2008-2011 Goal and Objectives:

Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

Objective	Progress Expected	Progress Measured
Objective 2.1: The district will continue and expand eMINTS program and training.	Strategic placement of eMINTS classrooms in departments in Middle School and High School will promote access to quality technology usage at all levels.	COT, Technology Budget, Professional Development surveys and plan reviewed annually.
*Objective 2.*2: Professional development opportunities will be provided to promote best practices and technology integration strategies for all teachers.	The district will continually expand the number and quality of technology available for student use through out the district.	COT, Technology Budget, and Replacement plan review annually.
*Objective 2.*3: The district will adopt the NETS standards for teachers and administrators.	Adopt and integrate the NETS*T into teacher expectations at all grade levels by 2011.	Technology Committee action, School Board policy review, Professional Development plan review annually.
*Objective 2.*4: A staff skill assessment based on the NETS*T will be developed to measure technology skill acquisition of	Integrate the NETS*T into teacher expectations showing mastery at a 75% competency level by 2011.	Teacher skill assessment and survey conducted and reviewed annually.

teachers and support staff.

TFA 2 2008-2011 Action Plan (see Data Analysis, page 16 and Strengths and Weaknesses, page 29)

Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

Objective 2.1: The district will continue and expand eMINTS program and training.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Add network infrastructure necessary for expansion of connectivity in key areas of middle school and high school	8.9 (2)	1-5 (10.5)	A1 R1 TS1	Dir. Of Operations, Tech Coord.	District $7,500 annually	Ongoing as funds allow
Continue to expand eMINTS program and training into middle school and high school (one classroom per year).	6.4 (3,4) 6.7 (6)	1-5 (5.5) 1-5, (5.4)	S1 T1 R1	Administration, Instructional Technology Specialist	District $30,000 annually	Ongoing as funds allow
Select teachers will receive SMARTboards to utilize in classrooms.	6.4 (3,4)	1-5 (4.6)	S1 T1	Dir. Of Curriculum, Administration	District $20,000 annually	Ongoing

Network applications and software are upgraded to match learning needs of students.	6.4 (3,4)	1-5 (4.2,3)	R1 S1 T1 A2 R1	Technology Committee, Staff and Administration	District $5,000 annually	Ongoing

Benchmarks: At least one new eMINTS/eMINTS4All classroom is added annually.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 2 2008-2011 Action Plan **(see Data Analysis, page 16 and Strengths and Weaknesses, page 29)**

Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

*Objective 2.*2: Professional development opportunities will be provided to promote best practices and technology integration strategies for all teachers.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Survey teachers regarding professional development for technology integration and best practices.	6.7 (4)	1-5 (5.1)	T1 A1	PD committee, Tech Committee	District No cost	Annually in the Fall and Spring
Provide summer, after school, and Teacher/Admin Day technology training.	6.7 (2,4)	1-5 (5.2,3,5)	S1 T1 R1	Administration, Instructional Technology Specialist	District No cost	Ongoing
Select teachers will receive SMARTboards to utilize in classrooms.	6.4 (3,4)	1-5 (4.6)	S1 T1	Dir. Of Curriculum, Administration	District $20,000 annually	Ongoing

Teachers will increase the number of lesson plans integrating technology skills and tools.	6.7 (6)	1-5 (13.1)	R1 S2 T2	PLC Teams, Dir. Of Curr., Instr. Tech Spec.	District No cost	Ongoing

Benchmarks: District Professional Development, Technology surveys, a curriculum review will reflect commitment to best practices and technology integration.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 2 2008-2011 Action Plan **(see Data Analysis, page 16 and Strengths and Weaknesses, page 29)**

Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

*Objective 2.*3: The district will adopt the NETS standards for teachers and administrators.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Teachers will be surveyed regarding technology expertise.	6.4 (3,4)	1-5 (4.7)	S2 T2	Administrators, Instr. Tech. Spec.	District No cost	Annually in January
New teachers will participate in orientation sessions explaining NETS standards and performance indicators.	6.7 (6)	1-5 (5.10)	T2 A1	Administrators, Instr. Tech Spec., Media Specialists	District No cost	Annually in August
District will work toward master of the NETS standards for teachers.	6.7 (2,4)	1-5 (5.2,5)	T2 A1	Prof. Dev. Committee, Tech Com.	District No cost	Ongoing
Professional development plans and activities will integrate technology in all	6.7 (2)	1-5 (5.5)	S2	PLC Teams,	District	Ongoing

subject areas.			T2	Dir. Of Curr., Instr. Tech Spec.	No cost	
Develop a system of technology mentors.	6.7 (6)	1-5 (5.10)	T2 A1	Administrators, Instr. Tech Spec., Media Specialists	District No cost	Ongoing, as needed

Benchmarks: NETS performance standards for teachers will be reflected in all curricular areas through exemplar technology lessons and professional development activities.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 2 2008-2011 Action Plan **(see Data Analysis, page 16 and Strengths and Weaknesses, page 29)**

Goal: Teacher preparation and delivery of instruction will improve through the use of educational technologies improving student performance.

*Objective 2.*4: A staff skill assessment based on the NETS*T will be developed to measure technology skill acquisition of teachers and support staff.

Action Steps	MSIP Standard	CSIP Objective (Strategy.	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated	Completion Date

	(Indicator)	Step)			Cost	
Compare measurable teacher performance from PBTE and building principal expectations with NETS*T performance indicators. Modify measurable teacher objectives as necessary.	6.7 (4)	1-5 (5.1)	T2 A1	Administrators, PD Committee, Tech Instr. Spec.	District No cost	Fall 2008
Formal and informal teacher data is periodically collected and analyzed.	6.7 (2,6)	1-5 (5.5,9)	T2 A1	All Staff, PD Committee, Tech Committee	District No cost	Annually in Fall and Spring ,Ongoing
Written assessments based on NETS*T and scoring guides will be developed to measure technology skills.	6.7 (6)	1-5 (13.1)	S2 T2	PLC Teams, Dir. of Curr., Instr. Tech Spec.	District No cost	Ongoing

Benchmarks: Integrate the NETS*T into the teacher performance standards along with written assessments showing mastery at a 75% competency level**.**

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be

reviewed annually for progress analysis and possible revision.

TFA 3 2008-2011 Goal and Objectives:

Goal: Administration, data management, and communications will support and enhance learning through technology.

Objective	Progress Expected	Progress Measured
Objective 3.1: The district budget will include funding for technology at all building levels to match projected needs for maintenance and replacement of computers and expanding needs of the servers and infrastructure of the network.	Develop a strategic long range replacement plan that will be funded consistently through district technology annual budget.	COT, Technology Budget and strategic replacement plan developed and reviewed annually.
*Objective 3.*2: Software to manage data including SIS, EAT Online, and LEMCO will be continually evaluated to improve usability and compatibility to streamline teacher and administrative processes.	90% of staff surveyed will express confidence in use of data management software. New versions will be explored to increase usability and integration of software.	District Technology and PDC surveys, monitor daily use
*Objective 3.*3: A process will be developed to gain staff user input when new programs are being considered for purchase and implementation.	Guidelines for technology committee and staff input into purchasing decisions will be developed.	Technology Committee action, School Board policy and procedures review, Building administrator budget procedures review annually.

*Objective 3.*4: Communication among students, teachers, administration, parents and community members will increase.	90% of teachers will use electronic communication as the primary means of parent communication.	District Census of Technology, District teacher surveys, daily monitor of web site usage

TFA 3 2008-2011 Action Plan **(see Data Analysis, page 19 and Strengths and Weaknesses, page 30)**

Goal: Administration, data management, and communications will support and enhance learning through technology.

Objective 3.1: The district budget will include funding for technology at all building levels to match projected needs for maintenance and replacement of computers and expanding needs of the servers and infrastructure of the network.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Update current technology inventory.	6.4 (3,4)	1-5 (4.1,2)	A1, A2 R1, TS1	Technology Coordinator, Media & Instr. Specialists,	District No cost	Annually in January
Replacement of outdated technology or any computer in service over 5 years.	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5 (10.2)	A1, A2 R1, TS1	Tech Coord., Dir. of Fin., Bldg. Principals, Dir. of Operations	District $80,000 annually	Ongoing, update annually in February
Project long range 5 year replacement needs	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5 (10.1,2,3,4,5)	A1, A2 R1, TS1	Tech Comm., Tech Coord., Bldg. Principals, Dir.	District	Ongoing, update annually in February

					of Operations	No cost	
Submit technology budget.	6.4 (3,4)	1-5 (4.2)	A1, A2, R1	Tech Coord., Director of Finance	District	Annually in February
						No cost	

Benchmarks: Replacement plan in place and district funds are allocated to support plan.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 3 2008-2011 Action Plan **(see Data Analysis, page 19 and Strengths and Weaknesses, page 30)**

Goal: Administration, data management, and communications will support and enhance learning through technology.

*Objective 3.*2: Software to manage data including SIS, EAT Online, and LEMCO will be continually evaluated to improve usability and compatibility to streamline teacher and administrative processes.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Survey staff on use of software for data management.	6.4 (3,4) 6.7 (6)	1-5 (4.7) 1-5 (5.1,8)	T1, A1, A2	Tech Instr. Spec., PD Committee	District No cost	Fall and Spring annually
Provide training to staff as need indicates.	6.7 (4)	1-5 (5.2)	T1, A1, A2	Tech Instr. Spec., PD Committee	District No cost	Ongoing, as needed
Review existing software and explore updated versions.	6.4 (3,4)	1-5 (4.2)	A1, A2, TS1	Administration, Tech Committee	District No cost	Ongoing, annually

Select staff to pilot possible upgrades or new programs.	6.4 (3,4)	1-5 (4.2)	T1, A1, A2, TS1	Administrators, Tech Committee	District No cost	Annually, As needed

Benchmarks: 90% of staff surveyed will express confidence in use of data management software. New versions will be explored to increase usability and integration of software.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 3 2008-2011 Action Plan **(see Data Analysis, page 19 and Strengths and Weaknesses, page 30)**

Goal: Administration, data management, and communications will support and enhance learning through technology.

*Objective 3.*3: A process will be developed to gain staff user input when new programs are being considered for purchase and implementation.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Review existing software and explore updated versions.	6.4 (3,4)	1-5 (4.2)	A1, A2, TS1	Administration, Tech Committee	District No cost	Ongoing, annually
Select staff to pilot possible upgrades or new programs.	6.4 (3,4)	1-5 (4.2)	T1, A1, A2, TS1	Administrators, Tech Committee	District No cost	Annually, As needed
Provide training to staff as need indicates.	6.7 (4)	1-5 (5.2)	T1, A1, A2	Tech Instr. Spec., PD Committee	District No cost	Ongoing, as needed
Survey staff to assess new program usability and application to instructional needs.	6.7 (4)	1-5 (5.1)	T1, T2, A1, A2	Administration, Tech Committee	District	Ongoing, as needed

No cost

Benchmarks: Guidelines for staff input are in place and evident through new program review processes.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 3 2008-2011 Action Plan (see Data Analysis, page 19 and Strengths and Weaknesses, page 30)

Goal: Administration, data management, and communications will support and enhance learning through technology.

*Objective 3.*4: Communication among students, teachers, administration, parents and community members will increase.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Provide training to all staff, including new staff, on the use of email, voice mail and district web site.	6.7 (2,4)	1-5 (5.2,3)	T1, A2	Administrators, Media and Instr. Spec.	District No cost	Annually in August
Provide summer, after school and teacher/admin day training on contributing and managing classroom websites.	6.7 (2)	1-5 (5.5)	T1, A2	Media and Instr. Spec.	District No cost	Ongoing, as needed
Explore and utilize new technologies in electronic communication such as blogs, wikis and moodles.	6.7 (2)	1-5 (5.5)	T1, A2	Veteran eMINTS teachers, Media and Instr. Spec.	District No cost	Ongoing, as needed

Benchmarks: 90% of teachers will use electronic communication as the primary means of parent communication.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 4 2008-2011 Goal and Objectives:

Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

Objective	Progress Expected	Progress Measured
Objective 4.1: A strategic long term replacement schedule will be developed to maintain consistent modern computers and best quality software.	Develop a strategic long range replacement plan that will be funded consistently through district technology annual budget.	COT, Technology Budget and strategic replacement plan developed and reviewed annually.
*Objective 4.*2: The district will continually update and maintain switches, routers and servers and upgrade wiring to improve connectivity and ability to expand access in all buildings.	Infrastructure will be maintained at a high level in all buildings in the district.	Technology Evaluation Report, Technology Plan reviewed annually
Objective 4.3: Multimedia computer labs, eMINTS classrooms and classroom minilabs will be maintained and expanded at all levels.	Replacements as well as new numbers of computers will be purchased each year. At least one new eMINTS room will be added at the MS/HS level(s)	COT, Strategic Replacement Plan, District Technology Inventory reviewed annually

Objective 4.4: TV and VCRs will be made available in more classrooms.	Additional classrooms at all levels will have TV and VCRs installed.	District COT and Building Inventories reviewed annually.

TFA 4 2008-2011 Action Plan **(see Data Analysis, page 23 and Strengths and Weaknesses, page 31)**

Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

Objective 4.1: A strategic long term replacement schedule will be developed to maintain consistent modern computers and best quality software.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Update current technology inventory.	6.4 (3,4)	1-5 (4.1,2)	A1, A2 R1, TS1	Technology Coordinator, Media & Instr. Specialists,	District No cost	Annually in January
Replacement of outdated technology or any computer in service over 5 years.	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5 (10.2)	A1, A2 R1, TS1	Tech Coordinator, Dir. of Fin., Bldg. Principals, Dir. of Operations	District $80,000 annually	Ongoing, update annually in February
Project long range 5 year replacement needs.	6.4 (3,4)	1-5 (4.1,2) 1-5	A1, A2	Tech Comm., Tech	District	Ongoing, update

	8.9 (2)	(10.1,2,3,4,5)	R1, TS1	Coordinator, Bldg. Principal, Dir. of Operations	No cost	annually in February

Benchmarks: Replacement plan in place.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 4 2008-2011 Action Plan **(see Data Analysis, page 23 and Strengths and Weaknesses, page 31)**

Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

*Objective 4.*2: The district will continually update and maintain switches, routers and servers and upgrade wiring to improve connectivity and ability to expand access in all buildings.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Add network infrastructure necessary for expansion of connectivity in key areas of middle school and high school.	8.9 (2)	1-5 (10.5)	A1 R1 TS1	Dir. Of Operations, Tech Coordinator	District $7,500 annually	Ongoing as funds allow

Benchmarks: Upgraded infrastructure consistently supports expanding availability of technology in all buildings.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 4 2008-2011 Action Plan (see Data Analysis, page 23 and Strengths and Weaknesses, page 31)

Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

Objective 4.3: Multimedia computer labs, eMINTS classrooms and classroom minilabs will be maintained and expanded at all levels.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Update current technology inventory.	6.4 (3,4)	1-5 (4.1,2)	A1, A2 R1, TS1	Technology Coordinator, Media & Instr. Specialists,	District No cost	Annually in January
Replacement of outdated technology or any computer in service over 5 years.	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5 (10.2)	A1, A2 R1, TS1	Tech Coordinator, Dir. of Fin., Bldg. Principals, Dir. of Operations	District $80,000 annually	Ongoing, update annually in February
Project long range 5 year replacement and expansion needs.	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5	A1, A2 R1, TS1	Tech Comm., Tech	District	Ongoing, update annually in

	(10.1,2,3,4,5)	Coordinator, Bldg. Principals, Dir. of Operations	No cost	February

Benchmarks: Replacement plan in place in addition to evidence of planning for addition of new technologies.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 4 2008-2011 Action Plan (see Data Analysis, page 23 and Strengths and Weaknesses, page 31)

Goal: Resource distribution will provide equitable access to high quality technology for all students, teachers, and administrators to promote performance.

Objective 4.4: TV and VCRs will be made available in more classrooms.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Update current technology inventory including audiovisual equipment.	6.4 (3,4)	1-5 (4.1,2)	A1, A2 R1	Technology Coordinator, Media & Instr. Specialists,	District No cost	Annually in January
Survey teachers for input on placement of additional TV and VCRs in classrooms.	6.4 (3,4)	1-5 (4.1,2)	R1	Bldg. Principals, Media Specialists	District No cost	Annually in January
Purchase, distribute and install TV and VCRs to maximize and promote instructional improvement through use of audiovisual technology.	6.4 (3,4) 8.9 (2)	1-5 (4.1,2) 1-5 (10.1,2,3,4,5)	R1	Media Specialists, Bldg. Principals, Dir. of Operations,	District $8,000	Ongoing, as needed

Curriculum Dir. annually

Benchmarks: Additional classrooms at all levels will have TV and VCRs installed.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 5 2008-2011 Goal and Objectives:

Goal: Adequate technical support will be available to all students, staff, and administrators to improve learning.

Objective	Progress Expected	Progress Measured
Objective 5.1: The district will provide additional technology staff to provide support in all buildings.	Additional staff will be identified and trained to provide additional technical support in all buildings.	COT, District Work Order System and Technology Surveys reviewed annually.
Objective 5.2: The technology coordinator/network administrator will work with the Director of Operations and Financial/ Budget Director to update and expand the technology infrastructure.	Infrastructure will be maintained at a high level in all buildings in the district.	Technology Evaluation Report, Technology Plan reviewed annually

TFA 5 2008-2011 Action Plan (see Data Analysis, page 24 and Strengths and Weaknesses, page 31)

Goal: Adequate technical support will be available to all students, staff, and administrators to improve learning.

Objective 5.1: The district will provide additional technology staff to provide support in all buildings.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Teachers will be surveyed regarding technology expertise.	6.4 (3,4)	1-5 (4.7)	S2 T2	Administrators, Instr. Tech. Spec.	District No cost	Annually in January
Develop a system of technology mentors.	6.7 (6)	1-5 (5.10)	T2 A1	Administrators, Instr. Tech Spec., Media Specialists	District No cost	Ongoing, as needed
Provide addition training to tech mentors to expand expertise in troubleshooting new or difficult hardware and software.	6.7 (2)	1-5 (5.5)	S2 T2	Tech Coordinator, Media and Instr. Tech Spec.	District No cost	Ongoing

Benchmarks: Technical support and response time will be improved.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

TFA 5 2008-2011 Action Plan **(see Data Analysis, page 24 and Strengths and Weaknesses, page 31)**

Goal: Adequate technical support will be available to all students, staff, and administrators to improve learning.

Objective 5.2: The technology coordinator/network administrator will work with the Director of Operations and Financial/ Budget Director to update and expand the technology infrastructure.

Action Steps	MSIP Standard (Indicator)	CSIP Objective (Strategy. Step)	State Plan Objective	Person(s) Responsible	Funding Source(s)/ Estimated Cost	Completion Date
Add network infrastructure necessary for expansion of connectivity in key areas of middle school and high school.	8.9 (2)	1-5 (10.5)	A1 R1 TS1	Dir. Of Operations, Tech Coordinator	District $7,500 annually	Ongoing as funds allow

Benchmarks: Upgraded infrastructure consistently supports expanding availability of technology in all buildings.

Correction Strategies: Review, evaluate, and modify as needed to increase technology related learning experiences.

Begin/Review Dates: All action steps will begin May 2008 or as soon as the plan is state approved. All action steps will be reviewed annually for progress analysis and possible revision.

Communication and Dissemination

The Hallsville R-IV District will provide information about this plan to patrons, students, and employees of the district by making copies available in all building offices and media centers. A copy will be given to each board member and technology committee member. The plan will also be posted on the district website and informational articles will be put in the local newspaper(s).

A discussion forum will be developed by the district instructional technology specialist through the educational technology pages on the district website to facilitate communication and dissemination of the plan. This will allow for asynchronous communication and collaboration of key stakeholders and interested public as the new technology plan is implemented.

Monitoring

The district technology committee will meet quarterly and a report will be presented to the Hallsville School Board. These reports will monitor and detail the activities related to the implementation of the technology plan that directly impact student achievement. Information may include data about policy changes, hardware and software acquisitions, teacher training, student and faculty needs assessments and budgetary concerns as addressed by the technology plan.

Evaluation

Any changes to the District Technology plan will be reviewed by the district technology committee and be submitted to the School Board for approval. Review and revision of the District Technology Plan shall be done in a yearly cycle. Annually, the technology committee will evaluate the plan and summarize progress and impact. A district technology evaluation report will be presented to the Hallsville R-IV School Board on an annual basis.

APPENDIX H:

Middle School Report Card

Navigation Options:{Home} | {Law} | {Back to HALLSVILLE R-IV Report Card List} |{Back to HALLSVILLE MIDDLE Profile}

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

HALLSVILLE R-IV School District (010089)

School: HALLSVILLE MIDDLE (3000)

Contact Information

Grade Span: 06 -08

Title I School: No

In School Improvement: Non Title I School Improvement Year 1

Achieved AYP: No

---

(1) Preschool Enrollment

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	0	0	0	0	0
Definition | More Data |					

(2) K-12 ENROLLMENT

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Total	373	373	389	395	315

Asian	0.0%	0.0%	0.0%	0.5%	0.6%
Black	4.6%	4.6%	4.1%	4.6%	5.1%
Hispanic	0.3%	1.1%	1.5%	1.3%	1.3%
Indian	0.3%	0.0%	0.3%	1.0%	0.6%
White	94.9%	94.4%	94.1%	92.7%	92.4%
Definition | More Data |					

(3) Attendance

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	94.5	94.8	94.9	94.7	94.8
Definition | More Data |					

(4) Students Eligible for Free or Reduced-Price Lunch

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Percent	35.2%	36.7%	29.2%	30.6%	29.0%
Number	133	135	113	122	90
Definition | More Data |					

(5) Graduation Rate

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	0	0	0	0	0

Definition | More Data |

(6) Dropout Rate

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Total	0.0	0.0	0.0	0.0	0.0
Asian	0.0	0.0	0.0	0.0	0.0
Black	0.0	0.0	0.0	0.0	0.0
Hispanic	0.0	0.0	0.0	0.0	0.0
Indian	0.0	0.0	0.0	0.0	0.0
White	0.0	0.0	0.0	0.0	0.0

Definition | More Data |

(7) Where Our Graduates Go

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Entering a 4yr. College/University	0.0	0.0	0.0	0.0	0.0
Entering a 2yr. College	0.0	0.0	0.0	0.0	0.0
Entering a Postsecondary (Technical) Institution	0.0	0.0	0.0	0.0	0.0

Definition | More Data |

(8) Placement Rates for Career-Technical Education Students

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	.	.	.	.	.
Definition | More Data |					

(9) Staffing Ratios

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Students to classroom teachers	16	17	17	17	15
Students to administrators	373	249	259	263	210
Definition | More Data |					

(10) Certification Status of Teachers

HALLSVILLE MIDDLE	2004	2005	2006	2007	2008
Teachers with Regular Certificates	85.7%	97.0%	100.0%	97.1%	91.2%
Temporary or Special Assignment Certificates	14.3%	3.0%	0.0%	2.9%	8.8%
Substitute, Expired or No Certificate	0.0%	0.0%	0.0%	0.0%	0.0%
Classes Taught by Highly Qualified Teachers	100.0%	97.6%	100.0%	100.0%	96.0%
Definition | More Data | Source: MO DESE Educator Certification System					

(11) Years of Experience of Professional Staff

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	11.2	10.0	11.2	11.9	10.9
Definition | More Data |					

(12) Professional Staff with Advanced Degrees

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE	42.3	53.9	60.8	72.7	65.2
Definition | More Data |					

(13) Average Teacher Salaries

Missouri	2004	2005	2006	2007	2008
Average Regular Term Salary	$35,321	$36,488	$37,636	$38,214	$39,066
Average Total Salary	$36,835	$38,103	$39,280	$39,786	$40,676
HALLSVILLE MIDDLE	**2004**	**2005**	**2006**	**2007**	**2008**
Average Regular Term Salary	$33,205	$33,820	$35,475	$37,154	$37,794
Average Total Salary	$35,601	$36,134	$38,280	$40,347	$41,396
Definition | More Data |					

(14) Average Administrator Salaries

	2004	2005	2006	2007	2008

Missouri	$65,204	$67,335	$69,724	$71,279	$72,889
HALLSVILLE MIDDLE	$55,000	$56,056	$58,529	$60,869	$63,864
Definition | More Data |					

(15)Missouri Assessment Program (MAP) Results

Note: This is a summary of the MAP data. Click on "More Data" for complete information.

HALLSVILLE R-IV									
Content Area	**Grade Level**	**Year**	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	2006	.	.	.	.	.	.	.
Communication Arts	03	2007	.	.	.	.	.	.	.
Communication Arts	03	2008	.	.	.	.	.	.	.
Communication Arts	04	2006	.	.	.	.	.	.	.
Communication Arts	04	2007	.	.	.	.	.	.	.
Communication Arts	04	2008	.	.	.	.	.	.	.
Communication Arts	05	2006	112	108	3.6	12	43.5	30.6	13.9

Communication Arts	05	2007	99	99	0	7.1	39.4	39.4	14.1
Communication Arts	05	2008	.	.	.	.	.	.	.
Communication Arts	06	2006	75	74	1.3	2.7	41.9	41.9	13.5
Communication Arts	06	2007	124	124	0	14.5	44.4	31.5	9.7
Communication Arts	06	2008	102	102	0	6.9	40.2	42.2	10.8
Communication Arts	07	2006	93	91	2.2	26.4	40.7	22	11
Communication Arts	07	2007	85	85	0	14.1	40	32.9	12.9
Communication Arts	07	2008	125	125	0	13.6	40	29.6	16.8
Communication Arts	08	2006	111	111	0	9	45	34.2	11.7
Communication Arts	08	2007	103	103	0	17.5	53.4	15.5	13.6
Communication Arts	08	2008	79	79	0	0	34.2	46.8	19
Communication Arts	11	2006	.	.	.	.	.	.	.
Communication	11	2007	.	.	.	.	.	.	.

Arts									
Communication Arts	11	2008	.	.	.	.	.	.	.
Mathematics	03	2006	.	.	.	.	.	.	.
Mathematics	03	2007	.	.	.	.	.	.	.
Mathematics	03	2008	.	.	.	.	.	.	.
Mathematics	04	2006	.	.	.	.	.	.	.
Mathematics	04	2007	.	.	.	.	.	.	.
Mathematics	04	2008	.	.	.	.	.	.	.
Mathematics	05	2006	112	111	0.9	9.9	55.9	28.8	5.4
Mathematics	05	2007	99	99	0	5.1	41.4	41.4	12.1
Mathematics	05	2008	.	.	.	.	.	.	.
Mathematics	06	2006	75	74	1.3	5.4	50	37.8	6.8
Mathematics	06	2007	124	124	0	12.1	54	29	4.8
Mathematics	06	2008	102	102	0	4.9	50	34.3	10.8
Mathematics	07	2006	93	93	0	26.9	34.4	26.9	11.8
Mathematics	07	2007	85	85	0	10.6	37.6	37.6	14.1
Mathematics	07	2008	125	125	0	15.2	38.4	32	14.4
Mathematics	08	2006	111	111	0	16.2	43.2	34.2	6.3
Mathematics	08	2007	103	103	0	34	35	17.5	13.6

Mathematics	08	2008	79	79	0	10.1	46.8	22.8	20.3
Mathematics	10	2006	.	.	.	.	.	.	.
Mathematics	10	2007	.	.	.	.	.	.	.
Mathematics	10	2008	.	.	.	.	.	.	.
Science	05	2008	.	.	.	.	.	.	.
Science	08	2008	79	79	0	19	35.4	41.8	3.8
Science	11	2008	.	.	.	.	.	.	.
District Data |Definition | More Data | Disaggregate Data | Source: Missouri Assessment Program (MAP)									

(16) ACT Results

	2004	2005	2006	2007	2008
HALLSVILLE MIDDLE					
Number of Graduates Taking the ACT	.	.	.	.	.
Percent of Graduates Taking the ACT	. %	. %	. %	. %	. %
Composite ACT Score	.	.	.	.	.
Definition | More Data | Source: ACT					

(17) Disciplinary Actions

HALLSVILLE MIDDLE	2008
Suspensions of 10 or More Consecutive Days (number | rate)	9| 2.9

Expulsions (number | rate)	0| 0.0
Definition | More Data |	

NCLB -- Adequate Yearly Progress

2008 HALLSVILLE MIDDLE	Groups*	Met	DISTRICT	Groups*	Met	STATE	Groups*	Met
Communication Arts	4	3	Communication Arts	5	3	Communication Arts	10	5
Mathematics	4	3	Mathematics	4	2	Mathematics	10	5

		SCHOOL		DISTRICT		STATE	
Overall Status		**2007**	**2008**	**2007**	**2008**	**2007**	**2008**
Communication Arts Status		**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**
Mathematics Status		**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**	**Not Met**
COMMUNICATION ARTS		**2007**	**2008**	**2007**	**2008**	**2007**	**2008**
Annual Proficiency Target		**42.9**	**51.0**	**42.9**	**51.0**	**42.9**	**51.0**
School Total (All Kids)	PROF	43.5 * Y	54.3 * Y	42.2 * CI	54.3 * Y	44.4 * Y	45.7 * G
	LND/PR	0	0	0	0	0.2	0.2
Asian/Pacific Isl.	PROF	50 --	0 --	50 --	0 --	55.5* Y	57.3* Y
	LND/PR	0	0	0	0	0.1	0

Black	PROF	25 --	41.7 --	19.2 --	41.7 --	22.8 * NP	24.0 * NP
	LND/PR	0	0	0	0	0.3	0.3
Hispanic	PROF	50 --	0 --	50 --	0 --	31.4* NP	32.5* NP
	LND/PR	0	0	0	0	0.2	0.1
American Indian	PROF	50 --	100 --	.	.	40.7* CI	42.3* G
	LND/PR	0	0	.	.	0.2	0.3
White	PROF	44.2 * Y	54.7 * Y	43 * Y	54.7 * Y	49.8 * Y	51.1 * Y
	LND/PR	0	0	0	0	0.2	0.1
Other/Non-Response	PROF	.	.	.	.	25.3* NP	52.7* Y
	LND/PR	.	.	.	.	1.4	3.2
F/R Lunch	PROF	27.9 * NP	36.1 * S	29 * NP	36.1 * S	29.9 * NP	31.6 * NP
	LND/PR	0	0	0	0	0.2	0.2
IEP	PROF	15.1 * S	15.2 * NP	13.3 * NP	15.2 * NP	17.2* NP	19.2 * NP
	LND/PR	0	0	0	0	0.3	0.4
LEP	PROF	0 --	.	0 --	.	20.8* NP	27.0* NP
	LND/PR	0	.	0	.	0.1	0.1

		SCHOOL		DISTRICT		STATE	
MATHEMATICS		**2007**	**2008**	**2007**	**2008**	**2007**	**2008**
Annual Proficiency Target		**35.8**	**45.0**	**35.8**	**45.0**	**35.8**	**45.0**
School Total (All Kids)	PROF	42.5 * Y	46.1 * Y	44.8 * Y	46.1 * Y	44.9 * Y	46.7 * Y
	LND/PR	0	0	0	0	0.2	0.2
Asian/Pacific Isl.	PROF	100 --	0 --	100 --	0 --	62.3* Y	64.8* Y
	LND/PR	0	0	0	0	0.1	0.1
Black	PROF	18.8 --	11.8 --	18.5 --	11.8 --	20.1 * NP	21.2 * NP
	LND/PR	0	0	0	0	0.4	0.3
Hispanic	PROF	0 --	25 --	50 --	25 --	32.3* NP	34.4* NP
	LND/PR	0	0	0	0	0.1	0.2
American Indian	PROF	0 --	100 --	.	.	39.3* Y	41.8* G
	LND/PR	0	0	.	.	0.2	0.2
White	PROF	43.1 * Y	46.7 * Y	45.9 * Y	46.7 * Y	51.0 * Y	52.8 * Y
	LND/PR	0	0	0	0	0.2	0.2
Other/Non-Response	PROF	.	.	.	.	19.9 * NP	58.9 * Y

	LND/PR	.	.	.	.	1.3	3.2
F/R Lunch	PROF	22.5 * NP	30.1 * SC	28.5 * CI	30.1 * SC	30.2 * NP	31.8 * NP
	LND/PR	0	0	0	0	0.3	0.3
IEP	PROF	9.4 * NP	6.1 * NP	12.2 * NP	6.1 * NP	20.7 * NP	22.8 * NP
	LND/PR	0	0	0	0	0.4	0.4
LEP	PROF	.	.	.	.	23.2 * NP	32.0 * NP
	LND/PR	.	.	.	.	0.2	0.1
		SCHOOL		**DISTRICT**		**STATE**	
ADDITIONAL INDICATOR		**2007**	**2008**	**2007**	**2008**	**2007**	**2008**
Attendance Rate		93.5	94.2	95.5 * M	94.8 *	94.7 Met	94.0 Met
Graduation Rate		84.7	93.5	84.7 * NM	0 *	85.9 Met	85.0 Met
Full AYP Report and foot notes							

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