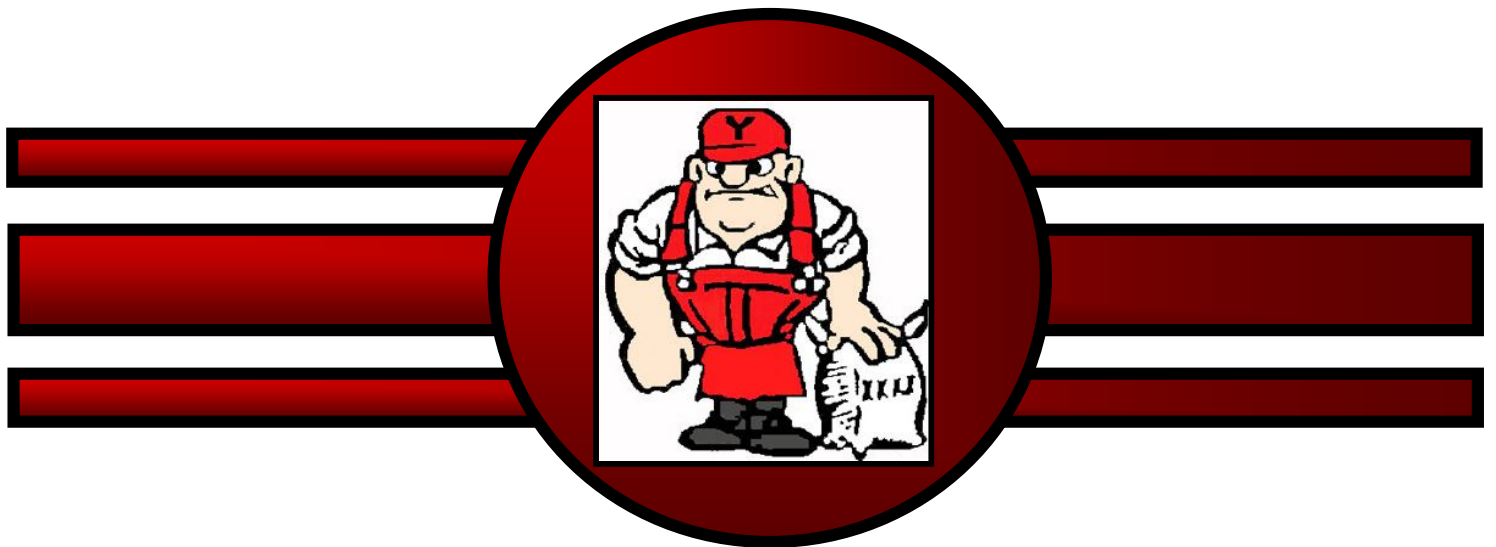


Yukon Public Schools



“Dynamic Opportunities for the Global Workforce”

District Technology Plan 2010-2013

Updated May 2010

Yukon Public Schools

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Opportunities for district input were provided to all faculty and staff members through the means of collaboration on wikispaces, meetings, and individual discussions. Collaboration results and discussion data have been included within this document.

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Yukon Public Schools

District Technology Plan 2010-2013

Preface

Introduction

This plan conveys our vision of technology, and our Pre-K-12 instructional goals as they relate to the International Society for Technology in Education Standards known as NETS. Through this plan, we will provide equitable access to the use of technology to enable students to become ready for the global workforce. Technology in this context includes Hardware, Software, Infrastructure, Pedagogy and Practice. These components are designed and implemented to enhance our district's thirteen stated strategies, for improving academic achievement and teacher effectiveness. These goals are as follows: steps to increase accessibility; promotion of curricula and teaching that integrate technology; professional development; technology types and costs; coordination with other resources; integration of technology with curricula and instruction; innovative delivery strategies; parental involvement; collaboration with adult literacy services providers; accountability measures; and supporting resources.

Need and Opportunity

Yukon Schools' educational system must prepare students for their future in the global workforce. Internationally renowned speaker, filmmaker, and author, Marco Torres, refers to the Internet as a stage on which digital media content is and will continue to be published for a global audience. In a society that is continuing to leverage technology to collaborate, connect, communicate and publish, it is vital that we prepare our students for that global stage.

Technology has changed the very fabric of today's society. It has driven change in such areas as global communications, economics, the arts, politics, and environmental issues. Education must analyze the changing fiber of today's society and weave the reality of the information age into the educational system.

Technology is vital to a learner's academic success. Proficient usage is key to enabling them to obtain the greatest opportunities in a global society. It is critical for students to be able to work creatively and collaboratively, through innovation and communication, using problem-solving techniques. In addition, technology allows us to extend learning outside the classroom walls providing a world of depth and richness to reach children of all learning modalities. Technology can also be utilized to improve efficiency in the management and assessment realms of education. This is especially important as teachers use performance-based assessment to improve the students' learning. The power of technology allows easy tracking of student work, enabling teachers to develop and maintain individual learning profiles for all learners.

Our changing society and workplace demand citizens who can take responsibility for their own learning and well-being. Educational reforms, which can develop these citizens, are dependent on the adequate and appropriate infusion of technology to support the education system.

Our Technology Vision

We believe students need to be able to use a wide variety of technology systems to enhance their future success as students and employees. It is imperative for all students to have access to information via technology as a basis for lifelong learning. It is essential for all learners, including educators, to process and manage information through the skillful use of technology.

“Dynamic Opportunities for the Global Workforce.” It is our mission to empower students to realize dynamic opportunities, through the utilization for technology, in preparation for the global workforce. Our educational model is one where learners regularly collaborate, mix, remix and create digital media through the access of digital information, to extend their learning beyond the traditional school day, preparing them for the global stage. We strive for a one to one environment (laptop, mobile device, and /or connectivity), where every student and teacher has wireless computing devices. Schools and libraries are the community-learning hubs offering public wireless and wired connectivity and professional development opportunities. The educational environment encourages learners to spend time in real world, problem/inquiry-based and project-based learning.

Skillful use of technology supports the development of process skill such as flexibility, adaptability, critical thinking, problem solving, and collaboration. All of these are essential to success in our rapidly changing information age. Technology systems and sound pedagogical processes are integrated into the curriculum to support the Priority Academic Student Skills (PASS) standards. As a foundational reasoning for our stated vision, we utilize the National Educational Technology Standards (NETS) for Administrators, Teachers, and Students as developed and established through the International Society for Technology in Education (ISTE).

The NETS will best be supported by strong classroom pedagogy such as Multiple Intelligences as proposed by Howard Gardner, Differentiated Instruction by Rick Wormelli, Understanding by Design by Wiggins & McTighe, Professional Learning Communities/Networks by Richard DuFour, Instructional Design by Clark & Gagne, Partnership of 21st Century skills and Bloom’s Taxonomy (2001).

Technology maximizes productivity and efficiency and enables schools to better prepare students for the future learning. Networked technology systems permit efficient and effective communications within and outside the district. In summation, our schools must assist students in becoming lifelong learners and prepare them for today’s workplace and the workplace of the future.

Yukon Public Schools

District Technology Plan 2010-2013

The thirteen components provided in this document are requirements mandated by the United States Department of Education. The thirteen components are in conjunction with and mandatory for districts that receive Title II, Part D monies. Therefore, the components are included for this three-year technology plan update.

1. Strategies for Improving Academic Achievement and Teacher Effectiveness

Available educational technology funds will be used to improve the academic achievement, including technology literacy, of all students attending Yukon Schools and to improve the capacity of all teachers in Yukon Schools to integrate technology effectively into curriculum and instruction.

We use data driven integration to improve technology literacy and the capacity of teachers to use technology. A district wide needs assessments, as well as district wide test results, aids in us determining the areas of need. Our procurements with Title II, Part D, grant monies, district and federal will continue to be base on our results of our district needs assessment, our strategic plan and academic needs. These funds will be used to purchase additional technology resources to improve the educators' capacity to integrate technology effectively into curriculum and instruction.

In addition, professional development is being used to help our teachers be as effective as possible in using NETS and technology systems to improve academic achievement. Professional development will continue to focus on pedagogy and practice, as outlined in our vision. With a clear integrated connection of the utilization of new computers/laptops, interactive whiteboards, teacher web sites, multimedia tools, and other new technologies for teachers and students. Stakeholders will be given several opportunities for personal growth and learning in order to become more effective with the use of technology.

We are developing emerging cohort groups through the development of a Professional Learning Network (NING) to help teachers and staff members collaborate around topic areas, such as Apple laptops, SMARTBoards, TeacherWeb, PowerSchool, and more. We support the Lead Integration Technology Educator (LITE) program that is designed to develop leaders in these areas to act as mentors and advisors to others in the district.

We are currently integrating this component in the following ways:

Writing, Language, and Spelling:

- webbing
- concept mapping
- Inspirations, Compass Learning/Odyssey
- handheld devices, such as iPods on carts
- Microsoft Word 2003 and Excel 2003
- Type to Learn software
- Accelerated Writer software

Math:

- Databases, Microsoft Access 2003
- Spreadsheets/graphs, Microsoft Excel 2003
- Encore Math

Early Literacy:

- Reader Rabbit software
- STAR Accelerated Reader
- STAR Early Literacy
- Jump Start software
- Fluent Reader software
- Reading Blaster software
- Study Island
- Sirs Discover
- Library Media Database
- BEAR software
- CARS software
- Read 180

Algebra I and Science:

- use of technologies provided by textbook companies
- Credit recovery and remediation software in middle school and high school computer labs
- Internet resources

Other Subjects:

- Keyquest software
- Music Ace software
- Click and Learn software
- textbooks online
- Skillsbank software
- Curriculum Mapper for core subject alignment

District Level/Administrative:

- PowerSchool
- spreadsheets
- databases
- The WAVE and SIF
- PowerSchool Parent Portal
- PowerTeacher

Site Improvement Goals:

- involve teachers
- data analysis
- incorporate technology to meet needs
-

Use of technology to support different learning styles:

- Microsoft Power Point 2003
- online manipulatives, Internet research, and business simulations
- SMART Boards, wireless slates, and projectors
- Discovery Video Streaming
- content-based software,
- digital sounds, images, text, speech, audio visual aids
- Synchroeyes by SMART Technologies
- sound amplifiers in classrooms
- document cameras
- Marco Polo and other PASS based online resources
- teacher created websites

Site Level:

- building software support personnel and trainers housed in each school site
- support from all administrative staff in encouragement of teacher grants and workshop participation

Professional Development:

- Workshops, conferences, training available as needed
- electronic record keeping system for Professional Development
- Online collaboration through our Ning
- Wiki and Blog spaces on Apple server, training video

Schools Conditions:

- Internet-connected workstations
- presentation computers, TV, DVD/VCRs
- projectors/screens
- SMART Boards
- all purpose computer labs
- DVD/VCRs
- Scanners
- Responders
- Text book software
- Test generators

Teacher Evaluation Tool:

- use of technology as a classroom management tool
- use of technology as a instructional tool
- varies software and hardware assessment rubrics and online surveys

2. Goals

The following goals are adapted from the National Educational Standards (NETS) for educational technology and aligned with challenging State standards, focusing on advanced technology to improve academic achievement, and ensure students become technologically literate by the end of the 8th Grade. The goals promote effective reflects the values and vision of the district to foster the effective use and implementation of integration of technology into on-going professional development and connect to resources and academic achievement and improvement.

A. The district and school sites will provide professional development in the area of technology integration in order to create a learning environment conducive to: Professional Growth and Leadership for teachers and Technology Operations and Concepts for students.

1. We will offer training sessions during Professional Days, online and after hours.
2. We will use Title II, Part A, Title II, Part D and district professional development monies to fund the sessions.
3. We will offer training based on teacher needs, input, surveys, and test scores.
4. We will offer wikis, blogs, and Moodle for posting of Professional Development Resources for further growth.

B. The district and school sites will provide ways to implement the age appropriate progression of Digital-Age Work/Learning Experiences & Assessments.

1. We will educate the district on the ISTE NETS standards/performance indicators and PASS standards.
2. We will provide training to assist the teachers with teaching the objectives.
3. We will include at least one technology enhanced lesson into classroom lesson plans per semester in addition to daily/weekly visits to the computer lab.
4. We will make observations and personal assessments of the progression of the objectives during class time.

C. Students will have access to and be trained to use the computer programs and hardware to strengthen skill development.

1. We will support the utilization of technology for each class/student instruction for the use of differentiated instruction.
2. We will ensure the all students and teachers have open access to computers, either in the classrooms or in the computer labs at all times.
3. We will provide needed training and support on any software to ensure proper usage.
4. Teachers will participate in on-going, online collaborative sessions based on the use of various software programs and classroom integration. These sessions will provide opportunities for teachers to share about different strategies and methods of delivery.

D. Students will be familiar with and utilize the basic components of office productivity software by the end of the 8th grade.

1. Elementary students will be taught varying skills at each grade level within their scheduled computer lab time. Skills at each grade level will be determined using the Objectives for Integrating Technology into the Curriculum.
2. Students, by the end of the 6th grade, will be taught basic skills through Keyboarding

software.

3. Students, by the end of the 7th grade, will develop PowerPoint/Keynote presentations and become familiar with the basic elements of PowerPoint/Keynote. Students will continue to expand their text editor skills.
4. Students in the 8th grade will improve office productivity skills as well as develop Excel/Numbers Skills in relationship to Math and other subject areas.
5. We will utilize various online training systems to assist with growth in this area.
6. Students will be expected to show examples of the skills through presentations and assignments.

E. The district and school sites will provide opportunities to enhance Research, Information Literacy and Digital Citizenship.

1. We will educate the district on the standards/performance indicators of The Big 6, NETS and Digital Citizenship.
2. We will provide training to assist the teachers with teaching the objectives.
3. We will make formative assessments to gauge the impact of these initiatives.

F. Staff and students will access online/web 2.0 classroom collaboration and communication tools, to enhance student creativity, innovation and learning.

1. This environment will support a paperless work environment.
2. Teacher, committee and group websites will support communication.
3. Teachers will create and maintain a website to support their subject area.

3. Steps to Increase Accessibility

We will take steps to ensure that all students and teachers have increased access to technology. We will use educational technology funds to help students in our Title I schools, Myers Elementary, Shedeck Elementary, Central Elementary, and Ranchwood Elementary, to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Currently, all of our schools have at least one computer lab consisting of 30 computers. The computer labs are equipped with an array of software for student use. The software titles are outlined in component one (1. Strategies for Improving Academic Achievement and Teacher Effectiveness) of this document. Also, every classroom is equipped with at least one classroom computer, TV/VCR/DVD, AVerkey/projector, and Internet access. All students regardless of gender, socioeconomic status, race, ethnicity, and special needs have access to these technologies through scheduled computer lab sessions or individualized classroom use.

During each bond issue, funds for new hardware are requested in order to replace aging computers and other technologies. As the new hardware is purchased to replace existing computers in the labs and classrooms, the existing computers will be moved to the classrooms. This will increase the current student to computer ratio* at all of our schools, including our Title I schools. Thus, the additional equipment will increase student access to online content and networked software. Additional computers in the classrooms will also assist in meeting the needs of the tactile and visual learners in our classrooms. These additions will allow for teachers to have more access to the high quality content that we have available in our district.

In regards to software that is available to our students, we make every effort to provide updated networked software that will meet the needs of all students.

Future considerations and accomplishments in this area:

- A. Computer labs need to have flexible scheduling plans to aid in the individual use by students to increase accessibility.**
- B. All teachers need to have access to a mobile computing device at all times. This need is outlined in our projected bond issue requested located on the 10-Year Plan for Technology Bond Issues located in the appendix of this document.**
- C. Expansion of SMART Boards in our district. We will take advantage of any available funding and grants that become available for this need.**
- D. Future bond funds will be designated to purchase iPod Touch mobile labs for use in early childhood Title I schools.**
- E. We are using available funding for hand-held devices, laptops, wireless Internet access points, wireless slates, mobile labs and projectors in the future. As resources and information become available, future exploration is favorable.**
- F. Future aspirations include the possibility of a 1:1 computer/student high school environment.**

Computer to Student and Computer to Teacher Ratios:

*Our student to computer ratios varies from school to school. The ratio ranges from 5 students to 1 computer to 16 students to 1 computer.

*Our teacher to computer ratios is one teacher to one computer, with the high school students currently having an Apple MacBook in their possession, as well.

4. Promotion of Curricula and Teaching that Integrate Technology

We will promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement. District technology leaders will participate in activities, organizations, workshops, and conferences that will enhance leadership direction in the area of technology integration. As a result, various topics, ideas, and new technologies will be shared with all faculty and staff as it pertains to their subject matter and area of expertise.

- Students, teachers, support staff, and administrators need consistently reliable access to a variety of sources of information through LAN and wireless access points.
- All classrooms and support spaces within the school must be fully connected to the internet as well as district resources available on the network.
- In addition to reliable network support, a systematic method for collaborating on curricular issues is needed to house and organize calendars, standards and objectives, lesson plans, instructional resources and assessment data. These systems are commonly referred to as Content/Learning Management Systems.
- Technical support will be provided by the Information Technology Department in conjunction with other technically skilled teachers and personnel (i.e. LITE educators, librarians).

- The school district and individual school sites will purchase software necessary to meet the learning needs of all.
- Technology will be used to help facilitate communication between teachers, students, and parents by enabling parents to monitor student progress (i.e. ParentConnect, School Center, PowerSchool, and district email).
- The school district will continue to offer peer-taught or expert led workshops and training that encourage teachers to employ technology as a tool to enhance student learning. Participants should gain strategies on how to integrate available technology into content areas.
- Workshops and training should be held periodically, where grade level/subject area teachers collaborate to create instructional lessons/units that integrate technology. These units would support the teaching of PASS as well as integrating digital citizenship into the curriculum.
- Each site will use digital video clips to supplement classroom instruction. Sources are available (such as Discovery Education Streaming) which align to particular content standards in most subjects. It would be beneficial for each grade level to have a SMARTboard, video projector and speakers available to them for frequent use. With the availability of equipment, more multimedia resources could be used to support the varied learning styles of our students.
- Assessment plays a crucial role in planning and monitoring effective instruction and learning. Technology is a perfect tool for frequent and meaningful assessment of student progress. Knowledge of a wide variety of tools will enable teachers to implement data-driven instruction.
- Diagnostic prescriptive programs provide opportunities for extension or remediation of student learning. The key is the ability of the teacher to integrate the skills and objectives covered in the program with the regular classroom instruction.

Our plan is found in action by the utilization of an online Profession Learning Network (NING) for teacher communications, file sharing, and information delivery. We are advancing in the development of Content Management Systems (Moodle and Wiki), which will provide for self-directed professional development training video storage and delivery.

In conjunction with our New Teacher Induction, all of the teachers new to our district receive training in the use of PowerTeacher, and GroupWise. Also, additional training for new teachers is provided throughout the school year. Some of the subject matter during these sessions includes designing presentations, graphs, and teacher websites. In addition to using multimedia tools, interactive SMART Boards, and learning about Web 2.0/3.0 resources. As a result, the participants are able to use their newly acquired abilities in the integration of technology into the curriculum.

This training highlights the ways to develop skills that prepare students for the twenty-first century, such as information literacy, problem solving, communication, and collaboration. Technology should be used in every classroom to encourage inquiry-based learning and ultimately to make students intrinsically motivated learners.

Future considerations and accomplishments in this area:

A. We continue to provide more workshops and summer training for teachers. Also, discussion about offering additional training throughout the year will take place among the district technology and district professional development committees annually such as Discovery Education Streaming, Smart Boards, PowerSchool, TeacherWeb, and Apple Software and Laptops.

B. We will continue the advancement of the exploration of Moodle and Wiki integration, which will provide for self-directed professional development training video storage and delivery.

C. We would like to take greater effort to inform teachers about online tools and software that is currently available to them. In the future, information will be shared via e-mail, faculty meetings, and district newsletters to inform all users.

D. Administrators and teachers would like to work cooperatively with grade-level/subject-level team members in selecting materials, technologies, and strategies that support their curriculum. Support through the District Technology Committee and District Professional Development Committee will be provided to assist teachers in this area.

5. Professional Development

We will provide ongoing, sustained professional development for teachers, principals, administrators, and library media personnel to further the effective use of technology in the classroom or library media center.

The emphasis on teacher and student training will continue with offered opportunities throughout the 2010-2013 school years. During our Professional Development Days each year, time will be dedicated to technology training. During the 2006- 2007 school year, technology training was added as an annual requirement for Professional Development.

Along with Professional Development opportunities, our Curriculum Technology Director will continue to personally provide or arrange for group and individual instruction for teachers as the needs arise. Teachers will be able to receive training on specific pieces of software that are particular to their curriculum. Also, continued training on Microsoft applications, Apple applications, or other similar software titles will be available on a scheduled basis.

Our district will continue to utilize the teacher-trainer cadre that has already been established. Knowledgeable teachers at each site have been trained and designated as trainers for their faculty. These teacher-trainers will be available for group and individual training as needed.

As part of our New Teacher Induction Program, training will be made available to all teachers new to our district this school year. Our new employees will receive training on software as needed and have the opportunity to discover uses for the Microsoft applications, Apple applications, SMART Boards, the Internet, the digital camera, the scanner, and other new technologies.

Ongoing training will continue to be available for Compass Learning/Odyssey, PowerSchool, PowerTeacher, United Streaming, SMART Boards, Apple Laptops, and Learnkey. Sessions will be available after-school, during the school day, and on Professional Development Days.

Teachers and students will be able to utilize Global Compliance online training tool to learn more about all of the Microsoft/Apple products, basic computer use, and Internet skills. We hope to be able to continue this training opportunity annually.

We recognize the importance of providing on-going, project based, and inquiry based training for our educators and staff. We are making great strides in this area. We will continue to utilize emerging processes and strategies for effective professional development delivery. To this end, we have integrated a "small group" learning approach at many of schools. Teachers are encouraged to work in core groups of 4 or 5, with a knowledgeable teacher as the lead trainer. Also, some of schools are incorporating focus groups that meet regularly for continued discussion and investigation.

The professional development that is provided will be aligned to district test results, information resulting from our annual Title II, Part A and Title II, Part D surveys, and teacher/administrator input. The knowledge of new available technologies will be key in making decisions on our workshop offerings. In addition, available funding will be used to send teachers to local conferences and workshops for needed training.

Title II, Part A, Professional Development Monies

During the 2010 - 2013 school years, a portion of the Federal Title II monies will be used for professional development training in the area of technology. Every year, a district wide survey is provided for the purpose of gathering information about training needs in the district. A portion of the Title II, Part A monies will be used for Technology training for our teachers new to the district. The training focus will be for the purpose of integration of technology into the instructional setting. Similar training sessions will be made available to our new teachers each year. In addition, portions of the Title II, Part A monies will be used to allow teachers to attend local training sessions, workshops, and conferences.

Title II, Part D, Technology and Professional Development Monies

During the 2010-2013 school years, a portion of the Federal Title II, Part D monies will be used for professional development training in the area of technology and the purchase of software, hardware, and any new, needed technologies. Every year, a district wide survey is provided for the purpose of gathering information about technology needs in the district.

Future considerations and accomplishments in this area:

A. We would like to develop a rubric or assessment for structuring Professional Development for Technology based on teachers' skill levels, correlated to NETS.

6. Technology Type and Cost

We have included an estimated annual budget of the type and costs of technology to be acquired with educational technology funds, including provisions for interoperability of components.

2010-2013 District Technology Estimated Annual Budget

Monies Designated – General Fund

Software	\$15,000
Hardware	\$260,000
Supplies- ink cartridge, cables, diskettes, toner	\$15,000
Annual Software Support	
PowerSchool	\$24,000
Follett - Destiny	\$14,970.78
Local Phone Service –district portion*	
Cox Communications	\$7,452
AT&T	\$12,401

Long Distance Phone Service – district portion*

AT&T	\$432
Cox Communications	\$2,160

Internet Access – district portion	
One Net	\$12,420

Wide Area Network – district portion	
Cox Communications	\$91,800

Total from General Fund	<u>\$457,135.78</u>
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Monies Designated – Title II, Part A Professional Development

Professional Development for Technology	\$20,000.00
Hardware and/or software for training	10,000.00

Total from Title II, Part A Professional Development	<u>\$30,000.00</u>
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Monies Designated – Title II, Part D Technology and Professional Development

Professional Development	\$5,951.44
Hardware and/or Software	\$4,270.18

Total from Title II, Part D Technology and Professional Development	<u>\$10,221.62</u>
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Total Budgeted Technology Expenditure for District	<u><u>\$497,357.39</u></u>
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7. Coordination with Other Resources

We will coordinate activities funded through technology programs with technology-related activities supported with funds from other sources.

We utilize other funding sources for the purchase of technology related materials and hardware. Many items are purchased with monies designated from the general funds to the individual sites for building purchases. Our school sites utilize funding donated by their Parent/Teacher organizations for purchases of technology related items. Also, some technology items are acquired with textbook monies during textbook adoptions when technologies are on the selection list. For an example, during the science textbook adoption, some of our teachers have selected projectors for their classrooms. Plus, we have teachers who are seeking out different grant options in efforts to purchase more technology equipment for their classrooms.

We use bond issue monies for technology purchases. We have developed a 10-year plan for technology-related request for bond issue purchases. The 10-year plan for technology is included in the appendix of this document.

Examples of purchases made with other funding:

Parent/Teacher Organizations:

- Study Island online software
- United Streaming

- Accelerated Reader
- STAR
- sound amplifiers for classrooms
- printers, ink cartridges, and toner

Building/General Monies:

- Teacherweb.com
- United Streaming
- televisions and VCR-DVD players
- peripherals

Textbook Adoption Options:

- projectors
- Math Test Generators
- software CD's

Bond Issue Funding:

- computers and monitors
- phone system
- network switches, routers, cabling
- servers

8. Integration of Technology with Curricula and Instruction

The Information Technology Department along with other district stakeholders will work to integrate technology including software and electronically delivered learning materials into curricula and instruction, and utilize a timeline for integration.

The use of instructional technology within the curriculum matter has reached a new high in our district. With the increase of training over the past years and the greater awareness placed on the integration of technology as a tool to be used within the curriculum, teachers are discovering the effectiveness this media brings to classroom assignments, activities, and initial instruction.

Through shared information, training sessions, conferences, and individual discussions, teachers are discovering how to use productivity and creativity applications, various other software titles, Internet resources, and hardware peripherals to teach curriculum content. The increasing use of technologies provides for a greater variety of student activities, demonstrations, and projects. Students are discovering the benefits of using electronic sources of information, the power of using computer generated software, and simplicity of using computers for the completion of assignments.

In using the Internet alone, students are availed to more information about classroom subject matter than any single school library could contain within its four walls. Students are able to view movie clips of scientific experiments and processes. On the Internet, students can take electronic field trips to places around the world without leaving their classrooms.

Teachers are using Internet resources to introduce and expound on subject matter. Lesson plans on every subject in the curriculum can be found on numerous websites. Teachers are able to copy and use available reproducibles to enhance their lessons.

Various selected pieces of software are used throughout our schools to enhance instruction and practice skills. Teachers are discovering ways to use curriculum based third-

party software to introduce skills, encourage practice of those skills, and to provide opportunities for students to work in groups to accomplish tasks.

Currently, we are engaged in exploring different avenues of funding for the purchases of SMART Boards for our schools. We can recognize the importance of this technology and the benefit it provides in meeting the needs of all types of learners. We utilize all available monies for the purchase of SMART Boards and projectors. Our goal is to make this technology available to all interested teachers.

Future plans for providing for a greater immersion of technology into instruction include continued development and circulation of ideas, methods, and activities that will promote the desired outcome. Also, the sharing of ideas at faculty meetings and workshops will continue to be encouraged. In addition, teachers will be provided opportunities to discover uses of technology with visitation and offered events in the area.

The timeline for integration is a consistent one being made up of day-to-day functions in our district. We strive to meet these goals annually, monthly, weekly, and daily. Integration is dependent on the need, funding available, time for implementation, development of new technologies, and creative thought.

9. Innovative Delivery Strategies

We will explore the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology. We encourage students to take advantage of courses available in our area, such as courses offered at Canadian Valley Technology Center. Due to Yukon's geographical location to the Oklahoma City metropolitan area, Canadian Valley Technology Center, and Redlands College in El Reno, it has been determined that distance learning is not a need in Yukon at this time. However, there are some excellent online courses available via Internet that we are utilizing for faculty and students.

With emerging use of video conferencing cameras and software, such as Skype, our students will be able to video conference with other classrooms around the world. In addition, teachers will be able to collaborate with experts during training sessions.

Future considerations or accomplishments in this area:

A. We are beginning to use podcasting for faculty and student use. We recognize the relevance of the video format for professional development purposes and for student instructional delivery. Currently, we are utilizing a local cable channel to broadcast news related items in our district.

B. We will further explore the use of video conferencing in conjunction with software, such as Skype for distance learning and collaboration.

10. Parental Involvement

We will use technology effectively to promote parental involvement and increase communication with parents.

We have a great online communication tool for parents through PowerParent. PowerParent is our online system that enables parents to log in via the Internet for receiving information concerning their student's attendance, grades, schedules, course history, demographic information, and more. Parents are made aware of this system via our district website, parent meetings, and school mailers. At the time of receiving registration information,

parents are given instructions for using this online tool. In addition, we have support personnel available to help parents with their needs in regard to PowerParent.

The Community Education Program in our district offers community classes in the area of technology use. The courses are available every semester by registration through the Community Education office. The classes are open to all parents and patrons that would like to participate.

In Yukon, we have a public library with computers available to the public. We encourage parents without computers to utilize those available at the library. Parents can access PowerParent, our district website, and teacher websites via the Internet. The public service ensures that all parents can have access to our online information.

Our teachers utilize the technology available to them in their classrooms during "Parent Night" and "Open House". These events expose the parents to the types of activities their students are participating in while at school. Also, at certain schools, students participate in technology clubs and after-school activities involving technology. Parents are invited to participate in events connected with these activities.

We utilize SchoolMessenger for parent notifications via telephone for important messages generated from our schools. SchoolMessenger is a parent notification system that integrates with PowerSchool and other applications to generate call lists and is both hosted (ASP) and premise-based (CommSuite), we will utilize both. On a daily bases CommSuite will be used for attendance, notifying parents of unexcused student absences via automated phone calls. In addition to attendance, the system will be used to notify parents about school activities in our district including parent teacher conferences and other events. At times it may even be used to notify district staff of school closings and other important items.

We have also implemented a "high tech" visitor security system as each site called Fast Pass. Upon entrance to each school site, visitors are asked to show their identification and receive a printed badge that is to be worn throughout their school visit. This security system is also effective in checking the sexual predator lists for security purposes.

11. Collaboration with Adult Literacy Service Providers

We have programs in place that help to bridge the gap between schools and the community. The programs provide opportunities for collaboration which is not limited to adult literacy, but is a broad spectrum of ways the community works together for the benefit of our students.

Primarily the program that provides for the greatest opportunity to meet the needs of adult literacy in our area is our Yukon Community Education program. Each semester, Community Education offers classes in all areas of learning. The classes include technology literacy, Spanish, sign language, organizational skills, and computers for the senior generation.

Another excellent program we have established is the School Community Council. During organization meetings, parents and community representatives are told of projects and activities taking place in our schools. In addition parents are taught the uses of our on-line parent communication tool, PowerParent. Also, attendees have opportunities to witness ways in which technology is being used in our schools.

Our district works very closely with the Yukon Chamber of Commerce. The Chamber of Commerce is very supportive of our schools. They offer assistance to our schools and to our community, therefore helping to bridge the gap between our schools and community.

We have several program committees in our district that serve to involve the community. The committees range from the Smaller Learning Communities committee, Yukon Drug Coalition, and the Yukon Curriculum Council.

The Mabel C. Fry Library in Yukon provides classes for any adults in our community seeking aid in obtaining their G.E.D. The library also provides computers for community and

patron use. The school district refers any patrons inquiring about G.E.D.'s and computer use to the Mabel C. Fry Library.

12. Accountability Measures

There are processes and accountability measures that we use to evaluate the extent to which activities funded with "Technology" funds are effective in integrating technology into curricula and instruction. The results are an increase in the ability of teachers to teach, therefore enabling students to reach challenging state academic standards.

Surveys, investigations, meetings, and inquiries are used at the site level in order to identify site needs, teachers' level of performance, level of technology integration, students' involvement, and school focus. An annual requirement has been added to the district Professional Development piece to insure that teachers receive technology training every school year. Also, two criteria for using technology appear on the district teacher evaluation tool.

During the next three years, the district will continue to use various measurements to identify progress and specific goals. The results will be used to determine redirection, establishment of new goals, or confirmation in chosen paths. Any new needs or changes will be stated in revisions and updates made within this document. The district is committed to make every effort to provide for continual growth in the area of technology integration within the curriculum and the communication of the needs surrounding its progress.

13. Supporting Resources

A description of the supporting resources, such as services, software, other electronically delivered learning materials, TeacherWeb and print resources that will be acquired to ensure successful and effective uses of technology.

A. No Child Left Behind

We have included the five indicators outlined in the No Child Left Behind Act as a supporting resource. Along with many other avenues, we will use technology to help meet the requirements provided in the act.

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

We will provide Professional Development opportunities in the area of technology for teachers in the areas of reading/language arts and mathematics.

2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

We will provide Professional Development opportunities in the area of technology for all teachers working with limited English proficient students. We have software within the district that will be used to assist with this requirement.

3. All students will be taught by highly qualified teachers. This goal has already been met in school year 2004-2005.

Our teachers will continue to have opportunities to further their professional development in the area of technology. Training and support will be provided for our teachers to assure a greater degree of integration of technology within the classroom. Plus, technologies will be

used when available and necessary to assist teachers with certification to meet the “Highly Qualified Teachers” requirement.

4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Various software, internet information, and other technologies will be used to assist students with their continued learning in this area.

5. All students will graduate from high school.

We will continue to offer technology courses that will encourage our students to pursue technology careers after graduation. This goal is enhanced by our “Small Learning Communities” grant that has been initiated at our High School 11/12 and High School 9/10

B. Priority Academic Student Skills standards for the State of Oklahoma

We will strive to uphold and provide instruction that specially relates to standards outlined in our state PASS standards. The standards specially designed for technology have been included in the appendix of this document.

C. NETs Student Competencies

Student grade-level, technology competencies (NETs) originally identified by ISTE (International Society of Technology Education) have been referred to in this document. The student competencies should be taken into consideration for integration of technology within the curriculum. Teachers are encouraged to use the competencies as a guide to ensure growth from year to year. The NETs can be viewed at:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

D. NETs Teacher Competencies

Teacher technology competencies (NETs) originally identified by ISTE (International Society of Technology Education) have been referred to in this document. The teacher competencies should be taken into consideration for integration of technology within the curriculum. Teachers are encouraged to use the competencies as a guide to ensure growth from year to year. The NETs can be viewed at:

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

E. NETs Administrator Competencies

Administrator technology competencies (NETs) originally identified by ISTE (International Society of Technology Education) have been referred to in this document. The administrator competencies should be taken into consideration for integration of technology within the curriculum. Teachers are encouraged to use the competencies as a guide to ensure growth from year to year. The NETs can be viewed at:

http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS_for_Administrators_2009.htm

E-Rate Planning

1. Goals and Strategies for Using Telecommunications and Information Technology

E-Rate funding has helped us provide district technology needs that may have been more difficult to obtain otherwise. Our goal is to promote the development of an advanced telecommunications and information infrastructure to efficiently serve the needs of our students, staff and patrons as well as provide the tools and training necessary to make successful use of the technology that is available.

2. Professional Development Strategies

The district will provide for professional development needs that should arise through the purchases of any E-rate related systems or software. We will use teacher and principal input and types of purchases to determine the training strategies. Training for faculty and staff will be held during Professional Days and after hours. We will use participant evaluation forms and additional requests for training to determine the need for additional training.

3. Assessment of Telecommunications Services, Hardware, Software, and Other Services Needed

An assessment is made every year to determine the various needs for telecommunications throughout the district. Assessments made by the technology department and through questionnaires, group discussions, and similar inquiries will continually be made to determine that current technologies are sufficiently meeting the requirements for which they are intended.

4. Budget Resources

The district has been participating in the E-Rate program for several years and has successfully received funding each year; here are the results from the last three years of filing. During the 2007-2008 school year or year 10 of E-Rate, Yukon received \$126,844.00 in discounts for Telecommunications services and Internet access. For the 2008-2009 school year or year 11 of E-Rate Yukon has received \$156,054.52 in discounts for Telecommunications services and Internet access. For the 2009-2010 school year or year 12 of E-Rate Yukon has received \$200,575.32 in discounts for Telecommunications services and Internet access.

Below is a detailed list of services requested for funding year 13 of the E-rate program.

2010-2011

We have requested and the USAC has approved a funding commitment totaling \$154,812.37 for year 13. The discounts will be used in the following areas.

Telecommunications

\$15,684.37 Local Telephone Service, Long Distance Service.

\$123,948.00 Local Telephone Service, Long Distance Service, Digital transmission lines.

Internet Access

\$15,180.00 Internet provider – access for Wide-Area-Network

5. Ongoing Evaluation Process

Periodic evaluations are made to determine the various needs for telecommunications throughout the district. A networked based PBX phone system and surrounding services, Wide-Area-Network services, Local-Area-Network services Internet services, local, long distance, and cellular phone services make up our telecommunications within the district. All of the listed services are partially funded through discounts provided by participating in the E-rate program. Every year maintenance and yearly E-rate applications will be made for all of the current telecommunications. Any new needs that should arise within this area will be identified and provided for as funds become available.

Bond Issue 10-Year Plan for Technology

Technology Ten Year Plan

1-3 years:

Smart Boards (300+) for classrooms - **\$600,000**

Classroom Projectors and Multimedia screens – Ceiling mounted w/electrically operated screens – **\$3,000.00** per room

Palm Pilots (upgrade/replacement) - **\$10,000**

Stand-alone software for extra computers in classrooms (400 classrooms @ \$100 each) - **\$40,000**

Teacher Website Software/Internet Support System - **\$20,000.00**

Annual Purchase of United Streaming (\$1,500/school) - \$15,000 x 3 years = **\$45,000**

Cisco Video Server/s – Digitize media and provide to faculty, students and parents from any location (E.g. training videos, movies, lessons etc.) – **\$100,000.00**

Turnitin.com for the High School (online software allowing students to do assignments and hand work in via the Internet) - **\$5,000**

Keyboarding Software for Middle Schools – (computer labs) - **\$50,000**

Library Software – Replace Library Software w/Latest Web Based software - **\$150,000.00**

Digital video cameras for all sites - **\$10,000.00**

3 -Year Computer Replacement/Rotation – Labs, Offices, Classrooms, Libraries, Food Service - **\$2,000,000.00**

Monies for purchasing new servers as needed - **\$200,000.00**

Generator/s for maintaining servers when there are power outages - **\$150,000.00**

Cisco switches behind the Cisco Edge Equipment at each site - **\$650,000.00**

Technology related equipment for Athletics – (e.g. digital cameras, Video Equip) - **\$150,000.00**

DVR Security Camera systems on all Buses - **\$2,000.00 each Bus**

Classroom Document Cameras - **\$400,000.00**

Camera Security DVR systems – Net workable, Camera's located inside and outside of all district school sites - **\$500,00.00**

Replace all Color DeskJet Printers with Economical Monochrome LaserJet Printers - **\$100,000.00**

Centralized Color LaserJet's at all district sites to compensate for not having Color DeskJet printers – **\$60,000.00**

4-7 years:

Computer Lab Software Upgrade - **\$800,000**

Curriculum/Testing Management Software (New Purchase) - **\$50,000**

Annual Purchase of United Streaming (\$1,500/school) - \$15,000 x 3 years = **\$45,000**

Keyboarding Software for Elementary Schools – (computer labs) - **\$70,000**

Digital cameras for sites (new and replacements) - **\$8,000.00**

Technology Facility & Training Center – Larger area for Technology Department, 1 to 2 Training labs, Data Center, Technology Storage Warehouse - **\$1,000,000.00**

Mobile Laptop Labs (two per secondary, one for each elementary) – **\$60,000.00 each lab**

Teacher Laptops - **\$450,000.00**

Incorporate Cisco Wireless Networks beginning at the High School, Middle then Elementary – **\$150,000.00 per site**

Site Card Security Entry and Identification System

New data cabling around the district and removing the old cabling - **\$300,000.00**
Parent Notification System –Upgrades or replacement of current system. - **\$150,000.00**

7-10 years

*Student Management/Attendance Software System (upgrade/replacement) - **\$65,000**

*PowerSchool type software - **\$10,000**

Annual Purchase of United Streaming (\$1,500/school) - \$15,000 x 3 years = **\$45,000**

Additional Computer Labs for growing schools (allow more time for students in computer labs) –
\$45,000.00

Microsoft Office Upgrades on all computers - **\$160,000.00**

Individual student electronic key/card- GPS devices that would indicate in real time if a student was riding on a bus or not – **Could be incorporated with the Bus GPS tracking system**

*In progress, Summer 2009