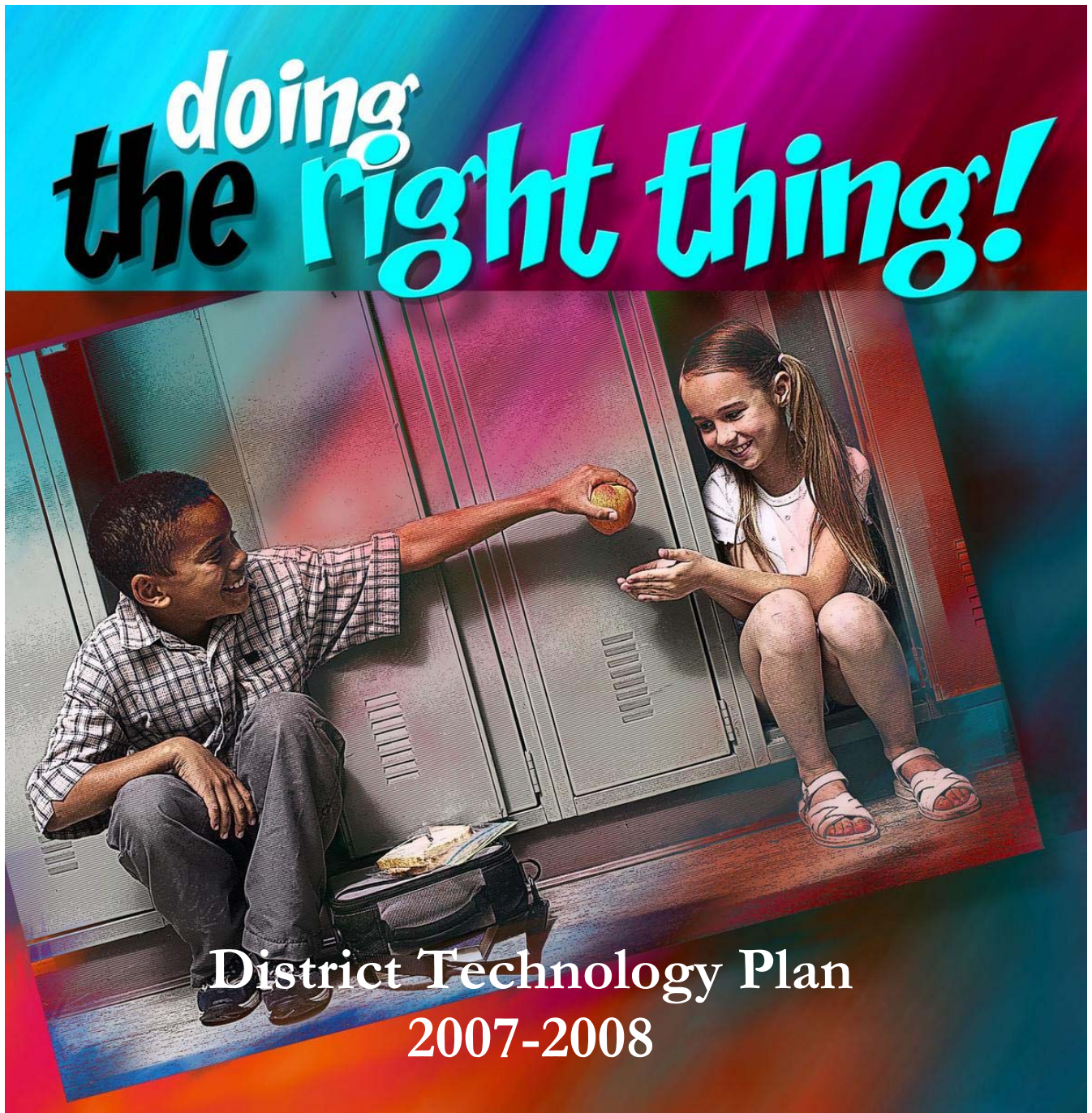


Midwest City—Del City Public Schools



William Scoggan, Superintendent of Schools

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Section 1: Strategies for Improving Academic Achievement and Teacher Effectiveness

Mid-Del Schools envisions and plans for technology implementations that address five basic areas:

1. Student achievement centered programs
2. Adequate teacher training and implementation follow through
3. Supportive of Anytime / Anywhere learning
4. Increased broadband access
5. Integrated systems that increase productivity and decrease redundancy

This is a documentation of long-term strategies for improvement of achievement through effective use of technology in classrooms and through improving the capacity of teachers to integrate technology effectively into curricula and instruction.

Mid-Del schools utilize a variety of strategies that integrate technology to improve student achievement. The hallmark of Mid-Del implementations is that no technology is implemented for technology's sake. Although we are on the cutting edge of educational technology, all implementation is the result of careful consideration and identification of specific academic achievement goals. It must help children learn.

Mid-Del Schools also includes a strong professional development component with every implementation. In addition to the application training, ongoing support is provided through onsite mentors called STEP Educators. This ongoing support is essential to continuous improvement in the integration efforts necessary to support and maintain student learning.

The list of strategies that follows encapsulates the current approach for the district. A number of the strategies have been in place for several years. There are also several

projects still in the implementation phase. This is a testament to the vigilance of the district to provide the best solution for the strategy. Although the list is not exhaustive, it does represent the major district wide programs currently in use.

Strategy	Application/Program	Implementation
Student Accounting	SASI	1998
Child Nutrition tracking	Horizon	2003
Integration training and Mentoring	STEP Educator Program	2003
Teacher Technical Support	CORE and SIC technicians	2003
Individualized Tutor lead remediation	Read Naturally	2004
Reading Assessment	SRI	2004
Algebra I instruction	Algebra's Cool T-3 Graphing Calculators	2005
Alternative Curriculum	A+	2005
Distance Learning	Polycom	2005
Science Reasoning	Vernier Probes	2005
Technology Literacy (Teacher)	STEP Educator Program	2005
Community Awareness/Parent Contact	School Center Web Authoring	2006
Diagnostic/Prescriptive Computer Aided Instruction	Destination Reading and Math 3-6	2006
Formative Assessment	Edusoft	2006
Individualized Education Program Documentation	SEAS	2006
Large Group Instruction	SmartBoards	2006
Multimedia Content on Demand	United Streaming	2006
Online Instructional Materials	Pod Squad Podcasting Project	2006
Online Professional Development	Atomic Learning	2006
Student Transportation tracking	VersaTrans	2006
Teacher Appraisal	TAS / PDA pilot	2006
Library Media Management	Follett Destiny	2007
Technology Literacy (Student)	Middle School Computers/AP Computer Science	2007

Section 2: Goals

The following goals are adapted from the National Educational Standards (NETS) for educational technology. They have been modified from the teacher version to reflect a district approach. The revision reflects the values and vision of the district to supply a cohesive unified approach to the implementation and utilization of technology.

I. Provide a sound platform of relevant technology that balances powerful features with ease of use for the end user so that teachers can demonstrate a sound understanding of technology use and concepts that integrate technology into the curriculum.

II. Provide technology environments that are conducive to teachers designing effective learning experiences for students.

III. Provide technology tools that are ubiquitous and integral to teaching and learning, not simply supplementary or extraneous.

IV. Provide technology solutions that increase the amount of data from evaluation and assessment available to administrators, teachers, parents and students to support effective decision-making processes.

V. Provide technology tools to increase teacher quality by enhancing productivity and professional practice.

VI. Provide an environment where the social, ethical, legal, and human issues surrounding the use of technology in PreK–12 schools are understood and human rights are valued.

Section 3: Steps to Increase Accessibility

The use of the limited funds available in the Enhancing Education through Technology (EETT) budget does help all schools, but especially those high need, high poverty schools by equalizing efforts across the district for technology integration. The district has a three step approach to implementing technology integration.

Procurement of educational technology can be complicated because of multiple sets of rules and procedures. The list below is intended in the spirit of clarity, but in no way reflects all the policies and procedures that must be followed due to district, state and federal guidelines. The hope is that if the general nature of the process becomes widely known, district personnel will better utilize the process to increase accessibility to needed educational technology.

- Needs assessments is performed as a process to determine why, who, how, when and where technology can be used.
- Resources are identified to meet specific educational goals.
- The approval process is what initiates the implementation of the resources.
- A bid process can be utilized according to specific rules, but requires well documented specifications for the resources desired.
- District financial procedures determined by board policy must be followed.
- Installation is planned and executed by a combination of district personnel and vendor personnel as described in the bid specifications.
- The resource becomes operational when the stakeholders accept delivery of the resource.

Training follows the standard practices outlined below:

- Instructional design

- Instructional materials development
- Initial exposure
- Additional resources
- Follow up meetings
- Classroom mentoring
- Monitoring

Post implementation evaluation is used to determine the effectiveness of how, when and where the technology is being used.

- Product evaluation
- End user assessments

Educational Technology funds are utilized in all three phases, but the focus of the funds' use is in the professional development components. Training is the crucial component to any technology implementation. Without adequate training, access to even the most fundamental technology is limited. The more comfortable a teacher is with using technology, the more likely they are to implement the program in their classroom. High need schools are prioritized and the focus of additional support and resources when necessary. Mid-Del Schools is in the process of adding additional training staff to assist with improving the implementation of the professional development plan outlined in section 5.

- Technical support will be provided by the Technology Coordinator in conjunction with other technically savvy teachers and personnel (ie. STEP educators, librarians, CORE Techs).
- The school district and individual school sites will purchase software necessary to meet the learning needs of all students.
- Technology will be used to help facilitate communication between teachers, students, and parents by enabling parents to monitor student progress (ie. ParentConnect, School Center, IG Pro, district email).
- The school district will continue to offer workshops and training that encourage teachers to employ technology as a tool to enhance student learning. These workshops should be peer taught by those members of the district and surrounding educational community who possess fluency with the varying technology topics. The goal of each workshop is for each participant to leave with strategies on how to integrate technology into content areas. Workshops and training should be held at least once each school year, where teachers in related grade levels/subjects collaborate to create instructional lessons/units that integrate technology and support the teaching of PASS.
- Each site will use digital video clips to supplement classroom instruction. Sources are available (such as United Streaming) which align to particular content standards in most subjects. It would be beneficial for each grade level to have a 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 teaching and learning. Technology is a perfect tool for frequent and meaningful assessment of student progress. Teachers should be knowledgeable in a wide variety of tools like Edusoft, SRI, various tools for teacher assessments and frameworks for shared common assessments.
- Diagnostic prescriptive programs provide opportunities for students to either extend learning or remediate areas where they are lacking. The key to the effective use of any diagnostic prescriptive program like Destination Reading or Math is the ability of the teacher to integrate the skills and objectives covered in the program with the regular classroom instruction.
- Distance Learning is historically technology only utilized by teachers and students in remote locations. The increase in access to Internet has sparked a revolution of independent learning by anyone wherever they are.

Technology improves student performance when the application directly supports the curriculum standards being assessed (CARET 2002). Research and evaluation show that technology can enable the development of critical thinking skills when students use technology presentation and communication tools to present, publish, and share results of projects (ISTE 2002). Commitment to technology infusion can translate to higher test scores. Schools that use technological tools to provide frequent corrective feedback to students motivates them to remain cognitively engaged. When technology is infused with thematic and interdisciplinary projects, students acquire some of the prerequisite skills required for workforce preparedness. Promoting the integration of technology and curriculum prepares life long learners in a technology driven society.

Section 5: Professional Development

The Mid-Del School system believes that research-based, results-driven professional development opportunities for staff are essential in order to improve teaching and learning. The goal of professional development is to accelerate student learning. Building instructional capacity through on-going, job-embedded professional development that is aligned with student performance goals is vital to Mid-Del Schools.

Teachers

Mid-Del Schools utilizes a district based technology trainer to assist classroom teachers with achieving these goals. The duties of the district based trainer revolve around planning, organizing and delivering training for employees throughout the district. This role also includes collaboration with teachers and administrators on the implementation of new technology initiatives to ensure a successful utilization with the students. The trainer also assists with the development and execution of the district technology plan, as well as helping sites identify technology solutions for consolidated improvement plans, ensuring that plans for the successful implementation occur. In a general way, the trainer serves as a liaison to the teachers to ensure good communication and understanding.

Mid-Del Schools approaches technology training through the train the trainer model. Individual sites have STEP (Sharing Technological Educational Practices) Educators. These teachers receive special training and assistance from the district based trainer. These teachers in cooperation with the site principal are responsible for the implementation of all instructional technology initiatives at the school site. The first goal of every STEP Educator is to assist the staff in meeting all the technology literacy certifications.

Mid-Del Schools has identified three levels of technology literacy. These three levels were based on very specific vocabulary and performance objectives and in the translation to a certification system ignored the process and application of the concepts. Users typically

obtained level III certification, but were no more inclined to utilize technology in their job function than they did before. The new approach is to award certification based on a portfolio that captures actual examples of real classroom experiences.

Rather than following the previous criteria for demonstrating that proficiency, Mid-Del Schools adopts the International Society for Technology in Education (ISTE) Standards known as NETS (National Educational Technology Standards) for Teachers and Administrators. The latest version of NETS can be found on the ISTE web site at <http://cnets.iste.org/index.shtml> and is in fact presently undergoing a revision. The current six goals being adopted by Mid-Del Schools are:

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

Section 4: Promotion of Curricula and Teaching That Integrate Technology

To function most effectively, schools must standardize methods of teaching that integrate technology into the curriculum. Schools must foster an environment in which teachers become proficient in utilizing technology to teach and reinforce PASS skills, thus enhancing higher order thinking skills among students. For this to happen, administrators and teachers must be educated on the importance of utilizing technology as an essential tool in learning and teaching and participate in on-going professional development. The school district must focus on providing ongoing, high-quality professional development. The focus on professional development for all personnel that helps them effectively use technology as a tool to improve student achievement in all academic areas. This training should also provide 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 provide new means of instructional delivery, encourage collaboration, increase communication, and to gain access to resources that will enhance the educational experience of each student.

The following items must be addressed in order for the school district and sites to be successful in the promotion of curricula and teaching that integrate technology:

- Students, teachers, support staff, and administrators need constant and reliable access to a variety of sources of information through LAN and wireless access points. All classrooms and support spaces within the school are fully connected to the internet and the school's server.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

New teachers in the district must demonstrate proficiency at level I competencies in the first 90 days of employment and level II competencies in the first year of employment. Under the NETS framework the first proficiency demonstration will be a portfolio presentation of goals 1 and 2 in the first 90 days and goals 3 and 4 before the end of the first year of employment. Teachers wishing to obtain level III technology literacy certification would add goals 5 and 6 to their portfolio.

Although the certification levels are only mandatory for new teachers in their first year of employment, all teachers are encouraged to maintain strong technology literacy and skills. As with anything else in life, technology skills deteriorate with disuse and technology is a field that quickly and consistently advances. Without a conscious effort, teachers can easily fall behind. A portfolio of practices based on the standards encourages the teacher to maintain skill and practices.

In relation to new implementations of technology, the STEP educator is to serve as a mentor following the successful initial training at the district level from the Instructional Technology Trainer or vendor training where appropriate.

Principals

Principals utilize classroom observations as the main source of data for evaluation procedures. Observing the total technology proficiency of an individual would require much

more time than a principal could devote to it. A portfolio becomes another source of data for the principal interested in the technology proficiency of his or her staff. Principals themselves can maintain a portfolio based on the NETS for Administrators:

NETS for Administrators

I. LEADERSHIP AND VISION.

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS.

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION.

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Support Staff

The support staff represents a critical group for the accomplishment of the district mission. These individuals demonstrate technological proficiency in many ways and in many cases are tasked with assisting the efforts of administrators who integrate technology into their workflow. As a result, these staff members are required to gain very specific

knowledge of any number of technological practices to complete their job function.

Generally speaking, goal 1 of NETS for Teachers applies to this group, but based on job function, each support person should have a portfolio of technological practices that matches his or her job function.

To facilitate the development and culture of technologically proficient teaching, the Instructional Technology Program will approach all professional development through the lens of the NETS. The explicit goal of all opportunities will be to develop evidence of one of the six goals for inclusion in the portfolio of practices.

Section 6: Technology Type and Costs

Title II D

The current technology environment of Mid-Del Schools supports a wide variety of technology types. The broad application of technology that crosses vendors and platforms is one of the many strengths of the district. The appropriate tool is selected for its utility and not out of a necessity to conform to a rigid standard. The funds for the Enhancing Education through Technology grant are appreciated, but extremely limited within the overall context of Mid-Del School's technology. Most of the funds are utilized to educate technical and administrative staff as well as classroom teachers through conference or training attendance. Some of the funds are utilized to support ongoing initiatives within the district. At this time, the funds are planned to support the Integrated Learning System and an online professional development calendar and registration system. The ILS is estimated to cost \$15,000 and the professional development registration system is estimated to cost \$10,000.

Current Technology Environment

The following concepts have been implemented and continue to be supported throughout the classrooms of Mid Del Schools.

- Software to support the reading strategies of fluency, comprehension, phonemic awareness, phonics and vocabulary are used throughout the district.
- The Reading Sufficiency Act provides tutors wireless laptops to work one-on-one with our students.
- All elementary sites have received training to implement the integration of technology with productivity and curriculum. Follow-up to this training is offered on a yearly basis.
- A select group of teachers, one per elementary site, have been trained to use a laptop for both teacher productivity and curriculum integration. These teachers serve as models for others.

- Mobile computer carts are being used at one high school for both math and science. Software to encourage the use of technology in science and math is being installed and training offered for teachers.
- Business labs at each high school provide a business environment with the opportunity to prepare students with current technology skills to use in post high school education or the work place.
- Special Services teachers are creating all IEPs electronically. Teachers will store their IEPs on a district server, create students IEP portfolios burned to DVD, and maintain all student records electronically.
- ESL teachers work with laptops as they travel from site to site working with our limited English students.
- Indian Education is providing tutoring, materials, software for math and reading, online software and computers for use with our Indian students.
- Two junior high sites have distance-learning equipment to encourage access to distance communication and classes for both students and teachers. Video conferencing is available at Mid-Del Technology Center. This allows students and/or staff members at separate locations to meet and be able to see and hear each other simultaneously.

Distance learning approaches include:

1. Technology courses for students located at sending schools.
2. Adult training and development courses broadcast to or received from other technology centers.
3. Customized training for businesses.
4. Technical updates from industry for various occupational areas.
5. Higher education academics courses for students enrolled under cooperative agreements.
6. College credit courses for instructors and community members.

Title II supports training of instructional staff during evening and summer classes using our Professional Development Center training lab. The use of wireless laptops is increasing for

both teacher productivity and student access. Media Centers are used as core units to support research and the teaching of information literacy skills.

Connectivity

All buildings are interconnected for voice, data, video, and security services provided through Erate monies for WAN/LAN connectivity.

- The WAN providing connectivity among district sites will be maintained.
- LANs at each site will be maintained.
- AC power in district buildings will be upgraded to accommodate emerging technology.
- All sites are connected utilizing fiber at 100 Mb with plans to upgrade to 1Gb phased in over the next 5 years.
- Each site has 100 Mb connection within the building.
- Each classroom has a minimum of 4 Internet connections.

Equipment

Plans for the use and replacement of equipment are:

- All libraries are automated for circulation, catalog, Internet and student /staff productivity and continued replacement will be monitored.
- High schools have for group and peer instruction use (a) a writing lab, (b) a math/science lab, (c) a business lab.
- All hardware used on district networks will meet specifications required by the district.
- Computers have been provided to all district teachers. Access includes:

Student attendance software

1. Grade book
 2. Internet access
 3. E-mail
- Junior highs have a computer lab with Internet access.

- Computer instructional upgrades with Internet access are being phased in at the elementary sites.
- Each certified and specific support staff personnel will have access to a networked computer workstation to enhance teaching, learning, productivity and classroom management.
- A maximum ratio of one computer to every three students will be reached by the school year 2007-2008.
- Evaluation of software and hardware will be done on an annual basis.
- District equipment will be evaluated for upgrading to meet emerging needs on a yearly basis.

Technology Services

The Local Area Network (LAN) has been upgraded from 10 Mb hub to 100 Mb switched network at each site.

The District is in compliance with the Children's Internet Protection Act (CIPA). The District held a public meeting in October 2001 and October 2002 to discuss and approve the Internet safety policy. A firewall to filter Internet access was in place by June 2002.

A district help desk allows calls and emails for needed support to be recorded and followed by tech support.

As computers are added for staff, training for every staff member is held onsite. A "Survival Notebook" containing directions for simple troubleshooting, is given to each staff member.

Site level tech support is provided as funds are available. Each high school has one SITE (Site Instructional Technology Expert) Tech. The Middle schools are serviced by

three SITE Techs among the five sites. The seventeen elementary sites are serviced by (8.5) eight and one-half CORE (Cadre of Resource Educators) Techs.

The district level support is serviced by computer support technicians, district help desk support technician, and district network technicians.

E-Rate Services

Telecommunication Services:

The district utilizes the telecommunication services (phone, pager, Internet access, cellular) for service to as well as access for library media centers and classroom instruction. The detail of these services is reflected in the E-rate application. As a result of E-rate funding for the Internet access provider and leased cable lines for thw WAN/LAN, more students have the ability to access the Internet for instructional purposes. Additionally, the district has funded more computers and printers for the classroom through local money and bond issues. Limited use of distance learning equipment now exists at two junior highs.

For the E-rate application, telecommunication service funding will be requested for phone service, cellular service, Internet access provider and Internet access through leased cable lines (WAN/LAN) for the network.

Internal Connections/Other Services:

The needs of the district for internal connections become greater with each year. E-rate funding has significantly improved the sites that were eligible for the higher discounts for basic maintenance to ensure continued normal operation of servers and switches, routers, and cabling. Support through maintenance is vitally important in that these sites have a higher need and demand for the use of technology.

The district is working toward the goal of providing more wireless capability to support wireless connectivity from any classroom in addition to the cabling that exists in

each classroom. E-rate funding would be a catalyst for more wireless technology in the district as a part of our instructional goals for greater student accessibility and use, demonstration of competencies in the use of technology, and increased academic performance.

For the E-rate Year 10 application, cabling, basic maintenance, telecommunications, Internet access, and student e-mail services are requested for funding.

SIF

Oklahoma state law (HB 1646, 2003 legislative session) requires school district compliance with the Schools Interoperability Framework (SIF) by 2005-06 school year. SIF enables district to send and receive individual student records to and from the State Department of Education (SDE) using XML standards and protocols.

For SIF vertical compliance, each student record will receive a state student ID number that is randomly generated by the SDE when the records are initially received from the district. The number assigned by the Wave will be sent back to the district on each student record and should be retained locally as long as educational services are provided to the student in the state of Oklahoma. It should be used in conjunction with local identification numbers.

Mid-Del Schools is working with each software vendor to ensure that SIF agents are developed for the software products. At this time, the following district owned products are SIF compliant and the agent has been implemented or is in the process of being implemented:

- Student Accounting Software System – SASI
- Transportation Software – VersaTrans

- Child Nutrition Services Software – Horizon
- Library Media Software – Follett
- Student Assessment Software – EduSoft

Wave

Oklahoma's state student information system is called "The Wave". The Wave is a customized and secure electronic student information system enabling data-driven decisions regarding the education of Oklahoma's future, our children.

The Wave is designed to provide accurate and comparable data at the district's fingertips and speed up the process of research and best practice initiatives. It will keep up with our mobile society and allow us to retain valuable information on students. Mid-Del Schools has implemented The Wave.

Student Tracking and Reporting (STAR) Pilot Program

The Student Tracking and Reporting (STAR) Pilot Program was created by the Oklahoma State Legislature to provide for the development and implementation of a horizontal school district and school site level student data management and reporting system based on the Schools Interoperability Framework (SIF) industry open-standard.

Mid-Del Schools applied for and was chosen as one of the 13 school districts that would receive a portion of the initial grant. Those funds were spent for improving the districts horizontal communication system that is already in place. Specifically, the funds were used to:

- Purchase a SIF compliant student benchmarking program
- Purchase the available SIF agent for the Horizon software program

- Purchase a SIF compliant Data Warehousing and Portal software program
- Training for district employees in managing new operating system software
- Consulting fees for implementing and managing the new software programs.

e-Rate Technology Goals

This plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.

The Mid-Del School District school improvement plan focuses on technology that supports the goals of “No Child Left Behind”. The five goals are:

NCLB Goals:

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

Technology Goal:

Teachers will use current technology as tools that encourage productive, effective, and professional instruction, as well as class management, and efficiency of assessment through online delivery.

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

Technology Goal:

Teachers will provide students, including those with special and exceptional needs, equal access to an appropriate and technologically enriched curriculum.

3. By 2005-2006, all students will be taught by highly qualified teachers.

Technology Goal:

All certified teachers and appropriate support personnel will receive high-quality professional development through the use of technology and in the use of technology integrated to curriculum.

4. All students will be educated in a safe, drug-free environment, conducive to learning.

Technology Goal:

Policies and procedures will continue to be implemented to protect students while using the Internet (i.e. Technology Use Policy, Security, CIPA Compliance and filtering requirements)

5. All students will graduate from high school. Technology Goal:

Effective software and on-line learning resources will be an integral part of each school's curriculum.

Strategies identified to reach these goals include:

1. Student Information System - Data Management Tools

- a. All have a computer on which the district student information management system has been installed that includes attendance, grade book, textbook inventory, assessment data, and parent communication. The district student information system is in SIF compliance with the Oklahoma State Department of Education.

- b. The district student information management system will enable teachers, counselors, and principals to track student achievement and adjust instruction more effectively to address individual needs.

- c. Special Services teachers are creating all IEPs electronically. Teachers will store their IEPs on a district server, create student IEP portfolios burned to a CD-ROM, and maintain all student records electronically.

2. Software

- a. Software to support the reading strategies of fluency, comprehension, phonemic awareness, phonics, and vocabulary are being used district wide.

ESL students are offered a variety of software to utilized by teachers as they travel from site to site working with our limited English-speaking students. Library Media Specialists will work with ESL staff to provide appropriate supplementary materials.

- b. Indian Education will continue to provide tutoring, materials, software for math and reading, online software, and computers for use with our Indian students.

- c. Each school Library Media Center shall have access to district funded on-line resources (i.e. Encyclopedias, reference data bases). The district WAN will connect all library media centers.

- d. Title I, Title IIa, Title IIc, Title III, RSA, Indian Education as well as district funds support the implementation and training of the above- mentioned areas.

3. Security

- a. Steps are in place to prevent unauthorized access (via the LAN) to student records, financial data, etc. Mid-Del Public Schools will take all available precautions to restrict access to controversial materials. Mid-Del is also in compliance with the Children's Internet Protection Act (CIPA). Policies and procedures have been established for:

1. District Technology Usage Policy
2. District Web Publishing Guidelines
3. Checkout of Equipment
4. Summer Load Policy for Faculty
5. Software Approval Procedures
6. District Copyright Policy

7. Donations/Gifts Policy

Security cameras and recording devices have been placed at all sites. All secondary sites have campus security accessible over the WAN

Specific telecommunications and information technologies funded by E-rate monies (i.e. access to the Internet, access to remote databases, distance learning, etc.) useful in helping reach these goals include:

1. Communication Tools

- a. Connectivity to the site LAN, district WAN, and Internet is maintained on all campuses. All buildings are interconnected for voice, data, video, and security services.
- b. Email: Through the use of the district email system, teachers can improve both communication among colleagues and parents, as well as enhance their ability to manage their professional activities.
- c. Limited use of distance-learning equipment is now available in two junior highs and the technology center. This allows students and/or staff members at separate locations to meet, see, and hear each other simultaneously. Distance learning approaches could include:
 2. Technology courses for students located at sending schools.
 3. Adult training and development courses broadcast to or received from other technology centers.
 4. Customized training for businesses.
 5. Technical updates from business and industry for various occupational areas.
 6. Higher education academic courses for students enrolled under cooperative agreements.

7. College credit courses for instructors and community members.
 - d. All but two schools now utilize the plexar phone system. Two high schools and the Tech Center use an automated phone dialing system for parent contact. All schools have an exclusive line for a fax machine. Voicemail is available to administrators, high school teachers, and certain support staff.
 - e. Student e-mail will provide access for student/teacher and student/student communication and school/homework as needed.
8. Instructional Equipment
 - a. All libraries are automated for circulation, card catalog, Internet and student/staff productivity, and continued replacement will be monitored.
 - b. All teachers have their own computers.
 - c. All high schools and junior highs have a computer lab with Internet access is funded by E-rate funds.
 - d. All certified and certain support staff have access to a networked computer workstation to enhance teaching, learning, productivity, and classroom management.
 - e. All elementary schools have computer labs and/or media labs. Each lab consists of high-speed multimedia workstations
 - f. Portable computer carts are used at one high school level for both math and science. Software to encourage the use of technology in science and math has been installed, with training offered for teachers. Mobile carts are used at 13 of the 17 elementary sites for cross curriculum support. The goal is to have mobile computer capability at all sites.

- g. Wireless laptops are available for teachers and individual tutors to work individually with students.
- h. Business labs at each high school provide a business environment with the opportunity to prepare students to use current technology skills in post-high school education or in the workplace.

Resources (i.e. trainers, selected curricular software, Internet access, links to subscribed data bases, etc.) to reach these goals for improved teaching and learning or improved library service include:

1. Technical Support

- a. Ongoing technical support will continue throughout the district. Every site will have a technology support group to assist in troubleshooting hardware and software issues.
- b. Technology Services is responsible for the repair and maintenance of equipment, assistance in technology training for district staff, and coordination of community involvement with district networks, training, and equipment.
- c. An Instructional Technology Coordinator will supervise the selection of educational software and initiate continual training in relation to productivity software and curriculum integration.
- d. Continue to provide “Help Desk” support.

2. Professional Development: Ongoing support/training will be provided for teachers and support staff in specific job classification through profession development.

3. Support of District Standardization: Technology coordinators will continue to assess the current infrastructure and identify each school's current and future needs.

Vision Statement

The following is a vision for the future of technology and the learning environment.

Access:

- Allow student access to a personal folder on the server reducing the need for external data storage.
- Allow appropriate teacher access to student folders to include portfolios.
- Provide both site and district intranet for commonly used documents and forms.
- Allow teacher access where appropriate to students' schedules and information through the student information system.
- Move toward a distance learning option where available.
- Provide interactive online capabilities for parents during the enrollment process.
- Provide dedicated access ports for personal laptop connectivity.

Compatibility and Control:

- Provide seamless use of technology from lab to lab and computer to computer.
- Create student ID logins accessible from anywhere on campus.
- Provide Internet access controlled by student ID logins.
- Provide servers for starting and maintaining computers and loading software.

Equipment Acquisition:

- Provide more projectors and computers for the classroom to utilize existing and emerging technologies to access research, people, customs, and locations worldwide.
- Provide additional electrical and network outlets and drops in classrooms.
- Provide available laptops for staff and student use during and beyond the school day, creating a technology infused learning environment.

- Continually evaluate new peripheral devices that aid technology integration.

General Goals:

- To establish a communication network which connects buildings, classrooms, and all levels of education.
- To improve the achievement level of all students as indicated by results on key district measures.
- To provide site level technology support especially for reading and math.
- To secure ongoing funding for our technology goals.
- To ensure the integration of technology into and across the curriculum.
- To build enduring parent-teacher-school partnerships through information links between home and school.
- To plan and implement a method to notify information services, student accounting, and instructional technology of the employment of new staff or the purposes of training and entry into needed data systems.

Following are immediate strategies to begin the process of meeting the vision as mentioned above.

- Connectivity to the site LAN, district WAN, and Internet will be maintained on all campuses. E-mail will be installed where equipment is available.
- Staff and students using the WAN for Internet and e-mail will follow the district ISP Board Policy.
- The Professional Development plan to:
 - include staff productivity applications
 - include the development of curriculum specific models for technology infusion to the classroom objectives.
 - provide clock time for teachers to be trained in applications as well as integration strategies.
 - provide time for all staff to be trained to improve performance at specific job positions.

A district technology team led by the Network Coordinator, Information Services Coordinator, and Instructional Coordinator will support the selection of software, hardware, installation, repair and training for district technology needs.

Benefits

As a result of the implementation of this plan, certified and non-certified staff members and students will:

- Use technology to manage time and tasks related to instructional planning and reporting.
- Integrate strategies to model real life scenarios, and problem solve using technology.
- Use technology in personally meaningful ways for their own development as independent learners.
- Access information from local and remote sources, exchange ideas, conduct research and communicate thoughts using technology.
- Appreciate the current and project the future impact of technology on their own lives and on society in general.
- Utilize global resources to perform classroom assignments.
- Use technology with ease and confidence.
- Receive technology support.

Technical Support

Without effective, timely technical support to the staff members the frustration of not being able to complete a function will lead to the same deficiencies as poorly timed professional development practices. The Mid-Del School District must provide access to technical support for equipment malfunctions as well as application assistance. In either equipment breakdowns or situations where the operator can't make the software complete the desired task, there is a delay in the completion of the job. If these situations aren't

resolved in a timely manner, a less efficient method will be found to complete the task or it remains incomplete. The follow are recommended:

- Technology Services has responsibility for the repair and maintenance of equipment, assisting technology training for district staff, and coordination of community involvement with district networks, training and equipment.
- An Instructional Technology Coordinator will supervise the selection of educational software and initiate continual training in relation to productivity software and curriculum integration.

More people need to be involved in troubleshooting problems. The district goal is to staff site and district level tech support when financially feasible. The role of the site tech is to solve minor difficulties with equipment and applications. One STEP Educator (Sharing Technologically Effective Practices) is assigned at each site as a contact and initiator of information and training for curriculum. This individual serves on a committee at the site to help make technology decisions. It is recommended that schools have one (1) STEP Educator for every fifty (50) certified staff members. A stipend is provided for STEP Educators at each site. The Mid-Del School District has established technical support procedures to encourage the continued use and development of technology skills in staff members and students.

Section 7: Coordination with other Resources

Mid-Del Schools' Curriculum and Instruction team has developed a system for each school to evaluate student achievement and to identify needs and goals leading to increased student achievement. This evaluation system results in a written Academic Performance Index (API) Plan for each school site, PreK-12.

The goals and needs assessment within the sites' API Plans, Professional Development Plans, and Title I Plans are the driving force behind instructional purchase decisions. Making these plans a viable document has given a common ground for all departments (Instruction, Curriculum, Finance, Grants, Technology) to collaborate to meet the identified needs.

The implementation of new technology has benefited greatly by having the District Goals guiding every decision. The Grants Department can identify from the site API Plans the technology needs and related staff development needs that may be met through grant funding. Likewise, the Finance Department and Curriculum and Instruction Departments work from the same API Plans to guide purchases and implement new technology using state and local funds.

Section 8: Integration of Technology with Curricula and Instruction

Mid-Del administration will continually work in collaboration with site principals and other certified staff to ensure optimum integration of technology with instruction.

Administration will work with principals, technology trainers, technical staff and STEP educators to maintain the accessibility of technology to teachers and students through professional development, maintenance of equipment and programs and regular updates.

Technology Programs and Equipment

Mid-Del Schools utilizes technology in most aspects of the educational process.

Teachers have access to programs that provide assessment data, programs that supplement the regular classroom instruction with diagnostic and prescriptive lessons and resources for instruction in multimedia format including full-motion video. Most of these programs are web-based and are updated continuously for as long as the district maintains the subscription. The software that is not web-based will be **evaluated** and updated every three years. Administration will verify whether the district's existing hardware is compatible with and has the ability to house any software being considered for adoption prior to purchase. Administration, the site principal, technology trainer, technical staff and STEP educator will monitor the implementation process and use of software. Instructional materials including software programs are selected based on specific educational needs addressed in the site API Plan.

Mid-Del Schools will continue to use the mobile laptop carts. Each teacher in the district will be receiving a computer for classroom use based on a planned replacement schedule. We will also be using the Brother Scanner to grade benchmark exams. The selection committee will be made up of each site's technology team to determine what the

needs of each school are. Administration, the site principal, technology trainer, technical staff and STEP educator will monitor the implementation process and use of hardware.

Personnel

School and district administrators will lead the implementation of technology programs and tools adopted by the district. The technology trainer will ensure that STEP educators receive the proper training on all technology programs and tools adopted by the district so they are able to properly train their faculties. School administrators will assist the STEP educators in planning and promoting professional development in technology for their faculties. School and district administrators will support the core-techs' efforts in keeping technology programs operable and available to the teachers. They will also provide support to the teachers in the integration of technology into instruction. In addition, administrators will hold each party accountable for their respective roles in implementing, maintaining and using technology through documentation during the personnel evaluation process.

Teachers will work with administrators and STEP educators to keep updated on relevant technological developments in the district and to integrate technology in instruction. They will also keep the core-techs informed of any technical difficulties they encounter when using technology. Teachers will be able to provide evidence to administrators of using each available technology tool in the classroom and are responsible for seeking any necessary training to assist them in this.

STEP educators will assist in the implementation of technology programs as well as provide an example of technology integration into instruction. STEP educators will provide any necessary technology training as advised by the district, while keeping records of teachers' attendance at scheduled training sessions and levels of mastery in technology.

STEP educators will also work with school and district administrators to provide the assistance and support teachers need when seeking to integrate technology into instruction.

Core-techs will be responsible for the installation and maintenance of the technology instruments and programs adopted by the district. They will work with the administrators and teachers to keep technology tools and programs operable and available for use. The various roles for the stakeholders are bulleted below.

Teachers

- Will demonstrate knowledge, skills and understanding of concepts related to technology
- Will plan and design learning opportunities that apply technology-enhanced instructional strategies
- Will implement and use technology to support learner-centered strategies that address the diverse needs of students.
- Will use technology resources in assessing student performance to improve instructional practice and maximize student learning
- Will use technology resources to engage in ongoing professional development and lifelong learning
- Will teach and model legal and ethical practice related to technology use
- Will facilitate equitable access to technology resources for all students

Student

The role of the student is to develop skills as stated in PASS skills that embed technology use in the everyday exercise of the curriculum. Students:

- Will ultimately be able to operate a computer system in order to use software efficiently and effectively
- Will be able to use technology for educational and personal use, including, but not limited to word processing, database, spreadsheet and/or graphics
- Will use computer-based resources and/or telecommunications to gather, synthesize and apply information into all curriculum areas
- Will demonstrate knowledge of computer usage for problem solving, data collection, information management, communications, presentations and/or decision-making utilizing legal and ethical principles

Information/Network Services

- Will coordinate and offer classes and online courses for district staff for the purpose of technology training
- Will coordinate community involvement with district networks, training and equipment
- Will develop a catalog of software to be used in the district and provide the necessary hardware and software
- Will have the responsibility for the repair and maintenance of the equipment
- Will provide funding for necessary hardware and software
- Will establish technical support procedures to encourage the continued use and development of technology skills in staff members and students

Instructional Technology Coordinator

- Will supervise the selection of educational software
- Will initiate continual training in relation to productivity software and curriculum integration
- Will supervise the technical side of online testing while working with the district test coordinator during state required testing

Instructional Technology Trainer

- Will develop training for technology implementations
- Will train all personnel necessary for successful implementations
- Will provide program evaluation for the district technology plan
- Will model instructional strategies that utilize effective technology practices

STEP Educator (Sharing Technologically Effective Practices)

- Will be a contact and initiator of information and training for curriculum
- Will work with administration to coordinate professional development technology training
- Will maintain the school web page
- Will provide examples of effective use of technology in instruction
- Will keep track of teachers' progress through the technology certification levels

- Will serve on a committee at the site to help make technology decisions

Technical support staff

- Will troubleshoot minor difficulties with equipment and applications
- Will load instructional software
- Will provide consistent monitoring and updates for instructional software
- Will provide assistance in setting up and utilizing technology in classroom settings
- Will maintain records of repairs and issues to assist site and district administrators in making data based decisions about the effectiveness of specific programs.

Timelines

Program Implementation

Although every implementation is unique, all projects follow a similar pattern to accomplish a successful conclusion. All technology projects, once initiated by a stakeholder, should follow an industry standard timeline for completion. Programs should be evaluated on a yearly basis utilizing a rubric developed in the planning stages of the implementation.

Certified Personnel:

Certified personnel will be responsible for participating in professional development in order to properly use all technology programs adopted by the district. Teachers will demonstrate proficiency through the use of a portfolio and classroom demonstration within the first year of employment as outlined in the accountability section of the technology plan.

Students:

By fifth grade, students will demonstrate knowledge of:

- Basic computer operations and concepts.
- Social, ethical, and human issues as well as basic issues related to responsible use of technology and information and the personal consequences of inappropriate use.

- Technology tools related to productivity, communication, research, problem-solving and decision-making.

By eighth grade, the students will have a deeper knowledge of the above-listed items that will allow them to demonstrate skills and produce artifacts that show evidence of having mastered the curriculum standards for instructional technology of their grade level.

By twelfth grade, the students will have a deeper knowledge of the above-listed items that will allow them to demonstrate skills and produce artifacts that show evidence of having mastered the curriculum standards for instructional technology of their grade level.

Section 9: Innovative Delivery Strategies

Mid-Del Schools encourages the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including web delivered or distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

In the summer of 2006 a group of teachers and administrators participated in a series of training events designed to teach teachers to create podcasts. The group known as the “Pod Squad” worked throughout the school year producing several episodes. The project is slated to expand in the 2007-2008 school year with more members and more expectations for online content. This effort is designed to make the classroom content available outside the classroom walls.

It is the goal of Mid-Del to reach all students by providing alternative options in servicing the wide variety of educational needs. During the 2007-2008 school year, members of the Mid-Del Technology Planning Committee will conduct research to determine the feasibility of providing online courses and other innovative delivery strategies for the students in the Mid-Del area. The committee will use the following methods to determine the feasibility:

- A needs assessment for online courses and other innovative delivery strategies will be conducted on the District website through a short survey. Literature will be sent to the students’ homes promoting the survey time frame. Press releases will be sent to the local media encouraging patrons to visit the website to complete the online survey. A focus group will be assembled to gather data in the assessment process.

This focus group will include parents, students, educators, administrators and community members.

In regards to Online Courses:

- Review the online services other school districts that are similar in size. We will contact Oklahoma City Public Schools, Virtual High Schools, and local technology centers. Colleges such as the University of Oklahoma and the University of Central Oklahoma will be contacted to pursue the option of contracting these services.
- Vendors will be contacted to entertain the option of contracting online services. The committee will determine if it is more beneficial to host the online courses outside of the District server.
- The committee will determine whether to develop/teach the online courses or to purchase the courses from outside sources. Staffing qualified personnel for the online courses will be determined through research of other Districts and Vendor services. The committee will determine a monitoring process for coursework and testing.
- Policies will need to be in place to cover the needs of this new program.

In regards to other Innovative Delivery Strategies:

- Research will be conducted to review the various methods to provide curricula to Mid-Del students.

It is important to note that the “Guide to Online High School Courses” developed by the National Education Association will be referenced for the online course planning process.

It is the belief of the technology planning committee that the following items are crucial in making the online courses effective in the Mid-Del School District.

Curriculum: The online curricular courses should be challenging, relevant, and aligned with appropriate national, state, and district standards for student learning.

Instructional Design: The online courses should be designed to take advantage of the online learning environment and support the development of the current learning skills.

Educator Quality: Educators should be skilled in the subject matter, learning theory, technologies, and teaching methods appropriate for the content area and the online environment.

Student Roles: The students should be actively engaged in the learning process and interact on a regular basis with the teacher and online classmates.

Assessment: The assessment should provide opportunities for students to reflect on their own learning and work quality during the course, and give students the opportunity to demonstrate mastery of the course content.

Management and Support Systems: The support systems should provide resources to teachers, students, and parents comparable to those provided by face-to-face courses, as well as special support necessitated by the unique circumstances of the online environment.

Technological Infrastructure: The technology behind the course should work reliably, simply and economically. Technical assistance should be available whenever needed by students or educators.

Professional development will be instrumental in the success of implementing the district's new technology. Support personnel, teachers, and administrators will need continual training to keep abreast of the technology available. Trainings will be scheduled for district personnel, secretaries, teachers, and administrators regarding the use of technology in the area of student information if deemed necessary. Assistance is available through our technology help desk at all times. The district's professional development committee will continue to address technological needs as they arise.

Assuming the findings are favorable for the online course offerings and other innovative delivery strategies, the implementation will begin summer of 2008 with courses becoming available during the 2008-2009 school year.

In addition to online content from outside providers, teachers in the Mid-Del Schools will extend their classrooms and programs beyond the school walls with increased utilization of the same innovative strategies required for effective online courses. Providing

instruction outside the regular classroom is a growing practice and will be an expectation in the connected world. Mid-Del Schools goal of continuous improvement requires that thought and planning for this eventuality take place. The first step in equipping teachers for innovative delivery is an integrated learning system (ILS). Funding issues and cost concerns eliminate options like Blackboard.com from consideration during an exploratory phase. One platform that has generated interest and is financially feasible is the open source solution Moodle. For relatively small expense, a platform can be set up to investigate and document the implementation of a district solution. The 2007-2008 school year will serve as a pilot year for the integrated leaning system (ILS).

Section 10: Parental Involvement

Mid-Del Public Schools will use technology to promote parental involvement and increase communication with parents through district websites, Podcasts, e-mail, and through the district's student accounting system which links directly to a secure website allowing parents access to their child's records. The promotion and use of this technology will help parents stay informed and involved in their children's education. With increased parental involvement, Mid-Del plans to see growth in student achievement.

In July 2006, the district purchased a new web page authoring system. This new web authoring system enables the district to post important information on-line for parents and community members. District web pages link patrons to all Mid-Del Schools and administrative offices. Currently, newsletters, event calendars, school curriculum, personnel, statistics, enrollment information, and specific school activity information can be found with the click of a button. In addition to day-to-day information, the district report card and each of the school's report cards are posted as is required by No Child Left Behind legislation. The parent involvement policy and the parent right to know policy are located on the district web site under the "Student Achievement" section.

Access to teacher e-mails and classroom lessons are available at all sites through the use of the teacher workstation. For the 2007-2008 school year, plans to increase the information available on the web page will continue. With access at every site, all classroom teachers, counselors, and administrators will be encouraged to maintain web pages to keep parents involved in the day to day activities of their children and to keep parents informed of the support resources available to them. Along with up-to-date classroom web pages, Podcasts will be used to allow parents to view classroom activities. Direct communication

between parents and school personnel will be timely through district and site e-mail access. Question and answer surveys and suggestion pages on the web make parental and community involvement in school happenings easy and convenient.

With teacher workstations in all Mid-Del schools, the district's student accounting system will be more extensively used in the coming school years. All attendance, discipline, and demographic information will be available to both district personnel and to parents via an internet website which allows parents confidential viewing of student progress and assessment results. The Mid-Del School District has adopted an electronic on-line grade book, which feeds directly to the student accounting system and the secure website. For the 2007-2008 school year, all teachers will be required to use the technology available for increased communication between the district and parents.

Parents and community members are being informed of the new technology available through numerous media. Information regarding the district's new technology has been posted in school newsletters, on marquees, on MDTV (the district's TV information cable channel), and through flyers that have been dispersed at the Central Enrollment Center, the Mid-Del Board of Administration, and at all school sites.

In looking ahead to the 2007-2008 school year and the increased use of technology for parental communication, the Mid-Del District recognizes the resources necessary to maintain such an extensive system. New hardware has been purchased to handle the increase in use, and current software is in place. A district server has been designated for the on-line grade book instead of the site servers that were used in the past. Support personnel have been assigned the task of maintenance of equipment and software.

Professional development will be instrumental in the success of implementing the district's new technology. Support personnel, teachers, and administrators will need

continual training to keep abreast of the technology available. Trainings have been and continue to be scheduled for district personnel, secretaries, teachers, and administrators regarding the use of technology in the area of student information and on-line web pages. Assistance is available through our technology help desk at all times. The district's professional development committee will continue to address technological needs as they arise. In addition to the training of the Mid-Del Schools personnel, "Parent Nights" will be scheduled to present and train parents on the systems at individual school sites at the discretion of the site principal.

The future of technology as a tool for parental involvement in the Mid-Del District looks positive. Implementation of new policies and procedures regarding the electronic grade book and web information pages offer another source of communication and information for parents. Through the purchasing and updating of technology products, along with guidelines for district use, communication between the district, the schools, and the parents of the students educated in this district continues to increase. With this increased communication, a partnership can be formed which will be critical in sustaining and promoting student achievement.

Section 11: Collaboration with adult literacy service providers

The Mid-Del Schools Technology Department serves Mid-Del Adult Learning Center in the same capacity that it serves all other departments in the school system. This program is funded by a state and federal grant sponsored by the Lifelong Learning Section of the State Department of Education. All the desktop computers and software programs in offices located in the Support Service Building are approved and maintained by the Technology Department. At the Mid-Del Adult Education Classroom located just south of Special Services, Mid-Del Technology has loaded 11 computers with the "Rosetta Stone Language Program" for our English as a Second Language classes and "Plato" software for our GED classes. All of our computers that are used by adults in this district are serviced by Mid-Del Technology employees. In our satellite class sites, our laptop computers are loaded with "Rosetta Stone" and "Road to Citizenship" software programs. The Technology Department does a great deal to keep our large adult program running smoothly.

Section 12: Accountability Measures

Students

Student use of technology is becoming common place. There are issues of safety and acceptable use about which all students and parents need to be aware. The district has adopted an acceptable use policy

Teachers

Technology is a tool to teach PASS objectives. Teachers are required by contract to demonstrate proficiency in technology integration of the curriculum. This goal should be achieved by the end of the first year of employment. The teacher will demonstrate proficiency through the use of a portfolio and through principal observations of the practices identified in NETS for Teachers. Proficient use will be demonstrated through use of integration of technology and PASS objectives and used in the classroom. The district goal of continuous improvement can be obtained through the constant assessment of technology integration and through the maintenance of meaningful portfolios that reflect classroom use and practice of technology.

All documentation will be handled through the teacher appraisal system. Any necessary training after the beginning of the school year will be documented with the building STEP Educator and documentation of proficient use sent to the building principal. Building principals will have the opportunity to attend training on the NETS for Teachers framework during the summer.

The rationale for including the technology integration proficiency in the teacher appraisal system is two-fold. First it is already there. The current employee evaluation instrument has a space for technology proficiency. Second, it eliminates the segmenting of technology into a category of its own, which is contrary to true integration. Just as technology should be one part of a complete teaching act, the evaluation of technology

proficiency can not be segmented to another individual and separated from the overall evaluation.

Implementation and Project Management

Each technology project is a unique implementation and subject to various influences and factors for completion. Even so, industry standard project management is the practice adopted by Mid-Del Schools in the planning for all projects. Vendors and district personnel will be accountable for missing or delaying timelines established in sound project management practices where limitations, risks and constraints are identified and contingencies are planned.

Acceptable Use Policies in Board Policy

Mid-Del Schools Internet Safety Policy Family Consent Form

Student Section

Student Name _____ Grade _____

School _____

I have read the Mid-Del District Policy, "Use of the Wide Area Network, the Internet, and Other Technological Resources". I agree to follow the rules contained in the Policy and any additional rules provided by school staff. I understand that if I violate the rules my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken.

Student Signature _____ Date _____

Parent or Guardian Section

I am the parent/guardian of _____, the minor student who has signed the district's agreement for student use of computerized information resources. I have been provided with a copy and I have read the district's Acceptable Use Policy and am aware that additional guidelines and regulations concerning use of the district computer system are posted for students and are available at my school for further examination.

I also acknowledge receiving notice that, unlike most traditional or library media materials, the district computer system will potentially allow my son/daughter student access to external computer networks not controlled by the school district. I understand that some materials available may be inappropriate and objectionable; however, I acknowledge that it is impossible for the district to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my child when using the district computer system or any other electronic media or communications.

I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Select one and return to the school

No, I do not give permission for my child to have personal access to the district computer system.

Yes, I agree that my child may have access to the district computer system.

I give Mid-Del Schools permission to use my child's (a check indicates "yes", no check indicates "no")

First name _____ Last name _____ photograph _____
published project for reproduction on the Internet _____

Parent/Guardian Signature _____ Date _____

Mid-Del Schools Adult Agreement For Use of Computerized Information Resources

Name _____ Site _____

I have read the Mid-Del District Policy, "Use of the Wide Area Network, the Internet, and Other Technological Resources." I agree to follow the rules contained in the Policy and any additional rules provided by the District. I understand that if I violate the rules my access privileges may be revoked and disciplinary and/or appropriate legal action including termination of employment if employed by Mid-Del Schools, may be taken.

Signature _____ Date _____

Use of the Wide Area Network, The Internet, and Other Technological Resources Internet Safety Policy (ISP)

The Board of Education provides the wide area network, local area networks, Internet access, and other technological resources for the purpose of supporting and enhancing learning and teaching. The Board recognizes that guidelines must be established to assure that these technologies are used to provide activities which are appropriate to the learning environment.

Some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. The Board cannot guarantee that a student will not encounter questionable material on the Internet.

Acceptable uses of the network and Internet are activities resulting from specific tasks and assignments which support learning and teaching and promote the district's mission and goals.

Prohibited uses are those which violate the right to privacy or access to materials, information or files of another individual or organization without permission; violate the copyright laws; spread computer viruses; deliberately attempt to vandalize, damage, disable or disrupt the property of the District, another individual, organization or the network; or any effort to locate, receive, transmit, store or print files or messages that are profane, obscene, sexually explicit or use language that is offensive or degrading to others. Use for commercial activities, product advertisement or political lobbying is also prohibited. No user will be allowed to establish or access an email account for personal use on a district machine. Staff will be provided a school email account to be used for school purposes. Access to chat rooms will be limited to educational discussion/listserve groups as meets an educational need. Supervision by an adult is required for students in grades Kindergarten through 12.

The District is responsible for protecting its networks in a reasonable manner against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. This responsibility includes informing users of expected standards of conduct and the punitive measures for violating them.

Before a student may access the Internet, and/or before a student's name, photograph or project can be published on a school web page, written parental permission will be required. In those cases involving adult student training, business and industry

training, or 18 year-old students, a signed statement declaring the participant's intent to comply with district policy and guidelines will be required.

The Superintendent or designee shall be responsible for developing guidelines to govern the use of these technologies in the District.

For students to remain eligible as users, student use must be in support of and consistent with the educational objectives of the District. Access requires responsibility. Students and all other users of the district's networks and other technological resources are responsible for respecting and adhering to local, state, federal and international laws and guidelines governing use of information and the available technologies. Any attempt to violate the guidelines, terms and conditions for use of technology, the network or the Internet may result in revocation of user privileges, other disciplinary actions consistent with Board of Education policy and existing practice regarding inappropriate language or behavior including but not limited to suspension from school, termination of employment and/or appropriate legal action .

The District makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. The District will not be responsible for any damages users suffer, including, but not limited to, loss of data; delays or interruptions in service; accuracy, nature or quality of information stored on District diskettes, hard drives or servers; and accuracy, nature or quality of information gathered through district-provided Internet access.

The District will not be responsible for unauthorized financial obligations resulting from district-provided access to the Internet.

Section 13: Supporting Resources

In addition to the Title IID funding, the Mid-Del Schools utilizes collaborative efforts throughout the funding and planning structures to enhance education through technology. Whenever a research based practice is engaging to students, and teachers, administrators and parents support the implementation of that technology within the schools that practice is implemented. In addition to funding and district based personnel in our state-of-the-art technology department contribute greatly to the support of technology in the classroom. There are several groups of building based personnel that support the efforts of this department.

CORE Tech

The CORE (**C**adre of **O**utstanding **R**esources to **E**ducators) Tech position is a support position serving the instructional process by addressing staff computer needs especially as they relate to reading and math instruction through specific programs supported by Title I funding. These duties may include: Loading instructional software, troubleshooting minor technical problems at the student and/or teacher desktop, maintaining connectivity to the district network for online subscription services for students and/or staff, and assist in the computer testing activities. These computer testing activities may include data entry, uploading data, setup for the traveling testing staff, assisting site staff setup of the mobile systems or startup of site labs to start the day activities.

SITE Tech

Secondary schools utilize site based technically support in a subtly, but distinctive manner.

The SITE (**S**ite **I**nstructional **T**echnology **E**xpert) Tech is the site based technician that helps teachers and administrators maintain and operate the technology by loading instructional software, troubleshooting minor technical problems at the student and/or teacher desktop, maintaining connectivity to the district network for online subscription

services for students and/or staff, and assisting in the computer testing activities mandated by the State Department of Education for end of instruction testing.

Instructional Technology Trainer

In February 2007, a position was posted for an Instructional Technology Trainer. The job description included:

1. Plan, organize and deliver training for district employees by collaborating with teachers, administrators and technology personnel on the development and implementation of district-wide training strategies for new instructional technologies.
2. Performs front-end analyses including needs assessment, task analysis, content analysis, learner characteristic assessment, environmental review, and instructional analysis
3. Design and publish training materials such as manuals and tutorials.
4. Assist with the development and execution of the district technology plan.
5. Assist district personnel in the planning and implementation of instructional technology plans including assistance with recommendations for instructional technology purchases.
6. Provide ongoing support for instructional technology initiatives by way of site visit or telephone help.
7. Coordinate project planning between district technology initiatives and the Instructional Technology Program to ensure adequate training is included in all implementation plans.
8. Coordinate project tasks and timelines in cooperation with Information Technology.
9. Prepare reports and analyses setting forth progress, appropriate recommendations or conclusions in regards to the instructional technology implementations of the district.
10. Conduct program evaluation and needs assessment for the STEP Educator Program.
11. Pursue continuous education opportunities to remain current trends and research in the use of curriculum and technology in education.
12. Participate in leadership training with other central office administrators.