Heuvelton Central School Technology Plan 2011-2016

Contents

District Technology Committee

Michael Warden	Chairman	Middle/High School Principal
Christina Smith	Co-Chairman	Instructional Technology Specialist
Barbara Burwell		Computer Technician
David Law		Computer Technician
Joan Fischer		Librarian
Ronald Jacobs		7th & 8th Grade Math Teacher
Ronica Lawrence		5th & 6th Grade Teacher
Carol LaSala		Business Manager
Julie Madlin		7th & 8th Grade Social Studies Teacher
Nancy Putman		High School Science Teacher
Theodore Schulz		Middle School Resource Room Teacher
Kristi Simmons		Parent
Ann Villeneuve		5th & 6th Grade Teacher
Lisa Gardner		K-12 Vocal Music Teacher
Amy Mitchell		2nd Grade Teacher
Ann MacAbee		4th,5th,6th Grade ELA + Math

Introduction to Heuvelton Central School District

Heuvelton Central School currently serves 566 students K-12 in one building: Elementary (grades PreK-4(218)) and Middle School (grades 5-8(153)) High School (grades 9-12(183)). In December 18, 2007, the community voted in support of a 11.9 million Capital Project. As of June 2011, the project is 50% complete. The remainder of the work should be completed during 2011 summer. The district is located in mid-western St. Lawrence County, upstate New York; a distinctly rural, high poverty region based primarily in the agriculture of the St. Lawrence River Valley. The region is also home to two private post-secondary educational institutions (Clarkson University, St Lawrence University) and two SUNY schools (Potsdam College and SUNY Canton) plus a smattering of significant industry (ALCOA, and Corning).

A district technology committee representing the interests of K-12 teachers and students, administration, and business management has been functional since the 2005 school year. The committee meets the first Monday of each month, after-school.

District Mission Statement

Our mission is to provide a family atmosphere, which will allow members of our community to learn to their utmost potential in a warm, supportive environment. We, the unified Heuvelton community, are dedicated to developing the skills, knowledge, and attitudes necessary to be a successful, contributing member of our society.

District Technology Vision

Vision for How Technology Will Be Implemented in the District:

A. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement.

B. In past plans, direction of how to acquire and where to place technology for labs, classrooms, and offices was the main focus. As educational data has become more easily accessible, the technology committee supports using this data to make sound technological decisions based on curricula and instructional needs. With these points in mind, we believe that all members of the school community will:

- Provide learning technologies that change how students learn, and why they learn.
- Have access to appropriate technology throughout the District, including classrooms, libraries, labs and offices.
- Access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.
- Access learning materials in electronic form, including video, text, and other digital content related to the school curriculum.
- Use technology as a tool for creative expression, presentation and publication, research, analysis and problem solving.
- Use technology to enhance communication, collaboration and project management.
- Understand and respect the District Acceptable Use Policy and understand the ethical issues related to using technology.

C. In order to realize this instructional vision for use of technology in the District, we must continually respond to changes in technology through an ongoing commitment by all members of the community. This commitment includes maintaining a strong technology infrastructure, continually examining the instructional program of the District in light of utilization of technology to enhance learning, providing ongoing technical support and investing in a comprehensive technology staff development program.

Current Technology Assessment as of 2010-11

The entire building has been networked with each classroom and office connected to the local area network. The backbone of the system and our line out to the worldwide web is fiber optic cable. We have three computer labs, which have network connections to the LAN. The classrooms each have six network connections. All classrooms have the ability to print to a strategically placed networked printer including five HP LaserJet 4100 network printers one HP 3500 and two HP 3700 two HP Laserjet 4200, two HP Laserjet 4500 printers. There are three COWS one for elementary and two for the middle school classrooms. Two COWS contain 49 Dell Latitude 2110 Netbooks and are located in the middle school, and the elementary COW contains 25 Dell Latitude E6400. The two library-media centers also have workstations with access to the network and the library OPALS web-based electronic card catalog.

The Elementary Computer Lab consists of twenty Dell Optiplex GX260 attached to the LAN with access to a HP 4100 printer and other network printers. This laboratory has a variety of instructional software with Microsoft Office as the main application software.

In our middle school lab we have twenty-three Dell Optiplex GX520's connected to the LAN that print to the networked HP 4100N printer and have access to other networked printers.

The high school computer lab, adjacent to the library, has twenty-four Dell Optiplex GX 620 workstations and one HP LaserJet 4200N printer connected to the LAN.

There are two high school business classrooms. One has fifteen Dell Optiplex GX260 workstations and the other has ten, Dell Optiplex 260. Each classroom has a network HP laserjet printer.

The administrative and guidance offices are networked with Dell Optiplex workstations and one Macintosh computer and those computers can also print to any network printer.

We have Business Lab, Art Room and a 4th grade classroom that has an Elmo projectors. The Science Rooms share a Ken-A-Vision Microscope.

Computer Lab Overview:

Labs are considered essential for small and large group projects and training sessions. HS Lab will be reconstructed as part of the capital project, and moved upstairs. MS lab will be maintained at its current sizes and will be equipped with an interactive Smart Board. El. Lab will be upgraded to laptops for the 2011 school year. a permanently mounted LCD projector and a network printer. High school business labs should be prioritized to receive the newest software and hardware upgrades. Elementary and middle school students will continue to receive computer instruction based on a 6-day schedule. Appropriate secondary courses will continue to have regularly scheduled use of a lab. However, one of our primary goals is to encourage technology integration in all areas of the curriculum, in order to have success in this regard, teachers should recognize the labs as open and available for classroom projects integrating technology. A web-based online lab reservation schedule was implemented in spring 2009, allowing teachers to access labs when computer-related classes are not in session.

Classroom Overview:

District teachers are required to take daily homeroom and class attendance. They submit conference request forms electronically, as well as view and edit student IEP's. Nearly 100% of day-to-day communication is done via email. Teachers are highly recommended to incorporate technology into their curricula. Technology integration in the curriculum should increase as we work toward incorporating mobile carts with netbooks available to all classrooms. Besides the teacher workstation, each classroom is equipped with either a SMART Board or Promethean Board which is permanently mounted on the wall. Some classrooms have two or three student use computers in them.

Libraries Overview:

The backbone of our library program is information literacy for all our students with the goal of making them lifelong learners of information. The key to this is through collaboration and integration. Library media specialists collaborate with classroom teachers to plan lessons and projects that use research skills. By integrating information skills with other curriculum, students will learn and develop the essential tools for finding and using information. The Elementary Library has a Promethean Board with and LCD projector on a cart and the High School Library will have a Smart Board with a projector. The High School Library is intended to serve as multimedia research center in addition to the more traditional, paperbound research center model. Students have proven to be capable of utilizing technology independently, thus warranting a high priority for expansion at this level over the next few years.

Distance Learning Room Overview:

July 2003, SLL BOCES upgraded the Distance Learning infrastructure and electronics, including TV's and a teacher computer. They have also added another element to its video transmission, Virtual Tours. The concern for safety and care of the equipment diminished with the installation of a surveillance camera, which broadcasts through the web, allowing monitoring by administration and BOCES. There are twelve network computers in workstations. There is a printer and a fax machine in the DL room.

Hardware Inventory

Desktop Computers - 201
Laptop Computers - 94
Netbook Computers - 49
Smart Boards - 25
Promethean Boards - 36
LCD Projectors - 61 + unmounted that J.Fisher has in Library
SMART Slates - 25
Promethean Slates - 36
Interwrite Slates - 5
Student Response System (Clickers) CPS - 5 Beyond Question - 10 ActiveVote - 1
Elmo Projector - 3
Printers - 34

Software Inventory

The District Technology Committee has determined that each computer will provide access to specific, standardized productivity software. In this manner, faculty, staff, or students may access any critical software program from any location. This standardized system will facilitate communication and enable the most efficient use of time.

Under no circumstances will the standardized software package be compromised for individualized software preferences. To maintain the standardized software package, given the limited hard drive space generally available, faculty and staff may have to prioritize their personal preferences for additional software installations. In an effort to eliminate as many sources of equipment failure and system conflicts as possible, the District Network Administrator, or an appointee, are responsible for software installations. Faculty and staff should not install software independently without prior approval.

The Technology Committee and the District Administration strongly support the efforts of the Network Administrator to maintain appropriate software licensing. Software will be installed only when the District has purchased the appropriate license. Software will be uninstalled if it is determined that the District does not hold appropriate licensing.

HVCS Standard Software 2011					
Productivity/ Presentation	**Professional**	**Internet Research and Resouces**	**Writing and Communication**	**Subject Specific**	**Utilities**
Office XP/ Office 2007 `Word `Publisher `Excel `PowerPoint `Access FrontPage `Photostory Accelerated Reader Food Service Software	Web2School Mylearningplan IEPDirect Guidance Direct	Internet Explorer OPALS BrainPop SchoolFusion -Curriculum Mapper Google Apps Netrekker	Word 2007 Kidspiration Google Apps Adobe Acrobat Reader SmartNotebook ActiveInspire BrainPop	MathTrek Primary MathTrek L-1 KidWorks Deluxe Classroom Deluxe Baron's On-line ExamGen ExamView Education City Classroom Suite Intellitools Fathom Adobe Photoshop Elements AutoCad	Norton Anti-Virus ArcServe Backup DeepFreeze Real Player Flash Macromedia WinZip PCAnywhere VNCon FTP

Heuvelton System Support Staff

It is the vision and mission of the technology committee, Board of Education and administration to continue efforts in providing support staff and monies that will ensure the continued success of the Heuvelton network.

Title	Name	Job Description	Email
High School Principal	Michael Warden	Administrative Liaison to Technology Committee	mwarden@heuvelton.k12.ny.us

Title	Name(s)	Email
Computer Technicians (BOCES)	Barb Burwell David Law	bburwell@sllboces.org dlaw@sllboces.org

Job Description:

Basic LAN management tasks:

- Establish, maintain, and troubleshoot network accounts, ie , mylearningplan.com, staff directories, Web2School, etc.
- Create and Maintain the district WebPage

Administrative tasks (shared with Educational Technology Specialist)

- Records management for hardware and software
- Software, hardware and printer purchases and distribution.
- District contact for vendors of computer-related products.
- Research technology issues and options impacting the District.
- Research pertinent products prior to purchase.
- Provide input at Cabinet meetings when requested.

Technical support:

- Responsible for operation of server and services:
  - Network Stability
  - Network based printing
  - Anti-Virus Upgrades and deployment
  - Internet Filtering Upgrades
  - Download software patches or updates.
- Maintain network connectivity by consulting with appropriate vendors (i.e. SLLBOCES, NERIC, Anesse, etc.) in regard to their onsite hardware:
  - DANC, Screendoor, Webpage
  - Routers, Switches, Hubs
- Troubleshoot hardware and software problems, utilize tech support by phone or on-line.
- Install replacement components, package and return damaged components.
- Preventive maintenance, lab maintenance, desktop system security.

Title	Name(s)	Email
Educational Technology Specialist (BOCES)	Christina Smith	cmsmith@sllboces.org

Job Description:

Staff development:

- Small group or individualized staff development
- Instructional support for computer applications with student projects.
- Large group staff development on days designated by the District for such purposes.
- Summer staff development workshop training.

Administrative tasks (shared with Computer Technicians):

- Records management for hardware and software
- Software, hardware and printer purchases and distribution.
- District contact for vendors of computer-related products.
- Research technology issues and options impacting the District.
- Research pertinent products prior to purchase.
- Provide input at Cabinet meetings when requested.

Other responsibilities:

- Facilitate communication between teachers and administration regarding current technology needs, accessibility, limitations, and concerns.
- Provide leadership for the technology committee.
- Provide information to teachers regarding grants or technology-related projects and contests with educational validity.
- Meet with groups to disseminate information, generate discussion, and receive feedback on District technology issues.

Goals and Objectives for Staff Development

Whether technology should be used in schools is no longer the issue in education. Instead, the current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote student achievement. Educational technology is not, and never will be, transformative on its own, however. It requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals, and use it for engaged learning projects. "Teacher quality is the factor that matters most for student learning," note Darling-Hammond and Berry (1998). Therefore, professional development for teachers becomes the key issue in using technology to improve the quality of learning in the classroom.

Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum (Fatemi, 1999; Office of Technology Assessment, 1995; Panel on Educational Technology, 1997). But traditional sit-and-get training sessions or one-time-only workshops have not been effective in making teachers comfortable with using technology or adept at integrating it into their lesson plans. Instead, a well-planned, ongoing professional development program that is tied to the school's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom.

It is our responsibility to train teachers in how to use computers, handhelds, projectors, digital cameras, and other tools. We must provide training on basic software packages. And we must show teachers how to set up web sites, communicate with staff and students, and do minor troubleshooting.

Orientation Essentials for New Staff

Introduction to Basic Computing: New Teacher/Staff Orientation

1) Username and Passwords
2) E-mail/Google Apps
3) Web2School
4) IEP Direct
5) My Learning Plan
6) Curriculum Mapper
7) SchoolFusion
8) Nettrekker
9) Education City (PK-6)
10) SMART Board/ Promethean Board
11) Introduction to Internet:
    Including Student Acceptable Use Policy and Children Internet Protection Act
12) Introduction to Microsoft Office 2007:

Component Overview of Access, Excel, PowerPoint, Publisher, and Word

- August orientation sessions for newly hired faculty/staff.
- Segments repeated throughout the year as the need arises.
- Small group sessions, keeping trainer: student ratio as low as possible.
- Courses available also as refreshers for other faculty and staff.

HCS Professional Development Vision

Heuvelton Central School District is currently undergoing a capital project during the 2010-2011 school year. An important part of the capital project is providing state of the art technology in each classroom. This includes every classroom having Interactive Whiteboards, DVD Players, slates and wireless. With all this new technology added to the district there is an emphasis on the importance of professional development for all teachers. Professional development will ensure that the new technology will support student learning. To assess the professional development needs of the teachers the following actions will be taken:

- An online survey was distributed to the staff to self- assess their computer comfort and skills.
- The technology committee and the BOCES Model Schools Instructional Technology Specialist will have informal discussions with the teachers to get their wants and needs for technology.
- Review of professional development data to determine faculty participation in professional development.

A needs assessment was given to teachers asking about their current use of technology in the classroom and what ways do they see using the technology in the future. This survey also gave information about the resources needed to create the lessons they described. A summary of resources requested is found below.

Training/Staff Development

- Gradebook software uses
- Using the CPS
- Email
- Grade book/electronic guidance office
- How to incorporate software into curriculum
- How to use new/current software
- Lesson plans
- PowerPoint
- Internet Sites
- LCD training
- Excel training
- Training in equation editor in MS Word
- SMART Board / Promethean Board

- Digital camera
- Distance learning
- Use technology to help teachers become more effective and efficient.

Through this technology plan, the Heuvelton Central School District will meet the following needs and goals within the designated areas, as indicated on the following pages.

Technology Support and Leadership

Teacher Leadership

Lead Teachers: teachers trained to lead by example. Selected teachers given in-depth training and support. In turn they will coach and mentor their peers, routinely using their classrooms as models of new teaching strategies and technology integration. They will follow the guidelines and goals established by the District for a hands-on approach to technology while sharing information and resources with their colleagues. They will also spearhead the effort to make their colleagues, the community, and the B.O.E. more aware of the positive influences of technology integration throughout the District.

Teacher Skill

Continued effort to update and improve teaching practices, integrating technology in a way that will positively affect student achievement. Initially, the use of computers makes teaching more difficult. Teachers must become aware of the technology, learn to use it, plan how to implement it, and work around the logistics of technology usage. Teachers need curriculum planning and learning unit-training support to deepen their knowledge of content areas and to learn new teaching skills. This, in conjunction with technology-based training appropriate to the curriculum and ample technical support overall, will augment a teacher’s efforts to become current and more effective in the field.

Administrative Support

School leaders need to model technology and help teacher plan for effective use of the available tools. Support to keep current technology up and running; support for technological innovations that our District will require to remain up to date. Support to reward those who demonstrate effort to improve skills, support to reward those with expertise to share, and support that will acknowledge the time factor involved in making positive change in the classroom.

Students trained to provide tech support

Student Techs: Provide basic troubleshooting support for faculty and staff in exchange for partial course credit, pre-job experience, and letters of recommendation. May provide on-line or help-desk style tech support if appropriate.

Benchmarks for Teachers

Benchmarks for K-12 will be based on National Educational Standards for Students.

See next page…

Grade Level	Word Processing Skills
K-2	Open a new blank word processing document
K-2	Use the keyboard to enter text to a word processing document
K-2	Use the shift key to capitalize characters
K-2	Insert word(s) into existing text
K-2	Erase text using delete/backspace keys
K-2	Print a word processing document
K-2	Save a document to a storage medium (CD, Server etc.)
K-2	Change the appearance of text (font, style, size)
K-2	Cut, copy, and paste text within a document
K-2	Open an existing document
K-2	Use alignment tools to center or justify text
K-2	Insert/paste graphic image within a word processing document
K-2	Move or resize graphic image within a word processing document
K-2	Use mouse to select a word to edit
K-2	Use mouse to select a sentence to edit
K-2	Use mouse to select a paragraph to edit
3-5	Use the line spacing tools to revise the line spacing (single space, double space)
3-5	Understand implication of "word wrap" when entering text
3-5	Use a spell checker to correct word spelling
3-5	Save updated versions of a document under a different name and/or location

Grade Level	Internet Skills
K-2	Knowledge of "netiquette"-acceptable use on the Internet and District Acceptable Use Policy (AUP) agreement
K-2	Access Internet browser
K-2	Access web pages using Favorites or a hyperlink
3-5	Conduct simple searches
3-5	Conduct complex searches
3-5	Save text or graphics from web pages
3-5	Copy/Paste text or graphics from web pages
3-5	Use information accessed on the Internet in integrated learning projects
3-5	Knowledge and adherence to copyright laws
6-8	Evaluate credible Internet resources (Information Library)
6-8	Know correct annotation of Internet resources within a document or presentation

Grade Level	Spreadsheet Skills
3-5	Create a spreadsheet to collect & analyze data
3-5	Convert information from the spreadsheet into a chart or graphic
3-5	Insert/Delete/Merge cells, rows, columns
3-5	Know how to apply functions to do basic calculations (sum, average, median, etc.)
3-5	Insert chart or graph into a different document (ex. multimedia, word processor)
3-5	Insert a spreadsheet/table into a different document (ex. multimedia, word processor)
3-5	Format spreadsheet (ex. Height, width, margins, numeral appearance, etc.)
3-5	Format numbers
6-8	Know how to create basic mathematical operations and formulas
6-8	Use the "fill" command for math computations
6-8	Use data handling features (ex. sorting & auto filter)
6-8	Manage multiple spreadsheets

Grade Level	Drawing and Painting Skills
K-2	Can use tools to draw a simple picture
K-2	Demonstrate use of text tool
K-2	Demonstrate use of the fill tool
K-2	Use tools to create various shapes
K-2	Change brush and line size
K-2	Insert/Delete an object
K-2	Copy objects
K-2	Copy/Cut and paste objects from one document to another
K-2	Access and manipulate clip art
K-2	Resize an object (stretch/shrink)
3-5	Format text objects within a graphics document
3-5	Change the layer that an object appears in (send to back/front)
3-5	Make an object transparent to show background objects
3-5	Flip and/or rotate objects in a graphics document
3-5	Group objects for combined manipulation

Grade Level	Multimedia Skills
K-2	Create one screen for display of information
K-2	Use a storyboard to plan/arrange a series of screens, based on some theme or story
K-2	Create a series of screens (a presentation)
K-2	Use application toolbar
K-2	Use transitions to move from one screen to another
K-2	Add a text object to a screen
K-2	Use a VCR or DVD/CD player as a playback device
K-2	Be able to navigate a multimedia presentation
K-2	Save a screen image for inclusion within another document
K-2	Edit a screen image for inclusion within another document
K-2	Move a graphic object within a presentation
K-2	Import a graphic image into a multimedia presentation
K-2	Use a common background screen
3-5	Use sound within a series of screens
3-5	Link screens
3-5	Create animated displays
3-5	Scan a picture and add it to a multimedia presentation
3-5	Use a video or digital camera to record images
3-5	Add a movie to a multimedia presentation
6-8	Change the compression and/or resolution of a digital picture and/or video

Grade Level	Benchmarks
9-12	Keyboarding 40+ wpm
9-12	Advanced Word - Drop Caps, change case, watermarks, mail merge, footnotes, and endnotes.
9-12	Advanced Excel - Formulas, charts, graphs; Correlate with Math B and Accounting
9-12	Multi-Media - Edit a video production, including sound, video, digitized images, etc
9-12	Publications - Resume, brochure, business card projects
9-12	Database - Tables, forms, labels, queries, reports
9-12	Productivity and Communication Tools - create a working webpage with links to educational resources
9-12	Internet - Bulletin boards, list serves, advanced searching
9-12	Electronic Portfolio - Graduation requirement, ongoing work in progress, Initiated in grade 9. Student displays personal best work as examples of technology literacy

Grade Level	Database Skills
6-8	Add data (records) to an existing database
6-8	Revise information in a record of an existing database
6-8	Recognize a database as a classification tool
6-8	Know how to delete a record
6-8	Find a specific record of an existing database
6-8	Find/Query records on the basis of the information in a specific category
6-8	Use sort/arrange options to manipulate and arrange database in different ways
6-8	Change the layout of a database
6-8	Use Field Format options to revise the appearance of field data
6-8	Use the information in a database to make an inference
6-8	Design and create a new database file
6-8	Create different layouts/reports of database information for display/printing

Grade Level	School to Career Skills
6-8	Completion of problem based integration projects with work place emphasis.
6-8	Curriculum integration in language arts, math, science, and social studies.

Grade Level	Productivity and Communication Tools
6-8	Create a basic webpage
6-8	Understand & evaluate basic computer operations to make informed choices.

Heuvelton Technology Action Plan

Need: Use technology effectively to improve student achievement.

Goal a: Teachers will be technologically proficient as defined by the district.

Objectives	How Major Tasks, Activities	Support/ Resources	Responsibility Who Does It
Develop standards-based profiles, benchmarks, for teachers (BEDS form)	A committee composed of teachers, librarian, and administration will collaborate to develop standards for teachers based on the NETS	BOCES Model Schools Program Time for the committee to work together.	Technology Committee BOCES Instructional Technology Curriculum Coach BOCES Technician
The majority of the teachers meets or exceeds the standards.	Provide ongoing, effective professional development.	Instructional Technology Curriculum Coach, Model Schools, Teacher Leaders Substitutes so that teachers may attend professional development	Administration

Goal b: Students will be technologically literate, as defined by the district, by the time they leave 8th grade.

Objectives	How Major Tasks, Activities	Support/ Resources	Responsibility Who Does It
Provide students with real-world technology skills by providing adequate instruction, application opportunities and time within the school day.	• The district will support planning within the district with the Instructional Technology Curriculum Coach for the utilization of technology as a component of instructions. • The district will provide access to staff professional development that is consistent with the district plan for instructional technology. • Integration of computer skills in all curricula.	Administration BOCES Instructional Technology Curriculum Coach (ITCC) Model Schools and Teachers' Learning Center Workshops, Teacher Leaders	Administration Teachers
Establish a committee of elementary, intermediate, and high school staff to make recommendations regarding a list of specific elementary, intermediate, and advanced demonstrable computer skills.	• Benchmarks of computer skills for elementary, middle, and secondary level students will be developed. • Establish a K-12 technology curriculum.	Model Schools Regional Benchmarks for 8th Grade Substitutes to allow teachers time to collaborate.	BOCES Model Schools Administration Teachers

Goal c: Teachers use technology as instructional tools to enhance student learning.

Objectives	How Major Tasks, Activities	Support/ Resources	Responsibility Who Does It
Investigate new learning technologies, evaluate their effectiveness on student learning, and implement if appropriate.	• Provide supplemental materials for students to address all learning styles and the NYS Learning Standards. • Identify software that will provide individualized review and practice for students on previously taught skills and concepts and advancement or extensions for students ready for enrichment activities. •	Model Schools, ITCC Model Schools' Software list	Technology Committee BOCES Instructional Technology Curriculum Coach BOCES Technician
Obtain and integrate instructional software and technology congruent with district curriculum planning, instruction and staff development.	• The district will support planning within the district with the Instructional Technology Curriculum Coach for the utilization of technology as a component of instruction to meet the NYS Learning Standards. • The district will provide access to professional development that is consistent with the district plan for instructional technology. • The capital project will provide state of the art technology in each classroom • Provide district personnel with the opportunity to become turnkey trainers in specific technology equipment, software applications and teaching models for other district personnel.	Model Schools' Software list Model Schools workshops and other appropriate professional development. Software funds Each classroom will have an interactive whiteboard, an LCD projector, and a student response system. Capital Project	Technology Committee BOCES Instructional Technology Curriculum Coach BOCES Technician

Need: Maintain district infrastructure to maximize access for all students, faculty, staff, and community

Goal a: The district will have a reliable network to support the technology needs of the school community.

Objectives	How Major Tasks, Activities	Support/ Resources	Responsibility Who Does It
Maintain the Local Area Network (LAN) and a server appropriately sized for the number of computers on the LAN. Maintain Internet and Distance Learning capability.	Provide sufficient up-to-date computers to meet the instructional needs of the students and teachers. Ensure that up-to-date management, communications and applications software is on LAN and that each network computer has access to the software appropriate to its usage. Create a replacement plan that would annually upgrade or replace at least seventeen percent of all computers in the district ensuring that the hardware is kept current. This model will also replace key equipment every three years and use a move down model to replace other areas.	Commit financial resources to support and maintain the existing platform. Provide adequate support personnel necessary for troubleshooting and repair of software and hardware. Use E-rate funding to assist in the upgrading of outdated equipment. Explore and examine opportunities for grant funding that support the technology initiative. Plan to meet funding needs for new technology as it is identified. Identify resources available through partnerships with community and business groups.	Computer technicians Administration
Provide access to district facilities beyond regular school day to include the 21st century after school program.	Computer labs remain open to the community and students Student trainers to assist community members. Offer courses Workshops in basic level programs and advanced programs. Begin this process through Model Schools.	Personnel to monitor computer lab.	Administration, Technology Committee

Need: Administrative use of technology to increase student achievement

Goal a: The district will maintain and purchase administrative software and hardware for the efficient management of the school.

Objectives	How Major Tasks, Activities	Support/ Resources	Responsibility Who Does It
The Media Center will provide electronic access to resources for faculty, students and parents.	Provide an accurate networked electronic catalog of each library's holdings with multiple station access. Provide network access to the library's electronic holdings from many points (i.e., home, classroom). Provide a working electronic circulation program for management of book loan. Provide access to CD-ROM materials such as: full-text magazine summary, on-line encyclopedias and other on-line databases.	Administration continue to provide funding.	Library Media Specialist

Hardware Replacement Plan

Heuvelton Central School Five Year Technology Plan				
Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
Budget: District $37,500 (Purchased through Model Schools)	Budget: Aidable return $33,000 (88%)	Budget: $39,000	Budget: Aidable return $34,320 (88%)	
➢ Replace entire elementary lab with 25 laptops $634.81, cost $15,870.25 ➢ Replace entire lab for Mrs. Smith and Mr. Pierce with 15 higher power laptops $1018.77, cost $15,281.65 ➢ Replace 10 Teacher computers with laptops $634.81, cost $6348.10 ➢ Total Budget $37,500.00	➢ Bulbs for interactive whiteboards, 10 bulbs, $300 each, $3,000 ➢ Various hardware upgrades, software, $5,000 ➢ Replace high school lab with 25 laptops. Estimated cost $634.81, cost $15,870.25 ➢ Replace 14 staff laptops $634.81	➢ Bulbs for interactive whiteboards, 10 bulbs, $300 each, $3,000 ➢ Various hardware upgrades, software, $3,500 ➢ Replace middle school lab with 25 laptops. Estimated cost $634.81, cost $15,870.25 ➢ Purchase high school computer on wheels (COW) 25 computers and cart. $16,370.25	➢ Bulbs for interactive whiteboards, 10 bulbs, $300 each, $3,000 ➢ Various hardware upgrades, software, $3,500 ➢ Replace 18 Teacher computers with laptops $634.81, cost $11,426.58 ➢ Purchase high school computer on wheels (COW) 25 computers and cart. $16,370.25	

Heuvelton Central School Five Year Technology Surplus Plan				
Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Current Situation: Lab of Dell GX260's **Current Location:** Elementary Computer Lab, Dell GX260 **Proposed Location:** Moved to teachers rooms for student use				
Current Situation: **Current Location:** Mrs. Smith Lab Dell GX260 **Proposed Location:** Moved to teachers room for student use				
Current Location: Throughout School Dell GX240 **Proposed Location:** Surplus				

Evaluation Process

The district will evaluate the status of the technology goals on an ongoing basis. The District Technology Committee will review this plan each September to evaluate the plan and update as necessary. Purchases and staffing will added as the budget allows, especially based on State and Federal allocations. At the end of each year these goals will be reconsidered for the following year pending district finances. By November 1st of each year, the district technology committee will review district technology plan, including curriculum, training and funding (to recommend a plan of funding distribution for the upcoming budget cycle).

What is to be evaluated?	When (dates)	Who is responsible?	Description of the process
Administration	Annual	Superintendent, Principals	Round table discussion of last year's goals and to what extent they were attained. Update goals for future years.
Budget	Annual	Superintendent, Business Manager	Revise implementation of technology plan to reflect annual budget.
Community	Annual March	Technology Committee, PTA	Analyze community goals and rev as necessary.
Curriculum/Instruction	Annual July	Principals	Analyze data from NYS assessments, regents exams and TONYSS to determine priority areas for future year.
Infrastructure: Hardware, Software, Networks	July Annual	Technology staff support personnel	Update inventory
Professional Development	Annual	Superintendent, Building Principals, Technology Committee and Model Schools Site Admin.	Maintain a database of all training attended to assist in recommendations for staff development the following year.
Staffing	September Annual	Superintendent, Building Principals	Review new hires and evaluate additional staffing needs