FY 2010 Technology Plan

School Information **Certification Status:** Completed 11/09/2009 Certified: # 64-0023_11-09-2009	
School District Name:	JOHNSON-BROCK PUBLIC SCHOOLS
County-District No:	64-0023
Password:	
Educational Service Unit:	ESU 4
Class of School District:	Class 3
School Street Address:	310 MAIN ST
City:	JOHNSON
State:	NE
Zipcode:	68378-0186
Contact for this plan:	April Holthus
Phone:	402-868-5235
Email Address:	aholthus@esu4.org
Number of Students	294
No of Certified Staff	23

I. School Improvement Goals

The plan must establish clear goals and realistic strategies for using telecommunications and information technology to improve education.

a. and b. Does your School Improvement Plan include goals that have strategies that involve technology integration to complete or achieve the goal?

○ Yes   ◉ No

If yes, list (copy/paste) SIP Goals or list URL to view goals and strategies.

If no, (as per e-rate requirements) please state clear goals and realistic strategies for using telecommunications and information technology to improve education.

1. All Johnson-Brock staff will receive technology training for successful

implementation of technology in the classroom.
2. All Johnson-Brock students will demonstrate knowledge and application of telecommunications and information technology skills as defined by the technology curriculum.
3. Johnson-Brock School will use Power School as the student management system. Parents and students have access to view grades and attendance.
4. Johnson-Brock School will provide distance learning opportunities for students and teachers through the Southeast Nebraska Distance Learning Consortium.
5. Johnson-Brock School will initiate a schedule to purchase and upgrade equipment.

c. What specific telecommunications and information technologies (such as access to the Internet, access to remote databases, distance learning, etc.) are useful in helping you reach those goals?

1. Internet access--High Speed Fiber Optic
2. Distance Learning Network--High school and College credit courses, Educational programs from historic and educational sites
3. Remote Databases
a. Library Resources(E-Library, Brittanica On-line, Wilson-Web, First Search, Kiplinger Forecast)
b. Digital Curriculum (Angel, College credits)
4. Telephone access--Local & Long Distance throughout the building
5. Fax Machines
6. Scan to email option
7. Radio Communications
8. Cell Phone Communications

II. Professional Development Strategy

The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.

a. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technolgies?

Teacher In-service in technology implementation is scheduled each year that will enable teachers to learn emerging technology to integrate into the classroom. The staff use their web pages to communicate with students and families on assignments, grades, and progress reports. Remote access for students and parents to our school management program has been implemented. As a part of the Seventh Grade orientation, students and parents are given a access to the school management program. Elementary Student and parent are given the access per request. New teachers are given access during orientation, and new students have the system explained by the school administrator when they start classes. Access to the remote resources and local resources has been made available on-line.

At least two teachers and the technology coordinator will be attending the state technology(NETA)conference. They will share with the staff the information gathered at the conference.

The Technology Coordinator will work with students and staff and share information.

b. Who will be in charge of cooordinating the professional development activites?

The Technology Coordinator will head the Technology Committee.
The Technology Committee will coordinate the professional development activities.

c. Are there dates or time frames set aside for technology-related professional development? If yes, please indicate below.

⊙ Yes   ○ No

T-cadre Meetings:
8/28/09
9/29/09
10/19/09
11/12/09
12/9/09
1/19/10
2/25/10
3/16/10
4/14/10

Technology In-service Days:
9/17/09
10/21/09
1/20/10
2/18/10
3/17/10

NETA Conference:
4/29 - 4/30/10

Technology In-services are 3.0 hours as scheduling will allow.
Throughout the year--In service are available through Educational Service Unit #4.
There are also training opportunities through ESU #5 & #6.

d. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?

The local In-service is required.

In-service provided by the Educational Service Unit is optional. Teachers are encouraged to attend training as it pertains to their individual classroom experiences. The incentives given to the teachers include chances to incorporate their personal technology skills into their curriculum. They are encourage to use these shared skills to take students to District, State and National competitions.

NETA Conference attendees will be selected by Technology Coordinator with recommendations by administration and Technology Committee.

e. What models of professional development would work in your organization to train your staff?

Guided, hands-on experiences.

Group informational presentations by outside experts with individual follow-up.

Internal experts sharing information and guidance.

Time for practice and review.

f. What professional development opportunities and resources exist for your technical staff?

T-cadre Meetings:
8/28/09
9/29/09
10/19/09
11/12/09
12/9/09
1/19/10
2/25/10
3/16/10
4/14/10

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2/18/10
3/17/10

NETA Conference:
4/29 - 4/30/10

Technology In-services are 3.0 hours as scheduling will allow.
Throughout the year--In service are available through Educational Service Unit #4.
There are also training opportunities through ESU #5 & #6.

g. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet)?

Courses are available from Peru State College, Southeast Community College, Metropolitan Community College-Omaha, or University of Nebr.-Lincoln within reasonable distance or on-line.

Internet training is also available for those that desire it.

ESU4 and ESU5 provide many technology training opportunities for our staff throughout the year.

ESU6 provides distance learning classroom and cart training.

S Systems provides Tech Coordinator with network support.

The Distance Learning Lab provides opportunities for training and instruction for both staff and student body.

h. What financial and time resources exist to keep the staff up-to-date in learning about new technologies?

Released time is provided and registration costs paid for training at the ESU workshops.

Time is provided for staff to practice new skills after each Technology

In-service.

Meeting time is scheduled for the technology committee.

NETA Conference registration & expenses are paid and release time provided.

The full time Technology Coordinator provides time to each staff member as needed and requested to discuss technology updates and learning opportunities.

i. What professional development opportunities and resources exist for your professional staff to ensure that they can not only use the new technologies but to use them to improve teaching and learning?

In-services provide the training about the new technologies and how to implement them in the classroom. Peer-to-peer networking opportunities are provided to the staff to encourage and support each other. In our small district the networking happens naturally.

Technology Coordinator gives technology support to the classroom.

Staff technology mentors help other staff members with troubleshooting or implementation.

j. Can your staff meet with others who are already further along in implementing technology in another school or library?

Our staff is constantly consulting with each other, helping each other, and providing needed peer support through suggestions, verbal interactions, and by physically going to another staff members room to help with hardware, software, or curriculum problems or issues.

The Technology Coordinator is able to provide teachers with help as they need it.

T-cadre support is also available through ESU #4 for Technology Coordinator

At workshops and mid-year in-service events with teachers from other districts.

Staff technology mentors help other staff members with troubleshooting or implementation.

Technology workshops, In-house and at the ESUs.

III. Assessment of Technology

A. Inventory

Instructional Use Workstations

PC's < 3 years old	84
PC's > 3 years old	90

MAC's < 3 years old	2
MAC's > 3 years old	0

Administrative Use Workstations

PC's < 3 years old	6
PC's > 3 years old	24
MAC's < 3 years old	0
MAC's > 3 years old	0

Servers

PC's < 3 years old	2
PC's > 3 years old	2
MAC's < 3 years old	0
MAC's > 3 years old	0

Electrical System Capacity

Classrooms and offices with adequate electrical capacity	34
Classrooms and offices requiring electrical upgrade	0
Classrooms and offices with adequate electrical outlets	34
Classrooms and offices requiring additional electrical outlets	0

External Connections coming into district: High Bandwidth Connections

56K	0
T1/DS1	0
T3/DS3	0
Cable	0
Wireless	0
Other	1

Internal Telecommunications

Internal Phone System	⊙ yes ○ no
Manufacturer/Model	Panasonic D1232
Internal Voice Mail	⊙ yes ○ no
Manufacturer/Model	Panasonic TVS50
Standard Phone Lines	8
Cell Phone	1
Other	
School Information Management System	⊙ yes ○ no

Name of System:	Power School

B. Self-Assessments of Essential Technology Conditions Summary

Part 1: Technology Administration and Support
Self Assessment of Essential Technology Conditions

Vision Planning and Policy

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Technological vision does not exist* ▪ *Technological planning is not evident* ▪ *Policies do not include technological concerns/uses* ▪ *Principles of universal design do not exist within the technology vision or plan*	▪ *Technological vision and planning aligns with district and state plans* ▪ *Technological policies protect learners and provide access to learners while aligning with district and state vision and plan* ▪ *Principles of Universal design are included within the technology vision, but not in the plan or policy*	*(In addition to Stage 2)* ▪ *Technological vision and technology plan align with district and state plan and integrate into the school's SIP process* ▪ *Policies align with technological vision and plan and support equitable access for all learners* ▪ *Certified technology plan in place (eligible for e-rate and E2T2 funds)*	*(In addition to Stage 3)* ▪ *Technology vision and plans are regularly reviewed and updated with staff* ▪ *Policies align with technological vision and plan* ▪ *Principles of Universal Design are fully integrated in vision, plan, & policies* ▪ *Certified technology plan in place (eligible for e-rate and E2T2 funds)*

Technology Support

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Limited technical support* ▪ *Technical support response time greater than 24 hours* ▪ *Technical support does not include assistive technologies or web accessibility*	▪ *Part-time school-based or agency support* ▪ *Most technical support response time is less than 24 hours* ▪ *Resources for support of Assistive Technology and web accessibility are accessed (i.e., WebAIM accessibility guidelines, Accessibility Rubric, A. T. consultation)*	*(In addition to Stage 2)* ▪ *Full time school-based or agency support capable of trouble shooting basic network and hardware repair including assistive technologies* ▪ *Technical support response time is less than 8 hours*	*(In addition to Stage 3)* ▪ *Full time school-based or agency support with additional staff (including faculty) to support network and production of accessible web sites as per Accessibility Rubric* ▪ *Most technical support response time is less than 4 hours*

Instructional Technology Staffing

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ School or agency based instructional technology specialist not available	■ Part time school or agency based instructional technology specialist	*(In addition to Stage 2)* ■ Full time school or agency based instructional technology specialist	*(In addition to Stage 3)* ■ Equivalent of full-time school or agency based instructional technology specialist and additional staff with expertise in specialized areas of integration ■ Specialist has filled out checklist of assistive technology knowledge & has plan for acquiring necessary skills

Budget

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ Line item budget exists for hardware/software purchases and professional development	■ Line item budget for maintenance and new purchases of hardware and software with professional development support and opportunities	*(In addition to Stage 2)* ■ Budget for hardware and software makes technology accessible to all student, professional development adequate staffing support, and ongoing costs	*(In addition to Stage 3)* ■ Budget for hardware and software makes technology accessible to all student, professional development, sufficient staffing support, facilities (buildings), and other ongoing costs including investigation of new technologies

Electronic Data Support Systems

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ A Student information system is not in place or limited to tracking attendance, lunch and grading ■ Budget system exists ■ data is dealt with using various manual and technical means with no centralization or integration	*(In addition to Stage 1)* ■ An assessment system is included in the data management system ■ Budget system is in place that automates the purchasing and inventory process ■ Some data is maintained in an enterprise-wide system and the system is used for selected task or reports	*(In addition to Stage 2)* ■ add curriculum and lesson planning ■ Budget system tracks the cash flow to school populations validating equitable access for all learners ■ a comprehensive data management system is in place but only used for selected levels of improvement needs	*(In addition to Stage 3)* ■ Add curriculum and lesson planning ■ Budget system tracks the cash flow to individual learners validating equitable access for all learners ■ Data warehouse and analysis systems are in place and used regularly as part of ongoing evaluation and improvement

			the systems are capable of and are being used for all levels of improvement tasks and reporting- school district and state

Funding

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ District, state and federal technology allotments only	▪ In addition to allotments, the district/school seeks grants and other funding sources such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology facilitating the ability to meet enhanced technology needs and minimal instructional technology needs	▪ Successfully obtains funding from one source other than their allotment	▪ Successfully obtains funding from two or more sources other than their allotments

Rubric of Essential Technology Conditions

Student Technology Equipment Access

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ 10:1 ratio or more of students to computer equipment five years old or less ▪ No Universal Access Stations (computer stations equipped with necessary hardware and software to meet the special needs of students with disabilities) ▪ No student access to computers after school	▪ Less than 10:1 ratio of students to computer equipment five years old or less ▪ Universal Access technologies in place ▪ Student access to computers for after-school care students or by special arrangement ▪ District identifies current universal access technology inventory & needs	▪ Less than 5:1 ratio of students to computer equipment four years old or less ▪ Universal Access integrated throughout district ▪ Open after-school access to computers for all students 1-5 hours per week	▪ Every student has computer equipment three years old or less ▪ Universal Access Stations available in all classrooms and student work areas ▪ Open after-school access to computer equipment for all students over 5 hours per week

Teacher Technology Equipment Access

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*

▪ *Dedicated, up-to-date teacher computer equipment, one set per 2 or more teachers; no refresh cycle.*	▪ *Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 5 years*	▪ *Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 4 years*	▪ *Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 3 or fewer years*

Internet Access

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Adequate connectivity to the Internet available to support web-based applications only on a few computers*	▪ *Direct connectivity to the Internet at the school and accessible in some rooms* ▪ *Adequate distribution of bandwidth to the school to avoid most delays*	*(In addition to Stage 2)* ▪ *Direct connectivity to the Internet at the school and accessible in all rooms* ▪ *Adequate bandwidth to each classroom over the LAN to avoid most delays*	▪ *Anywhere, anytime direct access to the Internet for any educationally relevant application*

Video Capacity

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Video available in the classroom on magnetic or optical media.* ▪ *Media is available via classroom devices such as VCR, or DVD player*	▪ *Capacity to schedule and distribute video over school network to the classroom* ▪ *Capacity to receive via satellite or other devices specific to curriculum content and distribute programming to the classroom*	▪ *Capacity to schedule and distribute video over district or cable access network to the classroom* ▪ *Two-way interactive video conferencing used to connect schools*	▪ *Network provided video on demand* ▪ *Two way interactive video conferencing used to connect to post-secondary institutions and other education providers*

Distance Learning; Conditions and Capabilities

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Shared access to one-way video and two-way audio*	▪ *Two-way video and audio in at least one classroom*	▪ *Two-way video and audio in more than one classroom*	▪ *Two-way video and audio in every student learning area provides access for all* ▪ *Robust network allows interconnections with all other K-12 sites and post-secondary institutions*

		Web-based scheduling system allows sites to connect to one another without limitations

LAN/WAN

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ Limited print/file-sharing network at each school	■ Most rooms connected to the LAN/WAN with student access ■ Minimum 10/100 hubbed-network ■ Basic filtering software in use	■ All rooms connected to the LAN/WAN with student access ■ Minimum 10/100 switched network ■ High end servers serving applications at the school with a replacement cycle 3 years ■ Filtering and virus protection software in use	■ All rooms connected to the LAN/WAN with student access ■ Robust WAN with 100 MB/ GB and/or fiber switched network that allows for resources(i.e. video streaming, desktop conferencing, etc.) ■ Infrastructure allows easy access to network resources for students and teachers including some wireless connectivity and remote access ■ Filtering, virus protection, and security measures, as well as disaster recovery plan in place ■ CIPA compliant

Curriculum-based Tools

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ Limited access to some instructional equipment (i.e. televisions, VCR's, digital cameras, scanners, handhelds, programmable calculators, etc.) ■ Tool-based software limited to word processing and spreadsheets	■ shared use of instructional equipment among groups of teachers ■ Tool-based software includes presentation, some graphics and concept mapping	■ Instructional equipment assigned to each teacher/classroom including at least a computer with projection device, TV, VCR, or DVD ■ Tool-based software includes some multimedia authoring and video editing	■ Fully equipped classrooms with all the technology infrastructure that is available to enhance student learning, including all forms of software, digital cameras, scanners handhelds, and other devices specific to content areas

Part 3: Educator Competencies & Professional Development
Rubric of Essential Technology Conditions

Educator Use of Technology

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Teachers use basic computer operations such as email and word processing programs* ▪ *At least 25 percent meet Nebraska Educator Competencies and implement in the classrooms*	▪ *Teachers use productivity tools to streamline administrative tasks (grades, attendance, lesson planning, etc.)* ▪ *At least 50 percent meet Nebraska Educator Competencies annd implement in the classroom*	▪ *Teachers implement various instructional technology strategies that support diverse needs of learners (research, multimedia, presentations, simulations, distance learning, etc.)* ▪ *Teachers use various forms of technology to communicate with peers and parents* ▪ *At least 75 percent meet Nebraska Educator Competencies and implement in the classroom*	▪ *Teachers use technology to develop new learning environments that are collaborative, interactive and customized* ▪ *Teachers explore and evaluate new technologies and their educational impact* ▪ *At least 90-100 percent meet Nebraska Educator Competencies and implement in the classroom*

Leadership

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Administrators have limited awareness of benefits and applictions of technology in instruction* ▪ *Administrators lack basic computer operations skills* ▪ *Administrators know and understand the Nebraska Administrator Competencies in Technology*	▪ *Administrators recognize benefits and barriers of technology in instruction for all students and support use of technology in instruction* ▪ *Administrators expect teachers to use technology for administrative and classroom management tasks* ▪ *Administrators routinely use technology in some aspects of daily work* ▪ *Administrators apply the Nebraska Administrator Competencies in Technology*	▪ *Administrators expect use of technology in instruction for all students* ▪ *Administrators model use in daily work including communications, presentations, on-line collaborative projects and management tasks* ▪ *Administrators analyze and determine their proficiencies based upon the Nebraska Administrator Competencies in Technology* ▪ *Administrators are able to make accommodations (change computer settings) for their own disabilities (low vision, hearing, etc.)*	▪ *Administrators plan budget support for training and expect use of technology in instruction for all students* ▪ *Administrators maintain awareness of emerging technologies* ▪ *Administrators participate in job-related professional learning using technology resources* ▪ *Administrators ensure integration of appropriate technologies to maximize learning and teaching* ▪ *Administrators involve and educate the school community around issues of technology integration*

			■ Administrators make decisions and adjust behavior based upon the Nebraska Administrator Competencies in Technology

Professional Development

○ **Stage 1** *Beginning*	◉ **Stage 2** *Progressing*	○ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ *5 percent or less of technology budget allowcated for professional development in technology-related training* ■ *No technology prefessional development plan in place or existing plan lacks defined progression toward district technology goals* ■ *Technology professional development plan is not correlated to state and/or national technology standards*	■ *6-24 percent of technology budget devoted to professional development in technology-related training* ■ *Technology prefessional development plan has some measurable correlation to district technology goals* ■ *Technology professional development plan provides some measurable correlation to state and/or national technology standards*	■ *25-29 percent of technology budget devoted to professional development in technology-related training* ■ *Technology professional development plan has clearly measurable correlation to district technology goals* ■ *Technology professional development plan provides significant measureable correlation to state and/or national technology standards*	■ *30 percent or more of technology budget devoted to professional development in technology-related training* ■ *Technology professional development plan has clearly measurable correlation to district technology goals and is evaluated and revised annually to ensure that district technology goals are met* ■ *Technology professional development plan provides significant measuravle correlation to state and/or national technology standards and plan is revised annually to consider emerging technologies*

Models of Professional Development

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
■ *Leader presents information to group of teachers*	■ *Teachers participate in hands-on instruction and use acquired skills to develop an instructional product as a follow-up activity*	■ *Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring (including collaboration between special education and*	■ *Learning communities created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring*

		regular education) ■ Technology professional development includes requirement of classroom integration and student use of technology in the learning process ■ Professional development activities include a teacher and a student in a collaborative learning environment	■ Additional professional development available any time, at any level, through a variety of delivery sstems (e.g. distance learning, on-line course work, state and national conferences, outside consultants, etc.

Effective Use of Electronic Data Support System

○ Stage 1 Beginning	○ Stage 2 Progressing	○ Stage 3 Significant Progress	◉ Stage 4 Proficient
■ technology not used to review student assessment information	■ Technology used infrequently to review student assessment information	■ Technology frequently used to review student assessment information	■ Technology regularly used to review student assessment information which results in needed changes in instruction

Content of Technology Training

○ Stage 1 Beginning	○ Stage 2 Progressing	○ Stage 3 Significant Progress	◉ Stage 4 Proficient
■ Teachers acquainted with basic technology operations (word processing, email, Internet navigation)	■ Teachers learn to use technology in the classroom (i.e. administration, management, and or presentation software; Internet as a research and instructional tool)	■ Teachers learn to use technology with curriculum/students (i.e. integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection, making accommodations with assistive technologies, etc.) ■ Integration of technology into instructional strategies to improve teaching and learning	■ Teachers learn about emerging technologies and their uses with curriculum/students (i.e., creation and communication of new technology-supported, student-centered projects) ■ Integration of technology aligned with all content areas and grade levels ■ Technology training content supports growth toward national technology standards for teachers, administrators, and students

Part 4: Learners and Learning

Self Assessment of Essential Technology Conditions

Student Use of Technology

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	○ **Stage 3** *Significant Progress*	◉ **Stage 4** *Proficient*
Knowledge/Understanding ■ *Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labels for the purpose of identification, recollection, memorization, and review of basic facts*	*Application* ■ *Frequent individual use by students to choose and use informational resources for the purpose of communication and demonstration of knowledge*	*Analysis/Synthesis* ■ *Students regularly use technology for working with peers and experts, evaluation information, analyzing data and content in order to formulate and solve problems* ■ *Students regularly use technology for evaluation individual progress*	*Evaluation* ■ *Students regualarly use technology for working collaboratively in communities of inquiry to propose, implement and assess solutions to real world problems* ■ *Students regularly use technology for evaluating and analyzing their own assessment information to improve learning* ■ *Students regularly use technology to publish and effectively communicate their knowledge with the global community*

Technology Integration

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
Entry Level technology ■ *Teacher-centered lectures* ■ *Teachers allow students to use technology to work on individual projects*	*Adoption level of technology use in classroom* ■ *Teacher-directed learning* ■ *Teachers encourage students to use technology for cooperative projects in their own classrooms* ■ *Teachers use technology projects as an alternative form of assessment*	*Adaption/Appropriation level of technoogy use in classroom* ■ *Teachers facilitate communities of inquiry for students to collaborate with business and/or community members*	*Innovation level of technology use in classroom* ■ *Student-centered learning* ■ *Teachers act as facilitators in collaboration with external entities to develop 21st century skills (e.g. national or international, business and/or educational communities* ■ *Technology is vital to all curriculum areas and integrated on a daily basis*

Available Technology Curriculum

◌ **Stage 1** *Beginning*	◌ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	◌ **Stage 4** *Proficient*
▪ Provides some structured instruction, experiences, modules or courses in technology utilization	▪ Provides a variety of technology courses/applications on different topics or at different levels to promote life long learning	▪ Technology scope and sequence in place to fulfill *Nebraska Student Essential Learnings in Technology* ▪ Offers at least one sequential program of study in an area of technology	▪ Offers mutiple sequential programs of study in technology

Community Connection

◌ **Stage 1** *Beginning*	◉ **Stage 2** *Progressing*	◌ **Stage 3** *Significant Progress*	◌ **Stage 4** *Proficient*
▪ Minimal connection with parents and community through technology ▪ Minimal initiatives to increase community technology literacy ▪ Minimal awareness of initiatives, resources, laws and regulations related to publc access to information technologies for persons with disabilities	▪ Basic communication with community utilizing technology ▪ Offers a technology literacy program for parents and/or community (e.g. family tech night, websites, or videos) ▪ Partnering with business and/or community to offer job shadowing ▪ Identified information technology access priorities related to community utilization	▪ Partners with community to offer after hours training to parents/caregivers ▪ Students assist in technology skills training parents and community in real-life skills ▪ Business expertise brought to classroom ▪ Information technology access plan implemented and significant progress noted in accessibility	▪ Plays an active role the promotion of technology literacy within the local community ▪ Provides outreach programs to promote collaboration among community, business and school ▪ Students participate in a mentoring program with business and/or community members ▪ Business and community provide financial support and human resources ▪ Minimal disability-related barriers exist related to information technology access

Part 5: Accountability
Self Assessment of Essential Technology Conditions
(For more information about Nebraska Student Essential Learnings and the Nebraska Administrator Competencies, refer to the Education Technology Center of the Nebraska Department of Education website.)

Student Technology Essential Learnings

◌ **Stage 1** *Beginning*	◌ **Stage 2** *Progressing*	◌ **Stage 3** *Significant Progress*	◉ **Stage 4** *Proficient*
▪ Up to 25 percent of students demonstrate proficiency in the Nebraska Student Essential Learnings in	▪ At least 25 percent of students demonstrate proficiency in the Nebraska Student Essential Learnings in	▪ At least 50 percent of students demonstrate proficiency in the Nebraska Student Essential Learnings in	▪ At least 75 percent of students demonstrate proficiency in the Nebraska Student Essential Learnings in

Technology	Technology	Technology	Technology

Administrator Technology Competency

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	◉ **Stage 3** *Significant Progress*	○ **Stage 4** *Proficient*
▪ *Administrators know and understand the Nebraska Administrator Competencies in Technology*	▪ *Administrators apply the Nebraska Competencies in Technology in their professional responsibilities*	▪ *Administrators analyze and determine their proficiencies based on the Nebraska Administrator Competencies in Technology*	▪ *Administrators make decisions and adjust behaviors based on the Nebraska Administrator Competencies in Technology*

Teacher Technology Competencies

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	○ **Stage 3** *Significant Progress*	◉ **Stage 4** *Proficient*
▪ *Up to 25 percent of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology*	▪ *At least percent of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology*	▪ *At least 50 percent of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology*	▪ *At least 75 percent of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology*

Demonstrating Effective Use of Technology in Learning

○ **Stage 1** *Beginning*	○ **Stage 2** *Progressing*	○ **Stage 3** *Significant Progress*	◉ **Stage 4** *Proficient*
▪ *Educators understand the potential of technology in the learning process, however the focus remains on productivity*	▪ *Educators apply effective use of technology to the learning task and opportunities thus increasing productivity* ▪ *Educators use technology as an extension of the learning experience*	▪ *Educators provide a variety of technology resources and allow/facilitate student choice of technologies to accomplish their learning*	▪ *Educators facilitate effective use of technology in the learning process* ▪ *Educators evaluate the impact of technology on the learning process and adjusts future learning experiences/opportunities accordingly*

C. Compliance with CIPA (Children's Internet Protection Act)

Part I-Internet Filtering

CIPA requires the implementation of a "technology protection measure" (47 U.S.C. 254(h)) for all computers used by students for E-rate purposes. Therefore, a "Yes" is required in at least one of the following Filtering Provisions:

Filtering is incorporated with the service provided by the ESU (or ISP).

Yes   ○ No

Filtering is provided locally for all Internet-enabled computers on a networked basis.

⊙ Yes   ○ No

Filtering is provided individually on each Internet-enabled computer.

⊙ Yes   ○ No

Part II- Internet Safety Policy

CIPA requires the public adoption and enforcement of an "Internet Safety Policy" (47 U.S.C. 254(h)(B)) covering use of computers by students for E-rate purposes. Schools must also certify that their policy includes monitoring the online activities of the students. The legislation also requires schools to certify that they have adopted and implemented a separate policy to address the safety and security of students when using electronic mail, chat rooms, and other forms of communication (47 U.S.C. 254 (h)(5) (A)(II)). Note, CIPA compliance requires a "Yes" in all Policy Provisions listed below:

Online activities of minors will be monitored for appropriate use

⊙ Yes   ○ No

Briefly Describe:

Reports can be generated, automatically or by request, for a blocked/restricted site. Restrictions are placed on users that violate usage policy.

Safe and secure use by minors of direct electronic communications (email, chatrooms, etc.) will be assured.

⊙ Yes   ○ No

How? (i.e I-SAFE training program):

E-mail and chatrooms are not allowed except for class projects or College level coursework. Students use these under direct supervision of teachers. Cyber and Cell phone etiquette and safety posters are displayed throughout the school. Internet safety presentation are given to the elementary students each year.

Unauthorized online access, including "hacking" and other unlawful activities, is prohibited.

⊙ Yes   ○ No

Quote from school policy:

Johnson-Brock Public Schools - Student and Parent Handbook - Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.

Unauthorized disclosure, use, and dissemination of personal identification informaiton regarding minors is prohibited.

⊙ Yes   ○ No

Quote from school policy:

Johnson-Brock Public School Policy # 5205 - At no time shall information be released to any unauthorized agency or individual.

Sub-section D. Ed*Facts* Title II-D
(Enhancing Education Through Technology)

EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. These data elements are required from districts that benefit from Title II-D federal funds.

Does your district benefit from Title II-D funds?

⊙ Yes   ○ No

If 'Yes', please continue to this section and press the submit button at the bottom of the page to enter your reply to this section.

Report on 8th Grade Student Technology Literacy

The Technology Literacy Assessment Work Group of the State Educational Technology Directors Association (SETDA) has suggested the following definition for Technology Literacy. You may utilize this suggestion or modify as appropriate for your district‚Äôs purpose.

Technology Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Enter your District's definition of Technology Literacy if different from above:

The US Department of Education requires local districts that benefit from Title II-D to report the total number of 8th grade students and the number of those students who demonstrate a locally determined proficiency of technology literacy. Please provide an estimate of the number based on the best data available. The total number of 8th grade students will be taken from the Fall Membership data in the Nebraska Student and Staff Record System.

| 23 | **Enter the unduplicated number of 8th grade students from the most current completed school year who demonstrated proficiency of technology literacy as defined above.** |

Example: Proficiency may be determined through technology assessments, completion of courses or technology components imbedded in the curriculum (such as keyboarding, computer-based applications, etc), direct teacher observation, or other means as determined by the district.

IV. Budget for Technology

Computer Maintenance and Purchase

Hardware

	Dollar Amount
Amount budgeted to maintain computers	$ 15000.00
Amount budgeted to purchase computers in your district	$ 35000.00
Amount budgeted for other equipment purchases in your district	$ 40000.00

Software

Amount budgeted for Desktop Software in your district	$ 25000.00
Amount budgeted for School Management System Software in your district	$ 5000.00
Amount budgeted for Network Software in your district	$ 0.00

Professional Development

Total Technology Related Staff Development Costs	$ 4000.00

Other

Dollar amount budgeted for telephone lines?	$ 5000.00
Dollar amount budgeted for High Bandwidth Connections?	$ 14000.00
Dollar amount budgeted for Network Devices?	$ 0.00

V. Evaluation

a. Who is responsible for updating the plan?

Technology Committee

b. How will you determine if the evaluation process was successful in meeting the goals of your Tech Plan, i.e. your school improvement plan? e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations.

Review of Tech Plan by Technology Committee. A survey of staff, patrons, and students is conducted that measures the progress made towards the goals set in the technology plan.

c. What goals and objectives of the Technology Plan were you able to meet? To what extent?

All the goals and objectives of the Technology Plan continue to be met. Goal #1--"All Johnson-Brock staff will receive technology training for successful implementation of technology in the classroom" In-service days have been scheduled for the school year. The Technology Coordinator will be attending T-Cadre meetings throughout the year. Arrangements have been made for at least two teachers to attend NETA. Various staff members have attended workshops at ESU 4. Goal #2--"All Johnson-Brock students will demonstrate knowledge and application of telecommunications and information technology skills as defined by the technology curriculum." Students are successfully using student classroom computers and laptops for educational applications, eResources, school websites including Power School, and Internet research. Secondary students are offered on-line courses; such as Zoology, Forensics, and GeoScience administrated by JBPS teachers. Regular classroom activities are enhanced with on-line curriculum presented in Angel by JBPS teachers. College level classes, administered by local colleges are available on-line for advanced college credits. Goal #3--"Johnson-Brock School will use Power School as the student management system. Parents and students have access to view grades and attendance." Students and parents have been given logins and passwords for access to Power School and are successfully accessing grade and attendance information. Goal #4--"Johnson-Brock School will provide distance learning opportunities for students and teachers through the Southeast Nebraska Distance Learning Consortium." Students are using the Distance Learning lab and carts for classes such as Spanish I, II, III and IV; FFA; and enrichment activities with historical and educational sites. Staff has used the Distance Learning Lab for attending meetings about such subjects as eRate and NSSRS. Goal #5--"Johnson-Brock School will initiate a schedule to purchase and upgrade equipment." The following schedule has been approved by the technology committee for server/computer upgrades throughout the district: Computers are to be refreshed with a new or re-formatted upgrade computer every 4 years. Older PC's are filtered down to refresh classroom computers. Unrepairable or obsolete computers are re-cycled. Servers are to be refreshed with a new or re-formatted upgraded servers every 3 years. Older servers are filtered down to classroom PC or re-cycled.

d. Were there any unexpected outcomes or benefits to having the technology in place?

Student motivation in school work increased substantially when technology was integrated into their learning. For ex. Students are excited about lessons and quizzes/tests in which CPS Clickers are used. The students responded well to the implementation of classroom speaker systems to enhance the teachers voice for presentation. Students are better prepared to meet college and workforce requirements because of the integration of technology in our school. Students are much more conscientious of their grades now that they are able to check them daily on Power School. There has been a definite improvement in attendance because parents are able to monitor their students attendance daily on Power School.

e. What goals and objectives of the technology plan did you not meet? Why? Are there ways to overcome these barriers?

There were no goals and objectives in our technology plan that were not

met.

f. What developments in technology have emerged that you can take advantage of to improve education for your school or community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)?

Web based reading programs, educational use of cell phones, web based calendar, and pod casting with iPods, are all emerging technology that the staff, teachers and students are interested in exploring in the future to improve education for JBPS. These and many other new potential technologies are identified through colleagues, NASB conference, NETA conference, T-Cadre meetings, and various publications.

VI. Notification

Technology Plan Report for FY 2010				
Completed:	◉	Yes	○	No
Date Completed:	11/09/2009			
	Start Date		End Date	
This plan covers the period:(mm-dd-yyyy)	7-1-2009		6-30-2011	
This information has been verified to be current and accurate.	◉	Yes	○	No