

Introduction

Our Technology Committee, a group of dedicated administrators, teaching staff, and district employees, began to develop this technology plan in the Fall of 1998. The Plan is a “living document” which continues to evolve in order to guide our students, staff, parents and community in the use of appropriate technologies. It will be continuously updated as our plans mature, our understanding grows and our technological capabilities expand.

Mission and Belief Statements: GCS Technology Committee

Mission: To integrate technology to facilitate learning.


We believe...

- It is our responsibility to prepare our students for their future in rapidly changing technological world.
- Information technology will assist staff and students in restructuring the way we teach and learn. Computers are tools that extend, rather than replace, learning activities demonstrated and envisioned by teachers.
- We must use technology in a fashion that respects the special talents of each individual in the school and helps each one develop new knowledge and skills while becoming a self-directed, independent and confident student.
- We must assist teachers and staff, as well as students, in developing the skills necessary to make this integration possible.
- Technology will play a key role in the administration, management, and communication within the school system.

Vision and Strategy for Student Outcomes

Background	<p>Students need to learn about technology, and they can often learn better using technology. As we nurture their development into lifelong learners, the learning outcomes we define and work toward must therefore include (1) the development of technological knowledge and skills as well as (2) the interdisciplinary use of technology in all areas of study. Students need to learn how to operate computer hardware, software, and peripherals. They also can learn using technology as they create, express, capture, record, experience, explore, communicate, collaborate, manage, and organize. This section considers the technology-related learning outcomes which this technology plan is designed to help produce.</p>					
Present State & Trends	<p>The National Educational Technology Standards for Students (NETS) and the NYS Learning Standards provide a framework for student outcomes. Technology Benchmarks for K-12 were reviewed/revised in June, 2003. Detailed Grade Level/Departmental Technology Plans were created in Spring, 2003.</p>					
Preferred Future	<p>Integrating technology and curriculum goals/objectives at the grade/subject level will enable all students to graduate with significant proficiencies to function as an integral part of the community. All students will have the learning opportunities necessary to meet/exceed the NYS MST 1,2, 5 & 6 commencement standards as well as the NETS for Grades K-12.</p>					
Strategy for Change	<p>The Grade Level/Departmental Tech plans will be reviewed annually to insure that goals are met or revised as necessary. Benchmarks K-12 will be reviewed/revised as necessary. Learning Community technology-driven goals will be encouraged. Websites related to these standards will be made available to staff via the Technology for Teachers web site and/or email.</p>					
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Vision and Strategy for Staff Development

Background	Faculty and staff can often teach, learn, and manage better by integrating technology as they work to produce improved learning outcomes among the students they serve. It is a critical yet difficult challenge to provide staff development opportunities that accommodate the broad range of staff learning styles, teaching styles, and technological skill and comfort. The district must balance the limited supply of time and resources against the demand to “cast a wide net” of learning opportunities and incentives. This section describes the staff development strategy and specific opportunities and incentives that will be provided to develop basic staff proficiency and to encourage & support integration of technology into teaching and learning.	
Present State & Trends	Staff development is provided to all members of the GCS community via our full-time Technology Integration Specialist, the IT department, tech-savvy staff members as well as training opportunities outside the district (e.g, Models Schools). Most teachers demonstrate average to above-average computer skills. A growing number of staff members routinely integrate technology into their teaching.	
Preferred Future	Staff members are aware of ISTE's NETS for Teachers and strive to achieve these standards. Individualized and collective staff development opportunities continue so that technology skills and knowledge increase among all staff to a level of proficiency. Individuals within each building will become "experts" who will share their knowledge with others thereby creating an ever-growing population of "go to" people. Staff will take advantage of self-directed online opportunities, building/district workshops, 1:1 sessions with the Technology Integration Specialist to discuss, plan and create classroom activities, visitations and conferences.	
Strategy for Change	A copy of NETS for Students and NETS for Teachers will be distributed to staff members. Each grade level/departmental technology plan will include plans for staff training in order to meet its goals. The Instructional Technologist will coordinate training in order to meet the grade level/department needs. Teachers will be notified of online-opportunities and conferences via email and/or the Technology blog	
Key Objective <small>(specific, achievable, scheduled, and delegated)</small>	Target Date:	
 <ul style="list-style-type: none"> Develop and test a Technology blog Implement tech blog for use by staff NETS for Students distributed to teachers NETS for Teachers distributed to staff Create training component for Grade level/dept.tech plans All teachers (K-12) will integrate technology into the curriculum when and where it is appropriate. 	<ul style="list-style-type: none"> Jan 2007 March 2007 March 2007 Sept 2007 Sept 2007 Dec 2010 	




Individual Technology Plan Guidelines

Worksheet B-1a

as of 11/27/2006

1. Meetings between each grade level/department or individual staff member and the Instructional Technologist will be scheduled to develop a detailed Grade Level/Departmental Tech Plan that supports the District Tech Plan. Each Plan will:
 - set goals aligned with NYS Standards
 - establish short and long-range software needs
 - detail special hardware issues
 - determine furniture needs as relevant to room design
 - decide group/individual technology training needs
2. Instructional Technologist will coordinate purchases in order to:
 - insure that the grade level/department buys the best product for the goal
 - arrange software previews before buying
 - take advantage of possible quantity discounts
 - eliminate duplications within the district
 - determine whether a network or stand-alone version is appropriate
 - insure that all license requirements are met
 - coordinate installation between the technology department and the user group.
3. The Instructional Technologist will coordinate training in order to meet grade level/department needs.
4. The Instructional Technologist will develop cost estimates for each plan and present these to the appropriate principal for review and approval.
5. Each principal will receive the grade level/department plan in addition to a building technology purchase request summary.
6. The Instructional Technologist will meet with each grade level/department to evaluate and revise each Individual Technology Plan annually.
7. Instructional Technologist will develop the Tech Plan template in coordination with the technology department and the building principals.

Vision and Strategy for Workstation Access

Background	<p>Computer workstations come in a variety of forms, including desktop computers, portable computers, network computers, hand-held computers, and other specialized computers. This section contains the district's "baseline" plan for providing students and staff with access to workstations. (If the access levels specified do not meet the needs of your department, office, or classroom, be sure to provide inputs to the technology committee regarding your preferences & unique needs.) Additionally, this section contains workstation specifications and inventory, and also addresses planning for obsolescence.</p>					
Present State & Trends	<p>In the Primary building there are 3-5 workstations in each classroom plus a teacher presentation workstation. In the Middle Grade building most classrooms have a minimum of 2 student workstations plus a presentation/teacher workstation. There is a 30-workstation lab. Junior/Senior High classrooms have either a teacher workstation or a teacher presentation station. Some classrooms have student workstations. The Business lab has 25 workstations, the Media Center - 30 workstations, CAD lab - 20 workstations and Rm 201 - 23 workstations. Smartboard configuration is available in 1 MG classroom and 1HS classroom.</p>					
Preferred Future	<p>Increased student/teacher access to notebooks, tablets, hand-helds. Minimum of 1 mobile, wireless lab per building. Smaller, more energy-efficient workstations.</p>					
Strategy for Change	<p>Identify laptop, tablet, and workstation needs through Individual Tech Plans and provide necessary staff development. Replace end-of-life workstations with smaller, more energy-efficient ones.</p>					
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Inventory




Worksheet C-1a

as of 11/27/2006




As of November, 2006

450 Computer Workstations
14 District Servers
13 Laptops
25 Network Switches
8 Wireless Access Points
1 Network Router
1 Network Firewall
1 Data tape backup appliances
9 Battery backup power supplies
8 Scanners
6 Digital Still Cameras
2 Mini-DV movies cameras
125 Printers
8 Digital Copiers
12 LCD Projectors

Vision and Strategy for Peripheral Access

Background	<p>Computer peripherals are devices which operate physically external to a computer to enable it to interface with users in various ways. Some enable users to provide inputs to the computer (keyboard, mouse, microphone, camera, etc.) while others enable the computer to deliver outputs to the user (speakers, printers, projectors, etc.) As networks enable remote connections between computers and peripherals, classrooms can be connected (carefully) to a world of scientific and exploratory sensors, cameras, etc. Using adaptive devices (vision, hearing, speech, touch, etc.) special needs learners can more equitably access computers. This section describes district needs for access to computer peripherals.</p>					
Present State & Trends	<p>All classrooms, labs & offices have B/W printers and access to color printers. At the K6 level each classroom has a teacher presentation station which includes TV/VCR and a DVD player. The MG lab has a scanner, card reader and teacher workstation with projector. At the JSHS there is a scanner available in the CAD lab, HS Art room. Two digital cameras had been purchased for each building, as well as a mini-DV camera. These are not working properly and must be replaced. A web cam is available for check-out as needed. Multi-function b/w copier/printers/scanner available in all buildings. A digital microscope and scientific probes are available in the JSHS science department. Large group presentation area (PC, projector, screen) in HS Media Center. There is one SmartBoard setup in the JSHS and one in the MG. One multi-media cart equipped with PC, projector, sound, VCR and DVD per building. Robotic equipment in the JSHS CAD lab</p>					
Preferred Future	<p>Convenient access to peripherals to meet teachers' curricular needs. At the K6 level one digital camera with card reader per classroom. Presentation workstation with SmartBoard and projector in all classrooms. Access to projection devices to enable use of technologies in group settings.</p>					
Strategy for Change	<p>Identify peripheral needs through Individual Tech Plans and Learning Community goals. Provide necessary staff development. Number of SmartBoard/projector per building increased annually as budget and grant proposals allow. Purchase digital cameras as allowed though budget and grants.</p>					
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Vision and Strategy for Software and Data Access


Background	<p>An ever-increasing number of software programs are available for use by students and staff. When wisely integrated into teaching and learning, many of these programs can become valuable educational tools. Similarly, there is also an increasing amount of electronic data that is or can be available. Students, staff, parents, and community members can benefit from appropriate access to district information such as student records, schedules, homework, and library resources. With so many options, it is important to balance individuals' unique needs against broader needs for standardization, security, privacy, and low costs. This section describes how access to software and data will be managed.</p>																
Present State & Trends	<p>Students (grades 3-12) and all faculty/staff have unique individual logins with appropriate network access. Students, faculty and staff have access to the local intranet for software programs, district information and collaborative projects. Parents and community have access to district information via the district web site. Teachers can access their accounts from outside the district via the district's remote-access server.</p>																
Preferred Future	<p>Standardized software and data will continue to be conveniently available to staff and students. Individual student data will be available to parents/guardians in an appropriate and secure manner. Increased security to data thru advanced technologies such as operating systems and biometrics.</p>																
Strategy for Change	<p>Continue with standardization of key software and data systems. Increase district use of student management system, IEPDirect and AISM. Provide data-access from home for students, parents and guardians.</p>																
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Vision and Strategy for Connectivity


Background	<p>Workstation capabilities can be greatly enhanced by connecting them to local and wide area networks, on-line services, distance learning networks, and the Internet.</p> <p>This section describes preferred access to connectivity along with specifications for associated network wiring, hardware, and software.</p>											
Present State & Trends	<p>Network/internet access available in all district classrooms. Access times are occasionally slow due to network congestion and/or server load. Wireless access 75% at JSHS, 10% in MG and 10% Primary bldg. Dual T1 Internet lines.</p>											
Preferred Future	<p>Increased bandwidth on the LAN to gigabit workstation access. Increase bandwidth to the Internet. Provide distance learning network.</p>											
Strategy for Change	<p>Develop a financial plan for upgrading LAN. Implement greater Internet bandwidth capacity to WSWHEBOCES. Implement distance-learning network via WSWHEBOCES and NERIC. Manage/monitor bandwidth usage.</p>											
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Vision and Strategy for Policy

Background	Technology requires a unique set of policies & formal procedures to ensure that it is properly purchased & maintained, equitably accessible, appropriately safeguarded, and responsibly used. Of course, policy is only effective where it is understood and implemented. This section reviews the content and effectiveness of existing policies & formal procedures and assesses the need for modifications and additions.	
Present State & Trends	Computer Network for Education/Computer Usage Policy and the Consent to Publish Student Information on the Internet Policy are in place. Formal procedures for the selection & purchase of instructional hardware and software are in place. All hardware is tracked via the district's asset management system.	
Preferred Future	Technology acquisition, access, use and disposition policies are broadly understood and implemented. As technology progresses, we will adjust our hardware and software procurement standards to meet or surpass current trends.	
Strategy for Change	Continually review and adapt policies to reflect changing district goals and needs.	
Key Objective <i>(specific, achievable, scheduled, and delegated)</i>		Target Date:
 Insure active membership in Technology Committee Reconvene Technology Committee		Ongoing Feb 2007 and ongoing


Vision and Strategy for Support

Background	<p>Technology is largely ineffective without an adequate and properly trained support staff. Technology responsibilities that must be handled include planning, designing, purchasing, installing, maintaining, troubleshooting, training, grant writing, assessment, and more. This section charts how these responsibilities are assigned presently and identifies changes that will be made.</p>	
Present State & Trends	<p>Technology Coordinators, Network Analyst, Microcomputer Specialist, Technology Integration Specialist, and Technology Committee share handling of all responsibilities.</p>	
Preferred Future	<p>Maintain our professional team of full-time personnel to support our staff development, technical, and network administration needs.</p>	
Strategy for Change	<p>Provide goals, training, and opportunities for our professional staff to explore the ever-changing technology world. Examples: online webinars, technology conferences and workshops, TAG and Model Schools meetings</p>	
	Key Objective	Target Date:
	<p>Professional development opportunities NYSCATE NERIC Technology Awareness Day NECC Model Schools (WSWHEBOCES) meetings TAG (WSWHEBOCES) meetings</p>	<p>Ongoing Each Fall, 2006-2010 Each Dec 2007-2010 Alt June 2007-2010 Quarterly Monthly</p>

Vision and Strategy for Communication and Cooperation

Background	<p>As in most endeavors, communication and cooperation are critical to the successful integration of technology into teaching and learning. All stakeholders, including faculty, staff, students, parents, boards of education, and other community members must be kept reasonably well informed about plans, opportunities, and developments. Meanwhile, collaborative opportunities often exist with other schools, agencies, corporations, etc. These can help leverage technology investments and provide additional funding and/or support. This section describes present and planned communications and cooperative efforts related to technology and this plan.</p>	
Present State & Trends	<p><i>Community Technology Workshops have increased awareness among taxpayers. Teacher-created web pages have increased dramatically. Regular attendance at WSWHE BOCES school support meetings. District webpage has undergone significant changes to improve the communications among students, staff and community. Our intranet is used for district-wide projects such as Learning Communities, BOE presentations and analysis of student assessment results.</i></p>	
Preferred Future	<p>Staff, students, parents and community members will understand, support and participate in our Technology Plan. Strive to become a paperless School District.</p>	
Strategy for Change	<p>Focus first line of communication with faculty and staff to gain support. Maintain an open line of communication with faculty, staff and community via the District newsletter, local newspapers and the Technology section of the GCS website. Provide opportunities for uses of instructional technologies. Encourage and foster digital means of communication and sharing of data throughout the district and community.</p>	
	Key Objective <small>(specific, achievable, scheduled, and delegated)</small>	Target Date:
	<p>Develop and test a technology blog. Continue Community Technology Workshops. Host Model School training opportunities. District common use forms available digitally</p>	<p>Jan 2007 March 2007 Jan 2008 Ongoing</p>

Vision and Strategy for Funding

Background	<p>To enable technology to effectively improve teaching and learning, adequate resources must be allocated on a regular basis. Funds are needed for capital costs such as hardware & software acquisition & installation. However, industry standards estimate that these up-front costs represent only 30% of the life-cycle cost of technology. Substantial funds are also needed to cover operating costs such as ongoing training, upkeep, support, consumables, upgrades, connectivity fees, etc. While recognizing the inherent uncertainties of forecasting technology costs, this section projects technology-related costs by year and identifies appropriate funding sources. It will be kept as accurate as possible through periodic updates.</p>	
Present State & Trends	<p>Funding via district commitment: Title I, Title IID, BOCES aide and State aide. Additional funding through grants and awards.</p>	
Preferred Future	<p>Increased support through grant-writing and local budgetary commitment.</p>	
Strategy for Change	<p>Use of BOCES aid funding, build community support for local budget commitment and referenda.</p>	
Key Objective		Target Date:
<p><i>(specific, achievable, scheduled, and delegated)</i></p>		
	<p>Continued vision of the Business Office for funding support Explore grant possibilities</p>	<p>Ongoing June 2007 and ongoing</p>


Estimated Annual Operational Costs

Worksheet J-1a




as of 11/27/2006

Plan Year:	2007-2008	2008-2009	2009-2010
Personnel:	167,326.00	172,345.78	177,516.15
Staff development:	5,000.00	5,150.00	5,304.50
Hardware			
Upkeep & Upgrades:	19,891.00	20,487.73	21,102.36
Software			
Additions & Upgrades:	21,453.00	22,096.59	22,759.49
Consumable Materials:	15,000.00	15,450.00	15,913.50
Connectivity Fees:	49,896.00	51,392.88	52,934.67
Computers			
BOCES Lease:	61,881.00	63,737.43	65,649.55
TOTAL:	340,447.00	350,660.41	361,180.22

Vision and Strategy for Implementation

Background	<p>Monitoring progress improves the likelihood of successful implementation of a plan. This is often accomplished by a technology committee composed of a representative cross-section of district personnel. Because of the plethora of technical issues and details, implementation of a technology plan requires an organized yet flexible approach.</p> <p>This section contains implementation tracking tools such as a multi-year timeline, a quarterly calendar of tasks & events, a schedule of technology committee meeting focus areas & agendas, and a key objectives report card.</p>	
Present State & Trends	<p>District Technology Committee meets infrequently. The district is actively implementing the Technology Plan.</p>	
Preferred Future	<p>The Technology Committee is a cohesive group that meets regularly with a clear understanding of its role, purpose and expectations.</p>	
Strategy for Change	<p>Reorganize the Technology Committee, set regular meeting schedule, define role, purpose and expectations of the committee.</p>	
	Key Objective <i>(specific, achievable, scheduled, and delegated)</i>	Target Date:
	<p>Insure active membership in Technology Committee Re-convene Tech Committee</p>	<p>Ongoing Feb 2007 and as needed</p>

Vision and Strategy for Assessment

Background	<p>This technology plan is successful if it helps the district accomplish its mission. Unfortunately, measuring progress towards the mission and correlating it with some or all of the specific actions in this plan is difficult at best. However, attempting to assess such progress is the key to learning and growth, and result-oriented feedback is the primary requisite for making technology planning a process. A variety of methods can be used to assess knowledge and performance outcomes, such as monitoring specific results within standardized tests, building a portfolio of authentic works, tracking trends in periodic surveys, and so on. This section contains evidence of results in terms of staff and student outcomes.</p>																			
Present State & Trends	<p>The District Technology Overview states specific goals for each grade level K-12. It was developed via a collaborative effort between our district Technology Committee and staff members. The Overview is posted on our web site http://www.greenwichcsd.org/integration/benchmarks/ and is being used by all teaching staff.</p>																			
Preferred Future	<p>The district will have an acceptable method of quantifying the effectiveness of the district Technology Plan's achieving the district's mission.</p>																			
Strategy for Change	<p>Each Grade Level/Departmental Technology Plan will be reviewed and revised annually to insure that goals are met or revised as necessary.</p>																			
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GREENWICH CENTRAL SCHOOL TECHNOLOGY OVERVIEW

GENERAL RULES FOR COMPUTER USE

- Follow Acceptable Use Policy
- No Food or Drink
- Clean Hands
- Care for technology equipment & use it safely
- Understand the impact of technology

Kindergarten

- Identify parts of computer: keyboard, monitor, disk drive and printer
- Run simple programs (basic instructions on screen, e.g., Reader Rabbit, Word Munchers)
- Use keyboard and mouse
- Exposure to impact of technology
- Type first name

Grade One

- Practice and extend competencies of previous grade levels
- Introduce keyboarding concepts (including posture & hand position)
- Begin to read and follow on-screen directions
- Awareness of how to load and remove disks/CDs
- Use backspace and shift keys
- Type first and last name

Grade Two

- Practice and extend competencies of previous grade levels
- Run program from a menu (within the program, start button, etc.)
- Use basic word-processing programs
- Use printer

- Introduce the concept of opening/closing programs
- Introduce proper Shutdown procedure
- Load & remove disks/CDs
- Practice keyboarding concepts

Grade Three

- Practice and extend competencies of previous grade levels
- Use word-processing skills
- Name, save, open and print documents
- Practice keyboarding
- Insert graphics

Grade Four

- Practice and extend competencies of previous grade levels
- Practice word-processing and editing skills
- Use the Internet to support curriculum

Grade Five

- Practice and extend competencies of previous grade levels
- Plan and create a multimedia project.
- Extend word-processing skills
- Explore the Internet
- Evaluate intent and usefulness of informational resources

Grade Six

- Practice and extend competencies of previous grade levels
- Practice word-processing skills
- Practice using the Internet effectively
- Continue to develop keyboarding skills

Grades Seven and Eight

- Practice and extend competencies of previous grade levels
- Explore web page design
- Be able to use the keyboard proficiently
- Know and apply copyright and privacy rights
- Demonstrate ability to use current technologies
- Format personal and business documents and reports (outlines, multi-page reports)
- Cite references from a variety of sources

Grades Nine thru Twelve

- Practice and extend competencies of previous grade levels
- Integrate information accessed electronically into classroom projects
- Utilize electronics for assistance and transition to post-high school training
- Conduct efficient, sophisticated information searches using logic-based search strategies
- Analyze information collected through data probes
- Organize and manipulate data through various applications in order to interpret and present the data
- Create spreadsheets to organize data
- Create graphics to present data.
- Apply creative graphic concepts and skills
- Understand real world opportunities and applications for technology