

East Noble School Corporation: 6060 Technology Plan 7/1/2013-6/30/2016

(Revised 6/10/2015)

Technology, Vision and Goal Statements:

The mission of the East Noble School Corporation is to prepare all students to succeed by building a culture of high expectations for academic and creative achievement, technological competence, civic responsibility, career preparation, and life-long learning. The vision for technology at East Noble is that all learners in the East Noble community will be able to create, navigate, and grow their own personal learning networks in safe, effective and ethical ways. To that end, every K-12 student has a digital learning device used daily to engage them in their learning. K-4 students have access to an iPad that stays at school but is sent home as needed. Fifth through twelfth graders have a Lenovo laptop that goes home with the students each day, thereby extending the classroom beyond the school day and involving families more actively in the learning process.

Goals and Strategies:

The district participates in the AdvancEd process for school improvement along with each of the seven buildings in the corporation. One of the district AdvancED goals states that East Noble will “increase the technology competence of all students,” and that goal is tied to each of the goals of this plan. To achieve the goals, strategies, and timelines outlined below, the technology integration specialists, building AdvancED committees, principals and the technology director will revisit this document annually. They will insure progress is being made and will address barriers that might be impeding successful implementation. Any necessary changes will be reflected in the yearly tech plan update required by the IDOE.

Goals, Strategies, and Metrics:

- I. **Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.**
 - A. Strategies:
 1. Issue a monthly or bi-monthly 1-1 digital newsletter that will help staff, parents, and students be more informed about learning with technology and being good digital citizens.
 2. Use Twitter and the ENSC website to share information and promote dialogue with staff, parents and students.
 3. Enhance the ENSC website to provide more information about 1-1 at East Noble School Corporation.
 - B. Metrics
 1. Track the number of followers to the @ENSCTech twitter feed and implement strategies to ensure continual growth.
 2. Track numbers of hits on the corporation website and implement strategies to ensure continual growth.

Progress, 2014: 1:1 information is disseminated through the superintendent's "Weekly Notes" for parents and staff members. The superintendent regularly uses Twitter, Facebook, and the ENSC website to promote dialogue with staff, parents, and students. Additionally, 1:1 information is sent through email and on social media. More focus needs to be given to digital citizenship, however. The number of the @ENSCTech Twitter followers was monitored in the early months after its creation, but more strategies need to be used to gain more followers so that the number increases. The corporation is in the process of switching website hosting companies to enhance the organization and efficiency of the current website. The 1:1 portion of this website will be enhanced to provide a better overview of technology use at East Noble schools.

Progress, 2015: Important information regarding technology at East Noble School Corporation is still disseminated through the superintendent's "Weekly Notes" for parents and staff members on a regular

basis. Additionally, the superintendent and the technology director use social media as other means to share information and promote dialogue with staff, parents, and students. Twitter, Facebook, Instagram, and the ENSC website are the most-used means for this purpose. Additionally, 1:1 and technology information is sent through email, many times utilizing School Messenger to ensure that parents are receiving important information. More focus was given this year to promoting to the community and our parents what learning with technology looks like in East Noble classrooms, especially on Twitter and through Instagram. However, more focus still needs to be given in the area of digital citizenship. The number of @ENSCTech Twitter followers has steadily gained over the last year, but more emphasis has been placed on key people retweeting important technology information as a means to share information. ENSC switched website hosting companies in the summer of 2015 and all corporation pages are currently being hosted by SharpSchool at www.eastnoble.net. The new corporation website and buildings website pages were built with the end-user in mind to allow for ease-of-use with consistent places to find information. Additionally, the technology portion of the website was totally re-organized and revamped and now provides a streamlined overview of technology in East Noble schools.

II. Engage stakeholders in the district's vision of embedding technology skills in the delivery of education to its students.

A. Strategies:

1. Publish pertinent technology information written by the technology director in the Superintendent's "Weekly Notes" for the staff and parents.
2. Sponsor a digital learning fair to showcase student work to parents and community members.
3. Offer an annual parent presentation at the beginning of the school year led by lead teachers or outside presenters that focuses on digital citizenship and best practices for student devices.
4. Write and share a technology handbook which outlines policies and procedures for all 1-1 programs.

B. Metrics:

1. Survey stakeholders at the beginning of each school year to gauge their knowledge and understanding of digital citizenship and staying safe online and use these results to drive presentations to parents annually.
2. Track attendance at the digital learning fair and provide opportunities for stakeholder feedback on student work.

Progress, 2014: The technology director has not written a designated section of the superintendent's "Weekly Notes" as of yet, but intends to do so in the coming months. However, she currently works with the superintendent so that pertinent information is included as needed. Planning is underway to host a digital learning fair in the 2014-2015 school year. Additionally, an annual "Technology Day" is held to invite community members to observe how technology enhances the learning process in our schools. Peer coaches hosted evening presentations about digital citizenship and best practices about student devices when elementary laptops were distributed in the fall. Plans are underway to design an orientation session for new students and their parents that would cover this information with secondary students. Finally, the bulk of the work to create a technology handbook outlining policies and procedures for 1-1 has been completed, however, final editing and publishing has not happened. This handbook will be completed before the start of the 2014-2015 school year.

Progress, 2015: The technology director publishes important technology information in a section of the superintendent's "Weekly Notes," but needs to improve on the regularity of this contribution. However, she still works diligently with the superintendent so that pertinent information is included when needed. Unfortunately, plans to host a digital learning fair in 2014-2015 were canceled due to scheduling conflicts and other corporation commitments. While hosting a digital learning fair is still in long range plans, we have not yet scheduled another event. Peer coaches continue to host parent events in the evenings that incorporate digital citizenship and best practices with devices. Additionally, more focus was given to new students and parents; tutorials for accessing and using important corporation platforms such as Canvas and PowerSchool were created and are shared with students and parents as they enter our corporation.

Work on the “ENSC Technology Handbook 2014-2015” was completed and the document was published and is posted on the corporation website.

III. Encourage the internalizing of technology use in staff and students by using higher levels of rigor, relevance, and engagement.

A. Strategies:

1. Provide ongoing, rigorous professional development opportunities to staff through IDOE funded summer technology conferences.
2. Continue the use of building-based collaboration days, in-house full-day staff development days, and individual building technology trainings with peer coaches as a means for providing professional development focused on technology integration
3. Continue to implement project based learning in classrooms and promote other forms of student-directed learning through opportunities such as clubs like the online newspaper and the “student created video” cadre.
4. Develop and refine staff PLN's.
5. Integrate technology in a manner applicable to the modification and redefinition level of SAMR or a related tool to ensure that students will use technology in a manner that goes beyond the substitution of traditional methods.
6. Utilize peer coaches to provide numerous opportunities for professional development to all staff members. The coaching staff will work with teachers individually, by grade or subject level, or with the entire building to deliver instruction about effective technology tools that will work as an asset to teachers and students.

B. Metrics:

1. Survey staff members at the beginning and end of each school year to gage knowledge and understanding of technology and use these results to drive professional development.
2. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.
3. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.
4. Peer coaches will track the professional development they provide to staff members on a shared collaborative document.

Progress, 2014: ENSC was successful in its attempts to write and receive an IDOE Summer of eLearning Grant. This year's conference will be hosted on June 13, 2014 and will provide a large number of relevant offerings for educators across the area and state. Ongoing professional development is offered continuously at the district level, at the building level, and on an individual level based on needs determined by technology assessments given at the end of last year. Teachers continue to seek ways for students to be involved in real-world applications through project-based learning opportunities. Currently, the Student Produced Video Class creates high quality video projects such as creating content to educate children about being good digital citizens and also producing videos for local businesses. Staff members continue to refine their PLN's by self-monitoring their technology learning needs and by seeking professional development based on those needs, in addition to expanding their learning by using social media such as Twitter. Peer coaches provide professional development on web tools and apps that can be used to integrate technology at levels beyond substitution and augmentation and provide support in modifying activities to increase the rigor of traditional teaching strategies. Peer coaches track the professional development they offer on a shared document.

Progress, 2015: Once again, East Noble was chosen to host an IDOE Summer of eLearning Conference. This year's conference will be called “IntegratED” and will be co-hosted by MSD of Steuben County on July 21, 2015. As stated above, ongoing professional development is offered continuously at the district, building, and individual level based on needs given by formal and information technology assessments given at various points throughout the year. Teachers continue to seek ways for students to

be involved in real-world applications through project-based learning opportunities. The “Watch EN” class at the high school continues to create high quality video projects about relevant content such as digital citizenship but also focuses its projects on supporting real needs of the school community, such as creating a video for the superintendent’s “Future Ready” application about technology use at East Noble. Staff members continue to refine their PLN’s by self-monitoring their technology learning needs and by seeking professional development based on those needs, in addition to expanding their learning by using social media such as Twitter. Peer coaches provide professional development on web tools and apps that can be used to integrate technology at levels beyond substitution and augmentation and provide support in modifying activities to increase the rigor of traditional teaching strategies. Peer coaches no longer track the professional development they offer on a shared document, but have created and are developing modules on the district LMS called “Knight in Training.” Teachers will be able to utilize these learning opportunities during their own time, based on their own needs, and at their own pace.

IV. Develop and maintain a flexible online learning environment with a variety of opportunities for all students that will prepare them to be competent, passionate 21st century learners.

A. Strategies:

1. Hire a teacher to develop, promote and monitor two or more blended online classes in the 2013-14 school year at East Noble High School.
2. Add additional online offerings for the 2014-15 school year and expand the focus to include middle school.
3. Add additional online offerings for the 2015-2016 school year and expand the focus to include elementary students.
4. Implement an East Noble version of “Khan Academy” that will include high quality, student-produced video content

B. Metrics:

1. Monitor the number of students who earn credits through online classes. Additionally, track how many credits students earn through the online delivery method and the grades in these classes as compared to traditional delivery.
2. Monitor the use of digital resources in schools and continue to seek age-appropriate ways for students to participate in online learning environments while also complying with legal terms of service.

Progress, 2014: A teacher was hired to fill the role of administrator of East Noble's Online School. This teacher organizes teachers and facilitates communication with students and parents. Currently, 17 courses are available at the high school level, and three courses are available for middle school students. Students are matched with licensed teachers in the subject they are studying who are interested in online schooling. Student produced video is posted on ENVision's YouTube channel, along with being posted to My Big Campus in the Digital Citizenship bundles created in collaboration with Madison School Corporation as a part of the IMAC grant.

Progress, 2015: An East Noble High School teacher currently fills the role of administrator of East Noble's Online School. The number of course offerings has grown from 17 courses in the 2013-2014 school year to 37 courses in the 2014-2015 school year. Currently, 18 certified employees are teaching online courses, and over 150 students have participated in an online course this year. In the 2015-2016 school year, plans have been made to add a seventh grade curriculum and additional foreign language classes.

Current Technology Infrastructure and Infrastructure Plan:

East Noble's Technology Department provides and maintains a secure, robust network that offers reliable and safe access to the Internet and local network resources. In the summer of 2014, ENSC underwent a major network overhaul; additional subnets were created in order to expand the number of available IP addresses, to speed up traffic, and so that the technology department had more effective control of the network. All school buildings and the Alternative Learning Center are wireless for staff and student access. The corporation provides 550 MB of bandwidth for learning and daily operations; this bandwidth will be increased to 1 GB in the summer of 2015. This bandwidth is supplied by two ISPs to provide vital redundancy and to ensure the Internet is available with minimal or no downtime. Moving forward, the corporation will supplement the network whenever and wherever needed; often buildings shift classrooms from year to year, which mandates a reassessment of network resources and the addition of wireless access points to various locations to provide coverage for all users.

Elementary sites have at least one computer lab made up of laptops for testing backups. During this plan cycle, labs will be maintained for backup testing purposes only. There is no plan to replace them when they reach the end of life cycle. Some consideration is being given to replacing labs with carts of laptops for use primarily as a source to K-4 students who only have access to Apple devices. These would be laptops previously owned by students which the corporation would buy back at the end of their leases at a significantly reduced cost.

Other ongoing and critical infrastructures needs include the recurring cost for maintaining servers, switches, hardware and software. Current funding covers the annual support and server costs of the district level software programs and hardware used by East Noble. These include: SharpSchool, Microsoft EES Staff and Student Desktop bundles, Microsoft EES System Center Standard, Microsoft EES Windows Server Standard, Office 365 for Education, Google Apps for Education, Websense, Juniper VPN and Firewall, Symantec Enterprise Vault Personal Cloud hosted for staff, DoveStone's Active Directory Tools, Priority Time, HP Digital Sending Software, PowerSchool, PowerTeacher, Horizon, VersaTrans, Komputrol, Niagara HVAC, Acuity, mClass, Adobe Acrobat and Adobe Creative Suite that includes PhotoShop, Rosetta Stone, Follet Destiny Library Manager, Faces, Music Maestro, Accelerated Reader, Apex Learning, Waterford Reading and Math, Successmaker, Brain Pop, Maps101, Lab-view for PLTW, Big Universe, Gizmos, InfoSnap, Airwatch, NetWrix AD Change and GP Compliance, Fortinet Fortigate Firewall, Five-Star Data Warehousing, and SchoolMessenger.

East Noble has over 100 servers on its network. Typically 5-10 servers are added a year. A fourth of the remaining servers are upgraded or replaced annually. Using hosted services is helping to reverse this trend; however, some servers are being added for facilities management.

East Noble is moving expand the number of online, blended learning opportunities for our students. The first offering started in the fall of 2013 and has grown to include 37 classes and 18 teachers, with more than 150 students in grades 8-12 taking online courses in the 2014-2015 school year. Plans are being made incorporate seventh grade curriculum next year, along with expanding the number of foreign language classes being offered online.

In terms of new technologies being implemented, the corporation is investigating possible uses for a Double telepresence robot that was recently donated, with plans for increasing the numbers of these robots in each school to two. Additionally, East Noble High School is now a Microsoft IT Academy, which allows students to take Microsoft exams and earn real-world certifications while still in school.

How Technology is Used to Support Teaching and Learning:

Technology is a tool that enhances learning at East Noble. The technology will be ubiquitous in the classroom and all learners in the East Noble School Corporation will use the tools to engage in learning. We expect daily use of computers and related technologies by every learner. This includes everyone using media and internet resources, using online learning options, and using classroom curriculum accessed through teacher websites. Students will use technology tools in every academic area, and they will use technology to monitor their personal growth, thereby assisting them in making decisions about their learning and growing their technology and networking competencies. East Noble teaches and

models Digital Citizenship for all K-12 students to help them become ethical and effective internet users. All teachers are technology teachers and therefore teach students strategies for successful internet keyword searching and the evaluation of information they need to discern valid information.

Teachers and administrators also use technology to collect, manage and interpret data about their students in order to improve instruction.

Technology is used to communicate with parents and to extend the learning at home with the website, (<http://www.eastnoble.net>), email, and the use of SchoolMessenger. Staff and students in grades 3-12 have school-provided email accounts. SchoolMessenger is a program that allows parents to receive phone, text or email messages from their child's school, teachers, coaches, etc., regarding school-related activities.

East Noble's technology curriculum was rolled out to staff and students for use in 2013-14.

Telecommunication Services that Fall Outside of Basic Telephone Services:

East Noble uses 53 Centrix lines and 1 POTS local and long-distance lines that enhance communications among administration, teachers, staff, students and parents. Cellular phones are used by administration and staff for communication purposes and microwave radios for Avilla and Rome City have been converted to e-ratable service provided by MapleNet Wireless and upgraded to 1 GB.

District Budgeted Amounts for Technology 2012:

Hardware (includes maintenance): \$495,973.00
Salary: \$358,500.00
Software: \$55,000.00
Telecommunications: \$100,000.00
Professional Development: \$ 125,000.00

District Budgeted Amounts for Technology 2013:

Hardware (includes maintenance): \$495,973.00
Salary: \$358,500.00
Software: \$55,000.00
Telecommunications: \$100,000.00
Professional Development: \$ 100,000.00

District Budgeted Amounts for Technology 2014:

Hardware (includes maintenance): \$525,973.00
Salary: \$328,500.00
Software: \$55,000.00
Telecommunications: \$100,000.00
Professional Development: \$ 100,000.00

District Budgeted Amounts for Technology 2015:

Hardware (includes maintenance): \$525,973.00
Salary: \$328,500.00
Software: \$55,000.00
Telecommunications: \$100,000.00
Professional Development: \$ 100,000.00

Individual School Plans

- *Avilla Elementary and Middle School - 6457*
- *East Noble High School - 6458*
- *East Noble Middle School- 6461*
- *North Side Elementary School - 6477*
- *Rome City Elementary and Middle School - 6465*
- *South Side Elementary School - 6478*
- *Wayne Center Elementary School – 6485*

Avilla Elementary and Middle School - 6457

Goals, Strategies, and Metrics:

- I. Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.
 - A. Strategies:
 1. Teachers will educate students about the existence of a digital footprint. Students will learn to be conscious of their behavior in an online environment (blogs, chat rooms, video conferencing, social media, etc), and how the decisions they make online will carry over into their future.
 - a. Year One: Develop resources for all stakeholders, and begin to provide them for everyone to utilize.
 - b. Year Two: Provide parents and community members with opportunities to participate in meetings to educate and inform about digital footprints.
 2. Parents will be provided with resources that will educate and support them in understanding digital citizenship with their child at home.
 - B. Metrics:
 1. Administer a pre- and post-test to determine knowledge of critical digital citizenship skills.

Progress, 2014: Teachers are integrating digital citizenship lessons into classroom lessons. Additional lessons have been provided with the peer coach, 1 on 1 with students, and with classroom teachers. Character Counts classes have discussed topics about online safety, digital responsibility and cyberbullying. Students are held accountable when digit responsibility is not met. Random checks of historical sites visits are conducted and regular reminders are given on a frequent basis. Parent meetings continue to be conducted thru Panther University about the importance of digital footprints as well as parent conferences when the need arises.

Progress, 2015: Teachers continue to stress the importance of real-world digital citizenship, to both the students and the parents. Parent involvement has increased in that when students are found not be good digital citizens, parents have become more involved in the process than in the past. Parents have been taught how to conduct checks and we are seeing less “filter violations” than in years past.

- II. Engage stakeholders in the district’s vision of embedding technology skills in the delivery of education to its students.
 - A. Strategies:
 1. Principals will work directly with a technology peer coach to design and customize building level instruction for staff and the community. All stakeholders will have opportunity to develop technology competencies.
 - a. All stakeholders will be supplied with quarterly professional development opportunities by October of 2013.

- b. All stakeholders will be provided with monthly professional development opportunities by January of 2014.

B. Metrics:

1. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.

Progress, 2014: Professional development opportunities will continue to be available in ways that increase collaboration between teacher and student, user skills and comfort level with classroom technology, and working toward higher levels of the SAMR model with a core foundation of student technology skills. Building level, grade level, and one on one collaborations will continue with training on topics of integration plans, digital citizenship, lesson assistance, classroom equipment, personal software skills, new application and software training, and parent communication. Teachers are integrating digital citizenship lessons into classroom lessons. Additional lessons have been provided with peer coach 1-1 and with classroom. Character Counts classes have discussed topics about online safety, digital responsibility and cyberbullying.

Progress, 2015: The teacher evaluation was changed to be more reflective of the use of technology in the classroom by the teachers as a tool as well as by the students as a means to produce and replace past practices. Staff continue to stress the SAMR model as a framework for the infusion of technology in the classroom. A collaborative nature is firmly embedded within the staff as we work as a team for the betterment of OUR students with technology being a tool for facilitating learning.

III. Encourage the internalization of technology use in staff and students by using higher levels of rigor, relevance, and engagement.

A. Strategies:

1. Teachers will promote the use of the technology as a learning resource, and provide students with opportunities to create and produce content that demonstrates the competency of the subject matter.
2. Teachers will integrate technology in a manner applicable to the modification and redefinition level of SAMR. Students will use technology in a manner that goes beyond the substitution of traditional methods. Students will use technology to significantly increase the functionality of methods without the use of a computer.
3. Technology peer coaches will provide ample opportunities for professional development for all staff. The coaching staff will work with teachers individually, by grade level, and as an entire building to deliver digital tools that will work as an asset to the teacher and student.

B. Metrics:

1. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.
2. Peer coaches will track the professional development provided to staff on a shared collaborative document.

Progress, 2014: Professional development opportunities will continue to be available in ways that increase collaboration between teacher and student, user skills and comfort level with classroom technology, and working toward higher levels of the SAMR model with a core foundation of student technology skills.

Progress, 2015: A regular session is conducted on each Monday for staff to gather and share the technology practices being deployed in their classes. Our technology integration coach oversees these sessions and provides mini lessons and PD opportunities as the needs arise. Additionally, a bank of PD lessons is being developed in Canvas so that staff may access on an as-needed basis. Both of these have been well received by the Avilla Staff.

Description of Technology Integration

Avilla Elementary has Epson Brightlink projectors installed in every classroom. These devices were available for teacher use by the fall of 2013. PC tablets and sound equipment has been issued to enhance the learning experience of the students. All classrooms have the ability to check out Blu-Ray disc players to tie into the A/V equipment installed as needed. In the fall of 2011, a 1:1 technology initiative was implemented. All kindergarten through fourth grade students use an iPad 2. Fifth and sixth graders use a Lenovo PC laptop that they also take home. Kindergarten through fourth grade teachers as well as specials teachers have been afforded an iPad. One computer lab of 30 laptop computers each are also utilized for the functions that an iPod or iPad cannot accomplish.

Teachers and students utilize district-wide wireless access through all of the devices provided by East Noble School Corporation for the purpose of learning and communicating. All users are given an email address for the purpose of communicating with peers, instructors, and students. Students use it for the purpose of turning in the work they have completed on a device. Teachers use it for the distribution of learning materials to students as well as to fellow educators. Websites and learning management systems such as Canvas, Google Drive, and Kidblog.org are used to create online discussions, to post work, to distribute learning materials, and to communicate expectations. To promote literacy instruction, students access Big Universe's online library and also Spelling City for spelling instruction and practice. All students are given unlimited Youtube access due to the educational value it possess. Fifth and sixth grade students have Microsoft Office available on their Lenovo laptops in order to create documents and presentations. Kindergarten through fourth grade students have been given Office 365 to word process on the iPad.

Teacher provide students with the instruction and opportunities for them to create with the device issued to them. Students use iPods and iPads to take pictures, record their voice, make slideshows, and create products that not only demonstrate great skill using the technology, but are relevant to the academic expectations. Students use laptops to create presentations, documents, and videos to enhance the learning experience on a daily basis. A heavy focus is placed upon the opportunities to enhance the learning experience as opposed to a substitution of non-digital practices.

The staff participates in professional development opportunities provided by the elementary technology peer coaches. These sessions consist of applications and/or websites that are both user friendly and are effective tools for learning. The staff also utilizes the peer coaches for questions regarding their own technology use in order to streamline and enhance their teaching experience. Assistance is used in the areas of laptop function, website building, and organization of technology implementation.

Description of Professional Development Strategies:

- a. Professional development will be focused upon the implementation of digital tools that will provide an enhancement to the education experience.
- b. Technology peer coaches provide one-on-one and group trainings for teachers before, during, and after school.
- c. Technology peer coaches will provide staff with professional development opportunities to utilize the Epson Brightlink projectors.
- d. Staff members have the option to participate in technology professional development conferences funded by the IDOE, such as the summer of eLearning conferences.
- e. Technology trainings will be conducted by the ECA representative before, during, and after school.
- f. Staff members who have advanced technology skills will be made available to provide one-to-one mentoring with staff members who are not as comfortable with the technology.
- g. Staff will receive adequate training to utilize the many facets of the student information system, which will assist in data analysis and record keeping.
- h. Staff will have training on how to develop a PLN to build a repertoire of resources for technology integration
- i. Collaboration time will be used to develop lessons and activities for technology integration.

- j. Avilla's professional development is guided by student outcomes, staff needs, technology peer coach ongoing research, and this tech plan. For technology staff-development, teachers are offered opportunities via informal surveys to improve personal technology skills, and to learn how to integrate technology. These opportunities are provided in a variety of ways: one-on-one sessions, peer coaches, building-based offerings, technology peer coach blogs and emails, and district-based technology conferences taught by peers and technology peer coaches. All professional development opportunities address technology, and how to integrate it into the curriculum. Lastly, teachers attend workshops and conferences to improve their technology skills. The district technology director, building principal, and technology peer coaches are the main coordinators of staff development.

How the Need for Technology will be Assessed:

With the implementation of iOS and Lenovo devices in a 1:1 environment, there are needs for staff and students to continue making use of the devices. These needs will be addressed by:

- a. Peer coaches working with teachers and addressing the needs as necessary to make integration successful.
- b. Surveys will be supplied for students and staff to determine needs, skill levels, and competence.
- c. Regular meetings take place between peer coaches and the district technology coach to address needs.
 - i. Avilla is represented by the ECA staff member, technology peer coach, and administrator. These individuals regularly review building needs. Information is gathered from student and staff surveys, both formal and informal. Information is gathered based upon technology peer coach activity and interaction with teachers and students. The technology director meets with the technology peer coach as well as the principal regularly to address needs for hardware, software, network issues, and training needs. This information guided short and long range planning.
- d. Teachers are given opportunities to write local grants and are encouraged to write outside grants for technologies that will enhance their teaching and/or classroom learning.
- e. Technology goals and strategies are reviewed annually according to data revealed in the monitoring process and modified if necessary by the principal, ECA representative, technology peer coach, and staff. The technology director is also involved when more in-depth assistance is needed. The district technology plan is reviewed annually by the entire technology committee to determine if adequate progress is being made towards achieving the goals.

Program Assessment and Evaluation:

Numerous methods will be used for assessment and evaluation such as:

- a. Collaboration records
- b. Sharing by staff
- c. Staff members conducting and participating in technology trainings
- d. Informal observations

The above information will not only verify that year's efforts, but will also provide a starting point for planning the next year's needs. The technology plan is reviewed by staff annually. Modification to goals, strategies and interventions will be recommended and adopted.

East Noble High School Technology Plan – 6458

Goals, Strategies, and Metrics:

- I. Foster opportunities that promote digital citizenship and school safety through increased communication between staff, students, and community.
 - A. Strategies:

1. Students and school personnel have direct communication access to each other at all times through their email accounts.
 2. School officials utilize social media venues to promote awareness of news and activities. Regularly updates to school website will become a viable source of information.
 3. EN will provide peer to peer digital citizenship lessons to be shared among students to provide them with the tools necessary to use technology and social media responsibly.
 4. We will utilize a Digital Citizenship curriculum that aligns with similar school initiatives such as Character Counts, at an age appropriate level for high school students.
- B. Metrics:
1. We will monitor the number of social media followers of the various accounts.

Progress, 2014: Teachers regularly communicate to parents/students via email. School administrators and teachers use email, twitter, and other social media to get the word out. Remind 101 is another tool that is used in classrooms/clubs. Teachers use many types of media to contact students. In doing so, we model digital citizenship. Teachers discuss proper usage of technology. We have utilized some academic lab time to teach digital citizenship as well. Digital citizenship has been done sporadically but not on a very consistent basis. There should be a better way or a more accountable way besides using clubs and sports to accomplish this portion of digital citizenship. One thing new this year is the addition of lessons on Canvas during academic lab for citizenship. Students help to teach each other through videotaping and playing during academic lab. The band and theatre departments also have very professional websites to communicate to various members of their programs. The special education department at ENHS utilizes technology by involving parents and their academic lab teacher of student's progress on a bi-weekly basis. The TOR for each student sends a bi-weekly update via email, or social network connection to that parent on their current progress. This is completed for both negative and positive feedback. In the past, grade updates and communication happened solely via the use of paper updates. Those updates took time to be received using US mail. Thus our teachers within the department have taken the lap-top and 1:1 capabilities to a level of improving communication in a much faster manner. Special Education teachers are also providing special education goal updates using the IIEP statewide system by emailing those reports to parents when possible.

Progress, 2015:

1. Hour of Code was accomplished.
2. Digital copy of an IEP was sent to a parent by a TOR
3. Constant communication by email by many teachers. Social media has also been used by teachers to communicate with parents.
4. Student have used email to send restaurant reservations to the café staff.
5. High expectations exist for digital citizenship, but not addressed on a regular basis as often as it could be done.
6. School Messenger system has been utilized on a regular basis which is appreciated by staff and students.
7. eLearning use of Canvas and email feedback and communication has been used by students and staff on those days.
8. Learning partners uses a virtual log with students
9. Bullying hotline used by students via technology

- II. Involve stakeholders (East Noble staff, parents, community members) in the guiding vision, continued development, and implementation of technological opportunities within the educational environment.
- A. Strategies:

1. Invite and involve parents and business members as we develop more effective and efficient ways to strengthen communication.
 2. Utilize social media such as the ENHS website, Twitter, and Facebook as a rapid delivery conduit of accurate and official school news and information and update them regularly.
 3. Work with college admissions, local businesses, and former graduates to identify strengths and weakness of the level of preparedness they received for post-high school endeavors.
 4. Invite East Noble staff and other educators to share ideas on best practice.
 5. Welcome parents and community as we showcase our accomplishments through open houses, registration, parent conferences, social media, and various electronic forms of communication.
 6. We will continue to foster an open door environment by inviting stakeholders to visit and serve on various committees.
 7. The Tech Coach will monitor the teacher's integration of technology and find ways to connect teachers with opportunities for PD. The Tech Coach and teachers will record their training skills and serve as mentors to their colleagues.
 8. Continue hosting Knight-Time Technology Conferences to allow educators to share and gain knowledge about using technology in the classroom
- B. Metrics:
1. Track the number of followers to the ENHS twitter feed and implement strategies to ensure continual growth.
 2. Track numbers of hits on the ENHS website and implement strategies to ensure continual growth.
 3. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.
 4. Peer coaches will track the professional development they provide to staff members on a shared collaborative document.
 5. Survey former graduates as a means to identify strengths and weaknesses in our efforts to prepare students for life beyond high school.

Progress, 2014: Again good progress has been made in this goal. EN stakeholders have been invited and are continued to be invited into the school to visit or sit on committees. We have held two KTT Conferences to showcase what is being done at EN as well as allowing others to share what they are doing at their respective schools. Our schools (administrators, teachers, students, parents, and stakeholders) are able to utilize the technology to strengthen our communication. EX: Facebook, twitter, email, etc. Teachers use technology for open house, also. When parents cannot or do not attend, teachers are able to easily contact parents who cannot be reached by phone. Parents and students have real-time access to grades and classroom plans through the use of PowerSchool and Canvas. We have a staff that is very active in professional development related to technology integration. We frequently use collaboration time as a department to discuss best practice as it relates to technology. Ann C. (peer coach) has always done an excellent job offering training and communication with teachers to aid in the implementation of tech tools in the classroom for both management and communication reasons. We have had outside visits by multiple schools to East Noble to learn how we integrate technology. We have offered a Technology Day to invite community members to show off what we are doing. Our corporation website shows staff using tech in the classroom, and we often have staff members doing presentations at conferences on technology.

Progress, 2015:

1. Using School Messenger
2. KTT is now IntegratED and is being co-hosted with Angola

3. Canvas integration is continuing
4. Continuing to host visitations from other schools
5. SAMR and best practice teaching/tech
6. Constant communication with dual credit schools with technology
7. Expansion of online courses
8. Continuation and improvements to e-learning
9. Ed-camp opportunities
10. Knight in Training—Flipped PD for teachers
11. Techie Tuesdays
12. Advances in Canvas grading
13. Twitter chat at P/T conferences
14. Principal twitter chats and blog
15. Let's Talk
16. Changes to Sharepoint
17. Knightly Scroll
18. Increased awareness of improvements to the high school website

III. Utilize technological resources to effectively provide educational opportunities for EN students in a manner that promotes/enhances lifelong learning with online learning environments.

A. Strategies:

1. Utilize online resources to enhance the rigor of instruction within the classroom.
2. Support students' college preparation efforts with online ACT/SAT material. Strengthen students' chances for academic success at the collegiate level through Accuplacer or a similar resource.
3. Provide individual targeted remedial instruction for students based on Acuity and other assessment indicators.
4. Utilize technology in an engaging classroom format to provide all students a foundation for post-secondary endeavors.
5. Foster and promote opportunities for non-traditional students in alternative learning environments and/or online instruction.

B. Metrics:

1. Through the monitoring of student progress of Academic Probation, we will be able to identify students who may become At-Risk of not graduating on time. Efforts will be made through Academic Lab and Credit Recovery to keep them on pace. Alternative settings such as our ALC and newly developed online opportunities may be utilized for a targeted portion of our population.
2. PD will continue to be provided and shared among staff on how to utilize the results of Acuity assessments. That information will be used by classroom teachers as well as Academic Lab teachers so that students may receive individualized targeted instructional support.
3. Through the Academic Lab, students will have the opportunity to work on college level preparation material based on their individual results. Students will have access to this material through their laptop and home computers and will be able to rely on the support of a teacher during their academic lab time while at school.
4. Students, who are identified as at risk of needing remedial courses at the college level through the Accuplacer assessment, will have the opportunity to receive individualized targeted support within Academic Lab and with the online nature of the material students will have access to the material at all times.
5. Monitor the number of students who earn credits through online classes. Additionally, track how many credits students earn through the online delivery method and the grades in these classes as compared to traditional delivery.

Progress, 2014: We have begun online schooling. Students are matched with licensed teachers in the subject they are studying who are interested in online schooling. We have begun an online learning course at the high school to allow students to do credit recovery during the school day. Teachers use technology not just as a means of doing homework, but as a way for students to learn how to utilize technology that may be new to them. English teachers have become more accustomed to using Acuity and analyzing the results together. Technology enhances the classrooms with projects using the various applications for our different tools. Teachers are making use of Canvas to extend learning and collaboration beyond the traditional school day. Students are encouraged to use technology regularly within the classroom and are held to high expectations for its use. Technology is allowing several teachers to differentiate instruction based on students' needs within the classroom. Special Education teachers spent time during the summer break attending workshops to showcase the statewide electronic IEP program and begin the initiation of this transition process from an in-house corporation wide IEP electronic system to the state-wide system. This is a huge undertaking for the staff who are all performing at different stages of the technological 1:1 process. All teachers are performing at the level of having the IEP created at their fingertips during an actual case conference. Teachers are advancing to the stage of learning the progress monitoring capabilities of the IEP system as well.

Progress, 2015:

1. Increase offerings of online classes.
2. Implemented eLearning days to prevent time missed for weather cancellations.
3. Began collaborating with other area schools during summer "IntegretED" to increase technology awareness and innovation.
4. Continue to increase awareness of Acuity.
5. All IEP's are available online for all teachers.
6. All students' WIDA information is available online.
7. Implemented SAMR and peer-to-peer instruction.

Description of Technology Integration

East Noble High School's mission is to maximize the potential in all people every day. It is imperative that our students gain the technology skills that will enable them to excel in a rapidly changing world. East Noble High School is a one to one school. In addition to this, ENHS operates a publications lab. All teachers have a Lenovo for class preparation and data entry and use PowerSchool software to track student records and grades. Additionally, special education records are integrated into this program so teachers have important information regarding the needs of these students at their fingertips. Every student and staff member has access to an email account. Staff members use OneDrive accounts to store documents, research, and resources for presentations. Students are required in most classes to use email and/or drop boxes to turn in assignments, and students receive information regarding day-to-day operations via this medium. All teachers have a classroom or subject Canvas website that serves as a portal to students and their parents. High school teachers are expected to integrate technology in all areas; the assignments from these classes provide them with opportunities to further master their technology proficiency. Teachers participate, lead, and share in a collaborative environment through opportunities such as local EdCamp, Monday Collaborations, IntegretED, and through PLN. Students learn to effectively use the internet to supplement research for assignments in nearly all classes, and they use Microsoft Word for all aspects of creating, revising, editing, and publishing documents. They also use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents. Students refine their presentation skills in all subject areas by using PowerPoint, Prezi's and other Web 2.0 tools to provide a visual aid or info graphic for their presentation. They submit written work digitally to teachers in the form of assignments, reports, research papers and reviews, creative writing, and special assignments like brochures or newsletters. Students use graphing calculators and spreadsheets in math and science classes to complete lab work and collaborate on their findings through

such platforms as Google Docs while often using YouTube to present. East Noble High School maintains a school website with timely information concerning the school calendar, school news, and important links such as the student grade book. Additionally, all ENHS staff members maintain teacher websites that contain relevant classroom information and links to lecture notes, homework, and activities. In a large number of classes, teachers use laptop computers and LCD projectors to visually enhance the note-taking process in their classes; these laptops allow students to interact with the technology, as they can manipulate or “mark” on teacher presentations (similar to the way they could with a Smart Board). In special education classes, a variety of technology and specialized software is used to accommodate each individual’s special needs. Apex software is used as supplemental remediation tool while Grad Point is utilized for online instruction. Other examples include cause and effect software, dictation software, communication boards, and modified keyboards and joysticks. Video conferencing is used to bring real-world experiences and speakers into the classroom. “Learn 360” provides multimedia content for teachers to provide an additional mode of presenting information to students. A growing number of teachers are also flipping their instruction as a way to increase student engagement with the teacher during the class time. eLearning opportunities continue their evolution. It is our priority to keep these experiences at a high degree of rigor and relevancy. Students have the option of enrolling in online summer courses. Specialized technology based classes that utilize various technologies in their day to day operations include: “Biomedical Science—Project Lead the Way,” Computer Applications, Web Design, Intro to Publications, Online Newspaper, Yearbook, Microsoft Academy, Technical Communications, Vocational Construction Trades and through our Four County Vocational School, Office Supervision Management and Computer Aided Design.

Description of Professional Development Strategies:

The high school AdvancEd team--along with the building principal and district leadership--plan and implement the professional development of East Noble High School. Currently, the high school’s focus for professional development is writing across the curriculum. Departments develop strategies to ensure writing is being focused on in each content area. Feedback from these departments assists the AdvancEd team in identifying strengths and weaknesses that can be addressed by professional development. East Noble plans on continuing the successful professional development strategies that are currently being used to meet staff needs that are outlined and driven by the school improvement plan. This include peer coaching, after school technology sessions, half-day pullouts and summer institutes. The district technology department works closely with these improvement efforts to ensure the technology needs are addressed. In addition the high school staff utilizes a weekly 30 minute collaborative time staff development.

How the Need for Technology will be Assessed:

The primary assessment method will be to survey staff and administrators to gather input on use of and needs for this technology. In addition, East Noble High School will work with post-secondary institutions and local businesses in our area to solicit their ideas concerning what they see as technology needs for their incoming students and workers. The technology director for the corporation meets with the principal and the committee representatives in their buildings in the fall and spring of each year to review building needs and professional development needs. The information gathered from these meetings is used to review both short and long range goals outlined in this plan and in the buildings school improvement plan. The technology department monitors the network with various tools to determine that it is meeting the needs of students and staff. The technology director works with the high school to refine guidelines about access to acceptable resources to enhance learning and provide a robust and safe network for all users.

Program Assessment and Evaluation:

Success will be noted by increased student achievement. The overall educational process is and will be evaluated as part of an ongoing school improvement effort and documented as a part of the yearly school improvement plan. Data from graduation rates, student failures, and various test scores including, but not limited to, Math and English End of Course Assessments (ECA), PSAT, PLAN, will be collected, analyzed and interpreted to determine academic progress for all students. Additionally a yearly evaluation of

curriculum and instructional strategies will take place to determine areas for needed additional staff development and support. When the data is annually reviewed, decisions will occur as to the need to change interventions and strategies for the school improvement plan and the building technology plan. The technology plan modifications will be reviewed again in the fall by the district committee. In addition, each fall is the meeting of the technology director with the principal. The principal may choose to include the AdvancEd team and department chairs in the review and discussion of the technology plan. A plan will be put in place to achieve the modifications and/or additions as they relate to hardware, software and professional development. If none are deemed necessary, a commitment will be made to continue the good work. Together the building level AdvancEd team, the building principal, the technology committee representative and the Director of Technology will facilitate this work.

East Noble Middle School—6461

Goals, Strategies, and Metrics:

- I. Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.
 - A. Strategies:
 1. Staff will integrate the technology curriculum into student learning activities and staff practice across the curriculum.
 2. Continue to incorporate the nine elements of digital citizenship with lessons created collaboratively by teachers and the peer coach during the beginning of the year and implement when needed throughout the year
 3. East Noble has adopted the ISTE NETS and will continue to increase the awareness of these standards for staff with the use of at least one collaboration per month devoted to new technology applications or a strategy currently being used by other staff members.
 - B. Metrics:
 1. Utilize a pretest within the first weeks of each school year for all students to determine knowledge of being proper digital citizens and follow up with a posttest once the lesson is completed. Re-teach as necessary.
 2. Measure and share integration of the technology curriculum between staff, teams and disciplines throughout the school year beginning in Fall 2013 and use Google docs disseminate this information.

Progress, 2014: Our Peer Technology Coach has developed a curriculum based on digital citizenship lessons that teachers guide our students through once a week. Lessons cover a multitude of topics associated with digital citizenship and the proper use of technology in education. Lessons consist of post-tests that our Peer Coach keeps data on and tracks progress of all students.

Progress, 2015: For the 2014-2015 school year we have continued with our Peer Technology Coach incorporating digital citizenship lessons for our students and keeping track of their data. This school year we have also asked that our teachers continue to push themselves with their technology use and finding new resources. We had teachers present to the rest of the staff during a collaboration meeting while presenting information on a book study. We have also added an ENMS teacher resource page with links to new technology that can be implemented into the classroom. The district has also started to use Flipped PD and our staff has completed one module this school year.

- II. Engage stakeholders in the district's vision of embedding technology skills in the delivery of education to its students.
 - A. Strategies:

1. Maintain seventh grade summer orientation for both students and parents coming to ENMS.
2. Reach out to students and parents through the use of social media.
3. Develop a parent information session for all parents attending Parent/Teacher conferences and offer sessions about Edline, PowerSchool, and other programs used by ENMS.

B. Metrics:

1. Track the number of followers to the ENMS website and Twitter account and implement strategies to ensure continual growth in numbers.
2. Track the number of parents who attend the technology information sessions at Parent/Teacher Conferences and provide additional ways to inform parents who did not attend about these programs.

Progress, 2014: Our Seventh Grade Orientation Night, "Transition to a Knight," had great attendance this school year. Students and parents were involved in four different rotations, all which focused on ways to help the transition to middle school be successful. Twitter accounts have been established and are actively used by both the principal and assistant principal. Information regarding athletics, school competitions, school events, and other items are shared on a regular basis. PowerSchool and Canvas information has been sent home on different occasions this school year to encourage parents to stay current on their student's progress at the middle school.

Progress, 2015: In addition to our Transition to a Knight orientation meeting for incoming 7th graders, we have added numerous items this school year to continue to inform and involve our stakeholders in our technology. We have created a school Facebook page and have continued to use our Twitter account to inform parents through social media. During parent teacher conferences in the spring our Technology Coach held training sessions for parents to learn more about Canvas and Powerschool apps for their phones.

III. Encourage the internalizing of technology use in staff and students by using higher levels of rigor, relevance, and engagement.

A. Strategies:

1. Use NETS for student and teachers in daily activities and topics.
2. Provide high quality professional development during team meetings, subject area meetings and whole school collaboration to help educators create, maintain, and work in a variety of learning environments on the integration of rigor, relevance and engagement with in the classroom with technology.
3. Integrate technology in a manner applicable to the modification and redefinition level of SAMR or a related tool to ensure that students will use technology in a manner that goes beyond the substitution of traditional methods

B. Metrics:

1. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.

Progress, 2014: During collaboration meetings, staff has had several sessions regarding technology. Both teachers and the administration have utilized web 2.0 tools to share new information and model the use of technology. SAMR has been presented to staff and is focused on in the classroom. The corporation as a whole has added two new indicators to the RISE teacher evaluation rubric geared towards the use of technology in the classroom. These two indicators are discussed with staff during evaluations and on informal walk-throughs in the classroom.

Progress, 2015: In addition to the 2014 progress, this school year we have ran after school sessions for staff to attend and receive more professional development with their technology. We also incorporated more staff sharing of Web 2.0 tools during collaboration time.

- IV. Encourage and empower ENMS students to become more proficient in the specific technology skills associated with Microsoft Office. With the addition of an elective Computer Applications class starting in the fall of 2013, students will graduate from ENMS to East Noble High School better prepared to fully apply Office suite applications in their school work as well as in everyday life.
- A. Strategies:
1. Students will use engaging technologies in collaborative inquiry-based learning environments.
 2. The teacher will deliver appropriate and challenging curriculum through face-to-face, blended and virtual learning environments.
 3. Provide technical and pedagogical support to ensure that students can effectively use these technology tools.
- B. Metrics:
1. Use Pre-test data to assist teacher in determining level of computer skills of students and to then adjust the curriculum as needed.
 2. Use post-test data to determine the level of understanding when exiting the class.

Progress, 2014: Our Business and Technology classroom teacher is using both pre and post-test data to drive her instruction in the classroom as she moves her students towards mastery of Microsoft Office.

Progress, 2015: This school year we incorporated a new curriculum into our Computer Programming class and Business Technology elective classes. We also feel that many of the computer skills needed to be proficient with Microsoft Office are taught and incorporated into every classroom here at ENMS.

Description of Technology Integration

Since implementing the 1-1 initiative at East Noble in which every student has a learning device, East Noble Middle School uses a host of technology to promote learning and communication within the school community. Teachers use computer applications and other hardware to enrich the curriculum, thereby making it more relevant to students. Using the internet, teachers extend the standards presented by having students do research and activities that deepen understanding. Teacher websites provide students with internet links necessary to complete projects and research assignments. PowerPoint, Prezies, Slide Rocket and many other Web 2.0 tools are used by many of the teachers to present lessons for note-taking, whole class and individualized instruction. The use of TV, dongles, and HDMI connections allow teachers to connect and share information daily with classes and are available throughout the building. All teachers have content based websites to inform parents and students on classroom activities and information. E-mail is also using for communication to both parents and students and helps maintain an open line of communication. Teachers collaborate through many forms which include but are not limited to corporation collaboration, google docs, e-mail and SkyDrive. The electronic gradebook (PowerSchool) allows teachers to record scores that are immediately available to parents and students through the viewer portion of the program.

Students use technology in many ways to enhance their learning. Many teachers use the programs in Microsoft Office--PowerPoint, Publisher, and Excel--in their curriculum areas to complete lesson plans and activities. Students also use these programs modeled by their teachers to complete classroom assignments and projects. Not only do students use programs that are already on their laptops, but they also use a variety of free online tools that are provided as resources from their teachers. Students use the internet to do research, augmenting the learning process and extending the textbook. This includes

content based websites maintained by teachers and programs such as BrainPop, Discovery, and Maps 101 to name a few.

Description of Professional Development Strategies:

Professional development in our building will be determined by the NCA committee, our principal, our tech-lead teachers, and the technology director. The professional development will be offered through building-based sessions, workshops, conferences and district sessions. Teachers are currently given opportunities for professional development through peer coaching. These trainings are offered in after school settings, several times per year, and include an assortment of topics that could enhance the knowledge of any teacher who wishes to advance their technology skills. Middle school staff members use technology to collect, manage, and interpret a variety of data from multiple sources including Acuity, ISTEP, school/district common assessments scans, and classroom grades. Through this process, school programs and student achievement will be assessed to improve instruction. Training opportunities will be provided for teachers to learn how to implement new technologies as they become available.

How the Need for Technology will be Assessed:

The corporation's technology director meets with the building representatives and principals twice each year to discuss the needs of the building. These needs are determined by the goals set in our NCA building plan. This information is used by the technology director, technology committee, and principal to help drive short-term and long-term goals. The need for technology at East Noble Middle School will be assessed by teacher input on technology needs. Periodically, teachers submit requests to meet their needs. These technology needs could either be equipment-related needs or professional development needs. These needs are brought to the attention of the principal and/or the technology committee members who in turn bring it to the attention of the technology director and technology committee.

Program Assessment and Evaluation:

As the data is collected from ISTEP, Acuity, and local assessments, the technology plan will be evaluated. Through the collection of this data, student progress will be monitored and evaluated. Teachers will focus on activities using technology to help meet the goals as set forth in the NCA plans.

The overall technology plan will be reviewed by the technology committee annually. The technology committee will review data that has been collected within the building and will help make recommendations regarding changes that need to be made to the plan such that student competencies will improve. Modifications will be recommended by the technology committee and shared with the building so that changes can be incorporated into the NCA plan. These recommendations will also help to guide professional development. The technology director will be the person responsible for overseeing the implementation of these recommendations. Any mid-course corrections or additions made to the plan during the annual review will be noted in the one year updates sent to the state.

North Side Elementary School - 6477

Goals, Strategies, and Metrics:

- I. Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.
 - A. Strategies:
 1. Teachers will educate students about the existence of a digital footprint. Students will learn to be conscious of their behavior in an online environment (blogs, chat rooms, video conferencing, social media, etc.), and how the decisions they make online will carry over into their future.

2. Parents will be provided with resources that will educate and support them in understanding digital citizenship with their child at home.
- B. Metrics:
1. Administer a pre- and post-test to determine knowledge of critical digital citizenship skills.

Progress, 2014: Teachers are integrating digital citizenship within their classroom lessons. This allows students to learn these important skills within a setting that makes it more applicable to them. The principal has worked with the peer coach in providing professional growth opportunities that are customized to meet the needs of the teachers based on their individual technology surveys and to establish goals in order to increase skill sets that will meet each teacher's needs and moving them forward their individual points.

Progress, 2015: Teachers continue to integrate digital citizenship concepts into their daily practice. The tech peer coach along with the principal assist teachers with this task via formal and informal professional development. Weekly meetings are held to assist staff members and classroom walkthroughs are utilized to develop a needs-assessment in this and other areas.

- II. Engage stakeholders in the district's vision of embedding technology skills in the delivery of education to its students.
- A. Strategies:
1. Principals will work directly with a technology peer coach to design and customize building level instruction for staff and the community. All stakeholders will have opportunity to develop technology competencies.
- B. Metrics:
1. Monitor the number of stakeholders who attend technology trainings and implement strategies to ensure growth in the number of attendees.

Progress, 2014: Teachers are integrating digital citizenship within their classroom lessons. This allows students to learn these important skills within a setting that makes it more applicable to them. The principal has worked with the peer coach in providing professional growth opportunities that are customized to meet the needs of the teachers based on their individual technology surveys and to establish goals in order to increase skill sets that will meet each teacher's needs and moving them forward their individual points.

Progress, 2015: Weekly technology trainings have been implemented in coordination with the principal, technology peer coach, and building instructional coach. Teachers are provided ongoing training designed to increase their instructional capacity with regards to the integration and use of technology.

- III. Encourage the internalization of technology use in staff and students by using higher levels of rigor, relevance, and engagement.
- A. Strategies:
1. Teachers will promote the use of the technology as a learning resource, and provide students with opportunities to create and produce content that demonstrates the competency of the subject matter.
 2. Teachers will integrate technology in a manner applicable to the modification and redefinition level of [SAMR](#). Students will use technology in a manner that goes beyond the substitution of traditional methods. Students will use technology to significantly increase the functionality of methods without the use of a computer.
 3. The four levels of the SAMR model include:
 - i. Substitution: the computer stands in for another technological tool without a significant change in the tool's function.

- ii. Augmentation: the computer replaces another technological tool, with significant functionality increase.
 - iii. Modification: the computer enables the redesign of significant portions of a task.
 - iv. Redefinitions: the computer allows for the creation of new tasks that would otherwise be inconceivable without the technology.
4. Technology peer coaches will provide ample opportunities for professional development for all staff. The coaching staff will work with teachers individually, by grade level, and as an entire building to deliver digital tools that will work as an asset to the teacher and student.
- B. Metrics:
- 1. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.
 - 2. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.

Progress, 2014: Embedded within the teacher evaluation rubric are two standards focusing specifically on student use of technology and teacher use of technology based on the SAMR model. This has allowed the teacher and the principal to continually monitor the progress of the level of implementation of technology within the classroom. Using the SAMR model in conjunction with the evaluation tool, teachers along with administrators are able to see a broad picture of the different levels within SAMR that they are using in the classroom. Our technology peer coach conducted a 1/2 day teacher in-service that presented the levels of SAMR and ways to integrate the various levels within the classroom. A follow-up meeting was then held for teachers to ask questions once they had integrated the ideas within the classroom setting.

Progress, 2015: Teachers are given feedback on their use of technology using the SAMR model. Increasing depth of knowledge and rigor in lessons has been a primary focus in the technology realm as well as general instruction. The technology peer coach and instructional coach have worked in conjunction to provide on-going professional development in this area. The principal also uses post-observation conferences as opportunities to support teachers in their endeavor to increase rigor with the use of technology.

- IV. Develop and maintain a flexible online learning environment with a variety of opportunities for all students that will prepare them to be competent, passionate 21st century learners.
- A. Strategies:
- 1. Students and teachers will utilize digital resources as a communication tool in a professional and responsible manner. Whether through email, blogging, or an online discussion, all users must keep in mind that it is a part of their digital footprint. Teachers will provide opportunities for students to respond, turn in assignments, and ask questions in a digital format.
 - a. Year one: Staff members will be provided professional development opportunities that integrate various forms of communication and interaction to enhance the learning and education of a 21st century classroom.
 - b. Year two: Staff members will integrate the various facets of a 21st century classroom learned within the professional development opportunities.
- B. Metrics:
- 1. Peer coaches will monitor the use of digital resources in their schools and continue to seek age-appropriate ways for students to participate in online learning environments while also complying with legal terms of service.

Progress, 2014: Our professional development is continuing to focus on moving to a greater emphasis on providing students with more online applications and increasing staff comfort levels to integrate these new opportunities within their classroom to a greater extent.

Progress, 2015: The modified RISE rubric used to evaluate and provide feedback to staff places an emphasis on giving students the skills needed and opportunities desired to be independent users of technology as a pathway to lifelong learning. Our goal is to create students that are knowledgeable consumers of technology products.

Description of Technology Integration

North Side Elementary currently utilizes LCD projectors in every classroom, PC tablets, and sound equipment to enhance the learning experience of the students. All classrooms are also provided with DVD and cable television capabilities to tie into the A/V equipment installed. In the fall of 2011, a 1:1 technology initiative was implemented. All kindergarten through fourth grade students use an iPad and fifth and sixth grade students use a Lenovo PC laptop. In kindergarten through fourth grade, technology devices are kept in the classroom for student use and fifth through sixth grade students are given the responsibility of using their device at school and at home. In an effort to provide opportunities for teachers to learn new skills, techniques, and strategies, kindergarten through fourth grade teachers have been afforded an iPad to enhance their comfort level with their device so they are better able to integrate 21st century skills using a device similar to what is in the hands of their students. Also within these grade level classrooms, stations of computers are utilized for the functions that an iPad cannot accomplish. Our building also houses a 30 PC computer lab that can be used for whole class instruction as well as two SmartBoards to provide additional instruction in a different format.

Teachers and students utilize district-wide wireless that can be accessed in any East Noble School Corporation building on their designated technology devices (i.e. iPod Touch, iPad, laptop) for the purpose of learning and communicating. Email addresses are provided to all users within the corporation to enrich learning opportunities through student to student, student to teacher, and teacher to teacher communication. Students also utilize email as a means of turning in work, asking questions after school hours, and receiving information if they were absent from school. Teachers can use email as a means of distributing learning materials/documents to students, providing vital information to coworkers in a timely manner, and to communicate with parents on the individual needs of their child.

North Side has identified websites that have been particularly valuable to the integration of 1:1 technology and transitioning to 21st century classrooms including Edmodo, Edline, and Acuity. To promote literacy instruction, students have access to Big Universe, Tumblebooks, Study Island, Khan Academy and Overdrive. All of these sites provide digital opportunities for accessing online books and printed materials. On the fifth and sixth grade laptops, students have Microsoft Office available to create digital documents including spreadsheets, presentations, and typed essays. On kindergarten through fourth grade iPads, students use Office365 to word process on the iPad.

Teachers provide instructional opportunities that are device specific for their grade level, allowing students to become proficient with the proper use and care of their device. Students use iPads to take pictures, record their voice while reading, make slideshows, and create products that not only demonstrate great skill, but are relevant to the academic expectations. Students use laptops to create presentations, documents, and videos to enhance their learning experience, promote engagement, and foster creativity. The technology capabilities at the fingertips of our students provide opportunities to access current, up-to-date information, take an instructional concept and raise its level of complexity, and move toward student-driven instruction rather than teacher-driven.

The staff participates in professional development opportunities provided by the elementary technology peer coaches. These sessions consist of applications and/or websites that are both user friendly and effective tools for learning. The staff also utilizes the peer coaches for questions regarding their own technology use in order to streamline and enhance their teaching experience. Assistance is used in the areas of laptop function, website building, and organization of technology implementation.

Description of Professional Development Strategies:

- a. Professional development will be focused upon the implementation of digital tools that will enhance educational experiences within the 21st century classroom.
- b. Technology peer coaches provide one-on-one and group trainings for teachers before, during, and after school.
- c. Staff members have the option to participate in technology professional development conferences organized by East Noble School Corporation at no cost.
- d. Technology trainings will be conducted by the building level ECA representative before, during, and after school.
- e. Staff members with advanced technology skills will be made available to provide one-on-one support to staff members needing additional assistance.
- f. Staff will receive adequate training to utilize the many facets of the student information system, which will assist in data analysis and record keeping.
- g. Staff will have training on how to develop a Personal Learning Network (PLN) to build a repertoire of resources for technology integration as well as for regular teaching needs.
- h. North Side's professional development is guided by student outcomes, staff needs, technology peer coach's ongoing research, and this tech plan. For technology staff development, teachers are offered opportunities via surveys to provide feedback on the improvement of personal technology skills, learn how to integrate technology, and suggest future trainings that are needed to improve implementation. Opportunities are also provided in a variety of additional ways including one-on-one sessions, peer coaches, building-based offerings, technology peer coach blogs and emails, and district-based technology conferences taught by EN Staff and technology peer coaches. All professional development opportunities have a specific focus allowing the needs of educators to be addressed as well as how to integrate into the curriculum, all of which are overseen by the district technology director, building principal, and technology peer coaches.

How the Need for Technology will be Assessed:

With the implementation of iOS and Lenovo devices in a 1:1 learning environment, the needs of staff and students will continue to be ever changing. These needs will be addressed by:

- a. Peer coaches working with teachers to address these needs necessary to make integration successful.
- b. Informal surveys will be supplied for students and staff to determine needs, skill, and comfort levels, thus determining where to focus specific needs and better aid in the transition to a 21st century classroom.
- c. Regular meetings will take place between peer coaches and the district technology coach to communicate needs and create a consistent district-wide plan to address these needs.

North Side is represented by an ECA staff member, technology peer coach, and administrator who regularly review building needs. Information is gathered from student and staff surveys, both formally and informally. Information is also acquired based upon technology peer coach activity and interaction with teachers and students. The technology director meets with the technology peer coach as well as the principal regularly to address needs for hardware, software, network issues, and training needs. This information guides short and long range planning.

Teachers are given opportunities to write local grants and are encouraged to write outside grants for technologies that will enhance their teaching and/or classroom learning.

Technology goals and strategies are reviewed annually according to data revealed in the monitoring process and modified if necessary by the principal, ECA representative, technology peer coach, and staff. The technology director is also involved when more in-depth assistance is needed. The district technology plan is reviewed annually by the entire technology committee to determine that adequate progress is being made towards achieving the designated goals.

Program Assessment and Evaluation:

Numerous methods will be used for assessment and evaluation such as:

- a. Collaboration records
- b. Sharing by staff
- c. Technology peer coach records
- d. Staff members conducting and participating in technology trainings
- e. Student projects
- f. Informal observations

The above information will not only verify that year's efforts, but will also provide a starting point for planning the next year's needs. The technology plan is reviewed by staff annually. Modification to goals, strategies and interventions will be recommended and adopted.

Rome City Elementary School—6465

Goals, Strategies, and Metrics:

- I. Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.
 - A. Strategies:
 - 1. Teachers will educate students about the existence of a digital footprint. Students will learn to be conscious of their behavior in an online environment (blogs, chat rooms, video conferencing, etc.), and how the decisions they make online will carry over into their future.
 - B. Metrics:
 - 1. Administer a pre- and post-test to determine knowledge of critical digital citizenship skills.

Progress, 2014: Digital citizenship materials were distributed at the beginning of the academic year by the technology peer coach. Teachers utilized the peer coach directly as well as discerning how those materials would be dispersed. Assessment was done by teacher observation as students had to prove that they could perform various tasks on their laptops in order to properly maintain the devices. A pre- and post-test will need to be administered for the 2014-2015 academic year.

Progress, 2015:

Digital citizenship skills are intertwined in each day at Rome City Elementary. Students are taught by teachers and support staff to behave in a manner that is conscious of their digital footprint. Digital citizenship materials are also distributed monthly to parents through the use of the school website and social media. Lessons are presented to the community through grade-level family technology nights where community members have the opportunity to experience the utilization of technology as a learning resource. Students do not participate in formative assessments as continuous opportunities to practice digital citizenship are done so through online discussions and digital projects.

- II. Engage stakeholders in the district's vision of embedding technology skills in the delivery of education to its students.
 - A. Strategies:
 - 1. Principals will work directly with a technology peer coach to design and customize building level instruction for staff and the community. All stakeholders will have opportunity to develop technology competencies.
 - B. Metrics:

1. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.

Progress, 2014: Multiple non-mandatory professional development opportunities have been provided by the technology peer coach over various topics in order to build the technology skills of the staff. Primary training takes place on a one-on-one basis as teachers request needs from the peer coach. The peer coach documents those needs and utilizes the data to determine future needs for the teacher and classroom.

Progress, 2015:

Polls are frequently utilized to collect data on staff technology needs. The data is used to guide and direct professional development. Stakeholders are engaged in technology instruction and digital citizenship through Family Technology Nights organized by the technology integration specialist. Through these sessions, family members experience some of the tools and resources utilized for learning in the classroom. Students teach their family members about some of their favorite technology tools. A meeting is provided for the families of each grade level for grades kindergarten through sixth.

- III. Encourage the internalization of technology use in staff and students by using higher levels of rigor, relevance, and engagement.
 - A. Strategies:
 1. Teachers will promote the use of the technology as a learning resource, and provide students with opportunities to create and produce content that demonstrates the competency of the subject matter.
 2. Teachers will integrate technology in a manner applicable to the modification and redefinition level of [SAMR](#). Students will use technology in a manner that goes beyond the substitution of traditional methods. Students will use technology to significantly increase the functionality of methods without the use of a computer.
 3. Technology peer coaches will provide ample opportunities for professional development for all staff. The coaching staff will work with teachers individually, by grade level, and as an entire building to deliver digital tools that will work as an asset to the teacher and student.
 - B. Metrics:
 1. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.
 2. Peer coaches will continue to monitor the technology knowledge and comfort levels of their stakeholders through surveys, assessments, and observations, and use this data to provide more effective professional development.

Progress, 2014: The administrator and the peer coach have created PD opportunities to model the SAMR model so that teachers can have a basis for how technology is being integrated. How teachers utilize the technology is documented by both the administrator and peer coach. Administrator data is used in the RISE rubric. Peer coach data is collected to direct future technology needs.

Progress, 2015: SAMR continues to be the focus of the staff as they seek to provide learning opportunities that could not be accomplished without the use of the digital tools. Teachers do so by participating in professional development trainings after school, one-on-one sessions with the technology integration specialist, modeled lessons in the classroom, and virtually through the technology integration specialist's website. The technology integration specialist monitors the use of technology tools through documentation in OneNote and Google Forms.

- IV. Develop and maintain a flexible online learning environment with a variety of opportunities for all students that will prepare them to be competent, passionate 21st century learners.
- A. Strategies:
1. Students and teachers will utilize digital resources as a communication tool in a professional and responsible manner. Whether through email, blogging, or an online discussion, all users must keep in mind that it is a part of their digital footprint. Teachers will provide opportunities for students to respond, turn in assignments, and ask questions in a digital format.
- B. Metrics:
1. Peer coaches will monitor the use of digital resources in their schools and continue to seek age-appropriate ways for students to participate in online learning environments while also complying with legal terms of service.

Progress, 2014: Peer coach frequently makes use of a blog to communicate resources that fit the needs of multiple age levels and subject areas. Issues such as management, methods of implementation, and age appropriateness at the elementary levels is addressed. This information is also passed on through frequent emails as well as professional development opportunities throughout the day and after school.

Progress, 2015: Fifth and sixth grade students are communicating through blogs, Canvas (learning management system), Google Drive, and email. They have frequent opportunities to turn in assignments and communicate thoughts/questions to their peers and teachers. Kindergarten through fourth grade students are using various tools as well. Many are using Showbie to monitor and maintain digital classwork, Google Drive to distribute and receive digital content, and OneNote to collaborate and communicate on class projects. Many teachers also use Kidblog and Todaysmeet to have students practice online communication in a safe and secure manner.

Description of Technology Integration

Rome City School is committed to educating our students with a strong emphasis in the area of technology so that we can better prepare our students to be productive citizens in our increasingly technological world. Teachers are moving toward a seamless integration of technology and curriculum that contributes significantly to improve our students' achievement. Our school is fully 1:1 with devices, with iPads in grades K-4 and laptops in grades 5-6. Technology integration is imperative to our plan for continuous school improvement and moves us toward achieving our goals.

Teachers use the technology available to help students maximize the concepts of student choice, time on task, and opportunities for sharing their learning experiences. Teachers use computer applications and other hardware, such as interactive whiteboards, to enrich the curriculum, making it more relevant to students and to deepen understanding of concepts. All teachers create and maintain a class website with pertinent information for instruction and communication with parents and students. Email is another helpful tool as it allows for collaboration among staff and students, while also opening a line of communication with parents. The electronic gradebook (PowerSchool) allows teachers to record scores that are immediately available to parents and students through the online viewer portion of the program. Technology is also utilized to monitor student progress through mClass, Acuity, and other assessments which is then used to drive instruction.

The availability of technology allows students many choices for end products while also motivating them to try new things and increase interest in generating a piece to share with others and showcase their achievements. In addition, the audience students have the opportunity to share their learning experience with is magnified exponentially. Learning opportunities can now be shared with a global community and are not restricted to the confines of the four walls of a teacher's classroom. Technology use is now a regular part of every school day, not cornered into specific periods of time or classes. There is a strong commitment to technology instruction and integration at the school.

Description of Professional Development Strategies:

Our school improvement committees, administration, technology committee, and technology director work together to develop and deliver professional development opportunities for our teachers. Significant efforts have been directed toward helping teachers utilize technology tools available to disaggregate ISTEP+ data and guide our instructional decisions to increase student achievement. Similar efforts have been made on behalf of all stakeholders to understand and implement the available instructional support provided through our mClass and Acuity testing and data collection.

Professional development will be offered through building-based sessions, workshops, conferences, and district sessions. These sessions are offered include an assortment of topics that could enhance the knowledge of any teachers wanting to advance their technology skills, as well as enhance instructional delivery of the curriculum to meet the needs of all students. Peer coaches and other technology staff are utilized consistently for group and individual professional development sessions.

How the Need for Technology will be Assessed:

The need for technology will be assessed through data analysis and use of teacher surveys, student surveys, and completed products. The technology director meets with the building principal and technology representatives annually to address technology needs for hardware, software, network issues, training needs, and other technological aspects. The needs are additionally determined by the goals set forth in our NCA building plan. This information is used by the district technology committee, the technology director, and principals to guide short and long term planning.

Program Assessment and Evaluation:

As data is collected and analyzed by Rome City School's NCA committee and leadership team, the technology plan will be evaluated as well. Through the collection of this data, student progress will be monitored and evaluated. Teachers will utilize technology to help meet the goals set forth in our NCA plan.

The technology plan is reviewed annually by the district technology committee and administration. Modification to goals, strategies, and interventions will be recommended and made at this time, and shared with all buildings so that the changes can be incorporated into the NCA plans and used to guide professional development. Any mid-course correction will be included in the yearly tech plan update. The technology direction will be the person responsible for overseeing the implementation of these modifications.

South Side Elementary School—6478

Goals, Strategies, and Metrics:

- I. Create a technology environment that fosters a sense of community, safety, and security while developing strong, ethical digital citizens.
 - A. Strategies:
 1. Teachers will educate students about the existence of a digital footprint. Students will learn to be conscious of their behavior in an online environment (blogs, chat rooms, video conferencing, etc.), and how the decisions they make online will carry over into their future.
 2. Parents will be provided with resources that will educate and support them in understanding digital citizenship with their child at home. South Side parents will be strongly urged to

participate, alongside their children, in cultivating good digital citizenship in school and at home. Parents will be given information at Open House at the beginning of the school year concerning digital citizenship. They will also have the opportunity to participate in a drawing for prizes upon completion of viewing a digital citizenship video posted on the SSES website and emailed to parents. The drawing will be held on September 30.

B. Metrics:

1. Students will demonstrate they know important principles of online safety and digital citizenship through a K-2 and 3-5 school-wide assessment by September 30.
2. Teachers will record the number of parents who watched the digital citizenship video.

Progress, 2014: Digital Citizenship is embedded in our process for technology integration here at South Side. Upon distribution of the devices at the beginning of the school year, teachers conduct digital citizenship discussions in their classrooms. Fifth and sixth grade students who take their laptops home, also participate in this discussion with our media assistant during laptop distribution. Students also receive a handbook about conducting themselves as good digital citizens. Laptop talks are a part of our beginning of the year parent meetings, which we call “Success Nights.” This gives parents an opportunity to become familiar with the expectations that come with the devices as well as a chance to ask questions about how they as parents can help support digital citizenship at home. Occasional parental reminders or updates about the digital curriculum also occur in many formats throughout the year—newsletters, website updates, parent/teacher conferences, etc. A digital citizenship video is posted for parents to view, and a form sent home for parents to sign to verify they have viewed this. We held a drawing in September for those students who turned in the form by a specific date, and gave away a number of fun techy items. Our school counselor and school social worker also meet with upper grade levels to conduct lessons about cyber bullying, sexual harassment, and internet safety. Our principal calls each new fifth and sixth grade parent with students moving into our building during the school year to talk with them about the laptops coming home and to answer any questions they may have; and our media assistant talks with each of these new students about digital citizenship and provides them with the digital citizenship booklet when assigning each new laptop.

Progress, 2015: South Side Elementary continues maintaining the practices implemented and described above for 2014. In addition, Digital Citizenship has become more and more a daily discussion as teachers have set up classroom blogs and other where students can post and comment on each other’s work or the daily. Many of our staff have become involved with educationally-based twitter chats, and we are planning to host our own at the end of the school year as a reflective activity. Our goal is to then take this practice to the community, and host a twitter chat to help inform our stakeholders as well as gather input from them about specific school initiatives. As we move toward this goal, additional guidance to support digital citizen as our parents, students, and community members engage with us in this format.

II. Engage stakeholders in the district’s vision of embedding technology skills in the delivery of education to its students.

A. Strategy:

1. Principals will work directly with a technology peer coach to design and customize building level instruction for staff and the community. All stakeholders will have opportunity to develop technology competencies.

B. Metrics:

1. The principal and peer coach will meet at least monthly.
2. Parent Technology Advisory Group will meet no less than two times per year to discuss with selected staff our current and future implementation of learning technology in the building.

Progress, 2014: Our principal and technology coach have met in monthly meetings this year to address current technology needs, resources, and training in our building. These have been slightly impeded by weather during the winter months, but we have never-the-less accomplished much in these meetings.

One great accomplishment was a technology grant from Bosch for a beginning level programming course designed for elementary students. Our tech coach worked hard to apply for the grant and communicate her vision for the funds to our community partners awarding the grant. Our principal and tech coach have worked together to determine the best use of these funds. The course we intend to purchase with the grant uses the Scratch programming language and gives students an opportunity to design two working games. During the last couple of weeks, we have been preparing to put the grant to use for our students. We will start a student "tech" group beginning with a small group of students in second and third grade, then eventually adding fourth and fifth grade students as time allows. This is a tremendous opportunity for students at this level to begin building programming skills and to work through a collaborative process with their peers and with technology toward an end product.

Another accomplishment of this collaboration between principal, tech coach, and now involving all staff, is our new building shared work site. This site houses everything from a shared calendar of events and building usage, to leadership team minutes, school documents including our School Improvement Plan and Crisis Plan, as well as our living data wall. All staff has access and uses the site for multiple purposes. Our custodians and office staff are able to share building use information, grade level teams update and disaggregate their data for planning, and our principal accesses this data for data meetings and goal-setting. All staff is able to stay up on the work of each leadership committee as minutes are posted here as well. The site also houses staff weekly notes, testing schedules, and any other document or resource that seems worth sharing.

Our building has not yet developed a parent advisory group for technology. This is still planned for the future.

Progress, 2015: This year, South Side participated in the national Hour of Code the week of December 8, 2014. All classrooms were exposed to computer science through a discussion with the tech coach and hands-on coding practice through various apps and websites. South Side's 3rd grade programming group, developed last year, assisted the tech coach with classroom visits in grades K-2.

- III. Encourage the internalization of technology use in staff and students by using higher levels of rigor, relevance, and engagement.
 - A. Strategies:
 - 1. Teachers will employ technology as a learning resource multiple times daily. The tech coach will monitor teacher usage through weekly consultation.
 - 2. Teachers will provide students with weekly opportunities to produce content that demonstrates the competency of the subject matter. During weekly consultations, the peer coach will also monitor student opportunities.
 - 3. Both designated and informal technology peer coaches will coordinate the development of two strong learning technologies with the entire staff each year. One will be implemented by October 31 and the other one will be implemented January 31.
 - 4. Integrate technology in a manner applicable to the modification and redefinition level of SAMR or a related tool to ensure that students will use technology in a manner that goes beyond the substitution of traditional methods.
 - B. Metrics:
 - 1. Peer coach logs and attendance sheets will be used to measure success of these strategies.
 - 2. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.

Progress, 2014: Our tech coach has developed a rotating schedule allowing her to consult with each teachers and be available in the classroom during specific technology lessons. Our teachers have embraced her new availability, and often utilize her as a resource to team teach the curriculum integrating technology. Our principal continues to communicate resources for integrating technology at each level

including a recent resource that classifies iPad apps into each SAMR level. Teachers are held accountable for higher levels of technology integration through two new competencies included in the teacher evaluation rubric. We continue to have conversations as a staff as to how to continue to work toward higher levels of SAMR.

Progress, 2015: This year has been a true “break out” year for South Side in terms of staff digital and tech-integration independence. Teachers have become very adept at locating digital instructional resources and integrating those into the everyday business of standards-based curriculum. They lean on each other for ideas and support, which is facilitated with grade-level prep time built into the daily schedule. Several teachers have hosted a “Tech Tuesday” to show off a resource they have found useful—a role formerly only filled by our technology coach.

- IV. Develop and maintain a flexible online learning environment with a variety of opportunities for all students that will prepare them to be competent, passionate 21st century learners.
 - A. Strategies:
 - 1. Teachers will provide opportunities daily for students to respond, turn in assignments, and ask question in a digital format.
 - 2. Students in grades 2-6 will maintain digital portfolios with evidence of grade level curricular mastery and advanced cognition.
 - B. Metrics:
 - 1. Teachers will check portfolios quarterly.
 - 2. Peer coaches will monitor the use of digital resources in their schools and continue to seek age-appropriate ways for students to participate in online learning environments while also complying with legal terms of service.

Progress, 2014: Our teachers continue to provide opportunities to engage in our curriculum through a digital interface. Our technology coach works hand in hand with teachers to monitor use of digital resources and provide new resources and support in using them. In addition to her rotating schedule in classrooms, our technology coach hosts a “Website Wednesday” in the media center where teachers can attend to find new ways to utilize their classroom websites to further this vision. She also plans after-school opportunities to learn more about specific on-line resources teachers can use in their instruction.

This year, we are also piloting an on-line classroom management system called Class-Dojo as part of our school-wide discipline plan. Dojo follows a PBIS (Positive Behavior Intervention and Support) model to reward students for positive behaviors while while also providing a consistent classroom consequence for poor choices. Parents can monitor their student’s Dojo points throughout the day through their own parent portal, and the program also is useful in data collection about behavior patterns to help us create and maintain a positive learning environment for our students.

We have not yet begun on any school-wide basis the practice of digital portfolios. This will still be a plan moving into the future.

Progress, 2015: Also new is year for Tech Tuesday was the opportunity for our primary students to take home their iPads one day a week to complete a digitally-based homework assignment. Prior to this year, the iPads were at school only. In addition, East Noble used eLearning days this year in lieu of canceling school for weather and utilized the state’s flex day opportunity for eLearning to allow for professional development in the form of an EdCamp. This day was highly beneficial to our teachers and our digital and curricular goals, and is something we will pursue again next year.

Description of Technology Integration

All students have access to a computing device to better engage with their learning as part of the district wide 1-1 initiative. Our building is wireless for student and teacher access. We offer a fluid, interactive, out-reaching classroom experience through daily resources from the internet, television and instructional resources. Each classroom is equipped with an LCD projector providing further engagement opportunities for students. Students in grades 5-6 may choose to participate in Scoop, a school newspaper which is written, compiled, and generated using WORD software, digital cameras and other online resources. All students will have access to multimedia devices to be used as a vehicle for personal expression in learning. Teachers create an engaging instructional environment by the daily use of technology. Teachers and administrators continue to exchange and share assessment data related to district-wide common assessments designed to gauge student progress periodically. These supports inform goal-setting for both students and staff. All teachers use PowerTeacher to generate timely reports for students and their parents. The teaching staff continues to use spreadsheets and websites in professional meetings. The school website is a clearinghouse for student and staff announcements and general information, as well as a bulletin board for showcasing student products, activities, and accomplishments. Our new shared worksite houses everything from a shared calendar of events and building usage, to leadership team minutes, school documents including our School Improvement Plan and Crisis Plan, as well as our living data wall. All staff has access and uses the site for multiple purposes. Our custodians and office staff are able to share building use information, grade level teams update and disaggregate their data for planning, and our principal accesses this data for data meetings and goal-setting. All staff is able to stay up on the work of each leadership committee as minutes are posted here as well. The site also houses staff weekly notes, testing schedules, and any other document or resource that seems worth sharing. Technology has also been integrating into classroom management with the use of Class Dojo as part of our school-wide discipline model.

Description of the Professional Development Strategies:

By August 30th of each year, all staff participates in a self-assessment of technology skills and set appropriate growth goals for the year. The staff adopts goals that operate within a themed “suite” of skills, for example, those skills that are attributed to effective publications Power Point presentations, internet lessons. Building-based trainings are planned around these goals.

Two teachers and the principal participate on the district-wide Technology Committee, which functions in part to develop regular, responsive and appropriate staff development activities related to technology needs. The school’s Tech Study Committee (TSC) will research, collect, compile and share information with the rest of the staff in a timely way.

The following are practices currently in place:

- a. Access to a building-based technology peer coach
- b. Building-based technology trainings
- c. Website training
- d. PowerTeacher training and support
- e. Part of weekly collaboration time devoted to technology

How the Need for Technology will be Assessed:

Staff and students are surveyed each year. The survey reflects usage of the internet, telecommunication and other technology resources. When the use of these approaches or exceeds 85% of our capacity, the TSC will make recommendations to the principal for additional resources. The TSC also participates in the development and updating of the school’s technology plan. The TSC uses the tech plan to help guide recommendations.

Our school is represented on the district Technology Committee, which chaired by the district's technology director. This committee regularly reviews building needs and recommendations gathered through our own TSC. The Technology Director meets with our building's principal and committee representatives annually to address tech needs for hardware, peripherals, software, network issues, training needs and the technology direction for the building, all of which is driven by the NCA plan and corporation technology goals. This information is funneled back to the district Technology Committee to guide short and long range planning.

Program Assessment and Evaluation:

Again, the TSC gathers students and staff input through surveys and conversations, along with other data related to the accessibility, impact, penetration, and efficacy of school hardware, software, systems and instructional activities as they apply to technology in the building. The principal convenes the TSC quarterly. The TSC appraises the results and determines the impact student and staff technology interaction on stated academic and technology goals for students. In addition, all TSC members circulate and highlight periodical literature on the state of current educational technologies. The TSC functions as a sounding board and an advisory group to the whole staff on technology use.

A member of the TSC and the principal serve on the district's Technology Committee which is chaired by the district Technology Director. The Director brings to discussion the assessment data from various buildings to determine if changes need to be made to the plan. Modification to goals, strategies and interventions will be recommended and made in the spring of each year and shared back to all buildings so that the changes can be incorporated into NCA plans. Any mid-course corrections or additions made to the technology plan during the annual review will be noted in the one year updates sent to the state.

Wayne Center Elementary School—6485

Goals, Strategies, and Metrics:

- I. Engage stakeholders in the district's vision of embedding technology skills in the delivery of education to its students.
 - A. Strategies:
 1. Principals will work directly with a technology peer coach to design and customize building level instruction for staff and the community. All stakeholders will have opportunity to develop technology competencies.
 - a. All stakeholders will be supplied with quarterly professional development opportunities by October of 2013.
 - b. All stakeholders will be provided with monthly professional development opportunities by January of 2014.
 - B. Metrics:
 1. Peer coaches will continue to monitor the technology knowledge and comfort levels of their staff members through surveys, assessments, and observations, and use this data to provide more effective professional development and to ensure growth of individual teachers.

Progress, 2014: Peer coach has monitored technology knowledge and comfort levels of the staff through surveys, assessments and observation. The data is utilized to determine pertinent needs and professional development opportunities are provided accordingly before, during, and after school multiple days per week. Opportunities for the community will be a goal that will be pursued in the 2014-2015 academic year on a quarterly basis as the demands to provide monthly trainings have not been met.

Progress, 2015:

Polls are frequently utilized to collect data on staff technology needs. The data is used to guide and direct professional development. Stakeholders are engaged in technology instruction and digital citizenship through Family Technology Nights organized by the technology integration specialist. Through these sessions, family members experience some of the tools and resources utilized for learning in the classroom and learn about digital citizenship. Students teach their family members about some of their favorite technology tools. A meeting is provided for the families for each grade level in grades kindergarten through sixth.

- II. Encourage the internalization of technology use in staff and students by using higher levels of rigor, relevance, and engagement.
 - A. Strategies:
 - 1. Teachers will promote the use of the technology as a learning resource, and provide students with opportunities to create and produce content that demonstrates the competency of the subject matter.
 - 2. Teachers will integrate technology in a manner applicable to the modification and redefinition level of [SAMR](#). Students will use technology in a manner that goes beyond the substitution of traditional methods. Students will use technology to significantly increase the functionality of methods without the use of a computer.
 - a. Staff members will receive training in the SAMR model by January of 2014.
 - b. Staff members will utilize the SAMR model for the selection of applications/web-tools by May of 2014.
 - 3. Technology peer coaches will provide ample opportunities for professional development for all staff. The coaching staff will work with teachers individually, by grade level, and as an entire building to deliver digital tools that will work as an asset to the teacher and student.
 - B. Metrics:
 - 1. Utilize the teacher evaluation rubric as a vehicle to monitor the level at which teachers use technology and where they fall in the SAMR modes.
 - 2. Peer coaches will continue to monitor the technology knowledge and comfort levels of their stakeholders through surveys, assessments, and observations, and use this data to provide more effective professional development.

Progress, 2014: SAMR has been address with the staff by the technology peer coach as well as building administrator. SAMR has become the center of much collaboration on the part of the technology peer coach with the Wayne Center staff. Teachers focus on opportunities for the students to make use of the technology in a manner that allows them to produce digital products. The peer coach regularly documents teacher needs as collaboration opportunities and trainings take place.

Progress, 2015:

SAMR continues to be the focus of the staff as they seek to provide learning opportunities that could not be accomplished without the use of the digital tools. Teachers do so by participating in professional development trainings after school, one-on-one sessions with the technology integration specialist, modeled lessons in the classroom, and virtually through the technology integration specialist's website. The technology integration specialist monitors the use of technology tools through documentation in OneNote and Google Forms.

Description of Technology Integration

Wayne Center Elementary currently utilizes LCD projectors in every classroom, PC tablets, and sound equipment to enhance the learning experience of the students. All classrooms were also provided with DVD and Satellite television capabilities to tie into the A/V equipment installed. In the fall of 2011, a 1:1 technology initiative was implemented. All kindergarten and first grade students used an iPod touch at that time. All second, third and fourth grade students used an iPad 2. In the fall of 2014, all kindergarten and first grade students were given iPads to use in the classroom in lieu of the iPods. Fifth and sixth graders use a Lenovo PC laptop that they also take home. Kindergarten through fourth grade teachers and specials teachers have been given an iPad to use. A computer lab of 30 PC computers is also utilized for the functions that an iPad cannot accomplish.

Teachers and students utilize district-wide wireless access through all of the devices provided by East Noble School Corporation for the purpose of learning and communicating. All users are given an email address for the purpose of communicating with peers, instructors, and students. Students use it for the purpose of turning in work completed on a device. Teachers use it for the distribution of learning materials to students as well as to fellow educators. Websites, such as Edmodo, Edline, and Kidblog.org, are used to create online discussions, post work, distribute learning materials, and communicate expectations. To promote literacy instruction, students access Big Universe's online library and also Spelling City for spelling instruction and practice. All students are given unlimited Youtube access due to the educational value it possess. Fifth and sixth grade students have Microsoft Office available on their Lenovo laptops in order to create documents and presentations. Our fifth and sixth grade classes also use Canvas each day for class content and assignments. Students access and post their assignments through Canvas daily.

Teachers provide students with the instruction and opportunities for them to create with the device issued to them. Students use iPads to take pictures, record their voice, make slideshows, and create products that not only demonstrate great skill using the technology, but are relevant to the academic expectations. Students use laptops to create presentations, documents, and videos to enhance the learning experience on a daily basis. A heavy focus is placed upon the opportunities to enhance the learning experience as opposed to a substitution of non-digital practices.

The staff participates in professional development opportunities provided by the elementary technology peer coaches. These sessions consist of applications and/or websites that are both user friendly and are effective tools for learning. The staff also utilizes the peer coaches for questions regarding their own technology use in order to streamline and enhance their teaching experience. Assistance is used in the areas of laptop function, website building, and organization of technology implementation.

Description of Professional Development Strategies:

- a. Professional development will be focused upon the implementation of digital tools that will provide an enhancement to the education experience.
- b. Technology peer coaches provide one-on-one and group trainings for teachers before, during, and after school.
- c. Staff members have the option to participate in technology professional development conferences put on by the school district at no cost.
- d. Technology trainings will be conducted by the ECA representative before, during, and after school.
- e. Staff members who have advanced technology skills will be made available to provide one-to-one mentoring with staff members who are not as comfortable with the technology.
- f. Staff will receive adequate training to utilize the many facets of the student information system, which will assist in data analysis and record keeping.

- g. Staff will have training on how to develop a PLN to build a repertoire of resources for technology integration as well as for regular teaching needs.
- h. Collaboration time will be used to develop lessons and activities for technology integration.

Wayne Center's professional development is guided by student outcomes, staff needs, technology peer coach ongoing research, and this tech plan. For technology staff-development, teachers are offered opportunities via informal surveys to improve personal technology skills and to learn how to integrate technology. These opportunities are provided in a variety of ways: one-on-one sessions, peer coaches, building-based offerings, technology peer coach blogs and emails, and district-based technology conferences taught by peers and technology peer coaches. All professional development opportunities address technology and how to integrate it into the curriculum. Lastly, teachers attend workshops and conferences to improve their technology skills. The district technology director, building principal, and technology peer coaches are the main coordinators of staff development.

How the Need for Technology will be Assessed:

With the implementation of iOS and Lenovo devices in a 1:1 environment, there are needs for staff and students to continue making use of the devices. These needs will be addressed by:

- a. Peer coaches working with teachers and addressing the needs as necessary to make integration successful.
- b. Surveys will be supplied for students and staff to determine needs, skill levels, and competence.
- c. Regular meetings take place between peer coaches and the district technology coach to address needs.

Wayne Center is represented by the ECA staff member, technology peer coach, and the administrator. These individuals regularly review building needs. Information is gathered from student and staff surveys, both formal and informal. Information is gathered based upon technology peer coach activity and interaction with teachers and students. The technology director meets with the technology peer coach as well as the principal regularly to address needs for hardware, software, network issues, and training needs. This information guides short and long range planning.

Teachers are given opportunities to write local grants and are encouraged to write outside grants for technologies that will enhance their teaching and/or classroom learning.

Technology goals and strategies are reviewed annually according to data revealed in the monitoring process and modified if necessary by the principal, ECA representative, technology peer coach, and staff. The technology director is also involved when more in-depth assistance is needed. The district technology plan is reviewed annually by the entire technology committee to determine if adequate progress is being made towards achieving the goals.

Program Assessment and Evaluation:

Numerous methods will be used for assessment and evaluation such as:

- a. Collaboration records
- b. Sharing by staff
- c. Technology peer coach records
- d. Staff members conducting and participating in technology trainings
- e. Student projects
- f. Informal observations

The above information will not only verify that year's efforts, but will also provide a starting point for planning the next year's needs. The technology plan is reviewed by staff annually. Modification to goals, strategies and interventions will be recommended and adopted.