ONEIDA SPECIAL SCHOOL DISTRICT

2013-2018

TECHNOLOGY PLAN

Table of Contents

Section 1   Needs Assessment

Plan describes the district's needs related to technology literacy and incorporating technology into district educational practice. The description must be based on a needs assessment conducted within the district.

A technology needs assessment of the Oneida Special School District finds six key areas that need improvement. First, upgrade/purchase computers for benchmark and state online testing. Secondly, currently some teachers have Smart technologies in their classroom. The district needs to increase SMART technologies for the classroom which allow real time student interaction and involvement. (SMART/Promethean) Third, the high school has an iPad cart; however the district needs to add additional carts either iPad or laptops for checkout. Fourth, a distance-learning program has been established through a partnership with Roane State Community College efforts need to be made to enhance this program and allow more teachers and students the opportunity for an alternate learning environment. Fifth, increasing our LAN/WAN capabilities including upgrading current network equipment to reduce bottlenecks for a faster network, with ever changing technologies and requirements, this is an ongoing factor for the district. Finally, the Oneida Special School District needs to increase professional development for administrators and faculty in the use of technology in the classrooms.

Beginning in the 2014-2015 school year, state testing will be done online. The district needs to purchase and/or upgrade existing machines to meet this need with specifications for online testing.

Smart technologies in the classrooms will be implemented as funds becoming available. Each year additional boards/technologies are going to be added until all classrooms have the technology.

Currently the high school has an iPad cart with 30 stations for use in the math department. Additional carts with mobile technologies would allow greater accessibility to network tools and the Internet in the classroom. Currently, each teacher and administrator has a laptop for professional use.

Currently, the district has one video conferencing unit. This unit has been used to collaborate with other school systems and universities for classroom development. Further enhancing the distance-learning program through professional development would expand our current knowledge base and allows students, teachers and the community an opportunity to relate to individuals and curriculum around the world.

The current LAN/WAN needs to be expanded and improved for speed and increased functionality; this is an ongoing process as technologies develop and change. The district has a mail system and is currently offering all staff and administrators email accounts. Students are allowed to use free web based mail and email is also provided by Gaggle.net, which offers monitoring of email to prohibit abuse and allows compliance with state and federal guidelines. Expanding email accounts to parents and community partners would further strengthen relationships and offer increased community involvement in the school system. A teacher and student driven web page incorporated into our districts' web page would also allow easy communication for teachers and staff to students and parents. Students would be able to showcase their work and incorporate their learning into real world applications such as web design. A database driven website would offer an easy tool to gather information for the

school system and community. Teacher and student webpages and email are vital strategies to fully utilize our technological capabilities and enhance teacher productivity and student learning. The district is currently partnering with School in Sites to host our district and school pages. The partnership will allow greater input from teachers, staff and students.

Increasing professional development for our administrators and faculty is a strategy that will be used for effective use of our current software and hardware tools. Mastery of software and hardware will increase confidence and abilities of the teachers and administrators allowing improved capacity of all teachers to integrate technology effectively into curriculum and instruction. Training is now an ongoing process in our district and will need to continue for best practices. Training will include email, web page design, video conferencing, application software such as Microsoft Office, and other current curriculum software, administrative tools involving student management, hardware troubleshooting, and peripheral use.   As the trainees become familiar with the programs, training focus will then turn from using the application to incorporating the technology into their classroom. Training will involve hands-on applications throughout the year including summer in-service and scheduled times in the school year. Funding is also available for teachers and administrators who wish to attend professional development outside of the school system to incorporate other schools best practices.

Section 2   Stakeholder Involvement

Plan describes the diverse stakeholders in the district who were involved in developing the plan and the process through which stakeholders were engaged.

The technology planning process at Oneida Special School District is on going and revised as specific needs arise. The committee that formulates and evaluates technology implementation includes members of the administrative and technology staffs, teachers from various grade levels and curricular specialty areas, school board members and the community.

Plan includes a timeline (of not more than three years) for implementation

	2013-2014 2014-2015												2015-2016 2016-2017												2017-2018											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Funding																																				
Tech Plan Submitted	X																																			
Tech Plan Submitted for Board Approval																																				
Apply for Formula EdTech Funds	X																																			
Appying for grants to supplement and fund technology plan		X	X	X	X																															
Request Board Supplemented Tech funds								X	X	X																										
Continue work-based student programs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infrastructure																																				
Network and Internet cabling to every classroom continued for new classrooms	X												X	X											X	X										X
Update and Upgrade Current Network	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hardware/Software																																				
Update and Maintain Computer workstations / Laptops	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Distance Learning / Prof Dev	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Video Productions																									X	X	X	X	X	X	X	X	X	X	X	X
Staff Training																																				
Inservice Training	X												X	X											X	X										X
In-school Training		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Assessment																																				
Staff Mankato													X	X											X	X										X
Student Learning																																				
Student Projects and Assessment		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Staffing																																				
Technology Coordinator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Building Level Tech Spec (1)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Section 4　Responsible Parties

Plan indicates by name and title who is responsible for overseeing implementation of specific elements of the plan.

The responsible parties for this technology plan are listed below:

> ➤ Dr. Jeanny Hatifeld, Director of Schools
>
> ➤ Zacch Brown, Supervisor of Instruction
>
> ➤ Lori Marcum, Technology Coordinator

Section 5　Vision

Plan includes a vision that relates educational technology to increasing student achievement.

The mission of the Oneida Special School District is to produce graduates who are capable of mastering any life given challenge. The Oneida Special School District is committed to empower our graduates and community to excel in the job market and higher education. By allowing students the opportunity to develop technological competencies, we will develop self-directed, life long learners who will undeniably excel in life.

Section 6   Goals and Objectives

Plan sets forth goals and measurable objectives for using technology to improve student academic achievement, aligned with State standards.

Administrative Goals

➢ Use technology for student assessment and identify learning gaps

➢ Use technology to promote active learning and individualized instruction

➢ Ensure access to assistive technology for students with disabilities

Student Goals

➢ All children will complete the third grade having developed the capabilities to read, demonstrate critical thinking skills, write and solve mathematical problems.

➢ All children will complete the eighth grade having demonstrated competency in challenging subject matter, having developed the ability to learn independently and use their minds well.

➢ All students participating in college core curriculum, who are admitted to public colleges and universities, will be prepared to begin college level work.

➢ All students graduating with an emphasis on technological education will be prepared to compete effectively in the job market and / or success in post-secondary technical education.

➢ The average achievement level of Oneida students will exceed the state and national average and be in the top 25% of the state of Tennessee.

➢ The Oneida School curriculum will include challenging subject matter so that all students will utilize critical thinking and communication skills and are prepared for responsible, productive citizenship in a complex society that requires lifelong learning.

➢ All students graduating will have mastered the following technology competencies:

1. Students will develop basic technology skills including accessing appropriate technology, correct starting and exiting procedures, keyboarding skills, operating peripheral devices, and using technology safely and ethically.
2. Students will create well-written documents, spreadsheets and databases.
3. Students will use computer assisted design tools.

4. Students will communicate visually, graphically, and artistically through multimedia presentations.
5. Students will communicate through network and telecommunication.
6. Students will retrieve and access electronic information.
7. Students will interpret and evaluate information to support learning in all content areas.
8. Students will use technology to enhance productivity.

Strategies to Achieve Student Goals

The following are software tools and opportunities or classes provided to our students to assist in the learning process which offers and opportunity for self-expression and academic growth:

- SkillsTutor
- PLATO/Credit Recovery
- ACT/SAT Online Tutorials
- Application software such as Office, Publisher, Works
- Desktop Publishing Classes
- Greenhouse Management
- Learn360
- Accelerated Reader
- BrainPop
- EdHelper
- Moby Math
- Study Island
- XL Math
- NWEA
- Discovery Education

Section 7   Collaboration Among Educators

Plan encourages collaboration among all district educators--including classroom teachers, school library staff, administrators and educational technology staff--in reaching educational goals and objectives. The plan provides mechanisms to promote the active participation of library staff in curriculum planning that incorporates development of information literacy.

District-wide curriculum mapping has been completed for all subject matters and have been integrated into the classroom. Technology components will be added if not already in place to these curriculum maps and will continually be updated and modified. The district will provide in-service to discuss the implementation of technology goals into the classroom. All teachers and staff have email addresses to electronically communicate with each other. The district has also collaborated, and continues to collaborate with other school systems, by sharing equipment and technical expertise.

Section 8   Collaboration with Community Partners

Plan includes a description of how the district will work with community partners (such as parents, community groups, other educational entities, government agencies, and public or academic libraries) to help achieve the plan's goals and objectives for

educational technology. (The description will include, where applicable, a program in collaboration with adult literacy services providers.)

The Oneida Special School District collaborates with School to Work and WorkForce Network.   Through the School to Work program, local businesses and industries are involved with the schools in Job Shadow programs for seniors and eighth grade students and also participate in Job Fairs. WorkForce Network provides GED assistance to those students who are in danger of dropping out. The District also partners with Scott Appalachian Industries for Vocational Rehabilitation Services for our Special Education population.

The Oneida Special School District communicates and informs parents of events and student progress via technologically generated newsletters, mid-term progress reports, and flyers. Many teachers utilize individual webpages to post student assignments and notifications of class events. The District's website is also utilized for information dissemination. All teachers in grades 4 -12 are required to email parents on a weekly basis to communicate upcoming topics and progress. The district currently uses an automated emergency broadcast system to notify parents of closings, cancellations and any school related emergency. The district utilizes Skyward as our student management program. Teachers and Administration use Skyward to post grades, attendance, discipline, and a variety of information. Skyward Family Access allows parents/guardians to log-in and check grades, discipline, and attendance reports at anytime.

Section 9 Curricula and teaching that integrate technology

Plan describes how the district will identify and promote curricula and teaching strategies that effectively integrate technology, based on a review of relevant research, leading to improvements in student academic achievement.

All technology integration strategies proposed and/or implemented at Oneida Special School District will be based on current relevant research aligned with the Tennessee student academic and technology standards and will lead to student academic achievement. Relevant research conducted by Milliken Exchange on Education Technology (complete report located at htt://www.oneidaschools.org/ME161.pdf) and CAST Center for Applied Special Technology (complete report located at http://www.cast.org/udl//index.cfm?I=121) has determined the following curricula and teaching strategies that integrate technology show positive gains in student achievement.

Integrating Internet
The Internet will be integrated into the classroom as a research tool where students can become independent, critical thinkers and be able to find information, organize and evaluate it through project based learning and web quests.

Computer Assisted Instruction
Online tutorial and practice programs such as SkillsTutor, Moby Math, XL Math, Study Island and Learn360 will continue to be used not only to supplement instruction in the classroom, but also to enrich and remediate.

Design and Programming Technologies
Simulation and software that teaches higher order thinking skills will be used to enhance classroom learning experiences such as web design, video editing and computer aided industrial technologies.

Section 10   Increasing Accessibility

*Plan describes how the district will ensure that **all** students and teachers have increased access to technology resources.*

Currently, all classrooms in the Oneida Special School District have Internet access. All schools have at least two computer labs. Most classrooms have an LCD projector and a document camera or a Mimio. Most also now have SMART technologies, either Promethean or SMART.   The district will procure funds for the further purchase of such equipment, as well as, additional distance learning equipment, additional mobile devices and upgrade networking equipment for each school to increase access to the Internet and our LAN/WAN.

Section 11   Equity

*Plan provides for equitable access to technology and information resources for **all** students and educators--paying particular attention to closing the gap for students and educators who have had poorer access because of race, gender, disability, economic status, or special needs.*

Title One schools received additional funds that were used to acquire additional technological resources. The current student to computer ratio is approximately three students to every one computer. This ensures that all students, teachers, and staff have equitable access to computers. Each teacher is provided a laptop by the district. Laptops will be available for student and teacher checkout based on need. Additional Special Education funds are used to ensure the Special Education population has adequate access to technology as well.

Section 12   Professional Development

Plan includes a description of how the district will provide ongoing, sustained, high-quality professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in classrooms and library media centers to improve student achievement in a standards-based environment. (The description must include strategies that will improve teacher competency in educational technology.)

Training will be provided for all faculty and staff on a continual basis. The Technology Coordinator will provide three days of training in the summer. Training dates will also be scheduled throughout the school year to allow teachers the opportunity to look at new software, hardware and internet resources to incorporate into their classroom instruction.   These trainings will be provided during breaks or after school. Technology Need Assessment Surveys will determine the types of training provided.   Also, all non-tenured teachers and interns complete 15 hours of required technology training throughout the year. Additional training time will be provided per teacher/administration request as needs arise.

Training will include:

Internet Resources - How to incorporate into your classroom instruction as well as internet safety

Advanced Office Applications - How to incorporate Office Tools into your classroom – developing lesson plans and actual activities that can be used in the classroom

Skyward – Student Management Software

Webpages for your Classroom – Fast and easy ways teachers can create pages for their classrooms including syllabus info, assignments, and upcoming events

Document Cameras/Mimio Technology – How to use the technologies and incorporate into your classroom

SMART/Promethean - How to use the technologies and incorporate into your classroom

Section 13   Budget

Plan provides an annualized budget for connectivity, hardware, software, professional development, print and electronic resources, support and other services, personnel, and plan-related activities that support development and use of educational technology.

The Technology Department is funded through local education funds, E-rate, grants, donations and foundations.   Budgets are attached:
A1 (2013-2014)
A2 (2014-2015)
A3 (2015-2016).

The Oneida Special School District's Advisory Council, consisting of teachers, parents, community leaders and school personnel, meets yearly to discuss the collaboration of funding resources and how to meet the technology needs and to come up with workable solutions for the system.

Section 14   Interoperability

Plan includes specific provisions for interoperability among technology components (Hardware to hardware; software to software; hardware to software)

It is the goal of the Oneida Special School District to ensure that all technology equipment be fully functional. Therefore, the technology staff, consisting of a Technology Coordinator and one building level specialist, will work to keep all of the equipment up and running. Repair and upgrades will be done on a continual basis to ensure no downtime for the faculty or students. Equipment is routinely upgraded and replaced as it becomes obsolete and as funds allow.

Section 15   Leadership

Plan includes elements that strengthen the role of district and school leadership in advocacy, administration, communication, and modeling of effective educational technology integration in achieving the plan's goals and objectives.

Administrators will play an integral role in the effective integration of technology into the classroom. The most effective way administrators can promote technology is to themselves be knowledgeable users of technology. Administrators are encouraged to use technology to its fullest potential. Email is used for daily correspondences as well as evaluations. The system currently uses TCAP/TerraNova curriculum alignment software as well as programs for benchmark testing.

Section 16   Review of Policies and Procedures

Plan identifies the district's current or pending policies and procedures (e.g., Acceptable use of the Internet, student Internet safety, and digital copyright) that related to the use of educational technology.

The Oneida Special School District has policies and procedures in place for the use of its hardware, software, and gateway to the Internet.   In accordance with federal E-Rate requirements, the Oneida Special School District also provides local blocking and filtering of Internet sites, and monitors email through our internet service provider. The Oneida Board of Education is therefore in complete compliance with the Child Internet Protection Act (CIPA).

Section 17   Evaluation & Accountability

Plan includes a description of the methods and standards by which attainment of the plan's goals and objectives will be measured.

The system will stay current on new technologies and in contact with ENA, the school's internet service provider, on available upgrades and network monitoring. New innovations will be implemented if funds are available.

Oneida Schools plan to continue to use TESS as a major evaluation tool. The Office of Technology will be posting online surveys for staff and students to complete at midyear and at the close of school to determine rate of progress.

Technology Budget
Oneida Special School District
2013- 2014 and 2014-2015
(Future year's funding is pending and final amounts/costs are approximate)

Category	_Quantity_	_Item_	_Cost per item_	_Total costs_	_Funding Source(s)_
Salary	2	Technology Coordinator and 1 Specialist		$ 60,500.00	Local Funds
Hardware		Repair and Replenish		$ 15,000.00	Local Funds, Edtech
Upgrade		Upgrade Equipment		$ 40,000.00	Local Funds, Title I Stimulus, IDEA Stimulus
Services		Professional Development		$ 2,000.00	Edtech
	Software	Subscription	BrainPop	$ 310.00	Local Funds
	Software	Subscription	Thinkwave	$ 675.00	Local Funds
	Software	Subscription	EdHelper	$ 1,225.00	Local Funds
	Software	Subscription	Learn360	$ 2,400.00	Local Funds
	Software	Subscription	Turnitin	$ 744.00	Local Funds
	Software	Subscription	School in Site	$ 600.00	Local Funds
			Total	$ 123,454.00	

Technology Budget
Oneida Special School District
2015-2016 and 2016-2017
(Future year's funding is pending and final amounts/costs are approximate)

Category	*Quantity*	*Item*	*Cost per item*	*Total costs*	*Funding Source(s)*
Salary	2	Technology Coordinator and 1 Specialist		$ 60,500.00	Local Funds
Hardware		Repair and Replenish		$ 15,000.00	Local Funds, Edtech
Upgrade		Upgrade Equipment		$ 40,000.00	Local Funds
Services		Professional Development		$ 2,000.00	Edtech
	Software	Subscription	BrainPop	$ 310.00	Local Funds
	Software	Subscription	Thinkwave	$ 675.00	Local Funds
	Software	Subscription	EdHelper	$ 1,225.00	Local Funds
	Software	Subscription	Learn360	$ 2,400.00	Local Funds
	Software	Subscription	Turnitin	$ 744.00	Local Funds
	Software	Subscription	School in Site	$ 600.00	Local Funds
			Total	$ 123,454.00	

Attachment A 3

Technology Budget
Oneida Special School District
2017-2018
(Future year's funding is pending and final amounts/costs are approximate)

Category	*Quantity*	*Item*	*Cost per item*	*Total costs*	*Funding Source(s)*
Salary	2	Technology Coordinator and 1 Specialist		$ 60,500.00	Local Funds
		Network and Infrastructure Upgrades		$ 40,000.00	Local Funds
Hardware		Repair and Replenish		$ 10,000.00	Local Funds, Edtech
Upgrade		Upgrade Equipment		$ 22,221.00	Local Funds
Services		Professional Development		$ 2,000.00	Edtech
	Software	Subscription	BrainPop	$ 310.00	Local Funds
	Software	Subscription	EdHelper	$ 1,225.00	Local Funds
	Software	Subscription	Learn360	$ 2,400.00	Local Funds
	Software	Subscription	Turnitin	$ 744.00	Local Funds
	Software	Subscription	School In Sites	$ 600.00	Local Funds
			Total	$ 140,000.00	