CERTIFICATION OF SCHOOL TECHNOLOGY PLAN

The above referenced school corporation's technology plan is hereby certified for purposes of participation in the Universal Service Fund (USF) discount program. This means that the technology plan meets or exceeds the requirements set forth by the Schools and Libraries Division of the Universal Services Administrative Company (USAC).* The plan includes:

- Clear goals and a realistic strategy for using telecommunications and information technology to improve education;
- A professional development strategy that ensures staff know how to use the technologies to improve education;
- An assessment of the telecommunications services, hardware, software, and other services that will be needed to implement the strategy;
- Provisions for sufficient budget to acquire and maintain the hardware, software, professional development, and other services needed to implement the strategy; and
- Evaluation processes designed to monitor progress toward the specified goals and that allow mid-course corrections in response to developments and opportunities.

Joshua Towns

Joshua Towns, Director of Information Technology

January 09, 2014

Primary Contact

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Section I: Corporation Technology Trends Survey

Corporation Technology Policies

1. What is your district policy involving student-owned cell phones?

   ○ We have no policies regarding student-owned cell phones.

   ● *Policy generally prohibits student use of cell phones during school hours.*

   ○ Policy allows limited student use of cell phone for non-instructional purposes.

   ○ Policy allows limited student use of cell phones including use for instructional purposes.

2. What if any social media are you formally using as a school corporation? (Check all that apply.)

   ■ *No formal use*   ☐ Twitter

   ☐ Facebook   ☐ Other

   ☐ MySpace

3. Which best describes your corporation's stance toward providing/sanctioning teacher web pages or a class web sites?

   ○ Corporation does not provide/sanction a service for teacher web pages

   ○ Google Sites

   ○ Word Press

   ○ School Wires

   ○ Learning Connection

   ● *Edline*

   ○ Teacher Web

   ○ Corporation provides a locally developed option for teacher pages

   ○ Corporation's Learning Management System or Student Information System

   ○ Corporation provides/sanctions a variety of services

4. Which of the following best describes the corporation's provision of wireless network access (LANS) for end users?

   ○ None of our schools have wireless access   ○ Most schools (> 50%) have wireless access

   ○ Some schools (= 50%) have wireless access   ● *All schools (100%) have wireless access*

5. On your school campus or campuses, what devices does your corporation allow to access the school network?

   ■ *School-owned or Provided Devices*   ☐ Student/parent owned

   ■ *Teacher/staff owned*   ☐ Guest owned

6. Which of the following options describe the kinds of access parents and students in your corporation have to the following online services. (Check all that apply.)

   ☐ Class assignments and grades. If yes, using what technology?

   ☐ Digital curricular content (e.g. subscription-based services, online content collections) If yes, using what technology?

   ☐ Historical information about students including performance data from prior years (e.g., ISTEP+, grades, local assessment scores) If yes, using what technology?

   ■ *No such services are provided*

7. Which of the following option(s) describe(s) your district's current position with regard to student e-mail. (Check all that apply.)

☐ Corporation does not provide student e-mail at any level or allow for use of personal e-mail for learning purposes.

☐ Corporation does not provide student e-mail at any level but students may use personal e-mail for learning purposes.

☐ Corporation provides student e-mail accounts for some portion of elementary (K-5) students)? If yes, using what technology?

■ *Corporation provides student e-mail accounts for some portion of secondary (6-12) students? If yes, using what technology? Netmail*

8. Computer Labs

- ■ How many stationary labs do you have?   11
- ■ What is the average number of computers per lab?   25
- ■ How many mobile labs (e.g. COWs)?   8
- ■ What is the average number of computers per mobile lab?   20

9. **Non-lab computers for student use:**

On average, how many internet capable devices are available in classrooms for students to use?

	Number of classroom devices available for student use (Select)	What types of devices? Check all that apply
Kindergarten	○ 0 ○ 1 or 2 ○ 3-5 ○ 6-10 ○ 1-to-1 ratio	☐ Desktops ☐ Netbooks ☐ Laptops ☐ iTouch
1st Grade	○ 0 ○ 1 or 2 ● *3-5* ○ 6-10 ○ 1-to-1 ratio	■ *Desktops* ☐ Netbooks ☐ Laptops ☐ iTouch
2nd Grade	○ 0 ○ 1 or 2 ● *3-5* ○ 6-10 ○ 1-to-1 ratio	☐ Desktops ☐ Netbooks ☐ Laptops ☐ iTouch
3rd Grade	○ 0 ○ 1 or 2 ● *3-5* ○ 6-10 ○ 1-to-1 ratio	■ *Desktops* ☐ Netbooks ☐ Laptops ☐ iTouch
4th Grade	○ 0 ○ 1 or 2 ● *3-5* ○ 6-10 ○ 1-to-1 ratio	■ *Desktops* ☐ Netbooks ☐ Laptops ☐ iTouch
5th Grade	○ 0 ○ 1 or 2 ● *3-5* ○ 6-10 ○ 1-to-1 ratio	■ *Desktops* ☐ Netbooks ☐ Laptops ☐ iTouch

6th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	☐ Laptops
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

7th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	☐ Laptops
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

8th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	☐ Laptops
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

9th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	■ *Laptops*
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

10th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	■ *Laptops*
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

11th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	■ *Laptops*
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

12th Grade	○ 0	■ *Desktops*
	○ 1 or 2	☐ Netbooks
	● *3-5*	■ *Laptops*
	○ 6-10	☐ iTouch
	○ 1-to-1 ratio	

10. **Teacher computers:**

Teachers in our corporation typically have :

○ Laptops

● *Desktops*

○ No dedicated computer

11. **Technology Refresh:**

For each type of device that the corporation provides for student learning indicate (in years) the typical/planned refresh rate. If your corporation does not provide a particular technology, select not provided

- ■ *Desktops*   *Greater than or equal to 6 years*

- ■ *Laptops*   *Greater than or equal to 6 years*

- ■ *Netbooks*   *Greater than or equal to 6 years*

- ■ *iTouches*

- ■ *Cell Phones*

12. Which of the following describe 1-to-1 implementations/structure in your corporation?(Check all that apply.)

- ■   We have no 1-to-1 initiatives

Initiatives	Structure of 1-to-1	Corporation provides off-campus Internet access
☐ New Tech Implementation	○ Yes ○ No	○ Yes ○ No
☐ Grade Level Based	○ Yes ○ No	○ Yes ○ No
☐ Content Area Based	○ Yes ○ No	○ Yes ○ No
☐ Other	○ Yes ○ No	○ Yes ○ No

13. Are you applying for Priority 2 E-Rate discounts in the upcoming year?

- ○ Yes
- ● *No*

14. **Corporation Web Site:**

Select from the following options to describe the design, technology, and hosting scenarios that best describe your corporation's web site.

Designed by	Technology	Hosting
○ Students	○ Primarily HTML	○ Hosted by Corporation
○ School Staff	● *Content Management*	● *External hosting Service*
● *Third Party*		

15. **Cloud Computing/Virtualization:**

Choose from the following options to describe your corporation's position on utilizing cloud-based services to store data or to provide services? (Check all that apply.)

Currently	Future (Next 12-18 months)
■ *Do not use cloud-based services*	☐ No plans in this area beyond current use
☐ Utilize a private (local) cloud	☐ Will implement a private cloud
☐ Utilize a third-party provider (e.g., Google Docs, Live@edu)	☐ Will utilize a third-party provider (e.g., Google Docs, Live@edu)
☐ Have not implemented virtualization	☐ Will implement virtual servers
■ *Utilize virtual servers*	☐ Will implement virtual desktops

16. **Shared Services:**

Choose from the following options to describe cost saving measures your corporation is taking in the area of technology.

Joint Purchasing	Personnel Sharing	Outsourcing
● *Do not purchase assets or services cooperatively*	● *Share no personnel with other entities*	● *Have not outsourced technology services*
○ Purchase assets or services in cooperation with other corporation, municipalities, etc. (Provide at least 1 example)	○ Share personnel with other corporations, municipalities, etc. (Provide at least 1 example)	○ Outsource some technology services (Provide at least 1 example)
Example(s)	Example(s)	Example(s)

17. **Technology Energy Management:**

Does your school corporation utilize energy management services to power down/power up and otherwise manage energy consumption of technology resources?

● *Yes*

○ No

18. **Bandwidth:**

What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? megabytes/second (Mbps)

● *What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? megabytes/second (Mbps)*   *30*

● *During most recent month of September, what is peak utilization during the school day? megabytes/sec. (Mbps)*   *30*

● *During most recent month of September, what is the average utilization during the school day? megabytes/sec. (Mbps)*   *13*

19. **Software:**

What software packages or services are provided through your school corporation? (Check all that apply.)

☐ **Student Management System**

   ○ Power School   ○ Skyward

   ○ Harmony   ○ Lighthouse

   ○ STI   ○ Other

   ○ SDS

☐ **Office/Productivity Software**

   ○ MS Office   ○ Google Docs

   ○ Open Office   ○ Other

   ○ Work Perfect

☐ **Learning Management System**

   ○ Angel   ○ Moodle

   ○ Blackboard   ○ Other

☐ **Electronic Gradebook**

   ○ Gradebook provided through student information system   ○ Other

☐ **Remediation software**

   ○ Read 180   ○ Study Island

   ○ Plato   ○ Other

20. **Online Instruction:**

Describe your corporation's current utilization of online courses. (Check all that apply.)

☐ This corporation does not utilize online courses and are not currently considering online options

☐ Currently considering online options

☐ Offer Advanced Placement online

■ *Use online courses for credit recovery*

☐ Use online courses for Core 40 courses

☐ Use online courses for Non-core 40 courses

21. **Digital Curriculum Resources:**

Indicate what digital curriculum resources you are using

☐ Corporation does not provide digital content/curriculum resources to students or teachers.

22. **Digital Curriculum as Alternatives to Textbooks:**

For which of the following subjects has the corporation taken advantage of the blanket waiver for textbook adoption by adopting digital content not on the textbook adoption list? (Check all that apply—including for subjects where some courses utilized digital resources but not others.)

◼ Our corporation has not utilized the blanket waiver in order to substitute digital resources for textbooks.

	K	1	2	3	4	5	6	7	8	High School
English/LA	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Math	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

23. **Textbook and Instructional Material Fees:**

For each of the following grade levels, indicate the most recent per student textbook rental and fees/costs (whole dollars) for non free/reduced lunch students. If the amount varies by school or grade level, please provide a district average.

a. K $ $90

b. 1 $ $75

c. 2 $ $80

d. 3 $ $90

e. 4 $ $112

f. 5 $ $106

g. 6 $ $110

h. 7 $ $100

i. 8 $ $120

j. High school $ $125

24. **Online Assessment:**

What types of computer, online or technology based assessments are used in your school corporation? (Check all that apply)

☐ This corporation does not utilize online or technology-based assessements

◼ *ISTEP+*

◼ *Acuity*

◼ *Wireless Generation*

◼ *End of Course Assessments*

◼ *NWEA*

☐ Terra Nova

☐ Local Assessment:

25. **Technology Standards:**

Describe your corporation's approach to technology standards for the following populations.

Students	Teachers	Administrators
■ *Have not formally adopted standards for students*	■ *Have not formally adopted standards for teachers*	■ *Have not formally adopted standards for administrators*

26. Does your school corporation formally address 21st Century Learning Skills in its curriculum?

○ Yes

● *No*

27. Does your school corporation formally address Information Literacy Standards (AASL) in the curriculum?

○ Yes

● *No*

28. **Keyboarding:**

Use the following options to describe your corporation's approach to keyboarding.

Does your school corporation teach computer keyboarding?

● *Yes*

If yes,

● *Corporation does not require mastery of keyboarding by all students*

○ Corporation requires mastery of keyboarding by grade

○ No

Introduction to Goals Strategies and Metrics:

1. Vision Statement: Students, parents, and educators will use communication and information technologies to enhance and expand the traditional role of education in the Elwood community. ECSC believes the basic goal of education has not changed, that is to prepare our students for life-long learning and success in a changing society. However, the tools and instructional methods to achieve these goals have advanced dramatically. Technologies such as computers, networks, and wide area communications offer tremendous opportunities to students and educators as a way to improve life within our community and a link to a world outside. Elwood Community School Corporation has the responsibility for developing curriculum and applying instructional methods enriched with technology and in ensuring that our students and teachers are proficient users of these new technologies.

2. This Technology Plan was created and is maintained by Elwood Community School Corporation's Technology Committee composed of school administrators, teachers, and the Technology Director.

3. Our goals are mostly in preparation of a transition to digital learning and an overall goal of reaching a 1-1 ratio of devices to students. To accomplish the overall goal, groundwork must be laid with network hardware and performance improvements. For the devices to be meaningful, we have a goal to promote anytime learning and collaboration.

Goal:

To increase the performance of the local area network to prepare for the greater demands of mobile devices and to improve communication systems.

Strategies:

1. *Address issues with wireless LAN coverage in the HS, MS, and the Career Center.*
2. *Address issues with internal and external telephone communications.*
3. *Streamline the network by reducing the number of servers and eliminating servers with outdated operating systems.*

Metrics:

1. *Hire a vendor to replace older wireless network with modern equipment and assure continuity with the wireless network in the Elementary school.*
2. *Hire a vendor to replace older digital telephone system with modern voice over IP system with messaging capabilities.*
3. *Start a project to replace multiple physical servers with virtual servers running in a few host servers. The host servers must have fail-over and disaster-recovery features.*

Progress:

1 The Wireless project was completed on Sept. 3, 2013. The project replaced older network switches with 1 GB speed switches, made use of existing controller to manage entire wireless network, and has given full wireless coverage for each building.
2 The Telephone project was completed on Oct. 24, 2013. The old telephone system was replaced with the Cisco Unified Communications system and included the replacement of older network switches to new POE switches.
3 The first stage of the virtualization project was also completed on Oct 24, 2013. This stage involved the setup of 2 primary host servers at the high school and a disaster recovery host server at the Elementary school building. Included in the first stage was the virtualization of the email, DNS/DHCP, file, and utility servers. The next stages are to consolidate several physical servers into fewer virtualized servers.

Goal:

Begin the transition from pen/paper and printed textbooks to digital formats with the goal of implementing E-Learning and digital instruction.

Strategies:

1. *Prepare teachers for the transition.*
2. *Choose the device or devices to be used for the digital instruction.*
3. *Prepare students for the transition to digital devices.*

Metrics:

1. *Plan professional development sessions to assist teachers in discovering how to create/present lessons with digital devices.*
2. *Hire an interim Technology Integration Specialist to help supply teachers with content and presentation methods.*
3. *Create a committee of educators, technology staff, students, and adult patrons to help choose devices and the direction of the transition.*
4. *Create a sustainable process of maintaining the hardware and software.*

Progress:

1 Some sessions regarding the use of digital devices in the classroom have been presented with plans to increase the involvement by both staff and students during the second semester.
2 An interim Technology Integration Specialist was hired July 2013 and has assisted staff members with using various technologies.
3 A committee to direct the transition to E-Learning remains a future goal.
4 Determining a process to sustain and maintain E-Learning hardware and software remains a future goal.

Goal:

To promote the concept of anytime learning and collaboration.

Strategies:

1. *The Technology Committee will research available online services that could be accessed anywhere.*
2. *Allow student access to school related files and other materials at any time.*
3. *Allow email like messaging between students and teachers.*

Metrics:

1. *Create or subscribe to cloud services that would be available on and off of campus.*
2. *Create of subscribe to file storage services that would allow access on and off of campus.*
3. *Subscribe to messaging service that would have privilege levels appropriate for student use.*

Progress:

My Big Campus online services will be made available to teachers and students at the start of second semester. My Big Campus may satisfy this goal.

Has your school corporation established a School Technology Fund as required in IC 20-40-15-2?

- ***Yes***
- ○ No

Please estimate the expenditures planned in each category for all three years of the plan. Use whole dollar values.

	2011-2012					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	0	0	0	0	184000	**184000**
Hardware	44000	0	0	0	0	**44000**
Software	109900	0	0	0	0	**109900**
Professional Development (non salary; expenditures are required)	1500	0	0	0	0	**1500**
Telecommunications	30000	35000	0	0	0	**65000**
Contract/Professional Services for Technology	14000	0	0	0	0	**14000**
Sub Total by Source	**199400**	**35000**	**0**	**0**	**184000**	**Total: 418400**
% of Total By Source*	**48%**	**8%**	**0%**	**0%**	**44%**	

Percentages could be slightly above or below 100% due to rounding of calculations

	2012-2013					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	0	0	0	0	184000	**184000**
Hardware	47000	0	0	0	0	**47000**
Software	117150	0	0	0	0	**117150**
Professional Development (non salary; expenditures are required)	1500	0	0	0	0	**1500**
Telecommunications	32000	35000	0	0	0	**67000**
Contract/Professional Services for Technology	14000	0	0	0	0	**14000**
Sub Total by Source	**211650**	**35000**	**0**	**0**	**184000**	**Total: 430650**
% of Total By Source*	**49%**	**8%**	**0%**	**0%**	**43%**	

Percentages could be slightly above or below 100% due to rounding of calculations

	2013-2014					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	0	0	0	0	184000	**184000**
Hardware	49800	0	0	0	0	**49800**
Software	124180	0	0	0	0	**124180**
Professional Development (non salary; expenditures are required)	1500	0	0	0	0	**1500**
Telecommunications	34000	30000	0	0	0	**64000**
Contract/Professional Services for Technology	14000	0	0	0	0	**14000**
Sub Total by Source	**223480**	**30000**	**0**	**0**	**184000**	**Total: 437480**
% of Total By Source*	**51%**	**7%**	**0%**	**0%**	**42%**	

Percentages could be slightly above or below 100% due to rounding of calculations

Budget Summary by Category

	2011-2012	2012-2013	2013-2014
Salary	$184,000.00	$184,000.00	$184,000.00
Hardware	$44,000.00	$47,000.00	$49,800.00
Software	$109,900.00	$117,150.00	$124,180.00
Professional Development (non salary; expenditures are required)	$1,500.00	$1,500.00	$1,500.00
Telecommunications	$65,000.00	$67,000.00	$64,000.00
Contract/Professional Services for Technology	$14,000.00	$14,000.00	$14,000.00
Total	**$418,400.00**	**$430,650.00**	**$437,480.00**

Budget Summary by Source

	2011-2012	2012-2013	2013-2014
Capital Projects	199400	211650	223480
Technology Fund	35000	35000	30000
Textbook Fund	0	0	0
Grants	0	0	0
Other	184000	184000	184000
Total	**418,400.00**	**430,650.00**	**$437,480.00**

Elwood Community High School

Goal:

To increase the performance of the local area network to prepare for the greater demands of mobile devices and to improve communication systems.

Strategies:

1. *Address issues with wireless LAN coverage in the HS, MS, and the Career Center.*
2. *Address issues with internal and external telephone communications.*
3. *Streamline the network by reducing the number of servers and eliminating servers with outdated operating systems.*

Metrics:

1. *Hire a vendor to replace older wireless network with modern equipment and assure continuity with the wireless network in the Elementary school.*
2. *Hire a vendor to replace older digital telephone system with modern voice over IP system with messaging capabilities.*
3. *Start a project to replace multiple physical servers with virtual servers running in a few host servers. The host servers must have fail-over and disaster-recovery features.*

Progress:

1 The Wireless project was completed on Sept. 3, 2013. The project replaced older network switches with 1 GB speed switches, made use of existing controller to manage entire wireless network, and has given full wireless coverage for each building. 2 The Telephone project was completed on Oct. 24, 2013. The old telephone system was replaced with the Cisco Unified Communications system and included the replacement of older network switches to new POE switches. 3 The first stage of the virtualization project was also completed on Oct 24, 2013. This stage involved the setup of 2 primary host servers at the high school and a disaster recovery host server at the Elementary school building. Included in the first stage was the virtualization of the email, DNS/DHCP, file, and utility servers. The next stages are to consolidate several physical servers into fewer virtualized servers.

Goal:

Begin the transition from pen/paper and printed textbooks to digital formats with the goal of implementing E-Learning and digital instruction.

Strategies:

1. *Prepare teachers for the transition.*
2. *Choose the device or devices to be used for the digital instruction.*
3. *Prepare students for the transition to digital devices.*

Metrics:

1. *Plan professional development sessions to assist teachers in discovering how to create/present lessons with digital devices.*
2. *Hire an interim Technology Integration Specialist to help supply teachers with content and presentation methods.*
3. *Create a committee of educators, technology staff, students, and adult patrons to help choose devices and the direction of the transition.*
4. *Create a sustainable process of maintaining the hardware and software.*

Progress:

1 Some sessions regarding the use of digital devices in the classroom have been presented with plans to increase the involvement by both staff and students during the second semester. 2 An interim Technology Integration Specialist was hired July 2013 and has assisted staff members with using various technologies. 3 A committee to direct the transition to E-Learning remains a future goal. 4 Determining a process to sustain and maintain E-Learning hardware and software remains a future goal.

Goal:

To promote the concept of anytime learning and collaboration.

Strategies:

1. *The Technology Committee will research available online services that could be accessed anywhere.*
2. *Allow student access to school related files and other materials at any time.*
3. *Allow email like messaging between students and teachers.*

Metrics:

1. *Create or subscribe to cloud services that would be available on and off of campus.*
2. *Create of subscribe to file storage services that would allow access on and off of campus.*
3. *Subscribe to messaging service that would have privilege levels appropriate for student use.*

Progress:

My Big Campus online services will be made available to teachers and students at the start of second semester. My Big Campus may satisfy this goal.

School Level Implementation

The use of technology is an important aspect of Elwood Community High School's efforts to increase student achievement. In order to do this, two goals have been established. The first goal is to integrate technology as a learning tool in our classrooms to enhance instructional strategies. A second goal is to use the available technology as a communication tool with the community. Teachers have access to multiple technology pieces in the classroom: presenters, Mobi's, classroom clickers, and document cameras. The high school also possesses two Aquos whiteboards that can be checked out for use in the classroom. All students are required to complete a computer applications course as a local graduation requirement. Microsoft Word, Excel, Publisher, Access, & PowerPoint make up the majority of the application programs in this class. In addition to the computer application course required, several other courses require student proficiency with computers: Algebra 1 (web-based ALEKS program), Algebra 1 and English 10 (web-based Acuity program), Introduction to Communication (Photoshop

software), Introduction to Manufacturing (Ivy Tech web course), & ISTEP Success (web-based PLATO program). All students also have their own Netmail (email) address in order to communicate digitally. The majority of our standardized testing is done on computers including NWEA, Acuity, and End of Course Assessments in Algebra 1, Biology 1, & English 10. Technology professional development during the 2012-13 school year focused on web design. Each teacher has their own teacher website where they can post class announcements, homework assignment, classroom notes, etc. Students and parents can access the teacher websites through the high school's main webpage at www.elwood.k12.in.us. Students and parents can also access student grades, attendance, and discipline through STI-Information Now, a web-based student management system. ECHS certainly relies on the use of technology in the curriculum and as a communication tool with students, parents, and community members.

Professional development for teachers is important when implementing technology into the classroom. Teachers are given opportunities to learn technology skills and are then provided training to integrate technology into their daily classrooms. Resources for staff include the technology coordinator, a building level technology engineer, teacher experts, contracted service providers, district sponsored training on technology related topics, conferences, workshops, and journals. Professional development training is provided by the technology staff upon request by the buildings during their staff development days or after school.

Elwood Community Schools are committed to providing students with equitable access to up-to-date, appropriate, interactive technologies, including connectivity technologies. The district has developed a sustainable long-range budget and works with building administrators, the technology coordinator, and technology engineers to plan for the ongoing technology needs of each school. The building principal, technology coordinator, and technology engineer work together to conduct formal and informal assessments of the effectiveness of technologies in the building and their impact on student achievement. Needs are prioritized allowing for future planning for the expansion of telecommunication services, hardware, software, and other needs. As we move forward to the 2014-15 school year, the ECSC hopes to enter the digital learning era. Every student will have their own digital device, and teachers will be trained to use them as curriculum resources. Digital textbooks, website curriculum, and educational apps will replace hardback textbooks, worksheets, and paper curriculum. Professional development will be crucial in order to prepare teachers to instruct using these devices, improve student learning, and transform classrooms into digital standards-based instructional areas.

ECHS staff members are committed to improving teaching and learning so our students will be able to meet state and national academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and follows best practice. High school staff members analyze student achievement and technology use through finished projects, classroom rubrics, NWEA & Acuity test scores and their correlation to the End of Course Assessment, and other classroom assessments. These assessments are directly tied to the goals of Elwood Community High School as established in the PL 221 School Improvement Plan. Annual review of the building level technology plan will be the responsibility of the building administrator, school leadership team, and technology committee representatives.

Elwood Community Middle Sch

Goal:

To increase the performance of the local area network to prepare for the greater demands of mobile devices and to improve communication systems.

Strategies:

1. Address issues with wireless LAN coverage in the HS, MS, and the Career Center.
2. Address issues with internal and external telephone communications.
3. Streamline the network by reducing the number of servers and eliminating servers with outdated operating systems.

Metrics:

1. Hire a vendor to replace older wireless network with modern equipment and assure continuity with the wireless network in the Elementary school.
2. Hire a vendor to replace older digital telephone system with modern voice over IP system with messaging capabilities.
3. Start a project to replace multiple physical servers with virtual servers running in a few host servers. The host servers must have fail-over and disaster-recovery features.

Progress:

1 The Wireless project was completed on Sept. 3, 2013. The project replaced older network switches with 1 GB speed switches, made use of existing controller to manage entire wireless network, and has given full wireless coverage for each building. 2 The Telephone project was completed on Oct. 24, 2013. The old telephone system was replaced with the Cisco Unified Communications system and included the replacement of older network switches to new POE switches. 3 The first stage of the virtualization project was also completed on Oct 24, 2013. This stage involved the setup of 2 primary host servers at the high school and a disaster recovery host server at the Elementary school building. Included in the first stage was the virtualization of the email, DNS/DHCP, file, and utility servers. The next stages are to consolidate several physical servers into fewer virtualized servers.

Goal:

Begin the transition from pen/paper and printed textbooks to digital formats with the goal of implementing E-Learning and digital instruction.

Strategies:

1. Prepare teachers for the transition.
2. Choose the device or devices to be used for the digital instruction.
3. Prepare students for the transition to digital devices.

Metrics:

1. Plan professional development sessions to assist teachers in discovering how to create/present lessons with digital devices.
2. Hire an interim Technology Integration Specialist to help supply teachers with content and presentation methods.
3. Create a committee of educators, technology staff, students, and adult patrons to help choose devices and the direction of the transition.
4. Create a sustainable process of maintaining the hardware and software.

Progress:

1 Some sessions regarding the use of digital devices in the classroom have been presented with plans to increase the involvement by both staff and students during the second semester. 2 An interim Technology Integration Specialist was hired July 2013 and has assisted staff members with using various technologies. 3 A committee to direct the transition to E-Learning remains a future goal. 4 Determining a process to sustain and maintain E-Learning hardware and software remains a future goal.

Goal:

To promote the concept of anytime learning and collaboration.

Strategies:

1. The Technology Committee will research available online services that could be accessed anywhere.
2. Allow student access to school related files and other materials at any time.
3. Allow email like messaging between students and teachers.

Metrics:

1. Create or subscribe to cloud services that would be available on and off of campus.
2. Create of subscribe to file storage services that would allow access on and off of campus.
3. Subscribe to messaging service that would have privilege levels appropriate for student use.

Progress:

My Big Campus online services will be made available to teachers and students at the start of second semester. My Big Campus may satisfy this goal.

School Level Implementation

Curriculum Integration:

Technology is used throughout our school as a learning tool that enhances instruction and facilitates our ability to meet or exceed expectations addressed in the Indiana Academic Standards. Our school strives to integrate technology and the Internet into the curriculum at all grade levels and throughout all academic areas. Students can complete academic projects through the use of the following technology tools:

All students at Elwood Middle School will have use of on-line resources for research of non-fictional materials. Students will create documents using a word-processing program, to organize ideas and information, and design, develop, publish, and present a multimedia presentation that demonstrates ideas and information. Students will use Microsoft Excel as a tool to demonstrate science and math standards. Our sixth grade social studies and science classes utilize Publisher. Instruction in keyboarding will be provided in grades 4-6. Calculators will be used to perform math computations. A variety of software will be used for remediation and enrichment purposes. Programs such as Scholastic Reading Inventorv, Acuity and standards-based software purchased with textbooks provide a resource for increasing student reading comprehension. Math concepts are reinforced through the use of software such as ALEKS, Scholastic Math, and Acuity, which is designed to enhance skills through individualized, self-paced exercises. The PLATO program is utilized as a remediation tool, and in the alternative classroom to meet some of the needs of our alternative to suspension or alternative to expulsion students.

Educators at Elwood Middle School will transform how they teach as we move away from bound textbooks to collaboratively developing their own courses that integrate the use of technology in meaningful, authentic ways. The courses will layer key content from highly respected sources with embedded technological opportunities to view relevant video clips, access information related to assignment and activities, participate in My Big Campus, blog discussions and/or receive timely feedback. Students will soon be able to access the courses at school, or from home, and all Common Core Standards will be addressed.

Professional Development - SAMR model

In the coming years, as Elwood implements a 1:1 computing program, the Elwood Middle School will use the SAMR model to implement the use of technology in everyday teaching and classroom instruction. Developed by Ruben R. Puentedura, Ph.D. of Boston University, the SAMR model describes a process for transforming teaching methods using the following steps:

• Substitution - Tech acts as a direct tool substitute, with no functional change (taking notes on a laptop instead of using pencil and paper)

• Augmentation - Tech acts as a direct tool substitute, with functional improvement (using a digital timer for a science experiment that automatically keeps a log of all timed experiments that can then be exported to an Excel spreadsheet)

• Modification - Tech allows for significant task redesign (posting class notes and resources to a web-based team storage site to allow students and teachers to collaborate in and out of school)

• Redefinition - Tech allows for the creation of new tasks, previously inconceivable (Rather than writing a report, allow students to create custom video reports, interactive web sites or multimedia documents)

The SAMR model creates a flexible, goal-oriented pathway for teachers as they strive to implement technology in a manner that will be engaging and more effective than traditional teaching methods alone.

When examining the research, "five of six studies that offered substantial contact hours of professional development (ranging from 30-100 hours in total) spread out over six to twelve months showed a positive and significant effect on student achievement gains (NSDC, 2009). We will propose multiple days of intensive, on-going training. As part of the professional development plan, we will implement initial summer "boot camp" training, along with training embedded within the school day throughout the 2013-2014 school year. Summer training and embedded professional development would be sustained across time to ensure the fidelity of consistent, high quality implementation in every classroom.

Elwood Elementary School

Goal:

To increase the performance of the local area network to prepare for the greater demands of mobile devices and to improve communication systems.

Strategies:

1. Address issues with wireless LAN coverage in the HS, MS, and the Career Center.
2. Address issues with internal and external telephone communications.
3. Streamline the network by reducing the number of servers and eliminating servers with outdated operating systems.

Metrics:

1. Hire a vendor to replace older wireless network with modern equipment and assure continuity with the wireless network in the Elementary school.
2. Hire a vendor to replace older digital telephone system with modern voice over IP system with messaging capabilities.
3. Start a project to replace multiple physical servers with virtual servers running in a few host servers. The host servers must have fail-over and disaster-recovery features.

Progress:

1 The Wireless project was completed on Sept. 3, 2013. The project replaced older network switches with 1 GB speed switches, made use of existing controller to manage entire wireless network, and has given full wireless coverage for each building. 2 The Telephone project was completed on Oct. 24, 2013. The old telephone system was replaced with the Cisco Unified Communications system and included the replacement of older network switches to new POE switches. 3 The first stage of the virtualization project was also completed on Oct 24, 2013. This stage involved the setup of 2 primary host servers at the high school and a disaster recovery host server at the Elementary school building. Included in the first stage was the virtualization of the email, DNS/DHCP, file, and utility servers. The next stages are to consolidate several physical servers into fewer virtualized servers.

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Strategies:

1. *Prepare teachers for the transition.*
2. *Choose the device or devices to be used for the digital instruction.*
3. *Prepare students for the transition to digital devices.*

Metrics:

1. *Plan professional development sessions to assist teachers in discovering how to create/present lessons with digital devices.*
2. *Hire an interim Technology Integration Specialist to help supply teachers with content and presentation methods.*
3. *Create a committee of educators, technology staff, students, and adult patrons to help choose devices and the direction of the transition.*
4. *Create a sustainable process of maintaining the hardware and software.*

Progress:

1 Some sessions regarding the use of digital devices in the classroom have been presented with plans to increase the involvement by both staff and students during the second semester. 2 An interim Technology Integration Specialist was hired July 2013 and has assisted staff members with using various technologies. 3 A committee to direct the transition to E-Learning remains a future goal. 4 Determining a process to sustain and maintain E-Learning hardware and software remains a future goal.

Goal:

To promote the concept of anytime learning and collaboration.

Strategies:

1. *The Technology Committee will research available online services that could be accessed anywhere.*
2. *Allow student access to school related files and other materials at any time.*
3. *Allow email like messaging between students and teachers.*

Metrics:

1. *Create or subscribe to cloud services that would be available on and off of campus.*
2. *Create of subscribe to file storage services that would allow access on and off of campus.*
3. *Subscribe to messaging service that would have privilege levels appropriate for student use.*

Progress:

My Big Campus online services will be made available to teachers and students at the start of second semester. My Big Campus may satisfy this goal.

School Level Implementation

Elwood Elementary School is striving to build the foundation for our children in the development and implementation of a digital transformation program that effectively utilizes technological tools to provide innovative teaching and learning opportunities, and prepares our students to be successful in the 21st Century. We are endeavoring to significantly change the framework of education in Elwood to reflect what our students need to succeed in today's world, as well as the world of their future. As educators, we can no longer be bound to texts that have taken years to write and then publish, thus making them out-of-date before they are even in print. Digital technological tools allow educators and students to be creative, flexible, and innovative in ways never seen before. Educators at Elwood Elementary School need to become skillful at using these technology tools and then think deeply at how to integrate them into the learning environment in powerful ways as they become curators of their own content. Students at Elwood Elementary would have 1:1 devices that will take us into the digital world.

Educators at Elwood Elementary School will transform how they teach as they move away from bound textbooks to collaboratively developing their own courses that integrate the use of technology in meaningful, authentic ways. The courses will layer key content from highly respected sources with embedded technological opportunities to view relevant video clips, access information related to assignments and activities, participate in blog discussions and/or receive timely feedback. Students will be able to access the courses at school, or from home, and all Common Core Standards would be covered.

Students are highly engaged by technological tools and its infusion of interactive and multimedia elements. They would not just reading the words but would be able to watch a video, hear an audio clip, see a picture, or work with an interactive chart. Digital tools will allow students to collaborate and to create. This technology will support us as educators to have the innovative tools to rethink the way we structure the way our students learn. As learners, this technology can help support students to be more adaptable and flexible, more efficient, to express themselves more creatively, to think more critically, and to be actively engaged in their own learning process though project-based learning and student-directed content.

Professional development is a vital key in the transformation to fully integrate digital technologies in how we teach and learn. When examining the research, "five of six studies that offered substantial contact hours of professional development (ranging from 30-100 hours in total) spread out over six to twelve months showed a positive and significant effect on student achievement gains (NSDC, 2009). We would propose multiple days of intensive, on-going training. As a part of the professional development plan, we will implement initial summer "boot camp" training, along with training embedded within the school day throughout the school year. Summer training and embedded professional development would be sustained across time to ensure the fidelity of consistent, high quality implementation in every classroom.

John H Hinds Career Center

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Progress:

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School Level Implementation

A description of how the school will integrate technology and the Internet into the curriculum:
Use of technology is at the core of Hinds Career Center's curriculum. Each of the career-technical program areas integrates a variety of technologies to achieve student knowledge and skill competence essential for success in continuing education and in the workplace. All students are regularly scheduled in continuing development of core academic skills in reading for information, locating information and applied math through the use of WIN for Workkeys Courseware that insures skill mastery in addition to Workkeys test preparation. In addition, technology is used for extensive technical research and applications in the numerous curriculum and skill areas, including skill specific software which supplements classroom and laboratory instruction. Following are additional examples of technology uses throughout the programs: The Auto Service Technology program classroom has a mini lab of seven computers. A planned use includes students taking on-line examinations for national certification. An additional computer in the lab gives access for job estimation skill acquisition and technical knowledge resources. Other technology used in the program includes use of portable on-board computer diagnostics hardware, wheel alignment and tire balancing equipment. Six computers in the Collision Repair Technology classroom facilitates the use of software based textbooks. Additional software gives students the ability to improve their knowledge and skills in job cost estimation. The Business Technology and Internships laboratory makes extensive use of the nineteen station computer lab to develop extensive in-depth skills in the Microsoft Office Suite of programs, voice recognition, and other business skill development programs. Research for scholarships, postsecondary education options, and specific career focus area skill needs form the beginning of the list of uses of the Internet throughout the program. Hinds is a testing site for Microsoft Certification for Office 2013. Online MCAS (Microsoft Office)

certifications are offered to the students in the BTI program and available to the public for cost of testing and training. Construction Trades Technology integrates the use of computer aided drafting and design (CADD) software to enhance the curriculum. The Health Occupations laboratory has five student workstations which are extensively used for instruction in achievement of dual college credit and skill specific software. Machine Trades Technology has two student computers linked to CNC (computer numerical controlled) mills and lathes for skill development in programming. Additionally, a five station mini lab is used for computer aided design and other program specific applications. The Interdisciplinary Cooperative Education program is housed in a sixteen station lab allowing access to the worldwide web for career research and employability skill enhancement. The Computer & Information Technology program makes extensive use of a sixteen station mobile laptop laboratory to complete the activities of the Purdue University partner program. Visual and Graphic Communications utilizes nineteen computers to implement the curriculum consisting of graphic design, web page development, digital video acquisition and editing, and paper-based print media. The Welding Technology program houses three computers which include programming software for automated flame cutting technology. The Adult Basic Education laboratory expands its programming through the use of six computers utilizing a host of web sites, including GED On- Line, for basic skills development. Hinds Career Center also opened an assessment center in March 3013 to serve as a testing site for IVY Tech Community College and Vincennes University on-line COMPASS entrance/placement assessment program and the GED test.

A description of the professional development strategies to be used in providing in-service to teachers and staff:
Professional development at Hinds Career Center is on-going and focused on development and expansion of skills to enable staff to implement new technologies within their programs to mirror business and industry standards. In addition, staff will continue to participate in workshops and peer tutoring to increase proficiencies on web searching, use of spreadsheets and databases to document student achievement. Professional development training is provided to HCC staff during professional development days, staff meetings, or after school.

A process of how the need for the Internet, telecommunication and other technology in the school will be assessed:
The Elwood Community School Corporation is dedicated to providing students with equitable access to up-to-date, appropriate, interactive technologies, including connectivity technologies. The district has developed a sustainable long-range budget and works with building administrators, the technology coordinator, and technology engineers to plan for the ongoing technology needs of each school. It is the responsibility of the Career Center Director, technology coordinator, and technology engineer to work together to conduct formal and informal assessments of the effectiveness of technologies in the building and their impact on student achievement. Surveys, records of computer lab use, and discussions of staff members will be used to assess the technology needs. The administrator prioritizes needs and communicates them to the Superintendent, which allows for future planning for the expansion of telecommunication services, hardware, software, and other needs.

A strategy of how the overall program will continuously be assessed and evaluated:
Technology updates, enhancements, and additions are viewed as essential to the preparation of students for life beyond high school. Assessment of technology needs is reviewed annually as an integral part of a curriculum review process conducted by the program and their program advisory committee. Included in this review are recommendations of practicing business/industry professionals for additions/updates of current and emerging technologies in the field. Also, results of the one and three year graduate surveys are used to assess the effectiveness of technology integration and use to prepare graduates for continuing education and/or the workforce. Success of the annual plan is determined considering the number of students earning certification, employment, and competency in workplace skills utilizing technology. Annual revision will be accomplished through administrative review of graduate survey results, program advisory committee findings and recommendations, and statistical study of competency attainment as required by the Department of Workforce Development under the Carl Perkins Act. The updated document will be reviewed by the building level technology committee prior to submission to the district technology coordinator for inclusion in the corporation-wide plan.