

Burlington Supervisory District 15

District Technology Plan

2004-2007

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This plan was completed following the guidelines provided by the Vermont State Department of Education for local technology plans. It includes the following schools:

- Burlington High School
- Edmunds Middle School
- Lyman C. Hunt Middle School
- Champlain Elementary School
- C. P. Smith Elementary School
- Edmunds Elementary School
- H.O. Wheeler Elementary School
- J. J. Flynn Elementary School
- Lawrence Barnes Elementary School

Part I. Executive Summary:

A. History/Status

In 1999 the Burlington School District had a technology audit completed by Phi Delta Kappa. The information from this audit was used to develop a K-12 Technology Strategic Plan which was implemented in July 2000. One critical component of that plan was the development of district coordination and direction of technology efforts, including changes in staffing and budgetary processes. This represented a significant change from the building-based technology planning that had resulted in inequitable, fractured, and ineffective approaches to integrating technology in instruction.

In 2002 a Transitional Technology Plan was developed per state requirements. This plan continued several initiatives implemented from the original plan, including: 1) Information Technology Standards Assessment Tool (ITSA Tool), which is used to assess teachers and leaders; 2) Hardware and Software Standards, so every new or donated computer meets specific requirements; 3) Technology Support Services, a district staffing model with on-line and help desk support to effectively meet the support needs of the schools; and 4) Policy and Board Coordination, to implement hiring procedures, policies to meet CIPA standards, and reporting on the IT plan on a regular basis. In addition, the plan maintained the vision and goals of the original strategic plan, coordinated efforts across the district, and addressed in detail each of the six elements of the State Information Technology Plan through several major initiatives.

As part of this 2005 Local Technology Plan, there was a review of the 2002 Transitional Plan. The details of the six elements are summarized in Table 1 (next page) together with their status and relevant comments. While there were many successes, three specific actions played a crucial role in allowing the overall plan to move forward. These are: Staffing for Tech Support and Professional Development, District Standards for Hardware and Software, and improvements to Infrastructure and Access for all buildings. Staffing for tech support is at the 250 cpu/staff level, but several practices have been implemented which have enabled the users across the district to have reliable service, rapid repair (24 hour target time), and an expectation of network and internet usability (99% up time). These practices include a help desk, which addresses a significant (80%) of problems immediately, an on-line tech support request system, hardware and software standardization, imaging, and a remote desktop management and repair system. Professional Development staffing has been increased in every elementary and middle school, so teachers can get just-in-time help on curriculum integration, either through the library media center coordinator or by having a technology integration specialist work directly with them in the classroom. The professional development initiatives have been standardized through regular meeting and collaboration among these staff. Hardware and software standards have improved access and reliability, decreasing repair time and allowing for transfer of educational integration models across schools as appropriate. Finally, a reliable infrastructure enables all staff to access resources, including curriculum materials, Internet, or their personal storage from any building in the district.

However, there are also challenges that remain. The least successful goal was to implement a computer-based database for tracking student performance at a classroom level (Automated Student Assessment Profiles). In addition, there was variable support from school to school by the building administrators, and varied success from classroom to classroom on promoting and implementing the effective integration of technology in the curriculum. There are

TABLE 1: 6 Elements of the State Information Technology Plan

CATEGORY	STATUS	COMMENTS
1. Professional Development		
Complete Yearly Needs Assessment	Continuing	Met yearly targets at 90%
Increase Professional Development Staffing	Completed	Increased at MS and ES. Need to maintain staffing in budget requests
Research and Develop Models of Integrated Technology	Continuing	Rely on local meetings, state and regional conferences as well as print or electronic resources
Use Title II-D funds to provide Research and Pilot Programs	Continuing	Past work in integration includes Inspiration, MS/HS music, science probeware, math equipment
2. Standards for Students, Teachers, and School Leaders		
Yearly Needs Assessment	Continuing	Met yearly targets at 90%
Curriculum Integration of Technology	Continuing	Variable from classroom to classroom
Develop Grade-Level Expectations (GLE)	Completed by State	
Use Student Profiles Tool to track Standards at Classroom level	On hold	Technical work completed; need building level support
3. Program Support		
District Leadership and Coordination	Continuing	Need to maintain staffing in budget requests
Funding	Continuing	Need to maintain budget support
Technical Support	Continuing	Need to maintain staffing in budget requests
Networked Student Information System	Completed	Open District
Literacy/Math Database	On Hold	Technical work completed; need building level support
Tech/Grant Collaboration	Continuing	
4. Access and Infrastructure		
Fiber Network	Completed	All buildings connected
Video over IP	Completed	Video devices for HS and both MS
Integration of Computer and Library Resources	Completed	Every library has adjacent or integrated computer lab
Web Communications	Continuing	Each school has web site: see www.bsdt.org
Web Resource Bank	Continuing	Teacher resources on web site: see www.bsdt.org
Technology Promotion at Parent Events	Continuing	Technology events held at every school
5. Program Policies		
Board Technology Committee	Continuing	Monthly meetings
Policy Implementation	Continuing	Policies implemented, continually reviewed and revised in response to technology changes (e.g., cell phone cameras)
6. Program Assessment		
Technology Planning Team	Changed	Technology Professional Development team meets monthly, planning team only as needed
Board Reports	Continuing	Regular reports to Board Curriculum Committee, Technology Committee, and full Board as requested
Yearly Needs Assessment Profiles	Continuing	
Student Technology Evaluation	Changed	Yearly summary of student work in portfolio/PowerPoint format

several possible causes of those challenges. One is timing: the technology GCE and other standards for literacy and math came out from the state this summer, and it was hard to proceed earlier on a computer-based standards tracking system without agreement on the identified standards to track. The curriculum groups are now working on how to assess standards at the classroom level, so the introduction of computer-based tracking tools may be more practical. In addition, there are building level priorities for literacy or math work to meet the AYP requirements, so technology integration may not be considered as high a priority. In terms of effective integration, we rely on the technology GCE and the associated performance tasks as levers to drive practical models of classroom integration. Again, there is varied acceptance of change in classroom structure or curriculum to integrate technology; some of this relates back to the high stakes priorities of meeting AYP. Finally, there are budgetary limitations that dictate steady but sometimes slow improvement of classroom resources, and this may provide a hindrance for some teachers.

The major changes reflected in this center around the implementing the Technology GCE, integration technology in the curriculum, and emphasizing the need for principal support and accountability with these processes. For example, the action steps refer to teacher technology goals, alignment of their work with the technology GCE and performance tasks, requiring one GCE activity in each grade 3-8, and principal support for these items. In addition, there is a continued emphasis on supporting the activities that have allowed us to reach this point, such as tech support and professional development staffing.

B. Leadership Needs

Leadership has a critical role in this process. The leadership and support starts at the Board level with the Board Technology Committee. These members are extremely well informed about the role technology is playing in the district. The superintendent also supports a district-level administrator to direct the technology program. The director's leadership provides vision, planning, and coordination to maximize effective use of resources available. Building administrator leadership includes modeling effective use, promoting use of electronic systems such as e-mail, supporting and promoting technology with parents, and supporting the efforts of teachers working to integrate technology. The district would not have been able to show such progress without the continued support and leadership of all of these people.

Continued support by these leaders is a prerequisite to successfully implement this plan. This includes support by the board for budget issues, including appropriate increases in funds to decrease reliance on donation and grants. Support from the superintendent includes opportunities for the technology director to share information and promote programs to all administrators, and continued budgetary support for the key program elements. Support from the building administrators includes support for their staff to participate in technology integration and professional development activities, promoting teacher technology goals, and promotion of student examples of technology at parent-teacher meetings.

C. Six Elements Status

The status of our technology initiatives with respect to the six elements is summarized in Table 1 (previous page). Overall, we were very successful, having met or surpassed expectations in 20 of the specific items, nearly met expectations in four, and not succeeding in two.

The action steps of the revised plan (2005) have been incorporated into Table 2 (next page), sorted by category with respect to the six elements. It is important to note that this is not

an exhaustive list, since many of the steps could be listed under multiple categories, and some of the action steps appear in several places in the revised plan. Much of the work outlined in the original plan is continuing; however, there are revisions and new steps in response to the challenges identified above.

TABLE 2: 6 Elements and the Proposed Burlington School District Plan

CATEGORY	STATUS	RESPONSIBILITY
1. Professional Development		
Complete Yearly Needs Assessment	Continuing	Tech. Director
Maintain Professional Development Staffing at MS/ES	Continuing	Superintendent
Improve Professional Development Services at HS	New	Tech. Director
Continue Monthly Professional Development Leadership Team Meetings	Continuing	Tech. Director/Principals
2. Standards for Students, Teachers, and School Leaders		
Require Yearly Teacher Technology Goals	Continuing	Principals
Focus Professional Development Work on Integration of Technology GCE and Performance Tasks	Revised	Tech. Director
Focus Funding and Integration Work on High Need and Identified Groups	New	Tech. Director
Promote Examples of Curriculum Integration to All Faculty and at Parent Meetings	Revised	Principals/ Tech. Director
3. Program Support		
Maintain District Leadership and Coordination for Programs and Funding	Continuing	Tech. Director
Promote Consistent Administrative Support for Technology Goals across Local School Buildings	Revised	Tech. Director
Maintain Funding and Support for Tech Support Staff, Hardware Replacement Cycles	Continuing	Superintendent/Tech. Director
Maintain Support for Research and Development for More Effective Models for Technology Integration (Hardware, Software, and Curriculum)	Continuing	Tech. Director
4. Access and Infrastructure		
Increase Access to Computer Hardware in Core Curriculum Classrooms Grades 3-8	New	Tech. Director/Principals
Continue and Improve Resources Available using Web Site and WAN Resources	Continuing	Tech. Director
Continue School Web Sites for Parents to Access Information	Continuing	Tech. Director/Principals
5. Program Policies		
Continue Board Involvement through Board Technology Committee	Continuing	Board/ Tech. Director
Continue Review and Implementation of Technology Policies.	Continuing	Board/ Tech. Director
Maintain Hardware and Software Standards	Continuing	Tech. Director
6. Program Assessment		
Review Teacher Technology Standards Assessment Yearly	Continuing	Tech. Director
Review Tech Professional Development Staff Logs	Continuing	Tech. Director
Collect Student Work Portfolios	New	Principals/Tech. Director
Provide Parent Information Sessions	Revised	Principals/ Tech. Director
Board Reports	Continuing	Tech. Director

Section II of the plan describes six primary goals. These were developed by reviewing the past plan and by grouping the action steps of the revised plan by theme. They also reflect priorities necessary for the continuation of the current work. For example, although the theme of classroom integration of technology (GCE, PD work, etc.) is reflected in the majority of action steps, it is only one of the six goals. These six goals reflect the major initiatives to be continued as the district moves forward with this plan. These goals are summarized:

- Integrate educational technology into the classrooms and core curriculum in grades 3-8.
- Continue coordination and leadership for integrating technology at the district and local school levels.
- Maintain staffing for Tech Support and Professional Development for technology.
- Promote parent involvement with the schools and their technology work.
- Maintain financial support for the technology programs through various sources, including grants, gifts, and local funds.
- Maintain the infrastructure and equipment necessary to provide technology integration and efficient service throughout the district.

Section III lists the action steps of the plan with respect to twelve questions of the state technology plan. Specific action steps may appear in response to several of the questions posed. For example, the action step of a yearly teacher technology goal appears in response to questions 1, 7, and 11.

This plan was developed through the work of a principal review committee, who reviewed each item on the previous plan, developed action steps, identified key themes and developed the primary goals. Additional review and comment was provided by the building librarians, district and building administrators, and the school board Technology Committee.

Part II: Goals related to State Plan “Six Elements” and NCLBA. The purpose of this part is to articulate the SU/District or school’s specific goals for using educational technology tools to improve student performance and achievement. The State Plan’s “Six Elements” and the NCLBA requirements should be used as guidelines in designing goals. *Your plan may have more or less than six goals.*

Goal # 1: Integrate educational technology into the classrooms and core curriculum in grades 3-8.

Rationale: Continuous and seamless integration of technology throughout the core curriculum allows for effective context-based learning, direct transfer of technology skills to other subject areas, and more equitable access for disadvantaged students than pull-out lab-based models for teaching technology.

Goal # 2: Continue coordination and leadership for integrating technology at the district and local school levels.

Rationale: District coordination and leadership allows more effective use of limited resources and provides a basis for looking at technology decisions across all the schools and students. Local leadership is required to provide teachers with the time resources and encouragement to adapt their curriculum to integrate technology.

Goal # 3: Maintain staffing for Tech Support and Professional Development for technology.

Rationale: The most critical ingredient in successful technology use is reliability, and the most critical ingredient in professional development for teachers is just-in-time support for their work. The current staffing model provides both.

Goal # 4: Promote parent involvement with the schools and their technology work.

Rationale: School web sites provide a key link between parents and schools, and promoting the work of students through events such as PTO and parent meetings generates support for the technology program.

Goal # 5: Maintain financial support for the technology programs through various sources, including grants, gifts, and local funds.

Rationale: Funding is necessary to maintain a reasonable technology program, and local budget dollars are generally not sufficient to do that in this district, so outside sources of revenue must be generated and maintained.

Goal #6: Maintain the infrastructure and equipment necessary to provide technology integration and service throughout the district.

Rationale: The second most critical ingredient in the success of the technology program in the district is the wide area network coupled with district hardware purchasing. These have allowed us to maximize our tech support effectiveness through imaging and remote computer management. It has also allowed staff access to resources which were previously unavailable.

PART III. Action Steps

1. Strategies for improving academic achievement and teacher effectiveness:

Action steps that the school will take to improve academic achievement, including technology literacy, and improve the capacity of all teachers to effectively integrate technology into the curriculum and instruction.

Action Step: Maintain Technology Professional Development (Tech PD) Staffing at Elementary and Middle Schools. This includes 25% of each librarian at the middle schools, 40% of each librarian at the elementary schools, a middle school technology integration specialist, and an elementary technology integration specialist.

Entity: Individual School(s): All schools:
Barnes, Champlain, Edmunds El., Flynn, Smith, Wheeler, Edmunds Mid., Hunt Mid.

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Budget Data, Staffing Data

Resources: Budget

Responsible Parties: Superintendent, Director of Technology, ES and MS Principals

Timeline: Continuing

Action Step: Increase Tech PD services at the High School. Various models may include using technology teacher leaders, mentors, or technology integration specialists. This is contingent upon finding sufficient funding.

Entity: Individual School(s): All schools:
Burlington High School

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Budget Data, Staffing Data

Resources: Budget

Responsible Parties: Superintendent, Director of Technology, HS Principal

Timeline: By 06-07 school year

Action Step: Focus all Tech PD work on one of the following: integrating the state technology GCE and performance tasks or teacher technology literacy. Each teacher shall have a yearly technology goal in alignment with this step. Administrators will support teacher technology goals work.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Tech PD Logs, Teacher Evaluation reports from principal

Resources: Principal Leadership, Tech PD Staff Time

Responsible Parties: Director of Technology, Principals, Tech PD Staff

Timeline: Continuing

Action Step: The District, through the Director of Technology, will provide coordination, leadership and direction for technology functions (such as standardization of software tools and hardware, coordination, development and implementation of technology strategies) to improve reliable access for all teachers and students.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Yearly Summary Reports, Tech Plan review

Resources: Budget

Responsible Parties: Director of Technology

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

2. Steps to increase accessibility:

Describe the steps the school will take to ensure increased access to technology.

How will the school use federal funds to help students in high poverty, or schools that are identified for corrective action under Title I, prepare teachers to integrate technology effectively into curricula and instruction.

Action Step: Increase the integration of technology hardware in core curriculum classrooms in grades 3-8.

Entity: Individual School(s): All schools:
Barnes, Champlain, Edmunds El., Flynn, Smith, Wheeler, Edmunds Mid, Hunt Mid
NCLBA Component: Technology Integration, Technology Literacy
Indicator(s): Number of regular classrooms with 3+ CPU
Resources: Budget
Responsible Parties: Director of Technology, Building Principal
Timeline: Continuing

Action Step: Focus Tech PD strategies on integrated curricular models for targeted groups in HS and MS programs, such as the 9th grade core, Kaleidoscope, or Success programs.

Entity: Individual School(s): All schools:
Edmunds Mid, Hunt Mid, Burlington HS
NCLBA Component: Technology Integration
Indicator(s): Student Work Samples
Resources: Time, Principal Leadership, PD Staff
Responsible Parties: Director of Technology, Tech PD Staff, Building Principal
Timeline: By the end of the 06-07 school year

Action Step: Coordinate classroom technology integration models with curriculum directors and subject area teacher-leaders for identified schools and subject areas, including math specialist, reading specialist, and ESL teachers.

Entity: Individual School(s): All schools:
Barnes, Wheeler, Edmunds Mid, Burlington HS, others as identified
NCLBA Component: Technology Integration
Indicator(s): Student Work Samples
Resources: Time, Principal Leadership, Tech PD Staff Time
Responsible Parties: Director of Technology, Tech PD Staff, Building Principal
Timeline: By the end of the 06-07 school year

Action Step: The Director of Technology will coordinate services using other federal funds (Title and Grant) to focus on improving teacher training and student access at high poverty schools and those schools identified for corrective action, in collaboration with the Curriculum Directors, the Title Funds administrator, and building principals.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration

Indicator(s): Budget, Tech PD Logs

Resources: Budget, Title II-D funds, Title II-A funds

Responsible Parties: Director of Technology

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

3. Promotion of curricula and teaching strategies that integrate technology:

Describe how the school will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, and leading to improvements in student achievement.

Action Step: All Tech PD Staff will work directly with teachers, modeling and promoting effective curricula and teaching strategies for technology integration.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Tech PD Logs, Annual Teacher Survey

Resources: Principal Leadership, Tech PD Staff Time

Responsible Parties: Director of Technology, Building Principal, Tech PD Staff

Timeline: Continuing

Action Step: Administrators and Tech PD Staff will promote examples of curricula, teaching strategies, and student work showing technology integration at faculty meetings, parent events, and open houses.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Review of school calendars, Tech PD Reports

Resources: Principal Leadership, Tech PD Staff Time

Responsible Parties: Director of Technology, Building Principal, Tech PD Staff

Timeline: Continuing

Action Step: The district will encourage Tech PD staff and other faculty and administrators to participate in conferences at regional, state, and national levels in technology where the most current information on effective curricula and teaching strategies can be obtained.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration

Indicator(s): Tech PD Reports, Review of Tech Plan

Resources: Budget, Principal Support

Responsible Parties: Director of Technology, Building Principal

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

4. Professional development:

Describe how the school will provide high-quality, ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

Action Step: The primary mechanism for providing professional development is through the Tech PD staff (see #1). The district will maintain staffing at the elementary and middle schools and increase services at the high school.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration

Indicator(s): Tech PD Logs

Resources: Budget, Principal Support

Responsible Parties: Director of Technology, Building Principal, Tech PD Staff

Timeline: Continuing

Action Step: Development of Curriculum Materials Resource Bank (on-line)

Tech PD staff will collect and organize resources and models of best practices in technology integration in web-based format, in shared network resources, and in shared e-mail resources.

Tech PD staff will train administrators and staff in using personal e-mail groups to share web sites and models of best practices among all professional staff.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration

Indicator(s): Review of Web Sites, listings in resource banks

Resources: Budget

Responsible Parties: Director of Technology, Tech PD Staff

Timeline: Continuing

Action Step: District Coordination: Monthly meetings of the technology professional development staff will be used to review and improve technology professional development practices, and to coordinate professional development needs across all schools.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Meeting Minutes

Resources: Principal Support

Responsible Parties: Director of Technology, Tech PD Staff

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

- Standards for Students, Teachers, and School Leaders
- Access and Infrastructure
- Professional Development

- Program Support
- Program Assessment
- Program Policies

5. Technology type and cost:

Describe the type and estimated costs of the *technologies* to be acquired (note: this should be a broad overview, not a listing of hardware).

WAN and Internet Access

Yearly cost for fiber WAN and internet on-ramp services for district, \$30,000.

Infrastructure Upgrades (district total costs)

Yearly improvements, replacements, and upgrades to the local area networks in the schools (servers, fiber backbones, switches) will cost \$40,000.

Student Information System (district total costs)

Upgrade to web-based student management system, \$28,000. Yearly costs for support and licenses, \$15,000. Associated costs for improvement to student data systems, including classroom based system and integrating resources on SQL server, \$20,000.

Hardware Replacement (district total costs)

Approximately 200 new student computers are required yearly. Donations and grants provide some of them. Cost including basic software licenses, \$160,000.

6. Coordination with other resources:

Describe how the school will coordinate activities funded through E²T² with activities supported with funds from other sources (funds from other federal Title programs, state and local sources, that support technology acquisition and integration must be coordinated under the technology plan).

Action Step: The activities funded through state and local sources, grants and federal title programs will be coordinated as follows:

Director of Technology will coordinate local budget funds to support activities at all schools in the district, and will coordinate any other available state or federal funds (e.g., e-rate, Title II-D) to support this plan.

Director of Technology will coordinate Title and Grant funds in collaboration with the Curriculum Director, the District Grant Director and the Title Funds Administrator. These administrators meet weekly as part of the district management team. These administrators will have other meetings as necessary to discuss staffing, funding, assessment, or other resource issues related to grant and federal title funds.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Budget Reports

Resources: Budget

Responsible Parties: Director of Technology, Curriculum Director, Title Funds Administrator

Timeline: Continuing

Priority: Secondary

Select all of the Elements to which these Action Steps apply:

- | | |
|---|--|
| <input type="checkbox"/> Standards for Students, Teachers, and School Leaders | <input checked="" type="checkbox"/> Program Support |
| <input type="checkbox"/> Access and Infrastructure | <input checked="" type="checkbox"/> Program Assessment |
| <input type="checkbox"/> Professional Development | <input checked="" type="checkbox"/> Program Policies |

7. Integration of technology with curricula and instruction:

Describe how the school will integrate technology (including the use of software and electronically delivered materials) into curricula and instruction. After each action step, indicate the anticipated date for the initiation of that item.

Action Step: Each Teacher at grade levels 3-8 will complete one integrated activity that correlates with the State Technology GCE and/or the state Technology Performance Tasks.

Entity: Individual School(s): All schools:
Barnes, Champlain, Edmunds El., Flynn, Smith, Wheeler, Edmunds Mid., Hunt Mid.

NCLBA Component: Technology Integration

Indicator(s): Annual Teacher Survey, Tech PD Logs, Student Work Examples

Resources: Principal Support, Time, Tech PD Staff

Responsible Parties: Building Principal, Tech PD Staff, Director of Technology

Timeline: By the end of 06-07 school year

Action Step: Each teacher will continue to have a technology goal in alignment with the state Technology GCE or technology literacy standards.

Entity: Individual School(s): All schools

NCLBA Component: Technology Integration, Technology Literacy

Indicator(s): Teacher Evaluation reports from Principal, Annual Teacher Survey

Resources: Principal Support

Responsible Parties: Teacher, Building Principal

Timeline: Continuing

Action Step: District Software Standards Software licenses for each school will be purchased to allow technology integration models for all students using Inspiration (semantic modeling tool), TableTop (database tool), and web authoring, presentation and publishing software in alignment with the standards represented in the Technology GCE.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration

Indicator(s): Budget, License Records

Resources: Budget

Responsible Parties: Director of Technology

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

8. Innovative delivery strategies:

Articulate the action steps that will show how the school will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

Action Step: Create or upgrade the Adelphia cable TV access points in each learning center so RETN or other educational channels are available.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration
Indicator(s): Number of LMC with quality access
Resources: Budget
Responsible Parties: Building Principal, LMC Director
Timeline: By the start of the 06-07 school year

Action Step: Promote uses of VILN or similar IP based video that is currently available at MS and HS through the library media center directors.

Entity: Individual School(s): All schools:
Edmunds Mid, Hunt Mid, Burlington HS

NCLBA Component: Technology Integration, Technology Literacy
Indicator(s): VILN Access Records
Resources: Budget
Responsible Parties: Director of Technology, LMC Director
Timeline: Continuing

Action Step: Promote the use of web-based resources to support instruction in HS classes.

Entity: Individual School(s): All schools:
Burlington HS

NCLBA Component: Technology Integration
Indicator(s): Student Work Samples
Resources: Tech PD Staff Time, Principal Support
Responsible Parties: Tech PD Staff
Timeline: Continuing

Priority: Secondary

Select all of the Elements to which these Action Steps apply:

- Standards for Students, Teachers, and School Leaders
- Access and Infrastructure
- Professional Development
- Program Support
- Program Assessment
- Program Policies

9. Parental involvement:

Describe how the school will use technology effectively to promote parental involvement and increase communication with parents. Include the strategies that will be used to inform parents about the technologies and their proper use.

Action Step: School Web Sites: Each school will have a web site coordinator, and there will be specific standards for information available for parents on that site, including teacher contact information, school calendars, and school news. The district web site will have a searchable e-mail address listing for parents to contact teachers electronically.

Entity: Individual School(s): All schools:

NCLBA Component: Assessment/Accountability
Indicator(s): Review of School Sites
Resources: Budget, Principal Support
Responsible Parties: Web Site Coordinator, Director of Technology
Timeline: Continuing

Action Step: Building Principals, Faculty, and Tech PD Staff will collaborate to promote involvement and communication with parents using at least one of the following strategies: Using parent-teacher meetings to show student work in technology, showing school technologies through open houses, having individual class and team presentations to parents of student technology work, using parent groups or PTO meetings to showcase school or class technology work.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability
Indicator(s): Event Calendars and Tech PD Reports
Resources: Time, Principal Leadership and Support
Responsible Parties: Principal, Tech PD Staff
Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

- Standards for Students, Teachers, and School Leaders
- Access and Infrastructure
- Professional Development
- Program Support
- Program Assessment
- Program Policies

10. Collaboration with adult literacy service providers:

Describe how the school will develop programs, **where applicable**, in collaboration with adult literacy service providers. If this item is currently “not applicable” please provide an explanation, then suggest ways that the school could collaborate with Adult Literacy providers in the future,

Action Step: Adult literacy providers are linked directly to the high school through the Continuing Education program, which is housed in the high school. The Continuing Education Program Director uses the District Web Site to promote programs. Community College of Vermont and other local higher ed providers also use district facilities at BHS for programs as well.

Entity: Individual School(s): All schools:

Burlington High School

NCLBA Component: Technology Literacy

Indicator(s): Class Listings

Resources: Space, access to building resources

Responsible Parties: Building Principal, Director of Guidance, Director of Continuing Ed.

Timeline: Continuing

Priority: Tertiary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

11. Accountability measures:

Describe the accountability measures that the applicant will use to evaluate the extent to which activities funded under this program are effective in integrating technology into curricula and instruction. Specifically address increasing the ability of teachers to teach (with technology), enabling students to reach challenging State academic standards.

Action Step: Information Technology Standards Assessment: Data on the teacher and administrator assessments will be collected and analyzed yearly at the district level. Teacher technology professional development goals will be integrated into the evaluation process at the building level, and the results will be summarized at the building level.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability
Indicator(s): Annual Teacher Survey, Teacher Evaluation reports by Principal
Resources: Tech PD Staff Time, Principal Leadership and Support
Responsible Parties: Building Principal, Director of Technology, Tech PD Staff
Timeline: Continuing

Action Step: PD Logs: Logs of work by Tech PD Staff with building faculty and staff will be kept and collected regularly.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability
Indicator(s): Tech PD Logs, summary report
Resources: Tech PD Staff Time, Principal Support
Responsible Parties: Tech PD Staff, Director of Technology, Building Principal
Timeline: Continuing

Action Step: Portfolios of student work showing performance tasks or examples of the state Technology GCE will be created, starting with grade 3 students.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Assessment/Accountability
Indicator(s): Review of portfolios
Resources: Principal Support, Teacher and Tech PD Staff Time
Responsible Parties: Teacher, Tech PD Staff, Building Principal, Director of Technology
Timeline: By the end of the 06-07 school year

Action Step: District Coordination: There will be an annual report to the board curriculum committee and the board technology committee showing on effectiveness of the technology plan and a review of action steps and accountability procedures. In addition, a board technology committee will meet monthly to foster board support of the plan and its budget.

Entity: **Individual School(s):** **All schools:**

NCLBA Component: Assessment/Accountability

Indicator(s): Report

Resources: Time

Responsible Parties: Director of Technology

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

12. Supporting resources:

Describe the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

Action Step: Staffing: Maintain staffing for tech support services at current levels. The district will provide a technology support team consisting of a network engineer, backup network administrator, and repair personnel trained in A+ and network N+ repair procedures.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability

Indicator(s): Staffing Reports, Tech Support Log Data

Resources: Budget

Responsible Parties: Director of Technology, Superintendent

Timeline: Continuing

Action Step: Infrastructure: The district will budget sufficient funds to maintain, repair, and upgrade on a regular cycle the infrastructure, WAN, LAN, and necessary servers to support the technology integration plan.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability

Indicator(s): Budget Review

Resources: Budget

Responsible Parties: Director of Technology, Superintendent

Timeline: Continuing

Action Step: Equipment (End user hardware): The district will budget sufficient funds to support a regular replacement schedule (five year cycle) and sufficient end user hardware (student computers in a 1-5 ratio to students at any given school) to support the technology integration.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability

Indicator(s): Budget Review, CPU Replacement Report

Resources: Budget

Responsible Parties: Director of Technology, Superintendent

Timeline: Continuing

Action Step: Web Resources: The district will provide a web server and supporting resources to maintain and develop the server to provide electronically delivered resources to the students, staff, parents, and community

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability

Indicator(s): Budget Review

Resources: Budget

Responsible Parties: Director of Technology, Superintendent

Timeline: Continuing

Action Step: Research and Development: The district will allocate a portion of its resources yearly to research, and to develop pilot projects to determine pedagogically effective and fiscally sound mechanisms to integrate technology into instruction.

Entity: Individual School(s): All schools:

NCLBA Component: Technology Integration, Technology Literacy, Assessment/Accountability

Indicator(s): Budget Review

Resources: Budget

Responsible Parties: Director of Technology, Superintendent

Timeline: Continuing

Priority: Primary

Select all of the Elements to which these Action Steps apply:

Standards for Students, Teachers, and School Leaders

Access and Infrastructure

Professional Development

Program Support

Program Assessment

Program Policies

Part IV. Signature/Certification Page

General Information: The signature (below) certifies that this school, district, or supervisory union meets all requirements for Informational Technology planning as defined by the State of Vermont under the federal "No Child Left Behind" legislation.

Name of district covered by this Technology Plan: Burlington Supervisory District 15

Current Plan Expiration Date: December 31, 2004

Technology Contact Person: L. Paul Irish Phone: 802-864-8465
Title: Director of Information Technology E-mail address: pirish@bsdvt.org

Contributors to this Educational Technology Plan and their affiliation.

Principal Review Committee:

Fred Lane; School Board, parent; technology writer

Rhonda Kost; Community member; Computer programmer

Craig Lyndes: Network Administrator

Kathy Gallagher: Middle School Technology Integration Specialist

Amy Truchon: Elementary Technology Integration Specialist

Stephanie Phillips: High School Assistant Principal; Curriculum Director 6-12

Paul Irish: Director of Information Technology

Other Reviewers: Principals, Librarians, High School Tech Committee

Certifications:

This Educational Technology Plan was approved by our School Board on: 14 DEC 2004

This Educational Technology Plan will be approved by our School Board on:

Children's Internet Protection Act (CIPA) certification: One box (below) must be checked for the school to qualify for funds under this program.

- The school certified CIPA compliance in its last E-Rate application
- The school did not certify compliance with CIPA in its last E-rate application, but does certify, as part of this technology plan, that it meets CIPA requirements
- The school has not complied with CIPA requirements but has received a one-year waiver from the US Secretary of Education under section 2441 (b) (2) (C) of the ESEA
- The CIPA requirements do not apply because no funds made available under this program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

Signature: _____
(Superintendent/CEO)

Date: _____