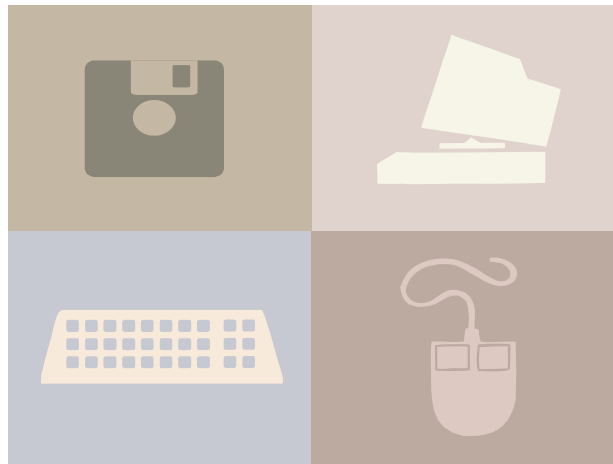


ICHABOD CRANE CENTRAL SCHOOL

TECHNOLOGY PLAN

2007 - 2010



In our quest for excellence, the Ichabod Crane Central School is dedicated to preparing all students to meet the challenges of our future and to appreciate the value of their own lives by nurturing each individual's unique talents, instilling a desire for lifelong learning, and fostering a strong spirit of community

Revised November 2006

The Ichabod Crane School District is comprised of approximately 2,450 students, in five buildings, each with varied technological resources and capabilities. The number of computers in the schools increase each year due to systematically following the intent of the technology plan for purchase, student access and curriculum integration.

In November 1995 the Board of Education directed that a District-Wide Technology Development Committee be established. This Committee was charged to develop a fully articulated plan including, student oriented purposes and educational objectives. The Committee was established with representatives from all buildings and members of the community. Recognizing that local planning is the important first step in effective use of computers in all areas of the district, early sessions were devoted to the organizing in three different areas: The Mission, District and Community Wide Data Collection and a Comprehensive Inventory. Since the writing of the first plan there has been five updated plans including this one. In between these updates, the instructional goals are annually reviewed, evaluated, and re-established.

MISSION

In our quest for excellence, the Ichabod Crane Central School District is dedicated to preparing all students to meet the challenges of our future and to appreciate the value of their own lives by nurturing each individual's unique talents, instilling a desire for lifelong learning, and fostering a strong spirit of community.

GOAL STATEMENT

Our technology plan is student-centered by focusing on configurations and applications that enhance learning opportunities. It is comprehensive by addressing all areas that provide those benefits, including district management, curriculum integration, and community participation. It is prudent in devising an implementation plan that provides optimum returns on the investment. Technology skills are now as basic as reading and writing skills were in the past. Technology, particularly computers and communications, pervades every aspect of today's world and promises to be even more intrinsic in tomorrow's. Its vital role in education, research and management continues to grow in importance.

To provide our students with the best possible education and to meet the standards for instruction prepared by the State Education Department the District has made a commitment to the integration of technology into all aspects of the educational program.

GOAL 1

To enhance teacher and student access to technological resources to reach the district's educational goals.

Achieved to date:

1. Provided a network multimedia personal computer in every K – 12 classroom and library.
2. Provided a network-ready computer lab for each building to help teachers and students achieve instructional goals.
3. Explored and provided suitable (assistive) devices for special needs students to help them reach their instructional goals.
4. Provided appropriate software to help teachers and students achieve the instructional goals.

Continued Action:

1. Provide lab access to all K – 12th grade students through mobile and/or stationary labs.
2. Acquire assistive technology that will also benefit the non-identified student.
3. Acquire net workable software to meet instructional goals.
4. Provide ancillary equipment to enhance computer use.

GOAL 2

All staff will have access to technologies that provide for the maintenance, reporting, and analysis of student and administrative data.

Achieved to Date:

Adopted a comprehensive, standardized software package to support student and administrative data management, analysis and reporting (STARbase).

Continued Action:

Incorporate a classroom management system to interface with other administrative software.

GOAL 3

To integrate technology into the K – 12 program so that students will access, generate, process and transfer information using appropriate technologies.

Achieved to Date:

Curriculum expectations are that by the end of 5th grade all students will have learned keyboarding and word processing skills and by the end of 8th grade students will have experienced multiple uses of technology for accessing and presenting information.

Continued Action:

1. Students will gain knowledge of the impact and limitations of information systems, and understand their effective and ethical use.
2. Students will understand that information technology can have positive and negative impacts on society, depending upon how it is used.

STAFF DEVELOPMENT

The District's Staff Development Advisory Committee surveys the staff annually to assess the effectiveness of the district's plan, to determine unmet needs, and to establish guidelines for professional development offerings.

The district's staff development opportunities incorporates offerings during Superintendent's Days, after school, summer and through release time during the school day. The district works to provide both generalized and individualized training. We piloted a training program through Model Schools for technology integration, which culminates in a teacher-designed lesson.

In order for our students to be able to reach the standards that are set for them our faculty must be able to provide instruction, demonstration and practice opportunities and access to the technologies. The plan is ongoing and includes:

- District workshops on the integration of technology into each of the curricula. These workshops are grade level and/or subject specific.
- Training in the utilization of appropriate software packages.
- Site visits to other schools where technology is being successfully integrated.
- Attendance at conferences, workshops, and inservice outside the District.
- One on one staff development.
- Staff development via video conferencing.
- Online courses.
- Turnkey training.

ASSESSMENT OF NEED

The District currently has three Personal Computer Labs in the high school, one in the middle school, one in the Primary School and our two elementary buildings each have a 28 wireless laptop lab and one stationary lab. A bank of 15 personal computers equip both the middle school and high school media centers while each of the elementary libraries have five.

We reached our Phase 1 goal of an instructional personal computer for every classroom, which represents 200 locations. Additionally, we have added either TV with VGA adapters or LCD projectors to each building to create a 1:8 ratio.

Establishing an adequate infrastructure and installing at least one instructional computer per classroom was the first phase of the district's plan. Phase Two provided adequate technology resources to fully support the instructional goals in every class and to enhance accessibility. We begin Phase Three, which emphasizes instructional goals by connecting every purchase decision to the curriculum and instructional goals.

This phase is more complex than Phase One or Two and will look different depending upon the grade, subject and building. To establish the instructional goals, the building principals lead discussions with the instructional leaders in their buildings on a biennial basis. The resulting plan is connected to both instructional goals and student outcomes. Each level has detailed the student expectations and instructional goals with the corresponding technology resources required. This plan identifies all technologies not just computers.

BUDGET

Ichabod Crane Central School uses four funding sources to support this plan: local funds, grants, BOCES budget, and donations. The combination of these sources enables us to make steady progress in our quest to provide all students with technology access. In summary, we are motivated not only by what we can afford to do, but also by an underlying recognition that we cannot afford not to do it.

EVALUATION PROCESS

The District reviews its plan annually in five different ways:

1. The District architects review the installation of the infrastructure of wiring, power supply and network connections and identifies additional needs.
2. The Assistant Superintendent and Principals assess integration and utilization of technology into all appropriate aspects of the K- 12 curricula via classroom observation and review of lesson plans.
3. Instructional leaders of all grade levels and subject areas gather reactions, suggestions and questions. This review provides them with information about what has been accomplished and what is proposed.
4. The Professional Development Advisory Committee assesses the efficacy of the training options.
5. Each building plan calls for evidence that the goal is achieved and this is reviewed by the Superintendent and Assistant Superintendent. The District recognizes the fast paced changes in the technological world, therefore, although this plan is a three year plan, it may be amended annually to reflect new understandings and needs based on this evaluation process.