



Washakie County School District #1

Superintendent: David Nicholas

District Technology Plan
2009 – 2012

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District Mission Statement

District Vision Statement

Washakie County School District #1, in cooperation with the community of Worland, will work together to provide the means to meet the technology needs of a diverse society of learners.

District Mission Statement

The mission of Washakie County School District #1 is to develop responsible and disciplined young adults, with a positive work ethic, empowered to meet the challenges of the twenty-first century.

We believe each WHS graduate should leave prepared with the abilities and skills to enter the adult world. Each graduate will:

- ✓ **be a problem-solver who accesses, analyzes, synthesizes, and utilizes information.**
- ✓ **be employable with a strong work ethic.**
- ✓ **have the skills and attitudes for continuous lifelong learning.**
- ✓ **have the ability to communicate) in reading, writing, speaking, listening, and numeracy skills) at higher levels**
- ✓ **have experience in creative expression and in responding to the creative works of others**
- ✓ **demonstrate civic responsibility in our global environment.**

**This mission guides us as we make decisions on all aspects of our schools, including technology, curriculum, programs, etc. Technology is a tool that helps us to create more effective teaching and learning and staff development experiences.

Introduction

Worland Community Profile

History

In 1903, a party of surveyors made their way into the Big Horn Basin area to determine the feasibility of a large irrigation project. At that time, the current site of Worland had a population of less than 100 people. However, the area held promise, and plans for development began.

By 1904 the project was in full swing, and Camp Worland prospered. It soon became a community with a school, church, post office, and a general store.

In 1906, with the coming of the railroad, Camp Worland faced a dilemma. Railroad tracks were laid on the east side of the Big Horn River and the encampment was located west of the river. Forced to make a decision about the future of Camp Worland, the townspeople decided to move their community across the frozen Big Horn River. Incorporated in 1906 as the town of Worland, the community thrives today.

Worland

Located 25 miles west of the Big Horns, Worland is a modern western agricultural community, which offers much to those who come. The retail businesses meet a variety of shopping needs. Although once known as the hub of the Big Horn Basin, the Worland economy has declined over the past few years. Even so, Worland continues to provide retail, medical, agricultural, and tourism opportunities.

Economic Development

New business development, as well as the retention and expansion of existing businesses, is the focus of the Washakie Development Association. People move to Worland, because the town offers a strong sense of community. It also offers a great location for businesses. Business activity is based on agriculture, industry, wholesale trades, retail trades, and tourism/recreation.

Worland has a highly skilled and motivated work force. As a result of various industries and government agencies in the area, Washakie County has attracted a large number of well-educated, highly trained individuals. On the other hand, we are also seeing a greater percentage of our population at or below the poverty level.

Education

Worland offers educational opportunities at three elementary schools, one middle school, one high school, and an outreach program from Northwest College. The enrollment in the public schools is approximately 1344 students. The student/teacher ratio is 15:1. A strong academic curriculum is supplemented by a well-rounded offering of extra-curricular activities. This slate of offerings is strongly supported by the parents, the community, and the school board. Standards, assessments, and the school improvement process play an important role in strengthening our schools.

Narrative:

Washakie County School District #1 (WCSD #1) is committed to supporting technology. The Board of Education has made a financial and philosophical commitment. The administration supports technology through staff training and budgeting adequate funds to purchase necessary technology. Teachers are committed to using technology as an integrated tool for teaching and learning.

Not only is WCSD #1 committed to providing technology, but it is also committed to serving diverse student populations which includes varied ethnic groups, students with disabilities, ELL students, low SES students, at-risk students, migrant students, homeless students, and high-achieving students. It is our desire that every student have an equitable opportunity to learn using all resources available. We, as a district, are committed to providing instruction that is based on the needs of our students.

In order to serve students in the best way possible, WCSD #1 has partnered with numerous agencies, businesses, and institutions. These are further outlined later in this document. Of special note, however, is our partnership with Northwest College.

Northwest College plays a significant role in the implementation of technology in our district. Our students, staff, and the community are offered courses through and about the newest technologies. In addition Northwest College also offers our students various distance-learning opportunities throughout the year. Our high school students have the option of registering for dual enrollment courses through Northwest College out of Powell, WY. Northwest College is a valuable asset to our community, our schools, and our technology program.

WCSD #1 uses technology for a variety of purposes. These include, but are not limited to such things as: 1. improved teaching and learning, 2. assessment in a variety of forms, 3. data management and analysis, 4. standards measurement and tracking, 5. communication, 6. student research, reports, and presentations, 7. weather studies, 8. computer-assisted labs, 9. vocational training, 10. student portfolios, 11. student information system, and 12. various administrative functions. Our hope is to create versatile individuals equipped to meet the challenges of the future.

Technology Planning Committee

The WCSD #1 planning process incorporates a variety of constituents through their participation in numerous groups that provide guidance and feedback regarding the acquisition and use of technology. The many prongs of the process play an important role in the planning and implementation of technology. The groups and individuals involved in this process include:

School/Department	Member	Role	Technology Plan Responsibilities
District Technology Director, Worland High School Technology Instructional Facilitator	Kathryn Wise	Chairman Advises on staff development needs	Provides for creation, implementation and evaluation of District Technology Plan Oversees creation, implementation and evaluation of K-12 instructional technology/curriculum component of the Tech Plan Oversees creation, implementation and evaluation of district staff development component of the Tech Plan
District Network Administrator (IT Administrator)	Ray O'Brien	Advises on district network and technology budget	Provides for creation, implementation and evaluation of infrastructure and connectivity component of Tech Plan
Superintendent of Schools for WCSD#1	Mike Hejtmanek	Advises on requirements for accreditation needs	Assists in the evaluation of progress on district technology plan goals
District Curriculum Director Technology Grant Fiscal Management	Mary Krisko	Advises on district curriculum integration and professional development K-12 Advises on technology competitive, consolidated and Title IID grants for the District	Provides support for the implementation of curriculum integration and professional development goals
District Hardware/Software Technology Technician	Corry Costle	Advises on district network and secondary technology	Assists in the implementation and evaluation of curriculum integration and staff

School/Department	Member	Role	Technology Plan Responsibilities
		hardware/software needs	development goals
District PC Technology Technician	Louis Torres	Advises on district network and secondary technology hardware/software needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
K-8 Technology Instructional Facilitator School Improvement Committee Member	Denise Herman	Advises on district network and secondary technology hardware/software needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
Vocational Technology Instructor Grades 9-12 High School Technology Instructor and Building Level Technology Support	Tim Martinson	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
Elementary K-5 Technology Instructor Elementary Library Media Specialist	Vicky Gopp	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
Middle School Technology Instructor and Building Level Technology Support	Jody Rakness	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
Title I teacher and parent	Kari Ferree	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
ESL teacher and parent	Kim Wyman	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
High School Library Media Specialist	Vickie Overcast	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
High School Science Teacher School Improvement Committee Member	Kitsy Barnes	Advises on site-based technology and professional development needs	Assists in the implementation and evaluation of curriculum integration and staff development goals
Elementary Teacher	Dave Hammond	Advises on site-based	Assists in the implementation

School/Department	Member	Role	Technology Plan Responsibilities
School Improvement Committee Member		technology and professional development needs	and evaluation of curriculum integration and staff development goals
WCSD#1 School Board Representatives	Terri Logan Julie Haun	Provide input from the school board	Assists in the implementation and evaluation of curriculum integration and staff development goals
Worland Chamber of Commerce	Gary Sutherland	Provide input from the community	Input on curriculum integration and staff development goals
Worland Youth Learning Center (formerly known as Boys Club/Girls Club)	Shannon Christian	Provide input from the community	Input on curriculum integration and staff development goals
Community Member	Judie Brewster	Provide input from the community	Input on curriculum integration and staff development goals
Business Owner	Ron Sopko	Provide input from the community	Input on curriculum integration and staff development goals
Student	Shelby Sweeney	Provide input from the students	Input on curriculum integration and staff development goals
Student	Adam Heessel	Provide input from the students	Input on curriculum integration and staff development goals

Baseline Data: The technology plan is reviewed at least bi-annually in terms of equipment, specifically for replacements. The technology plan is reviewed monthly during the school year in terms of the district technology staff development and the progress we are making in meeting our goals. A board member is a part of the technology committee and minutes from every committee meeting are included in the monthly school board packets.

There have been no major changes to our current technology plan except changes in committee members by way of normal staffing changes. Another change to our current technology plan is that specific equipment was listed for use as replacements. Due to the fact that this specific brand name equipment is no longer available, we have had to change to use current technology.

Required Constituency Represented

	Name(s) of Participant(s)
Parents/Guardians:	Bruce Keller, Sarah Sinn, Sharee Barrus, Jana Keller, Merri Miller, Ben & Amanda Kretz, Blanco Caballero, Teresa Benitez, Vicki & Manuel Herrera, Jean & Dave Swalstad
Students:	Carl Hampton, Shelby Sweeney, Althea Luhm, Molly Varney
Charter Schools:	N/A
Private Schools:	Shelly Weaver
Home Schools:	Steve and Carol Couch
Community-based Organizations (please also specify the name of the organization represented):	Kreg Lombard (Mayor), Dr. Gerald Weaver (Medical Doctor), Shari Rogers (DFS), Lori Schaal (Public Health Nurse), Steve Rakness (Law Enforcement), Dale Busch (Law Enforcement), Carol Kienlen (Child Protection), Chris McGee (Big Horn Basin Family Treatment Court), Terry Sutherland (Chamber of Commerce), Mary Buchanan (Tobacco Coalition), Desiree Duell (Big Brothers/Big Sisters), Jessica Jackson (Youth Alternatives)
Teachers:	Jody Rakness, Carolyn Durr, Nonie Johnson, Kathy Wise
Title I Staff:	Debbie Keller, Ruth Stephens, Mark Stephens, Kari Ferree, Mary Ann Sapp, Lori Michaels, Rachel Cruz-Nicklas
School Administrators:	Joe Bishop, Hal Johnson, Linda Anderson, Richard Schaal, Mike Hejtmanek
Librarians:	Vicky Gopp
Other Partners:	Kim Sanford, Bbo Harder, Jody Martinson, Randy Durr, Rebecca Luhm, Amber Hill, Rufina Perez, Artis Averett, Sandra Bishop, Mike Sapp, Ed Wise, Grace Jorgensen, Amy Lamm, Mike St.Clair, Bob Hefenieder, Linda Sopko, Janet Benson, Terry Tommerup, Donna Harrington, Brittany Kapptie, Mike Newton

Evaluation

A thorough evaluation plan has been developed to regularly collect, track and analyze technology implementation. The evaluation tools will guide constituents in making data-driven, results-based decisions. This approach will ensure that all stakeholders are considered, technology plan goals and activities are successful, and correction strategies are based on valid data and assessments. Evaluation tools to be used are contained in the following list.

Standardized Assessments:

- PAWS

Local Performance Assessments:

- Body of Evidence Scores
- School Improvement Goal Data
- NWEA – Measures of Academic Proficiency Testing
- DIBELS
- Lexile Scores
- STAR Reading/STAR Math

Surveys and Records:

- Professional Development Needs Assessments
- Staff Development Logs
- Work Order Tracking
- AdvancED Instructions/Climate Survey (Teacher, Parent, Student, and Support Staff)

Policies and Procedures:

- Acceptable Use Procedure (AUP)
- Work Order Process
- Technology Training and Support Structure
- Technology Replacement Procedure

Student, Teacher and Administrator Standards

- NETS for Students
- NETS for Teachers
- NETS for Administrators

Total Cost of Ownership:

- Work Order System
- Hardware repair/replacement costs
- Line Item Budget Items
- Budget Analysis
- Technology Budget Requests

Analysis of Current Status and Trend Data

- Tech plan evaluation data
- Formal and informal product reviews
- Informal meetings with peers from other districts in the state

Professional Development Data:

- Course attendance data
- Course/Instructor evaluation surveys
- Follow up observations
- Technology mini-conference pre- and post-surveys

Administrative Networking Tools:

- SAS accounting/fiscal software
- Microsoft Excel
- Technology purchasing process
- Replacement procedure

Data Management Tools:

- Infinite Campus SIS
- Infinite Campus Gradebook
- SchoolDude IT Direct
- Renaissance Learning package
- Microsoft Office Suite
- InfoCentre library software

Communication Tools:

- GroupWise e-mail
- District web page
- Infinite Campus parent portal

Outside Evaluation:

- Eliot Levinson – BLE Group
- Bruce Heimback – BLE Group

The content and process we use for compiling and analyzing data has changed significantly over the past few years. Some of the factors that have affected data collection and analysis are as follows:

- Better assessments
- Better tracking of student progress on standards and benchmarks
- Student information system upgrades
- Better budgeting and spending processes and procedures

- Infinite Campus software—grades have gone from paper-based to electronically-based
- Higher level of school board support for technology—change in attitude/philosophy regarding the support of technology
- Additional staff to collect and analyze data and additional staff to maintain technology
- Excel is being used to more effectively analyze data
- Electronic communication mechanisms have enhanced the collection and analysis processes

The organization of our district enables us to have various layers, which incorporate internal review of technology into their duties. Not only do we have the technology building contacts making judgments on a daily basis, but also we have the technology director, the network administrator, and the computer technician meeting on a bi-weekly basis. In addition, we have the technology advisory committee and the administrative teams meeting on a monthly basis to review and adjust our course of action as it relates to technology.

Enhancing Education Through Technology (Title II D) Program Goals

Primary Program Goal#1: Improve student achievement through the use of technology in elementary and secondary schools *(Section 2402 (b)(1))*

Update and/or replace existing technology resources including software products to provide students access to resources that will enhance and reinforce current curriculum.
Identify and implement technology resources, technology tools and teaching strategies that promote academic success for all students.
Implement new technology resources, other than software, to provide students an engaging method of instruction. This will include but is not limited to things such as GPS technologies, digital microscopes, digital cameras, etc.

Program Goal #2: Technology Literacy – ensuring that every student is technologically literate by the time the student finishes the eighth grade regardless of student’s race, ethnicity, gender, family income, geographic location or disability. *(Section 2402 (b)(2)(A))*

Ensure technology and information literacy for students, regardless of a student’s race, ethnicity, gender, family income, geographic location, or disability, using the adopted National Educational Technology Standards for Students as a framework.

Program Goal #3: Effective integration of technology resources and systems - encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research – based instructional methods that may be widely implemented as best practices by state educational agencies and local agencies. *(Section 2402 (b)(2)(B))*

Provide readily available technical assistance and expertise in the use of technology resources that enhance teaching and learning to all staff.
Continued development of the Technology Building Level Contacts and Technology Coaches to support a technology based/embedded curriculum.

Our district mission statement shows that we are focusing on students with the implementation of interventions, enrichments, technology integration, aligned curriculum and tools to assist in the assessment of our students. The above stated goals also focus on the need for professional development to increase the technology proficiency of our district staff.

Partnerships Narrative

<input checked="" type="checkbox"/>	Primary Goal
<input checked="" type="checkbox"/>	Goal #2
<input checked="" type="checkbox"/>	Goal #3

Washakie County School District #1 has maintained various partnerships in which many groups are represented in the planning of technology as well as other school improvement components. There are various mechanisms by which we garner support and input from our constituents. We have a Building Leadership Team at each of our schools in the district. The teams meet at least annually (usually in August) to review progress toward goals in all areas. These teams include administrators, teachers, parents, and students. In addition, each June we have a constituency meeting to review our goals and planned activities for the consolidated grant. This group includes administrators, teachers, parents, students, business people, and other community members. We ask for their input as to what activities they might like to have funded. Relating specifically to technology, we have a district-wide technology committee that meets once a month to review and plan technology purchases, discuss problems we are encountering, schedule staff development, etc. This committee is comprised of administrators, technicians, school board members, teachers, and classified staff. Besides this committee, we also have a technology contact in each building that helps to troubleshoot issues and schedules work orders as appropriate. In addition to these avenues of participation, we also have partnerships with various other agencies. We partner with the WDE for WEN services. We partner with RT Communications for various infrastructure needs. Karen Agee of NCS and the multitude of teachers in the Greybull GIS/GPS grant, sponsored by the University of Wyoming, can provide training. We cooperate with Northwest College to offer the students and the community college courses. Our libraries utilize the resources available through WYLD, the state library system. We have also partnered with the Boys' and Girls' Club to provide them with computers that are no longer in use at the schools. I believe we provide numerous opportunities for anyone who wants to be involved in the planning of technology in our district. We value our partners, and we intend to continue to foster these relationships.

Partnerships provide WCSD #1 with the means to better meet community needs and address the growing need for computer and technology skills in the workplace. Partnerships allow for job shadowing and the opportunity for students to see how their skills may be applied in a real-life setting. In addition, vendor partners provide hardware and software, which enhance critical thinking skills and provide teachers with tools to improve correctives and enrichments for students. The schools in Worland have a variety of partners that provide specialized education and a means for students to experience the world outside the school doors.

The table below lists the WCSD #1 partners, their roles, and their type of involvement or responsibility:

Partner Name	Role as a Partner	Involvement/Responsibility
Wyoming Dept. of Education	State Governing Body	Providing infrastructure, services, training, final technology plan approval
RT Communications	Telecommunications Co.	Network infrastructure consultation, network phone services, internship experiences, connectivity, e-rate consultation, implementation partner
Verizon Wireless	Telecommunications Co.	Wireless phone service, e-rate consultation
Opcom, Inc.	Telecommunications Co.	Long distance service, e-rate consultation
Admiral Beverage (Pepsi)	Large Business	Software & hardware donations, career mentoring, job shadow, internship experiences, implementation partner
Bureau of Land Management	Government Agency	Equipment donations, internship opportunities, community training, GIS training
Wyoming Daily News	Small Business, Local Newspaper	Local news coverage, job shadow, internship experiences
WCSD #1 Technology Advisory Committee: Kathryn Wise, Vicky Gopp, Ray O'Brien, Corry Costle, Louis Torres, Pat StClair, Dave Hammond, Kari Ferree, Sara Spring, Tanya Kienlen, Jody Rakness, Denise Herman, Sandy Bishop, Kitsy Barnes, Vickie Overcast, Terri Logan, Julie Haun	Teachers/Technology Users	Develop, revise and review progress on technology plan, implements partnerships, data collection and interpretation, surveys and assessments, staff development, support integration of technology into the curriculum
Northwest BOCES	Regional Educational BOCES	Provide various services, purchase agreements
Northwest College	Higher Education	Distance education, dual enrollment courses, community outreach education, assessment, professional development
Washakie Medical Center	Health Care Facility	Health education, internship

		experiences, job shadow
ISC, Inc.	Vendor/Technology Provider	New technology previews, staff development, consultation, hardware
City of Worland	Local Government	Internship experiences, GIS partner, job shadow
Washakie County Assessor	County Government	Internship experiences, GIS partner, job shadow
Washakie Co. Conservation District	County Agency	Use of GPS units, use of and training in GIS, technical assistance in using the program
Even Start	Local Organization	ESL Skills, GED preparation
Bresnan Communications	Large Business/Telecommunications	Cable services, internet services for community
Implementation Vendors: Renaissance Learning Novell InfoCentre Microsoft Hewlett Packard IBM Dell Cisco CDW-G Infinite Campus Software Unlimited Kemma Software Choices/Bridges Symantec Restore Gwava/Sophos Centurion (Cornerstone) Orchard Vantage – My Access WEdGate PolyVision SMARTBoard SMART – Airliners SAS in School Discovery -UnitedStreaming NoodleTools SchoolVue School Dude IT Direct Study Island netTrekker	Businesses/Vendors	Provide software, hardware, training, technical support, etc.

Boys and Girls Club Washakie Unit	Local Organization	Shared technology, increased student access to technology, extended learning opportunities
Pine Cove Consulting	Technology Consulting Business	Network administrator, professional development, on-site monitoring, remote monitoring, evaluation & recommendation of hardware and software, technical support
Washakie County Museum	Local Organization	Shared technology, extended learning opportunities, increased access to technology, humanities education
Sunshine Office Supply	Small Business	Hardware
Serlkay Printing	Small Business	Printing services
Washakie County Library	County Agency	Shared technology through WYLDCat to include databases, access to additional materials that are not available in our district's libraries
WYLD	State Library System	Internet databases, inter-library loans

Curriculum Integration Narrative

<input checked="" type="checkbox"/>	Primary Goal
<input checked="" type="checkbox"/>	Goal #2
<input checked="" type="checkbox"/>	Goal #3

Change and growth from previous plan:

WCSD#1 staff and students have increased their complexity in the use of technologies to enhance teaching and learning. As teachers gained technology skills in the course of the previous plan, we realized that skill training is not enough. Teachers also need follow-up and support; this is critical piece to successful technology integration.

Strengths:

Tremendous support, from the school board down, for technology and its integration in the classrooms

Technology based interventions

Multiple technology based resources for students and staff

Weaknesses:

Curriculum integration tends to be inconsistent, depending upon how comfortable the teacher is with the technology

A common roadblock is the time needed at the teacher level for professional development opportunities and the time to put new practices into action

Lack of available bandwidth is an issue as we move towards more content on-line.

Title IID Program Goals

Our goals and action plans for Curriculum Integration are geared toward Title IID. We address the achievement of students, integration of technology into the curriculum and technology literacy based on the NETS.S.

Distance Education:

The district currently has a WEN Video room with equipment provided by the state at Worland High School. We have students that take college level courses through the WEN Video system. Our high school is also involved with a credit recovery tool for at-risk students to help address the dropout issue.

High Needs High Poverty Schools

A very important step in raising student achievement is providing instructional and fiscal support to our high-needs, high-poverty schools. We support our high needs and high poverty schools through additional funding, both from the district, as well as, state and federal funding such as Title I funds. These additional funds provide technological and instructional resources. Technology tools and instructional opportunities are also provided from district and grant funds for all Title I staff.

Alignment with School Improvement and District Staff Development Plans

Technology tools and training are aligned with School Improvement and Staff Development Plans. The technology committee will do periodic reviews to ensure the alignment of the District Technology Plan to the District Staff Development Plan and the individual School Improvement Plans, as well as state and national tech plans.

Equitability of Resources:

In addition to district-level support and Title IID grants, one time monies are frequently offered by the school board to support special technology initiatives. Special needs students receive supportive technology tools and resources through separately allocated monies.

Student to Computer Ratio:

Our current district wide ratio is 3 students for every computer (3:1)

The needs are somewhat different at the secondary level as opposed to a K-5 building. The student to computer ratio will be reviewed during this plan cycle to ensure that the student to computer ratio is appropriate. This review will be performed by the vital stakeholders, such as the building administrators, teachers and district technology staff.

Curriculum Integration Action Plan

Goal – 1st	Stakeholders use technology-based formative and summative assessments to demonstrate growth of academic achievement and successfully use the data.
Program Objectives	Develop the technology-based assessments and assessment banks. Use the data to drive instruction of student learning.
Indicators	Use formative assessments in all classrooms. Integration of BOE assessments K-12. Use formative and summative data. Use state assessment data
Target (Baseline)	2009-10 Use formative and summative assessment data K-12 at the present level of 40%
Target	2010-11 Increase the use of formative and summative assessment data K-12 to 60% usage.
Target	2011-12 Increase the use of formative and summative assessment data K-12 to 80% usage
Measurement Tool(s)	MAP test, PAWS test, and District focused assessments – for example, Renaissance Learning, DIBELS, Study Island and MY Access
Person responsible	Superintendent, Curriculum Director, Technology Director, Building Administrators
Budget	MAP testing – approximately \$25,000 yearly PAWS testing – State supported DIBELS – approximately \$1000 yearly Renaissance Learning – approximately \$7000 yearly Study Island – \$6000 yearly My Access – approximately \$20,000 yearly
Funding Source	General Fund

Goal -- 2nd	Full implementation of ISTE NETS.S Standards
Program Objectives	Stakeholder training on ISTE NET.S standards. Record student technology proficiencies.
Indicators	100% of classroom teachers are trained. Assess and record student technology proficiencies at the 8 th grade level.
Target (Baseline)	2009-2010 Monitor professional development. Maintain 100% teacher training. Assess all students enrolled in technology focused courses – presently 70% at the 8 th grade level.
Target	2010-2011 100% teachers trained of which 50% will integrate technology in the classroom.
Target	2011-2012 100% teachers trained of which 100% will integrate technology in the classroom.
Measurement Tool(s)	Eighth grade student ISTE assessments Trainings – Sign in sheets – Training Evaluations Observation checklist by building administrators.
Person responsible	Superintendent, Curriculum Director, Technology Director, Building Administrators
Budget	\$2000
Funding Source	General Fund

Goal – 3rd	To incorporate technology to improve student graduation rates and to extend student learning.
Program Objectives	To provide opportunities for credit recovery, dual enrollment, WEN classes, or other approved technology based academic programs.
Indicators	Increase in graduation rate. Monitor credit recovery using technology. Students qualifying for the Hathaway Scholarship. Monitor student technology use in the classroom
Target (Baseline)	2009-10 Currently less than 5% of graduating seniors needing credit recovery participate in the program. Communication with community college will be on-going to develop dual enrollment courses. Trend data for graduation rate continues to fluctuate between 73%-83%. Hathaway usage – our district is currently in the bottom quartile
Target	2010-11 Incorporate dual enrollment courses in 5 of the 9 content areas, explore additional credit recovery opportunities,
Target	2011-12 Incorporate dual enrollment courses in 7 of the 9 content areas, WEN and credit recovery courses will be used by students requiring these services
Measurement Tool(s)	Usage statistics, monitor student progress, improved graduation rate, PAWS/AYP data, enrollment figures for dual credit and credit recovery
Person responsible	Superintendent, Curriculum Director, School Administrators, Technology Director, Classroom Teachers
Budget	\$10,000 annually
Funding Source	General Fund

Goal – 4rd	Classroom integration of technology using software (including internet) and hardware
Program Objectives	To change the focus of integrating technology to be teacher driven as opposed to top down. We provide resources to encourage teachers to move in the direction.
Indicators	100% of teachers are learning and need support for new software and innovative instruction. Teacher request to include additional use of technology
Target (Baseline)	2009-2010 Instructional facilitators will survey the district staff and tailor trainings to meet the needs of staff members. Less than 50% of instruction includes technology usage.
Target	2010-2011 Improve technology usage to 60% of instruction. Increase professional development training to meet the needs of the increase in software/hardware usage.
Target	2011-2012 Improve technology usage to 75% of instruction. Increase professional development training to meet the needs of the increase in software/hardware usage.
Measurement Tool(s)	Software usage statistics, budget analysis, data collections, logs and sign in sheets
Person responsible	Superintendent, Curriculum Director, Technology Director, School Administrators, Instructional Facilitators, Librarians
Budget	\$30,000/year
Funding Source	General Funds, State and Federal Staff Development funds

Professional Development Narrative

<input checked="" type="checkbox"/>	Primary Goal
<input checked="" type="checkbox"/>	Goal #2
<input checked="" type="checkbox"/>	Goal #3

Washakie County School District #1 believes in training their users to be technology literate. Technology by itself is useless. We, as a district, also provide technical support for users, whether it is in the classroom or during staff development activities. In order to create active users, opportunities have been designed to train staff on the software and hardware used by the students and staff of WCSD #1. Professional development is delivered through a variety of means. We send various people to outside trainings that address the needs of the district. In addition, we hold an annual technology mini-conference that offers staff training on various technology topics. This mini-conference is offered to all staff in the district and the courses are taught mostly by district staff. Lastly, we provide monthly training at each site that addresses the needs of the teachers at those specific grade levels.

The list of the proposed activities for grade level training by building level follows our goals for district professional development. Training will consist of initial and follow-up (as appropriate) training during the month. Topics to be covered are determined by feedback from building staff. We assess staff development needs on an annual basis to determine a course of action. The action plan further defines the timelines and persons responsible for the training activities.

In the previous plan, a good foundation for Professional Development was developed. Our success depends upon professional development and ensuring all staff members can use the technologies available and integrate the technologies properly into the curriculum. In addition, the district has added two Technology Instructional Facilitators to work with district staff to provide additional instructional support for the delivery of the standards. Previously, we have been focusing on basic computer skills. We now plan to expand the utilization and scope of trainings offered to the staff through the uses of one-on-one, small group, and on-line trainings to meet the individual needs of the staff.

Strengths:

- Mini-technology conference that is available for all staff in the district
- Teachers-teaching-teachers model of individual and small group training
- Strong technology support through the Technology Instructional Facilitators
- Offered an on-line professional development program starting the spring of 2009

Weaknesses:

- Inconsistent participation in professional development trainings
- Widely varying technology skill levels of district staff
- Lack of adequate time to address all of the professional development needs of the district staff

Title IID Program Goals of Technology Integration:

Our plan is to facilitate integration of the various technology tools that are available. Part of our in-service time is spent on training staff about integrating technology in the curriculum. The Technology Instructional Facilitators then follow up with the staff on an individual and/or small group setting. The mini-technology conference is a very positive and well-received training for staff.

We use data from the school improvement plans and the consolidated grant, as well as many other sources, as we design effective implementation of technology. The district staff development plan also helps by guiding our staff development plan for technology. All technology resources are made available to all users.

Resource Access and Use:

Our district has made a financial commitment for using technology in the curriculum. We have many technology based curriculum tools, such as Renaissance Place, My Access and textbook technology integration materials, as well as the equipment needed to implement these technologies. As more and more tools become available, we will need to have the accompanying bandwidth available to use these tools effectively. Every building has access to a Technology Instructional Facilitator, as well as, other staff members that are very comfortable using technology tools. Our district has a strong teachers teaching teachers philosophy.

Technical Support:

Every school site has a building technology contact. These people have been trained in basic computer troubleshooting issues and basic software integration issues. If the issue is training, the building tech contact will provide the training immediately, or make arrangement for training at a later date using a variety of resources that include the Technology Instructional Facilitator and/or technology teacher leaders in the building. If the problem is determined to be a technology issues, the building tech contact reports it to the technology department using a web-based work order system. Teachers can also e-mail the technology department if the building tech contact person is not available.

The Technology Department consists of a part-time technology coordinator, one Network Administrator, and two technicians. The staffing of this department will be reviewed periodically to ensure that there is enough support for the district and the current and future technology resources.

Policies and Procedures:

The district has a number of policies and procedures in place surrounding technology use. The Technology Acceptable Use Procedure (see appendix) contains the rules and regulations governing the use of district technology resources and is written in accordance with CIPA. When a new employee is hired, they must agree to the terms contained in the document and sign off that they have received it before they can receive a network account and/or e-mail account. In addition, all new employees are offered basic computer and e-mail training by mentor teachers and by the Technology Instructional Facilitators.

Student Learning:

All professional development opportunities offered by WCSD#1 will be geared toward increasing student achievement. This will be the underlying principle of everything that is done. Professional development will be given directly on instructing students for technology literacy. The main approach to will be by incorporating the technology instruction into the content area curriculum.

WCSD #1 uses WEN courses to offer instruction at the high school level to provide students with extended learning opportunities. The WEN also provides an avenue for staff and community members to acquire training or further education.

Alignment to District School Improvement and Staff Development Plans:

Technology professional development will be designed in conjunction with the District School Improvement and Staff Development Plan. This will ensure that they are meeting the goals listed in those plans and that all parts of the school district are working together with the common goals of increasing student achievement. These plans will be reviewed periodically to ensure continual alignment. Data collected from the staff development trainings and their implementations will be used to design the School Improvement and Staff Development Plans vice versa.

Professional Development

Goal – 1st	Stakeholders use technology-based formative and summative assessments to demonstrate growth of academic achievement and successfully use the data.
Program Objectives	Develop technology-based assessments. Use the data to drive instruction of student learning.
Indicators	100% of teachers are learning and need support of technology based assessments to drive instruction. Use formative and summative assessment data K-12 at the present level of 40%
Target (Baseline)	2009-10 Provide professional development in the area of technology based assessments to 100% of the staff. Increase the use of technology based formative and summative assessment data K-12 to 40% usage.
Target	2010-11 Provide professional development in the area of technology based assessments to 100% of the staff. Increase the use of technology based formative and summative assessment data K-12 to 60% usage.
Target	2011-12 Provide professional development in the area of technology based assessments to 100% of the staff. Increase the use of technology based formative and summative assessment data K-12 to 80% usage.
Measurement Tool(s)	MAP test, PAWS test, and District focused assessments – for example, Renaissance Learning, DIBELS and My Access
Person responsible	Superintendent, Curriculum Director, Technology Director, Building Administrators, Classroom Teachers
Budget	MAP testing – approximately \$25,000 yearly PAWS testing – State supported DIBELS – approximately \$1000 yearly Renaissance Learning – approximately \$7000 yearly My Access – approximately \$25,000 yearly
Funding Source	General Fund

Goal – 2nd	Full implementation of ISTE NETS.S Standards
Program Objectives	Stakeholder training on ISTE NET.S standards. Record student technology proficiencies.
Indicators	100% of classroom teachers are trained. Assess and record student technology proficiencies at the 8 th grade level.
Target (Baseline)	2009-2010 Monitor professional development. Maintain 100% teacher training. Assess all students enrolled in technology focused courses – presently 70% at the 8 th grade level.
Target	2010-2011 100% teachers trained of which 50% will integrate technology in the classroom.
Target	2011-2012 100% teachers trained of which 100% will integrate technology in the classroom.
Measurement Tool(s)	Eighth grade student ISTE assessments Trainings – Sign in sheets – Training Evaluations Observation checklist by building administrators.
Person responsible	Superintendent, Curriculum Director, Technology Director, Building Administrators
Budget	\$2000
Funding Source	General Fund

Goal – 3rd	The District will support continued technology training and integration.
Program Objective	Provide technology literacy based professional development opportunities for all staff of WCSD #1.
Indicators	100% of staff will participate in technology staff development provided by the District and implement strategies into their classes.
Target	By 09/10 80% of staff members will attend at least one technology training offered by the District and 80% of the teachers will implement technology based strategies in their classrooms.
Target	By 10/11 90% of the staff members will attend at least one technology training offered by the District and 90% of the teachers will implement technology based strategies in their classrooms.
Target	By 11/12 100% of the staff members will attend at least one technology training offered by the District and 100% of the teachers will implement technology based strategies in their classrooms.
Measurement Tool(s)	Class attendance statistics at trainings. Technology software usage statistics. Technology hardware integration statistics. Observation checklist by building administrator.
Person Responsible	Superintendent, Curriculum Director, Technology Director, Building Administrators, Classroom Teachers
Budget	\$17,000/year
Funding Source	State and Federal funding sources

Professional Development 09-10 HS (9-12)	Topics
September	Renaissance Place
October	Infinite Campus, productivity tools, new applications
November	Internet applications
January	Peripherals
February	Assessment Tools
April	Standards tracking/recording
Professional Development 10-11 HS (9-12)	Topics
September	Orientation of software applications
October	Instructional software and instructional websites
November	Peripherals – camera, projectors, textbook programs, etc.
January	Productivity Programs
February	Ethics and Virus Protection
April	Individual staff needs/computer maintenance
Professional Development 11-12 HS (9-12)	Topics
September	Orientation of software applications
October	Standards & BOE
November	Peripherals
January	Assessment tools
February	Internet applications
April	Individual staff needs

Professional Development 09-10 MS (6-8)	Topics
September	Renaissance Place
October	Infinite Campus, productivity tools, new applications
November	Internet applications
January	Peripherals
February	Assessment Tools
April	Standards tracking/recording
Professional Development 10-11 MS (6-8)	Topics
September	Orientation of software applications
October	Instructional software and instructional websites
November	Peripherals – camera, projectors, textbook programs, etc.
January	Productivity Programs
February	Ethics and Virus Protection
April	Individual staff needs/computer maintenance
Professional Development 11-12 MS (6-8)	Topics
September	Orientation of software applications
October	Standards & BOE
November	Peripherals
January	Assessment tools
February	Internet applications
April	Individual staff needs

Professional Development 09-10 Elementary (K-5)	Topics
September	Renaissance Place
October	Infinite Campus, productivity tools, new applications
November	Internet applications
January	Peripherals
February	Assessment Tools
April	Standards tracking/recording
Professional Development 10-11 Elementary (K-5)	Topics
September	Orientation of software applications
October	Instructional software and instructional websites
November	Peripherals – camera, projectors, textbook programs, etc.
January	Productivity Programs
February	Ethics and Virus Protection
April	Individual staff needs/computer maintenance
Professional Development 11-12 Elementary (K-5)	Topics
September	Orientation of software applications
October	Standards & BOE
November	Peripherals
January	Assessment tools
February	Internet applications
April	Individual staff needs

Infrastructure and Connectivity Narrative

<input checked="" type="checkbox"/>	Primary Goal
<input checked="" type="checkbox"/>	Goal #2
<input checked="" type="checkbox"/>	Goal #3

Change and Growth from Previous Plan:

In the previous plan there were several goals relating to infrastructure and connectivity. These goals were met or exceeded. Our district has a very strong network and quality resources such as workstations, servers and software. This has been made possible because of the tremendous fiscal support by the district. The infrastructure has grown considerable since the start of the previous plan. The network infrastructure has grown and been solidified, workstations have been upgraded/replaced, and software products have been upgraded; all the purpose of providing the district staff and students the best possible tools for their job/education.

Several changes have been, or will be made shortly in the software programs used by the district administration. As programs are upgraded or replaced, one of the requirements is that they be SIF enabled to allow greater interoperability and data access between the departments of the district. E-School has been replaced as the student information management system by Infinite Campus. This has also changed the gradebook and has been implemented K-12. Our food services are also tied to Infinite Campus. Our maintenance department has used SchoolDude Maintenance Direct for several years now and our IT department has recently moved to the IT Direct component of the SchoolDude suite of programs. As we move into the next plan cycle, several other programs will be evaluated for upgrade or replacement. These programs include those used by transportation and special education.

Because of the ever-changing world of technology, the district will continue to support the necessary changes in infrastructure and connectivity.

Strengths and Weaknesses:

The district has a very robust network and quality resources such as workstations and software. This has all been made possible because of the tremendous fiscal support by the district. In addition, the district has an extremely talented group of people working in the Technology Department and in each building as Technology Building Contacts. These people provide tech support that allows for implementation that would not otherwise happen. One of the services that will be implemented this plan cycle is wireless access throughout the district. This has been a shortcoming in the past. In addition, the computer allocations will be reviewed and addressed in this plan cycle. Also, research needs to be done to determine how and where technology resources are distributed in the buildings.

WEN and E-Rate:

Our district receives telecommunications, internal connections, and Internet from the Wyoming Equality Network (WEN). The WEN provides connectivity to all our schools by providing T1 lines from an aggregation point at our high school. The WEN is a state mandated and legislatively funded statewide network.

Cost associated to the WEN is based on the number of students as well as the number of school and type of connectivity. The WEN Infrastructure biennium budget provides for the basic WEN services, and districts pay for any additional services or network enhancements. The cost for these additional enhancements is paid for through our district technology budget/general funds, etc. The WEN funding is dependent on legislative funding each biennium. Because of this, the district's responsibility and that of the state may vary from biennium to biennium.

Policy and Procedures:

The policies and procedures utilized to guide the infrastructure and connectivity of the district are as follows:

1. Student and Staff Acceptable Use Procedure – See Appendix A

Help Desk Procedure:

W.C.S.D. #1 technology help desk procedures are as follows:

A. Support Staff- The district employs two computer technicians and a network administrator. Each school building in the district has support staff (building tech contacts) that is paid a small stipend to troubleshoot and research initial problems. The school district hires high school students in the summer time to help with maintenance and imaging of computers.

B. SchoolDude IT Direct-This is a software suite, which serves to track work orders. It is also a call tracking/bug tracking/issue management solution. The program has a Knowledge Base module, which is useful in recording solutions to difficult or complex problems. The knowledge base is available to building technology personnel through a web program.

C. Communications- The computer technicians and network administrator have an office with access to a phone and computer. Many problems are solved over the phone or through the use of the district email system. E-mail is used to communicate with staff in regard to open issues or to collect information about work orders.

D. Issue Tracking- Clients call or email building tech contact, computer tech, or network administrator with problems. The issue is entered into IT Direct and assigned to computer technician or network administrator. The responsible person then follows up on entered issues (work orders). The program allows entry of information concerning problems and actions taken to fix the problem. The program can be used to email clients of status of their problem. Each school building has a "building tech," which is paid a small stipend to do initial troubleshooting of building related problems. If the problem cannot be easily solved, it is escalated to the correct support person by way of email, call, or a web-based interface with the IT Direct program. The program allows detailed reports or tracking to help determine general hardware failure relationships, ability to determine time used to resolve issues, and many other useful functions. The program is also used to track technology assets within the district, especially issues related to warranty and repairs.

E. Support Staff Meetings- Twice a month the technology director, computer technician, and network administrator review work orders and set priorities for the coming week. The IT Direct program is used to print reports for these purposes.

F. Remote management- The Novell Zenworks network program is used to remote control staff computers from a single site. This is a very valuable tool, which saves much time and uses resources more efficiently.

Interoperability Among Programs

To address this issue, all software needs to be approved prior to installation. The software is tested prior to installation to determine the impact it will have on the network and the computing environment.

Tech Support Needs

Maintenance – We check the computers at least once a year to ensure they are working, up to date and meeting the needs of the users. The building tech contacts are responsible for the initial troubleshooting of technology problems. If there is an issue with a specific machine, a work order is created to address the issue.

Repair – The IT staff has two technicians that take care of all computer repairs. As a staff member identifies a malfunctioning piece of equipment, the building tech contact will inspect it and determine what to do. Should it need to be repaired, a work order will be started documenting what is wrong.

Number of workstations – Our district has approximately 850 computer workstations at this time.

FTE – Our district has one full time network administrator and two full time hardware/software technicians.

Funding – The vast majority (approximately 98%) of our technology funding comes from the General Fund Budget. It is imperative that we continue to work with the legislature to ensure that technology is properly funded.

Replacement Plan

The plan is philosophically based on the following criteria:

- Each classroom will have at least one computer for teacher/student use.

- 2-classroom size labs in each elementary building (6 total)

- 1-student desktop lab, 1-teaching lab, and 1 Thin Client lab at middle school.

- 2-student desktop labs, 1-teaching lab, and 1-mobile laptop lab at high school.

- Administrative/support staff computers in all school buildings and district office building.

- Classified staff computers (custodians, kitchen, etc.)

At this time, the district is responsible for replacing computers purchased with district funds. As part of the plan, we also will develop a replacement schedule for CAD labs and mobile labs. Other technology purchased with federal dollars (Special Education, Title I and other grants) will be replaced by those same funding sources.

District budgets \$100,000 each year for computer purchases, which allows for approximately 125 systems. Specifications for systems are determined with future growth as a deciding factor.

Several staff laptops are replaced each year.

Computers system replacement specifications include monitors, keyboards and mice.

The current replacement plan was implemented in the 2008-2009 school year with the following premises:

- ✓ High School Teaching lab (Replaced on 4 year cycle)
- ✓ Administration/office staff (Replaced on 5 year cycle)
- ✓ Middle school Teaching lab (Replaced on 4 year Cycle)
- ✓ Classroom Teacher (Replaced on 5 year Cycle)
- ✓ Student Labs (Replaced on 5 year Cycle)
- Printers – replace every 5 years
- Servers – replace every 3 years
- Networking Components – replace every 4 years.

For the duration of this plan, the above timelines will remain in effect.

Equitability of Resources

- As defined in the Infrastructure and Connectivity action plan, significant attention is paid to resources access and use. This ensures all programs and students are supported in a manner that supports programs appropriately. Special needs students receive supportive technology tools and resources through IDEA Part B funding. Title 1 students receive supportive technology tools and resources through Title 1 funding.
- All technology equipment and access to the network and services is centralized. We ensure that every building has a fair share of the resources and the necessary bandwidth to support the students. Bandwidth is regulated based on student population in the buildings along with known requirements for our technology based interventions.
- Student to computer ratio. Our goal is to improve our student to computer ratio. At the present time, we have 3 students per computer district wide. We will be implementing an additional student lab at each elementary school in the near future.

All technology to be purchased must be approved by technology director. This allows evaluation of purchases to make sure they are compatible with district network and hardware specifications. Currently, the district purchases all printers from one vendor (HP). Computer desktops are from either IBM, Dell or equivalent. Laptops are mostly purchased from Dell, although several administrators or grants have purchased other brands.

The standardization of hardware has greatly improved the support of computer technology in that it saves time, money, and resources to fix problems. This reduces the total cost of ownership of hardware.

Replacement plan for items not in the current plan should be considered for the following:

LCD projectors

Technology purchased with grants, such as mobile lab laptops.

If computer numbers are increased substantially, then consideration for additional tech support staff and budget will be critical.

We determine specifications for hardware and software based on current needs of the district, and these are updated continuously. We always evaluate purchases with compatibility in mind. Since the specs would be out-of-date as soon as we print them, we do not include specs in this plan. That is not to say we make purchases without guidance. We always determine the specs and ask for quotes from vendors to meet those specifications.

Infrastructure and Connectivity Action Plan

Goal	The infrastructure and connectivity of the district will be upgraded and maintained in accordance with the goals lined out in this plan.
Program Objective	Network infrastructure (hardware and software) will be maintained, upgraded and replaced as needed.
Indicators	By having a replacement cycle of five years we are ensuring network components are current and functioning.
Target	By 09/10 network components will be evaluated and tested by the technology department.
Target	By 10/11 switches at the elementary schools and the central office server will be replaced; wireless will be deployed at the middle school and high school.
Target	By 11/12 servers at all five school buildings will be replaced; wireless will be deployed at the elementary schools.
Measurement Tool(s)	Networking components are current and functioning. Follow the replacement cycle.
Person Responsible	Tech Director, Business Manager, IT specialist, Curriculum Director
Budget	\$115,000
Funding Source	District Technology/Curriculum Budgets Capital Improvements Budget State and Federal Funding Sources

Goal	The infrastructure and connectivity of the district will be upgraded and maintained in accordance with the goals lined out in this plan.
Program Objective	Evaluate and implement new software/hardware as it is introduced to the technology industry
Indicators	Evaluate and potentially implement new Windows OS, MS Office version software and other software/hardware as appropriate.
Target	By 09/10 new software will be evaluated for replacement or upgrade of existing software/hardware.
Target	2010-2011 New Windows OS/MS Office software will be upgraded or replaced as determined by the tech department. New hardware will be placed into service as appropriate.
Target	2011-2012 New software/hardware will be upgraded or replaced as determined by district needs.
Measurement Tool(s)	Reports from tech department, meeting minutes, asset tracking system stats
Person Responsible	Tech Director, Business Manager, IT specialist, Curriculum Director
Budget	Potentially \$300,000
Funding Source	District Technology/Curriculum Budgets Capital Improvements Budget State and Federal Funding Sources

Goal	The infrastructure and connectivity of the district will be upgraded and maintained in accordance with the goals lined out in this plan.
Program Objective	To ensure that existing technology management and tracking software systems are up to date and functional for the Tech Department
Indicators	Management software and resources such as the work order software and asset-tracking software will be upgraded and/or replaced.
Target	By 09/10 technology management software will be evaluated for replacement or upgrade. Work order software will be evaluated and replaced as appropriate.
Target	2010-2011 Technology management software will be upgraded or replaced as determined by the tech department. Asset management software will be added and deployed districtwide.
Target	2011-2012 Evaluate technology management and tracking software and update as appropriate.
Measurement Tool(s)	Asset tracking system statistics, work order statistics
Person Responsible	Tech Director, Business Manager, IT specialist, Curriculum Director
Budget	\$9,000
Funding Source	District Technology/Curriculum Budgets Capital Improvements Budget State and Federal Funding Sources

Goal	The infrastructure and connectivity of the district will be upgraded and maintained in accordance with the goals lined out in this plan.
Program Objective	Investigate and evaluate new non-software technology resources
Indicators	Digital projectors will be deployed throughout the district. Other peripherals such as interactive white boards, wireless slates, and document cameras will become available to staff. Wireless access will be deployed for all buildings.
Target	By 09/10 Infrastructure will be in place for deployment of peripherals such as interactive white boards, wireless slates, document cameras. Digital projectors will be used at least once per month by 60% of the staff. Wireless mapping of all buildings will be completed.
Target	By 10/11 Digital projectors will be used at least once per month by 75% of the staff. Usage of other peripherals by the staff will be encouraged. Wireless will be installed at the middle school and high school.
Target	By 11/12 digital projectors will be used at least once per month by 90% of the staff. Usage of other peripherals by the staff will be encouraged. Wireless will be installed at East Side, South Side and West Side elementary schools.
Measurement Tool(s)	Usage statistics, classroom observation, connectivity tracking and usage statistics, observation checklist by building administrators
Person Responsible	Tech Director, Business Manager, IT specialist, Curriculum Director, Building Administrators, Classroom Teachers
Budget	\$75,000
Funding Source	District Technology/Curriculum Budgets Capital Improvements Budget State and Federal Funding Sources

BUDGET/INVENTORY ANALYSIS FOR E-RATE COMPONENTS

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

DISTRICT: Washakie County School District #1	FUNDING YEAR: 2009 thru FY 2012
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Prepared by: Kathryn Wise

Specific E-Rate Service(s) Requested: Internal connections, Internet, and Telecommunications services. This request is made as part of the Wyoming Administration and Information state consortium application.

Title II D Goal(s) which is/are addressed by the service (either reference to a location within the plan or a brief narrative description): These services allow the district to meet the goals set forth in this plan related to providing the students and staff access to the resources needed for effective integration of technology into the curriculum, thereby enabling students to meet challenging standards.

State of Wyoming – Wyoming Equality Network (WEN) responsibilities			
Current level/amount of service: All Schools connected by T1 or greater	Level after E-Rate request is filled: Same	Budget \$ for State's share (for each charge involved in the service): \$	Planned budget source or line item for each amount: Wyoming Department of Education WEN Infrastructure Biennium Budget

District – Wyoming Equality Network (WEN) responsibilities			
Current level/amount of service: Internet connection for all schools	Level after E-rate request is filled: Same	Budget \$ for district's share (for each charge involved in the service): \$15,000	Planned budget source or line item for each amount: General Fund Budget

* This budget sheet is designed to represent cost for the Wyoming Equality Network for a biennium budget cycle. The actual dollar amounts provided are based on one year's billing history. The states share of the budget is subject to change in the next biennium based on legislative funding and cost increase or decrease according to contract amendments and upgrades. Amendments to this budget sheet will be provided when appropriate.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – State of Wyoming responsibilities†

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of hardware required	Same	None	\$	WEN Infrastructure Biennium Budget

to maintain WEN				
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Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of software required to maintain WEN		None		WEN Infrastructure Biennium Budget

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
WEN Video teacher training, WEdGate Portal training	Some teachers trained to teach on WEN. Some teachers, and other school staff trained on WEdGate portal	Continuing district training for WEN Video use, and teacher training, WEdGate, and distance education/web based teacher training		WEN Distance Education Biennium Budget

Retrofitting required	Budgeted \$:	Source of funds:
None at this time	0	Funding would come from the WEN Infrastructure Biennium Budget

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Current level needed to maintain the WEN		H.S. aggregation point, schools throughout district		WEN Infrastructure Biennium Budget

† This area is the sole responsibility of the State of Wyoming Department of Education (pertaining to the WEN only). Funding may vary according to legislative approval and funding. All areas under “required” address the basic services provided by the WEN this level of service is what is necessary to maintain the current level of operation of the WEN. The professional development mentioned in the section represents the professional development focus of the Department of Education.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – District responsibilities **

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
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Classroom and lab computers and monitors, mobile lab, peripherals	In place	Replacement hardware as it become obsolete	90,000/year	General Fund Budget, Title II-D Grant
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Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Renaissance Learning, My Access,	In place	Yearly maintenance, update, etc.	20,000/year	General Fund Budget

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
Technology Conferences, Renaissance Training, My Access Training,	All staff trained	New employee training as needed	\$20,000/year	General Fund Budget, Title II-D Grant

Retrofitting required	Budgeted \$:	Source of funds:
None at this time		General Fund

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Basic maintenance of hardware and systems	In good working order	All schools in our district	42,000/year	General Fund Budget

* *This area is the sole responsibility of the district. The Wyoming Department of Education does not provide funding from legislative funds. Information provided is based on the districts technology goals that are aligned with the state technology plan goals.

Three-Year Infrastructure Maintenance Plan

Priorities: Fiber connectivity between the three elementary schools and the gateway for the district Wireless in all buildings throughout the district Improved bandwidth throughout the district			Notes: This plan assumes a budget total of \$100,000/year
First Year – Summer 2010	Second Year – Summer 2011	Third Year – Summer 2012	
Fiber connectivity from South and West Elementary Schools to gateway (approx. \$33,000)	Upgrade switches at elementary schools (approx. \$60,000)	Wireless at elementary schools (\$21,000)	
Fiber connectivity from West Elementary School to gateway (approx. \$33,000)	Replace Central Office server (\$5,000)	Replace elementary servers (approx. \$15,000)	
Fiber connectivity from Elementary Schools to gateway (approx. \$33,000)	Wireless at high school and middle school (\$5,000)	Replace middle school server (\$5,000)	
		Replace high school server (\$5,000)	

E-rate Component

Our district receives telecommunications, internal connections, and Internet from the Wyoming Equality Network (WEN). The WEN provides connectivity to all our schools by providing T1 lines from an aggregation point to our high school and/or administration building. The Wyoming Equality Network is a state mandated and legislatively funded statewide network.

Cost associated to the WEN is based on the number of students as well as the number of schools and type of connectivity. The WEN Infrastructure biennium budget provides for the basic WEN services, and districts pay for any additional services or network enhancements. The cost for these additional enhancements is paid for through our district technology budget/general funds, etc. The WEN funding is dependent on legislative funding each biennium. Because of this, the district's responsibility and that of the state may vary from biennium to biennium.

A detailed account of the state and district responsibilities, related to the WEN Infrastructure, is located in the budget section of this plan

Appendix

ATTACHMENT A
(AUP)

Washakie County School Dist. No.1
Acceptable Technology Use Procedures- Staff 2009-10

Use of the Internet and the school network provides great benefits to staff. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet and the school network is given as a privilege to staff members, who agree to act in a considerate and responsible manner. We require that each staff member read, accept, and sign the following rules for acceptable on-line and on-network behavior.

District System

1. The use of Washakie County School Dist. No.1's network (WEN) is to promote the exchange of information to further education and research. Therefore, educational use will take priority over personal use.
2. The WEN is not for non school related income-producing activities, political or religious purposes.
3. Any use of the WEN for illegal activity is prohibited.
4. Use of the WEN to access obscene or pornographic material is prohibited.
5. Sending material likely to be offensive or objectionable to recipients is prohibited.
6. Using programs that harass WEN users or infiltrate a computing system and/or damage the software components is prohibited.
7. WEN users will make the most efficient use of network resources to minimize interference with others.
8. Any use of the WEN that accesses outside resources must conform to their Acceptable Use Policy.
9. Subscriptions to listservs, bulletin boards and on-line services must be pre-approved by the Technology Coordinator.
10. E-mail and files should be deleted regularly from the servers to conserve file space.

Security

11. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
12. You may not share your account with anyone or leave the account open or unattended.
13. You will keep all accounts and passwords confidential and inaccessible to others.
14. You are responsible for making back-up copies of the documents critical to you.

Software

15. You are responsible to take precautions to prevent viruses on your own equipment and Washakie County School Dist. No. 1's equipment.
16. The illegal installation of copyrighted software or files, for use on district computers, is prohibited.
17. Software and hardware installations will be coordinated through the District Technology Coordinator prior to installation.

E-Mail

18. E-Mail is provided for the purpose of exchanging information consistent with the mission of Washakie County School Dist. No. 1.
 - a. WEN e-mail cannot be used for private or commercial offerings of products or services for sale or to solicit products or services.
 - b. E-mail cannot be used for political or religious purposes.
 - c. E-mail messages and other files stored on district equipment are subject to District review at any time.
 - d. E-mail should not be used to broadcast messages outside of the building.

Interpretation, application, and modification of these Acceptable Technology Use Procedures are within the sole discretion of Washakie County School Dist. No. 1. Any questions or issues regarding this policy should be directed to Washakie County School Dist. No. 1 District Administration. Violation of any conditions of use described herein may be cause for disciplinary action.

I have read the rules for acceptable technology use, understand the rules, and agree to comply with the above stated rules. Should I violate the rules, I understand I may be subject to disciplinary actions.

Staff Signature: _____ Date: _____

Washakie Co. School District #1
Acceptable Technology Use Procedures- Students 2009-10

Use of the Internet and the school network provides great educational benefits to students. Unfortunately, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet and the school network is given as a privilege to students who agree to act in a considerate and responsible manner. We require that students and parents/guardians read, accept, and sign the following rules for acceptable on-line and on-network behavior.

1. Students are responsible for good behavior when using school technology, just as they are in school. General school rules for behavior and communications apply.
1. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users shall not expect that files will always be private.
2. The use of the network is for educational purposes - not personal use.
3. The following are not permitted:
 - a. Sending or displaying offensive messages or pictures
 - b. Games
 - c. video or music streaming
 - d. Use of or access to email, chat lines, Novell messaging or other communication methods
 - e. Using obscene language
 - f. Harassing, insulting, or attacking others
 - g. Damaging or making unauthorized changes to computers, computer systems, or computer networks (this includes downloads from the internet or use of any unauthorized program)
 - h. Violating copyright laws
 - i. Using another student's password or giving your password for another to use
 - j. Trespassing in another student's folders, work, or files
 - k. Intentionally wasting limited resources, including but not limited to paper, toner, computers
 - c. Employing the network for commercial purposes
 - d. Revealing the personal address or phone number of yourself or any other person
4. Users must use proper login procedures for the local network and the Internet.
5. Violations may result in a loss of access as well as other disciplinary or legal action.

I have read the rules for acceptable technology use, I understand the rules, and I agree to comply with the above stated rules. Should I violate the rules, I understand that I may lose network privileges at school.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

As the parent/guardian of the minor student signing above, I grant permission for the above student to access networked computer services such as the Internet and other educational programs. I understand that some materials on the Internet may be objectionable, but I accept responsibility for providing guidance to the above student on Internet use both inside and outside of the school setting, and for conveying standards for the above student to follow when selecting, sharing, or exploring information and media. I also release Washakie Co. School District #1, its officers and employees from any claims and damages arising from use, or inability to use district provided technologies.

Parent/Guardian Signature: _____ Date: _____

Technology Disciplinary Action

The Technology Acceptable Use Procedures are applicable to students, faculty, staff, and/or patrons of WCSD #1 and refers to all information resources whether individually controlled, shared, stand-alone, or networked. Disciplinary action, if any, for students, faculty, staff, and/or patrons shall be consistent with the school and/or district standard policies and practices. Violations will be cause for technology suspension and may be cause for further disciplinary action, as is outlined in each school's handbook. Law enforcement will be involved as necessary.

The administrator(s) of each school is (are) responsible for enforcing the rules and regulations regarding the appropriate use of technology.

	Technology Suspension*	Building District Discipline	Possible Restitution**
1 st Occurrence	30 Days	Yes	Yes
2 nd Occurrence	60 Days	Yes	Yes
3 rd Occurrence	90 Days	Yes	Yes
4 th Occurrence	180 Days	Yes	Yes

* Technology suspension does not carry over from one school year to the next.

** Restitution may be in the form of oral or written communication to the harmed party, and/or it may include financial restitution to restore the technology resource to its normal operating condition.