

# Chester-Andover Elementary School

## Local Technology Plan

December 2004 – June 30, 2007

### Part I: Executive Summary

Over the last ten years, Chester-Andover Elementary School has received strong community support for the infusion of technology into all aspects of teaching, learning and support. Three years of Technology Literacy Challenge grants and related goal setting together with 4 years of Okemo Community Challenge Grant opportunities gave the school an important boost in the startup years and prepared us well for the NCLB Federal Requirements and the six elements of the State Information Technology Plan. The system model built during the Technology Literacy Challenge grant planning has proven to be a useful tool for goal setting and prioritization and continues to be used. Grant opportunities allow schools to break new ground, try new things and either accept or discard new ideas. We have leveraged those opportunities carefully and been diligent stewards of those funds. In return for the opportunities the grants provide, the community needs to take responsibility for those proven initiatives into the future.

The goals and actions in this plan are the nearly identical to the goals and actions in the 2002 plans. The Technology Committee sets detailed actions and plans each year related to educational technology use. This plan does include an additional initiative around establishing a Supervisory Union wide student information system to leverage our opportunities to better correlate student related data with student learning progress.

We have worked steadily since June 2002 on our technology planning goals and can report progress on many items.

1. We have developed a formula that defines the “desired state” in terms of technology type, distribution (clustering) and useful life. Over a three year period we were able to put in place 3, three year leases that will rotate through into the future. There are several reasons why this is important:
  - a. We can maintain the proper saturation and currency without painful technology budget spikes.
  - b. It provides for student equity over time (ie all students will have similar opportunities at each grade level)
  - c. It is a form of investment in curriculum as teachers know that as they incorporate technology into their curriculum it can be incremental and built on into the future.
2. Secondly, we have developed a dedicated core group of teachers with significant knowledge, achievements and leadership skills to serve on the Technology Committee and to represent all grade levels and interest areas.
3. Thirdly, with strong support from the principal we have instituted annual teacher surveys and technology goal setting. Teachers now realize that we expect them to incrementally grow their skills with technology and subsequent technology integration each and every year from now on.

There are still several challenges.

1. The rapid increase of technology complexity is a huge burden. Time spent by technology coordinators fending off external menaces such as viruses, SPAM, server attacks, not to mention

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issues with power and the quality of services provided to the school such as internet service takes time away from classroom related support.

2. Establishing student standards in information technology use has proven more difficult than originally surmised. We have done multiple versions of the standards but the need to establish assessments to make them meaningful has impeded progress. The introduction of the Vermont GCEs for Information Technology has us returning to the drawing board to re-work the standards and re-visit the assessment challenge.
3. Time and resources are still serious threats to forward progress. To implement this plan in its full intent needs more resource that can be dedicated to educational technology goals and actions through more engagement time with teachers and students.

Through this technology plan review process we have validated that our goals and plans are essentially solid. We need to renew our intent to follow through each year on the technology goal planning and skills survey. We need to create a repository of our own best practices and communicate those throughout the teaching staff to recognize achievement and inspire new ideas. To do these things we really need to look at our staffing and make new commitments to educational technology as a priority in its own right. We have begun to see some changes in this area by the addition of a Data Specialist role at the Supervisory Union and a new Technology Assistant role planned for the high school in 2005. Other impending staff changes are also in the horizon necessitating some careful planning around roles and responsibilities.

Leadership has been key in all aspects of the technology planning follow-through. The school board and superintendent have provided encouragement and support and have listened carefully to the various concerns. The principal has been key in establishing new practices and processes as a non-negotiable way of life. The Technology Committee members have routinely gone above and beyond the call of duty to assist their colleagues in technology integration. The current technology coordinator has been recognized on a nationally by Apple Computer, Inc as an Apple Distinguished Educator which provides access to additional resources and opportunities for her as well as the school. We need to continue to fuel these leaders by providing opportunities to attend conferences, visit other schools, mentor colleagues, and receive recognition for their work.

As stated above, there has been positive involvement at all levels in supporting educational technology in the school. These leaders may need help with understanding staffing options for supporting educational technology and more real life examples of the opportunities these tools provide to change how teachers teach and students learn that not only creates more engaged learners but students who are better equipped to succeed in today's world. In many ways it appears that there is more measurable progress in the elementary schools than at the secondary school level. It is discouraging to the elementary school teachers who have worked hard to build skills through sixth grade to send students on to a middle and high school program that does not capitalize on the investment and momentum of the elementary school years.

### **Excellence in Teaching**

#### **Standards for Students, Teachers, and Leaders**

Teacher, student and school leader standards were identified early as important drivers toward technology integration and the expected improved student learning. Teacher expectations were created and will continue to be used as a self-assessment tool and a means by which to inform professional development. The ISTE National Standards for students were adopted and adapted in May 2000 for our use. The

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previous plan renewed the focus on the efforts to develop and implement student technology skills assessment tools. Skill standards have been mapped according to grade levels but the introduction of the Vermont GCEs for Information Technology requires another review and re-mapping of standards. The technology committee will again look to build and collect additional scoring and testing tools. A process for ensuring the appropriate tools are in place to support this effort is in place and is the responsibility of the Technology Coordinator.

### **Program Policies**

Although a practice, rather than policy, all certified staff (.6 FTE+) have laptop computers for their use that provide them with full internet access from anywhere, along with a standard set of tools (MS Office, AppleWorks, Inspiration, FileMaker Pro) to be evaluated annually. There are a number of areas where there is common practice, but not policy that should be evaluated for policy status, including technology currency. All staff are issued FirstClass accounts. An Acceptable Use Policy is in place that complies with the statutory requirements of CIPA.

### **Energizing Curriculums**

#### **Support for Information Technology Initiatives**

A technology coordinator and designated teacher leaders (aka the Technology Committee) will be an integral part of identifying curricula and teaching strategies that integrate technology. They will pilot new strategies and will in turn introduce successful strategies to the grade level teams on a regular basis with support of the administrators. Community support through grants, budget and fundraising are also essential for the success of this program. We will continue to partner with parents and community members to continue and increase technology communication.

#### **Professional Development**

The Technology Committee will provide teaching staff and administrators with a goal setting model for increasing technology integration. Varied opportunities within the school day will be provided to all classroom teachers. These opportunities are listed in #4. A repository of our own best practices will be built to assist with sharing, idea generation and goal setting.

### **Engaged Learning**

#### **Access and Infrastructure**

As a result of carefully defining Excellence in Teaching and Energizing the curriculum through related professional development, it is important to provide access to the technology tools needed to pull it off. The use of wireless laptop computers allows access by students within the building to the network (file servers, printers and the internet) in a quantity, when, and where needed and teachers with full time access to a computer and the internet from any location. Additional peripherals are made available through the library for checkout. Teachers can deliver improved classroom practice, with a greater number of engaged learners that should result in improved student learning.

### **Evaluation**

#### **Overall Program Assessment**

Current efforts in the school to document and evaluate curriculum and practice will provide new opportunities to identify and examine new ways to capture real data regarding the effect of technology on student achievement. During the period of the previous plan, we have relied on classroom observation, and anecdotal evidence to assess the impact of technology interim to identifying new methods in order to

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perform rigorous evaluations. We must also evaluate the effectiveness of the student and teacher standards, make adjustments and begin again. We are also creating a supervisory union wide web based student information system to will provide new opportunities for tracking and assessing progress in all areas including technology skills.

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**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**

Improve student performance on standards through the use of information technology with focus on (a) implementing a means of assessing the achievement of technology skills of students.

**Rationale:** To validate whether student performance is improved through use of technology you must have data to correlate student technology skills with overall performance.

### **Goal # 2**

Improve student performance on standards through the use of information technology with focus on (b) Enhancing the Information Technology professional development system to support bringing teachers to the expected skill levels

**Rationale:** To leverage technology tools in the classroom, teachers need training that aligns with their students' and classroom curriculum needs.

### **Goal # 3**

Improve student performance on standards through the use of information technology with focus on (c) Providing the tools necessary to enable teachers to apply their information technology skills with students as an instructional tool.

**Rationale:** Once trained, teachers need the appropriate technology tools in order to implement the desired changes.

### **Goal # 4**

Improve student performance on standards through the use of information technology with focus on (d) Fully engaging students in the use of technology in the development of strategies for solving problems in the real world enabling them to make informed life decisions.

**Rationale:** Ultimately a student who possesses strong problem solving skills and knows how to draw upon all available resources in order to make informed decisions will become a contributing citizen.

### **Goal # 5**

Put in place a supervisory union wide student information system to provide a means to better assess progress in all areas through use of student data.

**Rationale:** Teachers, administrators and school boards can make better decisions, earlier and will more directly improve student performance.

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## Part III: Responses to “No Child Left Behind Act” Requirements

### 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:** Put in place student technology standards and related assessments

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):**

- Student Grade Level expectations are understood by teachers and instruction addressing those standards is incorporated into curriculum.
- Students are assessed regularly against selected standards.

**Resources:**

- ISTE National Technology Standards,
- Vermont Information Technology GCEs
- Technology Committee

**Responsible Parties:** Technology committee, Technology Coordinator, Chair

**Timeline:**

6/30/2005 Compare original checklists to GCEs and merge for K-6

6/30/2005 Professional development around understanding the standards has occurred and teachers are receiving coaching on curriculum changes to address the standards.

9/1/2005 Teachers start using modified curriculum.

4/1/2006 Technology Committee has produced assessments or assessment recommendations and pilot identified.

6/30/2006 Student assessments have been piloted and are ready for full implementation.

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**Action Step:**

Improve teacher effectiveness

**Entity:**

Individual School: Chester-Andover Elementary School

**NCLBA Component:**

Technology Literacy

**Indicator(s):**

- Teachers complete annual self assessment with noticeable progress from year to year
- New teachers complete self assessment within first two months of employment and new teachers without acceptable baseline knowledge are given additional training opportunities or coaching.
- Teachers are selecting an annual technology integration goal, working to achieve it between mid-October and mid-March and demonstrating completion by May of each school year.

**Resources:**

Technology Committee, Technology Coordinator

**Responsible Parties:**

Technology Coordinator, Principal

**Timeline:**

Annually

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**Action Step:** Insure appropriate tools are in place to support the teachers/students.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):**

- Teachers can carry out technology integration goals directly from professional development opportunities or technology goal setting.
- Students can use technology tools to focus on learning goals without the interference of technology related issues.

**Resources:** Technology Coordinator, Vendor support resources, Technology Update sessions, technology professional publications and web resources.

**Responsible Parties:** Technology Coordinator, Technology Committee, Administration and School Board.

**Timeline:**

- a. The Technology Committee will review current needs annually in the April timeframe to determine necessary updates.
- b. Existing equipment will be evaluated for disposal, relocation, and/or re-purposing in late June/early July.
- c. Technology Coordinator will formulate prioritized goals and recommended acquisitions in May timeframe.
- d. School board will approve and modify recommendation by June 1st each year.
- e. All necessary purchases will be arranged in June for delivery in July.
- f. (Related professional development will be planned for late August and throughout the school year (mid-October to mid-March))
- g. Input to budget occurs in October for next year.

**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

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## 2. Steps to increase accessibility:

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

How will the school will 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:** Continue a commitment to wireless laptop computing

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):**

- Access by students within the building to computers in a quantity needed, when needed, where needed is provided.
- Teachers have full time access to a computer and the internet from any location.

**Resources:** Technology Coordinator, Technology Committee, Principal

**Responsible Parties:** Technology Coordinator, Principal

**Timeline:** In place, ongoing

**Action Step:** Continue to provide centralized check-out of other digital equipment, peripherals and accessories

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Equipment is available through the library on a as needed basis.

**Resources:** Librarian, Library checkout system

**Responsible Parties:** Librarian, Technology Coordinator

**Timeline:** In place, ongoing

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**Action Step:** Provide supervised access to (laptop) computers for use by school sponsored groups such as Homework Club, Breakfast Club, RESPECT, TOLIV....

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Access to computers is granted for non-school activities as appropriate. Proper supervision is required.

**Resources:** Trained and available personnel to assist with use of computers.

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** Case by case basis, ongoing

**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

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### 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:** Continue support for the position of the Technology Coordinator

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Budget provides funding for Technology Coordinator .6 FTE or greater.

**Resources:** Budget, available qualified personnel

**Responsible Parties:** Principal, Superintendent, School Board

**Timeline:** In place, ongoing

**Action Step:** The school administration with input from the Technology Coordinator will select 2 -5 certified teachers to be Teacher Leaders.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):**

- Motivate and work with other teachers (not students)
- Offer group and one on one training/consultation/observation sessions
- Be compensated.

**Resources:** Principal, Technology Coordinator, budget, stipends, meeting time

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, ongoing

**Action Step:** There will continue to be a Technology Committee that is composed of the designated Teacher Leaders and chaired by the Technology Coordinator that will meet on a regular basis, to create, maintain and follow a committee action plan that will address the technology planning goals.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Technology Committee is in place, meeting regularly and working towards goals that have been submitted in a documented committee action plan each year.

**Resources:** Teacher Leaders, Technology Coordinator

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, ongoing

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**Action Step:**

The committee members will be responsible for identifying curricula and teaching strategies that integrate technology and introduce them to the grade level teams on a regular basis. A repository of school best practices will be built and maintained.

**Entity:**

Individual School: Chester-Andover Elementary School

**NCLBA Component:**

Technology Integration

**Indicator(s):**

- Grade level teams are steadily accepting new practices.
- A repository of best practices is available

**Resources:**

Teacher Leaders, Technology Coordinator, conferences, web resources, school visits, professional journals

**Responsible Parties:**

Principal, Technology Coordinator/Technology Committee

**Timeline:**

6/30/2005 Repository defined and examples included.  
6/30/2006 Repository available with current examples.  
In place, ongoing: Assimilation of new practices

**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

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## 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:** Technology Committee will provide teaching staff and administrators with a goal setting model for increasing technology integration.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Literacy

**Indicator(s):** Goal setting process in place

**Resources:** Procedure for selecting and submitting a goal

**Responsible Parties:** Principal, Technology Committee

**Timeline:** In place, ongoing

**Action Step:** Provide all classroom teachers an opportunity to meet one-on-one with the technology coordinator or teacher leaders on a weekly or as needed basis to assist them in achieving their integration goals (see #7)

**Entity:**  Individual School(s): Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Teachers are meeting with their mentor, if requested.

**Resources:** Technology Coordinator, Teacher Leaders, time

**Responsible Parties:** Technology Coordinator

**Timeline:** In place, ongoing

**Action Step:** Provide release time to attend workshops, conferences, seminars, demonstrations and school visits.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Teachers are able to schedule time to attend conferences, and other events in support of achieving their technology integration goal.

**Resources:** Professional time, substitutes, professional development dollars

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, ongoing

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**Action Step:** Utilize in-house and guest speakers at staff meetings and inservices.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Staff meetings include technology integration training as part of the agenda.

**Resources:** Technology Committee

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, ongoing

**Action Step:** Encourage the use of technology standards & growth in professional IPDPs.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Teachers coordinate their annual technology goals with their IPDP.

**Resources:** Technology Committee, external professional organizations and resources.

**Responsible Parties:** Teachers

**Timeline:** In place, ongoing

**Action Step:** Incorporate, where possible technology during planned inservice times.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Technology related training is given consideration for inservice time.

**Resources:** Training that applies to all staff and is supportive of other Supervisory goals.

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, ongoing

**Action Step:** Technology Committee and Technology Coordinator will provide recommendations and information on self-study (CD tutorial, web-based etc..) opportunities to staff to support identified goals.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Emails, notices, web references are frequently circulated to staff for consideration.

**Resources:** Professional organizations, technology vendors, inhouse staff, subscriptions

**Responsible Parties:** Technology Committee, Technology Coordinator, Principal

**Timeline:** In place, ongoing

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**Action Step:** Efforts will be made to optimize master schedule and the master calendar i.e.: half days , ski days, inservice days to provide more options.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Literacy

**Indicator(s):** Principal and administrators look for opportunities to better leverage time in school to provide educational technology growth opportunities.

**Resources:** Leadership Team, Technology Committee

**Responsible Parties:** Administrators, Technology Coordinator

**Timeline:** Ongoing

**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

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### 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).

Technology acquisition and estimated cost

#### Type:

- (a) The school has committed to a building-wide network using wireless laptops for .6 FTE or more certified staff, administrators and students grades 3 -6. Some exceptions apply.
- (b) The network is supported with wireless access points throughout the building, centralized file, web and mail servers, networked printers and full time internet access.
- (c) A variety of digital still, video and other peripherals are available for checkout from the library or assigned out to grade level teams for their use.
- (d) In the next years we plan to look for opportunities to incorporate the use of scientific devices and experiment with new technologies such as hand held computers, videoconferencing and expanding our FirstClass® communication system to include parent and key community members.
- (e) A technology protection measure is in place in order to comply with CIPA when appropriate.

#### Estimated Cost:

To maintain up-to-date technologies to support the size of the staff and students at the school, we need approximately \$50,000 a year to support the necessary leases, and hardware/software acquisitions to maintain this level of service. This does not include professional development, Technology Coordinator, supplies, repairs/support agreements and specialized software.

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## 6. Coordination with other resources:

Describe how the school will coordinate activities funded through E<sup>2</sup>T<sup>2</sup> 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 Technology Funding sources have been and will continue to be aggregated between budget, grant and fund raising efforts to be applied to previously agreed to priorities recommended by the Technology Committee and committed to by administration and school board members.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Literacy

**Indicator(s):** Funding for educational technology activities are agreed to by at the appropriate level according to the level of impact of the decision.

**Resources:** Various

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** Ongoing

**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

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## 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:** Administration with support from the Technology Committee will expect each teacher to set new technology integration goals each year and to share and demonstrate (where applicable) the results to a staff meeting, school board meeting, or at a professional conference.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Integration  
**Indicator(s):** Turning in a technology goal is a check-out requirement in June.  
**Resources:** Technology Committee, Technology Coordinator  
**Responsible Parties:** Principal, Technology Coordinator  
**Timeline:** In place, annually

**Action Step:** Teacher Leaders will work within their grade level teams to incorporate successful integration techniques/materials into all classrooms within the grade level to further address Student Technology Standards expected at that level.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Integration  
**Indicator(s):** Teacher leaders regularly lead educational technology discussions during grade level meeting times.  
**Resources:** Technology Coordinator, conferences, web resources, professional organizations.  
**Responsible Parties:** Technology committee – teacher leaders  
**Timeline:** In place, ongoing

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**Action Step:** Build a repository of school best technology integration practices.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Repository is available to staff for technology goal planning.

**Resources:** Various staff members

**Responsible Parties:** Technology Coordinator/Teacher Leaders

**Timeline:** 6/30/2005 Repository defined and examples included.

6/30/2006 Repository available with current examples included.

**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

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## 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:** The Technology Committee members will be responsible for assisting team members and other staff with the identification of available options for expanded studies. This would primarily be school internet-based options (ie. Web Quests, collaborative learning, online courses) or distance learning options available at the nearby high school.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Integration  
**Indicator(s):** Teaching staff are seeking new ways to acquire knowledge and improve teaching practice.  
**Resources:** Various  
**Responsible Parties:** Technology Committee, Technology Coordinator with support from the Principal as needed.  
**Timeline:** In place, ongoing

**Action Step:** Technology Committee will acquire and test out new technologies for applicability.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Literacy  
**Indicator(s):** Technology Committee members are actively experimenting with new technologies and sharing experiences with other committee members throughout the year.  
**Resources:** Grant money or fund raiser money for new technologies, time to learn and experiment.  
**Responsible Parties:** Technology Coordinator  
**Timeline:** In place, ongoing

**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
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### 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:** Continue to keep school web site up-to-date with relevant, timely and accurate information.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Literacy

**Indicator(s):** School web site includes information on school status, lunch, important announcements, school and community activities calendar, curriculum information, etc...

**Resources:** Parents, staff, students

**Responsible Parties:** Technology Coordinator

**Timeline:** In place, ongoing

**Action Step:** Continue to provide option to parents to receive school news electronically.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Literacy

**Indicator(s):** Email list is active and in use.

**Resources:** Various – primarily school announcements, weekly news

**Responsible Parties:** Principal overseeing secretary

**Timeline:** In place, ongoing

**Action Step:** Parents will continue to be able to communicate with any and all staff members by e-mail. Staff members are currently required to check e-mail daily by 2 PM.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Accountability

**Indicator(s):** Parents and teachers regularly communicate via email if parent chooses.

**Resources:** School network, FirstClass

**Responsible Parties:** Technology Coordinator

**Timeline:** In place, ongoing

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**Action Step:** Technology Committee will periodically sponsor Technology Nights and informational sessions for parents and community.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Technology Nights (fair) occur every 2-3 years in Winter.

**Resources:** Technology Committee, teachers, students

**Responsible Parties:** Principal, Technology Committee

**Timeline:** January 2005, January 2007

**Action Step:** Expand use of FirstClass accounts to families for a more interactive collaborative opportunities personalized to family interests and needs.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Increasing percentage of families request FirstClass accounts.

**Resources:** Technology Coordinator, FirstClass server accounts, training

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** In place, annual offer to parents in Fall, training offered early winter as needed.

**Action Step:** Continue to work with local Public Access TV to broadcast school board meetings and other live events to the local community.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Accountability

**Indicator(s):** School Board meetings and other live events (concerts, special events) are taped and re-broadcasted to community through local public access station (SAPA)

**Resources:** SAPA TV personnel and filming/editing equipment

**Responsible Parties:** Principal

**Timeline:** In place, ongoing.

**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

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## 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:** There are no known adult literacy service providers in our immediate community. If the need were to arise in this community, this collaboration would likely occur with Green Mountain Union High School.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Other or NA

**Indicator(s):** None

**Resources:** Unknown

**Responsible Parties:** Principal, if need arises

**Timeline:** N/A

**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

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## 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:** Teacher skills and integration goals survey before year end.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Accountability

**Indicator(s):** Surveys on file

**Resources:** Various

**Responsible Parties:** Principal, Technology Coordinator

**Timeline:** Annually, June

**Action Step:** Student attitudes survey.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Accountability

**Indicator(s):** Surveys on file

**Resources:** Various

**Responsible Parties:** Technology Coordinator, Teacher Leaders

**Timeline:** Annually, Late May

**Action Step:** Sample student technology assessment results

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Accountability

**Indicator(s):** Assessment results are tabulated and examined

**Resources:** Technology Coordinator, Technology Committee

**Responsible Parties:** Technology Committee

**Timeline:** Annually, September

**Action Step:** Completion of integration goal presentations by teachers.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Teachers have demonstrated completion of their technology goal via the method documented in the goal planning document.

**Resources:** See individual plans

**Responsible Parties:** Technology Committee

**Timeline:** Annually by mid May

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**Action Step:** \_\_\_\_\_

Create technology skills assessments

**Entity:**

Individual School: Chester-Andover Elementary School

**NCLBA Component:**

Accountability

**Indicator(s):**

Student assessments are in place

**Resources:**

Vermont GCEs, ISTE National Technology Standards for Students, previously developed checklists

**Responsible Parties:**

Technology Committee

**Timeline:**

6/30/2005 Compare original checklists to GCEs and merge for K-6  
6/30/2005 Professional development around understanding the standards has occurred and teachers are receiving coaching on curriculum changes to address the standards.  
9/1/2005 Teachers start using modified curriculum.  
4/1/2006 Technology Committee has produced assessments or assessment recommendations and pilot identified.  
6/30/2006 Student assessments have been piloted and are ready for full implementation.

**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

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## 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:** Part-time (year round) Technology Coordinator and additional assistance as required on an hourly basis to handle specific projects.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Integration  
**Indicator(s):** Technology Coordinator funding in budget and personnel in place.  
**Resources:** Budget funding, training  
**Responsible Parties:** Principal  
**Timeline:** In place, ongoing

**Action Step:** Technology Committee and recognized teacher leaders

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Technology Integration  
**Indicator(s):** Teacher Leaders identified and serving on Technology Committee  
**Resources:** Teaching staff, training time, committee meeting time  
**Responsible Parties:** Principal, Technology Coordinator  
**Timeline:** In place, ongoing

**Action Step:** Extended warranties whenever possible.

**Entity:**  Individual School: Chester-Andover Elementary School  
**NCLBA Component:** Other or NA  
**Indicator(s):** Extended warranties are purchased with new equipment to match expected life cycles of equipment and software currency.  
**Resources:** Vendors  
**Responsible Parties:** Technology Coordinator  
**Timeline:** Ongoing

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- Action Step:** Support agreements for out of warranty equipment that is not targeted for disposal
- Entity:**  Individual School: Chester-Andover Elementary School
- NCLBA Component:** Other or NA
- Indicator(s):** All equipment assigned to staff and students have resources available for repair as needed.
- Resources:** Budget or contingency funds, technician services
- Responsible Parties:** Technology Coordinator
- Timeline:** In place, ongoing
- Action Step:** Support agreements for student administration, cafeteria and library software.
- Entity:**  Individual School: Chester-Andover Elementary School
- NCLBA Component:** Technology Integration
- Indicator(s):** Support agreements have been obtained
- Resources:**
- Responsible Parties:** Principal, personnel responsible for systems
- Timeline:** Annual, ongoing
- Action Step:** Miscellaneous product related reference guides and tutorials
- Entity:**  Individual School: Chester-Andover Elementary School
- NCLBA Component:** Technology Integration
- Indicator(s):**
- Resources:**
- Responsible Parties:**
- Timeline:** Annual, ongoing

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**Action Step:** Subscriptions to online encyclopedias.

**Entity:**  Individual School: Chester-Andover Elementary School

**NCLBA Component:** Technology Integration

**Indicator(s):** Online subscriptions current and appropriate

**Resources:** Budget, access provided through school web page

**Responsible Parties:** Various – primarily Technology Committee

**Timeline:** Annual, ongoing

**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
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# Chester-Andover Elementary School

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## 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 school covered by this Technology Plan: Chester-Andover Elementary School

Current Plan Expiration Date: December 31, 2004

Technology Contact Person: Lauren Baker Phone: 802 875-2108 x 106

Title: Technology Coordinator E-mail address: lbaker@fc.windsorsw.k12.vt.us

Contributors to this Educational Technology Plan and their affiliation. We recommend involvement by a breadth of stakeholders – including school administrator, community member, teacher, student, paraprofessional, and other interested parties.

Susan Ronsheim, Librarian

Ellen Ferro, Grade 4 Teacher

Angela Hutchins, Grade 6 Teacher

Lauren Baker, Technology Coordinator

Michelle Robidoux, Grade 1/2 Teacher

David Lindenberg, Special Educator

Penny Kraft, Principal

### Certifications:

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

This Educational Technology Plan will be approved by our School Board on: 12/20/2004

**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 it's last E-Rate application
- The school did not certify compliance with CIPA in it's 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: