Bayou View Middle School

Instructional Technology Plan

2020-2023

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The Learning Enhancement Center for Excellence
Hattiesburg, MS http://www.usm.edu/lec

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GENERAL INFORMATION

1.1 Executive Summary

Bayou View Middle School aims to provide an atmosphere of learning that promotes critical thinking, creativity, effective communication skills, and collaboration through the integration of technology. Our educators are the front line of defense when it comes to merging instruction with the bountiful opportunities of rich digital tools. This instructional technology plan embraces this fact and focuses on the supporting our educators to the fullest capacity. This goal is built around seven standards below, which were developed by the International Society for Technology in Education (ISTE).

- Learners
    - Educators will continue to be lifelong learners, constantly seeking to improve their technology literacy skills which in turn will improve student learning.
- Leaders
    - Educators will network with stakeholders to empower student learning through the integration of technology. Educators will collaborate with colleagues to share best practices through digital resources and tools.
- Citizens
    - Educators promote positive cyber skills, so students will be responsible online citizens.
- Collaborators
    - Educators will view students, parents, colleagues, and experts, both locally and globally, as co-collaborators in learning through technology integration.
- Designers
    - Educators will expertly design personalized online learning experiences, which can be adapted for various learning styles and individual needs. These experiences will incite deep learning through engaging, authentic tasks and tools.
- Facilitators
    - Educators will guide students to take ownership of their learning, both individually and in small group, by creating, maintaining, and managing digital tools and online learning experiences.
- Analyst
    - Educators will direct the flow of instruction by using technology to vary assessment methods; gather student data and reroute instruction accordingly; provide feedback on student progress.

The above standards serve as the backbone for our instructional technology plan. With these standards as our overarching objectives, the planning process was set into motion. Needs analysis were conducted to determine barriers, limitations, needs and wants in the realm of instructional technology. The instructional technology planning committee used the results to

create a guide for providing the students, teachers, parents, and community members the resources and tools necessary for successful implementation for the standards above.

The following strategies will be executed to feed the solutions of the needs assessment, as well as meeting the ISTE standards:

- A school wide website will be created specifically for BVMS educators to share best practices.
    - Blogs, teacher created videos, online resources, tips and techniques will be added to the website.
    - The website will only be accessible to BVMS faculty to nurture a community of self-driven life-long learners. This will combat the issue of teachers needing a common planning time to observe colleagues in action;
    - Teachers have the freedom to engage in professional development according to their schedule, as they can access the website at their convenience rather than a predetermined time and location decided by administration. The needs assessment questionnaire indicated that teachers did not having adequate time for training, due to grading papers, parent conferences, meetings and conferences.
    - Teachers, not administrators, will eagerly host the responsibility of continued education, because the educator can choose their path of individual learning;
    - Administrators will hold teachers responsible by assigning 3 required online reflections per semester. Teachers will use a predetermined form to reflect on their learning experiences based from the website. This requirement's completion will be indicated on end of the year evaluations.
    - An alternate option for continued education would be for teachers to record their own videos of effective teaching and submit an online reflection.

1.2 Vision Statement

The vision statement of the Bayou View Middle School Instructional Technology plan is to provide students with high-quality learning experiences, through technology integration, which will be choreographed by equipped, knowledgeable educators. Students will strive to be positive digital citizens, who take ownership of their learning through intrinsic motivation. Educators will be provided with the support, resources, and tools necessary to meet the objectives outlined in this technology plan. Educators will serve as co-learners, by sharing best practices via a school-based website. Both teachers and school leaders will connect with outside experts to bridge real world scenarios with classroom instruction using collaborative technology tools. Networking with the community, students will build relationships by learning 21st century skills which will be translated to future career pathways.

1.3 Mission Statement

Through the integration of technology, the mission of the Bayou View Middle School Instructional Technology Plan is to evolve an atmosphere of lifelong learning that aims to be self-directed, collaborative, and global in nature. It is our desire to provide students, teachers, parents, educational leadership, and community members the technological resources, tools, and devices to enhance learning experiences and collaborate as productive members of society. Educators will be agents of change, as technology integration will be embraced as part of our BVMS culture to support the various needs of all learners.

1.4 Demographics

Bayou View Middle School is a Title I, public school in Gulfport, MS, located in Harrison County. The school contains grade levels 6th -8th, with a total of 831 students, of which 366 are free and reduced lunch. Student to teacher ratio is 17:1.

Below is a breakdown of Bayou View Middle School's demographic makeup:

Student Enrollment per Grade Level

6th	7th	8th
250	316	265

Student Enrollment per Racial Diversity

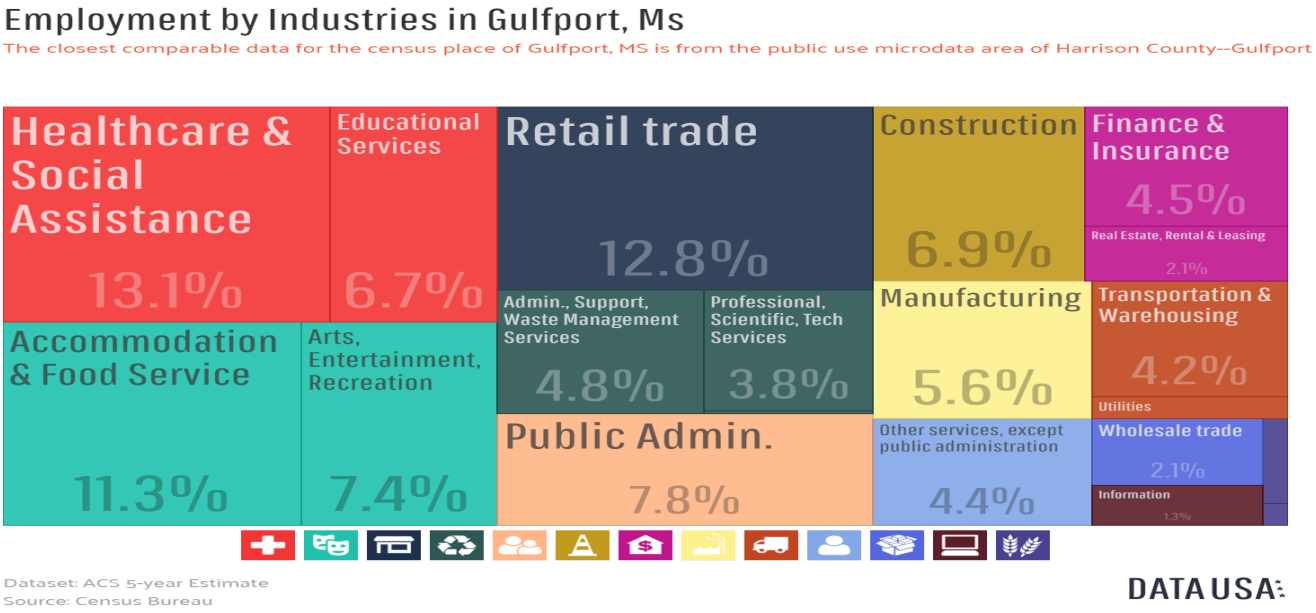
American Indian/Alaska Native	African-American	Asian	Caucasian	Hawaiian / Pacific Islander	Hispanic	Two or More Races
2	269	9	494	3	43	11

Student Enrollment per Gender

Male	Female	Total
449	382	831

Our Community

The population of Gulfport, MS is around 72, 000, with the average household income of $37, 037. 25.5% of the community falls below the poverty level. 85.7% of adults are highs school graduates, with 21.6% graduating from college. The infographic below represents the percentage of workers in the communities' various industries:



Source: DATA USA (Census Bureau)

State of Current Technology

Bayou View Middle School has a solid foundation for technology integration, as all classrooms are equipped with touch-screen Promethean Boards, ActiveInspire software, sound bars, teacher computers and a Chromebook cart. The Chromebook cart contains 30 Chromebooks, which also includes a class set of headphones. BVMS also has two main computer labs, with an additional 4 computer labs which are currently occupied by STEM (Science, Technology, Engineering, and Math) and ICT (Informational Communication Technology) classes. The school has adopted Ready Common Core and iReady curriculum which host individual online student accounts. The school has also invested in Edulastic, Flocabulary, and Imagine Learning for student learning and assessment. All classrooms host wireless internet routers as well.

1.5 Committee Membership

- Rebecca Whittet, Instructional Technology Committee Leader
- Glen East, Superintendent
- Jeena Brunn, 6th Grade Principal
- Tracey Daniel, Technology Director
- Dione Lombard, Technology Specialist
- Joycelyn Albrecht, Librarian
- Rebecca Whittet, ELA 6th Grade
- Stephanie Tootle, Math 8th Grade
- Michael Quintero, Robotics Instructor
- Margaret Tiner, Student Council President
- Bobby Gene, Student Council Vice President
- Mary Stills, School Board Member
- Karen Gouin, Kindergarten Teacher Assistant
- Tracie Bruni, Parent
- Lea Bellon, Parent
- Velma Johnson, Parent
- Belle Smith, The Nourishing Place Director
- Joyce Snider, University of Southern Mississippi Advisor
- Amy Lee, Business Management Technology Instructor
- Marcus Forbes, ActiveInspire Consultant

1.6 Needs Analysis

Various surveys were administered to students, parents, and educators to gather feedback on potential enhancements for technology instruction at BVMS. The surveys covered the below topics:

- current barriers and limitations for integrating technology;
- open-ended responses for potential technology opportunities;
- satisfaction surveys for current state of technology integration for students, parents, and educators.

Findings

Students

- 41.5% of BVMS students are estimated to use technology to gather information daily.
- 10% of BVMS students are estimated to use technology to analyze or synthesize information daily.
- 28% of BVMS students are estimated to use technology for reporting or communicating information daily.
- 52.5% of BVMS students are estimated to use technology for the writing process.
- 92% of students report that they feel tempted to visit other websites, not included in the daily lesson.
- 53% of BVMS student feel they use computers too often.

Teachers

- 62% of BVMS teachers believe that they have adequate accessibility to technology, resources, and tools.
- 47% of BVMS teachers believe more technology training is needed for effective technology integrated lessons.
- 50% of BVMS teachers report using technology as a means of tutorials, or remediation.
- 74% of BVMS teachers report using technology for planning and creating instructional materials.
- 68% of BVMS teachers report that sufficient technology is available for assistive technology.
- All BVMS teachers reported that they would prefer flexible, self-driven, yet collaborative opportunities for technology training.
- 29% of BVMS teachers believe that the school has a climate of support.
- 89% of teachers believe that current professional development is irrelevant to their specific content.
- All BVMS teachers reported that a mentoring partnership would be extremely beneficial.
- Open-ended questions revealed the need for more technology training on the following topics:
    - Read-Aloud Accommodations, Self-grading formative assessment tools, classroom management tools, Tools for ELL and special need students

LEADERSHIP AND SUPPORT

2.1 Legal Aspects

Bayou View Middle School offers its students, faculty and staff access to high speed internet in accordance with the terms outlined in this policy. The network is to be used for educational

purposes and users must be responsible digital citizens. The following section serves to define the guidelines for appropriate use of technology.

Academic Honesty and Plagiarism

The internet opens the doors for users to share original creations and claim ownership of the sources through copyright. These materials may be accessible by some or all internet users, which can become a legal issue if proper permissions are not acquired. Under the Fair Use Act, copyrighted materials can generally be used for educational and non-commercial purposes under specific circumstances (See Fair Use Act.) Students must be able to decipher between Fair Use and plagiarism, the claiming other's original works as their own. Students and educators will participate in training concerning academic dishonesty.

Acceptable Use Policy

The Bayou View Middle School's Acceptable Use Policy (AUP) are district mandated guidelines built with the safety of its users in mind. Under no circumstances should any users engage in illegal activity as defined by local, state and/or federal agencies while using the district's resources, devices, or network.
In order to gain access to our network, students, educators and staff must abide by the policies directly as outlined in the AUP.

User Responsibilities

- Never share your user name and/or password to network services with others.
- Log off after every online session to ensure improper usage of your account. You are always responsible for the security of your account when logged in.
- Only school-owned devices are allowed access to the school's network.
- Virus scans are automatically scheduled as a precautionary measure on all school computers; allow updates if prompted.
- Do not open e-mails from unknown senders. Do not open any links from unknown sources as they may contain viruses.
- Do not attempt to login to other's accounts or send information imposing as other users.
- Immediately report any appropriate use of school devices, network, or resources by other users.

Violation of Policies

- If AUP policies and responsibilities of users are ignored, violations can result in loss of internet privileges, denial of internet usage, or disciplinary actions. Possible expulsion or criminal charges can result from illegal misuse of the school's digital resources and network.
- Copyright and plagiarism violations will result in disciplinary actions as outlined in the school's handbook.

2.2 Community Resources and Public Relations

The Gulfport School District places the utmost importance on networking with local, regional, and nationwide partners. Career pathways are introduced in our elementary schools, explored in middle schools, and experienced at the high school in our district. In order to make this possible, we foster lasting relationships with businesses and organizations. This symbiotic relationship benefits both our students as well as their future employers through field trips, internships, volunteer opportunities, and much more.

Our district public relations coordinator connects local businesses and organizations with educators at our school. The networking opportunities provide priceless real-world experiences for our students, funding for various activities and events, and access to subject matter experts.

The technology committee for Bayou View Middle School will tap into these resources for successful implementation of our three-year plan. Resources, devices, and tools outlined in the technology plan will be partially funded through grants from these organizations. In return, we will provide these businesses and agencies with volunteering, advertising, and exposure, as well as future employees prepared to work in their industries.

2.3 Support from School, Businesses, and Community

Gulfport School District

- Most funding for the provisions outlined in this policy are covered by local and state funding, as well as the federal e-rate program.

United Way

- United Way has generously offered to fund an after school tutoring program, free of charge for low income students. The $25,000 donation will be applied to an online reading intervention program.

The Nourishing Place

- The Nourishing Place has offered to purchase 10 iPads for special needs students.

NASA

- NASA has approved a $10,000 grant which will be used to purchase software for our robotics classroom.

The Port of Gulfport

- The Port of Gulfport has donated three shipping containers which will be used to create traveling, interactive showrooms designed by our very own high school students. Our high school students will then present the showrooms, based on various occupations, to our middle school students.

Bayou View Baptist Church

- Bayou View Baptist Church has created a study hall for students in the community. The study hall is equipped with computers, internet, and printers so all students have access to technology outside of the school.

Bayou View Hardware

- Bayou View Hardware has donated wireless routers for five classrooms at Bayou View Middle School.

2.4 Special Needs Support

Students with special needs will have access to appropriate assistive technology, as well as appropriate resources. Although the Special Education Department will provide many of the necessary accommodations, Bayou View Middle School has adopted several independent tools/resources in addition.

English Language Learners (ELL)

- ELL students will gain access to the website Imagine Learning, through a three-year subscription.

Students with Dyslexia

- OpenDyslexic Font is a Chrome extension program that will transfer all font on a website into OpenDyslexic Font. This font has been proven in research to assist with reading for those struggling with the ability to read due to dyslexia. This extension will be purchased and installed on all dyslexic students' Chromebooks.

Vision Impairments

- Specialized iPads will be purchased for students with extreme vision problems, which will magnify screen components beyond the regular capabilities of an iPad.

Hearing Impairments

- Students with hearing impairments will be equipped with ear buds that wirelessly transmits the teachers voice through a special microphone worn by the teacher.

ENVIRONMENT AND INFRASTRUCTURE

3.1 Equipment and Facilities

Bayou View Middle School is extremely proactive in the realm of technology. Stakeholders place the value of technology in a child's education as top priority. BVMS has high-end technology with wireless internet and cloud computing capabilities. This technology is richly used as a crucial tool in teaching Mississippi College and Career Readiness Standards in all subject areas. Emphasis is placed on technology by incorporating classes such as STEM, Information and Technology Communication (I and II), and Robotics classes. Technology Student Association (TSA) is a co-curricular club offered to all students at BVMS, which competes on a state and national level. BVMS focuses on introducing students to career pathways which guides their path to career fields of interest. This prepares the students for more intense experiences with career exploration through technology integration at Gulfport High School (GHS.) GHS offers various career and technology education (CTE) classes including Engineering, Auto Mechanics, Construction, Business Management Technologies, Health Sciences, Public Law and Government, as well as Teacher Academy. All CTE classes implement cutting edge technologies. Our students will convert seamlessly to GHS, because they will be accustomed to using similar technologies experienced during their years at BVMS. Our community understands the importance of integrating relevant technology, as BVMS continues to maintain partnerships with numerous outside agencies. Supporters such as Ingalls, the Port of Gulfport, the Gulfport Police Department, United Way, NASA, and Mississippi Power have provided tens-of-thousands of dollars to our school through grants. These grants have provided valuable technological tools, devices and resources for our students. Many parents and guardians also serve as liaisons between the school and local businesses. This community bond creates a rich learning environment for students and offers limitless opportunities through the technology resources provided.

Each classroom at BVMS is equipped with a touch screen Promethean board, sound bar, wireless internet, one Chromebook cart with 30 Chromebooks, and a class set of headphones. Every student, teacher and administrator uses a district issued Google account, so Microsoft applications are not necessary. Google products are the key application used by students, teachers and administrators. Google Mail, Google Classroom and Google Forms serve as a mode of communication. Google Slides, Google Docs and Google Sheets are the primary applications for student products, instructional materials and managerial tools. Google Drive is our primary drive for saving and sharing files.

Each teacher also has one desktop computer. This computer does have Microsoft applications, although this is not a necessity. Each teacher computer can send print jobs to the teacher workroom through hardwired internet. The copier also has the capability of scanning and sending papers to the teachers' desktop computers. There are eight computer labs equipped with 20-30 desktop computers; six of which are for ICT and STEM classes. There are two open computer labs which are designed for teacher training or classroom experiences.

The bulk of technology for special needs students are applications within the Chromebooks and desktops. Text-to-Speech, Speech-to-Text, online translators are a few of the technologies used. Microphones are also used as assistive technology for students who may have hearing complications or orthopedic disabilities.

iReady, by Curriculum Associates, is an online reading and math intervention program which tracks students progress for the standards, offers personalization and differentiation according to grade level capabilities. This program hosts unlimited data for teachers and administrators to track students' progress or lack of progress over the school year. Teachers can make immediate remediation as needed based of the detailed data. BVMS also uses the testing program Edulastic. This platform allows teachers to create assessments which are taken online by students. Questions are connected to standards, so immediate data can be viewed by teachers once the application self-grades the assessment. BVMS purchased the premium version of Edulastic, which includes text-to-speech capabilities and a vast assortment of data analysis.

3.2 Maintenance

The Gulfport School District Technology Department serves as the driving force of effectively implementing and maintaining technology at BVMS. A detailed listing of the positions and expectations of this department can be found below:

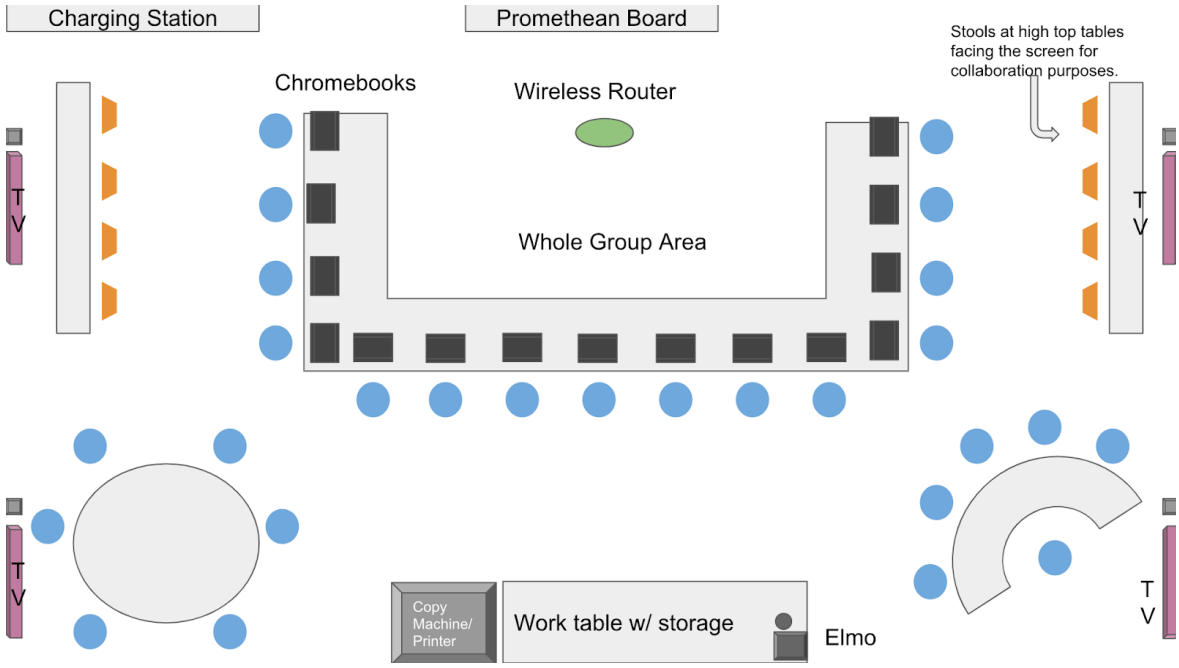
- Director of Technology
    - Establishes the mission and vision statement of the Department of Technology.
    - Directs and participates in the planning of the district's goals, policies and procedures which surround technology safety, usage and implementation.
    - Guides the support services team to organize, plan, and supervise all technology related activities.
    - Owns the responsibility of training and evaluating the performance of all Department of Technology staff.
    - Effectively communicate with administrators, staff, teachers, and community members concerning the implementation of the technology plan.
    - Write grants and secure outside funding for technology needs.
    - Prepare necessary documentation, policies, and procedures to establish, secure and maintain federal e-Rate funds.
    - Develop and maintain a budget to meet the needs outlined in the technology plan.

    - Serve as a lead for committees in the planning, implementation, and evaluation of the district's technology plan.
    - Oversees all training of technology integration.
    - Determines the removal, deletion, or relocation of hardware.
    - Performs other duties as assigned.
- Network Engineers (2)
    - Provide IT solutions for the district.
    - Monitor and report misuse of network and internet services.
    - Manage internet protocol addresses.
    - Issue user passwords for all administration, staff, teachers, and students.
    - Install new software and hardware.
- Computer Technicians (3)
    - Install, configure and update operating systems and software.
    - Install, configure, assemble, and/or repair hardware such as screens, keyboards, central processing units, printers, etc.
    - Install, configure and update virus protection.
    - Provide training for maintaining, cleaning, storing, and tracking technology devices and equipment.
    - Troubleshoot complications with the network and technology resources, tools, and devices.
    - Communicate with administrators, staff, and educators to assist with network services, hardware, and software applications.
    - Assistance with other related work, as deemed necessary.
- Instructional Technology Specialists (2)
    - Provides ongoing professional development to train teachers how to implement technology to ensure effective instruction, safety of the students, and usage of technology resources, tools, and devices.
    - Attend conferences related to instructional technology to expand the knowledge of tactics outlined in the technology plan.
    - Analyze student progress using technology outlined in the technology plan.
    - Create, disperse, and analyze technology related questionnaires to administration, staff and teachers which will guide professional development.
    - Manage the district's website, as well as oversee individual school websites.
    - Troubleshoot technology related issues related to instruction, assessment or devices.

Although many responsibilities lie with the Technology Department, teachers must maintain, clean, secure and track all devices assigned to their inventory. If any incidence occurs with a device such as breakage, malfunction, or irregularities, the teacher must complete a work order or contact technology department in a timely manner. Teachers are ultimately responsible for their inventory.

3.3 Technology Budget

Below is a diagram of a computer lab, which will be a multipurpose room housing both professional development and student instruction:



The following budget will outline the purpose of each item, as well as the amount of each item:

Budget Category	Purpose	Quantity	Cost per Item	Cost-Year 1	Cost-Year 2	Cost-Year 3
Hardware						
Chromebooks w/ charging station	Students and teachers will use the Chromebooks to learn, create and collaborate with access to the internet and numerous educational applications.	30	$300.00	$9,000.00	$1,000.00 Replacement Cost	$1,000.00 Replacement Cost
Promethean Board	The interactive Promethean board will serve as a tactile instructional tool to mirror students' screens, showcase student work, instruct whole group and small group, and much more.	1	$6,000.00	$6,000.00	$200.00 Updated Software-ActiveInspire	$200.00 Updated Software-ActiveInspire
32" TV screen	The four screens will serve as a platform to collaborate in small groups. Using Chromecast plugins, the student can cast their individual screens to the TV screens to share resources, hold discussions, and produce quality products to name a few.	4	$350.00	$1,400.00	$0	$0
Wireless Router	This will give students the capability to move freely in the room with their devices by providing high speed internet.	1	$250.00	$250.00	$0	$0

Chromecast	These plugins will turn the four tv screens into platforms for showcasing work, canvases for collaborating, and devices to display differentiated instruction.	4	$40.00	$1,600.00	$40.00 Replacement cost	$40.00 Replacement cost
Copy Machine	This lab will be used for collaboration and learning scenarios in which products will be developed. Students can print work; scan, store, email and share documents.	1	$4,500.00	$4,500.00 $1,000.00 Maintenance $1,000.00 Toner	$1,000.00 Maintenance $1,000.00 Toner	$1,000.00 Maintenance $1,000.00 Toner
Elmo- Document Reader	This document reader will be used to project images to the promethean board, record lessons, or share lessons live using the built-in webcam.	1	$400.00	$400.00	$0	$0
Subtotal for Devices				**$25,150.00**	**$3,240.00**	**$3,240.00**
Software and Resources						
Instructional	School-wide subscriptions for the following websites will be purchased: ● Edulastic ● Flocabulary ● iReady ● Imagine Learning	1	$4,500.00	$4,500.00	$4,500.00	$4,500.00
G-Suite for Education	G Suite for education will be the main platform for applications. This will take the place of Microsoft applications, as student accounts are free.	$2 per faculty/staff	$200.00	$200.00	$200.00	$200.00
Training for Teachers and Professional Development Supplies	Teachers will need to be trained with the software, applications, and website resources. Supplies may also need to be purchased for training/professional development.	1	$1,000.00	$1,000.00	$1,000.00	$1,000.00
Subtotal for Software				**$5,700.00**	**$5,700.00**	**$5,700.00**
Infrastructure						
Wireless Connections and Internet Access	Internet access will be needed for access to the World Wide Web.	1	$1,500 w eRate discount	$1,500 w eRate discount	$1,500 w eRate discount	$1,500 w eRate discount
Warranties/ Insurance	Warranties and protection services will be used for broken Chromebook screens, device malfunctions, etc.	1	$2,500	$2,500	$2,500	$2,500
Subtotal for Infrastructure				**$4,000.00**	**$4,000.00**	**$4,000.00**
				Y1	**Y2**	**Y3**
Total per Year				**$60,000.00**	**$12,940.00**	**$12,940.00**

PROFESSIONAL DEVELOPMENT

To create a school climate of innovation, creativity, and support our model of professional development will transform from the traditional structure to a flexible, teacher-relevant, collaborative community of learners. To initiate this change, teachers completed a needs assessment survey at the end of the 2018-2019 school year. The needs assessment included questions aimed to determine the likes and dislikes of past professional development, needed or suggested technology devices, tools and resources, as well as future topics of discussion for training opportunities. One major feature of the survey included two sections: strengths and weaknesses for technology integration. This specific information is critical to the success of our mentoring program which is outlined further in this section. All other data was used to build an outline of proposed training topics.

4.1 Plan and Procedures

- Design Flexible, Ongoing, Accessible, and Relevant Professional Development
    - Create a website exclusively for Bayou View Middle School faculty to share best practices.
        - Gain convenient access to our school's professional development website, for learning that fits the teachers' schedule.
        - Colleague-created instructional videos are uploaded and categorized by subject matter, such as math, and teaching topics, such as classroom management.
        - Begin blogs and discussion threads for each subject area to share best practices.
        - Create troubleshooting video-selfies for common technology issues.
- Create a School Climate of Support
    - Create a team of technology leaders, one in each grade level, that can mentor and assist teachers as needed.
    - Matching mentors with specific strengths to teachers with corresponding weaknesses.
    - Our school's professional development website will promote faculty bonding.

        - Develop a teacher “shout out” page, so colleagues can leave video-selfies for other educators.
        - Spread positivity by thanking or praising other teachers. A written feature can also be available for teachers who do not feel comfortable talking on video.
        - Comment boxes will be nested under peer created instructional videos to leave feedback, give suggestions, or ask questions.
    - Provide voluntary in-house training before, during and/or after school.
        - Tech Café: PTA provided breakfast/coffee and quick technology tutorials
        - Lunch and Learn: PTA provided lunches with quick technology tutorials
        - Facts and Snacks: PTA provided snacks with quick technology tutorials
    - Ongoing support and teacher accountability for technology integration.
        - Provide follow-up training for troubleshooting purposes.
        - Observe teachers implementing technology offered in professional development and training.
        - Provide feedback and interventions for teachers implementing technology.
        - Match teachers with specific strengths, outlined in the needs survey, with teachers who have corresponding weaknesses, to serve as mentors.
        - Casual professional development is accessible 24 hours, 7 days a week, so teachers can access the site on their own schedule.
            - With the flexibility of self-directed learning, teachers will be held accountable by being active members of our professional development websites. The data will be managed by a background application that monitors time spent on the site, as well as number of visits.
            - Three professional development forms, which includes reflection and outlines future steps, must be completed each term.
        - Formal professional development will be offered on a monthly basis.

- Professional development will alternate between synchronous and asynchronous trainings.

- Training for Topics Outlined in the Needs Assessment
    - Assistive Technology training will be conducted for:
        - modified iPads for vision impairments.
        - lanyard microphones for hearing impaired.
        - Edulastic software for read-aloud.
        - Imagine Learning software for ELL students.
    - Training for classroom management tools and resources will be offered.
    - G Suite add-ons/extension workshops will be offered.
    - iReady training offered for teacher specified topics.
    - Training for implementing technology-driven lessons that require a higher DOK (Depth of Knowledge).

4.2 Professional Development Budget

Item	**Notes**	**2021**	**2022**	**2023**
External Trainers	iReady and Edulastic consultants	$1,500.00	$1,500.00	$1,500
Conferences	In and Out of State	$15,000.00	$15,000.00	$15,000.00
Travel Costs	In and Out of State	$10,000.00	$10,000.00	$10,000.00
Training Supplies	Any supplies needed for professional development	$5,500.00	$5,500.00	$5,500.00
Evaluation Tools	Pro-features on survey websites for intricate data	$500.00	$530.00	$560.00

Refreshments	Snacks and drinks offered on half-day workshops	$1,000.00	$1,000.00	$1,000.00
Incentives (Free)	Various teacher products, gift cards, and vouchers donated by the community and/or PTA.	0	0	0
Incentives (Paid)	Webcams, wireless mouse, paid subscriptions to magazines, throwable microphones, printer with a year's worth of ink	$5,000.00	$5,000.00	$5,000.00
Substitute Teachers	To cover teachers out for professional development	$40,000.00	$40,000.00	$40,000.00

IMPLEMENTATION AND EVALUATION

5.1 Implementation Process and Timeline

2020-2021

August-December

- Professional Development Kick-off meeting: Meeting as a faculty, the PD website will be introduced. PD expectations for the year will be discussed, with a further open floor for teacher input. Technology leaders will be introduced to the staff. Mentors will team up with their assigned teachers.

- Digital badge system introduced to staff.
- Meet with teachers who are interested in applying for the United Way tutoring sessions.
- Assistive technology will be purchased through funds secured for special needs students.
- All teachers will create a bulletin board with student work that showcases how to be a responsible, digital citizen.
- Bi-weekly reminders will be sent encouraging teachers to use the PD website, as well as produce content for the website.
- Monthly "Tech-Teacher" showcased on our PD website. They will share their most innovative resources during a casual interview. This will be posted on our PD website.
- Technology leaders will build video tutorials for staff focusing on key elements of Edulastic, an assessment application that teachers will use for most assessments.
- Computer Technicians will meet with teachers during each grade level planning period to discuss proper management and care of the Chromebook carts.
- Representative will attend the Massachusetts Technology Leadership Conference to gain research-based strategies to improve student's DOK for technology integration.
- Teachers will meet with their subject area colleagues to share technology resources for ELL students and students with special needs. Each teacher will share one resource. Imagine Learning Q&A will wrap up the meeting.
- Lunch and Learn: Topic of interest- Assistive technology tips and techniques
- Begin United Way tutoring for at-risk students, identified by beginning of the year pre-assessments.
- Tech Café': Topic of interest- read-aloud accommodations

January-May

- NASA grant funds available for purchasing robotics equipment.

- Technology leaders will meet with their cohorts through Google Meet to introduce the collaboration tool and go over its basic features.

- Bi-weekly reminders will be sent encouraging teachers to use the PD website, as well as produce content for the website.

- Monthly Techie Teacher showcased on our PD website. They will share their most innovative resources during a casual interview.

- Technology leaders will build video tutorials for staff focusing on troubleshooting for common technology issues.

- Lunch and Learn- Topic of interest- classroom management tools

- Invite Nourishing Place representatives to observe students and teachers engaging in technology rich lessons using the iPads graciously donated.

- Facts and Snacks- Topic of interest- self-grading formative assessment applications

- Teachers will meet with their subject area colleagues to share technology resources for innovative subject area lessons. Each teacher will share one resource.

- State testing technology do's and don'ts for mandated faculty meeting, prior to state testing.

- Technology inventory due, with deletions, transfers, and or additions.

2021-2022

August-December

- Professional Development Kick-off meeting: Meeting as a faculty, the PD website will be introduced. PD expectations for the year will be discussed, with a further open floor for teacher input. Technology leaders will be introduced to the staff. Mentors will team up with their assigned teachers (according to prior year's technology proficiency test-longitudinal study logged for growth patterns.)

- Digital badge system updated and introduced to staff. Recognize successful teachers.
- Chromebook carts purchased for self-contained special education classes.

- Monthly gift cards given to teachers who actively use the PD website- monitored through a regulating system.
- Monthly "Tech-Teacher" showcased on our PD website. They will share their most innovative resources during a casual interview. This will be posted on our PD website.
- Technology leaders will build video tutorials for staff focusing on site specific technology.
- Teachers will meet with their subject area colleagues to share technology resources for site specific needs. Each teacher will share one resource.
- Lunch and Learn: Topic of interest- site specific according to teacher input.
- Begin United Way tutoring for at-risk students, identified by beginning of the year pre-assessments. (continued)
- Tech Café': Topic of interest- site specific according to teacher input.
- Ask the Director: The technology director for the district will meet with staff to discuss the future of technology in the district. Open floor discussion.

January-May

- Technology leaders will meet with their cohorts to discuss topics of interest- site specific according to teacher input.
- Lunch and Learn- Topic of interest- site specific according to teacher input.
- Re-apply for NASA grant.
- Research and write grants for innovative technology.
- Facts and Snacks- Topic of interest- site specific according to teacher input.

- Teachers will meet with their subject area colleagues to share technology resources. Each teacher will share one resource.

- State testing technology do's and don'ts for mandated faculty meeting, prior to state testing.

- Technology inventory due, with deletions, transfers, and or additions.

- Conduct needs assessment with student, teacher, and parent surveys.

- 10 teachers will be selected from each site to attend this summer's National ISTE Conference in Dallas, TX.

2022-2023

August-December

- District level workshops will be presented to all teachers in the district. Teachers will attend workshops of their choice.

- Digital badge system updated and introduced to staff. Recognize successful teachers.

- Chromebook carts, copier, ELMO, and TV screens purchased for the new technology lab.

- Mentors with specific strengths will be assigned to teachers who have that specific weakness, based on the technology proficiency assessment. They will check in with their teachers on a weekly basis.

- Technology lab open house for teachers. Teachers will be formally introduced to our new technology lab that is accessible through Google Calendar reservations.

- Each grade level will host a parent night in the technology lab, showcasing the various technology that their children use daily. Teacher Academy students will have activities in the gym for childcare.

- Technology leaders will meet with their cohorts to discuss topics of interest dictated through the needs assessment.

- Mentors will observe their teachers implementing technology and will offer feedback on growth.

January-May

- Technology leaders will meet with their cohorts through Google Meet to introduce the collaboration tool and go over its basic features.

- Bi-weekly reminders will be sent encouraging teachers to use the PD website, as well as produce content for the website.

- Monthly Techie Teacher showcased on our PD website. They will share their most innovative resources during a casual interview.

- Technology leaders will build video tutorials for staff focusing on troubleshooting for common technology issues.

- Lunch and Learn- Topic of interest- classroom management tools

- Invite Nourishing Place representatives to observe students and teachers engaging in technology rich lessons using the iPads graciously donated.

- Facts and Snacks- Topic of interest- self-grading formative assessment applications

- Teachers will meet with their subject area colleagues to share technology resources for innovative subject area lessons. Each teacher will share one resource.

- State testing technology do's and don'ts for mandated faculty meeting, prior to state testing.

- Technology inventory due, with deletions, transfers, and or additions.

- Form committees to develop 3-year technology plan.

- Conduct needs assessment with student, teacher, and parent surveys.

5.2 Evaluation Procedures

The following evaluation system will be implemented at every school site. A professional development coordinator will be the person responsible at each site for completing this process:

Technology Proficiency assessments will be given to all teachers at the beginning of each school year. This will pair teachers with strengths to those with the correlating weaknesses. Mentors will check on teachers weekly for troubleshooting or assistance with technology. A longitudinal study will begin on each teacher to chart progress on the technology proficiency test over the year/s.

Technology leaders will be assigned for each grade level. They will meet with their grade level teams twice a semester to discuss resources for teachers according to the needs assessment from the prior year.

The Professional Development Coordinator at each site will offer flexible short workshops offered before school, during lunch or after school. Snacks will be offered through PTA.

Monthly professional development will occur in various forms: casual, formal, online (synchronous or asynchronous), and self-led (PD Website).

The professional development coordinator will observe teachers using the technology (participating in PD and in the classroom setting). He/She will offer feedback and provide follow-ups.

The professional development coordinator, along with administration will evaluate teachers' performance through:

- Observations
- Mentor/Technology Leader Feedback
- Artifacts:
    - Student created work
    - Teacher created work
    - Reflection Forms (3 are needed each semester)

- The professional development website will be a major source for teachers to provide artifacts. Artifacts include:
    - Created videos of instruction
    - Blog entries
    - Discussion threads
    - Uploaded documents
    - Uploaded resources
    - Reflections

RESOURCES

Anderson, L. (1999). *Guidebook for developing an effective instructional technology plan* (Version 3.5. ed.). Mississippi: Mississippi State University.

Wang, S. (2013). *Technology integration and foundations for effective leadership*. IGI Global.