

Technology Plan 2010 -2013

Dexter Consolidated School District

100 North Lincoln, PO Box 159
Dexter, New Mexico 88230

District Technology Plan

District Technology Coordinator/Contact

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Committee Members

Member	Title	Constituency Represented
Terri Floyd	Teacher	High School Representative
Diane Howard	Teacher	High School Representative
Denell Eldridge	Teacher	Middle School Representative
Greg Smith	Teacher	Middle School Representative
Glee Swarengin	Teacher	Elementary School Representative
Paula Foster	Teacher	Elementary School Representative
Amy Deutsch	Dist. Librarian	District

Community at Large – Quarterly

On sign in basis

Board Of Education

Donna Sterrett, President
Troy Thompson, Vice President
Orlando Chavez, Secretary
Susan Garnett, Member
Dan Lathrop, Member

PLAN TERM: Begins: January 2010 Ends: January 2013

The submitting district

- is compliant with the provisions of the Children's Internet Protection Act (CIPA).
- is CIPA compliant.
- will apply for Erate discounts for the current fiscal Year

We, the members of the Board of Education, do hereby approve this Technology Plan as submitted by the above named Technology Committee.

Superintendent

Patricia Parsons.



Date:

11-09-09

Attached are Board meeting minutes

Dexter Consolidated Schools Vision

Student Excellence

Mission Statement

Dexter Consolidated Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

Focus Areas

- The number of students scoring proficient or above in **READING** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMOs) or increase by 15%, whichever is greater.
- The number of students scoring proficient or above in **MATH** will increase by the percentage necessary to meet 2009 Annual Measurable Objectives (AMO) or increase by 15%, whichever is greater.
- Improve **PARENT SUPPORT AND INVOLVEMENT** in their child's academic achievement as a member of the school community.

Belief Statements

We believe...

All students can learn.

Learning and leadership is a partnership between administration, faculty, student, parents, and community.

Respecting diversities and cultures is important to our families and society to support community and cultural unity.

Systematic educational decisions are made using student-centered data.

In the value of criterion based evaluation which compares students with standards not each other and that is fair, valuable and equitable.

We are committed to...

- Abide by State, Federal, and local school board policy.
- Align, implement, and continuously assess our Educational Plan for Student Success to insure student success;
- Ensure an environment that promotes the safety and well-being of students, staff, and community;
- Create and maintain an environment that promotes student respect, responsibility, and accountability;
- Employ high quality staff who facilitate student learning, understanding and application;
- Provide opportunities that encourage respect, understanding and sensitivity of cultural diversity;
- Engage all students in integrated technology processes using state-of-the-art resources to meet societal demands;
- Provide opportunities for students and teachers to develop skills necessary for personal excellence and
- Encourage parent engagement to support excellence and life-long learning.

National Mandates

No Child Left Behind

“We cannot assume that our schools will naturally drift toward using technology effectively. We must commit ourselves to staying the course and making the changes necessary to reach our goals of educating every child. These are ambitious goals, but they are goals worthy of a great nation such as ours. Together, we can use technology to ensure that no child is left behind.” (President George W. Bush, January 2002)

No Child Left Behind was signed into law by President Bush in January 2002, “NCLB is the latest federal legislation that enacts the theories of standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. The Act does not assert a national achievement standard; standards are set by each individual state. The Act requires that the schools distribute personal information of every student enrolled to military recruiters and institutions of higher education, unless the student opts out. “(Retrieved from http://en.wikipedia.org/wiki/No_Child_Left_Behind_Act October, 2009)

Children’s Internet Protection Act

Another federal act that effects funding of technology in schools and libraries across America is the Children’s Internet Protection Act of 2000.

This Act places restrictions on the use of funding that is available through the Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, and on the Universal Service discount program known as the E-rate. These restrictions take the form of requirements for Internet safety policies and technology which blocks or filters certain material from being accessed through the Internet.

Since the implementation of this act, acceptable use policies have been implemented which spell out appropriate use of the computer, network and Internet. Staff and students are required to have a signed acceptable use policy (Attachment “A”) on file in the technology department indicating that they understand and will abide by these policies. An Internet filter has been in place since the year 2000 to block access to certain material through the Internet.

This plan conveys next steps in using technology more productively and in weaving it more thoroughly into daily learning and teaching.



II. TECHNOLOGY GOALS, OBJECTIVES AND STRATEGIES

Vision

Student Excellence - In Technology

Mission

Dexter Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

District Goals:

Technology Literacy Goal: Student engagement in the learning process increases with technology.

Learning is differentiated and active.

Learning is constructed and inquiry based.

Learning is collaborative and communicative.

Learning is available 24/7, and students are active contributors to the learning environment.

Technology Integration Goal: Teachers engage technology in the teaching and learning cycle.

Instruction is collaborative and differentiated.

Instruction is driven by data.

Instruction is supported by relevant professional development.

Digital learning resources support instruction.

Technology Integration Goal: The Community is connected with learning.

District, school, and student data is shared.

Procedures, policies and information are shared.

The Community is involved in technology planning.

2010 - 2013 Technology Plan

District Technology Goals

Technology Literacy Goal: *Student engagement in the learning process increases with technology.*

EPSS Goal Statement: The number of students scoring proficient or above in MATH and READING will increase by the percentage necessary to meet Annual Measurable Objectives (AMO) or increase by 15%, whichever is greater.

Strategy: *Learning is differentiated and active*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2009 to 2011.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Students will build understanding and concepts in all core curricular areas.	Professional development with qualified consultants such as: NWEA, NMSU cross data triangulation.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, network and bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Students develop technology input skills.	Professional development in the form of: Peer to Peer and with qualified consultants.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students and keyboarding, DIBELS, AR, Star, and Compass Learning.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, network and bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Strategy: *Learning is constructed and inquiry based.*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2009 to 2011.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
All core content areas rely on primary source materials and an inquiry learning model.	Professional development with qualified consultants such as: NWEA, NMSU cross data triangulation, MC2, Sharonn Ghatti-Carsons, and ACT prep.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, network and bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Students are supported in the research process in all core content areas.	Professional development with qualified consultants.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Students brainstorm ideas, build concept maps, outline, and scaffolds to support learning.	Professional development with qualified consultants and knowledge of how to use graphic organizers.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Dexter Consolidated School District – Technology Plan 2010 - 2013

Strategy: *Learning is collaborative, communicative, and students are active contributors to the learning environment.*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2009 to 2011.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Students and teachers collaborate and communicate in a classroom environment, face to face or web environment that enhances, supports, and encourages student input and learning.	Professional development with qualified consultants such as: NWEA, NMSU cross data triangulation, MC2, Sharonn Ghatti-Carsons, qualified district personnel and ACT prep.	Short cycle assessment. MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Students at the high school level participate in the high schools that work program.	Professional development with qualified consultants, peer to peer and administrators.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Students produce and use multi-media for assignments and projects throughout all grade levels.	Professional development with qualified consultants and knowledge of how to use graphic organizers and develop podcasts.	MAP 3 times a year. Survey test anytime throughout the year. Data, progression of scores from test to test. Report cards and annual test scores. RTI strategies will be implemented with identified students.	All teachers across curriculum areas, administrators, and students.	Aug, 2010 - May 2013	Internet, Laptop Labs, computer labs, Program specific software, network, bandwidth	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

2010 - 2013 Technology Plan

District Technology Goals

Technology Literacy Goal: *Teachers engage technology in the teaching and learning cycle.*

EPSS Goal Statement: The number of students scoring proficient or above in MATH and READING will increase by the percentage necessary for Measurable Objectives (AMO) or increase by 15% whichever is greater.

Strategy: *Instruction is collaborative and differentiated.*

Evaluation

Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Teachers and students collaborate on assignments, projects during and outside the school day.	K-12 Staff receives continuing Professional Development, Classroom management using Blackboard	Parent connect, functional data warehouse. All staff use online data and K-12 reporting system determined	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	Wireless carts and laptops, online resources that can be accessed from home. Tech Support	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers support and build student research/inquiry with a variety of tools.	K-12 Staff receives continuing Professional Development. Early integrators training.	Usage of data from MAPS. All Staff trained and using data	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	All teachers have a laptop to take home. Access to Network from home. Tech Support.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers will incorporate Web 2.0 resources to enhance daily instruction	K-12 Staff take advantage of Professional development offered by RETA in the form of Webinars.	Staff will report attendance and show evidence of use in classroom.	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	All teachers have a laptop to take home. Access to Network from home. Tech Support.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Dexter Consolidated School District – Technology Plan 2010 - 2013

Strategy: *Instruction is driven by data.*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Teachers access student formative and summative data to guide instruction	K-12 Staff are trained to access and use data to make instructional decisions. Ongoing training is developed addressing Technology Tiers	Usage of data increases on data warehouse, increased use of technology to access data	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010-2013	Data Storage, data extraction software, and data warehouse support	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers collaborate in teams to develop common assessments and to use data to improve student learning.	K-12 Staff are trained to develop common assessments, to access and use data to make instructional decisions, in early integrators training.	Increase usage of data warehouse. All Staff trained and using data and early integrators.	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 -2013	Data Storage, data extraction software, and data warehouse support	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Strategy: *Instruction is supported by-relevant professional development.*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Develop License Tier Training structure to move teachers to Tier 2 and/or Tier 3 Support Tier 3 teachers continued growth.	K-12 Staff receive a variety of Professional Development opportunities aligned with technology integration tiers, curriculum content and learning strategies. Ongoing training and development addressing technology use to support teacher’s continued growth in Licensing Tiers	Increase in percentage of staff progressing from Tier 1 to Tier 3.	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2009 -2011	Identify staff to provide professional development. District laptop incentives	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Dexter Consolidated School District – Technology Plan 2010 - 2013

Technology training to assist in developing, planning, and training for skills integration courses.	Tech specialist receives training in better practices and technology coaching and integration strategies. Develop model and identify staff and programs that will help increase technology use in the classroom.	Increase in percentage of staff in Tier 2 and 3 that receive training. Principal observation data increase of technology for instruction.	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	Increase numbers of laptops in each school, cameras, LCDs, projectors, color printers and supplies. Updated software. Supply Interactive Whiteboards for usage in classrooms.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
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Strategy: *Digital learning resources support instruction.*

Evaluation Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Teachers and students access online learning opportunities to support students in acceleration, credit recovery, or content understanding	All Staff are instructed on the use of online resources for students, all staff will trained in using interactive white boards and Blackboard in the Classroom.	Increase in usage of online resources. Field test sites identified with updated computers and software. Computing expanded, License Tiers Professional Development implemented	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	Smart Boards for all classrooms, increase number of laptops in each school, cameras, LCDs, projectors, color printers, ink for printers and updated software. Online classes, tutor, and other solutions, Tech support.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers infuse the learning environment with multi-media.	All Staff are instructed on the use of multi-media, Smart Boards, Production and Assessment Strategies.	Increase use of multi-media by both staff and students. Access to video on the server, Multi-media services and projects implemented	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	Smart Boards for all classrooms, Digital video software, cameras, video production computers, larger computer memory, TVs, video content and storage server. Up to date software video editing and equipment.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teacher’s instructional space is supported with visual and audio connectivity to cable TV, internet, and other multi-media formats.	All Staff and instructed on the use of multi-media, Smart Boards, Production and Assessment Strategies.	Increase use multi-media by both staff and students, increase bandwidth and formatted media (DVD), internet use. Classrooms identified for installation costs and equipment according to a development plan and begin implementation.	K-12 Curriculum and Instructional Staff, Leadership, and Technology Staff	2010 - 2013	Smart Boards for all classrooms, Digital video software, cameras, video production computers, larger computer memory, TVs, video content and storage server. Up to date software video editing and equipment.	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

2010 - 2013 Technology Plan

District Technology Goals

Technology Literacy Goal: *The community is connected with learning.*

EPSS Goal Statement: District, School, and student data is shared. Procedures, policies and information are shared. The community is involved in technology planning.

Strategy: *District, school, and student data is shared.*

Evaluation

Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Teachers use PAW Teach for student data so that that parents may access via Parent Aide	Instructional staff will receive PD on PAW Teach Gradebook	PDP Implementation on PAWs; Parent Survey	K-12 Staff, Network and Technology Department Staff, Parents	August 2010-2013	Software: PAW Hardware: Dedicated Internet Server, Network Bandwidth, Dependable Telecommunications System, teacher computers, email, Data Storage	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers use Research Based Reading Curriculum: STaR/AR, Read 180, APEX, Smart Thinking, Step Up To Writing	Instructional staff will receive PD on Research Based Reading Curriculum	Reading scores will increase	K-12 Staff, Network and Technology Department Staff	August 2010-2013	Dedicated Internet Server, Network Bandwidth, Dependable Telecommunications System, teacher computers, email, Data Storage	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
Teachers use Zune for student review of content being taught and to share student created projects with parents	Webinars provided by RETA : PVIA	Student Survey of teacher and student created podcasts	K-5 Teachers, Network and Technology Department Staff Students, Parents	August 2010-2013	Zunes, Video Cameras, Zune Software, Dedicated Internet Server, Teacher Computers, Internet, Network Bandwidth, Dependable Telecommunications System	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Dexter Consolidated School District – Technology Plan 2010 - 2013

Teachers use MAP Test and DIBELS to create data on student progress that is shared with parents	Instructional Staff will receive PD on accessing the NWEA and M-Class websites and how to access different data reports	PDP implementation reflects teacher usage	K-12 Staff, Network and Technology Department Staff and Site Administrators	August 2010-2013	Dedicated Internet Server, Teacher Computers, Internet, Network Bandwidth, Dependable Telecommunication System, Palm Pilots, Data Storage	Bond \$50,000 Tech Notes: State and Federal Funding and Grants
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Strategy: *Procedures, policies and information are shared.*

Evaluation

Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Parents have web access to Board Policy, Activity Calendar, District Report Card, EPSS, and Wellness Plan	Parents are given instructions, access and use of these resources via the District Newsletter, District Web Site, District Blackboard portal, and Parent Conferences	Increasing number of parents who register to use the Activity Calendar, PAWS, and the Dexter Blackboard portal.	Community at large, teachers, building staff, administrators, and technology staff.	Aug. 2010 to June. 2013	Dedicated Internet Server, Teacher Computers, Internet, Network Bandwidth, Dependable Telecommunications System, Palm Pilots, Data Storage, Blackboard, and SoftChalk	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

Strategy: *The Community is involved in technology planning.*

Evaluation

Procedure: Data analysis of percentage of students at proficient: Our expectation is to see an increase from 2010 to 2013.

Activity/Task	Professional Development	Evaluation	People Involved	Start/End Date	Resources: Des/Type	Cost/Funding Source
Parents are invited to attend quarterly Technology Meetings and access the District Blackboard Community Wiki.	Booths are present at Parent Conference nights to provide information and instruction to parents. Parents are given instructions, access and use of these resources via the District Newsletter, District Web Site, District Blackboard portal, and Parent Conferences	Sign-in Sheet reflects parent involvement. Blackboard logs.	Community at large and technology staff.	Aug. 2010 to June. 2013	Dedicated Internet Server, Internet, Network Bandwidth, Dependable Telecommunications System, Palm Pilots, Data Storage	Bond \$50,000 Tech Notes: State and Federal Funding and Grants

III. Professional Development

Education in Dexter is a shared, life-long experience in which the diverse needs of all individuals are met. This experience, provided in a safe, supportive environment, will ensure success in a changing world.

WHY PROFESSIONAL DEVELOPMENT?

A thriving learning community focuses on improving learning for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. The professional development strategies for improving learning and teaching with technology are a part of district strategic plans and curriculum initiatives.

TARGETED AREAS FOR IMPLEMENTING TECHNOLOGY GOALS

PRODUCTIVITY:

- Increase teaching time by using management programs to streamline grades, attendance, lunch count, etc.
- Use report card programs, databases, and spreadsheets to manage student data.
- Prepare high quality teaching materials at the desktop.

COMMUNICATION:

- Use electronic mail systems to communicate within the building and throughout the district.
- Use network access to link up with other educators on specific topics through online discussion groups and professional list serves.
- Increase communication with parents by phone and email exchanges, and by posting information on classroom and school websites.
- Collaborate with distant learning partners via online global projects and distance learning opportunities.

INFORMATION:

- Access current information to supplement teaching resources with electronic sources and online services.
- Access professional journals and information online.

ASSESSMENT:

- Evaluate individual work and class progress with reporting options available on software programs.
- Report student achievement to parents.
- Review portfolios of student work and writing saved on the network.
- Prepare written assessments of student progress with report card programs.

INSTRUCTIONAL RESOURCES:

- Use a variety of multi-media materials to more effectively differentiate instruction to reach students with diverse learning styles and needs.
- Plan individualized learning programs based on assessment data
- Increase student motivation with expanded multi-media resources for class work and assignments.
- Provide opportunities for students to work collaboratively and actively.
- Guide student use of the Internet by creating and using curriculum pages on school and district websites. Teachers or teacher teams search through numerous sites to find a few select sources which support the district curriculum and are appropriate for students. Continue to create resources for each other.
- Guide students to deeper investigations by collaborating with other teachers to create online student research projects. Teams of teachers have already and will in the future create modules which guide students through investigations using the resources of the World Wide Web, purchased online services such as *ProQuest* and *BrainPop*, and productivity software such as *Word*, *PowerPoint*, and *Excel*. Working in collaborative groups, students are challenged by an intriguing question which prods them to seek information, display it, process it, and produce a presentation of their solution. Teacher teams will write the research modules to support the district-adopted curriculum. The creation of the modules is difficult, time-consuming and challenging. Dexter teachers look forward to collaborating with teacher teams in other settings to create an online bank of research projects.

Site Based Instructional Technologists

Each site targets faculty members who are considered to have strong curriculum assessment and technological skills, and who have a history of using methods that integrate technology into their lesson plans. These "instructional technologists" at each site provide the much needed one-on-one personal accountability to professional development. The selected instructional technologists receive additional intensive training. Each instructional technologist will receive an increment to compensate the "above and beyond" duties this project will demand of them. Professional development opportunities have a major impact on teachers' practice. While the presence of technology make teachers aware of the need to change instructional practice, technology by itself does not result in practice changes. Changes appeared to occur with teachers' increased confidence/comfort using technology in the classroom.

The presence of a qualified instructional technologist will:

- facilitate in the integration of technology into the lesson plan,
- enable teachers to effectively plan for more instructionally relevant technology use,
- serve as a vehicle to engage teachers in thinking about the most effective applications of technology to meet the specific needs of their students and to further the movement of technology into the classroom.

IV. TECHNOLOGY STANDARDS AND POLICIES

Acceptable Use Policy

*The **Acceptable Use Policy** governs student and staff usage of Dexter Consolidated School District computers, network, Internet and e-mail.*

Hardware devices, software programs, and network systems purchased and provided by the district are to be used only for creating, researching and processing district-related materials. By using the district's hardware, software, and networking systems the student and employee assumes personal responsibility for their appropriate use and agree to comply with this policy and other applicable district policies, as well as city, state, and federal laws and regulations.

This signed policy will be kept on file in the Technology Department for one year and recorded in the appropriate location in the student information system to enable the classroom teacher or district administrator to know the parent's wishes regarding their child's usage of the network, Internet and e-mail. Students and parents are to sign this agreement on a yearly basis.

See Appendix "A"

Internet Filter

There are many areas on the Internet that pose potential danger or harm. These areas can be accessed very innocently. The Internet filter is in place to prevent this from happening. This filter rules out or "blocks" Internet sites based upon key words. Known Internet sites that contain undesirable content are also blocked.

Staff members are ultimately responsible for monitoring acceptable use in their classrooms, labs, and in the libraries. If a student accesses a site that is not acceptable the teacher or administrator should:

- 1) Copy the URL address;
- 2) Report that site to the technology department for review and for possible manual blocking of the site.

If a blocked site is proven appropriate for research/educational purposes, a staff member may request that the site be reviewed and unblocked.

There may be times when classroom research includes categories that are normally blocked. In those instances the teacher must take full responsibility when requesting that category to be unblocked for a specific period of time. *See Appendix "B"*

Network Policy

Wiring

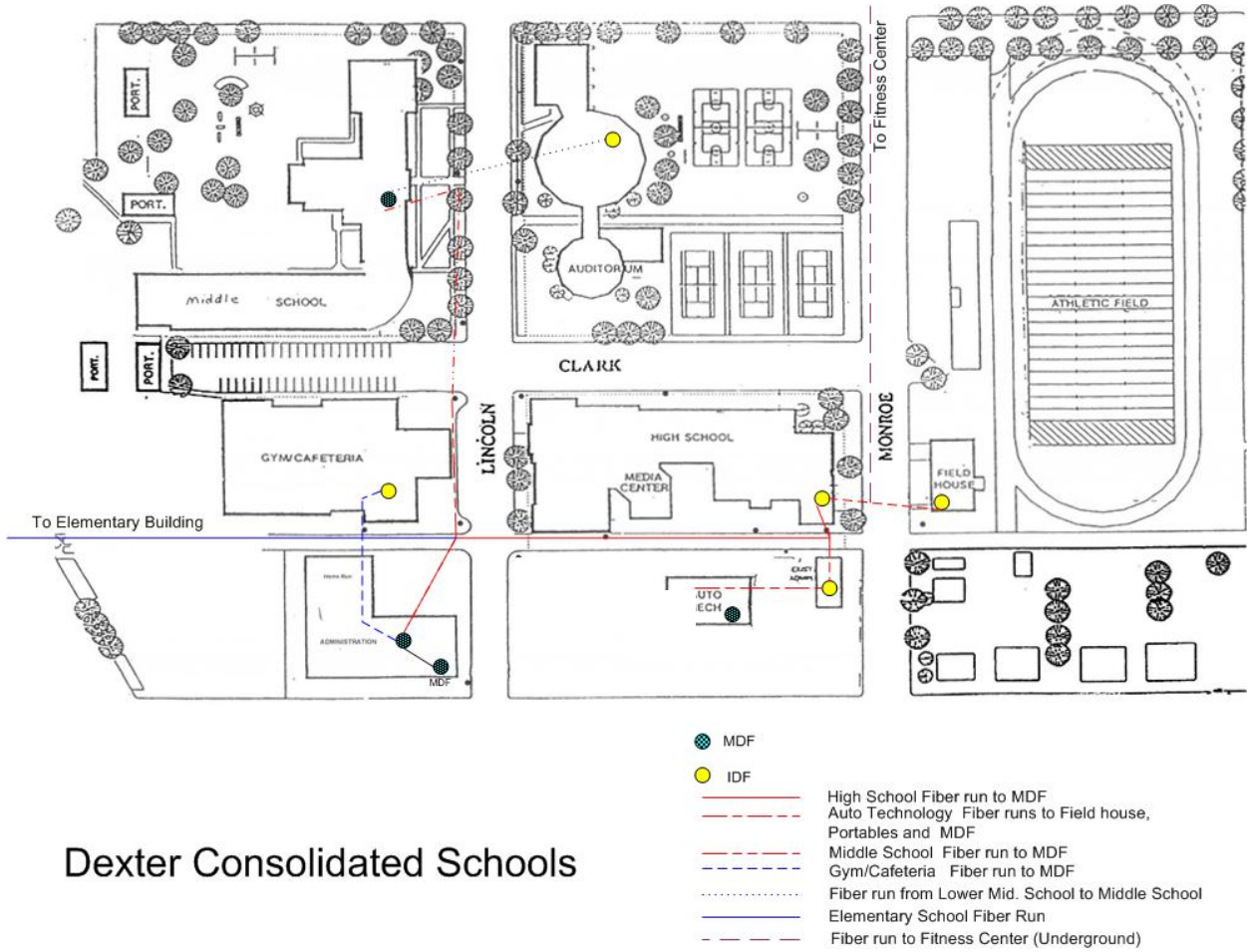
New and renovated facilities will be equipped with Category 6 Unshielded Twisted Pair or subsequent high-speed wire standard certified to 1 Gigabit per second. Every classroom and administrative workspace will be provided with at least five (5) network connections per classroom. Fiber drops are preferred for data, voice and video services where high bandwidth applications are used.

Network Standard

Gigabit Ethernet or subsequent standards will be applied in the design of LAN backbone connections. The objective system will require minimum 100/1000 Megabit per second connections to all nodes using either copper or fiber. The network infrastructure will naturally evolve to higher bandwidth standards as media and supporting equipment become proven and economically feasible. The use of wireless full duplex Ethernet will provide LAN connectivity for remote sites when fiber is not available and bandwidth demands exceed the limitations of T-1 circuits.

District Network Fiber-Optic Schematic

October 2009



Dexter Consolidated Schools

High School Fiber-Optic Schematic

October 2009



High School

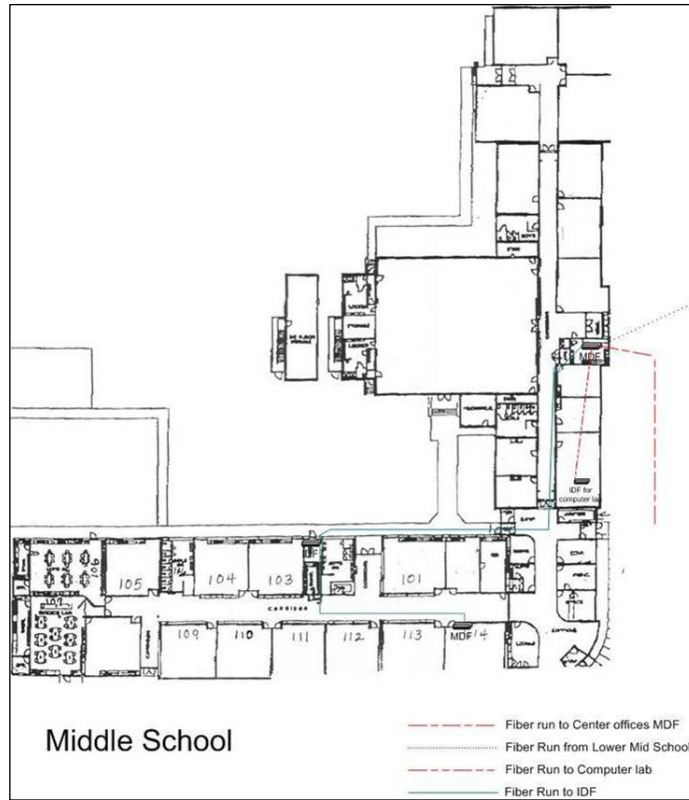
High School

Revised October 2009

- Fiber run to Central Office MDF
- - - - Fiber run to Comm Rm 114
- Fiber run to Room 108

Middle School Fiber-Optic Schematic

October 2009



Dexter Consolidated Schools Computer Census

2009-2010																				
SchoolSiteName	AdminComputers			StaffComputers			LabComputers			ClassroomComputers			LaptopComputers			Student	Teacher	Admin	Staff/Admin	Totals
One Line per type	Number	XP	98	Number	XP	98	Number	XP	98	Number	XP	98	Number	XP	98					
Central Office	32	32	0	0	0	0	10	10	0			0			0	10	0	32	32	42
High School	18	18	0	35	35	0	63	63	0	46	46	0	135	135	0	244	35	18	53	297
Middle School	7	7	0	33	33	0	99	99	0	44	44	0	107	107	0	250	33	7	40	290
Elem. School	14	14		44	44	0	33	33	0	86	86	0	60	60	0	179	44	14	58	237
	71			112			205			176			302			683	112	71	183	866
		71			112			205			176			302						

Count	ClsRms	Tch	Admin	Tch/Adm	Stud
High School	27	24	8	32	317
Middle School	27	20	5	25	258
Elementary	39	37	5	42	440
Central Office			17	17	
	93	81	35	116	1015

Stud to Comp Ratio	
High School	1.2992
Middle School	1.032
Elementary	2.4581
District	1.596

Staff to Comp Ratio	
High School	0.6038
Middle School	0.625
Elementary	0.7241
Central Office	0.5313
District Wide	0.621

District Network Drops Per Building

- *Minimum of five (5) network drops per classroom (HS & MS).*
 - *Cat 6 in HS*
 - *Cat 5 in MS*
- *Minimum of five (5) network drops per classroom (ES);*
 - *Cat 5 in ES*
- *Fourteen (14) network drops per classroom in Early Childhood wing.*
 - *Cat 5 in ES*

Services

File Services

The district will experience significant changes in its need for server-based resources in the next two to three years. This will be a direct result of the continuing evolution of Microsoft Windows Server 2003 file services and the growing demand for data services for streaming media applications, video servers, graphic servers, audio servers, and data sharing services. The district will upgrade to the most recent version of Windows Server operating system as funding allows. As servers are replaced at end of life, the district will begin moving to a new generation of servers: machines that deliver more performance per watt and, perhaps to a lesser degree, are built in a more environmentally responsible manner.

Printing Services

The district will continue to expand its current Microsoft Windows Server 2003 print services to keep pace with the anticipated demand for more shared personal printers. The introduction of high-speed 100 Megabit per second laser and color-laser printers for site use will profoundly affect bandwidth requirements and accentuate the need for dedicated, switched printer segments on the various school LANs.

Security Services

Computers today are very important, and even integral to all aspects of the activities and operations of organizations and even individuals. We recognize that computers and computer-related problems must be understood and managed, the same as any other resource.

Adequately secure systems to deter, prevent, or detect unauthorized disclosure, modification, or use of information. Much of today's information and data requires protection from intruders, as well as from individuals with authorized computer access privileges who attempt to perform unauthorized actions. Protection is achieved not only by technical, physical and personnel safeguards, but also by clearly articulating and implementing policy regarding authorized system use to information users and processing personnel at all levels.

Security protects an information system from unauthorized attempts to access information or interfere with its operation. It is concerned with:

- Confidentiality: Information is disclosed only to users authorized to access it.
- Integrity: Information is modified only by users who have the right to do so, and only in authorized ways. It is transferred only between intended users and in intended ways.
- Accountability: Users are accountable for their security relevant actions.
- Availability: Use of the system cannot be maliciously denied to authorized users.

Security is enforced using security functionality such as authentication, access control, auditing, encryption and associated administration. In addition, there are constraints on how the system is constructed, for example, to ensure adequate separation of data and functions so objects don't interfere with each other and separation of user's duties so the damage an individual user can do is limited.

A firewall is in place to handle applications traffic such as web, email, or telnet.

- **Firewall:** a system or group of systems (router, proxy, gateway...) that implements a set of security rules to enforce access control between two networks to protect 'inside' networks from 'outside' networks.

Data Backup

The Dexter School's network is protected by two (2) Seagate Viper 2000 autoloader tape backup drives and managed by Veritas Backup Exec. Viper 2000 autoloader is a hands-free backup solution providing up to 2 Tbytes of compressed unattended backup capacity from 10 cartridge slots with an additional slot for a cleaning cartridge. Viper 2000 autoloader transfer rates reach up to 1.92 Gbytes per minute (compressed) powered by the award-winning Ultrium-format Viper 200 tape drive. The Ultrium format is based on Linear Tape-Open technology, an open-format tape specification developed by Seagate, Hewlett-Packard Co. and IBM Corp. The Viper family is Seagate's flagship tape product platform, based on the Ultrium format, with a well-defined four-generation roadmap. In addition, an IBM Total Storage appliance has been added to the group to provide more comprehensive disaster recovery plan. One Viper 2000 is placed off site (in district but in a different building) to implement this disaster recovery plan.

Symantec Backup Exec software is a high-performance data management solution for Windows 2000 networks and provides reliable backup and restore capabilities for servers. A backup plan is being developed to include a combination of full and incremental backups on a daily basis to stay current; however a monthly backup will be included and removed from the site for disaster protection.

Anti Virus Protection

Viruses are more and more becoming an active and very real threat to networks throughout the world. Lightspeed has been installed and configured to protect our district network and end user computers. With LiveUpdate, each computer running Lightspeed automatically pulls down to it virus definition updates from a district server that has received those definitions directly from the Lightspeed server on a daily basis. With the virus definitions in place, when a known virus begins its attack on the network, the antivirus software blocks the attack by cleaning the virus from the file or putting the virus into Quarantine.

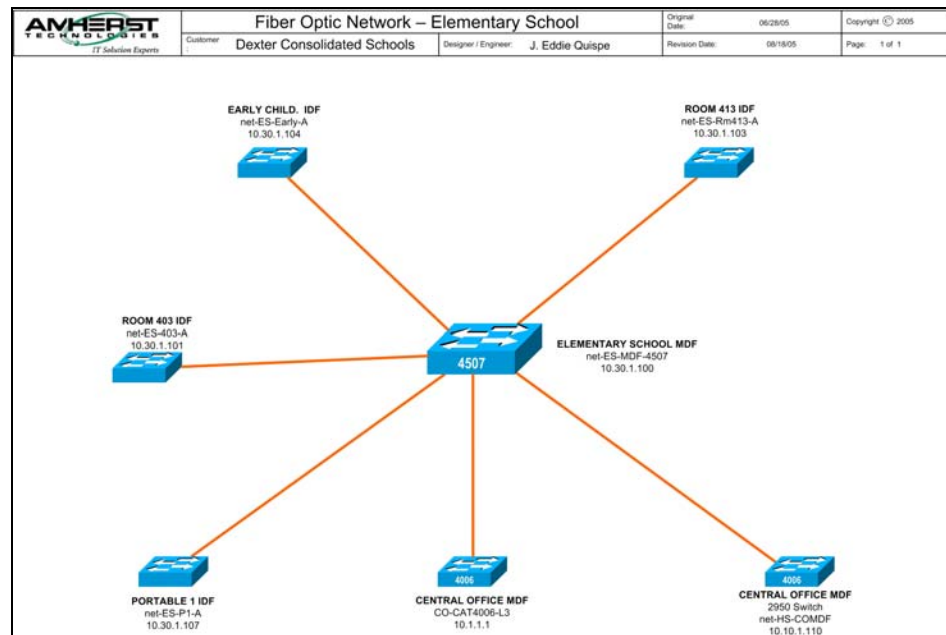
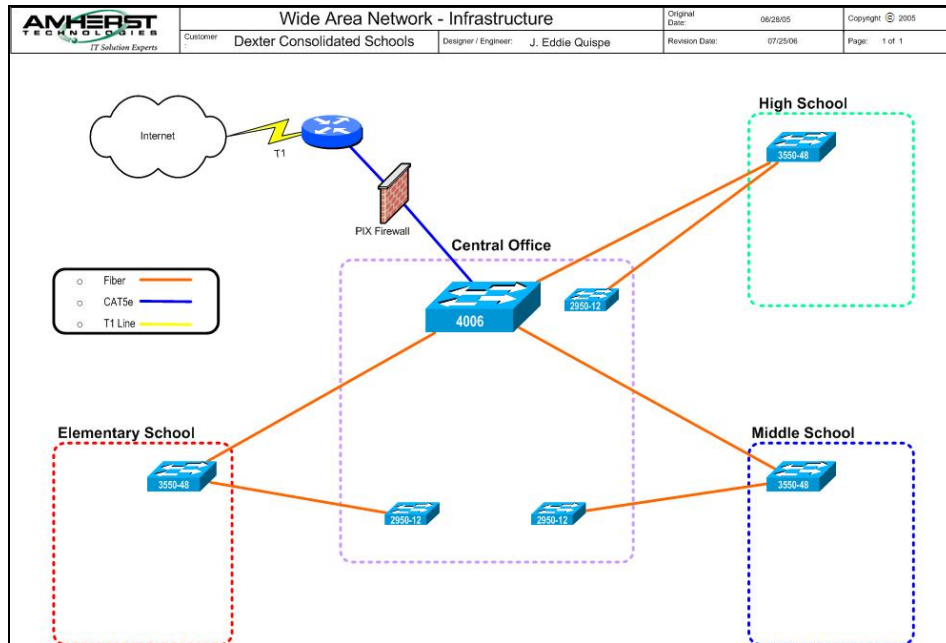
As the writers of viruses become more and more sophisticated so also must the protection. It will be necessary to continue to stay informed of solutions to prevent entry of viruses and unwanted intruders into our network. Firewalls and other hardware being designed and developed will continue to be monitored and evaluated for use with our network to protect the integrity of data on our system.

Other Services

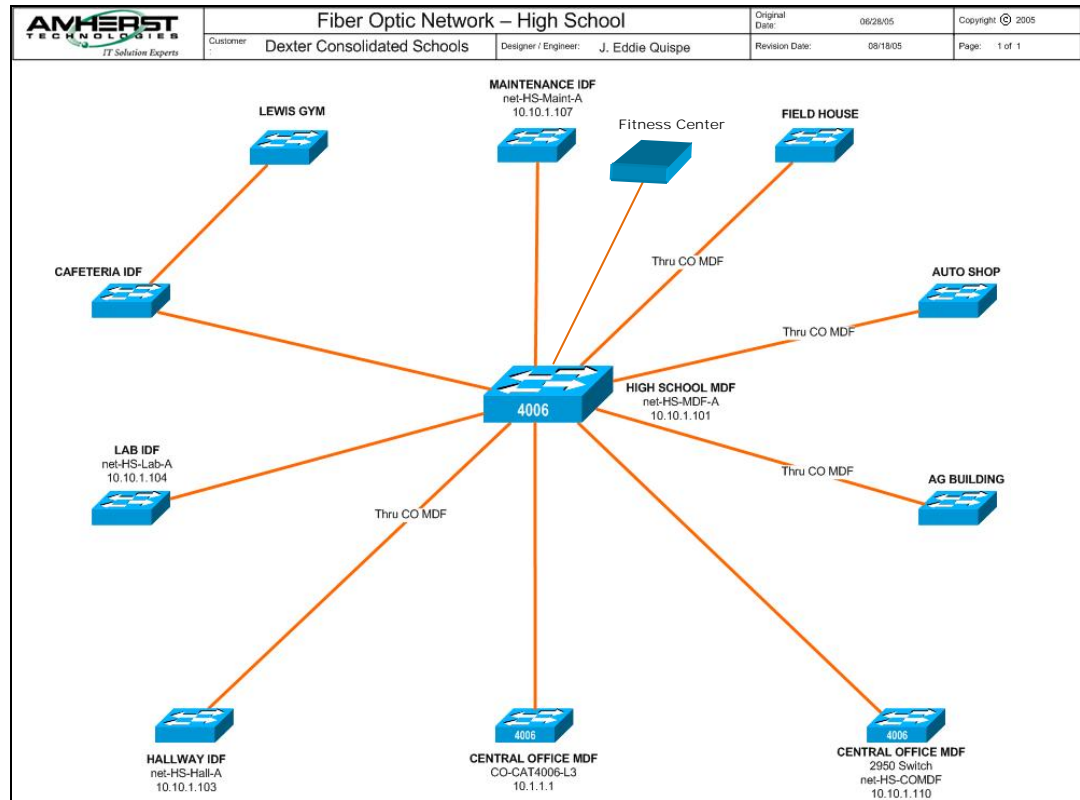
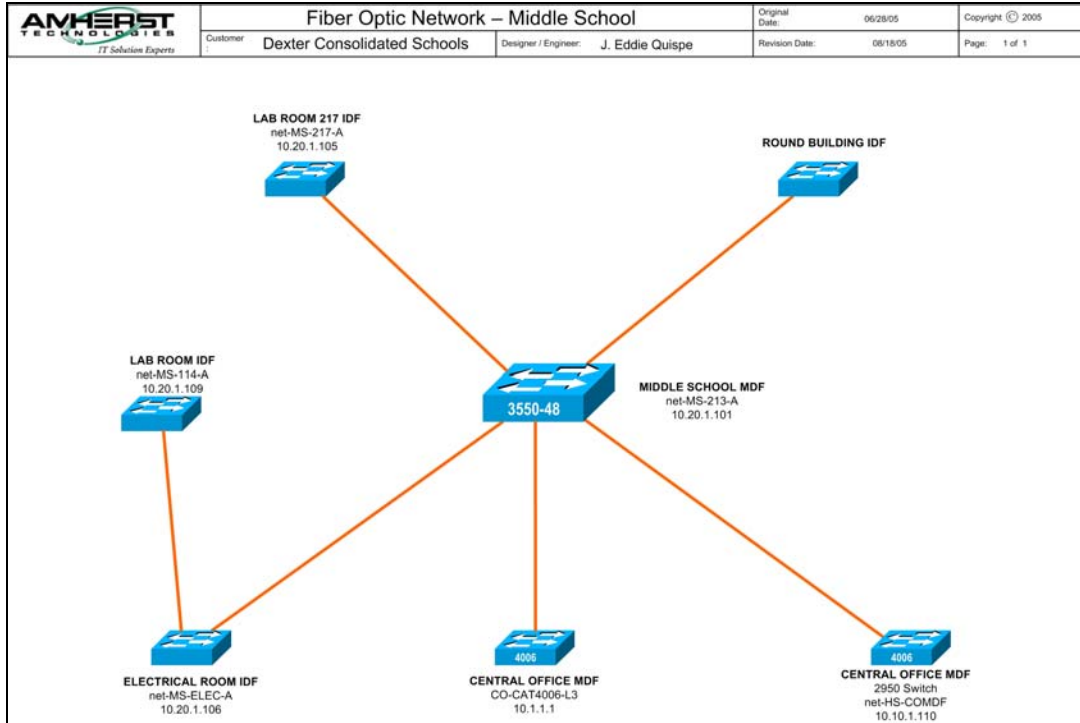
The district will continue to expand the use of MS Exchange server to include integrated delivery of learning applications, such as locally developed applications, streaming audio/video and distance learning software programs. There will be a high demand for a robust intranet presence with increasing LAN bandwidth in order to provide distance learning opportunities and administrative software applications, including Web-based, back-end database access for student and district accounting programs. There will be continuing use and upkeep of DHCP or evolving dynamic configuration schemes with ensuing versions of Internet Protocols. New implementations will be required for specialized servers with ever-increasing content demands such as central library databases, security, streaming media servers, and application servers.

Remote access will evolve to higher baud rates, ISDN connections, and/or virtual private networks from independent ISPs. Industry migration toward specialized servers will require new server hardware acquisitions. Terminal Servers and thin client workstations will emerge as a viable means to reduce hardware costs, extend the life of existing hardware and provide quality applications support to the user base. Centralizing the delivery of software applications through the use of terminal services will reduce the resource burden associated with installation and maintenance of software.

District Network Schematics



Dexter Consolidated School District – Technology Plan 2010 - 2013



Internet Connection

The district currently utilizes three T-1 data links to the Internet Service Provider (ISP). This has eliminated many of the connectivity issues that restricted the effective use of the Internet as a learning resource. This result has been a proliferation of Internet browser software as a standard application for use by students and staff. Such usage increases will necessitate a continuous review of how available bandwidth is being used and what changes need to be made to accommodate the expanding use of technology in the curriculum.

As distance learning grows within the district, it has been necessary to designate a separate 3Meg connection solely for delivery of distance learning programs. This prevents the competition for bandwidth between internet users and distance learning delivery. It is necessary at this time to set priorities and limits on bandwidth usage.

Client Workstations

As financial resources become available, the district will upgrade client workstation inventory to meet current platform standards. These hardware upgrades and evolving minimum standards will ensure that the district keeps pace with industry standards for next generation software applications. Multimedia systems are the minimum platform for instructional use. Portable computers and notebooks will become more widely used as technology matures which will in turn generate increased demand for remote access services.

All hardware devices acquired for or on behalf of the district or developed by district employees or contract personnel on behalf of the district is and shall be deemed district property. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements. *No outside equipment such as personal laptops may be plugged into the district's network.*

The following list shows the current platform standard configuration for district computers that are fully supported by the information technology department.

Towers and Desktops

- Intel Core 2 Duo Processor *or better*
- 4 GB RAM *or better*
- 160 GB IDE hard drive or better
- CD-RW/DVD-RW combo
- 4 USB ports
- Sound card
- Speakers or headphones
- Standard 103 key English Keyboard
- Infrared Mouse
- All applicable cables
- Surge suppressor
- Onboard Integrated Web Camera
- 17" Flat Panel Monitor

All computers must be network compliant

- 10/100 PCI Ethernet card or better
- 11 Mbps Wireless Nic Card

Software

The district will continue to maintain and update a standard set of contemporary software for educational, personal productivity and administrative uses. The Microsoft Office 2007 Pro suite is the district standard. Client software will be upgraded to keep pace with evolving Windows standards; server software will parallel this evolution. Hardware upgrades will be a continuing necessity to meet the ever increasing processor and memory requirements of more demanding client and server software implementations. All software will be maintained at a functional revision level. The district has implemented a decentralized, distributed processing, client-server model student record system residing on Windows 2003 servers with some components at teacher desktop level. Database replication and backup services will place increased demand on LAN bandwidth and increase the memory and processing load requirements of host server platforms.

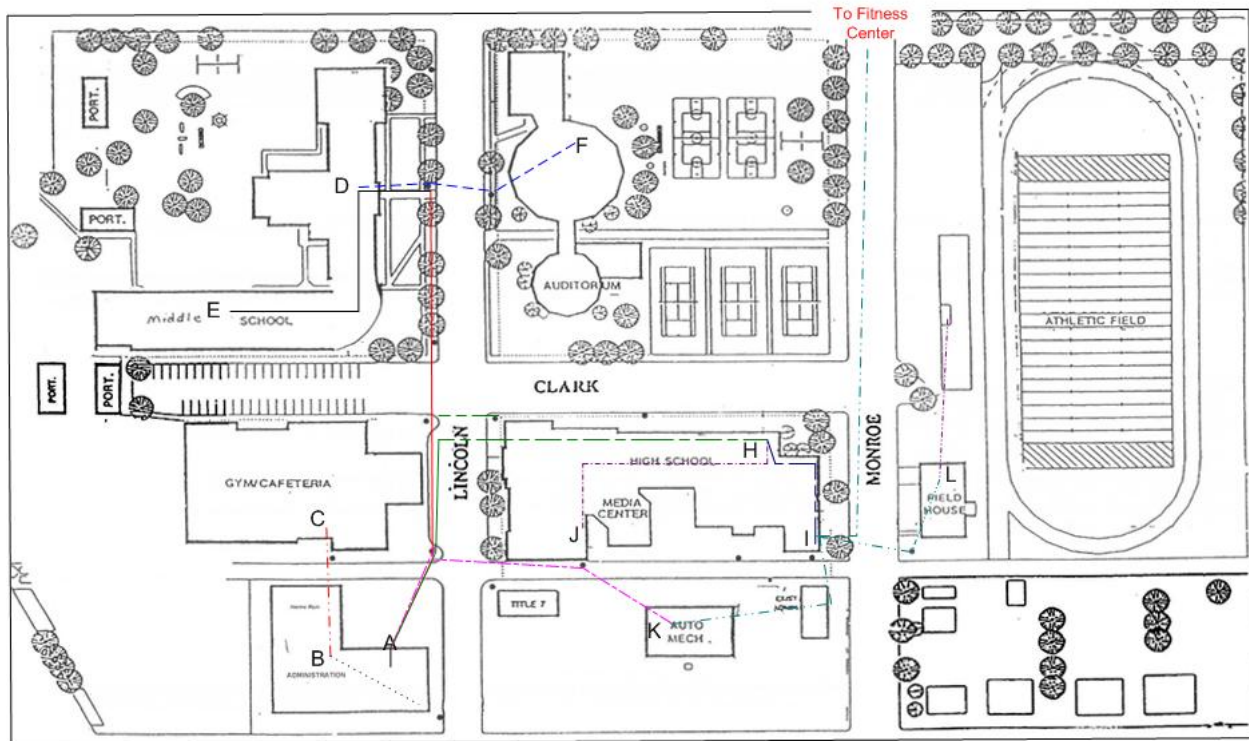
The district workstation paradigm will also continue to evolve. The first notable shift will be away from a model that installs all software on a local hard drive to one that places more emphasis on server delivered applications.

Telephone

The district's telephone system needs will also change with the introduction of new technologies. At this time digital technology is in place for administration and offices. Every classroom is equipped with an analog phone that does not ring into the classroom, but has voice mail capabilities so parents can communicate with their child's teacher. As we grow, more physical ports will be necessary to service fax and handset needs at each site. This will also require additional expansion cards at the PBX to accommodate the new equipment. Telephony will continue to evolve toward potential workstation integration with voice, data, and video services, especially at administrative worksites, requiring greater bandwidth and processor/memory requirements for those systems. While immediate plans for infrastructure improvement will continue to make use of the installed base of decentralized equipment, emerging technologies such as VOIP will be closely monitored for implementation within the next few years.

District Telephone Cable Schematic

October, 2009



- A,B 25 pair from main phone KSU to Admin IW
- B,C 25 Pair from Admin. IW to Gym IW in Boiler room
- D,F 50 Pair From Middle school IW to Lower Middle school NI
- A,H From KSU one 100 pair to High school IW
- H,J,I Two 25 pair IW run from Maint. Office to Rm 108 and 106
- A,K 25 pair from KSU to Auto shop IW
- K,L 6 pair from Auto shop to Field house and Stadium press box

Dexter Telephone wiring network

Revised Oct. 2009

Video

Broadcast Video

Greater emphasis will be placed on digital signaling for classroom video systems. Displays will originate from digital sources in greater proportion to traditional VCR or cable television feeds. For example, educators will be able to transmit PowerPoint slides or cached Web pages into the classroom TV monitor. Teleconferencing will be deliverable to the classroom level from LAN and wide area sources, profoundly impacting bandwidth requirements, both internal to the building site and across wide area links.

Video Conferencing

The district has implemented a group video conferencing system at a centralized location. Integration with streaming media applications will be utilized for LAN video teleconferencing as that technology matures. High-speed fiber telecommunications links will provide for advanced video conferencing capabilities.

Electrical Capacity

The district will continue applying electrical standards to its sites to provide adequate levels of service and to afford adequate protection of equipment. Planning for new construction and existing building renovations will include provisions for a comprehensive review of electrical capacity requirements to ensure that technology enhancements are considered and included in project engineering and design.

IV. LONG-TERM FUNDING STRATEGY

The Dexter School District is committed to a long-term financial plan, which provides students and teachers with suitable technology to support learning, and at the same time, protects the community's investment. We understand that responding to the financial challenges presented by the need to make technology available to our students is multifaceted. This includes not only the initial purchase price of the equipment, but must also include the infrastructure to connect each school to the district and every student and staff member to the Internet. Staff training is essential, both in the use of the equipment and software, as well as instructional strategies for the integration of this technology into the curriculum. The district must meet the challenge of developing a comprehensive plan to upgrade and replace both software and hardware as required by obsolescence and growth. Replacement and upgrading are intended to insure that our staff and students have access to the current software products they need. In addition to providing for the upgrade and replacement of existing computers, the district goal is to provide student access to computers at a level of one device per every four students. Providing the resources to accomplish this task will be a challenge and until the State of New Mexico accepts the role of technology as a fundamental requirement for the provision of a basic education and thereby allocates a dedicated on-going source of revenue, funding this effort will require a multi-source approach. Dexter School District has used the following sources over the last six years to fund equipment purchases.

- ⊗ District Bond Issue - \$50,000 per year
- ⊗ Technology Notes - \$500,000 every 5 years
- ⊗ E-Rate - \$50,000 per year
- ⊗ Grant funds – As available and approved
- ⊗ State Technology in Education
- ⊗ General Operations - \$100,000

The district will continue to evaluate all possible sources of financial support to fund our technology plan.

District Allocation/Reallocation Plan

		High School	Middle School	Elementary	Offices
Cycle 1					
Step 1	Equip Lab			1 Lab	
Step 2	Distribute Remaining Computers	80% Distributed among schools per student enrollment			20% To offices district wide
Step 3	Reassign Lab Computers	None			
Cycle 2					
Step 1	Equip Lab	1 Lab <small>(Dodd)</small>			
Step 2	Distribute Remaining Computers	80% Distributed among schools per student enrollment			20% To offices district wide
Step 3	Reassign Lab Computers	None			
Cycle 3					
Step 1	Equip Lab		1 Lab		
Step 2	Distribute Remaining Computers	80% Distributed among schools per student enrollment			20% To offices district wide
Step 3	Reassign Lab Computers	None			

- Grants and incentive dollars are over and above district plan.
- Cycle consists of the purchase one lab and an undetermined number of computers and printers beyond.
- Cycle not complete until all three steps are addressed.
- Lab = 31 Computers
1 Network Printer
1 Scanner

- Possible Funding Sources**
1. State Legislative Pork
 2. Technology Notes
 3. EETT Competitive Money
 4. Technology For Education Money
 5. G.O.
 6. Bond
 7. SB9

Prepared by Diana Brown (ReallocationChart.psb)

As funding becomes available, the "Allocation/Reallocation Plan" will be implemented.

Appendix “A”

Acceptable Use Policy

Dexter Consolidated School District

Use of Technology Resources In Instruction

Electronic Information Services

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate. I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages.
- *Respect privacy.* I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- *Avoid disruptions.* I will not use the network in any way that would disrupt use of the systems by others.
- *Observe the following considerations:*
 - Be brief.
 - Strive to use correct spelling and make messages easy to understand.
 - Use short and descriptive titles for articles.
 - Post only to known groups or persons.

Services.

Dexter Consolidated School District – Technology Plan 2010 - 2013

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name _____

Signature _____ Date _____
(Student or employee)

School _____ Grade (if a student) _____

Note that this agreement applies to both students and employees.

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

Parent or Guardian Cosigner

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.) I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name (print) _____

Signature _____ Date _____

Yes No *My child's work and/or picture may be posted on the School District's web site or newsletter.*

Parent/Legal Guardian Signature

Date

Appendix “B”

Unfiltered Access to the Internet Waiver

**Unfiltered Access to the Internet
Waiver**

Staff Name:	Date:
Building:	Room:
Reason for requesting unfiltered access:	
Date and time unfiltered access is needed:	
Number of students affected:	
Can we restrict unfiltered access to one group of computers: YES NO	
List student names who need unfiltered access for this scheduled amount of time or attach class roster.	
I understand that it is solely my responsibility to supervise unfiltered Internet use by the above named students.	
Teacher Signature:	Date:
Principal Signature:	Date: