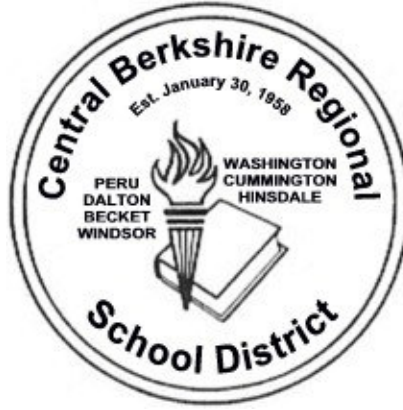


DISTRICT TECHNOLOGY PLAN



A CONNECTED LEARNING COMMUNITY

BECKET WASHINGTON SCHOOL
BERKSHIRE TRAIL ELEMENTARY SCHOOL
CRANEVILLE ELEMENTARY SCHOOL
KITTRIDGE ELEMENTARY SCHOOL
NESSACUS REGIONAL MIDDLE SCHOOL
WAHCONAH REGIONAL HIGH SCHOOL

PREPARING THE NEXT GENERATION FOR TOMORROW

2010 – 2011

2011 - 2012

2012 - 2013

2013 - 2014

2014 - 2015

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EXECUTIVE SUMMARY

The Central Berkshire Regional School District has a positive reputation for being proactive about new and exciting trends in education and technology. Over the past couple of years, a new school of thought has put forth the concept that technology should not be separated from the rest of the curriculum, but integrated to such an extent into every subject that it is seamlessly woven into the very fabric of education. In-service offerings, workshops, on-line as well as locally offered college courses have produced direct positive benefits to our students; however, we have a long way to go to realize this ultimate goal. With the help of a very supportive School Committee, we have been working toward this end; however, budget woes continually thwart our efforts.

Challenges that we face as educators continue to grow. Not only do operational costs of the school district continue to rise, but funding has decreased over the years. Budget cuts have been necessary throughout the district. New school building projects have afforded us the opportunity to purchase computers, however updating those computers continues to be a challenge. Grants have been difficult to obtain due to the fact that our district is not underperforming nor does it meet the low income criteria of many grants. We continue to seek outside funding but these measures are temporary. Public support is necessary and the district is working hard forming Ad Hoc committees and working on public relations to educate the community on the increasing demands of education and the need for budgetary support.

The use of technology in our district needs to be an integral part of teaching and learning. Through professional development of teachers, support for students, and updating hardware, software, and the infrastructure of our network we will provide students with the opportunities necessary for them to compete in the 21st century.

With this plan, the School Committee and the Central Berkshire Regional School District take yet another positive step toward enhancing the educational offerings to our students. Implementation of the plan will not only create a more cohesive and connected learning community, but will bring the global classroom to our very door. The world's rich repository of information will be made available to all, to be used for problem solving, exploration, and discovery.

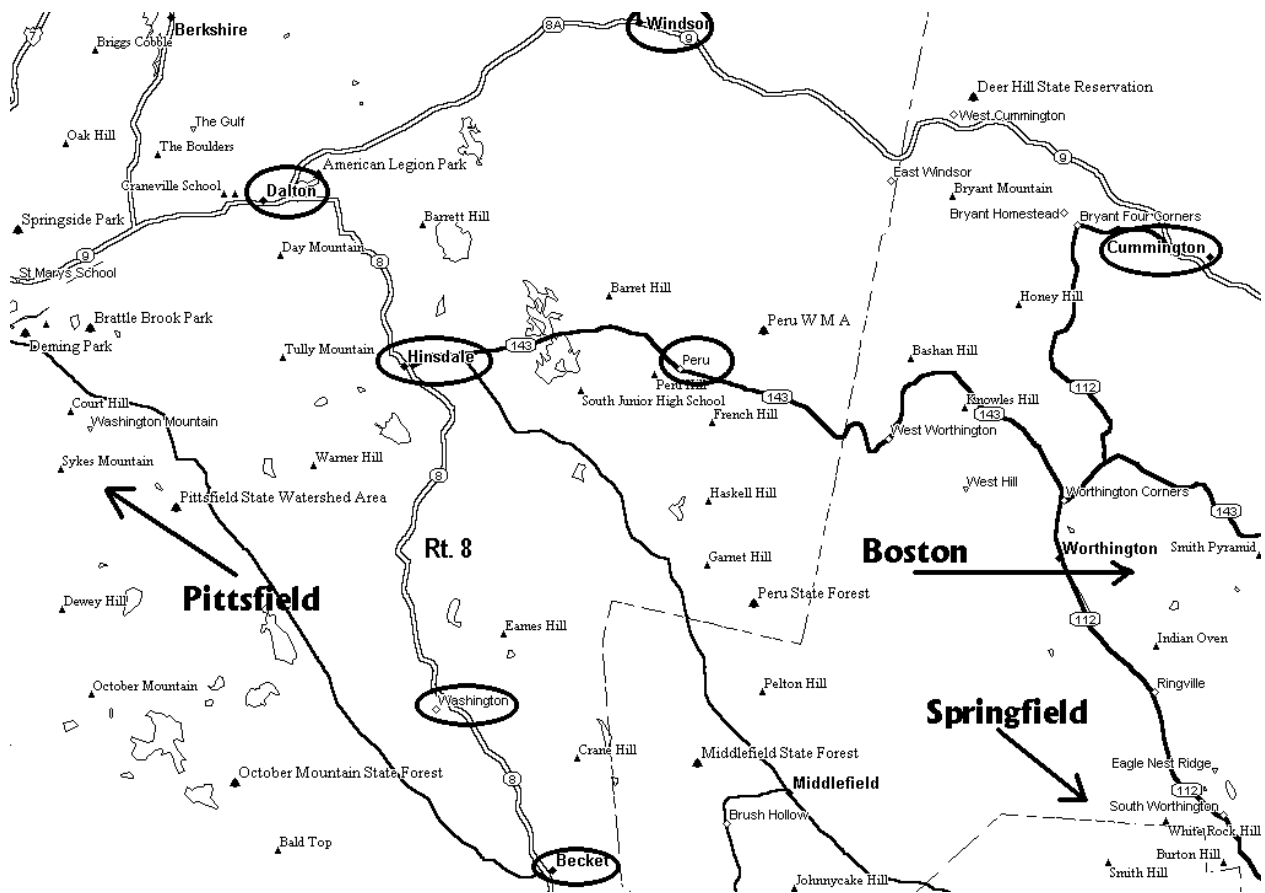
THE ROLE OF TECHNOLOGY IN EDUCATION REFORM

Educational Reform has meant sweeping changes to the way teachers teach and students learn. The Central Berkshire Regional School District has embraced the initiatives of Educational Reform, and works hard from semester to semester to ensure that its initiatives are made available to all staff and students.

Our efforts at drawing our district students into a more closely connected learning community will mean that our problem solving efforts become district wide initiatives, with a larger pool of skills and resources. Utilizing the technological advances of connectivity, intranetworking, and resource sharing will make our *designing, building, and testing solutions* more efficient and worthwhile. On a more global scale, the skills learned in local collaboration and problem solving will translate into students that will be able to compete more effectively in a global society - a society drawn together by the same technology that we will implement locally.

BACKGROUND INFORMATION

SCHOOL AND DISTRICT DEMOGRAPHICS



The Central Berkshire Regional School District is located in Western Massachusetts between Northampton and Pittsfield. At 240+ square miles, it is the second largest regional school district - after Mohawk Trail Regional to the north. It is comprised of the seven rural towns of Becket, Cummington, Dalton, Hinsdale, Peru, Washington, and Windsor (circled on the map above).

Currently, the district educates approximately 2,200 students in four elementary schools, one middle school, and one high school. A 15 member School Committee, comprised of members from all seven towns, governs the district and employs a Superintendent to manage the schools. The Central Office is located in Dalton, approximately 25 minutes by car from the western-most town of Cummington or the southern-most town of Becket.

Our technology base is very diverse. Each school's resources not only include an abundance of older computers, but include state of the art multi media systems as well. All of the schools have computer networking available, as does the Central Office administration. Training of teachers has included online courses as well as videoconferencing. Skills in using web-based lessons, Universal Design, and the use of technology in assessment have been a focus of the courses. In-service training in the use of mapping software has enabled teachers to document their curriculum in digital format as well.

A major challenge in the years ahead will be to balance the expenditures of our operational budget with the important initiatives of advancing our technological offerings. Innovative and alternative means of funding will have to be examined, and strong partnerships of local constituents will have to be formed if our goals are to be realized.








OVERVIEW OF THE TECHNOLOGY PLANNING PROCESS

In September of 2005, a new, full time position of District Technology Coordinator was created in the Central Berkshire Regional School District. In addition to hardware and software support and training, much of the Coordinator's efforts are devoted to the planning and implementation stages of creating a comprehensive District Technology Plan. Collaboration with the district administration, teachers, and building technology integrators was an integral part of the development of the technology planning process. This team will continue to revisit the technology plan and make revisions as necessary throughout the school year. Major revisions are done each fall as necessary.

DISTRICT TECHNOLOGY VISION AND MISSION STATEMENTS

The Central Berkshire Regional School District's vision is to integrate technology seamlessly and productively into all of our classrooms. The students would be the prime beneficiaries of this vision. Our vision consists of 4 parts. The first is to seamlessly integrate technology into teaching and administration. Progress has been made toward this end with the use of district wide email, grading programs at the middle and high school, and the use of Atlas Mapping software for the purpose of curriculum mapping. Teachers are now using technology to perform some administrative tasks, to communicate with each other, and to collaborate on curriculum. A second vision is to increase the comfort level of teachers and students in the use of technology so that it becomes second nature. This requires professional development for teachers as well as increased availability of the technology tools. In FY2005 the district implemented online courses for teachers. These courses had high enrollment. Not only did the course content address technology, but participants used the technology to access the content. A third vision is to use these tools to create personalized instruction plans. Professional development of teachers also needs to be done in this area. Courses on using web-based lessons have been offered and content specific courses dealing with integrating technology into lesson planning are also being planned for the upcoming years. All activities would lead up to our final goal – To use the technology in the most efficient way to help students reach their full potential.

To integrate technology into education, we must ensure that:

-  Access to technology is available to all students;
-  The Central Berkshire Regional School District can make the necessary capital improvements to accommodate critical technology;
-  Students can expand their knowledge base, improve their critical thinking, problem solving and decision making skills; access, analyze, evaluate and communicate information in expedient and efficient formats; and work ethically, independently, and collaboratively with a diverse and changing population;
-  Educators have professional development and instructional materials that support technology based teaching;
-  Educators and administrators have time to work with technology and develop its educational potential;
-  Administrators can provide immediate access to, and manipulation of, equipment and data sources for instructional and administrative decision making;
-  Funding and resources are available to address these changes.

CBRSD invites you to consider this vision with us, to look toward a time when all students, teachers, parents, and entire communities are linked together in a global learning environment that offers compelling new opportunities for education and learning for a lifetime. The challenges to implementing our vision are great, but the potential rewards to everyone are so significant and far reaching that we must work together to realize the opportunity this exciting vision holds.

CURRENT STATUS

STUDENTS AND STAFF ASSESSMENT OF TECHNOLOGY SKILLS, KNOWLEDGE, AND ATTITUDES

One attribute of the Central Berkshire Regional School District is its diversity. The district is cohesive in many key areas of education, but the vast geography of the district can make for some stark differences in the socio-economic makeup of its student body. As a result, many students come to school with strong skills developed from years of at-home computer exposure. On the other hand, many others do not - and probably never will have - such technology in the home. The divergent nature of their backgrounds presents our district with a challenge.

Our staff, too, is marked with such diversity. Many have chosen to incorporate computers into their teaching repertoires however some have strong convictions that computers have a minor role at best to play in what can be perceived to be a person to person profession. Again, such divergent attitudes present challenges to our technology goals.

INVENTORIES

Computers have been an important learning tool for many years in the Central Berkshire Regional School District. Until the early 1990's, the majority of computers in use were older Apple models. Their primary use (especially at the primary level) was for creative writing, skills building games, and occasional simulation games. At the high school, these same models were also used for word processing and other business functions.

In the late 1980's and early 1990's, The Apple GS arrived in large numbers. The Craneville School installed a state of the art (at the time) computer lab based on these computers, offering class wide instruction on a weekly basis. Other schools also purchased a number of these models. They were again, due to their limited storage and multi-media capabilities, used primarily for skills reinforcement and word processing.

In 1992, the Crane Paper Company made a major contribution of IBM (compatible) hardware and software to Wahconah Regional High School. The donated equipment, along with many hours of free technical support, resulted in the creation of a 16 station computer lab with dual shared laser printing capability. Daily instruction in word processing, database and spreadsheet applications was offered as soon as the lab was ready.

During this same time period, our district began moving away from the older Apple platform in a more rapid fashion. Upgrades that arrived in the next two years were typically IBM (compatible) models, 386 or 486 processors, with 4 megabytes of RAM and 210 megabyte hard drives. Modems, if installed, were 2400 or 9600 baud. The age of telecomputing and multi-media had not yet arrived. During this time period, one elementary school invested in Mac's, preferring that platform for its students.

Central Office administration was a major purchaser of more powerful IBM business machines. Many of the business functions were transferred to computers. In 1994, a Novell network was installed to allow more efficient resource sharing among Central Office personnel. We have since gotten away from Novell and use Microsoft Active Directory for network management. A new state of the art, for the time period, network went on line in the fall of 1994.

Telecomputing began to arrive in 1993 with numerous district teachers signing on to the free Internet services offered by the University of Massachusetts. Although no formal or coordinated in-service approach was taken at the time, many teachers embraced the new and exciting tech-

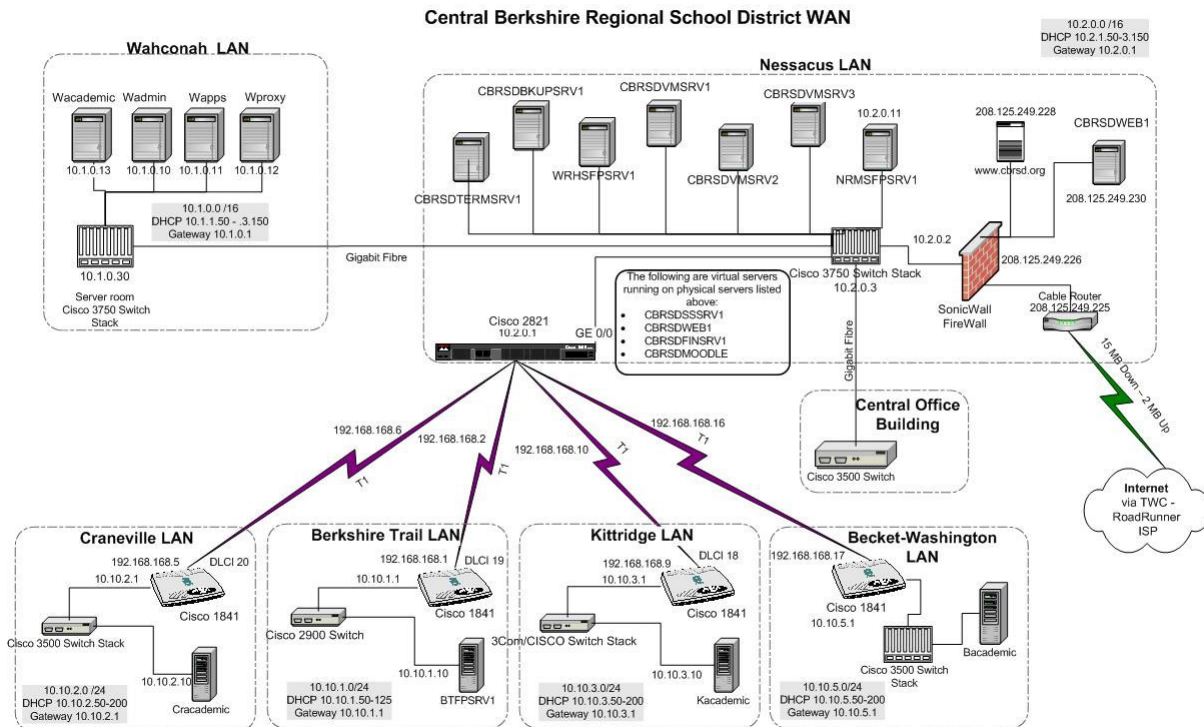
nology, and soon had their students using e-mail and search engines.

The Central Berkshire Regional School District has been committed to distance learning since 1993. We have been an active member of the Mass LearnPike since that time, and benefited as well from numerous Internet accounts provided by MEOL. As of June, 1996, we had three active MCET satellite dishes installed and operating.

In 1994, multi-media systems began to surface in larger numbers district wide. The arrival of faster and less expensive CD-Rom technology took students to another level of excitement and usability. Student projects and assignments started to take on a more global view, with more reports reflecting world wide research.

Effective networking remained elusive at this stage, and was a major early goal of our technology plan in the late 1990's. No formal wide area network existed at that time as e-mail was the collaborative tool of choice.

Currently there is an effective network in place at all schools with each elementary school connected to the main network with T1 lines. The high school and middle school are connected to each other by a gigabit fiber optic cable and to the internet via 15mb cable modem connection. Videoconferencing and online courses have replaced the previous methods of distance learning and is used for both professional development and student learning.



A district wide system inventory follows in summary form:

CBRSD Computer Inventory Summary As Of: June, 2005

Total	Location	Type A	Type B	Type C
67	Becket	25	12	23
59	Berkshire Trail	24	12	23
17	Central Office	12	5	0
122	Craneville	30	34	58
70	Kittredge	0	84	0
219	Nessacus	36	178	5
264	Wahconah	36	159	69
818	District Totals & Percentages	20%	60%	21%

As can be seen from the chart above, over 60% of our computer are of the Type B & C variety, therefore, we are in desperate need of replacement PCs however, budget constraints have made this impossible in this past budget cycle. Hopefully we can put this portion of our budget back in place in the next fiscal year.

The type classification of computers is taken from the Massachusetts DOE classification used in the yearly data collection survey and is defined in the following chart:

Type A (high-end)	Type B (average)	Type C (low-end)
<p>Function: Multimedia computers capable of running virtually all current software, including the latest high-end video and graphics programs</p>	<p>Function: Multimedia computers capable of running most software except for the latest video and graphics programs</p>	<p>Function: Multimedia computers capable of running most current productivity applications</p>
<p>Memory: 256 MB RAM or higher</p>	<p>Memory: From 128 up to 256 MB RAM</p>	<p>Memory: Less than 128 MB RAM</p>
<p>Processor:</p> <ul style="list-style-type: none"> • PC - Pentium 4 (or equivalent) • Macintosh - G4 or G5 (or equivalent) (or equivalent configurations to meet the stated function) 	<p>Processor:</p> <ul style="list-style-type: none"> • PC - Pentium 3 (or equivalent) • Macintosh - G3 (or equivalent) (or equivalent configurations to meet the stated function) 	<p>Processor:</p> <ul style="list-style-type: none"> • PC - Pentium 2 or lower • Macintosh - Apple PowerPC 604e or lower (or equivalent configurations to meet the stated function)

ASSESSMENT OF EXISTING PROFESSIONAL DEVELOPMENT ACTIVITIES AND STRUCTURES

A professional development facilitator in the district has enabled us to move forward in the accessibility of professional development in our district. Our two district courses will have online/technology-based components built in. Our new, district-wide, formative assessment program ‘Measure of Academic Progress’ will be technology-based, both in the test taking and in the analysis of the resulting data. Our Curriculum Maps are housed online through services offered by Rubicon Atlas, allowing unfettered access and ability to modify or improve them. Throughout this process, teachers have been able to create documents and upload them to the site. This includes the use of digital images and sound files as well. Videoconferencing has enabled us to provide trainings through the Hampshire Educational Collaborative, and other virtual field trip opportunities. We continue to look for quality professional development that uses videoconferencing to expose our teachers to offerings that they would not otherwise be exposed to. We currently have 3 full day in-service days and 4 half day in-service days, several of which will be devoted to utilizing the technology required for MAP and other data analysis tools such as the new Massachusetts data warehouse. Our mentoring/induction program for new teachers also includes an online component for discussion in a ‘blog’ format.

ASSESSMENT OF CURRENT TECHNOLOGY SUPPORT STAFF

At this time, we have a full time technology coordinator in place in the district to oversee all aspects of the network. The current technology coordinator is A+ certified and is a Microsoft Certified Network Engineer. Each building also has a building technology integrator that assists the technology coordinator in repairs and assisting teachers in the use of technology.

PROGRAM GOALS AND TECHNOLOGY INITIATIVES IN SUPPORT OF EDUCATION REFORM (2006-2007)

ADMINISTRATION AND MANAGEMENT GOALS

- * Increase the speed and reliability of the wide area network links in order to allow for a centralized access point for data and applications across the district.
- * Results: This past 4 years we have increased the speed of our WAN links from 384k frame relay to 1.544MB point to point T1s. We also increased the speed of the connection between the middle school and high school from a 11mb wireless connection to a 108mb wireless connection. We are going to continue this goal into the future since we will need even more bandwidth between schools in order to accommodate the quality of service requirements of VOIP and video data transmission for our security system. To that end we are installing a 24 strand single mode fiber optic cable between these buildings.
- * To train administration and teachers in the use of time management software such as Microsoft Outlook to increase their efficiency, time management and information sharing capabilities.
- * Results: Our administrative staff has started to embrace the use of these technologies to better organize our time and share data more efficiently, however, even we need to continue in this direction to attain even greater levels of efficiency and cooperation.
- * Continue curriculum mapping using Rubicon Atlas software to create a more cohesive curriculum across the district.
- * Results: We started curriculum mapping over two years ago and we have recently completed the 1st revision of our maps for all grades in the district. We now need to continue to update a revise these teaching aids to ensure a consistent experience for students throughout the district.
- * Create a maintenance budget, including funds for repairs and support staff, for the network, servers and computers.
- * Results: We increased our maintenance budget for buildings and facilities this past year with the hope of catching up on repairs that had been neglected for some time. I hope to continue this trend and increase the maintenance budget where technology is concerned. To that end we had allocated \$30,000 the previous year to a lease program that if continued in successive years would have ensured that our computers would be kept up to date, however due to budget constraints, this program was discontinued in this budget cycle. I hope to have it reinstated into next year's budget.

PROFESSIONAL DEVELOPMENT GOALS

- ◆ A brief pamphlet will be published and distributed to all staff describing professional development opportunities offered in the district.
- ◆ Train teaching staff in the use of technology including Collecting, recording and comparing data to monitor student learning (K-2 reading, MAP and MCAS)
- ◆ How to create a lesson plan which includes use of the Internet for research, use real time data, and electronic field trips
- ◆ How to use blackboard software to design online courses
- ◆ The effective use of online courses and the “virtual classroom”
- ◆ How to analyze data using software such as Galileo and TestWiz
- ◆ Continue offering online courses for teachers and staff through Blackboard courses and the use of the Para-Educator Network.
- ◆ Earmark some specific curriculum development money for projects which integrate technology into ongoing instructional programs which are part of the current curriculum frameworks effort.
- ◆ Identify classrooms demonstrating the effective use of technology both in the district and outside of the district. Provide release time for teachers to visit these classrooms to see how technology can be integrated into instruction

COMMUNICATION AND INFORMATION ACCESS GOALS

- * Increase the speed of the wide area network links to allow for a centralized management of student records and other pertinent data to increase communication between buildings.
- * Explore the use of MassONE for district use.
- * We are in the process of updating our website so that it is more user friendly.

CURRICULAR AND INSTRUCTIONAL GOALS

<u>Goal</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>
1. Students will be able to utilize technology to improve their reading, writing, and communication skills.	✓	✓	✓
2. Students will be able to use technology to access and analyze information.	4-5	✓	✓
3. Students will be able to use technology to think critically and solve complex problems.	✓	✓	✓
4. Students will be able to use technology to enhance their presentation and production skills.	when applicable	✓	✓
5. Students will be able to use technology to enhance interpersonal skills for working both independently and collaboratively.	✓	✓	✓
6. Students will learn and practice technology skills and ethical use of technologies that will prepare them for the 21st century workplace.	when applicable	✓	✓
7. Students will use technology in the fine arts curriculum to explore and access ideas, feelings, and beliefs.	✓	✓	✓
8. Students will use technology as a data and statistical analysis tool in the service of mathematics and other disciplines.	when applicable	✓	✓
9. Students will use technology in the design, building, and testing of real world problems.	✓	✓	✓
10. Students will use wide-area networks to access text and video information for individual and group research projects.	when applicable	✓	✓
11. The district will provide instruction on the uses of computers for all students.	✓	✓	✓
12. Student awareness of a multi-cultural world view will be enhanced through telecommunications access and communication with students in other schools throughout the world.	✓	✓	✓
13. Students will be instructed on the internet safety as an integral part of the computer instruction in the district.	✓	✓	✓

TECHNOLOGY DESIGN GOALS

SOFTWARE PRIORITIES

Administrative and Management

Centralize the management of our student administration software so that when students transfer between buildings or get promoted to a new building their records will follow them. This eliminates the need to input their data multiple times and reduces the chances for error. In order to do so, we will have to either purchase an entirely new student information system or wait for the system we currently use to move away from using a proprietary database. Our current software's proprietary database does not allow for centralization of databases; each school must maintain its own database that then does not communicate with any of the other databases without a manual import of data. A more modern, universal database such as SQL or Oracle, would allow for the data to be stored locally and data from each of the schools could easily flow from one database/table to another. We have purchased the District Control Module for our current software which gives us at least some centralized control of these disparate databases.

Utilize the student data analysis software such as NWEA MAP, Mass data warehouse and Galileo to allow for instruction that is directed assessment data.

Update the current accounting software with a more current program so that all the schools will have real time access to their accounting information and be able to submit purchase orders electronically. The software has been purchased and implemented on the district administrative level.

Continue to purchase a site license for all operating system and basic productivity suite for all computers in the district. This will allow us to standardize and update our computer systems district wide. This will allow us to stay up to date with our operating system and productivity software such as Microsoft Office. Students can gain valuable experience with current software products that are still relevant in the business world when the students graduate.

Communications and Information Access

Update and centralize Follett library software in order to simplify the administration and updates of the software and to allow greater access to all the schools.

Continue use of Rubicon Atlas software to increase communication regarding curriculum between the schools and continue progress towards a cohesive curriculum that is aligned with the Massachusetts Curriculum Frameworks.

Instructional and Curricular

Centralize Renaissance Learning software such as Accelerated Math, Accelerated Reader, and Standards Master to allow for greater access to teachers at all grade levels. Continue to expand the libraries currently used in the district.

Use of Google/Moodle software and/or MassONE to supplement classroom learning as well as exploring the use of these services for online courses.

HARDWARE, FACILITIES, AND NETWORK PRIORITIES

Hardware: Workstations and Peripherals

At present, our school district has 791 personal computers. Unfortunately, more than half of them are of the “Type B and C” variety as defined in the DOE technology data collection site. Our goal under this plan will be to provide every student with access to a computer during the academic day. Even with declining prices as the norm throughout the computer industry, we feel this goal will be difficult to reach with the constraints that will be placed on our operating budgets. OLPC a collaborative effort between several universities and private business is attempting to produce a laptop that could allow this goal to be obtained, however this is still not at the required price levels and plans to sell these computers to US states are still uncertain.

Specifically, each unit will have the following:

Item	Minimum	Recommended
CPU	P4 1.8GHz	Dual Core 2.0Ghz
Monitor	17” LCD	19” LCD
Hard Drive	80 GB	120 GB
System Memory	2048 MB	4096 MB
Network Interface	100 mb	100/1000 mb
Printer	600 dpi LaserJet	1200 dpi LaserJet
CD-Rom	CD-RW/DVD	DVD burner

In addition, each school will have access to a digital camera, a color flatbed scanner, and the availability of a LCD projector. Each school will have access to a printer/copier that will allow document scanning into staff’s e-mail account.

Each school will have a mobile laptop lab with 25 laptops that can be utilized throughout the building as needed for classroom instruction.

Facilities: Network Design

Each building will establish - or where already present, upgrade its network backbone to a minimum gigabit Ethernet network.

Network access from each building to the district wide Intranet and the World Wide Web will be provided by dedicated T1 lines to the middle school and, from there, out to the internet via a cable modem connection.

Phone, bell, and security systems at the middle school and middle school will run through the data network utilizing VOIP.

Building and Classroom Wiring: Standards

Category 6 Plenum Grade UTP cable will be used throughout each existing building to provide the basic network backbone.

Implementation Issues

Successful implementation of this plan will depend initially on movement and momentum built as we proceed. Many staffing and capital financial issues will surface this first year that will present great challenges to the budget making process. Fiscal ’10 and Fiscal ’11 will potentially be problematic due to the existing financial problems of the state and nation. It will be essential for the community of stakeholders and resources to remain active and vocal throughout the next

18 to 24 months.

OPERATIONS, MAINTENANCE, AND UPGRADES PRIORITIES

In the early months and years of our plan, support and training will be provided using local staff in each school. As equipment becomes more sophisticated and technological needs grow, the role of the District Technology Director will experience a commensurate growth. An additional Service Technician/Network Manager will be hired to alleviate expensive contracted services.

TECHNOLOGY IMPLEMENTATION ACTION PLAN

GENERAL TIMELINE ISSUES/IMPLEMENTATION

A chart of each year of our implementation plan appears on the following page. Given the rapidly changing technology landscape that we find our schools in, we estimate a nice level of adherence to the time line and its mapped objectives.

The early years of our plan will be devoted to upgrading network in order to increase the usability and efficiency of applications used across the network.

The middle year(s) will be devoted to professional development of teachers in the use of the technology. Purchasing new hardware for classroom use as well as decreasing the computer to student ratio in the district will be a goal of the middle years.

The final two years will be devoted to analyzing results of these changes and planning for the next years of technology development.

In summary, our plan will take us nicely into the next century in a timely and affordable way.

<i>Year</i>	<i>Activity</i>	<i>Persons Responsible</i>	<i>Anticipated Cost</i>
<i>FY06</i>	<i>Increase the speed and reliability of the wide area network links</i>	<i>Technology Coordinator</i>	<i>Complete</i>
<i>FY06</i>	<i>Centralize the student data analysis software</i>	<i>Technology Coordinator</i>	<i>Unable to complete with current software</i>
<i>FY06</i>	<i>Phone, bell, and security systems at the high school and middle school will run through the data network utilizing VOIP</i>	<i>Technology Coordinator</i>	<i>New phone systems installed the rest ongoing</i>
<i>FY06</i>	<i>curriculum mapping using Rubicon Atlas software</i>	<i>Professional Development/Curriculum facilitator</i>	<i>\$8,000</i> <i>Complete</i>
<i>FY06</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$60,000</i>
<i>FY07</i>	<i>Train administration and teachers in the use of time management software</i>	<i>Technology Coordinator</i>	<i>\$0</i> <i>Complete</i>
<i>FY07</i>	<i>Train teaching staff in the use of technology</i>	<i>Professional Development/Curriculum facilitator</i>	<i>\$2,000</i> <i>Complete</i>
<i>FY07</i>	<i>Curriculum mapping using Rubicon Atlas software</i>	<i>Assistant Superintendent</i>	<i>\$8,000</i> <i>Complete</i>
<i>FY07</i>	<i>Replace the current accounting software</i>	<i>business Manager</i>	<i>\$60,000</i> <i>Complete</i>
<i>FY07</i>	<i>Centralize Renaissance Learning software</i>	<i>Technology Coordinator</i>	<i>Unable to complete with current software</i>
<i>FY07</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$60,000</i>
<i>FY08</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i> <i>Complete</i>
<i>FY08</i>	<i>Train teaching staff in the use of technology</i>	<i>Professional Development/Curriculum facilitator</i>	<i>\$2,000</i> <i>Complete</i>
<i>FY08</i>	<i>Connect High and Middle Schools with Gigabit fiber links to accommodate centralized data management and VOIP</i>	<i>Technology Coordinator</i>	<i>\$75,000</i> <i>Included in capitol projects at the high school.</i> <i>Complete</i>

<i>FY08</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$60,000</i> <i>Complete</i>
<i>FY08</i>	<i>Replace outdated e-mail system.</i>	<i>Technology Coordinator</i>	<i>\$15,000</i> <i>Complete</i>
<i>FY08</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$25,000</i> <i>Complete</i>
<i>FY08</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$6,000</i>
<i>FY09</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals/ central administration</i>	<i>\$0</i>
<i>FY09</i>	<i>Use of Google Apps, Moodle and/or Mass ONE</i>	<i>Technology Coordinator and Professional Development/Curriculum facilitator</i>	<i>\$0</i>
<i>FY09</i>	<i>Train teaching staff in the use of technology</i>	<i>Professional Development/Curriculum facilitator</i>	<i>\$2,000</i>
<i>FY09</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$60,000</i>
<i>FY09</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$15,000</i> <i>Complete</i>
<i>FY09</i>	<i>replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$25,000</i>
<i>FY09</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i> <i>Complete</i>
<i>FY10</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY10</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>
<i>FY10</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY10</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$60,000</i>
<i>FY10</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY10</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY10</i>	<i>Purchase a site license for all oper-</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>

	<i>ating system and basic productivity suite</i>		
<i>FY11</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY11</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>
<i>FY11</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY11</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$90,000</i>
<i>FY11</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY11</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY11</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>
<i>FY12</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY12</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>
<i>FY12</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY12</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$90,000</i>
<i>FY12</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY12</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY12</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>
<i>FY13</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY13</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>

<i>FY13</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY13</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$90,000</i>
<i>FY13</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY13</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY13</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>
<i>FY14</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY14</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>
<i>FY14</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY14</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$90,000</i>
<i>FY14</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY14</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY14</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>
<i>FY15</i>	<i>Identify classrooms demonstrating the effective use of technology</i>	<i>Principals and Central Administration</i>	<i>\$0</i>
<i>FY15</i>	<i>Analyze the effectiveness of the technology in the district</i>	<i>Technology Committee</i>	<i>\$0</i>
<i>FY15</i>	<i>Needs assessment in order to plan for next 5 years</i>	<i>Technology Coordinator, Assistant Superintendent, superintendent</i>	<i>\$0</i>
<i>FY15</i>	<i>Budget computer replacement cycle</i>	<i>Technology Coordinator</i>	<i>\$90,000</i>
<i>FY15</i>	<i>Replace aging network components</i>	<i>Technology Coordinator</i>	<i>\$35,000</i>
<i>FY15</i>	<i>Replace aging servers</i>	<i>Technology Coordinator</i>	<i>\$30,000</i>
<i>FY15</i>	<i>Purchase a site license for all operating system and basic productivity suite</i>	<i>Technology Coordinator</i>	<i>\$23,000</i>

MONITORING, EVALUATION, AND REVISION OF TECHNOLOGY PLAN

MONITORING AND EVALUATION PROCESS

This Technology Plan will not be static in nature. It will, reflecting the very nature of change inherent in technology, require constant supervision, monitoring, and revision.

Initial feedback will come from teachers and students as they take on the new changes brought on by summer purchases and fall installations and training. The District Technology Coordinator will need to be visible district wide while the critical September to November time frame unfolds. If need be, a re-convened Technology Committee can begin meetings before the end of each calendar year to suggest revisions to the year's plan. Otherwise, the Technology Coordinator can continue along with training, inservice, and support until the end of the year evaluation cycle begins in March.

It will be crucial for the committee to survey the district in the spring of each year. Their findings, along with appropriate revisions and suggestions, will be re-published for all stakeholders in our process. Hopefully, the necessary revisions can be acted on within the short time period between late May and the start of another critical Fiscal Year.

PROCESS FOR REPORTING TO STAKEHOLDERS

Three important time periods per year will be utilized for reporting to stakeholders. Initially, a fall report/update to the School Committee will take place each September. Secondly, a broader constituency of stakeholders will be reached with reports and updates to each town's Select Boards. Conjoined with these important meetings will be informal school based training sessions for interested town's people. Thirdly, a year end evaluation and update with recommendations for change will be prepared and published. It will provide a concise road map for the upcoming year, as well as a less focused look at the final years of the plan as revised by the District Technology Committee.