

Technology Plan Beaverton Rural Schools

406 South Ross Street
Beaverton, Michigan 48612
Superintendent Joan Cashin



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Overview of Technology Plan Beaverton Rural Schools

District Mission Statement: Beaverton Rural Schools, in partnership with the community, will ensure an environment in which all students will achieve skills necessary for lifelong learning and responsible citizenship.

District Technology Vision Statement: The integrated use of technology will foster a culture of learning and discovery.

District Technology Mission Statement: It is our mission to provide technology to our students so that they will be able to attain the skills necessary for lifelong learning and responsible citizenship. To that end, we will provide a curriculum into which technology has been seamlessly integrated and an educational staff trained in its delivery.

District Technology Committee:

Mary Jo Andera	K-4 Media Specialist
Sarah Barratt	Elementary Principal
Jeff Budge	High School Principal
Becky Caverly	Curriculum Director
Brian DeBolt	Technology Director
Joan Cashin	Superintendent
Mindy Jeffries	Elementary Teacher
Greg Paxton	Middle School Principal
Ron Roggow	Primary Principal
Deb Sherrod	9-12 Media Specialist
Scott Wagner	Middle School Teacher
Barb Woodruff	Business Manager

State Requirements for District Technology Plans: The following section summarizes Beaverton's technology plan in terms of the state requirements and refers to the Action Plan found on pages 6-19.

I. CURRICULUM

A. Goals and strategies aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

Based on the above vision and mission statements, we have identified four broad goal areas: Curriculum Integration, Professional Development, Community Involvement, and Infrastructure. These goal areas and their action plans were developed with help from the following documents: Michigan Department of Education Technology Standards, Michigan Curriculum Framework, National Educational Technology Standards, and *Planning into Practice*, Jeff Sun (2000). The action plans which concern

this goal can be found in the following places: **Page 6, Goal 1.1; page 7, Goal 1.2; page 8, Goal 1.3.**

B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration

The action plan for Curriculum Integration has a start up date of April 24, 2003, which is the next scheduled ½ day professional development session. At this session building administrators will begin the process of requiring teachers to include technology standard references in their lesson plans. This process will be done on a developmental basis for the remainder of the final marking period of 2002-2003 school year, then be implemented permanently in August of 2003 for the next school year. The action plans which concern this goal can be found in the following places: **Page 6, Goal 1.1; page 7, Goal 1.2; page 8, Goal 1.3.**

C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies

Although its use has changed over the last eight years, Beaverton High School houses the district's Interactive Television Lab. Now used mostly for online classes and virtual field trips, it is kept in readiness for any distance learning or meeting sessions scheduled within our joint REMC5 including Clare-Gladwin RESD and Gratiot-Isabella RESD. Through the counseling office we hope to increase the use of this facility as addressed in the action plan for **Goal 1.3** found on **Page 8.**

D. Strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students

Communication with the community, especially the parents of our students, has long been a goal of our district. We work continuously to improve the number of ways we can communicate effectively with our parents and the rest of the community at large. Given the sudden increase in technology over the past five years we have been able to make improvements in the public's awareness of our district. Using a district wide phone system and soon to be developed district webpage, we plan to continue to increase the number of contacts with parents and community members and improve communications greatly. The action plan which addresses this goal can be found on **Page 9, Goal 1.4.**

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers

It has always been the policy of Beaverton Rural Schools to allow community agencies, businesses, and individuals to use our facilities. Although in the past we have not actively advertised outside the school community, our professional development sessions that involve training in general business applications also are open to the public

for a nominal fee. Our action plan concerning this area of Community Involvement will address a program of informing the public of available sessions as they occur. The action plan which addresses this goal can be found on **Page 16, Goal 3.3.**

II. PROFESSIONAL DEVELOPMENT

F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services

Currently we have six professional development days (both full days and half days) scheduled into our calendar. These are supplemented with various unscheduled sessions during and after school hours as well as opportunities for staff to attend out-of-district conferences and area workshops offered by professional associations and our local RESD/REMC. At this time there is no formal schedule devoted entirely to technology training workshops. The action plans related to professional development are intended to rectify this lack of long term planning and will give us a more concrete selection of training opportunities for our entire staff. The action plans including Professional Development goals and strategies can be found on **Pages 10-12, Goals 2.1, 2.2, & 2.3.**

G. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology

Along with the resources available through our district-wide network, our plan is to provide both professional materials in print and electronic format and teaching software resources to our professional staff. The action plan addressing this can be found in Goal Area #2: Professional Development and is located on **Page 12, Goal 2.3.**

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

H. Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired

The action plans for Professional Development and Infrastructure have built into them strategies for canvassing the staff as to their needs for training, materials, resources, and services. These will also be used as assessment tools to determine the success of the appropriate plans. These are addressed in the following areas: **Pages 10-12, Goals 2.1, 2.2, 2.3, and Page 17, Goal 4.1.**

I. Strategies to increase access to technology for all students and all teachers

Seven years ago our District underwent a vast change in technology; we passed a building bond which allowed us to build a new high school and renovate several existing buildings along with installing a district-wide network. At the same time our RESD cooperated in installing fiber-optic cabling giving the five local school districts and community college Internet access as well as interscholastic voice, video, and data communications. Every networked computer in the district has Internet access and allows room for storage of student and staff work. Our current status is that of maintaining this infrastructure and ensuring that access is available to all our students and teachers. We currently operate at a 5:1 student to computer ratio at the high school and have a goal to make that ratio district-wide. This will be accomplished not only through the purchase of new equipment but also through a rotation plan which will move used computers from one building and into another after they are cleaned, repaired, and upgraded. The action plan which pertains to this goal can be found on **Page 17, Goal 4.1.**

IV. FUNDING AND BUDGET

J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement

The projected 3-year budget can be found on **Page 19.**

K. Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan

Although individuals in our district currently pursue grants from various agencies including local, state, and federal sources, there is no systematic process which is followed to efficiently communicate the status of such grants and funding programs. In order to remedy this and create a more successful funding process we are working toward developing a grant writing oversight committee which will establish guidelines for applying for available funds. The action plans which address this can be found on **Page 13, Goal 2.4; Page 15, Goal 3.2; Page 18, Goal 4.2.**

V. MONITORING AND EVALUATION

L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards

Built into each of the action plans concerning Technology Integration and Professional Development are methods to determine the success of each action. We will also be using the state benchmarks for each curricular area as well as the technology standards published by the Michigan Department of Education. Standardized test scores from the MEAP program as well as various other nationally based tests will be used to measure student progress. Local tools such as surveys of staff, parents, and administrators will be used to gather both statistical and anecdotal data. All of this data will be used to evaluate the progress of all the elements of this plan. The technology committee will review this plan annually and make adjustments accordingly. Assessment strategies are found at the bottom of each action plan; those pertaining to Curriculum Integration and Professional Development can be found on **Pages 6-13**.

M. Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies

Our current Acceptable Use Policy for students is printed annually in the student handbook and passed out to every student at the beginning of the year for 7-12 grades. Beginning in Fall 2003 we will also have in place a policy which is geared to the K-6 grades. Newly registering students are also asked to fill out a form at central office when they enter our system. The building administrators work with both teaching staff and the technology department to monitor student use of the network and its resources and coordinate the discipline as necessary for infractions of the AUP.

Our Acceptable Use Policy for staff is handed out on the first day of school for teachers, collected, and kept on file for the school year. Every employee must sign one in order to use the network and its resources.

The Acceptable Use Policy for students can be found in **Appendix A** after the Action Plan. The Staff AUP is found in **Appendix B**.