

Hill-Gustat Middle School Technology Plan 2007 - 2010

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Building a Solid Foundation

Plan revised August 2007
by the HGMS Technology Committee
Chairperson Kim Douberley



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1. INSTRUCTIONAL TECHNOLOGY MISSION AND VISION STATEMENT

Mission Statement

Providing comprehensive, equitable, ethical, and efficient use of existing and emerging technology while engaging, challenging, and nurturing diverse learners is paramount in preparing students for success in a complex global society.

Technology has great potential for making education meaningful and productive for students, but only if they are allowed to become active learners in real world tasks. Technology at Hill-Gustat Middle School is meant to enhance learning throughout the curriculum and emphasizing learning with technology, rather than about technology.

Beliefs

- Skillful use of technology supports the development of processing skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age.
- Technology allows us to better serve the diverse learning needs of our students.
- Our schools must prepare and encourage students to be lifelong learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and world-wide.

2. GENERAL INTRODUCTION/BACKGROUND

2.1 School Profile

Hill-Gustat opened in 1996 and is named after three former educators whose names are synonymous with excellence. We have between 660-675 students which are 50% White, 14% Black, 29 % Hispanic, 7% Other. Our enrollment and ethnic make-up has been fairly consistent over the last five years. Our current percentage of free and reduced lunch students is 57%. The ESE and ESOL population is 22% of the student body.

We have 48 teachers at our school. There are 7 academic teaching units per grade level, 6th - 8th grade. The remaining teachers are resource, vocational, fine arts, guidance, and physical education teachers. Our teachers have been involved with various types of ongoing professional development. Currently all of our teachers are concentrating on school wide instructional strategies to enhance reading in all content areas.

2.2 Planning Process

The Hill-Gustat Middle School Technology Committee conducts a number of surveys to determine the technology and training needs of our school. In order to keep current with maintenance, upgrades, and purchases of equipment and software, replacement upgrades are scheduled at 20% per year. The following sources are being used for help and information:

- Florida Department of Education Resources Survey
- Instructional Technology Report\Highlands County Schools MIS
- Technology Teacher Inventory
- Technology Student Inventory
- Input from District Technology Committee
- Collaboration with school based Technology Committee
- STaR Survey

The Technology Committee is composed of the Curriculum Leadership Team, the Media Specialist, computer lab paraprofessional, the Technology Resource Teacher, an MIS consultant (if available), the school assistant principal, and the school principal. The Technology Committee will be responsible for the revision and implementation of the Technology Plan for Hill-Gustat Middle School.

Teachers and staff with special training and expertise in technology actively share their learning and skills by helping to train others.

The Hill-Gustat Middle School Technology Plan supports the initiatives of National Education Technology Standards (NETS) and the No Child Left Behind Act.

2.3 Collaboration

Hill-Gustat Middle School networks with the Highlands Educational Consortium (HEC) which provides a variety of training in the use of software and hardware, as well as loaning equipment for the integration of technology into the curriculum. Teachers often attend training sessions with substitutes paid for by HEC during the course of the school year as well as during the summer months.

3. NEEDS ASSESSMENT/GOALS

3.1 Sources

The Hill-Gustat Middle School Technology Team conducts a number of surveys to determine how we use existing hardware and software, and what our technology needs will be. This information will be gathered annually from the following sources:

- STaR Survey
- Technology survey of schools
- Grade level survey of teachers
- Technology Skills Inventory of teachers
- Input from District Technology Committee
- Input from District Technology Resource Teachers' meetings
- Input from HGMS Technology Resource Teacher
- Track-It Work-order system
- Technology equipment inventory

The Technology Committee for Hill-Gustat Middle School provides the leadership for Needs Assessment. Major aspects of the process include:

- Analyzing all data collected.
- Assessing the quantity and type of equipment available for students and staff.
- Assessing the training needs of staff personnel.
- Seeking student and staff input.
- Involving administrators, staff, students, and parents in determining goals, objectives, and strategies.
- Assessing the integration of technology in all areas of the curriculum, ESOL, and Special Needs, including students with disabilities.
- Assessing new software and hardware.

3.2 Identification of Needs

- Training Needs
 - Providing time for training is the most critical element of need when learning to infuse technology into the curriculum.
 - Professional Development areas for new staff
 - Kaplan, Pinnacle, SchoolStream, My-Points. Org, 1st Class Email, SubFinder, scantron, and desktop security.
 - Professional Development for all staff:
 - Provide update training for faculty on site or within the district for licensed programming for use with students including:
 - BrainPop, UnitedStreaming, Encyclopedia Britannica, NewsBank, Curriculum Pathways, Inspiration, Orchard, Microsoft Office Suite (Excel, Word, PowerPoint), Smart Notebook, and Windows Media Player, Web Page Design, and Textbook CD Supplements.
 - Provide access and training for faculty using Atlas Mapping Software to layout grade level expectations by subject area.
 - Establish basic Curriculum Maps at each grade level and subject area to support new teachers as they enter the teaching field.
 - Provide training for faculty using a variety of equipment including:
 - Scanners, digital cameras, video cameras, GPS's, Smartboards, projectors.
 - Production Studio equipment for those involved in providing morning announcements and highlighting positive student activities and behaviors.
- Equipment Needs
 - Computers and other technology equipment are becoming outdated faster than it can be replaced based upon the allocated budgets. Acceptable use standards as established in STAR assessments define computers as "older than 3 years" as obsolete. Often new software will not run adequately on older computers among other problems. There is a need to seek additional sources and community partnerships for funding technology needs as well as providing the encouragement and time to facilitate these grant type requests.
- Technical / TRT Support
 - Additional technical support is needed from the district's MIS department to facilitate the expedient turn-around-time for technical issues that often must be addressed by the TRT in supporting the need for teachers in planning and delivering curriculum in a timely manner.
 - As the amount of technology equipment and its use increase at the school sites each year, it will be necessary to determine ways to address the "back to school" crunch of having all technology equipment operational within a week of the school's opening.
 - Continue support by the district and school TRT's to help teachers infuse technology into the curriculum and instructional processes.

3.3 School Technology Goals:

Goal I: Improve student academic achievement through the use of technology by:

1. Integrating Technology in the Classroom
 - a. Expanding classroom tools for teaching and learning.
 - b. Providing for the integration of multiple resources for existing and emerging curriculum.

- c. Enabling the learning community to communicate more effectively, access and process information, and work productively.
 - d. Linking the classroom with educational resources within the building, community and worldwide.
 - e. Creating a collaborative environment for project oriented activities.
 - f. Increasing the productivity of students as they work toward attaining learning outcomes.
 - g. Encouraging the use of multimedia tools enabling students to become active and experiential learners.
 - h. Enabling learning to involve partnerships within the school, among schools, and with other organizations.
2. Building a Culture of Continuous Learning for Staff
- a. Developing school-based technology planning and learning.
 - b. Incorporating learning new curriculum (math, writing, science, etc.) with technology applications.
 - c. Facilitating access to collegial support and best practice information from a wide variety of resources.
 - d. Expanding the variety of teaching tools to differentiate and support diverse learners.
 - e. Supporting productive and efficient management of student assessment and portfolio data.
 - f. Increasing support for emerging instructional strategies: inter-disciplinary, collaborative, and active learning options.
 - g. Enabling curriculum, instruction and assessment to be developed and aligned with each other.
 - h. Providing a system that helps students, parents and teachers work together to support educational outcomes.
 - i. Piloting new teaching strategies, technologies, and instructional resources.
 - j. Investigating emerging possibilities for electronic learning resources such as ebooks, handhelds, and tablets for teachers and students.

Goal II: Insure equitable and effective access to technology for staff and students by:

1. Increasing the number of students 5-8 who use technology to communicate effectively in a variety of modes.
 - a. Staff and students will have increased access to technology each year.
 - b. Staff will insure that all students have equitable access to computers with a focus on responsibility and ethics.
 - c. Staff will use technology as a tool to support student learning across disciplines.
 - d. Staff will use technology for the evaluation of instruction and for collection of assessment data.
 - e. Staff will use technology to increase communication with the parents and community.
2. Increasing the number of students 5-8 who use technology for thinking, learning and producing quality products in a variety of modes.
 - a. Staff will teach students to select and use a variety of technology resources and applications for specific learning tasks (keyboarding, word processing, email, spreadsheets, Internet, databases, brochures, presentation tools.)
 - b. Staff will adopt new technologies to enhance curriculum and student performance, including technologies for special needs student to meet the educational requirements of No Child Left Behind (NCLB).
3. Increasing the number of students 5-8 who use technology for research, problem-solving, and decision-making in a variety of modes.
 - a. Staff will provide increased opportunities for students to build needed research, presentation and technology skills.
 - b. Staff will include use of technology as a regular part of lesson plans, using the Office Suite and other tools for production, understanding, and making meaning with data.
 - c. Insure that students are exposed to a variety of technologies including: computer hardware and software, conventional and flat panel monitors, multimedia projection devices, VCR, video production, various storage devices such as hard drives, tape backups and flash drives, scientific

and graphing calculators, telecommunications, scanners, and pointing devices, various kinds of printers, CD/DVD- ROM, and systems providing simulated learning environments.

Goal III: Increase technology knowledge and use for all staff and students by:

1. Understanding basic technology operations and concepts.
 - a. Staff and students will demonstrate an understanding of the nature and operation of technology systems, including networked environments.
 - b. Staff and students will demonstrate an understanding of concepts underlying hardware, software and connectivity.
 - c. Staff and students will navigate computer systems (organize documents into folders on h: drive, move between different applications, use program help and navigation aids).
 - d. Staff and students will develop sufficient technical skills to successfully use, troubleshoot and maintain technology and telecommunications tools in daily life, work situations and learning environments.
 - e. Staff and students will apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
2. Using technology responsibly and ethically.
 - a. Students will practice responsible use of technology systems, information and software.
 - b. Students will cooperate with others while using technology.
 - c. Students will care for and safely operate equipment.
 - d. Students will demonstrate legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
 - e. Students will demonstrate understanding of intellectual property and copyright law by properly crediting work of self and others. Identify examples of copyright violations.
 - f. Students will identify technological skills needed for success in school and vocations.
 - g. Students will research the accuracy and relevance of information sources.

Goal IV: Increase productivity and efficiency through the use of technology by:

1. Using technology to communicate effectively and creatively.
 - a. Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
 - b. Students will create multi-page documents using writing process steps, word processing skills, and publishing programs.
 - c. Students will devise documents using word processing program features, including spell checking, thesaurus and grammar checking. Use advanced editing and text formatting.
 - d. Students will use a spreadsheet to create tables, graphs and charts, and explain what each means.
 - e. Students will create, produce, and present ideas in a variety of forms, including text, video, graphics and conversation.
 - f. Students will enhance documents with graphics, including clip art and original artwork, using paint and draw programs.
2. Using technology for thinking, learning and producing.
 - a. Staff and students will enhance content-area learning with technology-infused lessons.
 - b. Staff and students will use a variety of media and technology resources for directed and independent activities to support learning.
 - c. Students will construct new meaning and knowledge by combining and synthesizing different types of information.
3. Using technology for research, problem solving and decision-making.
 - a. Students will use technology to locate, evaluate, collect and organize information from a variety of sources.

- b. Students will use technology to locate, evaluate, collect and organize information (electronic encyclopedias, library catalog, selected Internet sites, and magazines).
- c. Students will review information analytically and transform it into useful knowledge to solve problems.

4. FUNDING PLAN

4.1 Hill-Gustat Middle School uses a combination of multiple sources of funding for its technology needs. These include both recurring and nonrecurring funds allocated from the SBHC, A+ funding, community partnerships, donations, and grant awards.

4.2 The funding plan is updated annually by the SBHC to insure that a sufficient budget is provided to acquire, support, and maintain essential hardware, software, professional development and other services needed to implement strategies for improving educational services. HGMS provided comprehensive planning requests at the yearly secondary level meeting in which the middle schools review the technology requests for our level. Additional funding is pursued by the Technology Resource Teacher and other faculty members in the form of grants during the course of each year. In addition, the award of A+ funds has had a percentage allocated for technology needs during the previous years when ever awarded to HGMS.

Hill-Gustat Middle School is connected to the wide area network using fiber optic connectivity. All classrooms have access to the Internet through Florida Information Resource Network (FIRN) will allows for the uses of the Internet for classroom instruction. E-rate funding is utilized by the SBHC to support this connectivity.

4.3 Hill-Gustat Middle School is allocated one Technology Resource Teacher position by the SBHC. The Technology Resource Teacher provides instructional support and training for classroom teachers and students using software and equipment, as well as maintaining the school's network, computers, and other technology equipment.

The Technology Resource Teacher (TRT) will:

- Serve as a school- based coordinator, organizer, and facilitator of technology.
- Serve as chairperson of the school's Technology Committee.
- Represent Hill-Gustat Middle School at the district technology meetings.
- Act as a consultant for technical installations of hardware and software.
- Facilitate the use of hardware and software use.
- Encourage innovative use of technology for enhancing teaching.
- Help with interdisciplinary planning by meeting with grade levels or curriculum areas teachers.
- Help with analysis of various test scores such as Kaplan, Scholastic Reading Inventory (SRI), and FCAT results to give the teachers the best possible insight into helping each of our students achieve their potential.
- Manage/oversee databases (Orchard, AR, Read180, SRI, Active Directory, 1st Class).
- Provide Technical Triage for assessing hardware and software issues.
- Post work orders for MIS technical support.
- Be a catalyst for using technology and model best practices for teachers and students.
- Research and investigate innovative technology trends.
- Support grant writing efforts for technology acquisitions.
- Serve as member of the school's Leadership Team.

MIS (Management Information Systems) personnel from the district level and the District Technology Resource teacher will assist the school's Technology Resource Teacher in software issues, training needs, and in resolving network and major technical issues.

5. TECHNOLOGY ACQUISITION PLAN

5.1 Continuous Education & Research will include:

- Sending a minimum of 4 teachers and 1 administrator per year to conferences like the Florida Educational Technology Conference (FETC) to investigate technology trends, educational practices, software, and technology implementation programs.
- Investigating research based programs and evaluations that will develop and measure student technology skills for students as established in the NETS.

5.2 HGMS will use the district's guidelines for software evaluation and rely on recommendations that include the district's technical support for the implementation and use of the software. All purchased instructional software should:

- Align to the Sunshine State Standards.
- Meet the needs of students as lifelong learners.
- Address the needs of students with varying learning styles and assist those with special needs and students with disabilities.

5.3-5.4 Equipment & Software:

- Begin replacement of classroom VCR's with VCR/DVD player combinations in order that textbook supplemental software can be easily accessed by teachers.
- Continue replacement of 20% of teachers' computers per year.
- Establish laptops with docking stations as the "teacher station" and convert existing desktop computers to student computers within the classrooms.
- Add digital projectors so every classroom teacher has one.
- Provide cabling for use with projectors in classrooms where only desktop computers are available for projection means.
- Purchase Airliner tables or Smartboards until all instructional classrooms have them.
- Add an additional computer lab with completion of new wing.
- Update Consumer Science lab with new computers.
- Use "extenders" with new computer lab purchases to stretch the technology budget without hampering the effectiveness of the hardware/software implementation.
- Purchase and use LaserJet networked printers to reduce the cost of replacing individual classroom printers and ink in classrooms with adjoining pods.
- Provide LaserJet cartridges for all networked printers.
- Purchase Microsoft Office Suite Professional licenses for all lab computers and teacher/student stations.
- Begin upgrade to Microsoft Office Suite Professional 2007 version for existing licenses.
- Upgrade and add equipment and the necessary wiring to the Production Studio for use with Eagle News Network.
- Implement TV receiver replacement as necessary to replace old Channel One Equipment in classrooms.
- Pilot the use of the *Tune into Reading* software to support intensive reading goals of building fluency with struggling readers.
- Add a technology component curriculum and courses to the HGMS wheel.

5.5 HGMS Purchasing acquisitions will be determined by:

- District and School guidelines set forth in the technology plans of both.
- Recommendations made by the District's MIS department.
- Recommendations made by the District's TRT.
- Sunshine State Standards and National Educational Technology Standards (NETS).
- Recommendations made by the combined experiences of the District's schools' TRT's.

6. ACCESS

- 6.1** The school provides for equitable and effective access to telecommunications and other technologies to support teaching and learning with support by the district by:
- Verifying network access in all classrooms and administrative offices.
 - Providing computer workstations that meet minimum specifications for teachers and staff.
 - Providing access to additional online instructional resources for teachers and students.
 - Providing access, software, and equipment to students with special needs as identified in the IEP process.
 - Providing administration and teacher with access to data for decision making from the school , district, and school level as is appropriate.
- 6.2** Review the use of the defined acceptable use policies at HGMS as established by the district including the:
- *MIS Policies and Procedures Manual* for the faculty & staff.
 - *Student Network Access Permissions & Internet Safety Contract*- to be updated each year and verified on file in Pinnacle by teachers before students are granted Internet access.
 - *Network Access Request Form* – updated each year for permission rights by the principal.
 - *Violating Internet Policy, Rules and Regulations of Inappropriate Use of the Network* - addressed as is needed by the Dean of Students when issues arise based upon guidelines in the Code of Student Conduct.
 - Maintain a “Do Not Publish” list of student names as is defined in the Student Code of Conduct to protect the confidentiality of students.
- 6.3** HGMS will support MIS’s use of specified district technology protection filter that blocks and filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.
- If improper unblocked sites become known, MIS will be notified to limit access those sites.
 - If educational sites are blocked, a URL will be submitted to the MIS department for their review so the site can be unblocked if it meets the established educational standard.

7. USER SUPPORT PLAN

- 7.1** Network Management
- MIS’s use and verification of hardware firewalls (Sophos) will be verified and updates verified by the TRT.
 - Remote access software will be used by the TRT to manage the Pinnacle gradebook as well as provide immediate technical triage as the need arises when MIS technicians are not available.
 - MIS technicians may provide support to the TRT via remote access software in order to expedite troubleshooting technical and software issues.
- 7.2** Equipment Maintenance and Replacement
- The school’s TRT will implement a technical triage system for posting online work orders in Trackit for MIS technicians to address.
 - Equipment maintenance, repairs, and replacements will be recommended and conducted by MIS technicians with the paper trail being managed by the school’s TRT.
 - An obsolete equipment inventory will be conducted once a year by the TRT and transferred to the district for disposal.
 - Replacement of computers and other technology equipment will be based primary upon the School’s Technology Plan and funded by the technology budget allocated by the district each year. As well, addition funding sources will be pursued.

8. PROFESSIONAL DEVELOPMENT PLAN

- 8.1** Provisions for increasing the use of technology in the classroom and media center will include:
- Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs;
 - Teachers will be encouraged to attend technology inservice opportunities provided by the district, HEC and the school's TRT's.
 - Implementation and use of software that is currently available will be a focus.
 - These inservice opportunities will support the integration of subject area curriculum content with technology and model ways to use specific software with students.
 - The Media Specialist will encourage the integration of technology into the curriculum as well.
 - The integration of technology as a meaningful component within all curriculum training;
 - The NETS standards for administrators and teachers will be examined as participants review and receive professional development as goals for growth in their IPDP's.
 - The NETS standards for students will be reviewed with students taking the Computer Education courses to establish a standard for growth.
 - Ensuring adequate facilities, instructors, materials, equipment and funding for staff development;
 - Planning and working with the TRT to effectively learn to use technology will be supported by the administration.
 - An emphasis will be made in providing time for teachers to learn how to use textbook adopted software effectively in their subject areas.
 - Identification and acquisition of technology-based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner.
 - Providing technology training for teachers by the school TRT will be encouraged and supported by the administration.
 - Training will include modeled sessions with the TRT in a lab setting so that both teachers and students have the opportunity to learn.
 - Methods of delivery for training teachers to integrate technology will be explored.
- 8.2** Sources of ongoing training and technical assistance available to teachers and administrators served by the district, such as State technology offices, intermediate educational support units, regional education training facilities or institutions of higher learning are:
- Atomic Learning
 - South Florida Community College (SFCC)
 - Heartland Educational Consortium (HEC)
 - Florida Center for Instructional Technology (FCIT)
 - Workshops offered by the District's TRT for both instructional and non-instructional personnel.
 - Workshops offered by the school's TRT during the school year and during the summer.
 - Staff development provided by the ESE TRT.
 - Training provided by consultants when software and/or programs are purchased.
 - Training provided by textbook consultants.

9. PROGRAM EVALUATION

- 9.1** The ongoing evaluation of how acquired technologies are being integrated into the school curriculum will include:
- Annual STaR survey
 - Teacher technology inventory
 - Classroom observations
 - Lesson Plan documentation
 - Program/subscription usage reports i.e.: Untied Streaming, Atomic Learning

- Professional development technology related sign-in sheets
- 8th grade technology assessment

The ongoing evaluation of how acquired technologies are affecting student achievement and progress toward meeting the educational goals of the Sunshine State Standards include:

- Improvement in FCAT scores
- Technology usage report at HGMS
- Progress Monitoring Reports (Kaplan)
- 8th grade technology assessment

9.2 The process used to facilitate mid-course corrections in response to new developments and opportunities as they arise will include:

- Input from monthly technology resource teacher meetings
- Input from monthly administrative meetings
- District Technology Committee meeting information
- Input from HGMS's Leadership Team
- Changes in School Board Policy
- Changes in legislation

10. E-RATE PLANNING CRITERIA

10.1 – 10.4

All E-Rate planning, goals, and strategies are handled at the District level.