



Springdale Public Schools



Technology Plan

March 2006-2009

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Technology Plan Submission Form

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(ADE STAFF WILL COMPLETE THE FOLLOWING INFORMATION)

DATE RECEIVED:	
REVIEWER:	DATE:
DISTRICT NOTIFICATION LETTER SENT:	DATE:

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District Profile

DISTRICT NAME:	Springdale Public Schools
DISTRICT LEA NUMBER:	7207
DISTRICT NCES#:	05-12660
NUMBER OF SCHOOLS IN LEA:	21
NUMBER OF TEACHERS:	1125
NUMBER OF STUDENTS ENROLLED:	15,543
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH:	50.41
STUDENT/COMPUTER RATIO:	4/1
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN:	Urban
E-RATE DISTRICT DISCOUNT LEVEL:	65%

School Profile

School Name	LEA#	E-rate Entity#	NCES#
Springdale High School	72-07-049	83201	05 12660 01025
Springdale Har-Ber High School	72-07-062	16027451	
Central Junior High School	72-07-047	83199	05 12660 1020
George Junior High School	72-07-060	16023017	
Southwest Junior High School	72-07-048	83197	05 12660 01024
Helen Tyson Middle School	72-07-055	83198	05 12660 00237
Hellstern Middle School	72-07-061	16027452	
J.O. Kelly Middle School	72-07-054	83205	05 12660 00233
Bayyari Elementary School	72-07-059	16023018	
Elmdale Elementary School	72-07-040	83200	05 12660 01021
George Elementary School	72-07-053	83207	05 12660 00059
Harp Elementary School	72-07-058	223870	05 12660 00669
Hunt Elementary School	72-07-063	16027453	
Jones Elementary School	72-07-041	83204	05 12660 01022
Lee Elementary School	72-07-042	83203	05 12660 1023
Parson Hills Elementary School	72-07-050	83206	05 12660 01259
T.G. Smith Elementary School	72-07-051	83191	05 12660 01260
John Tyson Elementary School	72-07-044	83196	05 12660 01027
Walker Elementary School	72-07-052	83194	05 12660 1396
Westwood Elementary School	72-07-046	83193	05 06990 00179
Bernice Young Elementary School	72-07-057	223868	05 12660 00869
Alternative Learning Center		16023020	

District Executive Summary

Demographics:

Over the last two decades, the Springdale School District has experienced a dramatic change in the number of students and in the demographics of the student population. We have changed from a 1% minority population to a population of 44.7% of our students being an ethnic group other than Caucasian. This includes the largest Marshall Island population in the United States. 50% of the student population qualifies for the free or reduced lunch program. Additionally, the school district has experienced a 50% increase in student population over the past fifteen years. During the 2005-2006 school year, we experienced over 9.3% growth – which in real numbers represented 1158 new students – most of which are English Language Learners

Technology History:

For numerous years technology has been targeted as one of the tools essential in helping remediate, support, and enrich learning experiences for students, as well as preparing our students for the workplace. Due to the rapid change in emerging technologies, constant attention is given to assessing the impact of technology on our educational environment. The impact of technology on the learning environment of Springdale students has grown in proportion to availability of programs and equipment.

In 1995, the Springdale School District entered into a partnership with Mrs. Bernice Jones and the University of Arkansas to establish a way to deliver instruction through the use of technology. From that initial investment of 1000 computers by Mrs. Jones, the technology department has grown to over 4600 computers on 22 sites funded almost entirely by local district funds. Beginning in October of 2000, the Jones Family Foundation asked the Springdale Public Schools to assume full responsibility for the cost of connectivity. Therefore, an agreement was entered into with the Arkansas Department of Education for APSCN Internet services. E-mail services also began to be transferred to a district e-mail system, rather than remaining as part of the Jones.net, which was the internet connectivity and computers that were granted to Springdale Schools through the Jones Center for Families. Continual upgrade, expansion, replacement and maintenance are made through district monies, various grants, and tax-deductible donations.

District Technology Committee

The district technology committee is comprised of members from various schools and educational entities. Volunteer members meet each quarter to discuss technology issues and projects which include: staff development, annual review of the technology plan, hardware and software, technology policies, funding, technology initiatives, workshops and program evaluation. Sub-committees work on specialized topics and then report to the full committee. Information is then disseminated to each school. The technology plan is reviewed by school faculties, district administrators and the school board.

<u>Member</u>	<u>Title</u>	<u>School</u>
Allison Byford*	Coordinator for Instructional Technology and Assessment	Professional Development Center
Eric Hatch*	Network Administrator	Professional Development Center
Sage Ouchark*	ACSIP/Federal Programs Coordinator	Washington
Anne Fowler	3 rd grade teacher	Westwood Elementary
Kim Gadberry	Library Media Specialist	Westwood Elementary
Cathy Crouch	GT Teacher	Tyson Elementary
Vicki Campbell	5 th grade teacher	Bayyari Elementary
Tonya Woods*	Assistant Principal	Smith Elementary
Laura Wieland*	Teacher on Special Assignment – Elementary Mathematics	Professional Development Center
Robyn Sizemore	Library Media Specialist	Hunt Elementary
Tawana West	Library Media Specialist	Walker Elementary
Kriste Rees	Library Media Specialist	Parson Hills Elementary
Anne Martfeld	Business Teacher	Har-Ber High School
Ruth Kennedy*	ESOL Curriculum Specialist – Secondary	Washington
Marilyn Carrell	Business Teacher	Springdale High School
Kristin Novotny	Spanish Teacher	Springdale High School
Pete Joenks*	Assistant Principal	Springdale High School
Jennifer Hatfield	ESL Office	Washington
Vanessa Sbanotto*	Federal Programs	Washington
Regina Stewman	Principal	Lee Elementary
Denise Pellin*	1 st grade teacher	Young Elementary
Theresa Hardage*	Library Media Specialist	Kelly Middle School
Sherry Wood	Computer Lab Manager	Central Junior High School
Cortney Fletcher	Parent	
John Gerrard	Parent	
★ Sub-committee members for Technology Plan		



Springdale School District Mission Statement:

The Springdale School District in partnership with parents and community members will provide a quality educational environment, which will enable all students to learn the skills and acquire the knowledge necessary for them to become contributing members of society and meet the challenges of an ever-changing world.

Technology Vision Statement:

The vision of the Springdale School District is to create an environment which provides students and staff with knowledge and understanding of emerging technologies so that they become lifelong learners and are able to adapt to technological changes and to function in a global information society.

Technology Mission Statement:

The mission of the Springdale School District is to utilize technology throughout our district to effectively and efficiently deliver curriculum and instruction to all students in a manner designed to maximize the learning opportunities for all students and better prepare them for their future.

Technology Assessment

In this section four categories of the district's current technology status are assessed. The categories are: curriculum integration, professional development, infrastructure and telecommunications services, and equitable use of technology.

A. Curriculum Integration

1. Our current curriculum strengths and weaknesses were determined using a district-wide survey that was distributed to all staff. Springdale School's strengths and weaknesses were listed as follows:
 - Strengths:
 - Every building in the district has at least one computer lab and one lab manager dedicated to technology issues.
 - The Teacher-2-Teacher Training program is being implemented which is a training program to ensure enough staff development and appropriate staff development is being implemented.
 - Experienced Level 3 Lab Managers are required to give three hours of technology training per year within the district.
 - A Professional Development Center was opened for Springdale School employees that have state-of-the-art technology in all of the training rooms. Also a computer lab was constructed dedicated solely to the training of Springdale staff. The Professional Development Center has wireless capabilities throughout the entire center.
 - There is at least one computer in every classroom and many have multiple computers.
 - LCD projectors are available to all schools in the district.
 - There is a technology department to support technology in the district. This staff is comprised of ten technicians, and an On the Job Training Intern.
 - There is a help desk managed during business hours to troubleshoot problems for staff.
 - Several digital cameras are available in every building.
 - TV/VCR units are available in every building; most are portable, or in rooms that can be shared with various classes.
 - Digital video cameras and computer units are available in the district for professional video productions.
 - New secondary schools are being constructed with seminar/multi-media rooms that are equipped with a digital projector, computer connections at every seat, wireless microphones, wireless internet, DVD/VCR units, and a virtual white board. In the classrooms, the infrastructure is in place to support future technology implementation when funds become available.
 - A high bandwidth interactive Wide Area Network (WAN) has been installed to further the education of our students.
 - Weaknesses:
 - Lack of equity concerning hardware, software, and professional development among buildings within the district.
 - Access to computers in labs and in classrooms is limited because of time or minimal amounts of hardware in some buildings.
 - Demand for technology hardware is greater than availability.
 - Instructional software is outdated and limited in some buildings.
 - Not a cohesive blending of educational and technological knowledge for non-certified technology staff.
 - Due to changes in state law, in some schools the teachers are not able to stay with their classes during all of the computer lab usage time.

2. There is continuous discussion within various leadership learning groups. A survey is administered annually to certified staff and needs and weaknesses are questioned at that point. Springdale Schools have determined curriculum weaknesses in literacy and mathematics. Therefore, the technology focus is centered on improving literacy and math skills.
3. Teachers and students integrate technology into daily learning in the following ways:
 - Classroom Performance Systems are in the secondary schools. Students become actively involved in the instructional process through the interactivity of the CPS.
 - Computers are used for research. For instance, a class might research authors and do author studies, or research a topic from the social studies or science curriculum.
 - PowerPoint is used to demonstrate an idea or topic.
 - Document cameras are used in the classroom to project demonstrations and offer live learning experiences.
 - Microsoft Office Suite is used in various ways to address curriculum standards.
 - Graphing calculators
 - Digital cameras are used with English Language Learners to enhance the lesson through Total Physical Response (TPR).
 - AETN video streaming is implemented K-12.
 - AR/STAR testing is used to assess reading levels of students.
 - Computer lab software programs are used for point-in-time remediation.
4. The Instructional Software Inventory for the district is as follows:

Elementary	Secondary
Learning Expedition	Adobe Photoshop
STAR Reading	Adobe Illustrator
STAR Math	Adobe Acrobat
Accelerated Reader	Adobe GoLive
Cornerstone Math	Adobe InDesign
Math Workshop Deluxe	Adobe LiveMotion
Reader Rabbit Math	Adobe Premiere Pro
Reader Rabbit Reading	Studio Max
Word Munchers Deluxe	Studio Viz
Reader Rabbit's Thinking Adventures	Maya
Phonics 1a & 1b, 2, & 3	Studio 7
Letters & Numbers	NetOp School
Heartsoft Programs:	Civil 3D
Great American Race, English and Spanish	
Billiards in Homonyms, English & Spanish	Autodesk Design Academy
Bubble Gum Machine, English & Spanish	Auto CAD
Coin Changer, English & Spanish	Inventor
Electric Coloring Book, English & Spanish	Architectural Desktop
Electric Math Chalkboard, English & Spanish	ViZ
Memory Master, English & Spanish	Revit
Reading Rodeo, English & Spanish	Power DVD
Slueth Master, English & Spanish	NERO
Spinners Choice, English & Spanish	Visual Studio.net
Tommy the Time Turtle, English & Spanish	Sun's jdk for Java
Word Capture, English & Spanish	Jcreator
Word Capture, English & Spanish	Quick Books
SuccessMaker	Pagemaker
	AfterEffects
	Accelerated Reader
	STAR Reading
	MAC Labs with MAC software
	SuccessMaker

Schools within the district may have also purchased software for that particular site, depending on the students' needs.

B. Professional Development

1. Springdale School District assesses the technology professional development needs of teachers, administrators, and non-certified staff by:
 - Technology Staff Development Survey (given annually) – Sample provided in attachment section
 - Workshop evaluations
 - Each teacher and school maintains a record of staff development activities.
 - The district technology coordinator maintains a record of all technology staff development activities.
2. Springdale School District regards staff development as an essential part of the instructional process. A strong emphasis is placed on integrating technology into the instructional process to affect student growth and progress. To accommodate a variety of personal and professional needs, an array of programs is offered. The method of program effectiveness and record maintenance are listed in question one above. Technology Staff Development activities include:
 - Self-paced learning modules
 - Instructor-led workshops
 - Key-note speakers and presenters
 - Local workshops at the Springdale School District Professional Development Center, Northwest Arkansas Educational Cooperative, University of Arkansas and Vocational Schools
 - State, regional, and national workshops
 - After-school workshops
 - Summer workshops
 - On-line training
3. An evaluation is given at every professional development session to determine the effectiveness of the activity.

C. Equitable Use of Technology

It is the goal of the Springdale School District for students and staff at all levels to have equal access to a variety of technologies in order to enhance instructional activities. Students and staff are provided opportunities for enhanced communication and learning through the use of technology. Technology is used continually and to the fullest extent based on availability at the various sites.

- Each classroom is equipped with at least one computer workstation.
- Each secondary school site has at least one flexible schedule lab; elementary sites have at least one lab that operates under a consistent schedule.
- At the secondary level, there are 22 department specific labs.
- Students with disabilities are provided special assistive devices, computers, and specialized software to meet their specific needs. These include: individual laptops, speech activated programs, remediation software, visual enhancement programs for visually impaired students, touch-pads, Big Mac Mice, AlphaSmart Devices, Clock communicator, DynaBox, Braille printers, MegaDots for translating documents to Braille, etc.
- OINK software is used at the high schools to allow students to get career information.
- Many multi-handicapped students are assisted by an aide to facilitate use of technology both in classroom and lab settings.
- English Language Learner (ELL) students are provided software packages that assist in acquisition of English skills.
- For Spanish speaking students, various programs provide instruction in Spanish.
- For English Language Learner students, an on-line literacy development program is available at the secondary level.
- Training is available to certified staff depending on a teacher's needs and use of assistive technologies.

D. Current Technology Inventory and Narrative

1. Technology is inventoried in the following ways:
 - Annual inventory for APSCN
 - Annual inventory of Media Centers by Library Media Specialists
 - Bi-annual inventory by Computer Lab Assistants
 - Maintenance of technology inventory records by Technology Support Office
2. District inventory summary for 2005-2006 is contained in the attachment section at the end of this document. A complete inventory by school with specified components, software, and services is included. The following is a brief synopsis:
 - *Number of computers – 4601*
(*Types of computers include desktops, servers, thin client, and laptops.*)
 - *Number of computers with internet connection - 4154*
 - *Number of phone instruments - 529*
 - *Number of phone lines - 235*
 - *Number of fax machines - 48*
 - *Satellite systems/equipment - 7*
 - *Software/Hardware – complete list in the attachment section of document*

E. Needs Assessment

A technology committee was formed representing all entities within the district. This committee administered a survey to personnel in the district. Parents, students, and staff are also surveyed annually to assess technology needs. Lab Managers and technicians in the district completed an inventory of current technologies available at the various sites. Throughout the year, surveys may be developed to target specific concerns regarding various needs in question. Some of the key results found from these surveys included the need to ensure the equity of access among the sites in our district, lack of time to train on technologies, availability of current hardware to be utilized while students are on campus, lack of training on educational curriculum and classroom management skills for our classified personnel. Likewise the disparity of technology knowledge among certified staff is broad.

A. District Technology Goals and School Improvement Plan Report

(Technology is of little value if not tied to the school improvement plan or to student achievement goals. A copy of the district's ACSIP plan is attached at the end of this document to show how Springdale School District's technology plan relates to the school improvement plan.)

Plan Implementation – Action Plan 1 – Administration/Parental Involvement Technology Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Administration/Parent Technology Goal: Administrators will utilize technology to manage student records, monitor student academic progress, and parents will actively use technology to assist in monitoring their students' progress.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Building staff will utilize APSCN to manage student records, i.e. grades, attendance.	Building attendance secretary APSCN coordinator	Daily	Computers Internet Access APSCN GUI	Annual training	\$0	State Department of Information Services (DIS)
Administrators and teachers will utilize software programs to disaggregate student test data and formulate an action plan for student growth.	Asst. Supt. For Business Affairs Principals Testing Coordinator Assistant Principals Curriculum Committee Members	On-going at conclusion of each test session	Computers ITBS scoring software STAR Math STAR Reading Early Literacy District information database (IDB)	Training as needed	\$10,000	District Monies
Administrators and teachers will utilize software programs to monitor student academic progress.	Principals Assistant Principals Curriculum Committee Members Central Office Technology Coordinator	On-going at conclusion of each test session	Computers STAR math STAR reading Early Literacy Special Education Automation Software	Training as needed	Cost included above	
Administrators will implement plans to actively involve parents in technology to promote parental engagement.	Asst. Supts. For Curriculum & Instruction Principals Assistant Principals Counselors Parent Involvement Designee Parent committees	On-going	Computers On-line grade reporting system e-mail accounts for all staff Web-page for every school	Training on Gradebook implementation Training for parents	\$50,000	District Monies

Evaluation:

Activities listed for this initiative will be evaluated through a system of reports. Administrators will be provided easy access to test data to help identify student achievement levels in reading, writing and math. Administrators will collect and present data which shows student performance during their annual review by the Superintendent and his assistants. A parent survey will be conducted annually to solicit feedback on success of technology in the district.

Plan Implementation – Action Plan 2 – Curriculum Technology Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Curriculum Technology Goal: Teachers will implement curriculum plans that include methods and strategies for integrating technology to maximize students' learning.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Instructional software will be updated and evaluated continually based upon curricular changes.	Asst. Supt. For Business Affairs Asst. Supts. For Curriculum & Instruction Instructional Technology Coordinator	On-going	Computers Instructional Software (see attached inventory)	In-service for teachers when new software is adopted	\$132,000	District
Teachers will utilize instructional software to provide intervention/acceleration of curriculum.	Asst. Supts. For Curriculum & Instruction Teachers	On-going	Computers Instructional Software (see attached inventory)	In-service for teachers when new software is adopted	Cost included above	District
Teachers will utilize programs and activities that support or enhance instruction that are grade-level/course appropriate.	Asst. Supts. For Curriculum & Instruction Teachers	On-going	Computers Instructional Software (see attached inventory)	In-service for teachers as needed	Cost included above	District
Teachers will utilize a variety of instructional technologies to promote and integrate higher-level thinking and problem-solving skills.	GT Coordinator Teachers	On-going	Computers Instructional Software Multi-media equipment (see attached inventories)	In-service of teachers as needed	Cost included above	District
<p>Evaluation: Activities listed for this initiative will be evaluated through semester technology reports, teacher technology-integration projects, and student technology projects. Teachers will be provided easy access to test data which helps identify student achievement levels in reading, writing and math. Success will be measured by an increasing percentage of teacher lessons which incorporate technology.</p>						

Plan Implementation – Action Plan 3 – Student Performance Technology Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Student Performance Technology Goal: Teachers will utilize technology to assess student achievement, competencies, and progress in academic and/or technology oriented areas.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Parents will utilize programs and activities to monitor student achievement, competencies, and progress in academic and/or technology oriented areas.	Asst. Supt. For Business Affairs Principals Assistant Principals Counselors Teachers Parent committees	On-going	Computers On-line Gradebook	Training for parents Training for teachers On-line training module	Cost included in Action Plan 2	District
Teachers will utilize programs and activities that assess student achievement, competencies, and progress in academic and/or technology oriented areas.	Asst. Supts. For Curriculum & Instruction Teachers Testing Coordinator	On-going	Computers Assessment Software (see attached inventory)	In-service of teachers as needed	Cost included in Action Plan 2	District
Teachers will utilize programs and activities to address the specific needs of various sub-populations within the district.	SpEd Coordinators ESOL Program Supervisors Principals Assistant Principals Teachers	On-going	Computers Software (see attached inventory) District Information Database	In-service of teachers as needed	Cost included in Action Plan 2	District
<p>Evaluation: Activities listed for this initiative will be evaluated through semester technology reports and student test data compiled utilizing software testing packages. Teachers will be provided easy access to test data which helps identify student achievement levels in reading, writing and math. Success will be measured by an increase in the use of data from assessment software packages. Parents will be surveyed to gather information regarding usage of on-line services provided by the district.</p>						

Plan Implementation – Action Plan 4 – Professional Development Technology Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Professional Development Technology Goal: Staff development will be provided to train teachers to integrate technology into the curriculum.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Teachers will be trained to integrate technology into the curriculum and will receive six (6) hours of technology in-service annually. A new teacher orientation will be offered to all certified employees.	Asst. Supt. For Business Affairs T2T Trainers Technology Coordinator Principals	June 1- May 31	Appropriate for the training session	T2T training Lab Assistant training Appropriate for the in-service topic	\$14,000	District
Teacher-2-Teacher trainers will be provided with 20 hours of in-service for technology integration strategies.	Technology Coordinator	June 1- May 31	Appropriate for the training session	Appropriate for the in-service topic	Cost included above	District
Teacher-2-Teacher trainers will provide 12 hours of in-service for technology integration strategies for staff members.	T2T Trainers	June 1- May 31	Appropriate for the training session	Appropriate for the in-service topic	Cost included above	District
Teacher-2-Teacher Crusade participants will be given 84 hours of in-service for technology integration strategies and equipment to support the initiative.	Technology Coordinator T2T Trainers	June 1- May 31	Appropriate for the training session	Appropriate for the in-service topic	\$56,000	District
Teachers pilot alternative teaching strategies, based on the results obtained from implementing new technologies into the classroom, through the use of professional growth plans.	Asst. Supt. For Business Affairs Selected teachers District technology committee Building administrators	August 1- May 31	Appropriate for the professional growth plan	Appropriate for the professional growth plan	\$10,000	District
A technology handbook explaining district policies and resources will be developed along with on-line instructional templates and resources.	Technology Coordinator T2T Trainers Network Engineer	August 1- May 31, 2007	Existing Available Technologies	T2T Training	Cost included above	District

A Teacher on Special Assignment (TOSA) for Technology & Curriculum Integration will work to train district staff, and support the integration of technology into the curriculum.	Asst. Supts. For Curriculum & Instruction SPS Administration	August 1- June 15	Appropriate for the training session	Appropriate for the in-service topic	\$65,000	District
Evaluation: Each teacher and school will maintain a record of staff development activities. Workshop evaluations, copies of teacher technology-integration projects, and portfolios of teacher activities will be maintained.						

Plan Implementation – Action Plan 5 – Infrastructure and Telecommunications Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Infrastructure and Telecommunications Goal: A state-of-the-art infrastructure will be provided which supports the instructional and managerial goals of the district.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Equipment will be provided that allows students, teachers, administrators and other staff members to have timely, reliable, and easy access to dynamic technologies.	Asst. Supt. For Business Affairs Network Engineer	On-going	Networking and other diverse equipment components	Training for technicians	\$556,000	District Grant monies Donations E-rate
Equipment will be provided that allows effective communication among staff members and others outside the school system.	Asst. Supt. For Business Affairs Network Engineer Communication Engineer	On-going	Networking, telephonic, and other diverse communication equipment components	Training as needed for specialists	Cost included above	District Grant monies Donations E-rate
District will evaluate wireless capabilities in future technologies adopted in the district and implement appropriately.	Asst. Supt. For Business Affairs Asst. Supt. For Special Services Network Engineer	On-going	Networking and other diverse equipment components	As needed	Cost included above	District Grant monies Donations E-rate
A plan will be created and employed to ensure the equity of technology resources throughout the district.	Asst. Supt. For Business Affairs Network Engineer	June 30, 2010	Networking and other diverse equipment components	Training for technicians	Cost included above	District Grant monies Donations E-rate
Evaluation: This area will be evaluated by weekly lab reports, number of maintenance requests and number of technology repair requests which are in the areas of networking and communication. Student to computer ratios will be equalized over time, verified by the technology inventories conducted bi-annually.						

Plan Implementation – Action Plan 6 – Equitable Access to Technology Goal

District School Improvement Plan Goal: All students will increase achievement levels in reading, writing and math.

Equitable Access to Technology Goal: Students and parents will be provided with a variety of technologies in order to enhance instructional activities.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Every student will utilize technology for enhanced learning in all subject areas.	Asst. Supts. for Curriculum & Instruction Classroom Teachers Lab Managers	On-going	Computers with various instructional software packages	As needed	\$6,500	District
Every special needs student will utilize appropriate equipment or software to facilitate his/her learning.	SpEd Coordinators Classroom Teachers Specialty Area Teachers and Aides Lab Managers	On-going	Computers with various remedial software packages, specialized equipment, and assistive technologies.	As needed	\$6,500	District
District entities will partner with community liaisons to ensure equitable parent access to various technologies.	Asst. Supts. for Curriculum & Instruction Parent Involvement Coordinator Principals Parent Involvement Liaisons Parent committees	On-going	Necessary technology for parent programs	As needed	\$0	District
Every student whose primary language is not English will utilize appropriate software or technologies to assist in his/her learning.	ESOL Program Supervisor Classroom Teachers ELL Teachers and Tutors Lab Managers	On-going	Computers with various instructional software packages that assist students in learning English	As needed	\$8,000	District
<p>Evaluation: Activities for this initiative will be evaluated through semester technology reports and weekly lab assistant reports. Students will be provided with easy access to technology to help remediate, reinforce, enhance and build reading, writing and math skills. Equity will be measured by the use of computers and computer labs by all students. Parents will be surveyed to gather information regarding usage of on-line services provided by the district.</p>						

Policies & Procedures

Springdale Public Schools currently meet requirements outlined below which are set forth by the Arkansas Department of Education and our district. Springdale Public Schools meet the requirements of the Children's Internet Protection Act.

- Parents are required to annually sign an Acceptable Use Policy (see attached) which outlines the district's policies and procedures regarding technology. These forms and policies are available on the district website.
- All staff is required to sign the policy when initially employed in the district.
- Springdale Schools has implemented a district firewall which protects the district network from external threats. Our district technology team annually audits the servers, workstations, and other district infrastructure to ensure security of information.

Again, the mission of the Springdale School District is to utilize technology throughout our district to effectively and efficiently deliver curriculum and instruction to all students, in a manner designed to maximize the learning opportunities for all students and better prepare them for their future.

Technology Infrastructure, Management, and Support

The basic infrastructure of the network is attached. The capacity of the network will be expanded as new schools are opened in the district. A replacement schedule has been devised to update hardware every four years at the various sites. Network security provided by the state will continue to be utilized, along with a firewall placed within the district to protect the entire district network. The district anticipates adding lab manager positions to support the schools' technology needs along with a minimum of one assistant network engineer. The district currently has primarily PCs and limited MACs as a platform and will continue current support. Instructional and administrative software will be upgraded as needed.

Staff Development & Training

The goal of technology staff development is to provide staff training which will give teachers the ability to integrate technology into the curriculum and thereby improve the overall learning process. The goals for the use of technology in training and professional development are:

- All teachers, administrators, and staff will demonstrate technological competencies in instructional delivery, student assessment, and professional communication.
- Teachers will be trained to integrate technology into the curriculum.
- Appropriate software programs will be implemented to use technology as a tool for academic purposes, financial management, student records, assessment, media management, communication, and research.

Technology Budget

A. Budget Summary

Budget Category	Current Year	Year 1	Year 2	Year 3	Total Expenditures
	2005-2006	2006-2007	2007-2008	2008-2009	2006-2009
Technology/Infrastructure					
Hardware	481,000	500,240	520,249	541,059	1,561,548
Infrastructure	141,000	146,640	152,505	158,605	457,750
Telecommunication Services					
Telephone Service	34,000	35,360	36,774	38,245	110,379
WAN	92,973	114,933	143,733	120,653	379,319
Software					
Curriculum/Management	213,000	221,520	230,380	239,596	691,496
Professional Development					
Teacher/Staff Training	11,000	11,440	11,897	12,373	35,710
Lab Assistant Training	3,000	3,120	3,244	3,374	9,738
Technical Support Services					
Staff Salaries and Benefits	1,259,587	1,406,848	1,529,426	1,663,841	4,600,115
Apprentice Program	12,000	12,259	12,749	13,259	38,267
Supplies and Materials	30,000	31,200	32,448	33,745	97,393
Total	2,277,560	2,483,560	2,673,405	2,824,750	7,981,715

- The annual increase in each budget category was calculated using 4%.
- Increase in staffing salaries was calculated based on the addition of personnel for new schools, a TOSA teacher and a 4% percent increase in salaries. 2006 – 2 new Lab Managers, 2007 – 4 new Lab Managers, 2008 – 2 new Lab Managers, 1 new Technician
- WAN calculations include the addition of 4 new schools over the next three years.

B. Budget Narrative

With a rapidly increasing student population, four new schools are being built to accommodate the growth. This impacts the technology equipment and services required. Therefore, this budget will require making ongoing adjustments in all budget categories.

1. Technology Infrastructure

To maintain a four-year replacement cycle for computer labs, administrative offices, high-level business application classes, and high-use locations, workstations must be added or replaced annually to sustain the current technology hardware. To maintain a reliable infrastructure, network components must be upgraded or replaced annually.

2. Telecommunications Services

Cellular phone service for the district technology technicians is included in telecommunication services.

3. Software

Appropriate software is utilized to support the educational process, to maintain records and to communicate both within the district and with other entities. The Springdale School District provides a variety of educational software through various site-licensing agreements, integrated learning systems and stand-alone programs in order to support the instructional process. Providing, maintaining, and evaluating software for educational and administrative purposes provides for the effective, efficient integration of technology. By remaining current on emerging software packages, purchasing upgrades, and providing ongoing technical support through license agreements, staff will be able to provide quality use of technology with students and in administrative settings.

4. Professional Development

Springdale Schools will utilize a variety of resources to provide training for our staff. These avenues of training may include workshops, in-service opportunities, outside consultants, Teacher-2-Teacher training programs, in-district training, state and national conferences, exhibits, colleges, and vocational institutions. Budgetary expenditures might include stipends, conference fees, incentives, supplies, travel expenses, substitute teacher fees, etc.

5. Technical Support

Technical assistance and salaries for district technology personnel are included in this area. The budget reflects additional staff needed for new schools, increased enrollment, and salary increases.

6. Supplies and Materials

In-service and workshop materials, technology department office supplies and duplication charges are included in this area.

Technology Plan Evaluation

The Springdale School District technology evaluation plan is continuous and based upon a variety of factors. Major evaluation activities assessing target competencies are conducted each year. These activities include performance tasks and/or demonstration of skills listed in the target objectives. Other periodic evaluation activities focus on the following specific evaluation categories: 1) connectivity/infrastructure; 2) hardware; 3) integration and use of technology; 4) professional development; and 5) fiscal support of technology. The following table provides a framework which will be used in the process of evaluation.

GOALS	TIMELINE	ASSESSMENT METHODS
1. Connectivity/Infrastructure		
Add, maintain, upgrade, and replace network components	On-going	<ul style="list-style-type: none"> • Maintain annual inventory of number of network components • Replace, upgrade, or add 15% of district network components
Increase the computer to student ratio at sites to ensure equitability of access	On-going	<ul style="list-style-type: none"> • Building usage surveys • Evaluate increase in computer/student ratio
2. Hardware		
Add, maintain, upgrade, and replace computer workstations	On-going	<ul style="list-style-type: none"> • Monitor weekly lab reports • Maintain annual inventory of number of machines
Prioritize high-use computer workstations for a four-year rotation/replacement plan	Annual Assessment	<ul style="list-style-type: none"> • Monitor weekly lab reports • Maintain annual inventory of number of machines
As new facilities are added or existing schools are renovated, labs, media centers, specialty areas and classrooms will reflect emerging innovations in technology.	On-going	<ul style="list-style-type: none"> • Inventory of equipment installed • Summative evaluation of wireless possibilities and other emerging technologies
3. Curriculum Integration		
Instructional software will be updated and evaluated continually based upon curricular changes. A group of Central Office administrators will meet with the technology team and serve in an advisory role.	On-going	<ul style="list-style-type: none"> • Semester technology reports • Teacher technology-integration projects • Weekly lab reports of lab usage • Annual technology usage survey conducted • Software fair held once every three years • Software/hardware inventory • Software evaluation documentation
Teachers will utilize instructional software to provide intervention/acceleration curriculum.	On-going	<ul style="list-style-type: none"> • Semester technology reports • Weekly lab reports of lab usage • Annual technology usage survey conducted • Software/hardware inventory • Software evaluation documentation • Pre/post data obtained from software packages

Teachers will utilize programs and activities that support or enhance instruction that are grade-level/course appropriate.	On-going	<ul style="list-style-type: none"> • Semester technology reports • Teacher technology-integration projects • Weekly lab reports of lab usage • Annual technology usage survey conducted • Software/hardware inventory
Teachers will utilize a variety of instructional technologies to promote and integrate higher-level thinking and problem-solving skills.	On-going	<ul style="list-style-type: none"> • Teacher technology-integration projects • Weekly lab reports of lab usage • Annual technology usage survey conducted • Software/hardware inventory • Software evaluation documentation
4. Professional Development		
Teachers pilot alternative teaching strategies, based on the results obtained from implementing new technologies into the classroom, through the use of professional growth plans.	August 1-July 31	<ul style="list-style-type: none"> • Professional growth plans • Improved student achievement data in classrooms implementing piloted technologies
100% of teachers will receive six hours of technology staff development each year.	June 1 To May 31	<ul style="list-style-type: none"> • Each teacher and school will maintain a record of staff development activities. • Principals will submit an annual report to Assistant Superintendent for Personnel concerning staff development hours. • T2T training evaluations
Teachers will learn how to integrate technology into their teaching.	On-going	<ul style="list-style-type: none"> • Workshop evaluations • Teacher/student activities and projects • Annual survey of in-service needs • Bi-annual technology survey • T2T training evaluations
5. Fiscal Support of Technology		
The technology budget will increase annually to reflect the percentage of growth in student population.	Annual review of technology budget	<ul style="list-style-type: none"> • Sub-committee review of budget • Technology committee review of budget • Administrative approval of budget
The budget for technical support services will increase as needed and as new facilities are added.	Annual review of technology budget	<ul style="list-style-type: none"> • Sub-committee review of budget • Technology committee review of budget • 1 lab assistant for each flexible schedule lab • 1 technician for each 500 computer workstations • Administrative approval of budget

**DISTRICT TECHNOLOGY
STATEMENT OF ASSURANCES**

School District: Springdale Public Schools

The LEA, in accordance with the Arkansas Department of Education policies and procedures, by submitting this local technology plan, hereby assures that:

1. The LEA is an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, the applicant does not discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
2. The LEA agrees that the Arkansas Department of Education, or any of its duly authorized representatives, at any time during the terms of this technology plan, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to this plan.
3. The LEA certifies that they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
4. This plan, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Arkansas.
5. This plan has been reviewed and approved by the District Technology Committee, the District Superintendent, and the approved by the School Board.

Signature of School Board President	Date
Signature of Superintendent	Date
Chairperson, District Technology Committee	Date

=====

District Technology Coordinator/Contact:

Name: Allison Byford	Telephone #: 479-750-8735
School District: Springdale School District	Fax #: 479-750-8812
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Springdale Public Schools Acceptable Use Policy (AUP)

The Springdale School District is committed to promoting ethical and responsible use of computer and network resources and will not tolerate their misuse. The use of technology resources is a privilege, not a right, and should be treated as such. Access to the Internet and technology is provided for professional, managerial, and educational purposes. Any person using district technology is responsible for its proper use. By accessing and using technology, users acknowledge that inappropriate use is prohibited and may result in disciplinary action. The Springdale School District reserves the right to monitor or log all network activity with or without notice, including email and all web site communications, and therefore, users should have no reasonable expectation of privacy in the use of these resources.

Technology infractions include but are not limited to:

1. Hardware-related infractions:

- Vandalize, deface, destroy or remove computer equipment, parts, cables, accessories, etc.
- Unauthorized dismantling, disconnecting, or removing computer equipment, cables, or peripherals.
- Misuse of computer hardware that results in temporary or permanent damage or possible damage to equipment.

2. Software-related infractions:

- Unauthorized changing of settings on computers including modification or removal of software, operating systems, security programs, configuration files, etc.
- Intentional introduction of a virus or other destructive elements.
- Installation of unauthorized and/or unlicensed software (on-site documentation required).
- Inappropriate use of files including:
 - Unauthorized copying of software programs.
 - Unauthorized usage of files or disks.
 - Unauthorized downloading of files.

3. Computer Ethics-related infractions:

- Attempting to access systems or files for unauthorized purposes.
- Using or attempting to use unauthorized passwords – system security passwords or other individual's passwords.
- Failure to keep personal passwords secure and private.
- Usage of computers for harassment (sexual, racial, personal, bullying, etc).
- Usage of computers for illegal or unethical activities including plagiarism, copyright violations.
- Usage of computers to convey or access any objectionable materials including topics which are: obscene, racially slurred, vulgar, sexually explicit, violent, etc.
- Excessive time usage when others are waiting.

4. Internet/email related infractions:

- Unauthorized posting of information/graphics pertaining to Springdale School District, its employees, or students.
- Visiting improper or inappropriate websites.
- Design, creation or posting of websites which do not follow the district webpage standards.
- Use of chat rooms, cyber cafes, etc.
- Inappropriate email:
 - Inappropriate mailings to large groups or entire school.
 - Non-essential messages including: jokes, thoughts of the day, chain emails, political announcements, etc.
- Confidentiality – No email is confidential, personal, or private. All or part of an email can be sent to hundreds of people with just a few mouse clicks. In addition, emails can be subject to open records law. Persons should not post email messages containing inappropriate language or content.

Disciplinary Actions:

All violations will be handled as any other infraction of school board policy. (School Board Policy Code:

GBCBC/GCPDD/IIBG/JFCS) Disciplinary actions may include:

1. Revocation of computer access.
2. Financial restitutions.
3. Students: suspension, expulsion, and academic failure due to lack of course completion or other penalties as may be appropriate.
4. Employees: Up to and including termination of employment.
5. Possible referral for prosecution.

(Supports and reflects School Board Policy Code GBCBC/GDPDD/IIBG/JFCS)

District Student Computer Inventory

2005-2006

Elementary School	Student Machines	Students	# of computers per student	Lab Managers	Computer Labs
Young Elementary	233	700	1/3	2	2
Westwood Elementary	120	516	1/4	1	1
Walker Elementary	78	555	1/7	1	1
Tyson Elementary	73	519	1/7	1	1
Smith Elementary	77	603	1/8	1	1
Parson Elementary	76	700	1/9	1	1
Lee Elementary	112	501	2/9	2	2
Jones Elementary	110	517	1/5	2	2
Hunt Elementary	225	514	4/9	2	2
Harp Elementary	250	764	1/3	2	2
George Elementary	118	710	1/6	2	2
Elmdale Elementary	84	621	1/7	1	1
Bayyari Elementary	219	783	2/7	2	2
Middle School					
Kelly Middle School	175	889	1/5	2	3
Hellstern Middle School	168	852	1/5	2	3
Helen Tyson Middle School	167	602	2/7	2	2
Junior High					
Southwest Junior High	256	627	2/5	2	3
George Junior High	314	941	1/3	2	7
Central Junior High	237	763	1/3	2	4
High School					
Har-Ber High School	336	762	4/9	2	7
Springdale High School	640	2104	1/3	2	13
District Totals	4068	15543		36	61

District Software Application Inventory

2005-2006

Application	Number of Installations
Accelerated Math	148
Accelerated Reader 6.3	259
Accelerated Reader 6.32	559
Accelerated Reader 6.35	134
Brøderbund Network System 1.1 Administration Modules	131
Brøderbund Network System 1.1 Launcher	132
CADD	45
Computer Programming Applications	45
Cornerstone Math	90
ESL Reading Smart	597
ExamView Pro	153
Heartsoft Software Collection	952
Inspiration	120
Java Web Start	271
Learning Expedition	3468
Math Workshop	820
Microsoft Office 2000 SR-1 Professional	168
Microsoft Office FrontPage 2003	246
Microsoft Office Professional Edition 2003	3113
Microsoft Office XP Media Content	247
Microsoft Office XP Professional	337
MicroType Multimedia	192
Panda Antivirus	3000
Plato Learning	141
Questionmark Secure	126
Reader Rabbit Math Ages 4-6	627
Reader Rabbit Math Ages 6-9	627
Reader Rabbit Thinking Adventures Ages 4-6	628
Spectrum Patrons' Catalog	112
STAR Early Literacy	150
STAR Math	977
STAR Reading	997
SuccessMaker Workstation	248
The Rosetta Stone	680

* Web based on-line applications may not be listed.

Operating System Inventory	
2005-2006	
Operating System	Count
Windows 2000	15
Windows 95	9
Windows 98	873
Windows ME	1
Windows 2003	42
Windows XP	3630
Citrix	31

Processor Inventory	
2005-2006	
Processor	Count
Intel Pentium 4	3422
Intel Pentium III	988
Intel Pentium II or I	99
Citrix	31
Macintosh	61

Semester Technology Report

School	Date:	
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Area of Application

- Instructional Skills – General Curriculum/Acceleration-Intervention Curriculum
- Enrichment/Research Activities
- Technology Skills
- Testing and Accountability

Program/Technology Used to Affect Student Achievement

Description:

Objectives/Goals: (reading, math, writing, research, etc.)

Person(s) Responsible:

Program Structure:

Grade level		Grade level	
Teacher(s)		Teacher(s)	
Curriculum Area:		Curriculum Area	
Other Staff:		Other Staff:	
Number of Students		Number of Students	

Timeline: (List when started and when any major changes or improvements were made:)

Pre-test score:	
Post-test score:	
Growth/Change:	

Program Success:

- | | | | |
|-------------------------------|-----------------------------------|----------------------------------|-------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Moderate | <input type="checkbox"/> Minimal | <input type="checkbox"/> Loss |
|-------------------------------|-----------------------------------|----------------------------------|-------------------------------|

Equipment/Materials Used: (from hardware inventory)

Software used: (from software inventory)

Training provided to support program:

Changes needed to improve program success:

Technology Staff Development Survey		School:				
Indicate the quantity of training you <u>HAVE RECEIVED</u> in each of the following areas:		A Extensive	B Lots	C Some	D Minimal	E None
Word Processing						
Database (Access)						
Spreadsheet (Excel)						
Presentation (PowerPoint)						
Web Page Development						
Desktop Publishing						
School Management	Budgets, Scheduling, etc.					
Student Management	Grading, attendance, student records					
Curriculum Specific Applications						
	Accelerated Reader					
	Learning Expedition					
	PLATO					
	Rosetta Stone					
	Math Expedition					
	Others: Please list					
Advanced Input/Output devices	Scanner, digital camera, Averkey, etc.					
Telecommunications	E-mail, Internet					
Basic Operating Systems Techniques	DOS, Windows 95, 98, etc.					
Internet Integration Information	Research or Sites used instructionally					
Other: Please list						
Indicate the quantity of training you <u>NEED</u> in each of the following areas:		A Extensive	B Lots	C Some	D Minimal	E None
Word Processing						
Database (Access)						
Spreadsheet (Excel)						
Presentation (PowerPoint)						
Web Page Development						
Desktop Publishing						
School Management	Budgets, Scheduling, etc.					
Student Management	Grading, attendance, student records					
Curriculum Specific Applications						
	Accelerated Reader					
	Learning Expedition					
	PLATO					
	Rosetta Stone					
	Math Expedition					
	Others: Please list					
Advanced Input/Output devices	Scanner, digital camera, Averkey, etc.					
Telecommunications	E-mail, Internet					
Basic Operating Systems Techniques	DOS, Windows 95, 98, etc.					
Internet Integration Information	Research or Sites used instructionally					
Other: Please list						

Springdale Schools Technology Survey

To more clearly understand the needs and status of educational computer technology in Springdale Schools, we are requesting that you complete the following survey which we can use in future planning. This survey is designed to evaluate your opinion on **Staff Development, Instructional Use of Technology, Technology Skills, and Technical Support**.

Please select the choice which most closely represents your opinion. Place your responses on the scan sheet provided. Use a Number 2 pencil – ink will not scan. Name is optional. Thank you!

Staff Development

1. Including this school year, how many years have you been employed as a teacher?
 - a. 1-3 years
 - b. 4-8 years
 - c. 9-15 years
 - d. 15-20 years
 - e. 20+ years
 2. How many hours of formal professional development in the use of computers and the Internet did you participate in this year?
 - a. 0 hours
 - b. 1-3 hours
 - c. 4-6 hours
 - d. 7-10 hours
 - e. 11+ hours
 3. Indicate your needs and preferences regarding the type or level of technology training at your school.
 - a. Basic Computer
 - b. Basic Software Applications
 - c. Advanced Software Applications
 - d. Integrating Technology into Curriculum
 - e. Management Applications
 4. Indicate your needs and preferences regarding the format for technology training.
 - a. One-on-one training
 - b. Small group – less than 10
 - c. Large group 10-30
 - d. Online/web-based
 - e. Independent study
 5. Indicate your needs and preferences regarding the availability of technology training at your school.
 - a. After school 3:30-??
 - b. Evening 7:00-??
 - c. Weekend
 - d. Summer
 - e. Holidays
- a. Below Basic
 - b. Basic
 - c. Proficient
 - d. Advanced
 - e. Able to train others
9. I use the computer(s) for management tasks (word processing, reports, grades, attendance, etc.)
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
 10. I use email:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
 11. I use the Internet:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable

Technology Skills

12. I use technology to promote the learning of basic skills:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
13. I use technology to extend and enrich the learning of concepts:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
14. I use current technology to facilitate individualized learning:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
15. My students use the computer(s) in my classroom:
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
16. I require my students to use word processing to prepare reports for my class:
 - a. Daily or weekly
 - b. Monthly

Instructional Use of Technology

6. I use the computer(s) in my classroom for instructional activities with students.
 - a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
7. How well prepared are you to use computers and/or the Internet for classroom instruction?
 - a. Not at all prepared
 - b. Somewhat prepared
 - c. Prepared
 - d. Well prepared
 - e. Very well prepared
8. Indicate how you would rate your personal computer skills.

- c. Rarely
 - d. Never
 - e. Not Applicable
17. My students use the Internet for school related projects which I assign:
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
18. I require my student to integrate technology into class reports and assignments:
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
19. I use the computers in the lab with my students for the reinforcement of classroom instruction.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
20. I use the computers in the lab with my students for research purposes.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
21. My students use electronic reference materials – online dictionaries, encyclopedias, etc.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
22. Hardware problems in **your classroom** stop you from being able to use technology for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
23. Software problems in **your classroom** stop you from being able to use technology for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
24. Network/internet problems in **your classroom** stop you from being able to access the Internet for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
25. Hardware problems in the **computer lab** stop you from being able to use the lab for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
26. Software problems in the **computer lab** stop you from being able to use the lab for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
27. Network/internet problems in the **computer lab** stop you from being able to use the lab for longer than on day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
28. When reporting a technical problem to the building Lab Assistant, the typical response time is:
- a. Less than 3 hours
 - b. By the end of the day
 - c. Within 2-5 days
 - d. More than a week
 - e. More than a month
29. When experiencing a technical problem the typical amount of time your classroom computer is down is:
- a. Less than 3 hours
 - b. 1 day
 - c. 2-5 days
 - d. More than a week
 - e. More than a month

Technical Support

22. Hardware problems in **your classroom** stop you from being able to use technology for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
23. Software problems in **your classroom** stop you from being able to use technology for longer than one day.
- a. Daily or weekly
 - b. Monthly
 - c. Rarely
 - d. Never
 - e. Not Applicable
30. Overall rating or **building** technology support:
- a. Unsatisfactory
 - b. Below Average
 - c. Average
 - d. Above Average
 - e. Excellent
31. Overall rating of **district** technology support:
- a. Unsatisfactory
 - b. Below Average
 - c. Average
 - d. Above Average
 - e. Excellent

We would appreciate any additional feedback or recommendations that you might wish to make. Please place comments in the boxes provided on the scan sheet. **Thank you for your input!**

