

CERTIFICATION OF SCHOOL TECHNOLOGY PLAN



PRESENTED TO
3470, Northwestern School Corp
7/1/2012 - 6/30/2015

The above referenced school corporation's technology plan is hereby certified for purposes of participation in the Universal Service Fund (USF) discount program. This means that the technology plan meets or exceeds the requirements set forth by the Schools and Libraries Division of the Universal Services Administrative Company (USAC).* The plan includes:

- Clear goals and a realistic strategy for using telecommunications and information technology to improve education;
- A professional development strategy that ensures staff know how to use the technologies to improve education;
- An assessment of the telecommunications services, hardware, software, and other services that will be needed to implement the strategy;
- Provisions for sufficient budget to acquire and maintain the hardware, software, professional development, and other services needed to implement the strategy; and
- Evaluation processes designed to monitor progress toward the specified goals and that allow mid-course corrections in response to developments and opportunities.

A handwritten signature in cursive script that reads "Joshua Towns".

Joshua Towns, Director of Information Technology

April 01, 2014



Primary Contact

Corp: 3470 - Northwestern School Corp
Name: Mr. SimmonsScott
School: Northwestern School Corp
Email: scott.simmons@nwsc.k12.in.us
Phone:

Section I: Corporation Technology Trends Survey

Corporation Technology Policies

1. What is your district policy involving student-owned cell phones?

- We have no policies regarding student-owned cell phones.
- Policy generally prohibits student use of cell phones during school hours.
- Policy allows limited student use of cell phone for non-instructional purposes.
- Policy allows limited student use of cell phones including use for instructional purposes.**

2. What if any social media are you formally using as a school corporation? (Check all that apply.)

- No formal use
- Facebook**
- Twitter**
- MySpace
- Other

3. Which best describes your corporation's stance toward providing/sanctioning teacher web pages or a class web sites?

- Corporation does not provide/sanction a service for teacher web pages
- Google Sites
- Word Press
- School Wires
- Learning Connection
- Edline
- Teacher Web
- Corporation provides a locally developed option for teacher pages
- Corporation's Learning Management System or Student Information System**
- Corporation provides/sanctions a variety of services

4. Which of the following best describes the corporation's provision of wireless network access (LANS) for end users?

- None of our schools have wireless access
- Some schools (= 50%) have wireless access
- Most schools (> 50%) have wireless access
- All schools (100%) have wireless access**

5. On your school campus or campuses, what devices does your corporation allow to access the school network?

- School-owned or Provided Devices**
- Teacher/staff owned**
- Student/parent owned**
- Guest owned**

6. Which of the following options describe the kinds of access parents and students in your corporation have to the following online services. (Check all that apply.)

- Class assignments and grades. If yes, using what technology? SIS - Skyward**
- Digital curricular content (e.g. subscription-based services, online content collections) If yes, using what technology? Many**
- Historical information about students including performance data from prior years (e.g., ISTEP+, grades, local assessment scores) If yes, using what technology? SIS - Skyward**
- No such services are provided

7. Which of the following option(s) describe(s) your district's current position with regard to student e-mail. (Check all that apply.)

- Corporation does not provide student e-mail at any level or allow for use of personal e-mail for learning purposes.
- Corporation does not provide student e-mail at any level but students may use personal e-mail for learning purposes.
- Corporation provides student e-mail accounts for some portion of elementary (K-5) students? If yes, using what technology? SmarterMail***
- Corporation provides student e-mail accounts for some portion of secondary (6-12) students? If yes, using what technology? SmarterMail***

8. Computer Labs

- How many stationary labs do you have? 9
- What is the average number of computers per lab? 30
- How many mobile labs (e.g. COWs)? 2
- What is the average number of computers per mobile lab? 30

9. **Non-lab computers for student use:**

On average, how many internet capable devices are available in classrooms for students to use?

	Number of classroom devices available for student use (Select)	What types of devices? Check all that apply
Kindergarten	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
1st Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
2nd Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
3rd Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
4th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
5th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch

6th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
7th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
8th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
9th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
10th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
11th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch
12th Grade	<input type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input checked="" type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> iTouch

10. **Teacher computers:**

Teachers in our corporation typically have :

Laptops

Desktops

No dedicated computer

11. **Technology Refresh:**

For each type of device that the corporation provides for student learning indicate (in years) the typical/planned refresh rate. If your corporation does not provide a particular technology, select not provided

- **Desktops** **5 years**
- **Laptops** **4 years**
- **Netbooks** **4 years**
- **iTouches** **4 years**
- **Cell Phones** **4 years**

12. Which of the following describe 1-to-1 implementations/structure in your corporation?(Check all that apply.)

We have no 1-to-1 initiatives

Initiatives	Structure of 1-to-1	Corporation provides off-campus Internet access
<input type="checkbox"/> New Tech Implementation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
■ Grade Level Based	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
<input type="checkbox"/> Content Area Based	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/> Other	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

13. Are you applying for Priority 2 E-Rate discounts in the upcoming year?

- Yes
- No**

Infrastructure Management

14. Corporation Web Site:

Select from the following options to describe the design, technology, and hosting scenarios that best describe your corporation's web site.

Designed by	Technology	Hosting
<input type="radio"/> Students <input type="radio"/> School Staff <input checked="" type="radio"/> Third Party	<input type="radio"/> Primarily HTML <input checked="" type="radio"/> Content Management	<input type="radio"/> Hosted by Corporation <input checked="" type="radio"/> External hosting Service

15. Cloud Computing/Virtualization:

Choose from the following options to describe your corporation's position on utilizing cloud-based services to store data or to provide services? (Check all that apply.)

Currently	Future (Next 12-18 months)
<input type="checkbox"/> Do not use cloud-based services <input type="checkbox"/> Utilize a private (local) cloud <input checked="" type="checkbox"/> Utilize a third-party provider (e.g., Google Docs, Live@edu) <input type="checkbox"/> Have not implemented virtualization <input checked="" type="checkbox"/> Utilize virtual servers	<input type="checkbox"/> No plans in this area beyond current use <input type="checkbox"/> Will implement a private cloud <input type="checkbox"/> Will utilize a third-party provider (e.g., Google Docs, Live@edu) <input type="checkbox"/> Will implement virtual servers <input type="checkbox"/> Will implement virtual desktops

16. Shared Services:

Choose from the following options to describe cost saving measures your corporation is taking in the area of technology.

Joint Purchasing	Personnel Sharing	Outsourcing
<input type="radio"/> Do not purchase assets or services cooperatively <input checked="" type="radio"/> Purchase assets or services in cooperation with other corporation, municipalities, etc. (Provide at least 1 example)	<input checked="" type="radio"/> Share no personnel with other entities <input type="radio"/> Share personnel with other corporations, municipalities, etc. (Provide at least 1 example)	<input type="radio"/> Have not outsourced technology services <input checked="" type="radio"/> Outsource some technology services (Provide at least 1 example)
Example(s) Wabash Valley ESC - Software/Hardware State QPA - Copiers	Example(s)	Example(s) Network Engineering Services

17. Technology Energy Management:

Does your school corporation utilize energy management services to power down/power up and otherwise manage energy consumption of technology resources?

- Yes**
 No

18. Bandwidth:

What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? megabytes/second (Mbps)

- What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? megabytes/second (Mbps)** **100**
- During most recent month of September, what is peak utilization during the school day? megabytes/sec. (Mbps)** **100**
- During most recent month of September, what is the average utilization during the school day? megabytes/sec. (Mbps)** **68**

19. **Software:**

What software packages or services are provided through your school corporation? (Check all that apply.)

 Student Management System

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Power School | <input type="radio"/> Skyward |
| <input type="radio"/> Harmony | <input type="radio"/> Lighthouse |
| <input type="radio"/> STI | <input type="radio"/> Other |
| <input type="radio"/> SDS | |

 Office/Productivity Software

- | | |
|------------------------------------|-----------------------------------|
| <input type="radio"/> MS Office | <input type="radio"/> Google Docs |
| <input type="radio"/> Open Office | <input type="radio"/> Other |
| <input type="radio"/> Work Perfect | |

 Learning Management System

- | | |
|----------------------------------|------------------------------|
| <input type="radio"/> Angel | <input type="radio"/> Moodle |
| <input type="radio"/> Blackboard | <input type="radio"/> Other |

 Electronic Gradebook

- | | |
|---|-----------------------------|
| <input type="radio"/> Gradebook provided through student information system | <input type="radio"/> Other |
|---|-----------------------------|

 Remediation software

- | | |
|--------------------------------|------------------------------------|
| <input type="radio"/> Read 180 | <input type="radio"/> Study Island |
| <input type="radio"/> Plato | <input type="radio"/> Other |

20. **Online Instruction:**

Describe your corporation's current utilization of online courses. (Check all that apply.)

- This corporation does not utilize online courses and are not currently considering online options
- Currently considering online options
- Offer Advanced Placement online***
- Use online courses for credit recovery***
- Use online courses for Core 40 courses***
- Use online courses for Non-core 40 courses***

21. **Digital Curriculum Resources:**

Indicate what digital curriculum resources you are using

Corporation does not provide digital content/curriculum resources to students or teachers.

Company	Product	Description
<i>ExploreLearning</i>	<i>Gizmos</i>	<i>Math Interactive Demos</i>
<i>Scholastic</i>	<i>BookFlix</i>	<i>Interactive eBooks</i>
<i>Edgenuity</i>	<i>e2020</i>	<i>Online Curriculum</i>
<i>CAD Academy</i>	<i>CAD Academy</i>	<i>STEM Curriculum Resources</i>
<i>MobyMax</i>	<i>MobyMax</i>	<i>Curricular Instructional Resources</i>
<i>Turnitin</i>	<i>Turnitin</i>	<i>Writing Resources</i>
<i>Big Universe</i>	<i>Big Universe</i>	<i>Interactive eBooks</i>
<i>Educreations</i>	<i>Educreations</i>	<i>iPad Curricular Resources</i>
<i>NetTexts</i>	<i>NetTexts</i>	<i>iPad Curricular Resources</i>
<i>Gooru Collections</i>	<i>Gooru</i>	<i>iPad Curricular Resources</i>

22. **Digital Curriculum as Alternatives to Textbooks:**

For which of the following subjects has the corporation taken advantage of the blanket waiver for textbook adoption by adopting digital content not on the textbook adoption list? (Check all that apply—including for subjects where some courses utilized digital resources but not others.)

Our corporation has not utilized the blanket waiver in order to substitute digital resources for textbooks.

	K	1	2	3	4	5	6	7	8	High School
English/LA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

23. **Textbook and Instructional Material Fees:**

For each of the following grade levels, indicate the most recent per student textbook rental and fees/costs (whole dollars) for non free/reduced lunch students. If the amount varies by school or grade level, please provide a district average.

- a. K \$ \$135
- b. 1 \$ \$147
- c. 2 \$ \$132
- d. 3 \$ \$103
- e. 4 \$ \$93
- f. 5 \$ \$101
- g. 6 \$ \$93
- h. 7 \$ \$167
- i. 8 \$ \$156
- j. High school \$ \$175

24. **Online Assessment:**

What types of computer, online or technology based assessments are used in your school corporation? (Check all that apply)

This corporation does not utilize online or technology-based assessments

ISTEP+

Acuity

Wireless Generation

End of Course Assessments

NWEA

Terra Nova

Local Assessment: Skyward

Student and Staff Capacity to Use Technology

25. Technology Standards:

Describe your corporation's approach to technology standards for the following populations.

Students	Teachers	Administrators
<input checked="" type="checkbox"/> <i>Have not formally adopted standards for students</i>	<input checked="" type="checkbox"/> <i>Have not formally adopted standards for teachers</i>	<input checked="" type="checkbox"/> <i>Have not formally adopted standards for administrators</i>

26. Does your school corporation formally address 21st Century Learning Skills in its curriculum?

Yes

No

27. Does your school corporation formally address Information Literacy Standards (AASL) in the curriculum?

Yes

No

28. Keyboarding:

Use the following options to describe your corporation's approach to keyboarding.

Does your school corporation teach computer keyboarding?

Yes

If yes,

Corporation does not require mastery of keyboarding by all students

Corporation requires mastery of keyboarding by grade

No

Section II: Goals, Strategies and Metrics

Introduction to Goals Strategies and Metrics:

We envision using technology to further a learning community where:

Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students are comfortable using technology. Students take responsibility for their own educational success.

Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information. Through on-going, comprehensive professional development, all teachers acquire the knowledge and skills to integrate technology into a challenging and interdisciplinary curriculum which addresses students' specific needs, developmental levels and learning styles.

Administrative functions, including those performed by instructional staff, are fully automated, thereby allowing more of the school system's energy and resources to be focused on student education.

The schools become an environment where all students and staff have ready access to a full range of current technology, software tools, and applications. The schools have knowledgeable staff and external resources (such as parents, community members, business, higher education, and network resources) to further the curriculum goals.

The Technology Mission for the Northwestern School Corporation is to promote and support the use of technology to enhance learning, instruction, communication, research, and productivity within our school community.

Goal:

Develop a 21st Century learning environment which will allow our students the opportunity to learn anything, anywhere, anytime.

Strategies:

Investigate and explore other successful K-12 1:1 Initiatives through school visits. Ensure efficient and reliable wireless infrastructure to handle BYOT model along with potential 1:1 Initiatives. Research, and explore classroom digital resources to be used in all curricular areas.

Metrics:

Identify and schedule visitations to schools with effective and successful 1:1 Initiatives. Provide time and direction for departments and grade levels to research, explore and identify digital resources for all subject areas. Strategize for implementation for summer 2013.

Progress:

After much work and effort from our Northwestern Community, our district implemented for the 2014-2015 the Digital Learning Initiative where all students in grades K-12 received iPads. Teachers are receiving ongoing professional development of which began last spring. Our district is moving toward an increased use of digital resources in our classrooms so that our students have access to digital curricular content and resources anywhere and anytime.

Goal:

Encourage the effective use of technology integration, to support curriculum goals, enrich student engagement, improve communication, and enhance student learning and performance.

Strategies:

Expand professional development opportunities for staff members in the area of technology integration. Implement a tech integration team at each building to assist fellow staff members in integrating technology into instruction. Investigate and explore other successful K-12 1:1 Initiative through school visits. Research, and explore classroom digital resources to be used in all curricular areas.

Metrics:

Identify and schedule visitations to schools with effective and successful 1:1 Initiatives. Provide time and direction for departments and grade levels to research, explore and identify digital resources for all subject areas. Strategize for implementation for Summer 2013.

Progress:

In the 2013-2014 school year, we have added a full-time technology integrator along with an additional technology staff member who manages our technology support center. Our TigerTech student technology support center is now in place where currently fifteen students are earning course credit by assisting fellow students and staff by providing tech support, assisting with professional development and researching and exploring curricular content for staff. We are very excited with how this has evolved this year and look forward to further expansion in the coming year.

Goal:

Professional educators will be supported by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

Strategies:

Continue to explore strategies to provide technology staff development and training at times beneficial and acceptable to staff in the areas of technology integration, student data analysis, and the use of digital resources in the curriculum. Provide staff development opportunities for staff members to experience workshops by nationally recognized technology experts in the areas of 21st Century Learning, Technology Integration, and other pertinent areas of technology.

Metrics:

Survey staff to meet the variety of ways of staff development delivery including morning professional development time, after school and summer workshops. Plan and organize school visitations. Utilize successful training models and bring in outside facilitators.

Progress:

Our district provides ongoing professional development to our staff on a regular basis. Our technology integrator has provided a great service to our staff and has received very positive feedback from them as well. By the end of the 2013-2014 school year, we will be creating a technology support team, TigerTech Coaches, comprised of current staff members in our district. This team will then provide increased support for our district.

Section III: Technology Budget

Has your school corporation established a School Technology Fund as required in IC 20-40-15-2?

- Yes**
 No

Please estimate the expenditures planned in each category for all three years of the plan. Use whole dollar values.

	2011-2012					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	245500	0	0	0	0	245500
Hardware	65000	0	0	0	0	65000
Software	89000	0	0	0	0	89000
Professional Development (non salary; expenditures are required)	4000	0	0	0	0	4000
Telecommunications	10000	0	0	0	0	10000
Contract/Professional Services for Technology	498000	0	0	0	0	498000
Sub Total by Source	911500	0	0	0	0	Total: 911500
% of Total By Source*	100%	0%	0%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

	2012-2013					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	245500	0	0	0	0	245500
Hardware	51000	0	60526	0	0	111526
Software	83500	0	29811	0	0	113311
Professional Development (non salary; expenditures are required)	4000	0	0	0	0	4000
Telecommunications	2500	0	0	0	0	2500
Contract/Professional Services for Technology	504000	0	0	0	0	504000
Sub Total by Source	890500	0	90337	0	0	Total: 980837
% of Total By Source*	91%	0%	9%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

	2013-2014					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Salary	248000	0	0	0	0	248000
Hardware	55000	0	70675	0	0	125675
Software	85000	0	34810	0	0	119810
Professional Development (non salary; expenditures are required)	5000	0	0	0	0	5000
Telecommunications	5000	0	0	0	0	5000
Contract/Professional Services for Technology	5000	0	0	0	0	5000
Sub Total by Source	403000	0	105485	0	0	Total: 508485
% of Total By Source*	79%	0%	21%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

Budget Summary by Category

	2011-2012	2012-2013	2013-2014
Salary	\$245,500.00	\$245,500.00	\$248,000.00
Hardware	\$65,000.00	\$111,526.00	\$125,675.00
Software	\$89,000.00	\$113,311.00	\$119,810.00
Professional Development (non salary; expenditures are required)	\$4,000.00	\$4,000.00	\$5,000.00
Telecommunications	\$10,000.00	\$2,500.00	\$5,000.00
Contract/Professional Services for Technology	\$498,000.00	\$504,000.00	\$5,000.00
Total	\$911,500.00	\$980,837.00	\$508,485.00

Budget Summary by Source

	2011-2012	2012-2013	2013-2014
Capital Projects	911500	890500	403000
Technology Fund	0	0	0
Textbook Fund	0	90337	105485
Grants	0	0	0
Other	0	0	0
Total	911,500.00	980,837.00	\$508,485.00

Northwestern Sr High Sch

Goal:

Develop a 21st Century learning environment which will allow our students the opportunity to learn anything, anywhere, anytime.

Strategies:

Investigate and explore other successful K-12 1:1 initiatives through school visits. Ensure efficient and reliable wireless infrastructure to handle BYOT model along with potential 1:1 Initiative. Research, and explore classroom digital resources to be used in all curricular areas.

Metrics:

Identify and schedule visitations to schools with effective and successful 1:1 Initiatives. Provide time and direction for departments and grade levels to research, explore and identify digital resources for all subject areas. Strategize for implementation for Summer 2013.

Progress:

Approved a 1:1 Digital Learning Initiative beginning in Fall of 2013 where all students in grades K-12 will have an iPad. Also, we have further expanded our wireless infrastructure where every classroom has a wireless access point. Our district has also increased our Internet connection to 100 Mbps.~P2u@After much work and effort from our Northwestern Community, our district implemented for the 2014-2015 the Digital Learning Initiative where all students in grades K-12 received iPads. Teachers are receiving ongoing professional development of which began last spring. Our district is moving toward an increased use of digital resources in our classrooms so that our students have access to digital curricular content and resources anywhere and anytime.

Goal:

Encourage the effective use of technology integration, to support curriculum goals, improve student engagement, and enhance student learning and performance.

Strategies:

Expand professional development opportunities for staff members in the area of technology integration. Implement a tech integration team at each building to assist fellow staff members in integrating technology into instruction. Investigate and explore other successful K-12 1:1 initiatives through school visits. Research, and explore classroom digital resources to be used in all curricular areas.

Metrics:

Identify and schedule visitations to schools with effective and successful 1:1 Initiatives. Provide time and direction for departments and grade levels to research, explore and identify digital resources for all subject areas. Strategize for implementation for Summer 2013.

Progress:

We have created a Technology Integration Specialist position in our district to work with teachers daily in integrating technology in the district.~P2u@In the 2013-2014 school year, we have added a full-time technology integrator along with an additional technology staff member who manages our technology support center. Our TigerTech student technology support center is now in place where currently fifteen students are earning course credit by assisting fellow students and staff by providing tech support, assisting with professional development and researching and exploring curricular content for staff. We are very excited with how this has evolved this year and look forward to further expansion in the coming year.

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Professional educators will be supported by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

Strategies:

Continue to explore strategies to provide technology staff development and training at times beneficial and acceptable to staff in the areas of technology integration, student data analysis, and the use of digital resources in the curriculum. Provide staff development opportunities for staff members to experience workshops by nationally recognized technology experts in the areas of 21st Century Learning, Technology Integration, and other pertinent areas of technology.

Metrics:

Survey staff to meet the variety of ways of staff development delivery including morning PD time, after school and summer workshops. School visitations. Utilize successful training models and bring in outside facilitators.

Progress:

Our new Technology Integration Specialist has worked with staff weekly since March 2013 when our staff received their new iPad. Professional development opportunities have been scheduled through the end of the year and into the summer in a variety of ways to meet the needs of the teachers. This will continue throughout the 2013-2014 school year as well.~P2u@Our district provides ongoing professional development to our staff on a regular basis. Our technology integrator has provided a great service to our staff and has received very positive feedback from them as well. By the end of the 2013-2014 school year, we will be creating a technology support team, TigerTech Coaches, comprised of current staff members in our district. This team will then provide increased support for our district.

School Level Implementation

Northwestern High School integrates technology into the curriculum to support our school improvement goals of all students will improve reading comprehension skills across the curriculum.

- *The use of digital projector and laptops into the curriculum.*
- *The use of subscription databases for research methods for in-school and out-of-school use.*
- *Students use STAR Reader as a tool to measure and assess personal reading comprehension and growth.*

- Students use STAR Math as a tool to measure and assess personal comprehension and growth.
- The use of digital camcorders and cameras to perform a variety of student activities/projects.
- The use of software and online tools/resources to perform daily work.
- Our student produced yearbook is created with online software.
- Electronic and digital books are available in our Media Center for student and teacher use.
- Specialized course offerings such as Web Design, Digital Communication Tools, and Orientation to Life and Careers, provide our students with current learning opportunities.
- Skyward Family Access provides online collaboration between parents, students, and the high school staff.
- Our online library catalog allows access to our materials, databases, electronic books, websites, and curriculum resources for our students and staff through an Internet connection.
- Teachers establish and maintain individual websites for stakeholder communication.
- Teachers utilize social media such as class Wiki pages, My Big Campus, Google Docs, class Facebook pages among other media.
- Teachers use equipment such as document cameras, classroom response systems, integrated classroom projectors, and classroom audio systems.
- Accelerated Reader and STAR online allows access to all available quizzes giving students additional reading opportunities and allows for more parental involvement.
- The Media Center provides E-books that can be checked out 24 hours a day to personal devices such as smart phones, iPods, iPads, and laptops or non-proprietary e-readers such as the Nook.
- Students create, edit, and publish daily online video announcements.
- Students or staff create, edit and publish daily scrolling announcements that play throughout the day on the in-house broadcasting network.
- Students create and maintain an online book review blog.
- Guidance programs such as TripToCollege.org and the Testing and Education Reference Center database in Inspire.in.gov provides career and college information for students to make future decisions.

Northwestern uses the following professional development strategies to provide in-service to teachers and staff.

- Technology support staff provides assistance to our faculty which enhances the knowledge and the use of different technological skills.
- Professional development conferences and training opportunities are available for staff to attend.
- Staff development is provided on a regular basis to assist faculty/administration with current technological training.
- The High School Technology Committee assesses and provides technological training and needs for the staff.

Northwestern High School assesses the need for technology in our school these following ways.

- The High School Technology Committee generates an annual needs inventory to be forwarded to the Corporation Technology Committee and the Director of Technology.
- The High School Technology Committee continuously surveys, both formally and informally, the stakeholders to determine their technology needs.

Northwestern High School has the following strategies for continuously assessing and evaluating the overall technology program for our school.

- Evaluation of Internet filter restrictions.
- Communication through Skyward Family Access between all stakeholders.

The following represents the Northwestern High School technology needs inventory:

- Workshops for teachers to learn more about everyday technology we currently have access to, such as how to create and maintain their own web-page, make Google docs like this one, use the clickers, use flip video cameras, creating podcasts, clean out their H drive, save pictures smaller, etc.
- Several more document cameras for classroom use
- Continue subscriptions to valuable resources such as Accelerated Reader, STAR Reader, STAR Math, electronic databases, Destiny Library Manager, and others
- Integrated Projection systems in all classrooms, as well as commons areas such as the cafeteria, study hall room, gymnasium, and main section of the library media center to use with the library computer lab for presentations to groups
- Policy allowing for the posting of student work and pictures online.
- Classroom speaker system for the library media center
- Students have the right to bring their own technologies to school and use them (items such as laptops, iPods, etc).
- Allow all substitute teachers to have some type of computer access and a user group for them
- Adapt the ISTE NETS for Teachers standards or develop our own
- Basic technology troubleshooting skills workshops for teachers and staff

Northwestern Elementary Sch

Goal:

Develop a 21st Century learning environment which will allow our students the opportunity to learn anything, anywhere, anytime.

Strategies:

Investigate and explore other successful K-12 1:1 initiatives through school visits. Ensure efficient and reliable wireless infrastructure to handle BYOT model along with potential 1:1 Initiative. Research, and explore classroom digital resources to be used in all curricular areas.

Metrics:

Identify and schedule visitations to schools with effective and successful 1:1 Initiatives. Provide time and direction for departments and grade levels to research, explore and identify digital resources for all subject areas. Strategize for implementation for Summer 2013.

Progress:

Approved a 1:1 Digital Learning Initiative beginning in Fall of 2013 where all students in grades K-12 will have an iPad. Also, we have further expanded our wireless infrastructure where every classroom has a wireless access point. Our district has also increased our Internet connection to 100 Mbps. ~P2u@After much work and effort from our Northwestern Community, our district implemented for the 2014-2015 the Digital Learning Initiative where all students in grades K-12 received iPads. Teachers are receiving ongoing professional development of which began last spring. Our district is moving toward an increased use of digital resources in our classrooms so that our students have access to digital curricular content and resources anywhere and anytime.

Goal:

Encourage the effective use of technology integration, to support curriculum goals, improve student engagement, and enhance student learning and performance.

Strategies:

Expand professional development opportunities for staff members in the area of technology integration. Implement a tech

integration team at each building to assist fellow staff members in integrating technology into instruction. Investigate and explore other successful K-12 1:1 initiatives through school visits. Research, and explore classroom digital resources to be used in all curricular areas.

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Goal:

Professional educators will be supported by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

Strategies:

Continue to explore strategies to provide technology staff development and training at times beneficial and acceptable to staff in the areas of technology integration, student data analysis, and the use of digital resources in the curriculum. Provide staff development opportunities for staff members to experience workshops by nationally recognized technology experts in the areas of 21st Century Learning, Technology Integration, and other pertinent areas of technology.

Metrics:

Survey staff to meet the variety of ways of staff development delivery including morning PD time, after school and summer workshops. School visitations. Utilize successful training models and bring in outside facilitators.

Progress:

Our new Technology Integration Specialist has worked with staff weekly since March 2013 when our staff received their new iPad. Professional development opportunities have been scheduled through the end of the year and into the summer in a variety of ways to meet the needs of the teachers. This will continue throughout the 2013-2014 school year as well. ~P2u@ Our district provides ongoing professional development to our staff on a regular basis. Our technology integrator has provided a great service to our staff and has received very positive feedback from them as well. By the end of the 2013-2014 school year, we will be creating a technology support team, TigerTech Coaches, comprised of current staff members in our district. This team will then provide increased support for our district.

School Level Implementation

School Improvement Goals:

All students will improve math computation across the curriculum.
All students will improve reading comprehension across the curriculum.
All students will improve written communication skills across the curriculum.

Northwestern Elementary School integrates technology and the Internet into the curriculum in the following way:

Our teachers use wireless laptops and LCD projectors to deliver instruction in unique ways to their students. Teachers are able to bring the Internet to the big screen for all students, as well as utilize educational software to enhance instruction. For students in kindergarten and grade one, a basic "introduction to computers" course is provided at the beginning of the school year by the technology teacher, who is also a certified elementary teacher. Northwestern Elementary School also offers hands-on computer instruction by the technology teacher for students in grades two through six. The technology teacher works in tandem with the classroom teacher to extend their classroom lessons through the use of technology. Also, teachers for students in all grades may take their students to the computer lab as often as they wish by scheduling time periods when the computer labs are unused. Students may write, conduct research, and prepare presentations using the latest software. The Northwestern Elementary School staff is in the process of better-utilizing data to improve instruction and to create meaningful lessons designed specifically to meet the needs of individual students. Using the program, tentatively called Northwestern Assessment Monitoring Program (NAMP), teachers will have student assessment data at their fingertips, enabling them to see areas of weakness and strengths that may be used to better differentiate instruction. Additionally, a closed-circuit television system is in place creating unique and innovative opportunities for students and staff to interact and share important events taking place in their lives. We are also able to use the system to distribute information to better provide for the safety and knowledge for all students and staff. The news broadcasts are also uploaded to the school's web page to allow patrons, parents, and other interested parties to view the daily announcements. This helps create a school-community connection that helps us show the community the many great things we're doing at Northwestern Elementary School. Broadcasts include students who write, direct, produce, and perform the morning news programs.

The following professional development strategies are used with staff members at Northwestern Elementary:

Teachers meet once each month to receive technology training/in-service provided by the corporation Director of Technology. Occasionally, representatives from hardware or software companies are utilized to provide additional training for products already in use. Additionally, a core group of staff members are provided in-depth training so they may act as facilitators to assist colleagues as they use technology. This has been especially helpful with the distribution of laptops, iPads, and iPod Touch units to teachers, as well as in assisting with the implementation of curriculum mapping throughout the school district. Stipends are occasionally provided to teachers who wish to enhance their expertise with technology during their summer vacation. Teachers are encouraged to utilize staff development funds to attend conferences that will bring new ideas and additional knowledge of current programs or products. Weekly grade level meetings take place where teachers discuss and help each other overcome challenges or problems with technology.

The Internet, telecommunications and other technology needs at Northwestern Elementary are assessed in the following way:

Staff members spend a great deal of time assessing the value of current technology, as well as investigating proposed or new technology. This is done through Internet research, information gained at conferences, professional journals, and word of mouth from other schools. Typically, an idea is proposed by, or to, a staff member. One or more teachers are then selected to pilot the technology to determine if it is worthwhile for purchase. If a positive recommendation is made to the Director of Technology and the building principal, then a determination is made if the technology can be funded. If funding is available, a presentation is made to the entire staff, or the group of staff members who may potentially receive the technology. If well-received, teachers are trained and the technology is distributed.

The overall technology program at Northwestern Elementary is continuously is continuously assessed and evaluated in the following ways:

After new technology is in place, staff members are regularly asked for input on the success of the technology. The building principal and Director of Technology frequently asks staff members for their professional input regarding technology. In addition, building level administrators meet monthly with central office administrators to discuss technology needs.

Howard Elementary School

Goal:

Develop a 21st Century learning environment which will allow our students the opportunity to learn anything, anywhere, anytime.

Strategies:

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Metrics:

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Goal:

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Continue to explore strategies to provide technology staff development and training at times beneficial and acceptable to staff in the areas of technology integration, student data analysis, and the use of digital resources in the curriculum. Provide staff development opportunities for staff members to experience workshops by nationally recognized technology experts in the areas of 21st Century Learning, Technology Integration, and other pertinent areas of technology.

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School Level Implementation

1. What technology tools will students use to complete various projects?

Students have access to laptops, IPODs, IPADS, clickers, computer lab IPOD/IPAD applications as well as Microsoft applications. Students also have access to various websites like Micrograms, Study Island, Renaissance and Education City.

2. How is the technology being used to extend access to learning resources beyond the school day?

Parents have access to Skyward for communication with teachers, student attendance, and performance. Students have internet access to Education City, Study Island, Renaissance, and Spelling City.

3. Are there any specific technology oriented skills that students in this school are expected to develop or exhibit?

Students should be able to use the mouse, keyboard, PowerPoint, Internet, IPOds, IPADS, Webcast, internet safety, video streaming, use of cell or IPAD/ IPOD technology applications Other skills will be audited using the Northwestern Technology Standards Guide.

4. How will PD take place: (e.g. classes, individualized instruction, summer institute, etc...)

During the 8:00 hour staff development will take place with our technology instructor and/or Technology Director, Building Principal, and Technology coordination. Depending on grant availability, staff will be sent to training, or receive training at school. Subs will be utilized as needed for training. Summer courses may be offered from the district level to the school level for interested staff.

5. Who is responsible for coordinating the professional development?

Technology/Staff Development Committee and the Principal and are responsible for planning coordinating technology staff development in the building.

6. What evidence will be collected at the building level to determine progress on the plan?

The Principal and possibly other administrators through walkthroughs will audit technology instruction. We will have scheduled at least three calendar meetings of the Technology/Staff Development Committee. The committee will review student assessment scores and a monthly technology usage audit. Pre-test and post-tests to be developed.

7. What processes are in place to continuously evaluate new technology opportunities for the school due to the rapidly evolving nature of educational technology?

Staff, administration and district technology are sent to professional conferences. Teachers share among themselves what other schools are doing, We have one technology instructor and one technology support in the building who can keep abreast of the latest trends in software, hardware. We plan to survey parents and businesses for participation for the newest technology trends.

8. What hardware, software, and/or websites do you think we need to purchase or keep in order to achieve Howard's goals?

The school would like to have Whiteboards, more IPADS, document cameras, Ten Marks software DIBELS software, Next Acuity, MClass, Waterford for high ability, kindergarten math assessment (to be determined) in addition to Study Island. Howard needs more classroom computers due to desktop machine problems. In regards to Smart Boards, they have thousands of links to premade materials. This is a more efficient use of Teacher instructional time and student learning. Teachers have to create lesson plans and etc. on BrightLink which is not user friendly.

Northwestern Middle School

Goal:

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School Level Implementation

Northwestern Middle School provides an academic environment guided by state standards, and consistent evaluation, which enhances creative student learning and motivates early adolescents to develop life-long learning skills in an ever-changing and diverse world.

School Improvement Goal: All students will improve reading comprehension skills across the curriculum.

Support for teaching and learning

Students and staff have access to three computer labs in the building which are available throughout each day. The Industrial Technology lab consists of 26 stations. Additional computers are available for students in the media center (14-station lab), two wireless mobile Ipad labs and one wireless mobile laptop lab that can be taken to any classroom. Technology staff members are available to assist teachers, staff, and students with technology issues and problems. All classrooms have been converted to multimedia classrooms specifically for instructional use. We realize that students today learn differently and integrating technology assists in the instructional process. Classrooms are equipped with a mounted video projector, VCR/DVD Player, and classroom amplification systems.

All teachers who have had their classrooms converted to multimedia classrooms also have Tablet PCs. With all of our buildings wireless, teachers equipped with Tablet PCs now can access our local network in addition to the Internet anywhere in any of our buildings. The Science and Social Studies Department Teacher are currently using eInstruction classroom response systems ("Clickers") to enhance instruction. Integration of this technology has made a significant impact on student participation and instruction. In addition, document cameras are used in daily instruction in a variety of classes.

The Industrial Technology classes incorporate the Gateway to Technology curriculum as part of Project Lead The Way. The Gateway to Technology curriculum provides a hands-on approach relating technology to students' daily lives. Other software is used in Industrial Technology is also used to prepare students for the 21st century; Autodesk Inventor (Computer Aided Drafting Program,) Robo Pro (Computer Programming Software,) Fischertechniks Kits (Robotics,) Punch! Home Design (Architectural Design Software,) Building Homes of Our Own (Architectural Design Software.) Study Island is a web-based program. Students are able to learn at their own pace. There are practice questions for math, reading, writing, science and social studies. The program is organized into topics that cover Indiana State's standards to help prepare students for the ISTEP. Students can chose a subject area to work on and a standard or indicator in which to focus. All of their scores are reported on their computer screen. Teachers can easily keep track of all of their students' progress through the computer program. Study Island is used for remediation in classrooms, special education resource, after school tutoring, and summer school "Jump Start".

Accelerated Reader and Star Reading software are incorporated to gauge student progress and define reading levels of students by allowing students to take quizzes over books for Language Arts classes on the computer to gauge reading comprehension. During the month of March, the school conducts and school wide reading competition called "March Madness." Students read during silent reading in homeroom and test on completed books for assessments and prizes. Star Math software assesses students Math ability and provides differentiated instruction in the classroom setting. Internet sites such as Unitedstreaming can be accessed at any time to put videos into teachers prepared lessons.

Curricular areas utilize technology in a variety of ways. A majority of teachers incorporate technology daily into their curricular lessons. Many classes utilize the portable wireless labs bringing the technology to the classroom. Social studies classes utilize technology by presenting information through PowerPoint presentations and working with WebQuests. Family and Consumer Sciences classes incorporate technology on a daily basis. Students visit educational and interactive websites to enhance the particular unit being studied. English classes utilize technology for creative writing. Many other classes utilize technology by accessing the Internet for research. In addition, websites including Unitedstreaming, BrainPop, and other sites are used to enhance instruction in a variety of classes. Students also have access to a portable distance learning system that brings online interactive fieldtrips to the classroom.

Professional Development

Northwestern Middle School has a professional development program in place through our school improvement plan, technology department, and technology planning committee that is constantly evaluating and making adjustments to all phases of the program.

Morning Block Time: At the beginning of each school day, Monday through Thursday, all instructional staff receives a contracted forty minute professional development period. This time is used for many staff development and training opportunities both in small groups and individually. The Technology Staff and faculty peer mentors use this time effectively for training in information resources. An assessment is completed to identify technology needs and the areas of technology training needed. This additional time is in addition to the normal preparation time each staff members receive.

Tech Time: Once a month staff members from all grade levels come together during morning block

time to discuss technology or receive a technology overview. Tech Time may involve an overview of new technology resources, new software or just a quick little workshop highlighting a specific topic.

Summer Workshops: Technology workshops are offered to the staff just prior to the start of school in the fall.

Conferences/Workshops: Teachers are encouraged to attend conferences in their discipline, or technology conferences, that provide new ideas and training in technology integration into instruction. Conferences and workshops attended by staff are shared with other teachers during morning staff development.

Assessment and Evaluation

Assessment of technology needs is completed through our district technology committee, building technology committee, individual teachers, and the administration. The use of best practices in technology is integrated into lessons across the curriculum. This is monitored through team meetings, audits, and lesson plans. Every two years our corporation technology committee and staff do a technology needs assessment, researches ways to use technology, and prioritizes new technologies for purchase. Our technology staff purchases and installs new technologies and then plans and implements staff development activities.

Program Evaluation: The overall technology program is assessed annually by the year end survey mentioned previously. In addition, the Director of Curriculum and Technology meets with the building principal for a year end review of services and support. Information gathered at this meeting is shared with the technology staff for discussion and changes in procedures or policies as needed. Also, program implementation, including new software purchased and implemented will be evaluated on effectiveness based on annual ISTEP+ scores, Student Growth Model, classroom grades, and teacher survey. Additional ways for assessing and evaluating the technology program include:

School Improvement Plan: The use of technology outlined in the school improvement plan will be revisited and evaluated each year.

Staff Surveys: Teacher self-evaluation survey will be completed to determine their comfort and professional development needs in various areas of technology.

Assessments: Technology will be continuously assessed by teachers and administrators based on observation and testing. Reports for Study Island are ran quarterly to monitor student usage and assessment. All students were assessed the first week of March in the ISTEP. Teachers' assessments are documented using the Skyward program and that information is available to parents and students at all times. End of course assessment is taken on the computer for Algebra students.

Feedback: Feedback is gathered through staff meetings, individual teaches, TechTime, building technology committee members, teacher teams, students, and school patrons. The feedback is used to assess the use of technology and need to integrate new technologies to enhance instruction and student learning.
