



**Fremont County School District #1
Lander, WY**

**District Technology Plan
2010-2013**

Superintendent: Paige Fenton Hughes

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District Mission Statement

We will be a learning community where all members are respected and every individual is challenged to achieve excellence.

The goals related to this mission statement for the next three years are:

- Improve academic achievement and performance for all students
- Ensure safe and orderly school environments
- Ensure efficient and effective district, school and department operations

The current District Mission Statement is a result of focused work, planning, and goal-setting by the FCSD#1 School Board, Superintendent, and many District stakeholders. More about the District Strategic Plan can be found in the Appendix to this Tech Plan.

Technology Mission Statement

The District Technology Office will provide excellence to the District learning community by delivering and maintaining infrastructure and applications to improve student achievement, promote efficient and effective operations, foster a secure work environment, and deliver quality customer service.

The Technology Office mission statement was developed during our Continuous Improvement training, and written specifically to tie in with the District's three mission statement goals.

Introduction

Fremont County School District #1 is located in the west central part of Wyoming and is located at the base of the Wind River Mountain Range. The school district covers 3,147 square miles and includes the communities of Lander, Hudson, Jeffrey City, and the surrounding rural areas. The administrative offices are located in Lander.

Lander is the largest community within the school district and provides the majority of our student population. The 2000 Census population for Lander was 6,867 people, while the 2000 Census population for the school district (Lander and outlying areas) was 10,244. The current student enrollment is 1,722 students. Native American students comprise about 20% of the district's enrollment.

Fremont County School District #1 is currently comprised of seven schools.

Lander Valley High School:	grades 9-12	562 students
Pathfinder High School (alternative high school):	grades 9-12	58 students
Starrett Junior High School:	grades 7-8	290 students
North Elementary School:	grades K-6	243 students
South Elementary School:	grades K-6	283 students
West Elementary School:	grades K-6	260 students
Jeffrey City Elementary School:	grades K-6	3 students

Like many other school districts, instructional technology is a critical part of day-to-day activities and student learning in our district. Technology is viewed as an educational tool used to enhance the educational experience of the students. The goal of all educational technology decisions at Fremont County School District #1 is to seamlessly integrate technology into the classroom and curriculum. Professional development and curriculum integration goals are designed to accomplish this end and to support teachers in becoming self-sufficient with technology.

More about our school system can be found at:

www.fre1.k12.wy.us

Our public website and school websites

www.landingschools.org

Website for our Excellence Initiative

Technology Planning Committee

Fremont County School District #1 recognizes the need to expand school boundaries to engage businesses, community services, parents, and government entities with education planning, delivery, and evaluation. Such partnerships bring many assets to the classroom, school, and district levels. Partnerships also help bridge classroom learning to real-world applications.

Our team includes community members and parents, who are essential in providing feedback, brainstorming, and exchanging expertise. The following District staff and community have contributed to this plan's development by participating in the Technology Planning Committee:

District Technology Committee (members may change during cycle)			
School / area	Member	Role	Technology Plan Responsibilities
Technology	Chris Brown	Technology Director	Overall management, coordinating, and evaluation of district technology
Technology	Charlie Clifford	Assistant Technology Director	Network and workstation management; strategic planning
Technology	Andrea Schurg	Educational Technologist (elementary)	Instructional implementation and evaluation
Technology	Shawna Pickinpaugh	Educational Technologist (secondary)	Instructional implementation and evaluation
District Administration	John Metcalfe	Assistant Superintendent of Curriculum	Provide link between Curriculum Coordinating Council and Technology Committee
District Administration	Norma Dufek	District Data Manager	Provide data to analyze student proficiencies
District Administration	Karen Bierhaus	District Grants Coordinator	Maintain ARRA and Title IID grant budgets, provide avenues for additional funding
South Elementary	Cady Shoutis	Library Media Specialist	Provide feedback from librarian perspective
South Elementary	Kristy Nelson	Classroom teacher (elementary)	Provide feedback from teacher perspective
Starrett JHS	Brian Janish	School principal	Coordination of goals for the new Middle School
Starrett JHS	Dean Schaff	Classroom teacher (secondary)	Provide feedback from teacher perspective
Lander Valley HS	James Olson (current)	Student representative	Student perspective.
Special Education	Linda Hudson	Assistive Technology specialist	Provide link between special education services and technology needs
School Board	Dave Clark	School Board member	Liaison with district school board and district goals statement

Required Constituency

The following table identifies the members and their roles for Title IID tech planning:

Parents / Guardians	Dave Clark
Students	James Olson (LVHS)
Charter Schools	There are no charter schools within the boundaries of Fremont #1
Private Schools	The following person was appointed to represent potential private school interests: Karen Bierhaus
Home Schools	The following person was appointed to represent potential private school interests: Karen Bierhaus
Community-based organizations	Bruce Thoren (Qwest)
Teachers	Kristy Nelson, Dean Schaff
Title I staff	Linda Hudson
School Administrators	Chris Brown, Brian Janish, John Metcalfe
Librarians	Cady Shoutis
Other Partners	Andrea Schurg, Shawna Pickinpaugh

Evaluation

Evaluation-driven reports will permit periodic formative and summative assessment of technology integration toward achieving program benchmarks while increasing student performance. Reports are generated to fulfill Federal, State, and district requirements and to provide stakeholders with performance feedback. In addition to standard reports, evaluation information and reports will be disseminated through various methods (e.g. newsletters, public website, board presentations, Excellence communications initiative).

The following formal internal performance and activity reports will be generated as an evaluation for the goals and action steps for this Tech Plan:

Report Title	Description	Staff Responsible	Schedule for Delivery
Year-End Performance Reports	Describe project strategies, lessons learned, and progress towards achieving objectives (including effectiveness of implemented strategies at achieving objectives).	Technology Office	Annually in May (as part of school board report)
Mid-term Progress Report	Summarize data collected, indicate data that is missing or of poor quality; present preliminary findings and perceived trends apparent in data analysis.	Technology Office	Once (at tech plan midterm date; date determined by WDE)
Continuous improvement progress reports	Reports on Tech Office efficiency and overall progress toward meeting the District's initiative of continuous improvement	Technology Office	Quarterly (as part of school board report)
Professional development evaluations	Evaluation of yearly efforts for teachers in each school to address teacher preparation and delivery of instruction	Educational Technologists	Annually in May
Scheduled parent / student activities evaluations	Evaluation of tech equity goal activities (parent night, summer student activities, etc)	Educational Technologists; Technology Office	Annually in May (after year's activities are completed)
Final Tech Plan Goals report	Final report (at end of year 3) of goals attained and progress realized	Technology Office; Technology Committee	Once (at plan end date; date determined by WDE)

To obtain accurate and timely information for these formal reports, the following data and assessments will be utilized:

Data	Report	Explanation
Standardized assessments	PAWS reports; Year-end performance reports; Final Tech Plan goals report	PAWS data is used to drive technology and curriculum integration needs in reading, writing, and math. As our needs change, additional technology resources, software, and subscriptions are identified and purchased to help the District in these areas.
Local assessments	MAP testing scores, WDE required reports, data and reports generated from District software (such as SuccessMaker, Renaissance Place, System 44, Read180, etc)	The District uses MAP tests to determine student proficiency and achievement. Also, WDE district and school reports are used to report student tech literacy. As part of this tech plan, an assessment for eight grade technology literacy will be developed and implemented.
Professional development data	Professional development evaluation (annual)	Evaluations and outcomes from our two Educational Technologists are used to determine how to focus our professional development goals.
Surveys	Professional development evaluation (annual)	Survey data is used to develop professional development strategies, and in this new plan will also be used to evaluate teacher technology skill sets
Total Cost of Ownership	Continuous Improvement annual report	Evaluation of technology purchases as part of our Continuous Improvement initiatives
Administrative networking tools	Continuous Improvement annual report	Purchase reports to evaluate purchasing streamlining goal, quarterly narratives published to all staff and presented to the School Board to show growth in operating efficiencies and department achievement
Data management tools	Year-End Performance Reports	Student information system data is used to generate reports as needed by administrative staff
Communication tools	Continuous improvement progress reports; Organizational Assessment annual visits	Use of new staff-only “Summit” intranet to improve and streamline District communications, forms-keeping, announcements, etc

Currently, the District does not have a “steady” Title IID evaluator. We have used various people in the last few years’ worth of grant evaluation activities.

Policies and Procedures

The District currently has policies in place regarding technology appropriate usage, copyright and fair usage, and privacy and security of computer communications. In the future, additional policies may be put in place, including a CIPA-related Internet safety policy, updates to our existing policies on bullying and harassment, etc.

An Acceptable Use Policy is in place at schools for student and parent agreement. The policy covers student use of technology, privacy expectations, Internet usage, mobile technology usage, and other school-related issues.

A number of procedures have been instituted in the last two years regarding technology usage and tracking, including:

- Implementation of a browser-based technology request application that is accessible to all staff. Reports from this application drive our continuous improvement goals.
- Design and implementation of a detailed database of District technology assets, including workstations, servers, and network equipment. The database allows for easy tracking of purchase details, warranty and service work, configurations, and change management.
- Work with the District Warehouse to streamline technology asset inventory and dovetail their efforts with the technology asset database.
- Implementation of a centralized document storage area for Technology work and materials that can be accessed securely from offsite.
- Implementation of a centralized electronic repository for past technology purchase orders and paperwork that significantly speeds up retrieval speeds when checking on purchase histories.

Feedback from our Continuous Improvement reports and PDSA activities also drive our future changes in procedures.

Total Cost of Ownership

Evaluation of technology purchases is done annually as part of our Continuous Improvement initiative. The District also evaluates overall technology cost (acquisition, maintenance, service, power, cooling, software licensing, security, etc) and makes adjustments as necessary to provide better service at a reduced cost. Additional information regarding TCO is found in the Infrastructure section of this Technology Plan.

Enhancing Education Through Technology (Title IID) Program Goals

District mission statement: *We will be a learning community where all members are respected and every individual is challenged to achieve excellence.*

Primary Program Goal #1: Improve student achievement through the use of technology in elementary and secondary schools (Section 2402 (b)(1))

- District teachers will continue to build upon our foundation to integrate 21st century technology and research-based practices into classroom instruction in order to increase student achievement and to reach our school improvement goals, especially for high-needs schools and students
- Unify and standardize disparate student information systems and data applications to provide an easier view of district student data for informed decision-making
- Ensure that all District classrooms are 21st century technology-rich classrooms that incorporate modern, high-quality, and consistent instructional technology for teacher and student use

Primary Program Goal #2: Technology Literacy – ensuring that every student is technologically literate by the time the student finishes the eighth grade regardless of student’s race, ethnicity, gender, family income, geographic location or disability. (Section 2402 (b)(2)(A))

- Adopt and implement K-8 district technology standards and assessments aligned with ISTE’s NETS-S standards to measure technology literacy in K-8 students
- Promote tech equity and literacy by establishing participatory programs for District parents and students (annual tech fair, excess inventory giveaways, etc)

Primary Program Goal #3: Effective integration of technology resources and systems - encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research – based instructional methods that may be widely implemented as best practices by state educational agencies and local agencies. (Section 2402 (b)(2)(B))

- Implement a system to assess technology literacy in all teaching staff, with the goal of having all teaching staff achieve a moderate to high proficiency score in the use of technology to accomplish teaching and learning goals
- Seek “excellence” in our network and communications infrastructure for our existing and new school facilities. Our infrastructure will be robust, secure, and flexible and will allow full implementation of our technology goals and objectives
- As part of our District’s overall Strategic Plan and continuous improvement project, the Technology Office will strive to increase the role of technology as a communications and efficiency tool for District staff to complete their everyday administrative tasks
- Streamline technology procedures and purchases to ensure the District is spending funds and effort in the most cost-effective way

Partnerships

Fremont County School District #1 recognizes the need to expand school boundaries to engage businesses, community services, parents, and government entities with education planning, delivery, and evaluation. Such partnerships bring many assets to the classroom, school, and district levels. Partnerships also help bridge classroom learning to real-world applications

Our team includes community members and parents which are essential for the efficient development of information technology in providing feedback, brainstorming, and exchanging expertise. Our current partners and their roles in our District include:

Partnership Members (participating names may change during cycle)		
Organization	Member / representative	Role in Partnership
CPU VentureTech	Jake Frederick	Advises on District technology infrastructure and communications; set up of infrastructure; recommends possible innovations and improvements
CDWG	Jamison Bills	Advises on District software subscriptions and purchases; suggests improvements in purchasing
Wyoming Equality Network	Greg Lundvall	Provides technical assistance and support with in-district and statewide connectivity
QWest	Bruce Thoren; Julie Gillette	Advises on District communications; recommends possible innovations and improvements
CIC (Computer Information Concepts)	Various staff	Advises with implementation and support of the District's student information system
Central Wyoming BOCES	John Metcalfe (FCSD#1)	Advises with curriculum work for our high school concurrent credit classes
Continuous Improvement	Rick Sulewski	Advises with implementation of continuous improvement planning and implementation; help set department goals and vision statements
Wyoming Department of Education	Various staff	Provides school- and district-level support with program development, evaluation

A review of the previous District Tech Plan is available in the Appendix to this Tech Plan.

Curriculum Integration

Effective technology integration starts with an aligned technology curriculum as a foundation so teachers and students understand criteria and direction. School improvement goals along with district goals provide a map for implementation and envisioning technology use. Through the span of the previous technology plan, all school in the district continued to make adequate yearly progress with increasing scores in reading and mathematics on state assessments. However, in the last year (between tech plans), certain subgroups at North Elementary did not meet AYP, and District efforts are focused this year on meeting the needs of these students.

Change and Growth from Previous Plan

Previous Tech Plan (written in 2005): In order to improve our tech integration support, two technology education specialists were hired using general funds and are shared between buildings to promote classroom implementation and a model of embedded professional development through coaching. This model compliments the one used to increase instructional expertise through instructional facilitators used in every school in the district. Specialists team with principals and teachers and other district instructional facilitators in order to build communication about best practice methods that are then modeled and refined through observation. The most important aspects of curriculum integration of technology are now a guaranteed part of instruction, as technology is now integrated into the paradigm of nonnegotiable curriculum components as well as into the practice of all educators and administrators throughout the district.

The following activities were completed as part of the previous plan:

- All schools have standardized on Infinite Campus to create standards-based report cards and manage student standardized test scores.
- The MAP Testing program is a computer adaptive testing program that was purchased from NWEA. It assesses the student's abilities in Reading, Language Arts, and Math for grades 2-10. Students are assessed three times per year and it is a good source of feedback to the teachers of the student's strengths and weaknesses.
- An online subscription to Odysseyware – an instructional program to help the students with credit recovery in the areas of Language Arts, Science, Social Studies, and Math – was implemented for Pathfinder High School.
- Various student learning applications (Waterford Early Learning, Read180, ReadAbout, System 44, etc) have joined our list of existing interventions (such as SuccessMaker).

- A number of assistive technology software titles have been purchased and are available on all District computers.

Objectives for this Tech Plan

This information is a summary of the Curriculum Integration Action Plans:

Objective (from Action Plan)	Progress Expected	Measurement of Progress
Adopt and implement K-8 district technology standards and assessments to measure technology literacy in K-8 students	<ul style="list-style-type: none"> • Adoption and integration of standards into K-8 curriculum maps 	Adoption of standards; embedding of standards in district curriculum maps
Promote tech equity and literacy by establishing participatory programs for District parents and students	<ul style="list-style-type: none"> • Annual tech fair, summer tech camps, Lights-On programs • Formal system of excess inventory giveaways 	Feedback and attendance at events; participation in inventory giveaway
District teachers will continue to build upon our foundation to integrate 21st century technology and research-based practices into classroom instruction	<ul style="list-style-type: none"> • Employ an online learning management system that will allow for secure “anytime, anywhere” access • Technology incorporated into formative assessment work 	Usage of learning portal for 7-12 students; usage of formative assessment technology; professional development and awareness of available technology
Create 21 st century technology-rich classrooms at all schools that incorporate modern, high-quality, and consistent instructional technology for teacher and student use	<ul style="list-style-type: none"> • Baseline classroom instructional tech published • Acquisition of instructional technology where needed to standardize classrooms and student experience 	Acquisition of technology meeting instructional standard at both new school buildings as well as existing buildings

More information on objectives and goals to meet these objectives may be found in the Action Plan section.

Strengths and Weaknesses

One area we feel is a strength is the depth and breadth of our curriculum offerings for technology. The District has a large number of software purchases and annual subscriptions that are used to help determine much of our curriculum. From formative assessment to assistive technology, daily instruction to student virtual field trips, technology is already heavily embedded into our curriculum and teaching.

However, there are improvements to be made. An identified weakness is that some of our tech curriculum practices and material are different at each elementary school. As part of our school consolidation efforts and curriculum mapping goals, we will be addressing this inconsistency by ensuring that all curriculum maps reflect the same applications and benchmarks for technology integration. We will also ensure that all three elementary schools (or two, after the consolidation is completed) have equal hardware to support curriculum.

Distance Education

Currently, the District does not have an overall formalized plan for distance education with entities outside the District, although we are using distance education technologies internally to deliver instruction.

The District currently has two dedicated WEN video classrooms, one at Lander Valley HS and one at Pathfinder HS. Additionally, there exists a point-to-point distance learning system for students at Jeffrey City School (a rural school 45 miles from Lander) to interact with specials teachers at North Elementary. The elementary video system is also used for educational videoconferencing opportunities (such as videoconferencing with subject experts and authors). The secondary systems are currently used mainly for staff meetings and work groups.

Evidence of Alignment

A strong, ongoing goal of the District is to embed 21st century skills into classroom instruction. In our District Strategic Plan (2009-2012), all schools are scheduled to provide data to the School Board demonstrating that these skills are embedded into daily instruction.

Our District Professional Development plan also calls for increased professional development for technology integration. In order for students to achieve higher using technology, teachers must be fully comfortable with the application and higher-level use of technology. Increased and targeted professional development in these areas will further this goal

Equitability of Resources

The District strives to ensure equitability of resources for all students. According to the Pew Internet and American Life Project and Intel Corporation, there are still 30 million American households that do not have a computer. This gap in access is troubling as technology has become a baseline need for social, civic, economic and educational participation. Students in

the 21st century must be equipped with the skills and tools to succeed and participate in our increasingly technology-rich, knowledge-based economy.

A separate goal of this Tech Plan is to assist with equity issues by formalizing a giveaway program for excess technology inventory. Additional programs will be established by this goal to increase technology awareness and literacy within the community of Lander.

High Needs / High Poverty Schools

Currently, the following District schools are categorized as high-needs and qualify for Title I funding: Pathfinder Alternative HS, Starrett JH, North Elementary, and West Elementary. This Tech Plan addresses the specific needs of these schools by tailoring equipment purchases, software purchases, and professional development to staff to better utilize technology-based interventions.

Student to Computer Ratio

Currently, the District has approximately 1,050 computers total. Subtracting the staff-only desktops and mobile notebooks, the following student-use computers are available at each school site:

School	Approximate number of student-use computers	Number of students (fall 2009)	Ratio of students to computers
Lander Valley HS	305	613	2 to 1
Pathfinder HS	50	43	1 to 1
Starrett JHS	130	235	1.8 to 1
North Elementary	150	270	1.8 to 1
South Elementary	85	271	3.1 to 1
West Elementary	150	284	1.8 to 1
Jeffrey City School	3	3	1 to 1

A goal of this Tech Plan is to ensure that enough computers are in place at each school to support the full educational mission of that school (testing cycles, dedicated labs for classes, mobile computers for classrooms, etc).

Professional Development

Student achievement is positively impacted through the continuous introduction of appropriate technology tools that help teachers ensure that lessons are engaging students on many learning levels and challenging them cognitively. The primary focus is to teach teachers how to choose the most effective tools within technology to link the use with instruction to differentiate for greater student achievement.

While there has been growth with teachers and increased utilization with students, there is much more to be done. Individual and small group training is necessary in order for teachers to become proficient. Teachers have grown from the need of a district leader to a team partner with technology implementation. Principals and school improvement committees need assistance in order to incorporate the use of these tools to ensure that all students and teachers become proficient. This issue is remedied by employing two education specialists to work with teachers, principals, and committees. Since student and teacher baseline data has been gathered and analyzed, there is a more clear understanding as to the direction with effective implementation.

Changes and Growth from Previous Plan

The District's technology professional development has grown tremendously during the previous tech plan. The District has three years of baseline data identifying teacher change with education technology. Data are divided into six areas that align with ISTE teacher goals: technology operations and concepts; planning and designing; teaching, learning, the curriculum; assessment and evaluation; productivity and professional practice; and social, ethical, legal, and human issues. While growth has occurred, the pace needs to increase. Nearly 20% of staff reported growth from minimal use categories to confident use. More support is needed in order to provide teachers with 'just in time application' of technology tools.

Some changes in this Tech Plan will include the implementation of a system to measure teacher technology integration skills and literacy, so that the Educational Technologists can better target and deliver professional development to these teachers. We are stating a goal of having all District teachers at either proficient or advanced levels of tech integration (no teachers will be basic at the end of this Tech Plan cycle).

Objectives for this Tech Plan

This information is a summary of the Professional Development Action Plans:

Objective (from Action Plan)	Progress Expected	Measurement of Progress
Implement a research-based system to assess technology literacy in all teaching staff, with the goal of having all teaching staff achieve a moderate to high proficiency score in the use of technology to accomplish teaching and learning goals	<ul style="list-style-type: none"> • Foundation of a system to quantify teacher skill level in technology integration • Target goal to have 80% of teachers at either proficient or advanced level 	Scores from tech literacy assessment; schedules for targeted professional development Continued targeted coaching and professional development
Continue traditional District professional development offerings (such as Summer Tech Academies and “Tech Tuesdays”) but also add additional new offerings, especially for non-teaching staff	<ul style="list-style-type: none"> • Implementation of targeted professional development opportunities for different groups • Opportunities for non-teaching staff will be offered 	Attendance and other information logged in MyLearningPlan; scores from LoTI tech literacy assessment
Continue to support two full-time Educational Technologist (a specialized instructional facilitator) positions, as budget permits	<ul style="list-style-type: none"> • Hiring and retention of two full-time Educational Technologists 	EdTech logs of time spent and projects completed

More information on activities and measurements to meet these objectives may be found in the Action Plan section.

Strengths and Weaknesses

The District has continued to offer various technology professional development opportunities to teachers. Annually, such offerings have included schedules of “Tech Tuesday” after-school workshops, day-long summer workshops. However, one identified weakness is that we are currently doing little to truly differentiate the professional development opportunities available for staff with different interest and ability levels. Thus, a major goal of this tech plan cycle is to create a metric by which we assess overall tech fluency and can differentiate instruction to teachers.

Another weakness continues to be the relative lack of options for non-teaching staff. Little has been done for support personnel, office workers, etc. in using technology to communicate and work more efficiently. Activities in this Tech Plan specifically target the needs of these groups.

Alignment to School Improvement Plan / District Staff Development Plan

In the fall of 2009, the District has adopted a new Strategic Plan (see Appendix) that sets out goals for the next three years. One goal is to embed 21st century skills into classroom instruction. The professional development goals and activities outlined in this Tech Plan help the District achieve this strategic goal. By ensuring quality, sustained, and targeted professional development to all teachers for technology integration, we can ensure that all our teachers are fully prepared to model and demonstrate 21st century skills to their students, and can incorporate them into their daily instructions.

Teacher Preparation and Delivery of Instruction

Professional development is a critical piece for teacher preparation, especially for the wide range of technology assets the District currently possesses.

The last Tech Plan brought the creation of two full-time Educational Technologists, one for the elementary schools and the other for secondary schools. These positions are actually instructional facilitators that focus on technology integration strategies and teacher tech coaching. They do not have fixed daily schedules, so they can go around to classrooms during the day to provide needed hands-on help immediately instead of hours or days later. These two positions have been able to provide targeted professional development directly to teachers in their classrooms, and have also assisted with numerous technology integration projects. This ensures that teachers are confident as technology is embedded into daily lessons.

Title IID Program Goal of Technology Integration

This District Tech Plan supports the Title IID program goals of technology integration and professional development. Our goals (on page 9) are written to align with the three federal program goals. Action steps written in the Action Plans (below) are written as discrete, measureable steps that help the District reach those goals.

The District also participates in Title IID consolidated and competitive funding opportunities. When a competitive grant is written, the District's goals and outcomes also align with Title IID program goals.

Technical Support

The District has in place procedures and personnel to provide instructional and technical support to District users (staff and students).

Currently, there are two full-time Technology Office staff members, and two full-time Educational Technologists. The Technologists are instructional facilitators that work with teachers to incorporate technology. Instead of teachers attending a special technology class held in isolation from their classroom and peers, these specialists assist teachers, first by collaborative planning, then by short 'how to' technology sessions that lead to implementation and follow up. Most of their assistance is provided "live" in the classroom.

Additionally, the District contracts with a part-time Assistive Technology Specialist that does many of the same tasks as the Educational Technologists, but focuses on the specific needs that Special Education staff have with technology usage and integration.

Policies and Procedures

The District has identified a process for certified and classified staff professional development. Annually, school goals and priorities are identified and scheduled by building principals for "Wednesday early-out days". These days are scheduled by building principals to meet professional development needs for the buildings, or for District initiatives.

Additionally, personal professional development opportunities are available from District-hosted workshops, regional and national offerings. These opportunities are first approved by building administrators for their suitability,

All attendees of personal professional development offerings are required to complete a questionnaire in MyLearningPlan.com, a subscription-based service the District uses to track professional development time and effort. The results from this data collection are used to drive future professional development initiatives and needs.

Resource Access and Use

The District is taking active steps to ensure that technology resources are available to all teachers and students as needed. Informal needs assessments have been performed annually with principals to ensure that not only are there sufficient resources for technology in their schools, but that their teachers feel adequately trained on those resources.

Currently, all Fremont #1 classrooms have a mounted projector and an interactive whiteboard. All teachers have a dedicated desktop or notebook computer for their own use. Many classrooms have several student computers; however, all schools have several computer labs and mobile carts that teachers can employ with their students. Schools have a wide array of other technology tools available for use: “clickers” for formative assessment, digital cameras and video recorders for multimedia projects, dedicated “kit” workstations for specific learning objectives, and more.

We are always seeking ways to continuously improve access to technology resources. One change made this year, for instance, is the availability of assistive technology tools on all District computers, not just ones purchased and used by Special Education staff.

Student Learning and Technology Literacy

A goal of this Tech Plan is to formalize and implement a definition for student technology literacy. Such a definition is needed for WDE annual reports.

Infrastructure and Connectivity

Making everything happen depends on the reliability, flexibility, and suitability of the District Network. Day-to-day work, student content applications, state reports, communications, and much more depend on internal as well as external connectivity.

The emergence of the ubiquitous Internet – a single global communications network – is one of the seminal events of the early 21st century. Reliable and fast connectivity to this network has become an essential part of modern life.

The purpose behind all of our technology purchases and work is to help students learn. The professional development and curriculum integration components of this technology plan are dependent upon a reliable, secure, and fast computer network. However, maintaining the District Network is a continuous and ongoing process considering the continuous advances in technology and the ever-changing needs of the staff and students. The school district is constantly evaluating whether the benefits of new technology will meet the needs of its users. The District Technology Director is ultimately responsible for ensuring that the computer infrastructure is adequate to meet the needs of all stated district goals.

Change and Growth from Previous Plan

Major changes and renovations to our district's infrastructure have been made during the last two years, including:

- A major network replacement project was completed in our fiber-optic connected schools over the fall of 2008. Over 1,000 gigabit PoE switch ports were installed at four school sites. A new core network switch directs traffic for the entire District. Every network jack at Lander Valley HS and West Elementary has been made live. Significant shortcomings in traffic routing and capacity were overcome by this upgrade.
- The West Elementary school wiring was completely renovated. During this renovation, IP phones were added for all staff, as well as additional computers and network capacity.
- A new centrally-managed district wireless network was implemented.
- A total rebuild of our network domain was accomplished during summer 2009, bringing consistency, standards, and current best practices to our system of network servers, accounts, shares, and security. Twelve new servers were purchased to replace aging units. A new domain name, *landerschools.org*, was purchased and implemented as the name of the new network domain.

- A new student information system (Infinite Campus) was purchased and implemented. IC includes a parent-connect piece that allows parents to view their student's information.
- Server virtualization, network management software, and other "back-end" initiatives have allowed Tech Office staff to make better use of their time and tech funding.
- A cooling system was added to our core server room, and servers were mounted in secure network enclosures that allow much better access to equipment and wiring.

Strengths and Weaknesses

Our "new" schools are the Admin building, Lander Valley HS, and West Elementary. These sites have very good internal wiring, with fiber backbones between departments. Power is currently adequate for needs. A multi-gigabit fiber-optic backbone connects these buildings together. The core network room is located at LVHS and Internet connectivity for the District is terminated here.

Our older schools are Pathfinder HS, Starrett JHS, North Elementary, and South Elementary. These schools have poor internal wiring and power, and computer labs are situated in rooms that are not conducive to best arrangements and practices.

Currently Fremont County School District #1 is in the process of negotiating with the School Facilities Commission concerning the renovation and/or replacement of South Elementary, Starrett Junior High School, and Pathfinder Alternative High School. Additionally there is discussion with the Wyoming Department of Education concerning the restructuring of the elementary schools to grade level campuses. As of this writing, a new Middle School is near the 95% planning mark, but a new elementary school is dependent on state funding levels and decisions and may not happen within the timeframe we originally anticipated.

If the proposed changes occur then the network infrastructure of the four buildings will be upgraded along with possibly replacing T1 lines with fiber optic cables between the buildings. South and North Elementary schools are definitely going to be replaced but no decision has been made yet concerning Starrett Junior High School and West Elementary.

An additional identified weakness is the number of Tech Office staff in relation to the number of total computers and network resources the District currently uses. A goal of this Tech Plan is to evaluate and redirect tech funding and effort to provide the maximum support and management that our current budget can allow.

Objectives for this Tech Plan

This information is a summary of the Infrastructure and Connectivity Action Plans:

Objective (from Action Plan)	Progress Expected	Measurement of Progress
Seek “excellence” in our network and communications infrastructure for our existing and new school facilities.	<ul style="list-style-type: none"> • Fiber-optic network to connect all in-town schools • Rebuild / modernize IP phone system • Construction of new Middle School 	Obtainment of fiber-optic connectivity; new Middle School online; phone system modernization work completed; new Elementary School online (pending final funding approval)
As part of our District’s overall continuous improvement project, the Technology Office will strive to increase the role of technology as a communications and efficiency tool for District staff to complete everyday administrative tasks	<ul style="list-style-type: none"> • Implementation of “Summit” staff-only intranet • Addition of applications to complement intranet • Implementation of online classroom environments 	Use of “Summit” staff intranet by all staff and departments for custom applications (maintenance, calendaring, etc)
Streamline technology procedures and purchases to ensure the District is spending funds and effort in the most cost-effective way	<ul style="list-style-type: none"> • Continuation of computer purchasing cycle; addition of instructional technology to replacement cycle • Better software and subscription usage data 	Purchase cycle maintained; streamlining of our software and subscription list
Unify and standardize disparate student information systems and data applications to provide an easier view of district student data for informed decision-making	<ul style="list-style-type: none"> • Implementation of SIF as a “horizontal” as well as a “vertical” data sharing solution 	Use of SIF to reduce staff clerical time in different applications

More information on objectives and goals to meet these objectives may be found in the Action Plan section.

Internet Usage Policy

The District has an Internet usage policy in place for staff and students. The staff policy is part of the district policy handbook. The student policy is included in student handbooks that parents review and sign at the start of every school year.

Help Desk Procedures

With the arrival of a new Technology Director in 2008, a new system of technology assistance and help was formalized. A browser-based request application has been introduced to replace the system of multiple voicemail numbers, email, and personal contacts. This system also contributes to our district's continuous improvement goals, as it allows Tech Office staff to generate usage and time-to-completion reports, which are used to show monthly progress toward department goals.

Interoperability

Starting in 2008, it became a goal of the Technology Office to ensure that all staff receives an identical, rich network experience. Previously, different computer platforms (Windows, Macintosh) were in use at different schools, and there was little consistent software between buildings (and sometimes within the building as well).

After the summer of 2009, all District-managed computers are PCs. A few Macintoshes are left over for specialized tasks but are not primary machines for staff or students. A consistent list of "baseline" applications was created and installed on all District managed PCs to ensure that staff and students can work on data and software on any computer the District owns. This is a large list that contains a great deal of open-source and freeware software that can be applied across the educational spectrum.

An ongoing goal of the Technology Office is to ensure that new purchases of hardware and software are compatible with our hardware and existing software. Procedures are in place to ensure that new purchases meet the District's standard for interoperability.

Various Tech Support Needs

Currently, the District operates about 1,000 desktops and mobile notebook computers. The District Network is comprised of over 55 servers (physical and virtual) and over 200 network devices (network switches, network storage, printers, wireless access points, etc). There are over 1,500 wired network ports across all our sites.

There are two full-time employees in the District Technology Office who are responsible for the upkeep and maintenance of the District Network. A part-time contracted Assistive Technology

Specialist assists with SpEd-related software and hardware needs. Our two Educational Technologists help with basic-level issues that do not take from their tech coaching time.

Replacement Plan

The District has historically used a five-year rotation plan to determine computer purchases. This has allowed for easier management and planning, although as needs have grown, some buildings have purchased additional equipment “out of cycle” with building funds or with special one-time funds (grants, etc).

In the summer of 2009, we did a “double” replacement year and purchased over 300 new computers for West Elementary, Starrett JHS, and Pathfinder HS. Additionally, over 180 “netbooks” were purchased for various schools to supplement student computer availability. The summer of 2009 saw almost 45% of the total district computers replaced.

We foresee the replacement cycle continuing through the next five years, with possibly some special circumstances (addition of new school buildings and moving grade levels from building to building).

Equitability of Resources

The District strives to ensure equitability of resources for all students. According to the Pew Internet and American Life Project and Intel Corporation, there are still 30 million American households that do not have a computer. This gap in access is troubling as technology has become a baseline need for social, civic, economic and educational participation. Students in the 21st century must be equipped with the skills and tools to succeed and participate in our increasingly technology-rich, knowledge-based economy.

When instructional technology is purchased in the District, a process is in place to ensure that all students have equitable access. Previously, our Special Services department has assisted with additional recommendations and purchases, such as screen readers, touchscreens, assistive software, etc.

A separate goal of this Tech Plan is to assist with equity issues by formalizing a giveaway program for excess technology inventory. Additional programs will be established by this goal to increase technology awareness and literacy within the community of Lander.

WEN and E-Rate

Our district receives telecommunications, internal connections, and Internet from the Wyoming Equality Network (WEN). The WEN provides connectivity to all our schools by providing T1 lines from an aggregation point or a satellite connection to our High School and/or Administration building. The Wyoming Equality Network is a state mandated and legislatively funded statewide network.

Cost associated to the WEN is based on the number of students as well as the number of schools and type of connectivity. The WEN Infrastructure biennium budget provides for the basic WEN services, and districts pay for any additional services or network enhancements. The cost for these additional enhancements is paid for through our district technology budget/general funds, etc. The WEN funding is dependent on legislative funding each biennium. Because of this, the district's responsibility and that of the state may vary from biennium to biennium.

A detailed account of the state and district responsibilities, related to the WEN Infrastructure, is located in the budget section of this plan. The dollar amounts listed in the Budget/Inventory Analysis for E-RATE Components table come from the previous technology plan as the district has not received the needed information with all the upgrades and changes to the WEN.

Curriculum Integration - Action Plan (1 of 5)

Goal	District teachers will continue to build upon our foundation to integrate 21st century technology and research-based practices into classroom instruction in order to increase student achievement and to reach our school improvement goals, especially for high-needs schools and students
Program Objectives	Primary Program Goal #1: Improve student achievement through the use of technology ... (Section 2402 (b)(1)))
Benchmarks / Indicators	Foundation of formative assessment technology piece; meeting school needs and situations change and evolve
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Identification of emerging technologies for classroom use ▪ Formative assessment equipment and professional development ▪ Creation of a secure “anytime, anywhere” web-based student classroom environment for class papers, discussion, etc ▪ Consideration of other student needs (student email, etc) as situations change and new needs are identified
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Ensure a smooth transition during the school consolidation project ▪ Implementation of assistive technology standards for all school students (audiobook options, assistive software, etc) ▪ Consideration of other student needs as situations change
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Combine professional development objectives and coordinate with technology integration in curriculum (check for presence of technology units and embedded skills, tech literacy assessments, etc) ▪ Consideration of other student needs as situations change ▪ Evaluation of current instructional technology equipment and practices (to anticipate next Tech Plan cycle goals and planning)
Target / completion date	<ul style="list-style-type: none"> ▪ Fall 2010: 7-12 teachers introduction to online student environment ▪ Fall 2011: Evaluation of available assistive technologies
Measurement Tools	Use of TechPaths (curriculum mapping software) to identify embedded 21 st century skills; journals of Educational Technologists during daily work and professional development opportunities
Responsible parties	District Technology Office, District Administration, District Curriculum Director, Educational Technologists
Budget	Funding estimates depend on specific school needs
Funding source	General funds, building funds, Title monies
Evaluation activities	<ul style="list-style-type: none"> ▪ May 2011: Survey and usage results from environment usage ▪ May 2013: Final evaluation plan
Other information	A major District initiative is curriculum mapping. Teachers and schools are required to have core maps completed by January 2010, with maps informing teacher practice by May 2010.

Curriculum Integration - Action Plan (2 of 5)

Goal	Unify and standardize disparate student information systems and data applications to provide an easier view of district student data for informed decision-making
Program Objectives	Primary Program Goal #1: Improve student achievement through the use of technology ... (Section 2402 (b)(1)))
Benchmarks / Indicators	Employment of a stable SIF implementation to manage data; availability of reports containing unified student data to drive decision-making
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Identify staff for SIF Framework training and responsibilities ▪ Identify major student information systems in place; research replacements for those applications that cannot understand SIF protocols ▪ Recheck “vertical SIF” functionality with WDE data applications
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ “Horizontal SIF” in place – major student information systems connected and sharing data via SIF protocols ▪ Seek to consolidate all District student data applications under a single student identifier (WISER ID number) ▪ Assist in the school consolidation effort; data organization
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Continue to identify building-level software that can be incorporated into SIF data sharing
Target / completion date	The majority of the work for this goal should be completed by May 2012
Measurement Tools	Daily operation of SIF to reduce staff paperwork and manual entry
Responsible parties	District Technology Office, District Curriculum Director, District Data Manager, building staff software managers
Budget	District time and effort (as part of normal operations); WDE-provided SIF agent software
Funding source	General funds WDE-provided funding for purchase of SIF agents and support
Evaluation activities	<ul style="list-style-type: none"> ▪ SIF in operation by November 2011 ▪ All major applications connected via SIF by November 2012
Other information	Currently, the WDE provides districts with “coupons” to obtain SIF agent software from Edustructures.

Curriculum Integration - Action Plan (3 of 5)

Goal	Adopt and implement K-8 district technology standards aligned with ISTE's NETS-S standards to measure technology literacy in K-8 students
Program Objectives	Primary Program Goal #2: Technology Literacy – ensuring that every student is technologically literate by the time the student finishes the eighth grade ... (Section 2402 (b)(2)(A))
Benchmarks / Indicators	Creation and adoption of technology standards for K-8 students
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Update and revise curriculum work done in 2008-2009 school year ▪ Revisit student Internet / network usage agreement to reflect modern situations and needs; adoption of new agreements if found necessary ▪ Evaluate implementation of K-8 tech standards (spring)
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Research and adopt software and subscriptions as necessary to measure and evaluate student technology literacy
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Continue to adopt software and subscriptions as necessary to measure and evaluate student technology literacy ▪ Evaluation of usefulness and applicability of current definition of tech literacy
Target / completion date	<ul style="list-style-type: none"> ▪ Adoption of standards by Fall 2010
Measurement Tools	Tech literacy measurement as defined by District-adopted definition (or by future WDE / federal definition)
Responsible parties	District curriculum director, building principals
Budget	Estimated \$35,000 annually for current software subscriptions Monies allocated as needed for building / district software purchases in future years
Funding source	General funds Title IID monies have been used to assist with standards creation
Evaluation activities	<ul style="list-style-type: none"> ▪ Adoption of standards by Fall 2010 ▪ Annual report of 8th grade tech proficiency on WDE-584 report ▪ School-level decisions based on student tech literacy figures
Other information	Our elementary schools will be undergoing a school consolidation project in the Fall of 2011. Grade levels will be put together at one school (instead of spread across three schools). This will give teachers the opportunity to collaborate on tech literacy projects and to ensure that all students receive a consistent exposure to technology.

Curriculum Integration - Action Plan (4 of 5)

Goal	Promote tech equity and literacy by establishing participatory programs for District parents and students (annual tech fair, summer tech camps, Lights-On, lab time, excess computer giveaways, etc)
Program Objectives	Primary Program Goal #2: Technology Literacy – ensuring that every student is technologically literate by the time the student finishes the eighth grade ... (Section 2402 (b)(2)(A))
Benchmarks / Indicators	Creation of programs for District students and community; increase technology access and support for summer school students and teachers
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ First annual Tech Fair (either as a separate night or combined with other established District parent nights) ▪ First formalized give-away of excess computer inventory, targeting high-needs students and families ▪ Increase technology access and support for summer school students and teachers
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Continue with programs, adjusting as necessary to meet changing situations and needs
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Continue with programs, adjusting as necessary to meet changing situations and needs
Target / completion date	These activities will be completed at the end of this tech plan cycle, and then reevaluated for continuation in the next cycle
Measurement Tools	Attendance logs at annual tech fair; informal evaluations after programs; attendance at student summer camps; response rate for inventory giveaway
Responsible parties	District Technology Office, building principals, educational technologists, lead teachers
Budget	Estimated \$500 annually for Tech Fairs Time and effort for annual excess inventory giveaways
Funding source	Building funds as appropriate for tech fair nights; other District funding sources may be developed (Lights-On, CAN project, etc); Title IID funding for some student activities (summer camps)
Evaluation activities	<ul style="list-style-type: none"> ▪ Annual evaluation for continuation of programs (in May of each year)
Other information	<p>Historically (3-4 years ago), some summer student tech opportunities were offered, but this has not been done in some time.</p> <p>Our elementary schools have annual “Math Nights” and “Art Nights” and related events – technology will take a larger part in these events</p>

Curriculum Integration - Action Plan (5 of 5)

Goal	Ensure that all District classrooms are 21 st century technology-rich classrooms that incorporate modern, high-quality, and consistent instructional technology for teacher and student use
Program Objectives	Primary Program Goal #1: Improve student achievement through the use of technology ... (Section 2402 (b)(1)))
Benchmarks / Indicators	Baseline classroom instructional tech published; acquisition of instructional technology where needed to standardize classrooms and student experience
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Establish instructional technology baseline ▪ Instructional technology equipment purchases for Lander Valley HS and West Elementary (via Title IID ARRA funds)
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Instructional technology baseline in place at our new Middle School (construction complete Summer 2011) ▪ Instructional technology baseline in place at our new Elementary School (construction complete during 2011-2012)
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Instructional technology baseline in place at our new Elementary School (construction complete during 2011-2012)
Target / completion date	These activities will be completed at the end of this tech plan cycle, and will be in place for any future additions
Measurement Tools	Establishment of instructional technology baseline; acquisition of modern, consistent equipment in all District classrooms
Responsible parties	District Technology Office, building principals, educational technologists
Budget	Estimates will depend on baseline package to be decided on, as well as a complete inventory of existing technology
Funding source	General funds; SpEd funds as appropriate; Title IID ARRA competitive grant goal for instructional tech purchases; Title I ARRA grant funds for SpEd and Title I school purchases
Evaluation activities	<ul style="list-style-type: none"> ▪ Annual evaluation of purchases and progress made toward goal ▪ Equipment placed in new schools when their doors open
Other information	Most of our classrooms already have some instructional technology aspects (whiteboard, projector). The District has a goal of incorporating formative assessment into instruction; thus, student response systems ("clickers") will be incorporated into the baseline. Additional multimedia technology, such as document cameras, will be considered for addition.

Infrastructure and Connectivity - Action Plan (1 of 3)

Goal	Seek “excellence” in our network and communications infrastructure for our existing and new school facilities. Our infrastructure will be robust, secure, and flexible and will allow full implementation of our technology goals and objectives
Program Objectives	Primary Program Goal #3: Effective integration of technology resources and systems (Section 2402 (b)(2)(B))
Benchmarks / Indicators	Next-generation District network online in all existing and new schools; implementation of modernized IP phone system at all school sites
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Participate in infrastructure and communications design and installation at new middle school ▪ Implement redesigned or new VoIP phone system at sites currently serviced by VoIP phones; redesigned 911 emergency functionality ▪ Research and implementation of additional fiber-optic connectivity between core network and existing school sites
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Network and VoIP communications infrastructure online in new middle school ▪ Grade-level consolidation project completed
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Depending on state funding, possible new elementary school online with new network and VoIP infrastructure; also possible remodel of existing junior high school as new Pathfinder HS and Admin site
Target / completion date	<ul style="list-style-type: none"> ▪ New Middle School infrastructure completed by August 2011 ▪ Extension of fiber-optic network by May 2012 to incorporate new Middle School, potentially South school site as well
Measurement Tools	<ul style="list-style-type: none"> ▪ Network management software (internal and WEN-managed) as included in quarterly continuous improvement reports ▪ Phone system usage and uptime
Responsible parties	District Technology Office; District Administration; contractors for new buildings and network wiring installation
Budget	Estimated \$240,000 for phone system redesign / rebuild Estimated \$80,000 for fiber optic network extension
Funding source	General funds New building funding during construction
Evaluation activities	<ul style="list-style-type: none"> ▪ Report on new / redesigned phone system by December 2010 ▪ Acquisition of fiber-optic connectivity
Other information	A new middle school is being constructed and will be open for students in Fall 2011. A new elementary school is in the planning phase with an anticipated opening in either 2011 or 2012.

Infrastructure and Connectivity - Action Plan (2 of 3)

Goal	As part of our District's overall continuous improvement project, the Technology Office will strive to increase the role of technology as a communications and efficiency tool for District staff to complete their everyday administrative tasks
Program Objectives	Primary Program Goal #3: Effective integration of technology resources and systems (Section 2402 (b)(2)(B))
Benchmarks / Indicators	Improvement in District's communications and application workflows (business paperwork, daily routine jobs, requests, etc); presence of secure staff-only intranet
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Major District departments using secure web-based file shares for "anytime, anywhere" access ▪ Work with departments to identify content and workflows that can be delivered via intranet ▪ Continue to assist in advancing the "Excellence Initiative" (a community communications project)
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Revisit community-facing website publishing ▪ Half of LVHS classes using "anytime, anywhere" browser-based student classroom environment for class papers, discussion, etc
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Classroom hosting environment in place for 75% of teachers at LVHS and Pathfinder HS
Target / completion date	<ul style="list-style-type: none"> ▪ Full implementation of Sharepoint-based intranet in September 2010 ▪ Other dates for this goal are fluid and depend on the needs and goals of different District departments
Measurement Tools	In-place intranet and district workflows and content posted; student use of classroom shares (as measured by teachers)
Responsible parties	District Technology Office; District Administration
Budget	Estimated \$10,000 for software licensing for intranet solution \$18,000 budgeted annually for Microsoft Office licensing \$8,000 budgeted annually for public website hosting Other monies as necessary as new applications are determined
Funding source	General funds
Evaluation activities	<ul style="list-style-type: none"> ▪ Full implementation of Sharepoint-based intranet in September 2010 ▪ Evaluation and usage figures for online classroom environments, starting in 2012
Other information	

Infrastructure and Connectivity - Action Plan (3 of 3)

Goal	Streamline technology procedures and purchases to ensure the District is spending funds in the most cost-effective way
Program Objectives	Primary Program Goal #3: Effective integration of technology resources and systems (Section 2402 (b)(2)(B))
Benchmarks / Indicators	Replacement cycle meeting District and school technology needs
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Initial evaluation of current District computer numbers and needs – “Can we do everything we need to be doing with what we now have in our schools?” ▪ Replacement cycle year one of five (LVHS) ▪ Redefine replacement cycle to include classroom projectors ▪ Initial report on usage for common District software purchase renewals and subscription usage ▪ Formalized technology purchasing program in place
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Replacement cycle year two of five (North Elementary, JCity) ▪ Ensure a smooth school consolidation transition ▪ Adjustments made as necessary to purchases and subscriptions
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Replacement cycle year three of five (South Elementary or new school if ready) ▪ Adjustments made as necessary to purchases and subscriptions ▪ Follow-up report on software purchase renewals and usage
Target / completion date	<ul style="list-style-type: none"> ▪ Actions as written are completed annually
Measurement Tools	Annual budgets, replacement cycle statistics, analysis of needs in 2010 and in 2012
Responsible parties	District Technology Office, District Business Director, building principals
Budget	Estimated \$160,000 to \$200,000 annually (depending on building computer numbers and future need)
Funding source	General funds and SpEd funding New building funding during construction for classroom instructional technology
Evaluation activities	<ul style="list-style-type: none"> ▪ District computer numbers and needs evaluation (October 2010) ▪ Software / subscription usage report (March 2011)
Other information	<p>A new middle school is being constructed and will be open for students in Fall 2011. A new elementary school is in the planning phase with an anticipated opening in either 2011 or 2012.</p> <p>A school consolidation project will be underway in the Fall of 2011 that will affect purchasing and computer allocation.</p>

Professional Development - Action Plan (1 of 2)

Goal	Implement a research-based system to assess technology literacy in all teaching staff, with the goal of having all teaching staff achieve a moderate to high proficiency score in the use of technology to accomplish teaching and learning goals
Program Objectives	Primary Program Goal #3: ... Encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods ... (Section 2402 (b)(2)(B))
Benchmarks / Indicators	Successful implementation of an annual tech literacy assessment for staff; staff scoring at the end of 2013 will meet District expectations
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ Implementation of tech literacy scoring system ▪ All District teachers self-score and work with Educational Technologists to create a professional development plan for technology integration ▪ Targeted coaching for teachers in the basic-scored group ▪ Other tailored professional development and coaching for proficient and advanced groups
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Target goal to have 80% of teachers scoring at either proficient or advanced level ▪ Continued targeted coaching and professional development
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Ongoing goal to have 50% of teachers at proficient level, 50% of teachers at advanced level (0% basic)
Target / completion date	By spring semester 2013, all District teachers will be technologically literate (either proficient or advanced)
Measurement Tools	LoTI scoring system: reports from teaching staff and from edtechs Evaluations from educational technologists and building principals
Responsible parties	District Technology Office, District Administration, building principals, Educational Technologists
Budget	Entirety of Title IID consolidated funds starting in FY11 will be dedicated to this goal; also any Title IID competitive funding the District is able to access
Funding source	General funds Title IID consolidated funds Title IID competitive funds (professional development)
Evaluation activities	<ul style="list-style-type: none"> ▪ Evaluations from ▪ Scoring sheets for each teacher ▪ Additional evaluation as found in narrative
Other information	

Professional Development - Action Plan (2 of 2)

Goal	Continue traditional District professional development offerings (such as Summer Tech Academies and “Tech Tuesdays”) but also add additional new offerings, especially for non-teaching staff
Program Objectives	Primary Program Goal #3: ... Encourage effective integration of technology resources and systems with teacher training and curriculum development to establish research–based instructional methods ... (Section 2402 (b)(2)(B))
Benchmarks / Indicators	Scheduled PD to meet needs outlined in Tech Plan and on annual tech surveys; information from MyLearningPlan
Actions for 2010-2011	<ul style="list-style-type: none"> ▪ All District teachers self-score and work with Educational Technologists to create a professional development plan for technology integration ▪ Targeted coaching for teachers in the basic-scored group ▪ Other tailored professional development and coaching for proficient and advanced groups
Actions for 2011-2012	<ul style="list-style-type: none"> ▪ Ongoing goal to continue scheduled activities
Actions for 2012-2013	<ul style="list-style-type: none"> ▪ Ongoing goal to continue scheduled activities
Target / completion date	By spring semester 2013, all District teachers will be technologically literate (either proficient or advanced) as measured by LoTI
Measurement Tools	Attendance and other information in MyLearningPlan
Responsible parties	District Technology Office, Educational Technologists
Budget	Entirety of Title IID consolidated funds starting in FY11 will be dedicated to this objective; also , 2010-2011 Title IID ARRA competitive PD funds (\$173,000) are committed to this objective
Funding source	General funds Title IID consolidated funds Title IID competitive funds (professional development)
Evaluation activities	<ul style="list-style-type: none"> ▪ Evaluations from PD sessions completed on MyLearningPlan ▪ Additional evaluation as found in trainer narratives ▪ Changes in annual staff tech survey showing effectiveness of planned PD
Other information	

Appendix -

BUDGET/INVENTORY ANALYSIS FOR E-RATE COMPONENTS

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

DISTRICT: Fremont County School District #1	FUNDING YEAR: 2010 thru FY 2013
Prepared by: Chris Brown	
Specific E-Rate Service(s) Requested: Internal connections, Internet, and Telecommunications services. This request is made as part of the Wyoming Administration and Information state consortium application.	
Title II D Goal(s) which is/are addressed by the service (either reference to a location within the plan or a brief narrative description): Improve student achievement through the use of technology in elementary and secondary schools.	

State of Wyoming – Wyoming Equality Network (WEN) responsibilities			
Current level/amount of service: 13x T-1 Circuits, 2x DS-3 circuits	Level after E-Rate request is filled: Same	Budget \$ for State's share (for each charge involved in the service): \$115,053.36 per biennium	Planned budget source or line item for each amount: Wyoming Department of Education WEN Infrastructure Biennium Budget

District – Wyoming Equality Network (WEN) responsibilities			
Current level/amount of service: 1x T-1 Circuit	Level after E-rate request is filled: Same	Budget \$ for district's share (for each charge involved in the service): \$2,304 per biennium	Planned budget source or line item for each amount: The district pays \$412.78 each month from a line item in the budget.

* This budget sheet is designed to represent cost for the Wyoming Equality Network for a biennium budget cycle. The actual dollar amounts provided are based on one year's billing history. The states share of the budget is subject to change in the next biennium based on legislative funding and cost increase or decrease according to contract amendments and upgrades. Amendments to this budget sheet will be provided when appropriate.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – State of Wyoming responsibilities†

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of hardware required to maintain WEN	Same	None	\$45,000	WEN Infrastructure Biennium Budget

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of software required to maintain WEN	Caching, firewall, content filtering	Upgrades as needed	See maintenance	WEN Infrastructure Biennium Budget

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
WEN training, WSBN training	Available to all districts/schools	Maintain current levels as well as fulfill any future requests	Not budgeted, provided as needed	WEN Distance Education Biennium Budget , WEN Infrastructure Biennium Budget, other federal and/or state budgets

Retrofitting required	Budgeted \$:	Source of funds:
None at this time	0	Funding would come from the WEN Infrastructure Biennium Budget

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Current level needed to maintain the WEN	Basic yearly maintenance	H.S. aggregation point, schools throughout district	\$480,031.34 per year	WEN Infrastructure Biennium Budget

† This area is the sole responsibility of the State of Wyoming Department of Education (pertaining to the WEN only). Funding may vary according to legislative approval and funding. All areas under “required” address the basic services provided by the WEN this level of service is what is necessary to maintain the current level of operation of the WEN. The professional development mentioned in the section represents the professional development focus of the Department of Education.

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS – District responsibilities **

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
New desktop and mobile computers as defined in annual rotation	Machines are rotated every five years	Desktop and mobile computer purchases as defined in annual rotation	Varies per year; \$150,000 annually	General funds Title I (SpEd) funds

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Current Level of software required to maintain WEN	WEN is managed by WDE, no direct district cost	Continuation of current situation	Varies per year	District completes where funding is coming from i.e. IID or district line item.

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
Professional development programs as outlined in this Tech Plan	PD is primarily funded through Title IID monies	Teacher cohort PD costs and follow-up	\$120,000 for first year; subsequent years depend on circumstances	Title IID consolidated funds
Tech Literacy assessment instruments	No assessment instrument is currently in place	Continuation of Educational Technologist staff positions (2)	Approx. \$6,000 annually for assessment tools	Title IID ARRA competitive funds General funds as appropriate Salary funding for positions

Retrofitting required	Budgeted \$:	Source of funds:
No major retrofitting projects planned, as two schools are expected to come online during the term of this Tech Plan and existing school facilities are considered up-to-date.	0	

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Scheduled warranty and maintenance agreements on network infrastructure, VoIP phone system, etc	Scheduled warranty and maintenance agreements on network infrastructure, VoIP phone system, etc	info based on tech goals	Varies depending on coverage; currently approx.. \$15,000 annually	General funds

* *This area is the sole responsibility of the district. The Wyoming Department of Education does not provide funding from legislative funds. Information provided is based on the districts technology goals that are aligned with the state technology plan goals.