School District of Clayton

Technology Plan • 2010 - 2013

School District of Clayton

TECHNOLOGY PLAN 2010-2013

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Introduction

The School District of Clayton is located in the City of Clayton, the county seat of St. Louis County, Missouri, and includes a portion of the City of Richmond Heights. The District covers an area of approximately 2.55 square miles. The District estimates that the total population within the District is approximately 22,000 with 2,478 students enrolled for the academic year 2009-2010 (as of September 30, 2009). The student ethnic population is 64.45% White, 22.36% Black, 10.29% Asian, and 2.9% Other.

Total District Enrollment	2478
Elementary (K-5)	**Enrollment**
Ralph M. Captain Elementary	320
Glenridge Elementary	386
Meramec Elementary	354
Secondary	**Enrollment**
Wydown Middle School (6-8)	582
Clayton High School (9-12)	836
Parent Education/ Early Childhood	**Enrollment**
The Family Center (Early Childhood)	*119

*Early Childhood Enrollment is not included in Total District Enrollment

Expenditure per enrolled pupil

2008-2009	$ 15,385

Assessed valuation of the School District of Clayton

December 31, 2008	$1,068,560,530

Students eligible for Free and Reduced Lunch

January 2010	396

Clayton is a community with rich and varied resources. The School District of Clayton offers a full range of extracurricular activities and special programs. Before and after school care is available in each of our elementary schools. Activity programs, intramural sports, and city-sponsored athletic leagues provide other afternoon, evening, and weekend options. Summer programs provide educational, enrichment, and recreational programs for Pre-K - 12 students.

Additionally, we provide a wide range of opportunities for district residents and students, including adult continuing education programs in collaboration with St. Louis Community College. Since 1981 the District has participated in a Voluntary Transfer Program with the City of St. Louis. This program is available through the Voluntary Interdistrict Choice Corporation (VICC). Approximately 18 percent of the District's students are enrolled through participation in the VICC desegregation program.

Programs and Services:
Parents as Teachers (PAT)
Full-day Kindergarten
Parent Teacher Organization (PTO)
Special School District (special education)
St. Louis County Public Libraries
OASIS (Intergenerational tutoring program)
Regional Consortium for Education and Technology (RCET)

Partnerships:
- Cooperating School District (CSD) - technology training, classes, distance learning
- Apple Education
- St. Louis County Cable Commission (Cable TEC)
- Educational Technology Association (ETA)
- Midwest Education and Technology Conference (METC)

- Collaborative School (collaboration among Kirkwood, Clayton, Ladue and Brentwood school districts to support alternative/non-standard education opportunities for middle and high school students)
- St. Louis Community College
- Information Technology & Network Administrators (ITNA)
- Project Blueprint – Partnership of School Districts across the country
- Roundtrips (student-centered distance learning)

District Opportunities:

Educational Technologists – Teaching staff that support and encourage the use of computer technology by the staff as a learning tool, and the integration of technology into the curriculum as a learning tool for students, serving in every building

Educational Technology Curriculum Coordinator – Teacher who coordinates district-wide educational technology

District Application Trainer – Teacher who coordinates and provides end user training in for district-wide software applications.

Technology Mentor Program – Teachers with master level skills in specific areas of technology mentor fellow teachers.

Before, during, and after school technology training programs in a variety of formats – one on one, small group, workshop (Educational Technologist and Professional Development PDC)

Professional Learning Communities (PLC)

Summer Technology Institutes –paid workshops for teaching staff to learn and develop teaching strategies for use of technology in the classroom.

Conference attendance – staff have opportunity to attend a variety of technology

conferences, such as MoreNet Instructional Technology Conference, Midwest Educational Technology Conference (METC), National Educational Computing Conference (NECC), Building Learning Communities (BLC),

Technology Plan Overview

The School District of Clayton embraces technology as a productive and resourceful tool for 21st century student learning. We are fortunate to work and learn in a district which values technology, understands its role, and supports the efforts of students and staff. The District fosters and supports development of plans where technology is used effectively to help learners learn and teachers teach.

In recent years, we have focused our work on the search for answers to the question, **"How can we as a district maximize technology use to efficiently and effectively support learning?"**
Organizational changes have been implemented to reposition the Technology Department personnel as education and curriculum enablers. Infrastructure and application functions have been separated to optimize the department for student and teacher success. In order to enhance student technology literacy, educational technology standards are in place. Ongoing collaboration with other curricular areas continues to advance the goal of a completely embedded technology curriculum.

District Mission and CSIP Goals Statement

District Mission Statement

The School District of Clayton will strive to develop in all its children the strength of character, the skills, the knowledge, and the wisdom necessary to build creative, productive lives and to contribute to a global society.

District CSIP Goals

School District of Clayton

Long Range Goals

2008 - 2013

Developed April 2008

By 2013 the written, instructed, and tested curriculum will reflect vertical and horizontal alignment of expected learner outcomes across all disciplines, courses, schools, and support programs.

By 2013 the District will have developed and implemented a District-wide professional development plan that directly addresses expectations for teachers' learning relative to established professional practice for each discipline and that provides adequate time, differentiated learning opportunities, and a common District-wide focus in order to improve teaching practice and student achievement.

By 2013 interventions, structures and programs that are reflective of and responsive to students' strengths, abilities, learning styles, and career interests will be established at all levels in order to increase students' self knowledge and achievement.

By 2013 high quality technology will be accessible to all students and staff and usage of that technology by both students and staff will meet the level of expertise established by state and national standards.

1. Student Achievement: *We are responsible for student learning by* maximizing the learning and achievement of each student in our schools.

2. Shared Vision and Building Community: *We are responsible for student learning by* building community, shared vision, understanding, and ownership through purposeful interaction among all stakeholders.

3. Diversity: *We are responsible for student learning by* ensuring a diverse school community through student enrollment, parent involvement, minority teacher hiring, and curricular and co-curricular planning.

4. Recruitment: *We are responsible for student learning by* recruiting, retaining, renewing, and rewarding high quality teachers and staff.

5. Finance: *We are responsible for student learning by* continuing to develop and implement a long-term financial plan that identifies resources and prioritizes expenditures in alignment with district goals.

District Educational Technology Mission Statement

The School District of Clayton's Technology Mission is to provide a learning environment embedded with the technology tools and instruction necessary for students to access, analyze, manipulate, process, create, and apply information in order to construct the knowledge necessary to build productive lives and to contribute to a global society. The District is committed to accomplishing this mission by providing exemplary professional development opportunities for teachers and staff, continuing to improve and support communication among stakeholders, and utilizing effective data management techniques. It is the responsibility of the School District of Clayton to provide all personnel and students access to the technology resources and support necessary to ensure student success.

District Technology Organization

During the 2005-2006 School year, the District Technology Department underwent a reorganization separating technical support and educational technology to optimize its resources. The Information Technology (technical support) branch reports to the Chief Information Officer (CIO). The Educational Technology branch reports to the CIO, the Assistant Superintendent, as do all District curricular areas and to their school Principal. The Educational Technology Coordinator is responsible for monitoring all buildings and also collaborates directly with the Assistant Superintendent. Further, the Educational Technologists are members of a building staff and are directly responsible to their school. Although the branches report differently, cross-functional collaboration exists and there is effective communication among the units.

Educational Technology Department

The Educational Technology Department in the School District of Clayton works to support teachers' and students' technology curricular needs and efforts in every building.
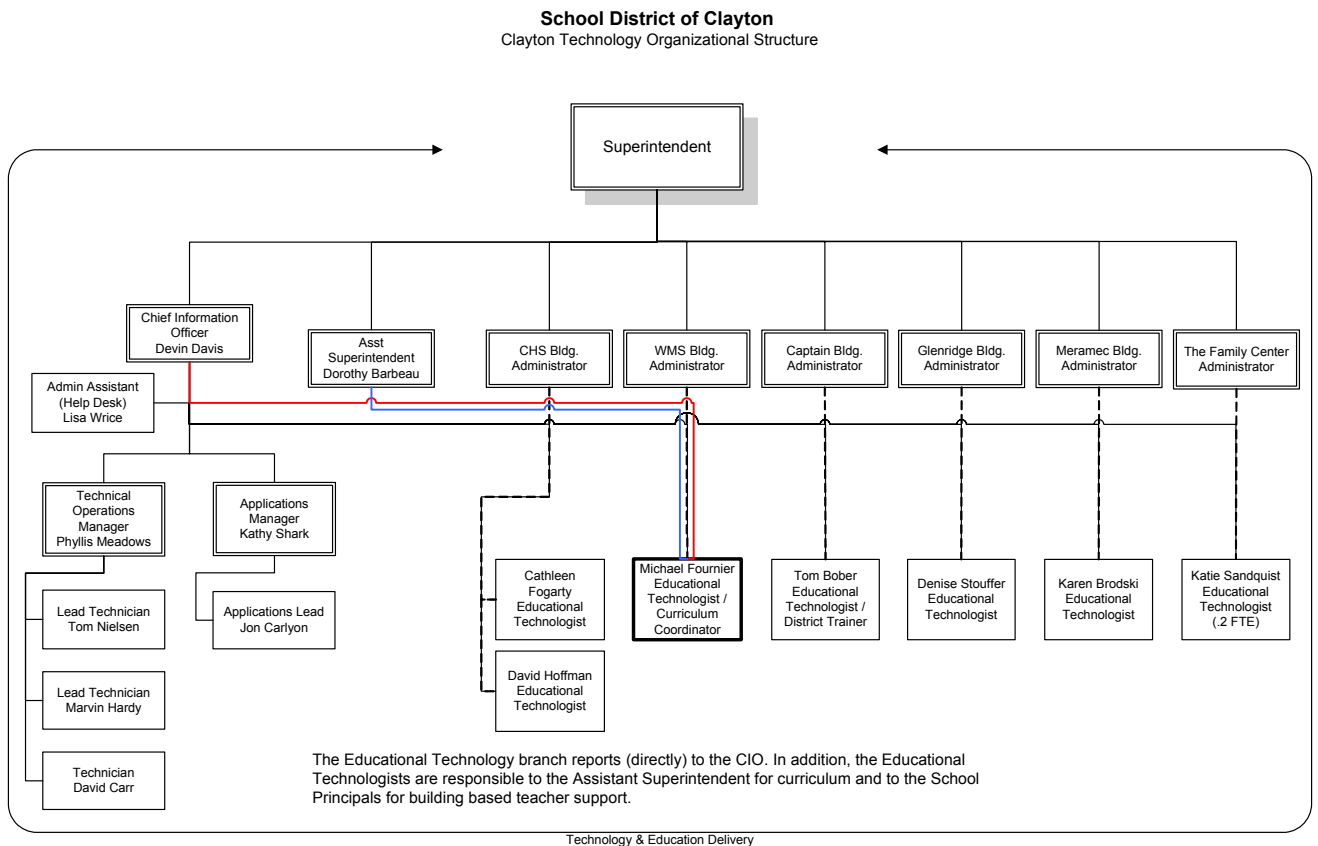
The primary focus of the Educational Technologist is education technology literacy so teachers use technology effectively as a classroom-teaching/learning tool and for students to use technology as a productive and resourceful learning tool. There are six full-time Educational Technologists (one of whom also serves as the Educational Technology Curriculum Coordinator and one of whom also serves as the Lead Application Trainer who is responsible coordinating district-wide application training) supporting the five schools. In addition, there is one part-time Educational Technologist supporting our early childhood education building, The Family Center. Educational Technologists are available for training, mentoring, collaboration, planned technology implementation, spontaneous training and classroom technology issues. Educational Technologists perform these functions through scheduled and impromptu appointments which occur before, during, and after school in a variety of formats – one on one, small group, and/or workshop. All Educational Technologists are housed and work in the school buildings, which promotes strong relationships and collaboration with the students, teachers, administrators, and staff.

Information Technology Department

The Information Technology Department in the School District of Clayton works to administer networking tools, data management tools, communication tools, and provide computer hardware and software support for staff and student computers. These services are provided for approximately 2900 users, including students, teachers, and staff.

The Information Technology Department, headed by our Chief Information Officer, is made up to two divisions: Technical Operations and Applications. The Technical Operations division provides support for networking tools, all servers within the Administration Building, communication tools, and computer hardware and distribution. The Technical Operations Manager supervises four technicians who cover hardware issues and user support issues across the district and operate the help desk. The Applications division provides support for data management tools and District software including troubleshooting, implementation, and training. The Applications Manager supervises the Applications Lead and supports all district applications examples include PowerSchool, SRI etc.

Organization Chart

School District of Clayton
Clayton Technology Organizational Structure

Technology & Education Delivery

The Educational Technology branch reports (directly) to the CIO. In addition, the Educational Technologists are responsible to the Assistant Superintendent for curriculum and to the School Principals for building based teacher support.

Technology Planning Committee

The School District of Clayton Technology Planning Committee is composed of teachers, administrators, technical support staff, parents, and community leaders. There are five Technology Focus Areas (TFAs), which are as follows:

Student Learning
Teacher Preparation
Administration/Data Management/Communication
Resource Distribution
Technical Support

All five Technology Focus Areas (TFA) are addressed within these groups. The committee monitors the direction of technology in the district, reviews the current status quo, examines and researches current best practice, and provides leadership regarding future action plans.

Technology Planning

The Technology Planning Committee has comprehensively reviewed our past technology plan goals, activities, and accomplishments. The 2003-2006 District Plan, the 2006-2007 Extension and the 2007- 2010 District Plan are the foundation and framework for the committee's work.   Subcommittees were formed to determine our TFA strengths and weaknesses, and to identify where and how we can more closely align with the CSIP, Show Me Standards, and our student learner outcomes.

Technology Planning Committee Members

Name	Position	District Representative	TFA Addressed
Tom Bober	Educational Technologist And Applications Support/Trainer	Administration Center and Captain Elementary	1, 2, 3, 4, 5
Karen Brodski	Educational Technologist	Meramec Elementary	1, 2, 3, 4, 5
Chris Moody	Teacher	Clayton High School	1,2,5
Devin Davis	Chief Information Officer	Administration Center	3,4,5
Cathleen Fogarty	Educational Technologist	Clayton High School	1, 2, 3, 4, 5
Michael Fournier	Educational Technologist, Coordinator and Parent	Wydown Middle School	1, 2, 3, 4, 5
David Hoffman	Educational Technologist	Clayton High School	1, 2, 3, 4, 5
Victoria Jones	Library Media Specialist, Coordinator and Parent	Wydown Middle School	1, 2, 4, 5
Dave Powers	Teacher	Wydown Middle School	1, 2, 5
Beth McDonald	Teacher	Captain Elementary	1, 2
Kathy Shark	Applications Manager	Administration Center	3, 4, 5
Denise Stouffer	Educational Technologist	Glenridge Elementary	1, 2, 3, 4, 5
Kate Sandquist	Educational Technologist and Parent	The Family Center	1, 2, 3, 4, 5

Current Status -- Compiling Raw Data

Current District Technology Infrastructure Profile

Several improvements have been made to the networking tools that the IT department supports. The School District of Clayton's network supports approximately 1500 desktop and 400 laptop computers. The district has a ten gigabit fiber network between the seven buildings with a 1 gigabit backbone and 100 megabits at the port. CAT5, CAT5e and CAT 6e wiring provides network infrastructure within the buildings. 150 Network switches are currently installed throughout the seven buildings. The district has a 46 megabit per second internet connection provided by MoreNet. The volume of traffic on our intra-district Wide Area Network is monitored on an ongoing basis to ensure adequate capacity.

Numerous upgrades have been made to the data management tools and the district continues to look for the best options to improve support. Currently, students, teachers, and staff have access to files via a Storage Area Network. The district provides 15 terabytes of storage capacity for these files. Authentication is verified through Microsoft Active Directory. All servers are backed up weekly through a fiber attached disk to disk RAID. Thirty-five servers house multiple applications for use in the district. The District has installed security cameras and electronic door locks to increase security. The department supports several different data management applications including: PowerSchool (student management system), SKOOLS (financial management), WINSNAP (cafeteria system), Dynix (library management), SchoolDude (maintenance and work order management), BoardDocs (Board of Education web service), SchoolWires (Website management system), SHM (Medical Management system), Pinnacle Analytics (Data management), FastMath (Differentiated student math instruction), Google Apps (Web-based communication, collaboration, documents, spreadsheets, and presentations), AIMSweb (progress monitoring system and RTI Solution), Scholastic Reading Inventory (Computer-based reading assessment), InService (Professional Development management system) and GDOX (electronic storage software). The IT department has installed a 160 KVA power supply generator and uninterruptible power supply supported data center to guarantee reliability and district support. The Technology Department supports communication for the district through the phone system, email services, and internet/web site support system. The department

budgets for and maintains the phone system for over 600 phones in the district. Local and long distance phone service is provided by Nuvox. The pre-discount amount is $19,448.78. With a 41% discount, the school's cost is $9500.00. The FirstClass email system is also supported providing over 721 email accounts for teachers and staff. The department hosts all the district, school and teacher web sites via SchoolWires. The Communications Department has remodeled the district and school sites with assistance from the IT Department, Educational Technologists, and a third-party company, SchoolWires. The Applications Trainer and Educational Technologists provide training and professional development to staff in the use of this software.

Computer hardware and software support is organized through the use of a Technology Help Desk. Many problems are solved within minutes through the use of remote desktop access. Those that are more complex are assessed and assigned to the appropriate IT personnel via School Dude software. Technicians travel to all buildings and do repairs on site, remotely, and in their office. Application support and troubleshooting is also done on site, remotely, and in the office. In addition, the Applications Division of the IT department and the Educational Technologists provide training and professional development for software that is used district-wide and for new software and web-based solutions.

Compiling Raw Data

In order to determine technology strengths and weaknesses, the Technology Curriculum committee divided into groups focusing on and addressing the five Technology Focus Areas (TFAs). The subcommittees then reviewed the following data to determine the current status of the five Technology Focus Areas and to provide input regarding action plan modifications.

Data Analyzed	Data Source	Data Origination	Reviewed By
Comprehensive School Improvement Plan (CSIP)	Policy / Local Assessment	District	TFA 1, 2, 3, 4, 5
2003-2006 Technology Plan	Policy / Local Assessment	District	TFA 1, 2, 3, 4, 5
2006-2007 Technology Plan Extension	Policy / Local Assessment	District	TFA 1, 2, 3, 4, 5

Data Analyzed	Data Source	Data Origination	Reviewed By
2007-2010 Technology Plan	Policy / Local Assessment	District	TFA 1, 2, 3, 4, 5
2003-2005 Missouri Assessment Program Scores/Summary	Standardized Assessment	State	TFA 1
2002-2006 ACT	Standardized Assessment	National	TFA 1
2003-2006 PLAN	Standardized Assessment	National	TFA 1
2007-2010 Technology Plan	Standardized Assessment	National	TFA 1
Professional Development Surveys	Training Data	District	TFA 2
School District of Clayton Annual Report	Annual Report	District	TFA 1, 2, 3, 4, 5
Missouri School Improvement Program (MSIP) Fourth Cycle	Policy	District	TFA 1, 2
Electronic Resources Atomic Learning, United Streaming, iPAC, First Class, Powerschool	Training Data / Data Management / Communication	District	TFA 1, 3, 4
Technology Surveys Faculty, Student and Parent	Survey / Professional Development	District	TFA 1, 2, 3, 4, 5
Census of Technology (2005-2010)	Survey / Local Assessment	District	TFA 1,2,3,4,5
Missouri Department of Elementary and Secondary Education (DESE) - Show-Me Standards DESE - Education Technology Plan (2002-2006 and 2007-2011) ISTE National Educational Technology Standards for Students, Teachers, and Administration School District of Clayton's Student Learner Outcomes	Student, Teacher, and Administrator Standards	District, State, National	TFA 1,2,3,5
PowerSchool Reports SNAP - Food Service Reports Tech Electronics – Phone Service	Administrative Tools / Communication	District	TFA 1, 2, 3, 4, 5

Data Analyzed	Data Source	Data Origination	Reviewed By
Hardware/Software Inventory Technology Budget Report Data Management Maintenance Annual Hardware Maintenance Equipment Aging Chart 2007	Total Cost of Ownership (TCO) / Local Data Collection	District	TFA 1, 2, 3, 4, 5
ISTE District Assessment Profile	TCO /Local Assessment	District	TFA 1, 2, 3, 4, 5
MoreNet Bandwidth Usage	Administrative Tools	State	TFA 1, 2, 3, 4, 5
Employee and Student Acceptable Use Policy (AUP) , CIPA, Safe Schools Act	Policies and Procedures	District, National	TFA 1, 2, 5

District Technology Goals

1. To provide a learning environment embedded with the technology tools and instruction necessary for students to construct the knowledge to build productive lives and to contribute to a global society. (Student Learning TFA 1), (MSIP 1.1, 1.2, 1.3, 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9, 7.3, 7.5, 8.2), (CSIP 1), (Show-Me Standards 1.4, 2.7, 4.1)

2. To provide exemplary professional development opportunities in technology for teachers and staff in order to maximize student achievement. (Teacher Preparation TFA 2), (MSIP 6.1, 6.4, 6.7, 6.8, 7.1, 7.5, 7.6, 8.2, 8.8), (CSIP 4) (Show-Me Standards 1.4, 2.7)

3. To improve and support communication among stakeholders and to utilize effective data management techniques. (Administration, Data Management, Communications TFA 3), (MSIP 2.1, 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, 6.8, 6.9, 7.1, 7.2, 7.3, 7.5, 7.7, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 9.2, 9.3, 9.4, 9.5. 9.6), (CSIP 2, 5), (Show-Me Standards 1.2, 2.6, 2.7)

4. To provide the technology resources necessary to ensure student success.
(Resource Distribution TFA 4), (MSIP 5.1, 6.1, 6.3, 6.4, 6.8, 7.1, 7.3, 8.1, 8.2, 8.5),
(CSIP 3,5), (Show-Me Standards 1.4, 2.1, 2.6, 2.7)

**5. To provide all district personnel and students with the technology support
necessary to ensure student success.** (Technical Support TFA 5), (MSIP 3.1,5.1, 6.3,
6.4, 6.8, 7.1, 8.1, 8.2, 8.6, 8.8), (CSIP 1, 4, 5), (Show-Me Standards 1.4, 2.6, 2.7)

Progress/Status of Current Plan

The district technology committee reviewed each goal of the current plan to determine
progress in meeting the plan's objectives. The following spreadsheet reflects the
district's progress towards these objectives.

Data Analysis/Objectives/Action Plan Tables

Progress Toward Meeting Current Technology Goals
Technology Focus Area 1 Data Analysis and Objectives
Technology Focus Area 1 Action Plans
Technology Focus Area 2 Data Analysis and Objectives
Technology Focus Area 2 Action Plans
Technology Focus Area 3 Data Analysis and Objectives
Technology Focus Area 3 Action Plans
Technology Focus Area 4 Data Analysis and Objectives
Technology Focus Area 4 Action Plans
Technology Focus Area 5 Data Analysis and Objectives
Technology Focus Area 5 Action Plans

Progress Toward Meeting Current Technology Goals (Technology Plan 2003-2006, Extension 2006-2007 and Technology Plan 2007-2010)

Goal	Action Step	Timeline	Person(s) Responsible	Met/Not Met	Evidence
1. Develop and implement a plan to engage students and staff in the effective use of technology across the curriculum to maximize learning. *(2006 Extension: MSIP Standard 1.1, 1.2, 1.3, 3.1, 6.1, 6.3, 6.4, 6.7, 6.8, 7.3, 7.5 ShowMe Standards Goal 1, 2, 3, 4 – All Grades)*	1. The District Technology Committee will recommend the approval of the District's Technology Plan and the recognition of the student technology outcomes by the Board of Education in the Spring of 2003.	March-03	Director of Technology	Met	Board Approval Letter, Board minutes
	2. Teachers and technology support personnel will collaborate on the development of a plan to assign responsibility to staff for the introduction, reinforcement and assessment of student learning outcomes during the Summer of 2003.	Summer 2003 – Summer 2005	Assistant Superintendent, Director of Technology, Director of Assessment	Met	Summer Workshop Offerings documents
	3. The primary function of building-level technology committees will be to determine how resources will be allocated in their buildings to best meet student learning objectives.	2003-ongoing	Educational Technologists: building technology committee chairpersons	Met	Building Technology Committee Agendas and Minutes

Goal	Action Step	Timeline	Person(s) Responsible	Met/Not Met	Evidence
2. Develop strategies that effectively assess the implementation of technology in the learning process. (2006 Extension: *MSIP Standard 1.1, 1.2, 1.3, 3.1, 6.1, 6.3, 6.4, 6.7, 6.8, 7.3, 7.5 ShowMe Standards Goal 1, 2, 3, 4 – All Grades)*	1. Develop a technology skills list for staff to promote a clear understanding of the expectations of teachers, and to help teachers build the necessary skill set to help students fare well with the technology learning outcomes.	Summer/ Fall 2003	Director of Technology	Met	Staff Technology Skills Document
	2. The District will redesign the existing Technology Mentor Program to provide assistance in the implementation of the embedded technology curriculum	Spring 2003	Director of Technology, Assistant Superintendent	Met	Current practice of Mentor program
	3. The District will offer workshops during the school year, technology institutes during the Summer months and technology-rich orientation opportunities during its regularly scheduled professional development days and staff meetings that help prepare staff to implement the embedded technology curriculum.	2003- ongoing	Director of Technology, Assistant Superintendent	Met	Summer Workshops, District and Building Technology Professional Development
	4. Teachers will be encouraged to visit schools in other districts to gain a better understanding of the role of technology in the learning process. The District will support these visits financially.	2003- ongoing	Assistant Superintendent	Met	District Request for Leave Documents
	5. Innovative and effective approaches to the delivery of professional development will be investigated. These approaches will provide learning opportunities that are consistent with the anytime/anywhere model – asynchronous (online), CD-ROM or DVD-based learning materials, streaming video and audio choices, etc.).	Fall, 2003	Director of Technology, Assistant Superintendent	Met	Atomic Learning Online Tutorials, District website staff tutorials, Building website staff tutorials

Goal	Action Step	Timeline	Person(s) Responsible	Met/Not Met	Evidence
3. Make decisions regarding hardware and software acquisition, infrastructure, support, services and professional development based primarily on the positive impact they will have on student learning. *(2006 Extension: MSIP Standard 1.1, 1.2, 1.3, 3.1, 6.1, 6.3, 6.4, 6.7, 6.8, 7.3, 7.5 ShowMe Standards Goal 1, 2, 3, 4 – All Grades)*	1. Form a Student Information System Committee, in the Spring of 2003, to evaluate currently available web-based / cross-platform software packages that are easy to use and that facilitate effective communication between home and school.	*Summer 2003 - Fall 2005*	CIO	Met	PowerSchool
	2. Purchase and use a student management system that provides simple means to enter, assimilate and communicate attendance and grade information to staff, parents and students.	2004-ongoing	CIO, Business Manager, Assistant Superintendent	Met	PowerSchool
	3. Increase our use of databases that are easily designed and that provide efficient access to information.	2003-ongoing	Data Systems Manager	Met	Pinnacle Analytics, FileMaker Pro databases for various District programs
	4. Train District technology support staff in the use of Pinnacle Analytics (Data management) to build and manage District data to make easier access to data and completion of state reports (core data, technology census, etc.).	2007-2009 school year	Data Systems Manager	Met	Pinnacle Analytics
	5. Automate, when necessary or advantageous, being careful to avoid dehumanizing processes.	2003-ongoing	CIO	Met	Emergency Phone-Chain Automation
	6. Efficient and safe file access (from inside and outside our network) will be provided all staff members and students	2008-ongoing	Network Manager	Met	Staff has full access via virtual private network, student have access at school and selected resources from home
	7. Locate all file servers in a central location to provide uniform management and backup.	Spring 2005	Network Manager	Met	Central Office Server Room

Goal	Action Step	Timeline	Person(s) Responsible	Met/Not Met	Evidence
4. Provide for adequate continued funding of technology initiatives and programs. (2006 Extension: MSIP Standard 1.1, 1.2, 1.3, 3.1, 6.1, 6.3, 6.4, 6.7, 6.8, 7.3, 7.5 ShowMe Standards Goal 1, 2, 3, 4)	1. Present to the Board of Education and the Administration a feasible plan to maintain a useful, current arsenal of technologies that will serve students and staff well.	Summer 2003	Director of Technology	Met	District Technology Budget forecast
	2. Pilot small-scale efforts to study the impact on productivity and achievement of available technologies.	2009-ongoing	CIO, Coordinator Of Educational Technology	Not Met	
	3. Perfect a delivery system for digital video programming that peacefully co-exists with current uses of our network.	Spring, 2003	Director of Technology	Met	Discovery Learning, Safari Montage
	4. Further develop a system, which fosters a collaborative relationship between District technicians and Technology Specialists to maximize effectiveness.	2003-ongoing	CIO, Coordinator Of Educational Technology	Met	Technology Department Meetings
	5. Use recently established repair database to understand repair patterns better and to anticipate maintenance needs.	2003-ongoing	District Technicians	Met	School Dude
	6. Devise a plan to provide phone support for the resolution of minor technical issues.	2003-2004 school year	Chief Information Officer	Met	Help Desk
	7. Maintain a number of computers (laptops) to replace mission-critical desktop systems when extended repair time is necessary.	2003-ongong	District Technicians	Met	Spare laptops

Technology Focus Area 1: Data Analysis and Objectives

TFA 1: STUDENT LEARNING
Data Analysis
Goal: To provide a learning environment embedded with the technology tools and instruction necessary for students to construct the knowledge to build productive lives and to contribute to a global society. (MSIP 1.1, 1.2, 1.3, 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9, 7.1, 7.3, 7.5, 7.6, 8.2), (CSIP 1)
Objective 1.Expand work with other curriculum committees to increase the number of inquiry-based lesson plans that incorporate technology. 2.Fully implement Board of Education's approved embedded Technology Curriculum to promote and monitor student technology literacy. 3. Contribute to the development of 21st Century learner assessments that incorporate technology.

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
1	Equipment Inventory, Census of Technology	Strength	Students have access to a large and wide range of technological resources to support learning.	Students are developing 21st century learning skills.
2	Policies and Procedures	Strength	Student acceptable use policies and network filtering software are in place as required by state and federal guidelines.	Student learning is supported in a safe, teacher-guided environment.
3	Software Inventory, Student Surveys, Standardized Tests	Strength	Average Standardized Test Scores routinely exceed national averages.	Current learning strategies and rigorous academic curricula are in place for student success
4	Assessments for Learning, implementation of Student Learner Outcomes	Weakness	2003 Board Approved Student Learner Outcomes are not fully integrated into the curriculum.	Uniform Technology experiences are not assured for every student learner.
5	Census of Technology, Technology Budget Report, Annual Hardware Maintenance, Equipment Aging Chart 2007, ISTE District Profile Assessment	Strength	The current technology budget has replacement cycle for aging equipment.	Student learning is not interrupted by equipment failure.
6	Electronic Resources (Atomic Learning, iPAC, PowerSchool, District Website system Google Apps, Quia, IXL Math, Discovery Learning)	Strength	Students have access to a wide range of district electronic resources both on and off campus.	Student learning is supported without time or space boundaries.
7	Technology Surveys, Assessments, Student Learner Outcomes	Weakness	Technology Literacy is assessed at key stages including Eighth Grade, but the student skills are not uniformly taught	Board Approved Student Learner Outcomes are not fully implemented and embedded in the core curriculum.

Technology Focus Area 1: Action Plan

Action Plan-TFA1 STUDENT LEARNING	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Student Learner Outcomes – review and adopt implement most current ISTE-NETS (or similar standards) (MSIP 6.2, 6.3. 8.2)	Board of Education, Technology Curriculum Committee	2010 - 2013	Recommend Board approval of most current ISTE-NETS Student Outcomes	No additional funding needed	Standardization with State and National movements	Board Approval
Revise database of lesson plans over the next three years. Database needs to be a living, fluent document accessible to all teachers (MSIP 6.1, 6.2, 6.3, 6.4. 6.7)	Educational Technologists, Curriculum Coordinators	2010-2013	Collaborate with teachers to document technology-rich lesson plans	No additional funding needed	Database updated to be a 21st century learning/teaching resource	Annual review/count
Increase the level of students and faculty use of online subscriptions, resources (MSIP (7.1, 6.3, 6.4,6.7. 6.8)	Library Media Specialists, Educational Technologists	2010 - ongoing	Classroom training, Collaborate with teachers	Building and District Funds	Increase usage	Subscription Usage Reports
Increase the number of teachers who make use of course related web-based tools (MSIP 6.1, 6.2, 6.3, 6.4, 7.6)	Director of Communications, Technology Curriculum Committee, Educational Technologists, Curriculum Coordinators	2010- - ongoing	Collaborate with teachers to document web-based tools, Classroom training, Workshops	No additional funding needed	Increased usage by teachers and increased number of teacher using web tools to enhance student learning	Annual review/count
Increase the use of current web 2.0 technologies to expand and enhance learning experiences. (MSIP 6.3, 6.4,6.7. 6.8, 7.1, 7.6)	Technology Curriculum Committee, Educational Technologists	2010- - ongoing	Classroom Training – workshops –collaboration -	No additional funding needed	Increased learner opportunities - enhanced and expanded student classroom engagement	Subscription Usage Reports Surveys Annual review/count
Develop system to evaluate, pilot and implement new web 2.0 tools (MSIP 6.2, 6.3, 6.4, 6.8, 7.6)	Technology Curriculum Committee, Educational Technologists	2010 - ongoing	Research and implement best practices for evaluating Web 2.0 Tools	No additional funding needed	Increased Teacher and Student use.	Annual review/count Surveys

Action Plan-TFA1 STUDENT LEARNING	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Identify and adapt data-driven evidence of student success with technology such as NETS*S achievement rubrics (MSIP 6.1, 6.2, 6.3, 6.8, 8.2)	Educational Technologists	2007 – 2013	Research and implement best practices for evaluating technology success for all students with specific focus on eight grade literacy	Building and District Funds	Implementation of student assessment tool Promote and monitor student technology literacy to increase student classroom engagement and assured experiences	Student assessment surveys and evaluations, rubrics and assessments
Equipment replacement cycle – reimplementation (MSIP 6.4)	Chief Information Officer	2010-Ongoing	Review of inventory and funding over time in order to maintain goal	District Technology Budget	Commitment to a replacement cycle avoids obsolescence and equipment downtime, thereby allowing students to focus on learning	Funding and implementation

Technology Focus Area 2: Data Analysis and Objectives

Technology Focus Area 2: TEACHER PREPARATION
Data Analysis
Goal: To provide exemplary professional development opportunities in technology for teachers and staff in order to maximize student achievement. (MSIP 6.1, 6.4, 6.7, 6.8, 7.1, 7.5, 7.6, 8.1, 8.2, 8.8), (CSIP 4)
Objectives: 1.Expand work with other curriculum committees to increase the number of inquiry-based lesson plans that incorporate technology. 2. Provide staff with adequate equipment, and exemplary professional development for successful integration of technology into curriculum.

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
1	Faculty Surveys, Professional Development Surveys	Strength	A Professional Development needs assessment has been developed to survey staff for current needs	The Technology department has a process to develop methods best support staff in classroom instruction
2	Software Inventory	Strength	Educational Technologists and Curriculum Committees purchase software to support instruction	Software is available to support instruction
3	2003-2006 Technology Plan, 2006-2007 Extension, School District of Clayton Student Technology Learner Outcomes (Embedded Technology Curriculum)	Strength	A BOE approved embedded technology curriculum	Technology is viewed as a curricular area and in some instances is used seamlessly within curriculum
4	ISTE National Educational Technology Standards for Teachers and Administration	Weakness	Teacher or Administration Technology Learner Competency Standards are currently adopted but not assessed	Teacher and Administration Technology Skills are not currently monitored to achieve a minimum skill set or to determine advance competencies
5	PowerSchool Reports	Strength	Teachers are posting grades and other data online	Teachers, parents, and students can access grades and other data at any time
7	Census of Technology, Technology Budget Report, Annual Hardware Maintenance, Equipment Aging Chart 2007, ISTE District Profile Assessment	Strength	Replacement Cycle has been established Equipment	Technology is not always dependable to support instruction in classrooms

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
8	MoreNet Bandwidth Usage	Strength	Bandwidth increased	With less that 70% bandwidth usage, Online resources are more readily available for instruction
9	Policies and Procedures	Strength	Staff acceptable use policies and network filtering software are in place as required by state and federal guidelines	Student learning is supported in a safe, teacher guided environment and teachers are aware of appropriate guidelines
10	ISTE District Assessment	Weakness	Online training opportunities exist, but are limited in scope and are used infrequently	Our current culture does not promote minimal troubleshooting to enable users to help themselves

Technology Focus Area 2: Action Plan

Action Plan-TFA 2: TEACHER PREPARATION	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Alignment of ISTE National Educational Technology Standards for all Teachers and Administration (or similar standards) (MSIP 6.7, 8.2)	District Technology Committee	2010-ongoing	Research and develop strategies	District PD - No additional funding needed	Expectation that every staff member meets a basic skill set to promote educator technology literacy	Pre and post evaluation of technology related capabilities as measured by the Educational Technologist.
Evaluate and support emerging educational trends in technology through District pilot programs (MSIP 8.1, 8.2)	District Technology Committee, Educational Technology Coordinator	2010 - ongoing	Research and evaluate emerging technologies at meetings bi-monthly	District	Systemic district change to achieve increased instructional support	Increase coordinated district-wide software/hardware use.
Survey Students, Staff and Faculty on Technology in the district to measure change/growth (MSIP 8.1)	District Technology Committee, Educational Technology Coordinator	2010 - 2013	Committee will complete survey questions and submit to the Communications Department	District Communications Department - No additional funding needed	Clear understanding of the District's technology needs and staff technology development needs	Survey results from 2010 will provide base data, survey results in 2013 will measure change/growth
Continue and expand innovative partnerships with outside organizations (MSIP 7.6)	Assistant Superintendent, Chief Information Officer, Educational Technology Coordinator	2010 - 2013	Pursue grants and relationships with outside organizations	District	Increased global technology perspective and greater learning opportunities for students and staff	Increase in number of grants, partnerships

Action Plan-TFA 2: TEACHER PREPARATION	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Consider best practices and/or new approaches to Professional Development (MSIP 6.4, 6.7, 8.1, 8.2) Number 1	Applications Trainer, Educational Technologists	2007 - ongoing	Research best practices and discuss options at bi-monthly District Technology Meetings	No additional funding needed	More teachers trained through increased district PD standardization and online access of PD materials	Pre and post monitoring of teacher skills and level of usage of technology in the classroom
Educational Technologists provide learning opportunities that target student technology outcomes to students and staff (MSIP 6.4, 6.8, 6.8)	Educational Technologists and teachers	2007 - ongoing	PD opportunities focused on student learner outcomes	District PD - No additional funding needed	Increased lesson plans using technology Collaboration with PDC and District Technology Committee	Increased number of district and building PD opportunities
Establish method to fund staff to support, study and pilot the development of innovative use of technology in the classroom (MSIP 6.4, 6.7)	District Technology Committee	2010-ongoing	Submit budget request for funding	District Technology Budget and Curriculum Budget	Increased technology innovation in the classroom	Grant funding
Equipment replacement cycle completed (MSIP 6.4)	Chief Information Officer	2009 – ongoing	Increase funding over time in order to achieve goal	District Technology Budget – Additional $50,000 for 2010-11 school year	Commitment to a replacement cycle avoids obsolescence and equipment downtime, thereby allowing educators to focus on teaching	Funding and implementation
Increase District and building Professional Development time allocated specifically for Technology PD (MSIP 6.4, 6.7)	Director of Professional Development, Educational Technology Coordinator, building PDC, building Principals	2010 - ongoing	Work with building level principals and PDC; instruction	District PD - No additional funding needed	Increased teacher participation in tech learning experiences	Increased number of District and building PD opportunities InService

Technology Focus Area 3: Data Analysis and Objectives

Technology Focus Area 3: ADMINISTRATION/DATA MANAGEMENT/COMMUNICATION
Data Analysis
Goal: To improve and support communication among stakeholders and to utilize effective data management techniques. (MSIP 2.1, 5.1,5.2,6.1, 6.2, 6.3, 6.5, 6.8, 6.9, 7.1, 7.2, 7.3, 7.5, 7.7, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 8.12, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6), (CSIP 2, 5)
Objective(s): 1. Integrate data systems so that educators and administrators have timely information to increase efficiency and improve student achievement. 2. Increase communication and learning among district stakeholders without time or space boundaries.

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
1	Student Information System (PowerSchool),	Strength	Attendance is easily accessible K-12	Students, Teachers, Parents and Administration can access PowerSchool for efficient and transparent communication
2	Student Data Management	Strength	Access to student data and ability to organize that data	Teachers and Administration can access all student data in order to make data driven decisions
3	Census of Technology	Strength	Technology is available in all classrooms	Technology is available to support instruction and communication in all classrooms
4	Current Hardware Practices	Strength	Replacement cycle/schedule for district computers and laptops	District is replacing desktop computers at goal of 48 months and 36 months for laptops.
5	Software Inventory	Strength	Software tools are easily accessible	Instructional software is purchased and standardized for assured student learning experiences
6	Electronic Resources (Atomic Learning, PowerSchool, SchoolWires, FirstClass)	Strength	Staff, students, and parents have access to a wide range of district electronic resources.	Communication and learning is supported without time or space boundaries.
7	Administrative Tools/ Communication	Weakness	Some tools are in place for emergency communications. Disaster recovery plans in process	Disaster Recovery Plans are not complete. Phone system and the wide area network will not operate outside of the administration building if power is lost at the High School.
8	Policies and Procedures, Surveys	Strength	School level Technology committees are formed and members' communication roles are clearly defined	Building technology committee members report goals and expectations back to staff at their buildings

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
9	ISTE District Assessment	Strength	Identified areas of strength and weakness for the District	District is considered "Satisfactorily Efficient" This profile also provides recommendations and goals for effective technology implementation
10	Acceptable Use Policy	Strength	AUP is in place for students and staff.	Language is current or adequate guidelines to staff and students. Administered on a yearly basis.

Technology Focus Area 3: Action Plan

Action Plan-TFA3: ADMINISTRATION/DATA MANAGEMENT/COMMUNICATION	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Communication with stakeholders regarding technology budget requirements that support student learning (MSIP 8.1, 8.2)	Chief Information Officer, Assistant Superintendent, Technology Curriculum Committee, Library Media Committee	2007 - ongoing	Discussions will be held among Administrative Council at the District level, and Leadership Council at Wydown Middle School and CHS	No additional funding needed	Stakeholder commitment to technology enhanced through communication of needs for 21st Century learning	Surveys
Complete Technology Disaster Recovery Plans (MSIP 6.4, 8.1, 8.2)	Chief information Officer	2010- ongoing	Physical moving of fiber switch and phone system	To be determined	Continued wide area network and phone access at remote buildings even with a local power failure	Completion of physical move of equipment.
Review data warehouse software to combine essential data from Student, Fiscal, HR and Assessment systems by individual student and groups of students. (MSIP 6.4, 8.1, 8.2)	Chief Information Officer, Administration Software Manager	2010- ongoing	Review current use of data warehouse	Technology Budget	Increased use by staff.	Classroom teacher and admin staff satisfaction surveys
Update Technology Acceptable Use Policy (AUP) (MSIP 6.6, 8.2)	Assistant Superintendent, Library Media Coordinator, Educational Technology Coordinator	2011	Committee review and collaborate With Library Media Committee	No additional funding needed	Updated AUP for compliance with current state and federal guidelines	BOE Approval

Action Plan-TFA3: ADMINISTRATION/DATA MANAGEMENT/COMMUNICATION	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Increase the number of teachers who maintain course related web sites – SchoolWires (MSIP 5.2, 6.3)	Director of Communications, Application Trainer, Educational Technologists	2010 - ongoing	Maintain current SchoolWires , Develop training modules	Technology Budget	Increased number of teacher web pages for enhanced communications between all stakeholders	Annual review/count

Technology Focus Area 4: Data Analysis and Objectives

Technology Focus Area 4: RESOURCE DISTRIBUTION
Data Analysis
Goal: To provide the technology resources necessary to ensure student success.(MSIP 5.1, 6.1, 6.3, 6.4, 6.8, 7.1, 7.6, 8.1, 8.2, 8.5), (CSIP 3, 5)
Objectives: 1. Increase stakeholder understanding of technology requirements and their costs in order to maintain a technology infrastructure that supports and promotes professional and academic achievement.

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
1	Census of Technology	Strength	All classroom computers have internet and multimedia capabilities.	Technology is accessible to teachers and students throughout each building
2	TCO – Equipment Inventory, Equipment Aging Chart 2007	Strength	District has replacement cycle and automated inventory system (School Dude)	Reliable equipment aids Student learning
3	District Policy	Strength	Filtering software and Acceptable Use Policy (AUP) is in place	Following DESE standards and guidelines protects students and teachers from exposure to inappropriate materials in cyberspace
4	Data Management Maintenance, PowerSchool Reports, Electronic Resources	Strength	Students and teachers have access to a wide variety of software and online subscriptions	District-wide access to data provides consistent curriculum support and communication
5	ISTE District Assessment Profile, Census of Technology	Strength	Two or more computer platforms are supported in the district	Although not efficient, this support advances teacher and student success with various technologies and learning strategies
6	ISTE District Assessment Profile, Census of Technology, Equipment Aging Chart 2007	Strength	Standardization of computer equipment, district software, and peripherals is place	Lack of standardization allows too many variables for support staff to efficiently maintain and troubleshoot equipment
7	ISTE District Assessment Profile, Census of Technology	Strength	Donated equipment is accepted if it meets necessary performance requirements	Often, used technology costs the District significantly due to upgrades required and non-standard equipment that requires support.
8	ISTE District Assessment Profile, Census of Technology	Strength	Replacement cycle is in place	The support costs for technology equipment rise exponentially when it is left in service beyond its normal expected life
9	ISTE District Assessment Profile, Census of Technology	Strength	Secure security procedures are in place and are closely followed	Non-secure computing environments lead to more and new variables for support staff to manage.

Technology Focus Area 4: Action Plan

Action Plan-TFA 4: RESOURCE DISTRIBUTION	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Equipment replacement cycle – reimplementation (MSIP 6.4, 8.1, 8.2)	Chief Information Officer	2010, 2011, 2012-ongoing	Review funding over time in order to achieve goal	District Technology	Commitment to a replacement cycle avoids obsolescence and exponentially decreases support costs	Funding and implementation
Set and enforce standards for network and computer security, peripherals by brand and model, and donated equipment (MSIP 6.4, 8.1, 8.2)	Chief Information Officer, Technology Curriculum Committee	2010	Create and approve new policy	No additional funding needed	Improve security and standardization to achieve a more stable learning environment	Policy creation and implementation
Continue and expand innovative partnerships with outside organizations (MSIP 7.6, 8.1, 8.2)	Assistant Superintendent, Chief Information Officer, Educational Technology Coordinator	2010 – ongoing	Pursue grants and relationships with outside organizations	Outside organizations	Increased learning opportunities with a global technology perspective for students and staff	Annual review/count
Evaluate emerging educational trends in technology and develop pilot programs for software/hardware (MSIP 6.3, 6.4, 6.8, 8.1)	District Technology Committee, Educational Technology Coordinator	2010 – ongoing	Review emerging technologies at District Technology Committee meetings bi-monthly	No additional funding needed	Systemic district change versus building change	Increase district-wide software/hardware use

Technology Focus Area 5: Data Analysis and Objectives

Technology Focus Area 5: TECHNICAL SUPPORT
Data Analysis
Goal: To provide all district personnel and students with the technology support necessary to ensure student success. (MSIP 3.1, 5.1, 6.3, 6.4, 6.8, 7.1, 8.1, 8.2, 8.6, 8.8), (CSIP 1, 4, 5)
Objectives: 1. At a minimum, to meet DESE standards and ISTE guidelines for technology personnel (technicians and Educational technologists). 2. Support student and staff learning by providing sufficient technology assistance and support.

#	Data Analysis	Strength or Weakness	Results	Technology Implications for District
1	Census of Technology, Technology Plan and Extension, ISTE District Assessment	Strength	Help Desk – Quality Assurance (QA) – current service system to resolve tech problems has gone from 4 days to hours	Data from School Dude software allows for constant monitoring of resolution
2	Census of Technology, ISTE District Assessment	Strength	Current Technician Staffing to Computer Ratio (1:330) There are redundant services that allow for prompt resolution to problems	Staff and students must be able to depend upon the district's technology and any downtime interrupts learning
3	ISTE District Assessment Profile – Contracted Supplemental Support	Strength	Contracted support are on retainers for annual support agreements as a part of planned strategic support strategy	When technology support is not consistent this can lead to student learning interruptions
4	Census of Technology, ISTE District Assessment	Strength	Educational Technologists support every building	Staffing is close to DESE recommendations (1 Educational Technologist per building or 1:50 teachers)
5	Census of Technology, Technology Plan and Extension, ISTE District Assessment	Strength	Organization Structure - Technology Department has separate branches for curriculum and support to enable student learning and teacher instruction	Qualified and dedicated staff is in place for effective teacher professional development and student learning
6	Census of Technology, Technology Plan and Extension, ISTE District Assessment	Strength	Partnership for 21st Century Schools – the P21 Framework – technology in our district has strong leadership, district support and a clear organizational structure	District embraces technology as an efficient tool for student learning

Technology Focus Area 5: Action Plan

Action Plan-TFA 5: TECHNICAL SUPPORT	Person(s) Responsible	Timeframe /Review	Implementation Strategies	Funding Source	Progress Expected	Progress Measured
Plan for adequate staffing to efficiently use and navigate our technology resources (MSIP 3.1, 6.4, 6.8)	Chief Information Officer	Fall 2010 - ongoing review	Review technician staffing and average call to repair time and make recommendations for technician to computer ratio	District	Increased teacher and student technology usage and satisfaction	Review of completion times to resolve issues
Review and refine the current help desk and service feedback program (MSIP 8.1, 8.8)	Chief Information Officer	2010 - ongoing review	Fully utilize our Help Desk Tool, (School Dude)	No additional funding needed	Improved user satisfaction	Random surveys of service feedback School Dude
Propose and submit budgets that include outsourcing as part of the overall technology strategy (MSIP 8.1, 8.5, 8.6)	Chief Information Officer	2010 - ongoing review	Contracted support is used strategically as a part of the overall strategy for complex problems or in areas where savings, efficiencies can be easily realized	Technology Budget	Problem resolution time is decreased and savings, efficiencies are realized	Increased use of contracted support for large technology projects Review of completion times
Sign agreement with local consulting firm to outsource computer imaging and deployment (MSIP 8.1, 8.6)	Chief Information Officer	2010 - ongoing review	Budget imaging and deployment as part of the cost of the equipment (TCO)	Technology Budget	Additional help is utilized for all aspects of new deployment resulting in no disruption to regular technical support services and the instructional program	Decreased equipment deployment time
Make project documentation part of the project implementation methodology (MSIP 6.4, 8.1)	Chief Information Officer	2010 - ongoing review	Create the documentation templates for technical tasks and train users on the methodology	No additional funding needed	Well written documentation production is a normal part of operations	Documentation of technical procedures
Use Online Knowledgebase for technical issues (MSIP 6.4, 6.7)	Chief Information Officer, Technology Support Staff	2010 - ongoing review	Create an online knowledge database with FAQs and interactive self-help. (In addition to training and communication)	No additional funding needed	Most staff seek help from an online knowledgebase as their first line of defense for most issues	Usage reports

Dissemination, Monitoring And Evaluation

Dissemination

The technology plan will be presented to the Board of Education on March 10, 2010. Once approved, the technology plan will be posted on the District website (http://www.clayton.k12.mo.us) no later than DESE's approval timeline of April, 2010 for public inspection and for review by all stakeholders. Information concerning the technology plan will be e-mailed to staff so that they have an understanding of the District plan.

Monitoring and Evaluation

The technology plan is viewed as a fluid and evolving document and will be adjusted to meet the needs of all stakeholders. The District Technology Committee will review the progress of goals and objectives on an annual basis. The action plans will also be reviewed annually using our most current data sources. Action plan implementation will produce additional surveys and follow-up data with measurable outcomes for the Technology Department to assess. This evaluation will help us to confirm or adjust our goals and objectives.

A yearly curriculum update will be submitted to the Board of Education for further review and action in May of each year. The technology plan will be thoroughly reviewed and revised every three years by the District Technology Committee.