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# Technology Use Plan Analysis

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**SALMON RIVER JOINT SCHOOL**

**DISTRICT NO.243**

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## District Vision

*What is your district's vision or mission statement? Five years from now, would a visitor coming to your schools see technology supporting learning and teaching? Would there be an improvement from today?*

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## Salmon River Joint School District 243 Mission Statement

We will strive to inspire and empower all students to achieve their fullest potential as individuals, to build skills and attitudes necessary to become successful citizens with personal integrity in a diverse world.

## Salmon River Joint School District 243 Vision Statement

The vision of Salmon River Joint School District 243 is to create a partnership that includes students, educators, parents, & community; to cultivate a healthy environment which promotes the mastery of essential skills, individual responsibility, respect for self and others; to instill a lifelong desire for learning.

## Salmon River Joint School District 243 Technology Vision Statement

Salmon River School District will provide effective, secure, and efficient technology support for the educational and administrative requirements of the district. These prioritized requirements include, but are not limited to:

- Unified voice, data, security and presentation technologies (hardware)
- Up-to-date industry standard software
- Appropriate Internet Access
- On-line curriculum alternatives
- Instructional video/audio distribution
- Media acquisition and management
- Virtualized Servers to optimize resources

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A visitor entering our schools in 2016 would definitely find current technologies supporting the learning environments. A major focus of our educational goals is to “inspire and empower all

students to achieve their fullest potential as individuals...” Operating in a remote area demands technology interventions to facilitate expanded course offerings, and classroom technology to provide a stimulating learning environment.

Our schools feature projectors, student response systems, and interactive writing pads or whiteboards in every classroom. We have one laptop for every two students, and exceed one computer/student. Elementary teachers enjoy the use of a mobile iPad lab; the secondary school has Kindles and iPads to supplement instruction. Professional development in the use of classroom technology is provided quarterly, all teachers will be trained within their own classrooms by the instructional technology coordinator or mentor teachers on a rotational basis. Staff members are expected to participate in professional development that provides training in appropriate technology use a minimum of three times a year.

The district is looking to add access to technology in their schools over the next five years by seeking funding through donations from industry and public agencies.

Based on what the district has planned, Salmon River schools will see an increase in accessibility to computers and greater integration of technology into the classroom curriculum. The statements within the technology plan that support are included below:

- Select appropriate operational software, services, and/or resources  
Evaluation: Technology committee will perform annual review of existing operational software, services, and/or resources for functionality. Those operational software, services, and/or resources that have become obsolete or are not functioning will be replaced.
- The Idaho State Department of Education has established a goal of five computers per classroom (1998). The Salmon River Joint School District 243 is close to meeting this requirement, averaging 3 computers per classroom in the elementary and high school environments. In order to facilitate this plan, donations from corporate and government sources will be accepted based on computer age, O/S, configuration, and compliance with the outlined district policy.
- Provide pertinent technology professional development that addresses the following:  
Acquisition of applicable technology skills, employment of relevant technology to improve instructional practices, and greater awareness of instructional technology resources  
Evaluation: Increase in participation of technology training opportunities  
Decrease in number of routine calls to tech support  
Increase in observed use of existing relevant

technology in the classroom All teachers grades 4-12 utilize student-response units to support data-driven instruction Increase in observed use of laptops/mobile laptop cart

- Provide pertinent technology professional development that addresses the following:  
Acquisition of applicable technology skills Employment of relevant technology to improve instructional practices Greater awareness of instructional technology resources  
Evaluation: Teachers participate in technology training three or more times each year.  
Teachers demonstrate the ability to access on-line professional development opportunities.  
Teachers demonstrate appropriate use of relevant technology in every day instruction.  
Teachers regularly access instructional technology resources.

## Levels of Proficiency

*Has the district established levels of proficiency in technology by grade levels? If so, are these proficiencies woven into the academic curriculum? Are they taught in separate stand-alone technology lessons/classes?*

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There is no evidence of established levels of proficiency in technology by grade levels outlined in the technology plan. The junior high school requires computer classes for 7<sup>th</sup> and 8<sup>th</sup> grade, but at this time there is no process for evaluating the skill level by the end of 8th grade.

Despite the lack of stated expectations for students, there are several expectations for teachers written into the plan that lead to the conclusion that technology will be integrated across the curriculum and grade levels.

-teachers participate in professional development at least three times a year

-employees will be observed using student-response units and laptops

-teachers will use technology in every day instruction and they will regularly access instructional technology resources.

- All teachers grades 4-12 utilize student-response units to support data-driven instruction  
Increase in observed use of laptops/mobile laptop cart
- Provide pertinent technology professional development that addresses the following:  
Acquisition of applicable technology skills. Employment of relevant technology to improve instructional practices. Greater awareness of instructional technology resources.  
Evaluation: Teachers participate in technology training three or more times each year.  
Teachers demonstrate the ability to access on-line professional development opportunities.  
Teachers demonstrate appropriate use of relevant technology in every day instruction.  
Teachers regularly access instructional technology resources.

## Classroom Management Strategies

*What are some of the classroom management strategies that work with the amount of technology actually available in the classrooms?*

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The district's technology plan does not have specifics on classroom management, but does address managing technology in order to provide safe access for students. The technology plan discusses that each classroom currently has three computers with a five year plan to add a total of five to each room. In order to manage the classroom with five computers available the teacher must differentiate their instruction. Five computers allow for individualized assignments using technology to either enrich or provide remedial work for students. While the five computers are being used for a small group of students the teacher must provide other classroom activities. All computers are equipped with LanSchool for teacher monitoring and control and are in a frozen state using DeepFreeze to prevent unauthorized software/hardware configuration changes.

Students are held accountable with an acceptable use assigned a specific laptop, student response pad, or mobile device for use throughout the school year. Unique staff and student logins control permissions and provide activity logs via Active Directory.

- Secure the use of technology to prevent unauthorized access and to promote safe access.  
Evaluation: Analyze filtering service reports for breaches in security. Verify unique login IDs and secure passwords for all network users. Provide a secure area for network and storage equipment. Video surveillance in place to prevent unauthorized access.
- Comply with the Children's Internet Protection Act (CIPA) (Pub.L. 106-554)  
Evaluation: No student access to Internet sites that feature: (A) obscenity, as that term is defined in section 1460 of title 18, United States Code; (B) child pornography, as that term is defined in section 2256 of title 18, United States Code; or (C) harmful to minors.

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## **Inventory System**

*Does the district have an inventory system or does one need to be developed to track the type and age of hardware?*

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The district IT coordinator uses Spiceworks software to monitor computers, and teachers complete a classroom inventory at the end of each school year. The plan states that the technology coordinator will assess the district's hardware, software, and connectivity needs.

Evaluation: (quarterly) technology coordinator will identify district resources and present findings to the school board.

## Assistive Technologies

*Are assistive technologies available to students with special needs as well as to other students, such as English language learners, who might benefit from the use of those devices and software?*

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Ensure equitable access for instructional staff and students: Students and teachers will complete surveys annually to determine level of need and accessibility. Aisles, doorways, and building entrances are wheelchair accessible. At least one counter area in each room is wheelchair accessible. Keyboards, computer screens, and table height can be adjusted for comfort. Assistive devices/software are available as needed and delivered in a timely manner (24-48 hours after initial request).

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Although this district complies with the Individuals with Disabilities Education Act (IDEA) which requires that assistive technology is considered for all students when developing an individualized education program, the technology plan should outline how the district will a) provide a professional evaluation of the student's technology needs; (b) acquire the necessary technology; (c) coordinate technology use with other interventions; and (d) provide training for the individual and all stakeholders (e.g. family members, care providers, and school staff) in the effective use of the technology (2004). If the student's individualized education program specifies AT is needed for home use to ensure appropriate education, the school must provide it, but the item remains the property of the school. The IT coordinator and special education director are responsible for teacher professional development and assistive technology implementation when needed.

The technology plan includes equitable access for staff and students and includes polling students and teachers to determine the level of need. This inclusion is a positive interaction amongst the technology department and the staff and students that will ensure that all needs are being met.

## **Technology Proficiencies and Information Literacy**

*How does the tech plan address technology proficiencies and information literacy skills?*

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The technology plan does not address technology proficiencies or information literacy skills.

## Impact Assessment

*How will the school district know whether implementation of this plan has made a positive impact on teaching and learning?*

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The technology plan has been very conscience of evaluation on whether the plan is working and having a positive impact on teaching and learning. For every goal and objective there is a statement of how to evaluate the effectiveness. Below are a few specific examples of how the district will be evaluating teaching and learning.

- **Goal #1: Utilize technology to improve academic achievement and teacher effectiveness**

- Assess the impact of technology use in the classroom

Evaluation: At the beginning and end of the school year, teachers will identify how student time is distributed between researching the subject, talking about the subject, demonstrating the subject and having students participating in hands-on learning activities with and without technology.

- Salmon River School District will optimize the network for educational uses and integrate relevant technology with curricula and instruction.

Evaluation: Educational tools (Online distance learning, AP classes, and higher education classes) can be accessed 24/7 through a variety of delivery methods (DVDs, Internet, Television, video tapes). Parents, students, administration and staff have access to shared calendars, e-mail, online class and student information. All teachers target each student's needs through data-driven instruction using tools such as student response units ("clickers") and tracking software. Student on-line portfolios demonstrate collaboration and higher-order thinking skills. On-line software will support improved reading, math, language, and science skills as demonstrated by improved scores on state tests (IRI, ISAT, Direct Writing, Direct Math, etc.)

- Salmon River School District will provide support for student education, safety, administrative functions, disaster recovery, secure data storage, staff training, technical management, and community outreach.

Evaluation: Annual Evaluation by the technology committee •Network monitoring tools

verify that technology services have been used primarily for school/educational use.

- Dedicated point of contact for all technical issues.
- Necessary equipment and infrastructure upgrades are performed at a minimal cost to the district
- Optimized bandwidth delivers fast, reliable, and safe Web-based educational content in all instructional areas
- Digital telephone systems installed and maintained
- Obsolete technology is not being used
- Partnering with higher learning institutions, on-line courses offered to students (day) and community members (evenings)
- Ethernet service between schools provides real-time connectivity.
- Classroom and lab computers are no older than five years.
- Secure back-ups off-site from district servers.
- District technology in a secure centralized location.
- High level of staff training as demonstrated by technology integration.

## **Replacement Cycle**

*What replacement cycle has been built into the plan? Will adequate funding be set aside for replacements?*

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There is not a replacement cycle built into the plan. We have yet to set aside adequate funding for maintenance/repair/replacement.

## **Effect of Implementation**

*How will the school district know whether implementation of this plan has made a positive impact on teaching and learning?*

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The district uses data-driven instructional methods to guide curriculum. Administrators meet with teacher committees to review student progress and determine what existing technologies are obsolete, or what emerging technologies would enhance the learning community.

## Time Frame

*Does the plan address a time frame by which the district proposes to implement the various components of the plan?*

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The plan is to be implemented and incorporated over a five year period of time, from 2007-2012. Annual review of existing technologies will take place. Other than those time periods no other time frames have been specified.

- This plan outlines the Salmon River Joint School District No.243 from the years 2007-2012. Progress will be reviewed and updated annually by the District Technology Committee and submitted to the Salmon River Joint School District School Board for approval.
- Select appropriate operational software, services, and/or resources  
Evaluation: Technology committee will perform annual review of existing operational software, services, and/or resources for functionality. Those operational software, services, and/or resources that have become obsolete or are not functioning will be replaced.

## Equity for All Students

*Do you think this plan has addressed issues such as equity for all students? Please explain your thinking.*

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Salmon River School District has a declining population over the past eight years. Currently we have 121 students grades k-12, and we strive for educational equity for all students. We strive to provide an equitable education similar to one they might receive in an urban setting.

This plan demonstrates that the district is in compliance with ADA (2004) laws. One example is ensuring that the physical hardware is accessible to all. Assistive devices and software will be delivered in a timely manner.

- Ensure equitable access for instructional staff and students

Evaluation: Poll students and teachers semi-annually to determine level of need and accessibility. Aisles, doorways, and building entrances are wheelchair accessible. At least one counter area in each room is wheelchair accessible. Keyboards, computer screens, and table height can be adjusted for comfort. Assistive devices/software are available as needed and delivered in a timely manner (24-48 hours after initial request).

## Achievement Gap

*Does this plan provide tools to help lower the achievement gap? Please explain your thinking.*

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- Provide pertinent technology professional development that addresses the following:  
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Increase in observed use of laptops/mobile laptop cart.
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Although the tech plan does not specifically address the achievement gap, the district strives to provide quality professional development and supports accessible technologies in the classroom.

Teachers participating in pertinent technology professional development to improve instructional practices will help to lower the achievement gap. Salmon River requires technology professional development a minimum of three times a year. It is very apparent that the Salmon River School District has determined that technology is a vital part of student education and they expect teachers to implement technology appropriately. Also, the district has made a commitment to use technology to monitor student's achievements and provide instruction based on data. All of the expectations that the district holds teachers to will serve to close the achievement gap.

## Improvements

*If you could recommend some improvements to your district's technology team regarding this plan, what would they be and why?*

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Provide a timeline for improvements/implementation of new technologies. The technology plan outlines the district's intent to evaluate technology that the district is using on a quarterly basis. The district has been unable to implement evaluations more than twice annually.

The addition of a mobile laptop lab and an iPad/Kindle lab adds to the need to address classroom management strategies. Proper use, access, and return procedures will need to be in place prior to students accessing laptops and mobile devices.

We suggest the district look at grade level proficiencies and incorporate learning outcome benchmarks into the plan.

Salmon River partners with the University of Idaho to obtain devices on a demand basis, but teachers may need additional time, training, and information in order to integrate the needed devices. The plan could include specific devices and how to obtain them along with contact information (i.e. email addresses, phone numbers, etc.). Also, we think it would be beneficial if available assistive technologies were listed on the district website for teachers and administrators to use when determining student needs.

The technology plan does not address technology proficiencies or information literacy skills. We would imagine that this would be addressed through professional development in technology. However, the plan does not specify what will be covered through professional development nor how the district will determine how student technology skills will be assessed.

## **Resources**

Assistive Technology Act of 2004. (October 25, 2004). Public Law 108-364.