

**FORDLAND R-III SCHOOL
DISTRICT
TECHNOLOGY PLAN
2007-2010**

Fordland R-III School District
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TABLE OF CONTENTS

Introduction.....	3
District Mission.....	4
District Technology Mission Statement.....	4
Technology Plan Overview.....	4
Technology Planning Committee.....	5
Current Status/Raw Data.....	7
District Technology Goals.....	10
2007 District Technology Goals.....	11
Progress/Status of Current Plan.....	12
TFA 1 - Data Analysis.....	17
TFA 1 – Action Plan.....	19
TFA 2 – Data Analysis.....	21
TFA 2 – Action Plan.....	23
TFA 3 – Data Analysis.....	25
TFA 3 – Action Plan.....	27
TFA 4 – Data Analysis.....	29
TFA 4 – Action Plan.....	31
TFA 5 – Data Analysis.....	32
TFA 5 – Action Plan.....	34
Disseminate, Monitor, and Evaluate.....	35

Introduction

Fordland R-III School District is located 95 percent in Webster County and 5 percent in Christian County. The district serves a population of 4061 according to the 2000 census figures, an increase of 34.1%. Eighty-eight percent of the population is white. Seven and one-half percent of the population is African American. The remainder of the population consists of American Indian, Hispanic, Asian, or mixed racial heritage. The most populated median age, according to the MCDC Demographic Profile 1, 2000 Census, is 25-44 years of age (36.9%), followed by under 17 (24.4%), and 45 to 64 years of age (21.5%). Fordland R-III School District has 1247 households. Of these, 1045 are owner occupied and 202 are renter occupied. There are 945 family households in the district. Approximately thirty-seven percent of those have children under the age of 18 residing in them.

The Missouri Department of Economic Development lists the unemployment rate in Webster County as 4.1% as of December 2006. The primary economic base in the district is primarily contributed to by agribusiness. Springfield is the major employment center in the region. Fordland R-III School District's assessed value has risen steadily over the past five years. The assessed value of the district in 2002 was \$20,109,735 and in 2006 had increased to \$24,770,358. Per-pupil expenditures have also increased from \$6,173.56 in 2002 to \$6,254.22 in 2006.

The district has a current enrollment of 628 students in Kindergarten through the twelfth grade. This number of students represents about a five percent increase over the previous five years. Approximately forty-seven percent of the student population qualify for free and reduced lunches.

Fordland Elementary	Grades K-5
Fordland Middle School	Grades 6-8
Fordland High School	Grades 9-12

The Fordland R-III School District employs 58 certified staff members and 27 non-certified staff members. Staff members holding a master's degree or higher stands at approximately thirty-eight and one third percent. The average regular teacher's salary in the district is \$30,434, which is compared to the Missouri state average of \$40,397. The difference is nearly ten thousand dollars. The average administrator salary is \$62,375, which is nearly thirteen thousand dollars lower than the state average. The teachers in the district average 11.3 years of experience, compared to the state average of 12.6 years experience. The student/teacher ratio is 13/1, with a student/classroom ratio of 20/1. Both ratios are comparable to the state norms. The student/administrator ratio is 157/1

The Fordland School District prides itself, in academic excellence. For the past three years the R-III District has been awarded the prestigious Distinction in Performance by the Department of Elementary and Secondary Education. The district is committed to

incorporating technology, as a method of supporting and enhancing our curriculum and educational process.

District Mission

The Fordland R-III School District's mission is to provide an educational program for all students of the district that fosters their intellectual, physical, social, and career development for success in life. The district has developed the following programs and services to achieve this mission:

- Parents As Teachers
- Pre-Kindergarten Services
- Full-day Kindergarten
- Comprehensive Special Education Services
- Gifted Education Classes
- Vocational Education- OTC
- College level classes for high school students offered on site and through interactive internet and virtual school
- Effective classroom instruction in all academic areas, fine arts, and physical education
- Adult Education classes

The Fordland R-III School District received full accreditation upon its last review, conducted in February 2004.

District Technology Mission Statement

It is the technology mission of the Fordland R-III School District to create a learning environment enriched with technology tools and skills necessary for students to access, analyze, manipulate, and process information to produce knowledge so they may become viable and productive members in society today and in the future. In order to complete this mission, the district will provide staff and administration with adequate training to appropriately deliver instruction in and through technology. The district will use administrative management systems to increase productivity and communication. In doing so, the district will link home, school, and community. To ensure the program's success, hardware, technical support, and professional development will be provided as technology evolves.

Technology Plan Overview

The Fordland R-III School District recognizes the immense responsibility we have for the education of our children. These children are the future of our nation. They are in a time like no other. The rate at which the world is changing has never been seen before. Technological and educational revolutions are occurring at a rate we never could have

predicted only a few years ago. Our mission as the students' mentors and educators is important as we prepare our students for their future roles in a new age.

No matter what we call this age of great technological advancement, the demands on our student body to produce new knowledge and be managers of information are still great. The district will provide students with an excellent education in reading, writing, and math skills. The district will also aid students in becoming team players and problem solvers. We will also provide students with training in technology to enable them compete in this new age. We must possess a desire to give more than we receive. We must also embrace the life long learning. No one knows what the future will hold for the youth in our society. Our graduates must be able to adapt to new situations, as well as, apply their knowledge and skills to those situations. We must teach students in a manner, which they can see how the information applies and is useful. We believe that integrating technology and information resources in teaching and learning will accomplish this goal. Using technology in the classroom can invigorate the educational environment and improve teaching and learning.

The Fordland R-III School District accepts these premises as guiding principles that will be the standard by which our technology plans and activities are planned. We are committed to upholding the highest standards of learning, both for the students and for the district.

Technology Planning Committee

The Fordland R-III School District Technology Planning Committee is composed of students, parents, teachers, librarians, administrators, support staff, and community leaders. It is the purpose of the committee to outline and address the strengths and weaknesses of the technology program in the district. The committee will also make recommendations on how to improve the use of technology in the classrooms.

Technology Planning Committee Members

<i>Member</i>	<i>T</i>	<i>A</i>	<i>P</i>	<i>S</i>	<i>C/B</i>	<i>Technology Focus Area(s) of Interest</i>
Brian Wilson Superintendent of Schools		x				1,2,3,4,5
Eric Kurre High School Principal		x				1,2,3,4,5
Judy Kindall Middle School Principal		x				1,2,3,4,5

Marcia Chadwell Elementary Principal		x				1,2,3,4,5
Tonia McDaris Librarian 6-12	x		x			1,2,4
Tricia Farnsworth Librarian K-5	x		x			1,2
Pam Wester High School Business Education	x		x			1,2,3,4,5
Sarah Uchtman Middle School Business Education	x					1,2,3,4
Shawn Williams Board of Education		x	x			1,2,3
Pete Hunter Business Owner and Consultant					x	1,2,3,4,5
Monte Yates Business Owner					x	1,3,5
Robert Cornelison Support Staff and Technology					x	1,2,3,4,5
Brittany Jones High School Student				x		1,2
Brian Cochara Middle School Student				x		1,2

The goal of the Technology Committee will be to establish a well organized plan by which technology will be available and useful to the students and staff of Fordland R-III School District. Technology will be implemented into the district curriculum. All technology resources will be purchased and maintained in an adequate manner through the supervision of the technology coordinator and reviewed by the Fordland R-III School Board of Education. The technology plan will be submitted to the Department of Elementary and Secondary Education for approval on a three year basis according to state guidelines.

Individual on this committee represent a wide cross section of the population of the Fordland school and business community. Many members of the technology committee represent the community in more than one area. The committee has examined the

technology needs of the district and continually updates the long and short-term goals of the R-III district.

Current Status - - Compiling Raw Data

In deciding the current strengths, weaknesses, and needs of the R-III district, data was compiled to examine the current status of the Five Technology Focus Areas (TFA). These sources of data are included in each of the Technology Focus Areas information.

The Fordland R-III School District examined the following sources for school years 2001-2006:

A. Standardized Assessments

1. Missouri Assessment Program (MAP)
2. SAT 9 Assessment
3. SAT 10 Assessment
4. ACT scores

These assessments were analyzed from the following school years: 2001-2006. They can be viewed at the district web page at www.fordland.k12.mo.us.

B. Local Assessments

1. Professional Development Committee (PDC) needs assessment (*can be viewed in PDC files/minutes*)
2. PDC high-quality Professional Development (*can be viewed on Core Data Screen 19*)
3. Scoring Guides (*can be viewed in teacher's curriculum guides*)
4. Program Evaluations (*can be viewed in board minutes in central office*)

C. Surveys

1. Student Technology Survey (*each building principal's office*)
2. Teacher Technology Survey (*each building principal's office*)
3. Community/Parent Technology Survey (*can be found in central office*)
4. TAGLIT Survey for Teachers (*can be found in central office*)
5. District Annual Census of Technology (*can be found in central office*)

D. Policies and Procedures

1. Teacher Acceptable Use Agreement (*can be found in each building principal's office*)
2. Student Acceptable Use Agreement (*can be found in each building library*)

3. Comprehensive School Improvement Program (*can be found in central office*)
4. Missouri School Improvement Program (*can be found in central office*)
5. Safe Schools Act (*can be found on DESE website or in each building principal's office*)
6. Student Handbook (*can be found on www.fordland.k12.mo.us and each building principal's office*)
7. Teacher Handbook (*can be found in each building principal's office*)
8. Board Policy (*each teacher workroom, principal's office, and central office*)

E. Student and Teacher Standards

1. Missouri Department of Elementary and Secondary Education (DESE) (Education Technology Plan) (*can be found on DESE website*)
2. Show-Me Standards provided by DESE (*can be found in each building principal's office or each teacher's classroom*)
3. State Technology Standards (*can be found in each teacher's classroom or principal's office*)
4. National Technology Standards for Students (ISTE) (*link can be found on DESE website*)
5. National Technology Standards for Teachers (ISTE) (*link can be found on DESE website*)
6. National Technology Standards for Administrators (ISTE) (*link can be found on DESE website*)

F. Training Data

1. Professional Development Committee (PDC) Evaluations (*can be found in PDC minutes/files*)
2. In-service Evaluations (*can be found in PDC minutes/files*)
3. Teacher Survey (*can be found in PDC minutes/files*)
4. Student Virtual School Program (*information can be found in on the district server*)
5. Student Interactive On-Line Classroom (*can be found on the district server*)

G. Administrative Networking Tools

1. District Budget (*can be found in central office*)
2. Excel Budgeting System (*can be found in central office*)
3. Lemberger Accounting System (*can be found in central office*)
4. Lemberger Food Service Program (*can be found in elementary office*)
5. Lemberger Software Program (*can be found in each building office or on district server*)

6. Technology Budgeted Items (*can be found on district budget*)

H. Data Management Tools

1. A+ Management Software (*can be found in A+ coordinator's office*)
2. Lemberger Student Records (*can be found in each building principal's office*)
3. Electronic Alignment Tool (EAT) (*can be found on district server*)
4. Curriculum Guides (*can be found on district server or in each teacher's classroom*)
5. Course Syllabi (*can be found in each teacher's classroom or in the building principal's office*)

I. Communication Tools

1. Email accounts (*can be found in central office and each building principal's office*)
2. Email Distribution Lists (*can be found in each building principal's office*)
3. District Server (*can be found in Middle School Server Room*)
4. Filtering Software (*can be found on district server*)
5. Local News Media (*South County Mail and Webster County Citizen*)
6. Research Database (*Sagebrush*)

J. Total Cost of Ownership

1. Computer Service Requests (*can be found in central office*)
2. Maintenance Service Requests (*can be found in central office*)
3. Purchase Orders (*can be found in central office*)
4. Connectivity with Webster Electric (*can be found in central office*)
5. E-rate (*can be found in central office*)
6. Inventory of Hardware/Software (*can be found in each building principal's office*)
7. District Budget (*can be found in central office and each building principal's office*)

The aforementioned data documentation is on file with one or more than one of the following resource areas listed below:

- A. Individual Building Offices
- B. Board Secretary
- C. School District Website:
www.fordland.k12.mo.us

- D. Missouri Department of Elementary and Secondary Education website:
www.dese.mo.gov/
“Fordland R-III School Data”

CSIP

Mission Statement

“To provide an education for all students, that will prepare them for work, citizenship, and lifelong learning.”

Objective 1 – Student Achievement

“Annually, 3% more students will score at the proficient or advanced level on the Missouri Assessment Program. This will be accomplished by the following: Curriculum, Consistency from classes and grade levels, class sizes, and student incentives.

Objective 2 – Teacher Instructional Process

“Teachers will receive adequate training that is consistent with the instructional focus of the district/building to ensure a gain in progress with student achievement. Professional Development among teachers should remain high quality and be cross referenced to the District CSIP plan.”

Objective 4 – Appropriate Student Programs

“The district will provide adequate facilities that are accessible and appropriate to the assigned programs. Facility renovations and expansions will result in facilities that have: modern technology with a modern technology infrastructure, designed safe and secure for students, and allow for instruction for all students.

2002 District Technology Goals

1. TFA: Student Learning
Student Achievement will be increased at all levels.
2. TFA: Teacher Preparation and delivery of instruction
The use of Technology in the delivery of instruction will be increased.
3. TFA: Administration/data management/communication process
The use of management resources will be increased to streamline administrative processes and aid in the identification of areas of need.
4. TFA: Resource distribution and use
Staff and student access to appropriate technology will be increased.

5. TFA: Technical Support
The district strives to maintain equipment in a timely manner.

2007 District Technology Goals

1. TFA: Student Learning
The student will engage in rigorous instruction driven by technology-enriched curricula to realize high levels of academic achievement and performance that fosters life-long learning.
2. TFA: Teacher Preparation
Teachers will implement technology-enriched curricula, research-based instructional strategies, and effective integration of instructional technology systems to realize high levels of academic achievement.
3. TFA: Administration, Data Management, Communications
The district will implement effective and efficient administrative, data management, and communication processes, through the use of technology, that supports teaching and learning.
4. TFA: Resource Distribution
All district personnel and students will have equitable access to technology resources that promote professional and academic performance.
5. TFA: Technical Support
All district personnel and students will have adequate technical support to effectively use instructional and administrative technologies.

Progress/Status of Current Plan

Section F					Objective #1
Action Steps: Student Learning					
<i>Goal:</i> Utilize appropriate technology resources through administrative and instructive means as preparation for responsible Citizenship in today's global society					
<i>Objective:</i> Student achievement will be increased at all levels					
<i>TFA:</i> Student Learning					
MSIP Standard/ Indicator	CSIP Objective/ Strategy	Action to be Taken	Person(s) Responsible	Time Frame	Budget/Funds
2.1 6.4*1*2*4 9.3	6.1.2 4.5 4.4.3	The district will continue to provide opportunities for increased student achievement using ALS and Career Pathways	Superintendent/ HS Principal/ Counselor	7/2003 6/2006 MET	\$15,000 TAG Local Tech Funds
6.4*1*2 6.9*3*4 9.3	5.3.2 5.1.2	Updating computerized software for student use will enhance ACT preparation opportunities.	Counselor	7/2003 6/2006 MET	\$525 Local Guidance Funds
6.3*2*3*4 6.4*1*2*4 6.8*1*4 9.2	4.1 4.4.3 4.4.5	The Accelerated Reader curriculum will be enhanced through implementation of additional computer tests to correlate with the reading material available in the library and classrooms.	Librarian/ Classroom Teachers	7/2003 6/2006 MET	\$1,000 Local Library Funds Book Fair PTO Funds
6.4*1*2*4 6.9*3*4 9.4*2*4	8.2 6.2.3	The computer lab setting in the Industrial Technology classroom will need to be updated to increase vocational/articulation education opportunities for students.	Industrial Technology Instructor/ Technology Coordinator	7/2003 6/2006 NOT MET	\$3,000 Local Technology Funds TAG Funds
6.4*1*2*4 6.9*3*4	5.3.2 4.1.1.2	Network testing opportunities for students will be added to decrease student feedback time.	Counselor/ Technology Coordinator	7/2003 6/2006 NOT MET	\$800 Local Funds

Section F

Objective #2

Action Steps: Teacher Preparation and Delivery of Instruction

Goal: Utilize appropriate technology resources through administrative and instructive means as preparation for responsible citizenship in today's global society

Objective: The use of technology in the delivery of instruction will be increased

TFA: Teacher preparation and delivery of instruction

MSIP Standard/ Indicator	CSIP Objective/ Strategy	Action to be Taken	Person(s) Responsible	Time Frame	Budget/Funds
6.3*2*5*6 6.4*1-*4 6.8*1*4	4.6.3	SmartBoards and digital projectors will be added to all classrooms to allow for technology-enhanced instructional methods	Principals/ Technology Coordinator	7/2003 6/2006 MET	\$3000 Local Funds TAG Funds
6.3*2*5*6 6.4*1-*4 6.7*1*3*6	6.1.1 6.1.2 6.2.2 6.2.3	ALS and Career Pathways Modules will be upgraded on an as-needed basis.	Principals/ Technology Coordinator	7/2003 6/2006 MET	\$2000 Local Funds TAG
6.3*2*5*6 6.4*1-*4 6.7*1*3*6	8.2 6.2.3	Inservice training will be conducted for instructors in the use of new programs and technology as they become available.	PDC/ Technology Coordinator	7/2003 6/2006 MET	\$1,000 PDC Funds TAG Title II-D
6.4*-*4 6.7*1*3*6 6.9*3*4 9.4*2*4	4.1.1 4.6.3 5.2.2 4.5	A computer lab setting in the Industrial Technology classroom will need to be upgraded to increase vocational/articulation education opportunities for students.	Industrial Technology Instructor/ Technology Coordinator	7/2003 6/2006 NOT MET	\$3,000 Local Technology Funds TAG Funds
6.3*2*5*6 6.4*1-*4 6.7*1*3*6	4.2-4.5 5.2*1 5.2*3	Inservice on use of currently available computer hardware and software will enhance classroom delivery of instruction.	PDC/ Technology Coordinator	7/2003 6/2006 MET	\$2000 PDC Funds Title II-D

Section F

Objective #3

Action Steps: Administration/Data Management/Communication Processes

Goal: Utilize appropriate technology resources through administrative and instructive means as preparation for responsible citizenship in today's global society

Objective: The use of management resources will be increased to streamline administrative processes and aid in the identification of areas of need

TFA: Administration/data management/communication process

MSIP Standard/ Indicator	CSIP Objective/ Strategy	Action to be Taken	Person(s) Responsible	Time Frame	Budget/Funds
6.1*1 6.4*1*2*4 6.8*1*4	4.6.1.3	The library's Athena computerized software system will be upgraded to continue to make library resource information available to all library locations.	Librarian/ Technology Coordinator	7/2003 6/2006 MET	\$2000 Local Library Funds TAG Funds
6.1*2 6.3*4*6 6.7*4	4.5.1	Training for the Lemberger Gradebook program will be provided.	Principals/ Technology Coordinator	7/2003 6/2006 MET	\$500 Local Administrative Funds
6.1*1-*4	4.2.4 4.4.6	Curriculum will be evaluated using the Electronic Alignment Tool to increase data management opportunities.	Principals/ Curriculum Committees	7/2003 6/2006 MET	\$300 Local Administrative Funds
6.1*1 6.4*1*2 6.2*5 6.3*2-*6	4.2 4.4 4.6	MAP data will be disseminated to faculty through the use of the Clear Access Program to identify areas of instructional need.	Principals/ Counselor/ MAP Senior Leaders	7/2003 6/2006 MET	\$100 Local Administrative Funds
6.3*5 6.4*1*2*4	4.6.1.3	The district will continue to contract with MoreNet for internet services.	Superintendent/ Technology Coordinator	7/2003 6/2006 MET	\$3000/year TAG
6.3*2-6 6.4*1-*4 9.2	4.6 4.5.3 4.4.4	Teachers will be trained on the Accelerated Reader program's data management capabilities to increase instructional/administrative use.	Principals/ PDC/ Technology Coordinator	7/2003 6/2006 MET	\$200 PDC Funds Local Funds
6.2*1 6.4*1-*4 6.7*1*3*4	4.3.1 4.5.1	Inservice training will be conducted for all applicable staff to increase network use for administrative and data management purposes.	PDC/ Technology Coordinator	7/2003 6/2006 MET	\$100 PDC Funds Local Funds

Section F

Objective #4

Action Steps: Resource Distribution and Use

Goal: Utilize appropriate technology resources through administrative and instructive means as preparation for responsible citizenship in today's global society

Objective: Staff and student access to appropriate technology resources will be increased

TFA: Resource distribution and use

MSIP Standard/ Indicator	CSIP Objective/ Strategy	Action to be Taken	Person(s) Responsible	Time Frame	Budget/Funds
6.4*1*2*4 6.8*1*4	4.6.1 5.3 5.3.2	The district will purchase licenses of owned software to maintain the proper number for copyright purposes and allow for maximum access.	Librarian/ Technology Coordinator	7/2003 6/2006 MET	\$4,000 TAG Funds Local Library Funds Local Administrative Funds
6.4*1*2*4 6.3*5	4.6.3	The district will continue to contract with MoreNet for internet services.	Superintendent/ Technology Coordinator	7/2003 6/2006 MET	\$3000/year Local Instructional Funds TAG
6.1*1 6.4*1*2*4 9.4*2*4	8.2 6.2.3	The computer lab setting in the Industrial Technology classroom needs to be upgraded to increase student access to appropriate technology for instruction.	Industrial Technology Instructor/ Technology Coordinator	7/2003 6/2006 NOT MET	\$3,000 Local Technology Funds TAG Funds
6.2*1 6.4*1*2*4 6.8*1*4	4.2*5*6 4.3*3 4.4*2	SmartBoards with projectors will be added to classrooms to allow for simultaneous access to technology-enhanced instruction for all students in a classroom.	Principals/ Technology Coordinator	7/2003 6/2006 MET	\$9,000 Local Funds TAG Funds
6.4*1*2*4 6.7*1*3*4 6.8*1*4	4.1.1 4.6.3 4.5	Inservice on application of available technology will be conducted to increase staff confidence and use.	PDC/ Technology Coordinator	7/2003 6/2006 MET	\$200 PDC Funds Local Funds
6.3*2-5 6.4*1*2*4 6.8*1*4 9.2	4.1 4.4.3 4.4.5	The Accelerated Reader curriculum will be enhanced by increasing the number of computer tests used to correlate with the reading material available in the library and classrooms.	Librarian/ Classroom Teachers	7/2003 6/2006 MET	\$1,000 Local Library Funds Book Fair PTO Funds

Section F

Objective #5

Action Steps: Technical Support

Goal: Utilize appropriate technology resources through administrative and instructive means as preparation for responsible citizenship in today's global society.

Objective: The District strives to maintain equipment in a timely manner.

TFA: Technical support

MSIP Standard/ Indicator	CSIP Objective/ Strategy	Action to be Taken	Person(s) Responsible	Time Frame	Budget/Funds
6.4*1-*4 6.7*1-*6	4.5.1 4.3.1	The district will provide inservice/training for the technology coordinator.	PDC/ Technology Coordinator MET	7/2003 6/2006	\$1,250 TAG Funds
6.4*1*4	4.6.1 4.6.3	Additional repair materials and supplies will be purchased.	Technology Coordinator MET	7/2003 6/2006	\$1000 Local Funds
6.1*1 6.4*1*4	4.2*6 4.3*3 4.4*2	Service procedures will be provided in a timely manner.	Technology Coordinator MET	7/2003 6/2006	\$100 Local Technology Funds
6.1*1 6.4*1*4	4.2*6 4.3*3 4.4*2	Technology coordinator is available to meet most of the maintenance needs of the district.	Superintendent/ Technology Coordinator MET	7/2003 6/2006	\$13,000 Local Technology Funds
6.1*1 6.4*1-*4 6.7*1*3	4.5.1 4.3.1	Inservice for staff on use of available technology will be conducted to decrease service needs.	PDC/ Technology Coordinator MET	7/2003 6/2006	\$200 PDC Funds Local Tech Funds
6.1*1 6.4*1*2*4 6.8*1*4	4.2*6 4.3*3 4.4*2	District will maintain current licenses for Sonic Wall for security and content filtering purposes	Technology Coordinator MET	7/2003 6/2006	\$3,385 Local Technology Funds TAG

TFA 1: STUDENT LEARNING

Data Analysis

GOAL: The student will engage in rigorous instruction driven by technology-enriched curricula to realize high levels of academic achievement and performance that fosters life-long learning.

OBJECTIVES:

- Student achievement will increase each year, as measured by progress in the Missouri Assessment Program tests.
- Students will be provided with relevant opportunities in technology.
- Technology will be integrated into the curriculum, as student competence in technology will be measured.

#	DATA ANALYSIS	STRENGTH OR WEAKNESS	RESULTS	TECHNOLOGY IMPLICATIONS
1	Equipment Inventory and Surveys	Strength	Technology equipment is available for all students. Individual classrooms are equipped with a TV and DVD player. In addition, classrooms have internet access and a minimum of 1 computer.	Technology is utilized to enhance student learning. Accessibility to technology
2	District Policies and Procedures, Handbooks	Strength	Student and Staff acceptable use policies and guidelines are in place and are continually monitored. Filtering is monitored and updated on a regular basis.	All students and staff members have an acceptable use policy on file before they are able to utilize the internet. Students are supervised and monitored by new programs in each laboratory.

3	Software Inventory, Staff Survey, Parent Survey, and Community Survey	Weakness	K-5 Students receive minor instruction in a computer laboratory setting.	The district needs to utilize current resources and incorporate learning activities that incorporate technology.
4	Software Inventory, Staff Survey, Parent Survey, and Community Survey	Weakness	6-12 students need more technical training. 10 th grade students receive keyboarding skills.	The district needs to re-align computer skills from the 6-12 grades. Middle School students need keyboarding skills, while the High School is transitioning the Business Department.
5	Electronic Alignment Tool, District Curriculum	Strength	Curriculum is in an electronic format. The curriculum is aligned to the GLEs, Show-Me Standards, and Frameworks.	Curriculum must continual be updated, revised, and maintained to improve assessments and enhance learning objectives.
6	Electronic Alignment Tool, District Curriculum	Weakness	EAT cannot be accessed by all teachers in the classroom setting.	Computers and Windows version needs to be updated in many classrooms.
7	District Curriculum, Local Assessments	Strength	Technology is utilized throughout the district curriculum K-12.	Educators are encouraged to incorporate technology into the curriculum when possible.
8	MAP Data, SAT 9, SAT 10, Local Assessments	Strength	Test Scores appear stable overall. The district received Distinction in Performance 2004-2006.	Technology should be utilized to enhance student learning and allow for students to progress on achievement tests.
9	Staff Surveys, Student Surveys, Parent Surveys, Community Surveys	Weakness	Access to computer labs need to be enhanced for students with the appropriate supervision.	Students have access to computer laboratories before school, but need more access to the laboratory at the end of the school day.

TFA 1: STUDENT LEARNING Action Plan

GOAL: The student will engage in rigorous instruction driven by technology-enriched curricula to realize high levels of academic achievement and performance that fosters life-long learning.

OBJECTIVES:

- Student achievement will increase each year, as measured by progress in the Missouri Assessment Program tests.
- Students will be provided with relevant opportunities in technology.
- Technology will be integrated into the curriculum, as student competence in technology will be measured.

CSIP	Implementation Strategy	Beginning Date	Review Dates	Completion Dates	Person Resp.	Cost Est.	Funding	Measurement
4.1	To maintain current technology, as well as increase the number of LCD projectors, smart boards in each building.	8/2007	7/08 7/09 7/10	Ongoing 9/2007(FV4)	Superintendent, Administration	17,000 10,000 8,500	Title I FV-4 Local	District Inventory, surveys, Computer Request forms
4.1	To maintain and update software programs. Outsource computer consultant	8/2007	7/08 7/09 7/10	Ongoing	Superintendent, Administration	15,000	Local	Budget, Licensing, Upgrades, Inventory, Computer Request forms

1.1	All curriculums will be accessible and aligned with the Electronic Alignment Tool.	8/2007	4/08 4/09 4/10	Ongoing	Curriculum Director, Adm., Teacher	Varies Upon Revisions 1,700 EAT	PDC Local	EAT, District Curriculum, Surveys
1.1	Curriculum will be aligned to better suit the needs of students, as keyboarding will be phased into the M.S. and more technical classes will resume at the H.S. The business department will become vocational.	8/2007	4/08 4/09 4/10	Ongoing 9/2007 (FV4)	Counselor, Administrators, Teachers	Varies Depending on Training for Bus. 10,000 also listed above for FV-4 Grant	FV-4 Local PDC	Surveys, Program Evaluations, State Guidelines
1.3 4.3	Supervised Laboratory Time after a program in conjunction with the Webster County Library will monitor school, as the Library utilizes library space and provides an employee at least twice a week.	8/2007	3/08 3/09 3/10	Ongoing	Librarians, Administrators	None	Webster County Library	Survey
1.1 1.3	Student Achievement will be increased at all levels.	8/2007	10/07 10/08 10/09	Ongoing	Teacher, Counselor, Administrators	Will Vary	Local PDC Title	MAP Data, SAT Data, ACT Data, Local Assessments

TFA 2: TEACHER PREPARATION

Data Analysis

GOAL: Teachers will implement technology-enriched curricula, research-based instructional strategies, and effective integration of instructional technology systems to realize high levels of academic achievement.

OBJECTIVES:

- Adequate equipment, training and encouragement will be provided to staff in the use and integration of technology into the curriculum in order to meet instructional objectives.

#	DATA ANALYSIS	STRENGTH OR WEAKNESS	RESULTS	TECHNOLOGY IMPLICATIONS
1	Staff Survey	Weakness	Staff indicates more professional development in the area of technology is needed. Specifically with smart boards and LCD projectors.	Equipment in the district is not being utilized to its greatest potential, as teachers need a thorough knowledge to better impact student achievement.
2	Inventory, Technology Inventory required by DESE, staff survey	Weakness	The elementary needs more access to interactive technology, such as smart boards and LCD Projectors	Delivery and presentation of instruction could be enhanced by the addition of technology resources.
3	CSIP	Strength	The district CSIP includes technology in the instructional practice as a goal for the district.	The district CSIP focuses on the need of technology in the classroom to enhance the educational process and improve student learning as an end result.
4	PDC Minutes, Surveys, Workshops Attended, MAP Data	Strength	Professional Development has been aligned with the analysis of MAP Data in order to improve student	PDC goals can be directly tied to professional growth in the area of technology for teachers as a means of improving teaching

			achievement.	strategies.
5	Staff Survey, Student Survey, Inventory	Strength	Students K-12 have a computer lab available for core classes. One lab is located in each on of the three buildings.	Core classes have the ability to reach and generate student work in a timely manner.
6	PDC Minutes, Surveys	Strength	PDC Evaluates the requests submitted to the committee and determine the correlation to the CSIP. Technology training that follows these guidelines is allowed to attend training.	Professional Development in high quality. Teachers that go to workshops must present information to the district upon returning from the workshop.
7	District Curriculum, EAT	Weakness	Only Math and Language Arts have been entered on the Electronic Alignment Tool.	All other subject areas need to be revised and transferred to the Electronic Alignment Tool to complete the cycle of the Curriculum Implementation Guide.
8	District Curriculum, EAT	Strength	Administrators and teachers can locate assessments and determine if the curriculum is aligned to the Show Me Standards and Grade Level Expectations.	Administrators can monitor the assessments and target areas of need by comparing low MAP areas, the curriculum, and the GLE's.

TFA 2: TEACHER PREPARATION Action Plan

GOAL: Teachers will implement technology-enriched curricula, research-based instructional strategies, and effective integration of instructional technology systems to realize high levels of academic achievement.

OBJECTIVES:

- Adequate equipment, training and encouragement will be provided to staff in the use and integration of technology into the curriculum in order to meet instructional objectives.

CSIP	Implementation Strategy	Beginning Date	Review Dates	Completion Dates	Person Resp.	Cost Est.	Funding	Measurement
4.2	The district will provide additional interactive equipment with a focus at the elementary to increase the use of technology for enhanced delivery of instruction.	7/2007	7/08 7/09 7/10	Ongoing	Superintendent	18,000 3,000	PTA Donation Title Local	Surveys, Equipment Inventory, Achievement Tests
2.3	Professional Development will incorporate technology training into their goals.	7/2007	4/08 4/09 4/10	Ongoing	PDC, Faculty, Support Staff, Administration	Varies	PDC Funded	PDC Budget, Staff Survey, PDC Evaluations
2.3	Faculty members will receive training on the new on-line student database for student	8/2007	8/08 8/09	7/10	Administrators, Teachers, Support Staff	2,250	Local	Teacher Surveys, Agenda, District Goals

	records, class positing, and class web page.							
2.3	District will provide technology-training opportunities to staff on how to use available technology in the classroom to enhance the delivery and instruction. Current trainers will train other staff members on previous professional development that they have received.	7/2007	7/08 7/09 7/10	Ongoing	PDC, Administrators, Technology Support Staff	None	N/A	Staff Survey, PDC Survey, Agendas, TAGLIT Survey
1.1	To utilize the Electronic Alignment Tool for all curriculum K-12.	7/2007	4/08 4/09 4/10	Ongoing	Curriculum Director, Teachers, Administrators	Varies yearly depending on curriculum developed	PDC Budget	EAT, District Curriculum, Local Assessments
1.1 2.1	Revise Curriculum and align curriculum to Grade Level Expectations. Continually evaluating curriculum for weaknesses.	7/2007	7/08 7/09 7/10	Ongoing	Curriculum Director, Teachers, Administrators	8,000 for instructional resource coach	Title	EAT, District Curriculum, Local Assessments, MAP

**TFA 3: ADMINISTRATION, DATA MANAGEMENT,
COMMUNICATIONS
Data Analysis**

GOAL: The district will implement effective and efficient administrative, data management, and communication processes, through the use of technology, that support teaching and learning.

OBJECTIVES:

1. The district will improve administrative and processes through the use of technology tools to facilitate data and information collection, analysis, and reporting
 - Develop a system of collecting, reporting, and analyzing data.
 - Create a database for reporting.
 - Improve methods of data collection.
2. The district will increase parent and community involvement in the educational process through technological communications.
 - Maintain a district web page with purposeful information.
 - Provide online access to parents for grades, attendance, etc.,
 - Promote/improve electronic communication with parents.

#	DATA ANALYSIS	STRENGTH OR WEAKNESS	RESULTS	TECHNOLOGY IMPLICATIONS
1	Lemberger Accounting/ Bookkeeping Software	Strength	Meets the Financial Reporting requirements for Public School in Missouri	Continue utilizing Lemberger for Accounting
2	Lemberger Administrator's Software for attendance	Weakness	Transcript module is not user friendly and is currently runs on DOS.	Credits and Grades are entered manually and not transferred by teacher electronically.

3	Lemberger Administrator's Software	Weakness	Attendance and Discipline Record Reporting is difficult to maneuver.	Documentation is timely. The flow of information does run smoothly.
4	Grade book Software	Weakness	Reporting of grade book software does not interact with the student record system.	Labor intensive on faculty and staff.
5	Lemberger Software	Strength	For most uses, the software possesses a large number of features and is capable of generating district reports.	Reports and data collection capable.
6	Software Inventory, Surveys	Strength	A majority of students have access to a computer and/or internet outside of school.	On-line reports and email could be a viable way of communication.
7	Software Inventory, Surveys	Weakness	Tools are available for communication, but are not being utilized to the fullest potential.	Implementation of communication.
8	District Curriculum, EAT	Weakness	Cannot be accessed in all classrooms by each instructor.	Window versions need to be updated.
9	District Curriculum, EAT	Strength	Teachers have access to the EAT. Curriculum links GLE's, Show-Me Standards for accurate alignment to student objectives.	District must continue revising and maintaining curriculum on current schedule.
10	District Curriculum, Local Assessments	Strength	Curriculum involves the use of technology.	Instructors are encouraged to expand and utilize current technology in the classroom.
11	MAP, Stanford, Assessments	Strength	Test scores remain at a positive level.	Technology should be utilized to enhance student performance.

TFA 3: ADMINISTRATION, DATA MANAGEMENT, COMMUNICATIONS Action Plan

GOAL: The district will implement effective and efficient administrative, data management, and communication processes, through the use of technology, that support teaching and learning.

OBJECTIVES:

1. The district will improve administrative and processes through the use of technology tools to facilitate data and information collection, analysis, and reporting
 - Develop a system of collecting, reporting, and analyzing data.
 - Create a database for reporting.
 - Improve methods of data collection.
2. The district will increase parent and community involvement in the educational process through technological communications.
 - Maintain a district web page with purposeful information.
 - Provide online access to parents for grades, attendance, etc.,
 - Promote/improve electronic communication with parents.

CSIP	Implementation Strategy	Beginning Date	Review Dates	Completion Dates	Person Resp.	Cost Est.	Funding	Measurement
4.1	Continue with Lemberger Accounting System	7/2007	7/08 7/09 7/10	Ongoing	Superintendent Tech. Coordinator	1,200	Local	Revisions and Updates of the Program
4.2	Implement new Student Information System for attendance, grading, student enrollment and discipline	8/2007	8/08 8/09 8/10	Ongoing	Administrators, Librarians, Support Staff, Technology Support Staff	6,500 – 12,000 Depending on System	Local	Survey, Updated Program, Program Evaluations

4.2	Implement new Information System for on-line communication and information with parents/students	8/08	08/09 08/10	Ongoing	Staff, Teachers, Administrators, Tech. Coordinator	Same as above	Local	Surveys, Program Evaluations
4.2	Install computers in each classroom with updated versions of Windows for email and EAT.	8/07	08/08 08/09 08/10	Ongoing	Administrators, Support Staff	\$26,000	Title Local	Inventory, Survey, Program Evaluations
4.2 4.1	Technology will be utilized to help increase student achievement.	8/07	10/07 10/08 10/09	Ongoing	Counselor, Administrators, Teachers	Previously listed	Local	MAP Data, Achievement Scores
4.2 4.1	Additional laboratory time will be utilized during the evening at least twice a week	8/07	8/08 8/09 8/10	Ongoing	Superintendent Administrators	None	Webster County Library	Community Surveys, Student Surveys, Logs
4.2	Replace business laboratory with current technology resources, including computers	8/07	8/08 8/09 8/10	Ongoing	Business Teacher, building principal, Superintendent	30,000 10,000	FV-4 Local	Inventory, Program Evaluations, Surveys

TFA 4: RESOURCE DISTRIBUTION

Data Analysis

GOAL: All district personnel and students will have equitable access to technology resources that promote professional and academic performance.

OBJECTIVES:

1. Improve the technological learning environment for all faculty, staff, and students.
2. Develop a systematic process for upgrading and replacing technology throughout the district.

#	DATA ANALYSIS	STRENGTH OR WEAKNESS	RESULTS	TECHNOLOGY IMPLICATIONS
1	Equipment inventory, Census of Technology	Strength	A large quantity of equipment is available to students. All classrooms are equipped with TV/ VCR and DVD players. Additional interactive boards, projectors are available for instruction.	Technology enhances student learning and fosters a more conducive learning environment.
2	District Policy	Strength	Student and staff/faculty acceptable use policies are in place according with state and federal guidelines. Filters in place and updated regularly to ensure proper safety measures.	Acceptable use policies must be signed on an annual basis. The internet filter must be managed and maintained in accordance with state and federal guidelines.
3	Student and Faculty surveys	Strength	The majority of students (6-12) and faculty can maneuver in word processing, email, and search engines.	Students and faculty are continuing to enhance much needed technological skills for the upcoming years.
4	Equipment Inventory, Census	Strength	Ratio of computers to students is near 3	Students and teachers have access to

	of Technology		to 1. The district has three instructional laboratories (one in each building) with an additional laboratory in the business department.	computers and internet for instructional purposes.
5	Equipment Inventory, Census of Technology	Weakness	Many classroom computers in the Elementary and Middle School are running on Windows 98 are need to be updated.	Updates are needed to accurately run new software and communication effectively and efficiently with other personnel.
6	Equipment Inventory, Census of Technology	Strength	Students have access to on-line programs that have been purchased by the district.	Accelerated Reader, Study Island are the most recent on-line programs purchased to enhance student learning. Administrators and teachers work together to provide useful technological on-line resources.
7	Equipment Inventory	Weakness	There is no current policy in place for upgrades or replacement of technology throughout the district.	Guidelines for replacing and upgrades need to be developed.
8	Faculty Survey, PDC	Weakness	Faculty Members would prefer to receive additional training on new software and hardware within the district.	Provide in-service training allowing for train the trainer opportunities and high quality PDC.
9	Equipment Inventory	Weakness	Inventory is done on a hard copy. A scanner could provide to be a useful tool in maintaining accurate records.	A scanner could reduce time and be more efficient and accurate in maintaining records of technology.

TFA 4: RESOURCE DISTRIBUTION Action Plan

GOAL: All district personnel and students will have equitable access to technology resources that promote professional and academic performance.

OBJECTIVES:

1. Improve the technological learning environment for all faculty, staff, and students.
2. Develop a systematic process for upgrading and replacing technology throughout the district.

CSIP	Implementation Strategy	Beginning Date	Review Dates	Completion Dates	Person Resp.	Cost Est.	Funding	Measurement
4.1 4.2	Establish a short and long-term schedule to provide either upgrades or replace outdated equipment.	7/2007	7/08 7/09 7/10	Ongoing	Superintendent, Librarians, teachers, Administrators	None	N/A	More effective way to accomplish district technology goals.
2.3	Provide in house faculty training and workshops by district “experts in their field” or RCET.	7/2007	7/08 7/09 7/10	Ongoing	PDC, Administrators, Teachers, Support Staff	None	N/A	PDC evaluation, Teacher Surveys
4.2	Update Computers in classrooms to at least Windows 2000	7/2007	7/08 7/09 7/10	Ongoing	Support Staff, Superintendent	30,000 10,000 18,000	FV-4 Local Title	Teacher Surveys, Program Evaluations, Inventory
4.1 4.2	Create a systematic way of maintaining an accurate inventory of technology throughout the district. Investigate a scan program to keep accurate records.	7/2007	7/08 7/09 7/10	Ongoing	Librarian, Support Staff, Building Principals	2,500	Local	Inventory, Census of Technology

TFA 5: TECHNICAL SUPPORT
Data Analysis

GOAL: All district personnel and students will have adequate technical support to effectively use instructional and administrative technologies.

OBJECTIVES:

1. Improve the technological learning environment for all faculty, staff, and students.
2. Develop a systematic process for upgrading and replacing technology throughout the district.

#	DATA ANALYSIS	STRENGTH OR WEAKNESS	RESULTS	TECHNOLOGY IMPLICATIONS
1	Maintenance Reports	Strength	The district's computer technician works in a timely manner to repair and replace technology that is out of order.	Technology not being utilized due to need of repair or replaced is kept to a minimum to ensure time on task for students.
2	Maintenance Reports, Purchase Orders	Strength	An outside vendor and technology support is utilized when necessary.	Much of the technology repair is outsourced.
3	Maintenance Reports	Strength	Our in-house technician is able to troubleshoot many problems and communicates to the outsource vendor on a regular basis to provide the best service in the most economical format.	We are continually improving the technology support knowledge base.
4	Maintenance Reports	Weakness	Work order procedures are timely and occur often.	Work orders are done with a hard copy. On-line orders should be evaluated to decrease time and eliminate certain human errors.
5	Census of Technology,	Weakness	Due to location of the district,	Competitive Bidding procedures are

	MOREnet		connectivity is costly. A number of contractors are involved in the internet process.	scheduled for the 2007-08 school to allow for competition.
6	Teacher Survey, Program Evaluations	Weakness	Teachers report the need for additional technical training.	PDC needs to provide additional training in technology, so that teachers feel more comfortable utilizing technology in the classroom.
7	Number of Technicians	Weakness	There are no certified technicians directly employed with the district. The district bids service with an outside service	Travel time can be an issue of repairing technology. One source is heavily relied upon.

TFA 5: TECHNICAL SUPPORT Action Plan

GOAL: All district personnel and students will have adequate technical support to effectively use instructional and administrative technologies.

OBJECTIVES:

1. Improve the technological learning environment for all faculty, staff, and students.
2. Develop a systematic process for upgrading and replacing technology throughout the district.

CSIP	Implementation Strategy	Beginning Date	Review Dates	Completion Dates	Person Resp.	Cost Est.	Funding	Measurement
2.3	Training for the faculty and staff in troubleshooting and basic maintenance of technology	7/07	7/08 7/09 7/10	Ongoing	Administrators, Technology Tech., Teachers	None	N/A	Computer Requests, Teacher Surveys
4.1	Re-enforce maintenance guidelines	7/07	7/08 7/09 7/10	Ongoing	Administrators, Technology Technician	None	N/A	Decreased time of repairs
4.1	Examine policy of maintenance reporting procedures to electronic reporting.	7/07	7/08 7/09 7/10	Ongoing	Administrators	None	N/A	Decreased time of repairs. Decreased human errors.
4.1 4.2	Competitive Bidding	10/07	10/09	Ongoing	Superintendent	None	N/A	Research the best method to receive MoreNet in the District to minimize costs and maximize resources to students and staff.
2.3	Provide Funding and encouragement for teachers to attend workshops	7/07	4/08 4/09 4/10	Ongoing	PDC, Administrators	Varies	PDC Local	Staff Surveys, PDC Surveys

Disseminate, Monitor, and Evaluate

The process of disseminating, monitoring, and evaluating the Fordland R-III Technology Plan will be a continuous one. A yearly report will be submitted to the Fordland R-III School Board during their regular April meeting each year. Copies of the technology plan will be made available to all teachers in addition to copies that will be maintained in the Superintendent's office, each Principal's office, and both school libraries. Continuing progress reports will be made to district staff through regularly scheduled staff meetings. Throughout the year, progress reports to the patrons will be made through various communications including newspapers, bulletins, district and school newsletters and the districts web site. The Technology Coordinator will make a copy of the Technology plan available to anyone who expresses interest in reviewing it.

Dissemination

The Fordland R-III School District maintains close contact with the local newspapers, the South County Mail, Seymour Citizen, and the Marshfield Mail. This contact enables community members to keep abreast of happenings within the district, including technology related issues and offerings.

Daily and weekly bulletins keep students and staff informed of events and policies. Information is relayed to the secretaries and is then incorporated into the appropriate bulletin. The weekly bulletin is disseminated throughout the buildings and posted to the district web page for the following week's activities. Daily announcements are posted on the student information management system each day and are read to students or posted for easy reference.

Technology related items are also posted on the Fordland R-III School District web page as need arises, and activities are added to the web-based district calendar. An e-mail list is maintained to notify all staff and any interested individuals when the web site is updated. The address for the Fordland R-III website is: <http://www.fordland.k12.mo.us>

Monitoring

The district Technology Coordinator monitors technology issues within the district and meets with administrators on an as needed basis. Information about on-going and developing projects are supplied on a regular basis. Updates of strategies are presented to the Board of Education annually in summer as a part of the district's program/building improvement plans update. If no changes are required, it will be adopted at that time. The board will assess the plan according to the state requirements.

Evaluation

The technology plan will be examined on a yearly basis to evaluate progress toward goals and objectives. It will serve as a guide for decision-making and purchases throughout the addressed years. Adjustments that need to be made will be addressed as they arise. School Board acceptance will be the initial phase of evaluation. If the board gives its approval, the technology plan is then sent to the Missouri Department of Elementary and Secondary Education- Instructional Technology Department. This group evaluates the updates of these changes/correction strategies will be presented to the Board of Education annually in April as a part of the district's program/building improvement plans update.