

Technology Plan

2008-2010

November 1, 2007

Wilbur and McMahon Schools

Little Compton, Rhode Island

www.littlecomptonschools.org

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Our Mission...

The mission of the Wilbur and McMahon Schools is to develop a comprehensive educational community with high academic standards that challenge all students to love learning and to become skilled communicators and critical thinkers who are respectful, motivated, responsible, and self confident contributors to their community and the world.

Our Vision...

Wilbur and McMahon Schools are dedicated to preparing students for educational and life experiences in an atmosphere where there is respect for the dignity of every person and an enthusiasm for learning. Wilbur and McMahon Schools are dedicated to the principle that educational programs be both challenging and supportive, distinguished by consistent high standards and by attention to the needs and potential of the individual student.

Our Beliefs...

This Statement of Beliefs encompasses the fundamental convictions, values, and character of the Little Compton school district. These beliefs will direct the activities of our school.

The Little Compton School District believes that:

- We can always improve.
- Each student has the right to an educational experience based on high standards. All children can achieve high standards.
- Not all children will achieve the standards in the same way or in the same time.

- Schools must provide safe, secure, nurturing learning environments.
- Schools must be flexible to change.
- Education is a shared responsibility requiring the cooperation of the student, home, school, and community.
- Schools prepare and challenge students to contribute to the community.
- Love of learning fosters life-long educational growth.

Our Technology Plan...

We are committed to giving every student ready access to and command over the technology required to succeed and advance in the modern world, whether it be in mathematics, language, science, the visual arts or music. In order for us to achieve this, a number of goals must be met, including, but not limited to:

1. Maintenance and improvement of our technology infrastructure.
2. Professional development of educators and administrators.
3. Thorough integration of applicable technologies into our classrooms.
4. Engaging and effective education of our students in the use of technology.
5. The fostering of a safe, ethically and socially responsible, positive, communal attitude towards technology.

The remote location and limited budget of the Wilbur and McMahan Schools has hindered our technological evolution in the past. Many of our students come from families with limited access to or awareness of modern computer technology. Prior to 2005/2006, the school's infrastructure was markedly sub par, difficult to use and poorly supported. As a result, some of our educators have been noticeably hesitant to integrate technology into their curricula.

Thanks to a number of generous donations from the private sector, we have advanced our infrastructure to a level that is now capable of providing the resources required by teachers interested in utilizing basic educational technology in their classrooms. We are now able to provide dependable day to day functionality, albeit without many bells and whistles. We have assembled a functional PC lab with enough computers to provide every class in the school individual student access to the Internet, a number of educational and productivity software packages, reliable printing, and file storage. Regular

instructional computer classes are now available to students of all levels thanks to the hiring of a part time computer instructor in 2006/2007. This improvement has generated a greater degree of interest in further utilizing technology throughout the school and given life to a number of creative technological visions, notably in music and the arts.

We believe that Wilbur and McMahan is at the edge of a significant technological breakthrough as a result of the stabilization of our technological capacity in a reliably functional state. Students and faculty are now wanting to do more with what they have, and so long as we advance our capacity to meet these increasing demands we can only achieve a greater degree of technological proficiency amongst our educators and students alike, as well as a deeper level of curricular integration.

It is our hope that this Technology Plan serves not only as a roadmap towards achieving our goals and overcoming these obstacles, but as an inspiration as well. Funding remains an issue, but we continue to explore available technology grants, private sector donations, and vendor promotions for educational institutions and maintain a positive attitude and clear direction for the future.

Our Existing Technology Infrastructure...

[Hardware & Software]

Our situation and the issues that confront us...

Currently, the majority of the technology extant in the Wilbur and McMahon Schools resides in the classrooms and the computer lab, with lesser amounts occupying administrative areas or providing infrastructure support. Less than 10% of all the technology in the school is under two years old, with the majority being five or more years in age. A simple breakdown of our current computer technology is as follows:

Technology Item	Location/Role	Quantity
Personal Computers	Classrooms, Administration, Lab	64
Application Servers	Infrastructure, Administration	1
Domain Controllers	Infrastructure	1
Laser Printers	Classrooms, Administration, Lab	5
Inkjet Printers	Classrooms	6
Network Switches	Infrastructure	5
Firewalls/Routers	Infrastructure	1
Flatbed Scanners	Classrooms	2
Digital Projectors	Lab	1
Digital Cameras	Classrooms, Administration, Lab	2

PCs

[Current Situation]

The computers resident in the school range from 1-6 years in age, with approximately 60%/38 being 4 or more years in age. Less than 10%/6 of our computers have LCD screens, with a whopping 50%/32 possessing outdated, energy hungry 15" CRT technology. The reason for the large number of computers Wilbur and McMahon is the direct result of our need to keep EVERY machine alive and functional, regardless of age and/or power, NOT an overabundance of PCs. Of the 64 PCs on campus, only 80%/51 are capable of meeting any reasonable performance requirements, leaving many classrooms with little more than a word processor with limited Internet access.

Over the last two years, we have begun integrating new computer purchases into our annual budget, at a rate of approximately 8%/5 per year. We have also received a number of used machines superior to our slower ones that have help alleviate the pressure on the most underpowered classrooms. Some classroom teachers have brought in their own computers or other assorted technology to augment that

available at the school. Sadly, our most serious lack is in simple computing power; we need to bring the whole school up to an acceptable level of computing power and maintain that state. We're too far behind to do so without a major commitment by the town and/or outside assistance.

Servers

[Current Situation]

Wilbur & McMahon possesses two server computers, one of which is sorely underpowered and approximately 5 years old, and the other of which was donated to our library for the sole purpose of powering a new library cataloguing software package. It was not donated to serve any other purpose, but has been usurped so as to provide a greater degree of functionality and stability to the school. A wireless bridge exists between the Wilbur and McMahon Schools and the Little Compton Town Hall, allowing our administration to access municipal software technology and providing for some redundant server services. In all, we are adequately meeting our school's server requirements, but are dependent on outside assistance to maintain this level. We suspect that an additional application server will be required to support administrative software packages that are being investigated currently, and all of our servers require the additional maintenance expense of power protection, KVM switching, and regular servicing.

Printing

[Current Situation]

Printing is adequately met throughout the school, though expenses are high as a result of much of it being ink jet based technology. The administrative and lab regions of the school provide most of the laser printing for the community, as does a networked copy machine with last printing technology. Nearly 90% of on-site, in classroom printing is done on ink jets that are over 5 years old. A few print server adaptors (Parallel or USB to RJ45) provide rudimentary printer networking, but are unreliable and in need of replacement by superior technology.

Network Infrastructure

[Current Situation]

An array of 5 24-port 10/100 switches provides ample connectivity to the school, though two of these devices have begun to fail occasionally. There is no gigabit technology available for use in the

school, nor is the wiring up to standard for such speeds. Our Internet access is a fractional T1 provided by the State, and our firewall is a 5 year old SonicWall which serves our needs adequately.

The school is wired with adequate CAT5 cabling throughout, though some expansion of the wired network would be desirable. Most of the existing building is stone making wireless expansion of our network topography effectively impossible. Some of this wiring has begun to fail for reasons that have nothing to do with termination or switching, leading us to believe that they have failed in transit and are in need of replacement. Adequate redundancy currently exists, but this problem is unlikely to go away. Every classroom and administrative office is wired with at least one drop. Where necessary, hubs have been installed in classrooms to provide additional connection points.

Multimedia

[Current Situation]

Multimedia equipment is mostly non-existent at Wilbur and McMahon, with what little we have being used in the lab, the art room and the music room. Currently, no reasonable color printing, still or video image capture devices, alternative input devices (tablets, etc.), or digital projection equipment is readily available at the school. The one digital projector we possess is in use in the lab where it is put to best use. Digital cameras are distributed by the administration on an as-needed basis to provide documentation of school events, etc. All existing audio equipment is confined to the music room and is rudimentary at best and stationary.

Power Protection

[Current Situation]

Due to our remote and climactically exposed location, the Wilbur and McMahon Schools suffer from frequent erratic and damaging electrical events. Lightning and high winds are common occurrences, and adequate electrical protection and battery backup are not available. This is a losing situation for us as our servers and infrastructure are the only protected elements, and we lose at least one or two expensive pieces of technology to electrical events each semester. This condition is not building specific, being a regional occurrence, though an improvement in the wiring of our structure would probably help, though it is outside the scope of this plan.

Software

[Current Situation]

We are slowly moving the school over to the Linux OS (Edubuntu distribution) so as to save on licensing costs from Microsoft. Additionally, we are utilizing only those Microsoft licenses that have come with the purchase or donation of new/used machines. This also includes our Microsoft Office suites. An assortment of freeware and low cost shareware applications round out our classroom and lab computers. Our major software expenses are the result of administrative application requirements (SchoolMax, Sagebrush) and municipal software requirements (MUNIS).

Forthcoming expenses are concentrated primarily in the administrative arena, though with the expansion of our capacity, we anticipate additional software costs school wide. Our goal is to avoid OS expenses and budget for productivity software expenses so as to focus on providing resources to our faculty and students rather than feed corporate pocketbooks.

Systems Support

[Current Situation]

The majority of the Wilbur and McMahon School's technical support and professional development is outsourced. This outsourcing provides the school with substantial support of the existing infrastructure, the nursing along of aged hardware, and implementation of our annual expansion projects. With the improvement of our computer systems and infrastructure, the need for time consuming support of aging and underpowered machines will diminish, allowing for either a reduction in our annual support expenses or a redirecting of such expenditures towards professional development (a service provided but under-utilized due to infrastructure requirements).

Additionally, our move away from the Microsoft OS should improve system stability and reduce the load on existing, older machines due to lower system requirements for adequate functionality. This move should also serve to reduce our ongoing support needs.

Our Technology Infrastructure Improvement Plan...

[Hardware & Software]

How we plan to resolve the issues that confront us..

First off, we intend on pursuing as many donation and grant venues as possible over the next three years, as well as offers by the State, so as to acquire sufficient funds to replace the majority of our equipment throughout the school. Additionally, this plan will be put before the Town Council in an effort to increase local spending on technology.

All too often, schools are criticized for spending money on computer equipment rather than "where it's really needed." In the case of Wilbur and McMahon, we need better basic computing long before we can be accused of not using our resources properly. There simply isn't enough quality equipment to achieve anything substantial with, anyway. Our success rate with outdated technology and the degree of functionality we have achieved with it is a testament to our commitment to technology and its survival and growth in our school.

PCs

[Advancement Plan/Solutions]

We intend on continuing our annual computer replacement process as the primary means of altering our current situation. We hope to increase our current replacement rate of 8% to 10% per year starting 2008/2009, 15% per year in 2009/2010, and 20% 2010/11. At this rate, we should achieve a body of computers all less than five years in age by 2012. This should provide us with adequate computing power to meet at least standard educational requirements, and reduce our dependency upon outside funding to achieve this essential goal.

Estimated Cost 2008/2009: \$7,000

Estimated Cost 2009/2010: \$10,000

Estimated Cost 2010/2011: \$14,000

Should external funding become available, a more substantial replacement of machines may occur, though with an eye to mass machine obsolescence. Rather than replace 75% of our technology and then have it all start failing simultaneously in five years (requiring a capital expenditure to resolve), we would replace more reasonable amounts per year over the course of three years and then continue our annual replacement schedule. We have no desire to create new problems for the school in the years to come, but would gladly

implement a more substantial replacement of antiquated machines if possible.

Servers

[Advancement Plan/Solutions]

In light of forthcoming administrative software upgrade requirements, we will need to replace one of our existing servers. Rather than necessitate the purchase of a high-powered server machine, we intend on taking our older server and scrubbing it back to a simpler state so as to provide stable, basic server services to the school. We would then procure a new mid-range server to meet our evolving needs.

This is a major expense, regardless of how we proceed, both in parts and in labor to refurbish our older server, and the service time required to integrate a new application server into our existing domain. This expense will require approval in the 2008/2009 budget or external funding to actualize. Our goal is to perform this upgrade by 2009/2010.

Additional annual server maintenance expense are also anticipated. These include the addition of RAM, replacement of failing hard array member drives, etc. While minimal, it is critical we cover these expenses so as to avoid downtime or loss of functionality.

Estimated Cost 2008/2009: \$500
Estimated Cost 2009/2010: \$6,000
Estimated Cost 2010/2011: \$1,000

Network Infrastructure

[Advancement Plan/Solutions]

The network infrastructure (CAT% wiring, RJ45 jacks, number of drops per room, etc.) throughout the school is in need of maintenance and eventually should be replaced. Plans for the construction of a new school make it tempting to put this issue off, but it will need to be addressed in some manner over the next three years. Re-wiring the school is a physical plant issue outside of the scope of this Technology Plan seeing as sufficient drop point redundancy exists to allow for continued use of the aging system beyond the 2008-2010 Plan timeframe. Unless an unanticipated catastrophic failure of our wiring occurs, we may well be able to avoid this expense altogether by

moving the school into the proposed new building and start fresh with new CAT6 or optical wiring.

As far as network appliances are concerned, an examination of our equipment failure history suggests that we will need to replace one switch per year. We hope to upgrade our switches to gigabit technology should we be forced to replace any, so we will increase our network speed when required to replace system elements. The numerous in-classroom switches that provide access beyond available wall drops will continue to be upgraded in a trickle-down fashion as more essential network appliances are replaced.

Our firewall is adequate to the task of protecting the school, though this, too, will likely need replacement and is being budgeted for in the 2009/2010 school year. Currently, adequate Internet filtering is provided by the State, and what additional filtering we require is adequately done by our SonicWall. A subscription renewal would be helpful but is too expensive to justify in light of the limited advantage of firmware/software updates on an older appliance.

Estimated Cost 2008/2009: \$800
Estimated Cost 2009/2010: \$1,750
Estimated Cost 2010/2011: \$800

Printers

[Advancement Plan/Solutions]

It is our intent to consolidate our printing needs and replace printed media with electronic media whenever possible. To achieve this goal, we intend to redirect current in-classroom printing to 5 localized and centralized high-efficiency laser printing by 2009/10. Color laser printing would become available in the lab only upon acquisition of a color laser printer and is our goal for the 2010/2011 school year unless additional funding becomes available.

Freeware .pdf creation software, the use of e-mail attachments and Instant Messaging software between faculty members, and an online technical request submission form should help us reduce the amount of paper print requests at the administrative level. We currently use the e-Class classroom attendance program to monitor student attendance which has helped reduce daily print demands over the last three years. Classroom printing is likely to remain high in environments where students are required to hand in an actual paper, homework assignment, art project, etc. In an effort to reduce

expense, inkjet printing will be outmoded by 2009/2010 and replaced with laser technology.

Estimated Cost 2008/2009: \$2,000

Estimated Cost 2009/2010: \$3,000

Estimated Cost 2010/2011: \$1,500

Multimedia

[Advancement Plan/Solutions]

We are currently seeking additional funding for some major multimedia technology projects that have been inspired by some of our most generous donors. Utilizing the central and communal nature of our computer lab, we wish to integrate a simple though powerful recording studio and visual art space. With the funding we've received thus far, a SmartBoard will soon reside in our lab that will allow more effective group instruction. Another such device will soon be hung in the school's music room, along with a brand new laptop for recording, mixing, rendering, etc. These items will be in place by the end of 2007/2008. By 2008/2009 we hope to have added approximately 10 USB audio/midi interfaces, microphones and headphones, cabling, a mixer, a pair of monitors and 10 licenses of editing software to our lab so as to allow for a full recording studio environment. It is our intent to make this available to the entire school as an audio resource unmatched in our region and eagerly anticipated by many members of our community.

We also hope to raise and budget money for the acquisition and installation of 10 art tablets and associated software, preferably Adobe Photoshop and Illustrator. By adding these to the lab, we will eliminate the need for additional classroom computers to power such software and hardware, and can provide an alternative input modality for those community members who wish to leave mice behind. Additionally, the addition of additional digital cameras with adequate video capture capacity would be a great help to our art program and our continual documentation of school events. We plan to have this goal accomplished by 2009/2010.

Estimated Cost 2008/2009: \$6,000

Estimated Cost 2009/2010: \$4,500

Estimated Cost 2010/2011: \$2,000

Power Protection

[Advancement Plan/Solutions]

The electrical event issues that confront the school are compounded by the aged wiring in the building. This prevents us from installing full building protection, which (while expensive) might be the best solution for us. As a result, we are in need of a substantial number of Uninterruptible Power Supplies with voltage regulation. Currently, only our most mission critical equipment is protected in this manner, though we hope to include a UPS in our annual computer replacement process so as to achieve full coverage by 2012.

Estimated Cost: Integrated into Annual Computer Replacement Cost

Software

[Advancement Plan/Solutions]

Our software costs are difficult to budget seeing as we can only purchase what we can efficiently run on our systems. If we achieve many of our hardware upgrade goals, our ability to run software will increase and so will the expense. As far as OS software is concerned, we hope to be entirely free of the Windows OS by 2010/11 except where necessitated by mission critical, Windows based software (should any such exist at that point). Wherever and whenever possible, freeware or shareware equivalents to Adobe, Microsoft, Intuit, and other brand name software suites will be implemented wherever necessary. Certain software packages such as MUNIS, SchoolMax and/or WinSchool, Sagebrush, etc. have annual costs associated with them and allow for more accurate estimation of our forthcoming software expenses.

Estimated Cost 2008/2009: \$10,000

Estimated Cost 2009/2010: \$8,000

Estimated Cost 2010/2011: \$7,000

Systems Support

[Advancement Plan/Solutions]

We hope to redirect much of the energy currently devoted to supporting our technology infrastructure to a mixture of support and professional development. Currently, the age and condition of our infrastructure prohibits us from taking full advantage of the services provided by our vendors by limiting us to band-aid level support. As

the infrastructure improves, this line item should diminish in amount and provide us with much needed professional development in addition to hardware support.

Furthermore, when support is needed, it can be requested on cost-saving and efficiency projects such as the continued move away from Microsoft products and expenses and the implementation of faculty requested services. Additionally, our vendors will be more able to focus their energies where really needed and help advance our school rather than constantly scrambling to save our ship from sinking.

Estimated Cost 2008/2009: \$15,000

Estimated Cost 2009/2010: \$12,500

Estimated Cost 2010/2011: \$10,000

Our Existing Technology Integration...

[Curriculum]

What we provide for our teachers and students in and around the classroom...

The biggest obstacle in integrating technology into any curriculum is the amenability of teachers to the use of technology. As discussed in our Professional Development analysis (see below), we have a limited number of faculty members who are proficient in the use of technology. Additionally, our classrooms are mostly underpowered and are thus unable to meet the requirements of teachers who are willing and interested in utilizing technology effectively.

Current examples of technology integration include attendance reporting, universal Internet access, Microsoft Office skill sets (Word, Excel, PowerPoint, Publisher), assorted stand-alone software packages (Math, Reading, Art, Music and Science), school-wide library circulation services, and a smattering of audio/visual editing software packages.

Our computer lab has borne to majority of the burden of providing curricular support since its inception in 2005/2006. Currently, we offer a robotics lab (donor driven), a full range of networked keyboarding applications, presentation design and publication development software, assorted curricular aids for educators, and printing and an array of Internet services.

Administratively, Wilbur and McMahon supports technology for student and faculty data tracking, physical plant maintenance, payroll, and municipal and bookkeeping software suites. Printing and data management is also supported. Our cafeteria runs a POS system to manage student food purchases.

Simply put, our teachers have been unwilling to invest their classroom energies into an under-supported computer program, and with the limited technology available in their classrooms and a dearth of professional development, they have been hesitant to devote too much of their energies to technology. Our art and music teachers have lead the pack as their fields lend themselves to technology more readily than others. Most of our other teachers utilize their computers as an accessory, providing for the occasional educational supplement that is the exception, not the norm.

Our library has become fully computerized thanks to the generosity of our donors, and we are affiliated with the state-wide weather

monitoring program as a result of State funding. Internet access has provided the greatest single venue for computer integration into the curriculum due to its utility as a research and investigative tool and is State subsidized.

Our Technology Integration Improvement Plan...

[Curriculum]

How we plan hope to bring better technology to our teachers and students...

Our first priority to increasing the integration of technology into our classrooms lies in bettering our Professional Development strategy (see below). The success of this venture, however, relies on providing adequate hardware in each classroom (see above). Some of our specific integration improvement goals include:

1. Providing technology instruction to all faculty via regular instructional seminars:

Estimated Cost 2008/2009: \$5,000

Estimated Cost 2009/2010: \$6,000

Estimated Cost 2010/2011: \$7,000

2. Standardize grade level specific technology mastery requirements monitoring process:

Estimated Cost 2008/2009: \$1,000

Estimated Cost 2009/2010: \$0

Estimated Cost 2010/2011: \$0

3. Develop a faculty peer/community member mentoring program:

Estimated Cost 2008/2009: \$0

Estimated Cost 2009/2010: \$0

Estimated Cost 2010/2011: \$0

4. Update and Finalize our Acceptable Use Policy (AUP):

Estimated Cost 2008/2009: \$500

Estimated Cost 2009/2010: \$0

Estimated Cost 2010/2011: \$0

5. Convene regular Technology Planning/Grant Writing meetings:

Estimated Cost 2008/2009: \$0

Estimated Cost 2009/2010: \$0

Estimated Cost 2010/2011: \$0

In order for us to achieve most of these goals, we will need to foster a stronger sense of a technological community, spreading news of successful integrations, projects at other schools, new opportunities for funding, etc. Additionally, subscriptions to any technology-centric educational publications need to be investigated and made available for perusal in common faculty meeting areas. It is our intent to encourage technological discussion amongst our teachers, as well as an ongoing dialogue of possibility and creativity between our faculty and administration. This will be a welcome change from the current dialogue of frustration and service requests.

Hopefully, with a rise in consciousness and interest, the apathy that has limited our integration will diminish and be replaced with a new vitality and greater excitement and confidence. Regular meetings that foster our sense of community will help those teachers who feel unqualified to research or write technology grants bridge the grant gap and help gain much needed funds for projects that capture their interest. Team projects could well become the norm if our community building efforts succeed, bettering the entire community. It is our hope that we succeed most in this area, building a better technological community. Without this, all the equipment in the world will go to waste and our students and faculty will not benefit adequately.

Our Existing Professional Development...

[Educating our Educators]

What we currently provide for the advancement of our teachers' technology skills...

Sad to say, but currently, there is minimal professional development at Wilbur and McMahon Schools. The majority of technology instruction is provided on a peer-to-peer basis, via our outsourced technical support vendors, via the Internet, or from the greater Little Compton community. Unfortunately, none of these can adequately meet the demands of our school without incurring substantial annual expense.

Some of our teachers are more technologically adept than others, and these individuals have helped our school enormously over the years. These teachers are the unsung and uncompensated heroes of Wilbur and McMahon and provide help as able and willing. As a result, their support is not reliable though much appreciated. Additionally, numerous technology skill sets are not covered by these peer supporters, providing spotty coverage of the school's support needs.

Occasional community or state funded seminars, privately funded tutorials and free classes constitute the majority of the formal training our teachers have had access to. This is inadequate as many teachers are unable to attend seminars and classes, and many are simply unwilling to pay for those incurring any personal expense as they consider any such expense to be something the school should be responsible for.

Instructional manuals and how-to books are somewhat common, but not every teacher has the classroom resources and/or time to implement what they learn from them, and the majority are simply comfortable waiting for the day when they actually have adequate resources to tackle curricular technology with.

A noticeable aura of apathy has settled over our classrooms. This results from a lack of reasonable computing power, the inefficiency of the PC as a teaching tool when compared to more expensive and effective teaching tools like SmartBoards, digital projectors and dedicated multimedia equipment. The lone computer sitting in the corner of the room or at the end of the teacher's desk does little to inspire teachers or students to learn unless placed in the hands of a technologically savvy and motivated user.

Our Professional Development Improvement Plan...

[Educating our Educators]

How we plan on helping educate and motivate our educators...

The best way to improve our current Professional Development problem is to begin by polling our faculty in search of areas of technological interest. Once this data has been assessed, we can select from available community instructional resources or outsource if no adequate resource is available. By providing instruction in areas of interest to our faculty, we are likely to increase attendance and inspire creative thinking and energy and improve attendance to other, less intriguing but essential learning events.

A calendar of available seminars will be created at the start of 2008/2009 detailing what is offered when. This calendar will include in-house, volunteer, and outsourced classes ranging in topics, and will be hosted by our computer lab. Attendance to a minimum number of seminars could be made mandatory, though we would prefer attendance to be on a volunteer basis (unless attendance is sub par). Teachers who pursue other venues of complimentary technological advancement would be exempt from such classes.

Additionally, the integration of a technology discussion element into our regular faculty meetings will help maintain an awareness of what is going on in the school and how this Plan is being accepted. As some teachers take the lead and others experience positive technology growth, we hope that the remainder of our community will evolve similarly, moving the entire school forward smoothly.

If resources allow, occasional newsletters or mass e-mailings will be made to keep our community aware of the events, advancements and accomplishments that our school makes. This will also help bond the school together electronically, which is in itself a valuable technological advancement.

Estimated Cost 2008/2009: \$4,000

Estimated Cost 2009/2010: \$4,000

Estimated Cost 2010/2011: \$4,000

Monitoring and Evaluation

Making sure this all happens...

In order to ensure the continuous growth and improvement of the use of technology in the Wilbur and McMahan Schools, a system must be defined to monitor, evaluate, and recommend changes to the process. One of our tasks is to create the tools necessary to obtain feedback and data on the implementation and viability of this Technology Plan as it is implemented.

Quarterly surveys, discussion of student work, monitoring of the types of support and technical requests that faculty submit over the next three years, and parent feedback are some of the ways in which we hope to monitor and evaluate the implementation process. As we gather such information, we will be able to focus our energies more clearly and improve our technological situation more efficiently, making necessary changes as obstacles are encountered or opportunities arise.

To this end, the Technology Committee will establish itself as the primary monitoring, evaluative and communications vehicle for the Wilbur and McMahan Technology Plan. We intend on expanding this Committee to encompass a larger number of faculty members, administrators, consultants, parents and community members so as to better represent our school community.

The Technology Committee will make quarterly recommendations regarding the evolution of this Technology Plan to the Superintendent of Schools and School Principal and/or their designee(s). The School Committee will have final approval of any modification to this Technology Plan.

The Technology Committee will meet several times per school year to support this process and will provide an annual evaluation in addition to their quarterly reports. This annual report will evaluate which Technology Plan goals have been met as well as those which have not been met, any unexpected events/outcomes, and a plan for meeting unmet goals and dealing with unexpected events/outcomes.