

Ticonderoga Central Schools

3 Year Technology Plan

2003-2006

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*Required elements for E-Rate.

**Technology Taskforce Members
2001-2002**

George Brown	International Paper Representative
Pam Bresett	Special Services Chairperson
Matt Cossey	District Computer Technician
William Dodd	Computer Coordinator
Anne Dreimiller	Elementary School Principal
Brian Kiely	Middle School Teacher
Richard McClintock	High School Teacher
John McDonald	Superintendent
Lohr McKinstry	Community Representative
Mary LaVarnway	Middle School Librarian
Maureen Streeter	Middle/High School Teacher
Bruce Tubbs	Middle School Principal

Mission Statement:

Ticonderoga Central Schools is committed to using digital technologies to aid in the presentation of its curriculum and have all students use the technology as appropriate to learn, organize information, and communicate as outlined in state and national learning standards.

Overview

The district has formed a Technology Task Force to act as a district level technology committee. This committee is made up of the district's computer coordinator, superintendent, building principals, teachers from each building, parents of students, and industrial and business representatives from the community. The task of this group is to develop policy, advise, and make recommendations to the school board, principals, and coordinator regarding the use of technology in the district.

District Technology Goals:

Our main goal is to provide equitable access to our technology resources to all students and expect a high standard of appropriate mastery in utilizing the technology to create, organize, store, retrieve, communicate and share information. The faculty and staff are expected to learn and fully utilize the most appropriate technologies to aid in curriculum delivery, for classroom management, for professional development, and to aid students to master appropriate technologies.

To accomplish the above the district will need to provide for staff development and to maintain and upgrade the districts hardware and software.

The Technology Task Force has developed a set of specific exit goals for students that have been adopted by the School Board. They are listed below.

Ticonderoga Central Schools
Exit Goals: (updated: May 2002)

These goals represent the minimum standard we expect all students to achieve.

Elementary School:

K-2

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong-learning, collaboration, personal pursuits, and productivity.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use a variety of media and formats to communicate ideas effectively.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students use technology resources for solving problems and making informed decisions.

3-5

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong-learning, collaboration, personal pursuits, and productivity.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works.
- Students use telecommunications to collaborate, publish, and interact with peers and other audiences.
- Students use a variety of media and formats to communicate ideas effectively.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students use technology resources for solving problems and making informed decisions.

Middle School:

6th

- Teach basic computer vocabulary.
- Produce a business letter using a word processor.
- Use the word processor edit functions (cut, copy, paste, select all, spell check, and thesaurus).
- Use the CD-ROM/Internet as a reference source for projects.
- Use the word processor to create small papers for academic classes.

7th

- Write a story using the computer (including rough drafts, final draft.)
- Create a Power Point presentation.
- Teach file management skills.
- Enhance work with digital imagery.
- Create a database and spreadsheet.

8th

- Use the computer to produce papers using various multi-media elements.
- Use the Internet for research.
- Create a presentation.
- Write a story; create multiple drafts, and a final draft with cover sheet.
- Teach the validity on electronic information.
- Teach the efficient use of the Internet.

High School:

9th

- Use word processing to develop research papers, business letters, lab reports, and essays.
- Use web based simulations for science demonstrations and virtual labs.
- Use CAI for enrichment and remediation.
- Discriminate between valid and invalid web resources.
- Use spelling, grammar checking, and proof reading to produce error free documents.
- Download pictures from the internet to be used in a paper or a coversheet.
- Use online data bases such as “Electric Library” for research.
- Use the career and education planning software “Choices” to complete an interest profile and write an expository essay.
- Start to develop an electronic portfolio of career and education planning activities.

10th

- Use a word processor to generate a letter of application ., acceptable resume., write a book report and prepare a presentation.
- Use the internet to research career opportunities.
- Use “Choices” to complete an on-line occupational survey and skills checklist and add to their portfolio.
- Collaborate with peers and teachers to formulate technology based presentations.
- Students will make use of the school web site for direct learning, to keep up with assignments during absences, and access recommended resources and assistance.

11th

- Use data acquisition probes and computers to gather, store, organize, and help interpret data.
- Use spreadsheets to develop charts and graphs.
- Use the word processor for an “I-search” paper.
- Exploration of Post Secondary School and Occupations Database results.
- Use on-line SAT and ACT preparation programs.
- Utilize e-mail and other resources for communications.
- Use on-line databases such as “IcePac” for on-line literature searches.

12th

- Develop research papers using computer based literature searches, Internet searches, graphics, and multimedia with the appropriate citations.
- Most reports should be completed using a word processor.
- Recognize and use the appropriate technology for work in all courses.
- Extensively use digital technologies where appropriate for a senior research project/presentation such as PowerPoint® and Inspiration®.
- Read literature and discuss themes of technology and its impact on human beings.
- Encourage on-line and distance learning courses for advanced study for seniors who want to pursue undergraduate credit.
- Research and use technology to make choices for the future: college search and applications, job applications, on-line financial information (FAFSA, PROFILE), scholarship searches and applications, and loan and federal government loan applications.

Correlation of Ticonderoga Grade Level Exit Goals and Technology Plan with New York State Mathematics, Science, and Technology Learning Standards.

Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.

Students will be doing this in all areas of the curriculum from second grade to the twelfth grade.

Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Students will be doing this in Science classes in eleventh and twelfth grade using spread sheets and data bases.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply them to these and other areas of learning.

Students will be doing this in ninth, eleventh and twelfth grades in Science and Math using spread sheets, data bases, labs.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Students will be doing this in research papers, projects, and labs in all areas of the curriculum from seventh through twelfth grade.

Correlation of the Ticonderoga Technology Plan with National Education Goals.

Goal 6: Adult Literacy and Learning- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Ticonderoga Central Schools helps adults meet this goal by providing adult education courses in word processing and using the Internet.

Staff Development Plan:

Staff development will be provided through workshops and courses taught in the district, professional development workshops and courses offered outside the district, courses and workshops offered through grants, and self directed use. The district will follow current practices for funding or sponsoring teachers in courses and workshops in and out of district. Funding or sponsoring will be followed as outlined in the grant covering the workshop. The district will allow reasonable access to district resources to faculty and staff. This includes before and after school use of equipment as well as loan of the equipment over extended breaks. Faculty or staff borrowing the equipment will need to fill out an equipment request/agreement to be approved by the building principal. Trainers from NERIC, NCTRC, and in-house will be used to direct the staff development courses. Staff members are compensated for outside time spent in these staff development courses.

The following courses have been developed locally. They form the core of our staff development program and will be offered once or twice per school year and during the summer.

Computers in the Classroom I- An introductory 9 hour (three 2 hour sessions) course in using and incorporating into the curriculum at an introductory level word processing, e-mail, the World Wide Web, and search engines. The district's exit goals and the state and national standards are discussed as related to specific curriculums. A lesson plan integrating technology with a curriculum based lesson is required for completion of the course.

Computers in the Classroom II- Covers further use and curriculum integration of word processing, e-mail, and the World Wide Web (including classroom web pages) in three 2 hour classes. The district's exit goals and the state and national standards are discussed as related to specific curriculums. A lesson plan/project integrating technology with a curriculum based lesson is required for completion of the course.

Introduction to the Internet- Three 2 hour classes on using e-mail, list-serves, the World Wide Web, and search engines. Various Web based teaching and classroom resources are explored. A lesson plan incorporating aspects of the Internet into the curriculum is expected for completion of the course.

Developing Web Pages for your Classroom- Three 2 hour classes on developing web pages for your classroom. The basics of HTML, HTML editors, incorporating graphics and student work in web pages is covered. Teachers are expected to design a web page for their classroom to be mounted on the district web server for this course.

PowerPoint- Three 2 hour classes on using PowerPoint for classroom presentations. Using animation, graphics, clipart, pictures and links to other programs and web sites are discussed

Adding technology to your classroom- Two 2 hour sessions. This workshop is for teachers looking for ideas new technology to use in their classrooms. Covers using the lap top labs in the classroom and some activities for them, connecting and using a LCD projector, using the video

on demand from PBS, web based projects, and look at some software that can be used across the curriculum.

Plato workshop- Two 2 hour sessions. Learn how to use the Plato learning system. Plato is a network based computer assisted learning and management system that runs on PCs. You can use it for enrichment, remediation, and curriculum enhancement. This workshop is for first time users and those who want to review the basics to set up users lists, assignments, view Plato curriculum, and get reports on student progress.

Excel- Two 2 hour sessions. Using the Microsoft Office spreadsheet in the classroom. Do calculations, organize information, make mathematical models, make graphs and charts.