

**New Boston School District Technology Plan
For Grades K – 6**

April 19, 2006

INTRODUCTION

New Boston is a community with 5,000 members situated on the banks of the Piscataquog River, 15 miles from the city of Manchester. New Boston Central School is a Preschool through Sixth Grade elementary school housing approximately 500 students. The teaching staff currently numbers 40, including classroom teachers, specialists, and special education personnel. The school also has 25 support personnel. New Boston Central School is part of SAU19.

This technology plan is designed with the needs of the school and community in mind. It was a collaborative effort of the following group of people. Because it is impossible to predict what significant technological innovations might lie ahead, this Technology Plan must remain a flexible and living document. A Technology Committee will meet monthly to review it and make corrections as appropriate.

New Boston Central School Technology Committee

Rick Matthews (Administration)
Vernie Federer (Technology)
Judy Keefe (Arts)
Carol Hulick (Special Education)
Ellie Weiss (Media Specialist)
Lynn Wawrzniak (1st Grade)
Danielle Wayland (2nd Grade)
David Mudrick (3rd Grade)
Julie McNish (4th Grade)
Paula Racey (5th Grade)
Stephanie Krysiak (6th Grade)

New Boston School Board

Marti Wolf, Chair
David L. Smith, Vice Chair
James Neefe
Audrey Schneider
Paul Scopa

MISSION STATEMENT

In our information age, educators and students must be comfortable with the use of technology for communication, collaboration, and problem solving with others. Technology is a tool to engage individuals and make them more active learners.

It is the mission of the New Boston Central School educational community to engage students in the learning process, to develop their skills in acquiring knowledge, and to demonstrate and exhibit the ability to use knowledge in purposeful and meaningful ways.

VISION

We believe that it is critically important to view technology in schools as a means to an end, rather than strictly as an end in itself.

The utilization of technology should be a tool that enhances instruction for improved student learning.

This technology plan takes New Boston Central School to the School Year 2010/2011. At that time, we envision the following to be true:

General Environment

- Modern computers and learning devices are accessible to all students.
- Classrooms are connected to one another and the outside world.
- Educational software will be an integral part of the curriculum.

Staff

- Staff will be comfortable integrating technology into their curriculum.
- Staff will be comfortable using technology for professional productivity.
- Staff will be provided the appropriate tools to utilize outside resources.
- Staff will be confident about the use of technology in the classroom.

Students

- 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, prepare publications, and produce other creative works.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use technology tools to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Administration

- Administration will use technology to connect the school to the outside world, via the worldwide web.
- Administration, Nursing, Guidance, and Food Service will use technology in daily record keeping.
- Use technology to collect and analyze data related to students' assessments and other student performance data.

CURRENT INFRASTRUCTURE

A local area network (LAN) is established in our building. Internet connectivity is provided as a community service by Adelphia cable. A firewall is installed and content filtering (a service that blocks or “filters” undesirable, dangerous or inappropriate Internet content). The server operating system is Windows 2000. Each student in grades 3rd – 6th has his/her own personal logon and network space.

Current computer systems include:

- 13 computers in our media center
- 27 computers in classrooms
- 8 computers used for administration
- 6 computers used by special education
- 9 laptops used by special education staff
- 9 computers dedicated to students with special needs
- 30 Alpha Smarts dedicated to students with special needs
- 72 Alpha Smarts used by 6th grade students
- 1 wireless mobile cart with 24 laptops

Classroom software applications installed throughout the school are grade level and curriculum appropriate. Administrative applications include:

- Site-based student information management systems
- Financial & payroll system
- Office productivity

Each classroom has a traditional telephone/voice mail system.

INITIATIVES

Professional Development

In addition to providing and supporting appropriate technology, end-users must be trained in the effective use of this technology. It is essential that teachers be prepared to function in a technology-rich student-centered environment. A variety of professional development opportunities must continue to be available to all faculty and staff, and a technology component must be part of the review and assessment process. The ultimate instructional effectiveness of the investment made in technology is dependent on well-trained educators. To provide for assured learning experiences for educators and staff, professional development opportunities must be built into the schedule of teacher workshop days. Professional development activities will focus on using technology to advance student learning.

Curriculum Mapping

Curriculum maps are tools used to document standards, educational units, lesson plans and other elements of curriculum. They document:

- What is taught
- How instruction occurs
- When instruction is delivered

Curriculum maps are important tools for assuring learning experiences, sharing best practices and retaining knowledge and techniques. Curriculum maps can provide administrators and board members with the ability to see how schools are planning students' educational experience and what support is needed to ensure success.

Computerized Assessment

The key to good decision-making is accurate and timely data. Educators and administrators need accurate assessment data to:

- Place students in the appropriate instructional setting
- Focus instruction for students
- Monitor growth in student achievement over time
- Determine student proficiency related to the district standards
- Screen students for Title I eligibility and special education services.

In addition to improving decisions, computerized assessments can:

- Improve the testing experience for students and teachers
- Provide immediate feedback
- Provide parents with better information about their child's growth in achievement
- Decrease testing time
- Increase test security

Computerized assessment began in 2004.

REGULATIONS

Licensing of Commercial Software

All employees (faculty/staff/student) shall use software only in accordance with the license agreement. Any other duplication of licensed software except for backup and archival purposes is a violation of the law. Unlawful duplication of copyrighted computer software is prohibited. The following points must be followed in order to comply with software license agreements:

- All software must be used in accordance with the license agreements.
- No employee (faculty/staff/student) will make or distribute any unauthorized copies of any commercial software.
- All software used by New Boston Central School computers will be properly purchased through appropriate procedures and will be approved by the Principal.

Open Source Software

Open sources software refers to computer programs or operating systems for which the program and the source code is freely available. Inherent in the open source philosophy is the freedom of a distributed community of programmers to modify and improve the code. The advantages of the use of open source software in a public school environment are obvious, and many districts have already embraced it. Not only does the district save the money that would have been spent on commercial software, but the same software used in school can be freely distributed to students and teachers for use at home.

It will be school policy to evaluate and utilize open sources implementations on clients where such use is feasible, economical, and functional.

GOALS AND OBJECTIVES

GOAL I

To provide students and staff with access to current and appropriate technologies.

Objectives

- Provide each classroom with five computers and a printer that meets current software specification.
- Provide each grade level with a projection system.
- Provide each classroom with a cable TV hook up.
- Provide each teacher with a notebook computer.
- Provide a portable lab with 25 computers for each grade level so classes can have lab time.

GOAL II

To provide students and staff with access to current software necessary to support curriculum goals.

Objectives

- Research and purchase software titles to support the school curricula.
- Provide access to Web-based databases.
- Make available to classroom staff, the student information management system.
- Increase licensing to accommodate additional computers, (MS Office, Norton Antivirus, Exchange Access and Server Access).

GOAL III

To train teachers and support staff in the basic and advanced use of technology.

Objectives

- Provide ongoing in-house staff development related to the use of computers and technology in the classroom.
- Provide ongoing opportunities for attendance to technology conferences.
- Support ongoing training and provide continuing education opportunities.
- Provide ongoing training on the use of multimedia tools.
- Provide ongoing training on the use of computers as both an instructional tool and as a classroom management tool.

GOAL IV

To integrate technology into classroom curriculums

Objectives

- Use software tools to prepare teaching materials.
- Use multimedia in conjunction with the curriculum.
- Communicate with colleagues across the school, the state, and the nation through the use of telecommunication.
- Develop lessons that meet the newly adopted curriculums incorporating computers, software, and multimedia learning opportunities.
- Use technology to provide enrichment opportunities for students and staff.
- Implement SAU #19 Technology Standards that guide integration of technology into the curriculums.

GOAL V

To develop student proficiency in gathering and analyzing information with the appropriate technology.

Objectives

Students will be able to:

- Access and search age-appropriate information sources, including on-line databases, the library catalog, and the Internet.
- Analyze information found for accuracy and relevance.
- Explain safety and ethical rules for the use of all reference sources, including the Internet.

Staff will:

- Develop and implement a methodology to evaluate student proficiency in gathering and analyzing information and using technology from all sources.
- Develop guidelines for safe and ethical use of all reference sources, including the Internet.
- Develop lessons to support the safe, ethical and proficient use of all reference sources, including the Internet.

GOAL VI

To enhance students' problem-solving skills, critical-thinking skills, collaboration and teamwork while using current technologies.

Objectives

Students will be able to:

- Create multimedia presentations using a variety of tools.
- Use the computer to perform everyday tasks of learning, such as writing, editing, and creating databases and spreadsheets.
- Supervised collaboration with other students in the school, state, country, and world on current classroom projects.

GOAL VII

To maintain the school's technology equipment and infrastructure.

Objectives

- Maintain *Microsoft®2000* server and workstations.
- Coordinate maintenance agreements with outside vendors (keeping up-to-date).
- Conduct an annual inventory of technology/audio-visual equipment.
- Assess status of technology equipment on a consistent basis.
- Evaluate productivity of technology hardware annually.
- Maintain TV/VCR to be dispersed at locations around the building for convenient and safe use by 27 classrooms.
- Maintain computers that meet current software specifications for administrative tasks and classroom instruction.
- Maintain and replace printers and scanners as needed.
- Add wireless points throughout the building.
- Add additional drops where needed.
- The current useful life of a computer is three-four years for administrative computing and four to five years for instructional computing.

GOAL VIII

To evaluate the effectiveness of technology in the school.

Objectives

- Administer surveys and other evaluation tools periodically to assess:
 - (1) Progress in acquisition of computer skills and knowledge,
 - (2) Usage of computers in classrooms by students and teachers,
 - (3) Attitudes toward use of technology and computers by teachers and students, among other things.
- Develop and/or adapt skills checklist to evaluate student and staff proficiency and technology annually.
- Perform annual review of this Technology Plan.
- Use LoTi to evaluate teacher and support staff proficiency with technology.

GOAL VIII

To enable the library to become the information center of the school and to serve as a focal point for the integration of informational technology into the classroom and curriculum.

Objectives

- Staff the media center with a full-time Library Media Specialist who will:
 - (1) Integrate the Internet as a resource tool.
 - (2) With classroom teacher, will teach students how to use various information resources, including the Internet as an educational tool.
 - (3) Provide training in on-line search techniques to both staff and students.
 - (4) Be a resource for teachers in locating and obtaining technology-based instructional materials for classroom use.

GOAL X

To enable the New Boston community to be involved in the use of technology at New Boston Central School.

Objectives

- Post the Technology Plan on the New Boston Central School Web Page.
- Manage the New Boston Central School Web Page within guidelines for safe and ethical use of the Internet.
- Provide community training in technology through open community lab nights.
- Invite the community to “Sharing Nights” where students present their computer-generated creations.
- Connect to the Whipple Free Library.

Instructional Level Key: I – Introduce, D – Develop, M – Master, R - Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade K

Information Literacy

Instructional Level

Collaborate using technologies to pursue and generate information:

I Collaborates through technology.

Basic Operations

Understands the nature of technology hardware and its operating system:

I Uses input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer).

I Uses knowledge of basic computer terminology.

Demonstrates proficient use of technology and software applications:

I Identifies and uses mouse and keyboard commands to operate programs.

I Uses special function keys (e.g. backspace, caps lock, delete and punctuation).

I Uses appropriate instructional software to improve basic academic skills.

Social Responsibility

Understands there is a social responsibility when using technology:

I Exhibits safe, respectful, and appropriate school-related use of technology and Internet communication.

Instructional Level Key: I – Introduce, D – Develop, M – Master, R – Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 1

Information Literacy

Instructional Level

I **Employs search strategies using technology resources & tools to investigate a topic:**
Searches for a book in the library catalog by keyword.

Basic Operations

D **Understands the nature of technology hardware and its operating system:**
Uses input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer).
D Uses knowledge of basic computer terminology.

D **Demonstrates proficient use of technology and software applications:**
Identifies and uses mouse and keyboard commands to operate programs.
D Identifies and uses special function keys (e.g. backspace, caps lock, delete and punctuation).
I Develops knowledge of basic computer terminology
I Uses appropriate instructional software to improve basic academic skills

Social Responsibility

D **Understands there is a social responsibility when using technology:**
Exhibits safe, respectful, and appropriate school-related use of technology and Internet communication.

Instructional Level Key: I – Introduce, D – Develop, M – Master, R – Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 2

Information Literacy

Instructional Level

D **Employs search strategies using technology resources & tools to investigate a topic:**
Searches for a book on the computer catalog by keyword and title.

I **Analyzes and evaluates the validity and appropriateness of electronic information sources:**
Questions the validity and appropriateness of electronic information sources.
I Extracts information from electronic sources, using note taking strategies (whole class/groups).

Basic Operations

D **Understands the nature of technology hardware and its operating system:**
Uses input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer).
I Knows how to save information.

D **Demonstrates proficient use of technology and software applications:**
Explores special function keys (e.g. backspace, caps lock, delete and punctuation).
D Identifies and uses special function keys (e.g. backspace, caps lock, delete and punctuation).
D Develops knowledge of basic computer terminology
D Uses appropriate instructional software to improve basic academic skills
I Enters and edits text using word processing software.
I Identifies and use file functions.
I Recognizes the Internet as a source of information.
I Understands the concept of e-mail.
I Uses developmentally appropriate multimedia resources to support learning
I Uses appropriate instructional software to improve basic academic skills

Instructional Level Key: I – Introduce, D – Develop, M – Master, R – Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 3

Information Literacy

Instructional Level

Employs search strategies using technology resources & tools to investigate a topic:

- I** Selects appropriate tools and pre-selected technology resources to address a variety of tasks and problems.
- I** Uses computer search strategies such as key words, index headings and directories.

Analyzes and evaluates the validity and appropriateness of electronic information sources:

- I** Extracts information from electronic sources using note taking strategies.
- I** Distinguishes between primary and secondary sources.

Applies a variety of technological resources to gather, synthesize, and present information:

- I** Cites information from multiple electronic sources.

Collaborates using technologies to pursue and generate information:

- I** Communicates data through an electronic medium.

Basic Operations

Understands the nature of technology hardware and its operating system:

- D** Expands knowledge of basic computer terminology.
- D** Prints a document.
- I** Begins to identify and use standard icons, tool bars, and menus.

Demonstrates proficient use of technology and software applications:

- I** Identifies and uses home row on the keyboard.
- D** Uses appropriate instructional software to improve basic academic skills.
- D** Uses a previously set bookmark to access a saved site on the Internet.
- I** Uses a computer program to record and graph data.
- I** Creates a basic classroom multimedia presentation.
- I** Highlights, deletes, copies and moves text; changes font.

Social Responsibility

Understands there is a social responsibility when using technology:

- I** Demonstrates safe, respectful, and appropriate school-related use of technology and Internet communication.
- I** Respects the privacy and confidentiality of other technology users and their products.

Independent Learning

Continually acquires, evaluates, and applies technology for academic growth:

- I** Uses technology to pursue academic interests

Instructional Level Key: I – Introduce, D – Develop, M – Master, R – Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 4

Information Literacy

Instructional Level

Employs search strategies using technology resources & tools to investigate a topic:

- D** Selects appropriate tools and pre-selected technology resources to address a variety of tasks and problems.
- D** Searches the on-line library catalog to find a book by title, subject, author, and key word.

Analyzes and evaluates the validity and appropriateness of electronic information sources:

- D** Extracts information from electronic sources using a variety of note taking strategies.
- D** Distinguishes between primary and secondary electronic sources.

Applies a variety of technological resources to gather, synthesize, and present information:

- D** Gather, cite, and interpret information from multiple technological sources.

Collaborate using technologies to pursue and generate information:

- D** Communicates data through an electronic medium.
- D** Actively contributes to group efforts and encourages consideration and use of ideas and information from all group members.
- D** Collaborates to identify problems and to design, develop and evaluate solutions and products.

Basic Operations

Understands the nature of technology hardware and its operating system:

- I** Learns to use basic features of a digital camera and scanner.
- D** Uses the keypad and identifies numerical operations.
- D** Creates and organizes files and folders.
- D** Advances knowledge of printer options.

Demonstrates proficient use of technology and software applications:

- I** Utilizes function keys on the keyboard.
- I** Begins directed searches on the Internet at saved sites.
- D** Creates a multimedia presentation with sound.
- D** Uses appropriate instructional software to enhance academic skills.
- I** Cuts, copies and pastes text and graphics between files or applications.
- I** Uses thesaurus, spell check and grammar check in computer applications.

Social Responsibility

Understands there is a social responsibility when using technology:

- D** Demonstrates safe, respectful, and appropriate school-related use of technology and Internet communication.
- D** Respects the privacy and confidentiality of other technology users and their products.
- D** Recognizes and avoids copyright violations and plagiarism, and cites electronic references in an acceptable format.

Independent Learning

Continually acquires, evaluates, and applies technology for academic growth:

- D** Through writing, plans the steps needed to find technology information.

Instructional Level Key: I – Introduce, D – Develop, M – Master, R – Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 5

Information Literacy

Instructional Level

- Employs search strategies using technology resources & tools to investigate a topic:**
- D** Selects and uses various databases, tools, and technological resources to address a variety of tasks and problems.
 - D** Searches the on-line library catalog to find a book by title, subject, author, and key word.
- Analyzes and evaluates the validity and appropriateness of electronic information sources:**
- D** Extracts information from electronic sources using a variety of note taking strategies.
 - D** Distinguishes between primary and secondary electronic sources.
 - I** Determines the appropriateness of technology tools and information to address the stated task or problem.
 - I** List key points from electronic information.
- Applies a variety of technological resources to gather, synthesize, and present information:**
- D** Uses a variety of technological resources to gather, synthesize and present information.
- Collaborates using technologies to pursue and generate information:**
- D** Communicates data through electronic mediums.

Basic Operations

- Understands the nature of technology hardware and its operating system:**
- D** Develops and applies knowledge of the digital camera and scanner.
 - I** Develops an understanding of the effects of technology in industry, business and society.
 - D** Creates and organizes files and folders.
 - D** Uses terminology related to the use of computers and technology appropriately in written and oral communications.
- Demonstrates proficient use of technology and software applications:**
- D** Uses keyboard with ease and fluency.
 - D** Expands knowledge of word processing menu options.
 - D** Use appropriate instructional software to enhance academic skills.
 - I** Produces a spreadsheet with assistance that supports curriculum.
 - D** Uses directed searches on the Internet at saved sites.
 - D** Creates a classroom multimedia presentation with sound.
 - D** Cuts, copies and pastes text and graphics between files and applications.
 - I** Charts a graph with labeled axis, legend, key, etc. with assistance.

Social Responsibility

- Understands there is a social responsibility when using technology:**
- D** Demonstrates safe, respectful, and appropriate school-related use of technology and Internet communication.
 - D** Respects the privacy and confidentiality of other technology users and their products.
 - D** Recognizes and avoids copyright violations and plagiarism, and cites electronic references in an acceptable standard format.

Independent Learning

- D** **Continually acquires, evaluates, and applies technology for academic growth:**
- D** Demonstrates the steps needed to find technology information.
- D** Explains and uses strategies for revising, improving, and updating task and uses.

Instructional Level Key: I – Introduce, D – Develop, M – Master, R - Reinforce

**TECHNOLOGY STANDARDS FOR STUDENTS
Specific Grade Level Competencies**

Grade 6

Information Literacy

Instructional Level

- Employs search strategies using technology resources & tools to investigate a topic:**
- M** Searches the on-line library catalog to find a book by title, subject, author, and key word.
 - I** Uses a variety of appropriate databases and technology resources to address a variety of tasks and problems.
- Analyzes and evaluates the validity and appropriateness of electronic information sources:**
- D** Extracts information from electronic sources using a variety of note taking strategies.
 - D** Distinguishes between primary and secondary electronic sources.
 - D** Analyze and interpret the appropriateness of electronic tools and information to the stated task.
 - D** Paraphrase information from electronic sources.
- Applies a variety of technological resources to gather, synthesize, and present information:**
- D** Uses, cites, and presents information from multiple electronic sources.
- Collaborates using technologies to pursue and generate information:**
- D** Communicates data through electronic mediums.

Basic Operations

- Understands the nature of technology hardware and its operating system:**
- D** Applies knowledge of the digital camera and scanner.
 - D** Understands the effects of technology in industry, business and society.
 - I** Creates a shortcut on the desktop.
 - I** Deletes a file and understands the nature of the recycle bin.
 - D** Understands directory structures to locate a file.
 - M** Creates, organizes, and manages files and folders.
- Demonstrates proficient use of technology and software applications:**
- D** Uses thesaurus, spell check and grammar check in computer applications.
 - D** Broadens and narrows a search term on the Internet at a saved site.
 - D** Expands knowledge of multimedia presentation software – individual/group.
 - D** Enters labels, numbers, and formulas in a cell in a spreadsheet.
 - D** Uses appropriate instructional software to enhance academic learning.
 - D** Charts a graph with labeled axis, legend, key, etc. with assistance.
 - D** Cuts, copies and pastes text and graphics between files or applications.

Social Responsibility

- Understand there is a social responsibility when using technology:**
- M** Demonstrates safe, respectful, and appropriate school-related use of technology and Internet communication.
 - M** Respects the privacy and confidentiality of other technology users and their products.
 - M** Recognizes and avoids copyright violations and plagiarism, and cites electronic references in an acceptable standard format.

Independent Learning

- D** **Continually acquires, evaluates, and applies technology for academic growth:**
Expresses information and ideas creatively using a variety of technology formats.

**ACTION PLAN
2005 - 2006**

Present a budget of \$12,000.00 to support the following projected projects:

- Present revised Technology Plan to the New Boston School Board.
- Purchase camcorders, computer, and software for Video Editing.
- Purchase digital cameras to teach digital photography.
- Purchase digital cameras for each grade level.
- Provide miscellaneous technology tools to support the curriculum where required.
- License software as required.
- Update student information database to allow teachers view access from their classroom.
- Provide cable hookup in classrooms.

ACTION PLAN
2006 – 2007

Present a budget of \$29,000.00 to support the following projected projects:

- Replace outdated classroom and administrative systems with new technology where feasible.
- Provide miscellaneous technology tools to support the curriculum where required.
- Continue to provide outside teacher training opportunities.
- Provide Web based staff training.
- Apply for Grants to purchase 2 Smart Boards.
- Apply for Grants to purchase a Mobile Lab.
- Purchase school wide software.
- License software as required.
- Purchase 21 computers for classrooms.

**ACTION PLAN
2007 - 2008**

Present a budget of \$30,000.00 to support the following projected projects:

- Evaluate effectiveness of technology plan to-date.
- Provide notebook computers for all teachers/administrators.
- Implement teacher web pages.
- Purchase software as requested by teachers.
- Purchase a projector for each grade level.
- Add the Grade Book module to our student information database.
- Place wireless points throughout the building.
- Apply for Grants to purchase 2 Smart Boards.
- Upgrade Office 2000 to latest version.
- Apply for Grants to purchase a Mobile Lab.
- License software as required.
- Purchase 21 computers for classrooms.

**ACTION PLAN
2008 – 2009**

Present a budget of \$28,000.00 to support the following projected projects:

- Evaluate effectiveness of technology plan to-date.
- Replace outdated classroom and administrative systems with new technology where feasible.
- Provide miscellaneous technology tools to support the curriculum where required.
- Add the Health Module to our student information database.
- Develop a student portfolio process.
- Apply for Grants to purchase 2 Smart Boards.
- Apply for Grants to purchase a Mobile Lab.
- Purchase 21 computers for classrooms.
- Purchase software as requested by teachers.
- License software as required.

**ACTION PLAN
2009 – 2010**

Present a budget of \$28,000.00 to support the following projected projects:

- Evaluate effectiveness of technology plan to-date.
- Provide miscellaneous technology tools to support the curriculum where required.
- Apply for Grants to purchase 2 Smart Boards.
- Apply for Grants to purchase a Mobile Lab.
- Purchase 21 computers for classrooms.
- Purchase software as requested by teachers.
- License software as required.

**ACTION PLAN
20010 – 2011**

Present a budget of \$28,000.00 to support the following projected projects:

- Evaluate effectiveness of technology plan to-date.
- Provide miscellaneous technology tools to support the curriculum where required.
- Purchase 21 computers for classrooms.
- Apply for Grants to purchase 2 Smart Boards.
- Apply for Grants to purchase a Mobile Lab.
- Purchase software as requested by teachers.
- License software as required.