



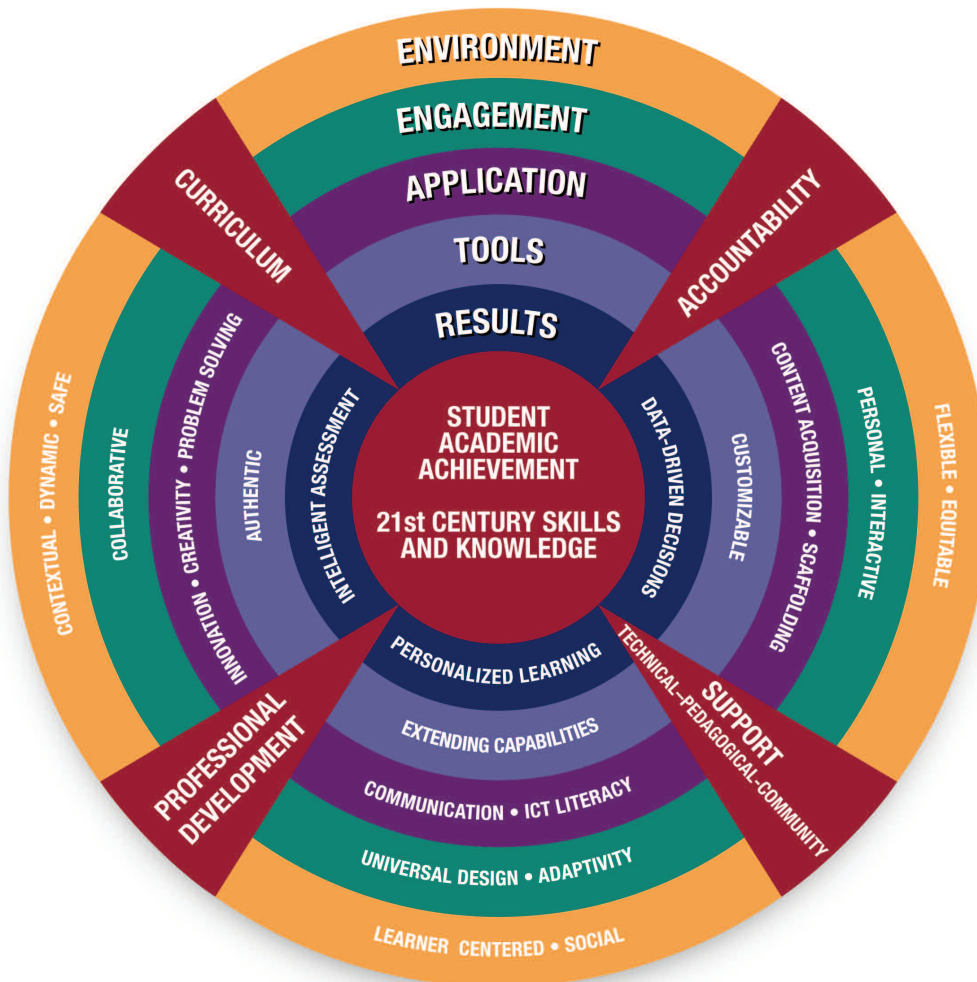
**Goochland County Public
Schools
Technology Planning Toolkit
January, 2010**

VDOE Technology Plan 2010-2015
Universal Design for Learning
GCPS Tech Plan 2004-2010

http://www.doe.virginia.gov/support/technology/edtech_plan/plan.pdf
http://www.glnd.k12.va.us/technology/plan_execsummary.pdf
http://www.glnd.k12.va.us/index/instruction/technology_plan/

Conceptual Framework

Educational Technology Plan for Virginia: 2010-15



The conceptual framework shows five focus areas for educational technology in Virginia between 2010 and 2015:

- Schools need to consider physical and virtual **environments** in new and innovative ways to support learning activities.
- Educators must employ multiple ways to engage students in learning through technology. This **engagement** should reflect student learning styles, cultural backgrounds, and personal interests.
- Students need to understand the proper **application** of technology tools (i.e., choosing and applying the most appropriate technology for communicating and problem solving) and to be creative and innovative.



2010-15

Goals, Objectives, Strategies, and Evaluation Strategies



The *Educational Technology Plan for Virginia: 2010-15* imparts state-level goals and objectives grounded in a foundation of research and based on identified needs (see Appendix B). School divisions must develop locally appropriate strategies and measures that address these statewide goals and objectives while, at the same time, leveraging their unique strengths and minimizing the gaps between promise and practice. Beyond the goals and objectives of the state's plan, division technology committees may create effective plans by adding goals and objectives that support division missions and visions.

Virginia school divisions are practiced in the art and science of good planning procedures. Division technology plans need to follow these procedures, reflect state and local goals, and be useful to all stakeholders. With an increased emphasis on supportive data collection, divisions also must collect appropriate and useful information during the evaluation phase of the planning cycle.

The Virginia Department of Education has generated some tools to help divisions formulate their technology plans. An alignment document focuses on both the planning process and the plan itself (see Appendix C). Additionally, the Department has developed an outline of the educational technology data that must be collected.

Goal 1: Provide a safe, flexible, and effective learning environment for all students

Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

Strategy 1.1.1: Expand course offerings for students through Virtual Virginia.

Evaluation Strategy: Before and after, analyze the frequency counts of courses offered through Virtual Virginia.

Strategy 1.1.2: Enhance Virtual Virginia courses to promote greater flexibility and engagement for learners.

Evaluation Strategy: Describe the number and types of media enhancements to Virtual Virginia.

Evaluation Strategy: Analyze the user assessments of flexibility and engagement.

Strategy 1.1.3: Provide statewide access to Web-based content, tools, and collaborative spaces.

Evaluation Strategy: Analyze use data to determine frequency of access to Web-based content, tools, and collaborative spaces.

Strategy 1.1.4: Leverage higher education partnerships to assist schools in instructional design and media production.

Evaluation Strategy: Document how the number and types of higher education partnerships differ from previous years.

Evaluation Strategy: Describe the types, quantity, and perceived quality of instructional and technical assistance provided by higher education partnerships.

Evaluation Strategy: Describe the extent to which these partnerships are accessible and useful with regard to delivering appropriate and challenging curricula.

Evaluation Strategy: Document the professional development program attendance and perceived quality.

Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.

Strategy 1.2.1: Provide resources and support for one instructional technology resource teacher (ITRT) per 1,000 students to assist teachers in integrating technology into teaching and learning.

Evaluation Strategy: Document the resources and support provided by the state to reach this objective.

Evaluation Strategy: Describe the ratio of ITRT to students by school division.

Evaluation Strategy: Describe the extent to which the actual count matches the one ITRT per 1,000 students guideline.

Strategy 1.2.2: Provide resources and support for one technical support position per 1,000 students to ensure that technology and infrastructure is operational, secure, and properly maintained.

Evaluation Strategy: Document resources and support provided by the state to reach this objective.

Evaluation Strategy: Describe the ratio of technical support personnel to students by school division.

Evaluation Strategy: Describe the extent to which the actual count matches the one technical support position per 1,000 students guideline.

Strategy 1.2.3: Facilitate the implementation of fiber and 100 Mbps to 1 Gbps Ethernet to every school.

Evaluation Strategy: Describe state-level efforts to facilitate this objective.

Evaluation Strategy: Describe the extent to which fiber and 100 Mbps to 1 Gbps Ethernet have been implemented in every school.

Strategy 1.2.4: Facilitate the implementation of wireless access to the Internet in every school.

Evaluation Strategy: Describe state-level efforts to facilitate this objective.

Evaluation Strategy: Describe the extent to which wireless access has been implemented in every school.

Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Strategy 1.3.1: Identify, develop, disseminate, and maintain resources to support the effective use of technology in all curricula by teachers at all levels of integration expertise.

Evaluation Strategy: Examine the extent to which the state identifies, develops, disseminates, and maintains the resources needed to support the effective use of technology across curricula and at varying levels of integration expertise.

Strategy 1.3.2: Leverage public/private/nonprofit partnerships to provide professional development focused on technology integration strategies and the development of teachers' and administrators' 21st century skills.

Evaluation Strategy: Document how the number and types of partnerships differ from previous years.

Evaluation Strategy: Describe the types, quantity, and perceived quality of professional development provided by partnerships.

Evaluation Strategy: Describe the extent to which these partnerships focus on technology integration and 21st century skills.

Evaluation Strategy: Document the professional development program attendance.

Strategy 1.3.3: Support pilot projects to help educators better understand the impact of new and emerging technologies on the learning environment and develop strategies to integrate them effectively into schools.

Evaluation Strategy: Document the state's efforts to support pilot projects.

Evaluation Strategy: Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

Evaluation Strategy: Document the new and emerging technologies and strategies for technology integration in schools.

Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Strategy 2.1.1: Facilitate the development or use and delivery of innovative professional development that promotes collaboration.

Evaluation Strategy: Describe the development of professional development opportunities.

Evaluation Strategy: Describe the types, scope/extent, and accessibility of the professional development offered.

Evaluation Strategy: Describe the extent to which these opportunities facilitate the development or use and delivery of innovative professional development that promotes collaboration.

Evaluation Strategy: Document the professional development program attendance.

Strategy 2.1.2: Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.

Evaluation Strategy: Describe how the state facilitates professional development opportunities.

Evaluation Strategy: Describe the development of professional development opportunities for each core curricular content area.

Evaluation Strategy: Describe the types, scope/extent, and accessibility of the professional development offered.

Evaluation Strategy: Document the professional development program attendance.

Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Strategy 2.2.1: Provide reasonable access to Internet-connected devices that offer students the flexibility to learn anytime, anywhere.

Evaluation Strategy: Describe the state's role in providing access to Internet-connected devices.

Evaluation Strategy: Tabulate the number of Internet-connected devices per student by division, locality, and grade level.

Evaluation Strategy: Describe access policies.

Evaluation Strategy: Describe student use records.

Strategy 2.2.2: Identify and disseminate information and resources to assist schools in evaluating the interactive and universal design features of hardware, software, and Internet sites.

Evaluation Strategy: Describe ways the state identifies and disseminates hardware, software, and Internet evaluation information.

Strategy 2.2.3: Identify and disseminate information and resources to assist schools in developing and maintaining personal learning plans for all students.

Evaluation Strategy: Describe ways the state assists schools in developing personal learning plans.

Evaluation Strategy: Describe methods of information dissemination.

Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Strategy 2.3.1: Identify and disseminate best practices and resources to promote the integration of Internet safety and security throughout the curricula.

Evaluation Strategy: Describe methods of identifying best practices with regard to Internet safety and security.

Evaluation Strategy: Describe the best practices identified and methods of information dissemination.

Strategy 2.3.2: Monitor the implementation of Internet safety policies and programs and provide technical assistance and support to ensure that schools have effective programs and policies.

Evaluation Strategy: Describe monitoring methods.

Evaluation Strategy: Describe the types and availability of technical assistance and support.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Objective 3.1: Provide and support professional development that increases the capacity of teachers to

design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

Strategy 3.1.1: Identify and disseminate information and resources that help schools provide ongoing, personalized, and just-in-time professional development for teachers implementing technological and pedagogical innovations.

Evaluation Strategy: Describe the identification of resources.

Evaluation Strategy: Describe the dissemination of information.

Evaluation Strategy: Describe the extent to which these information sources are accessible and useful with regard to giving ongoing, personalized, and just-in-time support.

Strategy 3.1.2: Enhance curricula using Internet resources and software that encourage creativity, collaboration, and problem solving.

Evaluation Strategy: Describe curriculum enhancement (list of Web resources and software, including their instructional objectives).

Evaluation Strategy: Describe the availability of resources.

Evaluation Strategy: Describe access to these resources.

Strategy 3.1.3: Promote the safe and responsible use of social media.

Evaluation Strategy: Describe the state's efforts to promote safe and responsible use of social media.

Strategy 3.1.4: Provide opportunities for students to participate in global communication and collaboration.

Evaluation Strategy: Describe the state's efforts to provide students with opportunities to participate in global communication and collaboration.

Strategy 3.1.5: Identify and disseminate resources to help school boards and administrators develop and evaluate technology policies that effectively balance the need for instructional innovation with safety and security.

Evaluation Strategy: Describe the identification and dissemination procedures that help school boards develop and evaluate technology policies.

Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.

Strategy 3.2.1: Identify and disseminate information and resources to ensure that schools can effectively assess and report ICT literacy.

Evaluation Strategy: Describe the identification and dissemination procedures that help school boards develop and evaluate technology policies.

Strategy 3.2.2: Monitor the assessment of ICT literacy in schools and provide technical assistance and support to schools as needed.

Evaluation Strategy: Describe the monitoring processes.

Evaluation Strategy: Describe the technical assistance efforts.

Evaluation Strategy: Describe the support efforts with regard to helping localities find resources to assess ICT literacy.

Strategy 3.2.3: Provide and support high-quality professional development focused on the acquisition and application of ICT skills for teaching, learning, and school management.

Evaluation Strategy: Describe the development of ICT-related professional development for teaching, learning, and school management.

Evaluation Strategy: Describe the types, scope/extent, accessibility, and perceived quality of the professional development offered.

Evaluation Strategy: Document the professional development program attendance.

Strategy 3.2.4: Provide opportunities for teachers and students to learn to deconstruct and construct media messages.

Evaluation Strategy: Describe the opportunities provided to teachers and students to deconstruct/construct media messages.

Evaluation Strategy: Document the state-recommended media literacy guides.

Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Strategy 3.3.1: Identify and disseminate information about technology tools and systems to help schools implement cognitively-based assessments.

Evaluation Strategy: Describe the identification and dissemination process for technology tools and systems that facilitate cognitively-based assessments in schools.

Strategy 3.3.2: Design and implement pilot projects to explore technology-based assessment models that tightly integrate curricula, instruction, and assessment.

Evaluation Strategy: Describe the processes of designing the pilot programs.

Evaluation Strategy: Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

Evaluation Strategy: Document the projects' strategies for integrating curricula, instruction, and assessment into schools.

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.

Strategy 4.1.1: Provide tools that extend students' capabilities, can be customized to meet individual needs and preferences, and support learning.

Evaluation Strategy: Determine the frequencies of personal computing device distribution, specifically (a) how personal computing devices are customized and (b) how the options for customization support learning.

Strategy 4.1.2: Provide opportunities for students to learn and apply ICT skills in local and community settings using a variety of authentic tools.

Evaluation Strategy: Describe how and the extent to which the state provides students with opportunities to learn and apply ICT skills; describe the programs designed to teach students about ICT skills.

Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Strategy 4.2.1: Provide and support high-quality professional development to assist educators in evaluating and integrating technology tools in ways that foster effective student use.

Evaluation Strategy: Describe the state's role in providing professional development opportunities.

Evaluation Strategy: Describe the types, scope/extent, and accessibility of the professional development offered.

Evaluation Strategy: Describe how the professional development assists educators in evaluating and integrating technology tools in ways that benefit student learning.

Evaluation Strategy: Document the professional development program attendance.

Strategy 4.2.2: Provide ongoing just-in-time support to assist teachers in effectively integrating a variety of technology-based tools into teaching and learning.

Evaluation Strategy: Describe the state's role in providing ongoing and just-in-time support.

Evaluation Strategy: Describe the types of ongoing and just-in-time support and how they assist educators in evaluating and integrating technology tools in ways that benefit student learning.

Strategy 4.2.3: Provide timely and effective technical support to ensure that all tools and the network that supports them are installed and maintained properly.

Evaluation Strategy: Describe the state's role in providing technical support.

Evaluation Strategy: Describe the types of technical support available.

Evaluation Strategy: Describe the extent to which technical support is timely and effective with regard to technology installation and maintenance.

Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Strategy 4.3.1: Identify and disseminate information about new and emerging technologies.

Evaluation Strategy: Describe methods of identifying and disseminating information about new and emerging technologies.

Strategy 4.3.2: Design and implement pilot projects to evaluate a variety of personal computing devices.

Evaluation Strategy: Document the state's efforts to support pilot projects.

Evaluation Strategy: Document the processes of designing and implementing the pilot projects.

Evaluation Strategy: Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

Evaluation Strategy: Describe the methods of the pilot projects for evaluating personal computing devices.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.

Strategy 5.1.1: Model the use of data to inform strategic plans and purchases.

Evaluation Strategy: Describe how the state uses data to inform strategic plans and purchases.

Evaluation Strategy: Describe how the state models data use to divisions and locales to inform strategic plans and purchases.

Strategy 5.1.2: Conduct an annual survey and provide local education agencies with an annual statewide technology status report.

Evaluation Strategy: Document when, where, and how the survey is conducted.

Evaluation Strategy: Document the dissemination of survey results.

Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.

Strategy 5.2.1: Provide training and support to help ITRT interpret data and assist teachers in using technology effectively to address data-supported needs.

Evaluation Strategy: Describe the state's role in providing ITRT training.

Evaluation Strategy: Describe the types, scope/extent, and accessibility of the professional development offered.

Evaluation Strategy: Describe how professional development enables ITRT to use student achievement data to help teachers use technology in ways that optimize student learning.

Strategy 5.2.2: Identify and disseminate resources to assist ITRT in training teachers to disaggregate, interpret, and use data for instructional improvement.

Evaluation Strategy: Describe the types of resources disseminated.

Evaluation Strategy: Describe the dissemination processes.

Evaluation Strategy: Document how these resources help ITRT use student achievement data to inform teachers about ways to improve instructional technology to enhance student learning.

Objective 5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.

Strategy 5.3.1: Design and implement pilot projects that support technology-based assessments, including simulations and game environments, innovative delivery platforms, and multiple ways for students to demonstrate understanding.

Evaluation Strategy: Describe the processes of designing the pilot programs.

Evaluation Strategy: Describe the number, types, locations, and scope/extent (breadth and depth) of the pilot projects.

Evaluation Strategy: Describe the technology-based assessments that are developed.

[skip navigation](#) -- [site map](#) Search

[Home](#) [About CAST](#) [Research & Development](#) [Professional Development](#) [Policy & Practice](#) [Publications](#)
[Learning Tools](#)

[Home](#) > [Research & Development](#) > [What is Universal Design for Learning?](#)

[Research &
Development](#)

[R&D Projects](#)

▸ [What is Universal
Design for
Learning?](#)

[FAQs](#)

What is Universal Design for Learning?

In today's schools, the mix of students is more diverse than ever. Educators are challenged to teach all kinds of learners to high standards, yet a single classroom may include students who struggle to learn for any number of reasons, such as the following:

- Learning disabilities such as dyslexia
- English language barriers
- Emotional or behavioral problems
- Lack of interest or engagement
- Sensory and physical disabilities

Teachers want their students to succeed, but a one-size-fits-all approach to education simply does not work. How can teachers respond to individual differences?



Universal Design for Learning calls for ...

- *Multiple means of representation*, to give learners various ways of acquiring information and knowledge,
- *Multiple means of action and expression*, to provide learners alternatives for demonstrating what they know,
- *Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation.

Read the new [UDL Guidelines](#).

CAST's solution is called Universal Design for Learning (UDL). UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences.

"Universal" does not imply a single optimal solution for everyone. Instead, it is meant to

underscore the need for multiple approaches to meet the needs of diverse learners.

UDL mirrors the universal design movement in architecture and product development. Think of speakerphones, curb cuts, and close-captioned television—all universally designed to accommodate a wide variety of users, including those with disabilities.

Embedded features that help those with disabilities eventually benefit everyone. UDL uses technology's power and flexibility to make education more inclusive and effective for all.



Recent research in neuroscience shows that each brain processes information differently. The way we learn is as individual as DNA or fingerprints. In its research, CAST has identified three primary brain networks and the roles they play in learning.



Recognition networks

Gathering facts. How we identify and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks—the "what" of learning.

Strategic networks

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks—the "how" of learning.

Affective networks

How students are engaged and motivated. How they are challenged, excited, or interested. These are affective dimensions—the "why" of learning.

UDL principles help educators customize their teaching for individual differences in each of these three brain networks. A universally-designed curriculum offers the following:

Multiple means of representation
to give learners various ways of

acquiring information and knowledge

Multiple means of action and expression to provide learners alternatives for demonstrating what they know, and

Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn

Flexible digital media makes it easier than ever to provide these multiple alternatives and therefore customize teaching and learning.

Imagine that students who have always been left behind finally have the opportunity to learn—and to love learning. With Universal Design for Learning, CAST is bringing the hopes of tomorrow alive in today's classrooms.

To learn more about UDL, visit the Teaching Every Student website at
www.cast.org/teachingeverystudent



[Home](#) | [About CAST](#) | [Research & Development](#) | [Professional Development](#) | [Policy & Practice](#) | [Publications](#) | [Learning Tools](#)

[Site Map](#) | [Accessibility Policy](#) | [Privacy Policy](#) | [Legal Disclaimer](#) | [© Copyright](#) CAST, Inc. 1999-2009.

CAST 40 Harvard Mills Square (map: 40 Foundry Street), Suite 3 | Wakefield, MA 01880-3233 | TEL (781) 245-2212 | EMAIL cast@cast.org



2010-15

Conclusion

The five components of this technology plan conceptually stand alone on the framework graph. In reality, however, their planning and execution must be seamless. When technology is used effectively, it is difficult to discern the differences among environment, engagement, application, tools, and results. As such, each school and division must enact education plans that implement all five components collectively.

The demands of the 21st century compel schools to incorporate technology in ways that open worlds that were never before possible. Technology “can help the nation’s schools deliver a world class education that will improve student achievement and develop 21st century skills” (CEO Forum, 2001, p. 5).

The success of students and schools is not completely dependent on technology alone. Several factors are important to fostering a technology-rich environment:

- 1. Create a learning environment that supports 21st century learning and that opens limitless possibilities for students.**
- 2. Engage students in ways that personalize learning and encourage collaboration.**
- 3. Ensure proper application of technology to encourage acquisition of content and engage students in real-life learning situations.**
- 4. Understand the capabilities of the technology tools and identify authentic tools that prepare students for the 21st century world.**
- 5. Use technology to gauge results and make decisions about further planning and purchasing.**

As educators think more deeply about these factors, schools will begin to realize the potential technology offers for teaching and learning.

Perhaps the most important message in creating a successful learning environment through technology is the context, needs, and characteristics of the school. There is no perfect solution for integrating technology into schools; rather, technology should be custom-designed to meet the needs of each individual classroom (Koehler & Mishra, 2008). This customization should empower schools to recognize the true potential of technology for each student. Flexibility allows technology to be manipulated and adapted to meet the varying needs of teachers and students. It is important for schools to recognize and outline clear teaching goals and objectives and then plan to incorporate technology into those objectives.

The North Central Regional Educational Laboratory (NCREL) surveyed various schools to determine their individual contributions to academic success. The study revealed that high-performing schools use technology appropriately to meet their goals and that “educational technology . . . can help create and maintain” a successful learning environment (NCREL, 2004, p. 5). In addition, teachers in the participating schools “use technology as a tool . . . but do not regard technology as sufficient in itself to ensure academic success” (p. 5).

The clear message here is that while technology can bring new and innovative opportunities to the classroom, the more important consideration is its value and applicability to meeting each school’s goals and objectives. This occurs through understanding these goals and objectives, learning about the capabilities of the technology, and carefully planning for technology use and application in the educational environment. By understanding these factors thoroughly, schools will use time and resources efficiently and effectively while creating opportunities for student academic success.

Division Plan Alignment • 2010-15

The state's technology plan provides a framework for new division technology plans, suggesting potential courses of action for local strategies. Each focus area (identified by the descriptors in each ring) is a factor that encourages effective technology use. The four key educational components that cross through the focus areas are where technology affects the educational process. The "Goals, Objectives, Strategies, and Evaluation Strategies" move the education system toward more efficacious technology use to support the end goals of teaching and learning.

Each division plan should clearly illustrate the **process** that was followed in developing the plan and the particular **actions** the division intends to take regarding educational technology (e.g., goals, objectives, strategies). The statewide framework serves as a guideline for how division technology planning committees should examine educational technology and develop their plans. It can help them organize their research and the factors that should be considered, including *prompts* for specific facets. The framework demonstrates how all the various focus areas interrelate with one another and with the school system as a whole.

Each division plan must include the following:

- I. Cover Page (identify division, effective dates of plan, URL)
- II. Table of Contents
- III. Executive Summary
- IV. Process
 - A. Summary of connections to the division's mission, vision, etc.
 - B. Summary of work of the planning committee and its benchmarks
 - C. Summary of the evaluation process and planned update cycle
 - D. Conclusions from Needs Assessment
- V. Actions (goals, objectives, strategies, and evaluation strategies)
 - A. State goals and objectives with local strategies and measures
 - B. Any additional local goals, objectives, strategies, and measures tied to division mission, vision, etc.
- VI. Appendix 1: Timetable and Budget for goals, objectives, strategies, and measures (at a minimum, Appendix 1 must be updated after three years, even if the plan covers six years)
- VII. Appendix 2: Division AUP (with most recent date it was amended): As required by law, it must include all elements.
- VIII. Appendix 3: Summary of Internet safety program for 2008-10 (including process for adjusting program based on evaluation)

Alignment Checklist

Each division must complete and submit this checklist with its plan for the Virginia Department of Education to review.

Planning Process

1. Planning committee group includes all stakeholders (including parents and other elements of community).

Evidence: List of planners includes wide variety of stakeholders and/or other ways of receiving input.

Note page numbers:

2. Planning committee collaborates regularly.

Evidence: Dates of planning meetings (face-to-face or electronic) and benchmarks are included in the plan or posted on division Web site.

Note page numbers or URL:

3. Division's mission and vision—and its comprehensive plan's goals and objectives—have been reviewed to inform priorities in relation to its technology plan's goals, objectives, and strategies.

Evidence: Introduction to plan references specific divisionwide priorities.

Note page numbers:

4. Needs assessment has been conducted.

Evidence: The plan includes a summary of the needs assessment findings (no need to include the complete findings). The needs assessment must be done before or during the planning process and within the last year. The needs assessment must include staffing, infrastructure, training (including pedagogical approaches), and tools. Resources (i.e., budget, partnerships, and other supporting mechanisms) should be identified to help realistically frame the plan's goals, objectives, and strategies.

Note page numbers:

5. Evaluation is planned as a yearly process.

Evidence: The evaluation must also include a process by which results of the evaluation are incorporated into the plan over time.

Note page numbers:

Actions

1. State goals and objectives are included as part of the division plan; planning committee develops local strategies.

Evidence: List of goals and objectives, along with strategies and measures, meets this requirement.

Note page numbers:

2. Division may include other goals and objectives as determined by planning committee, but these must be tied to divisionwide priorities.

Evidence: List of goals and objectives, along with strategies and measures, meets this option.

Note page numbers (or N/A):

3. Plan includes a reasonable timetable for implementation as well as a reasonable budget.

Evidence: Timetable and budget are included.

Note page numbers:

4. Plan is available on the division's Web site.

Evidence: URL is provided on cover sheet of plan.

5. The evaluation of the plan looks at both the "big picture" and at the specifics. The end goal is not to use more technology but to use technology more effectively to meet educational goals.

Evidence: The evaluation of the effectiveness of the plan focuses on this question: "Did we help meet statewide and divisionwide priorities as stated in our plan?" Each strategy should have at least one defined measure as well.

Note page numbers:

Join Us!

The school board meets at 7 PM on the second Tuesday of each month, in the Goochland High School Auditorium.

You can now communicate with the school board. Find individual e-mail addresses for each school board member opposite, right.

School Board

Goochland County School Board

The School Board consists of **five members each elected for a four-year term**. The School Board is responsible for the total operation and progress of the school system. The School Board meets in regular sessions at **7:00 p.m. on the second Tuesday of each month in the auditorium of Goochland High School**. Meetings are open to the public and citizens are encouraged to attend. School Board policies and regulations are available at the Goochland County Public Library and all schools within the district.

Download the 2009-10 SY calendar in PDF format.

Download the 2009-10 SY Budget in PDF format.

Download the 2009-10 SY Code of Conduct in PDF format.

Division Crisis Plan for Flu Pandemic

Goochland County's Vision and Mission

We are committed to providing all students with an education to assure quality learning and living in the 21st century.

Our efforts will focus on meeting the intellectual, personal, social, and career preparation needs of all students.

School Board Members

The school board clerk is Mrs. Diane Bennett.

District 1

Mr. James L. Haskell
Belvidere
Hadensville, VA 23067
457-4161



Contact Mr. Haskell by e-mail



District 2

Mr. Raymond A. Miller, Chairperson
4465 Riddles Bridge Road
Goochland, VA 23063



Contact Mr. Miller by e-mail 457-4602

District 3

Mr. Ivan O. Mattox, Sr.
1516 Hill Top Circle
Maidens, VA 23102
556-2246



Contact Mr. Mattox by e-mail

District 4

Mr. Andrew A. Meng III
1436 Cardwell Road
Crozier, VA 23039
784-3866



Contact Mr. Meng by e-mail

District 5

Mr. Maxwell G. Cisne, Vice-Chairperson
8 Partridge Hill Road
Richmond, VA 23233
784-3158



Contact Mr. Cisne by e-mail

School Division Goals

I. High Achievement

We will place emphasis on focused curriculum, the development of creative and independent

- Black students, Hispanic students, Limited English Proficiency students, students identified as disadvantaged, and students with disabilities will participate and perform in numbers and at levels proportionate with representation in the student population. Disproportionality will be reduced by at least half of the difference each year.

Involved Community

- A community internship program, implemented during the 2007-08 school year, will continue to expand each school year as measured by successful completion of an internship by increasing numbers of students.

Quality Personnel

- Salary scales for all employee groups will be maintained that meet 100% of a defined market that includes Henrico County, Hanover County, Chesterfield County, and Louisa County.
- The Goochland County Public School Recruitment and Retention Plan developed during 2007-2008 will be implemented and evaluated in 2008-2009. Additionally, the plan will address recruitment and retention of minority teachers, administrators and support staff to reduce disproportional representation.

Facilities and Safety

- The School Board will establish a committee with the Board of Supervisors to develop specific planning strategies to address capital and operating needs related to enrollment growth.

problem solving skills, ongoing assessment of student learning, system-wide expectations of excellence in all curricular and extracurricular areas and intervention with students who are not learning at an appropriate level in order to improve achievement for all students and to increase the graduation rate.

II. Quality Personnel

We will attract and retain the highest caliber of personnel, who are enthusiastically committed to the attainment of school system goals.

III. Involved Community

We will actively involve families, local government, and community/business leaders in attainment of school system goals.

IV. Facilities and Safety

We will ensure that our schools are attractive, well-maintained, and provide the necessary facilities and technology for quality instruction. We will also ensure that appropriate policies and procedures are in place to provide a safe and secure environment for students and staff.

High Achievement

- All schools will maintain fully accredited status and meet federal "Adequate Yearly Progress" requirements.
- The division pass rate and school pass rates for every disaggregated student group will increase incrementally, reaching 100% by 2013. Intermediate targets are 95% pass rate in 2009, 97% pass rate in 2010, 99% pass rate in 2011, 100% pass rate in 2012.
- All third, fifth and eighth grade students will be reading on or above grade level as evidenced by SOL assessments and valid and reliable reading assessments selected by the school division.
- Combined average Scholastic Assessment Test (SAT) scores will be at least 20 points higher than the national average, with at least 75% of the senior class taking the test.
- The percentage of students earning an Advanced Studies diploma will increase from 50.3% in 2007 to at least 65% in 2012 and 100% in 2015.
- Rigorous and comprehensive curriculum and programs will be provided to all students, with emphasis on non-categorical programs, resulting in a 20% increase in Advanced Proficient scores each year over the next three years, yielding an increase from 38% in 2007 to 60% in 2011.
- All students in grades 6-12 will be involved in extracurricular or co-curricular activities by 2013.

Executive Summary

Revised for
2008-2010



Goochland County
Public Schools

2004-2010

Educational
Technology Plan

Update
April, 2008

CONTENTS

Introduction

Foreword	3
Determining Needs.....	3
Philosophy	3
Vision	3
Mission.....	3

Goochland County

Goochland's Strengths.....	4
On the Horizon	5

2004-2010 Technology Plan

Goals and Targets	6-7
-------------------------	-----

INTRODUCTION

Foreword

The overall technology plan for Goochland County was designed to communicate a vision and forecast the developmental role of technology in the education of Goochland's students. This map was developed for our school board and stakeholders both in the schools and the community. Like the plan for the state of Virginia, the Goochland proposal "is an organized, comprehensive, coordinated approach to the use of technology in teaching and learning environments." Evaluation of our progress in meeting our goals is an important component. Our governing principle is the enhancement of student achievement through the integration of technology in teaching and learning.

Determining the Needs

To develop an educational technology plan, our superintendent called together stakeholders from all segments of the community—teachers, administrators, central office personnel, community and business leaders. This process began in October of 2002. We most recently updated this plan from October, 2007 through March, 2008. We focused upon skills to be successful in the 21st century as our guide in creating and updating this plan. From those early meetings in 2002 came our philosophy, vision, and mission statements, which we embrace still, today.

Philosophy

We believe technology, an essential component of today's changing world, to be an educational vehicle to promote academic achievement and to enhance lifelong learning.

Vision

Our vision is to provide all students, staff, and teachers with current and evolving implementations of technology necessary to achieve in school and beyond.

Mission

Our mission is to provide and to integrate the appropriate technological tools and skills into the educational environment in order to meet the intellectual, personal, social, and career preparation needs of all students.



GOOCHLAND COUNTY

Goochland's Strengths

Goochland County is a leader in the implementation of educational technology. Our strengths include a teacher laptop initiative in 2001 that delivered Powerbooks and iBooks to each of our K-12 teachers, and today provides teachers with MacBooks. Having laptops in the classroom assists teachers in having access to a fully-automated electronic student information system and facilitates providing families with classroom news through our award-winning teacher blogging initiative.

We've improved access for students by providing wireless computers on carts for students in grades K-12. These laptops, in addition to labs in each school, empower students to embark upon writing projects, multimedia presentations, and Web-based research. We also continue to offer teachers and students online subscription services, including research tools, video streaming, and an interactive course management system (Moodle).

Students in Goochland County have benefitted from having rich access to technology over the past nine years; our technology SOL scores, when assessed, are outstanding. Students begin keyboarding in Goochland County in the third grade, and continue

through the seventh grade. By the twelfth grade, students are required to incorporate technology into their senior project presentations.

We also realize access is not enough. We are fortunate to have two dedicated support staff to service and troubleshoot issues with computers. This plan realizes that we need even more support as we continue to progress into the future. For the 2007-08 school year, we added an additional role of instructional technology resource teacher to assist, among other things, with the roll-out of Promethean Activ-Classroom solutions at the new Goochland Middle School.



For many years, our libraries have been equipped with an automated inventory and catalog system. Specialists in the library media centers are able to provide access to their catalogs to students and teachers throughout their schools.

We continue to innovate in a number of ways with regards to educational technology. One is through the early adoption of so-called Read/Write tools on the Web. Another is through computer-based video

conferencing and communications. Another has been through initiatives to pair students with experts in the field of technology through virtual environments. And yet another is the publication of student learning artifacts through teacher podcasts.

Finally, Goochland has achieved a leadership role in the commonwealth through a thoughtful vision, ready-access to technologies, and through remarkable support—both technical and instructional.

To make technology work for student success, Goochland has a strong program of technology staff development. This program includes sending teachers and specialists to conferences and workshops, and by hosting our own after-school, and summer technology training workshops. Goochland has benefitted from its participation in the Central Virginia Consortium for Teaching and Learning with Technology (CVC). This consortium has provided both hardware and software support, in addition to training opportunities for our teachers.

Technology integration is supported through regular newsletters, blog posts, and podcast episodes published by our technology team.

On the Horizon—Our Needs

In our

plan we describe our current technology staff, programs, and equipment/infrastructure. In light of our current status, we analyzed and anticipated our future needs



for additional staff, equipment upgrades and emerging technologies to foster the further integration of technology into the curriculum. To effectively improve student achievement, teachers are required to adopt new pedagogies that pull on the strengths technology can deliver. This plan addresses and notes the fulfillment of the needs of both teachers and students with regards to technology integration.

In our first draft, we targeted needs for migrating to the Mac OS X operating system, replacing our student information system, and accommodating eSOL online testing. Having met those goals successfully, our revised plan focuses on the need for increased instructional technology support in each school building through the hire of instructional technology resource teachers, increased support for network bandwidth to each school in partnership with our county government, and better assessment of the use of technology by our administrators. Technical challenges being addressed are better storage solutions for student documents and formulating a disaster plan. Instructional needs include creating student assessments of technology across the curriculum and maintaining innovative teaching practices.





GOALS AND TARGETS

Technology Integration

Goal 1: Improve teaching and learning through the infusion of technology into instruction.

- Target 1: Administrators have a vision and plan for technology use and integration.
- Target 2: Leaders provide support for integration of technology into instruction.
- Target 3: Leaders can effectively evaluate instructional uses of educational technology.
- Target 4: Technology integration partnerships are established among educational technology stakeholders.
- Target 5: Teachers effectively integrate instructional technology.
- Target 6: Teachers collaborate to improve and enrich instruction using technology.
- Target 7: Teachers use technology-based intervention strategies to improve student achievement.
- Target 8: Teachers understand and model the acceptable use of technology in teaching and learning.
- Target 9: Computer/Technology SOL are fully integrated across all curriculum areas.
- Target 10: Instructional personnel meet the Technology Standards for Instructional Personnel (TSIP).
- Target 11: Students routinely use developmentally-appropriate technology in a variety of learning activities across the curriculum.
- Target 12: Students will have information literacy skills.
- Target 13: Student learning and achievement will be enhanced through the effective integration of advanced or evolving technology.
- Target 14: Students meet Computer/Technology Standards of Learning.

Goal 2: Provide appropriate hardware and software for the classroom implementation of technology-enhanced teaching and learning.

- Target 1: Educators and students have sufficient access to technology to support instructional goals.
- Target 2: Appropriate technology-based instructional strategies are used for students with unique needs.
- Target 3: Educators and technology-support personnel will meet periodically throughout the year to evaluate emerging software and hardware.
- Target 4: Provide appropriate funds for continuing technology acquisitions and maintenance.

Professional Development and Technical Support

Goal 1: Identify and deliver effective technology training to assist educators as they help students achieve high academic standards.

- Target 1: Educator programs reflect coursework and experiences that include effective approaches to integrating technology into K-12 education.
- Target 2: A variety of classes, training, and resources pertaining to integrating technology continue to be offered for staff development.

Goal 2: Administer grant programs and financial assistance initiatives that support implementation of educational technology integration.

- Target 1: Grant programs and alternative sources of funding that support educational technology are administered.
- Target 2: Teacher education institutions, businesses, organizations, and private entities become a partner in the implementation of technology-related grants, focusing on technology integration.

Goal 3: Establish and maintain instructional technologists in our county, including site-based technology resource teachers.

- Target 1: Increase the number of instructional technologists available to all schools.
- Target 2: Staff development models and activities (NETS*T) that are specifically designed for site-based instructional technologists are available for all K-12 schools.

Connectivity and Infrastructure

Goal 1: Continue to provide and upgrade access to integrated instructional and administrative services across interoperable

high-speed networks.

Target 1: Every instructional and administrative area in every school has sufficient access to a network to support the high bandwidth requirements of current and future instructional and administrative applications.

Target 2: Continue to increase the bandwidth to accommodate instructional and administrative applications throughout the school division.

Goal 2: Ensure sufficient support for ongoing, reliable network operations.

Target 1: Adequate support personnel are in place to operate and support K-12 school technology infrastructure.

Target 2: Support personnel for K-12 school infrastructure have appropriate technical skills.

Target 3: A support system is in place to address technical problems in a timely and efficient manner.

Target 4: Plan for the total cost of operation associated with K-12 technology.

Target 5: Maintain and upgrade backup systems for servers county-wide.

Target 6: Expand wireless access points in each school to cover the entire campus.

Goal 3: Provide leadership and resources to promote efficient procurement of infrastructure including the identification and procurement of emerging technologies.

Target 1: K-12 school technology procurement process is efficient and cost effective.

Goal 4: Maintain network security, filtering, and disaster recovery plans.

Target 1: Policies, procedures, and technologies are in place to ensure that computing resources are secure and recoverable.

Target 2: Maintain an up-to-date Acceptable Use Policy and effectively use networking filtering solutions.

Target 3: Maintain network security through the use of passcodes and a centralized password server.

Educational Applications & Administrative Services

Goal 1: Improve teaching and learning through the appropriate use of network-accessible educational applications.

Target 1: Teaching and learning resources that effectively support the Virginia SOL have been identified, communicated, and developed.

Goal 2: Promote and develop Web-based applications, services, and resources.

Target 1: All schools will participate successfully in the Virginia eSOL initiative.

Target 2: Continue to use web-based applications for state

data collection, warehousing, and reporting.

Target 3: Use a common set of data definitions to allow standard communication and interpretation of student information.

Target 4: Every school has an efficient automated library media center connected to the Internet and networked to appropriate learning areas.

Target 5: a Student Information System (SIS) is maintained, replaced, or upgraded, to include a web-based interface and secure interactivity for parents.

Target 6: Continue and expand use of web-based instructional applications for grades 2-12.

Target 7: Provide a framework and train teachers for maintenance of individual teacher webpages for communication of assignments, activities, and links to Web-based resources.

Goal 3: Include community stakeholders in opportunities to increase technology skills.

Target 1: Invite community members to participate in selected technology training opportunities.

Target 2: Expand access to our library media catalogs to the Internet.

Accountability

Goal 1: Assess information technology literacy.

Target 1: All students are technology literate and meet expectations for technology utilization pertaining to their subject or grade level correlated with the Virginia Computer/Technology SOL.

Target 2: All instructional personnel are technology literate.

Target 3: All support staff members are technology literate.

Goal 2: Continue to maintain a technology plan aligned with the state technology plan.

Target 1: Each school will incorporate elements of this technology plan within their school improvement plans.

Target 2: The schools and division will annually evaluate the progress and effectiveness of their technology plans.

Goal 3: Assess technology access and needs from our community stakeholders.

Target 1: Survey families concerning access to technology.

Target 2: Survey business and community partners regarding expectations of the real-world technology capabilities of our graduates.

Budget Implications

A proposed budget for SY 2004-2005 of \$851,800 is expanded to \$1,230,000 for SY 2009-2010 to realize the goals set forth in this plan.

Budget implications are detailed in the expanded version of our technology plan. The full plan is available online at http://www.gln.k12.va.us/instruction/technology_plan.php.

About the Plan

The 2004-2010 Goochland County Public Schools Technology Plan was created using **Omni Group's Outliner** application for Mac OS X. This application allowed members of the technology committee to easily exchange updated versions of the plan electronically, throughout production, through Outliner's export options.

Throughout the authoring stage, the technology committee also used **SubEthaEdit**, a Rendezvous-enabled text editor which facilitated a live, collaborative environment for updating portions of the plan, including the executive summary.

Philosophy

We believe technology, an essential component of today's changing world, to be an educational vehicle to promote academic achievement and to enhance lifelong learning.

Vision

Our vision is to provide all students, staff, and teachers with current and evolving implementations of technology necessary to achieve in school and beyond.

Mission

Our mission is to provide and to integrate the appropriate technological tools and skills into the educational environment in order to meet the intellectual, personal, social, and career preparation needs of all students.

Committee

The Large Committee membership includes proportionate representation from each of our five schools, our central office, and our technical support staff.

For the original draft of the plan, our core technology team which revised and drafted the plan, included:

- **John Hendron**, Instructional Technologist
- **Tom DeWeerd**, Director of Technology & Secondary Education
- **Tim Sullivan**, Technical Services Specialist & Engineer
- **Jennifer Bocrie**, Technical Services Assistant
- **Brenda Simms**, GHS Library Media Specialist
- **Cynthia Modlin**, BES Library Media Specialist

Our Goochland County Career and Technical Advisory committee shared input on this plan, and consists of parents, community business leaders, teachers, and administrators.

For the revised plan, approved in January, 2008, the core team included:

- **John Hendron**, Supervisor of Instructional Technology
- **Tom DeWeerd**, Director of Secondary Education
- **Peter Martin**, Coordinator of Technical Services
- **Jennifer Bocrie**, PowerSchool Administrator
- **Sean Campbell**, Technical Services Specialist
- **Bea Cantor**, Instructional Technology Resource Teacher
- **Ginni Nichols**, Technology Support Technician

Technology Plan

2004-2010 Technology Plan

The plan, available here online, was approved by the Goochland County School Board in April, 2004, and by the Virginia Department of Education in June, 2004. The plan's creation included input from teachers, administrators, and the public. This plan was **updated** in **January, 2008** and approved again by the school board.

You may **download the Executive Summary** of this report in PDF format (1.5 MB).

Plan Details

Timeline

Responsibilities

Progress

▼ Integration

▼ Goal 1: Improve

teaching and learning through the infusion of technology into instruction.

▼ Target 1: Administrators have a vision and plan for technology use and integration.

- Strategy 1: VITAL training offered for principals.

Summer
2003, ongoing

Director of Secondary
Education

continual

- Strategy 2: Principals consult the technology plan and school technology leaders in their construction of school-wide goals and improvement plans.

2003-2004 SY
start, ongoing

Principals

continual

- Strategy 3: Principals incorporate technology integration staff development into faculty meetings.

SY 2003-04,
ongoing

Principals and Staff

continue; document where technology instruction is taking place at the building level.

- Strategy 4: Develop a curriculum of appropriate use for technology for both students and staff.

SY 2003-04,
ongoing

Supervisor of
Instructional
Technology, Director of
Technology, Lead
Teachers

SY06-07 added Internet
Safety, curriculum update
2007-08 SY

▼ Target 2: Leaders

provide support for integration of technology into instruction.

- Strategy 1: Encourage creative uses of leave time from the classroom to foster technology training opportunities.

Examples could include: peer observations,

conferences, extended and professional days, in-house, consortium, leave time and external workshops.

2003-2004 SY start

Leadership Team

continual; good progress

- Strategy 2: Leadership team administrators will offer incentives for faculty members to attend after school technology workshops.

2007-08 SY

Principals

beginning

- Strategy 3: Over the span of this plan, develop space in the school division calendar to provide additional training opportunities in learning new technology and integrating existing technology.

Start 2003-04 SY, continue into 2004-05+

mini-conference day, technology tune-up sessions

▼ Target 3: Leaders can effectively evaluate instructional uses of educational technology.

- Strategy 1: Offer training for principals in methodology for technology integration

2003-04 SY, ongoing

VITAL, Supervisor of Instructional Technology

continual; EdTech Conference Administrators strand

- Strategy 2: Teachers include technology integration examples

2004-05 SY, ongoing (3- year cycle)

continual; encourage digital portfolio maintenance

within portfolios.	year cycle)		maintenance
• Strategy 3: Use an electronic database to document technology integration coupled with each teacher's individual technology plan.	2004-05 SY, ongoing	Leadership Team, Supervisor of Instructional Technology	form developed; needs to be implemented SY 2007-08
• Strategy 4: Administrators meet the National Educational Technology Standards for Administrators (NETS for Administrators) in order to effectively evaluate instructional uses of technology.	SY 2007-08+	Director of Technology and Superintendent	interview for evaluation
▼ Target 4: Technology integration partnerships are established among educational technology stakeholders.			
• Strategy 1: Continuation of partnership with J. S. Reynolds Community College that offer programs rich in technology applications.	Ongoing	Director of Technology, Superintendent	continual
• Strategy 2: Continue membership in local technology consortia (examples: GRAETC, VSTE, Central Virginia Consortium for Transforming Teaching and Learning Using Technology, RSCPS)	Ongoing	Director of Technology, Superintendent	continual
• Strategy 3: Utilize the resources of consortia (workshops, research,	Ongoing	ITRT, Supervisor of Instructional	continual

hardware/software, training).		Technology	
• Strategy 4: Utilization of SiRS and Gale Databases offered by the Library of Virginia when offered.	Ongoing; ended SY 2007-08	Library Media Specialists	continual; funding stopped
• Strategy 5: Continue and establish business partnerships that offer students software and technology materials (Westcreek Corporate Campus).	Ongoing	Superintendent and Assistant Superintendent, Director of Technology	Bert Hartley, S&K Mensware
▼ Target 5: Teachers effectively integrate instructional technology.			
• Strategy 1: Each classroom is provided with an LCD or ActivClassroom (vendor: Promethean) projection system.	Ongoing; Completed by 2009-2010 SY	Superintendent, Director of Technology	ongoing
• Strategy 2: Develop a technology integration observation form for use by instructional leadership.	2004-05 SY	Leadership Team, Supervisor of Instructional Technology	completed
• Strategy 3: Teachers conduct peer-observations of lessons that offer examples of technology integration and teachers share best-lessons in subject-area/lead teacher meetings.	Ongoing	Principals	is happening at some schools; would improve with school-based ITRT
• Strategy 4: Continue after-school, in-house technology workshops and training opportunities for faculty and staff .	Ongoing	Supervisor of Instructional Technology, ITRT, Tech Mentors	continual
• Strategy 5: Offer summer workshops		Supervisor of Instructional	

and training in technology integration topics.	Ongoing	Technology, Collaboration with CVC	continual
Strategy 6: Utilize collaborative wiki to solicit input in the area of instructional software purchases.	2006-07 SY+	Director of Technology, Supervisor of Instructional Technology	continual
▼ Target 6: Teachers collaborate to improve and enrich instruction using technology.			
Strategy 1: Teachers make use of collaboration with lead teachers and school-based ITRT to integrate technology; use Wikis to share lesson ideas.	2005-06 SY+	Teachers, Principals, ITRT	continual; improved with web2.0 technologies
Strategy 2: Utilize so-called "web 2.0" tools to foster collaboration between teachers (Wiki, Google Docs, iChat) in addition to grade-level and departmental meetings alongside more flexible scheduling scenarios.	2005-06 SY, improvements SY 2007-08+	Principals, Leadership Team, Technology Team	@ elementary - ENCORE block to encourage collaboration; institution of web 2.0 tools beginning SY 2007-08.
Strategy 3: Technology staff development workshops will be adapted to include teacher experiences with technology use to encourage a collaborative learning environment.	2005-06 SY+	Collaboration Team	Moodle class, iMovie safety video, iPods in the classroom
▼ Target 7: Teachers use technology-based intervention strategies to improve student achievement.			
Strategy 1: Identify			

technology tools for instruction, assessment, and remediation of the SOL (Moodle-technology skills, ExploreLearning, NetTrekker, Turn-it-in, Promethean ActivClassroom, etc.)	Ongoing	Directors of Secondary and Elementary Education	continual
Strategy 2: Develop and disseminate models that demonstrate the use of technology to facilitate differentiated instruction.	2004-05 SY+	Director of Elementary and Gifted Education, Director of Special Education	on going
Strategy 3: Develop and offer distance-learning courses to meet unique instructional needs (web, video conferencing, CourseBuilder, Blackboard, Moodle, BRVGS, etc.)	2005-06 SY+	Supervisor of Instructional Technology, ITRT	growth stages
▼ Target 8: Teachers understand and model the acceptable use of technology in teaching and learning.			
Strategy 1: Involve teachers, students, administrators and parents in periodic review of the Acceptable Use Policy (AUP) of the school division.	Ongoing	Director of Technology, School Board	AUP updated July, 2007 with school board approval to include internet safety.
Strategy 2: Offer in-service training on the impact of the AUP on teaching and learning.	Ongoing	Supervisor of Instructional Technology	continual, planned for SY 2007-08
▼ Target 9:			

Computer/Technology SOL are fully integrated across all curriculum areas.				
• Strategy 1: Schools will state their technology integration goals in their school improvement plans.	2004-05 SY	Principals; Technology Team	technology goals are embedded in SIP strategies	
• Strategy 2: Teachers will make use of instructional technologist, computer lab assistants, and library-media specialists for expertise in technology integration in diverse content areas.	Ongoing	Teachers, Principals, LMC, Supervisor of Instructional Technology, ITRT	continual	
• Strategy 3: Lead teachers will modify curriculum and pacing guides with technology resources to integrate computer/technology SOL.	2004-05 SY+	Lead teachers, Directors of Secondary and Elementary-Gifted Education	planned, summer 07-08, ongoing	
▼ Target 10: Instructional personnel meet TSIP.				
• Strategy 1: Develop and administer a survey for teachers and administrators rating technology know-how and preferences for training (Time, location, methods).	2003-04 SY+	Director of Technology	plan to re-issue survey end of SY 2007-08, have made changes to accommodate teacher preferences	
• Strategy 2: Develop a 1-year personal technology plan format for staff development.	2003-04 SY+	Supervisor of Instructional Technology	continual	
• Strategy 3: Each staff member constructs a personal technology plan based on the developed format and	2003-04 SY+	Teachers, Supervisor of Instructional Technology, Principals	continual	

meets with Supervisor of Instructional Technology.			technology, Principals	
Strategy 4: In-house technology training will be offered at the start of each school year that covers TSIP.	Ongoing	Supervisor of Instructional Technology		continual
Strategy 5: Principals identify teachers who require additional training to meet TSIP and include these teachers in personalized training or staff-development courses.	Ongoing	Principals, Library Media Specialists, ITRT		continual
Strategy 6: Appoint technology mentors to assist teachers with basic technology skills and implementation.	2004-05 SY; 2008-09 SY+ Promethean	CVC mentor; Promethean Mentors		adapted for end of CVC middle school mentorship program
▼ Target 11: Students routinely use developmentally-appropriate technology in a variety of learning activities across the curriculum.				
Strategy 1: Assess whether students are routinely using a variety of developmentally-appropriate technologies across the curriculum. PROPOSE: Discuss at our November Leadership Team Meeting.	2006-07 SY+	Leadership Team		Beginning SY 2007-08, work to integrate tech resources into the curriculum at developmentally-appropriate places in the pacing guides.
Strategy 2: Develop a pilot project for the use of portable technology beyond the school day.	2009-10 SY	Leadership Team		planning for pilot in 2008-09

• Strategy 3: Students will use electronic content with textbooks.	2006-07 SY+	Directors, Superintendent	digital content, assessments
▼ Target 12: Students will have information literacy skills.			
• Strategy 1: Provide instruction (classroom, library media center) in information literacy skills (research, evaluation, etc.).	2003-04 SY+	LMC Specialists	continual
• Strategy 2: Use a Central Virginia Consortium (CVC)-developed rubric to evaluate eighth-grade students at GCPS in information literacy.	SY 2006-07+	Supervisor of Instructional Technology, eighth-grade English teachers	plan to continue and use data to shape curriculum
• Strategy 3: Students will receive instruction annually following a curriculum of appropriate use, including Internet Safety, ethics and legal use of technology, in compliance with our AUP.	2004-05 SY+	LMC Specialists, Supervisor of Instructional Technology, Teachers	updated 2006-07 for Internet Safety mandate
▼ Target 13: Student learning and achievement will be enhanced through the effective integration of advanced or evolving technology.			
• Strategy 1: Develop workshops and seek training in research-based advanced and emerging technologies for teacher training.	Ongoing	Supervisor of Instructional Technology, ITRT	continual
• Strategy 2: Continue to seek grants that provide advanced	Ongoing	Superintendent, Director of Technology	continual

technologies.

- Strategy 3: Continue to designate local funds for the purchase of advanced technologies.

Ongoing

School Board,
Superintendent,
Director of Technology

continual

▼ Target 14: Students

meet

Computer/Technology
Standards of Learning.

- Strategy 1: SOL for Computer/Technology will be included in the curriculum and pacing guides for each subject area and grade.

2005-06 SY+
changed:
implement in
SY 2008-09+

Lead Teachers,
Principals

will implement in SY 2008-09 with lead teachers

- Strategy 2: Technology-rich projects will be used by teachers across all curriculum areas and are evaluated for technology standards mastery.

2005-06 SY+

Supervisor of
Instructional
Technology, Lead
Teachers, Principals

made changes in SY 2007-08 for better principal observation and evaluation

▼ **Goal 2: Provide Appropriate Hardware and Software for the classroom implementation of technology-enhanced teaching and learning.**

- ▼ Target 1: Educators and students have sufficient access to technology to support instructional goals.

- Strategy 1: Provide LCD projection or ActivClassroom systems in each classroom.

SY 2007-08

Superintendent,
Director of Technology

continual, will not meet goal of 07/08

- Strategy 2: Provide 30 wireless laptops to each grade-level or department.

SY 2007-08

Director of Technology,
Technology
Coordinator

continual

• Strategy 3: Provide additional graphing calculators to serve students 9-12.	Ongoing	Director of Technology, High School Library Media Specialist	continual
• Strategy 4: Acquire digital cameras , scanners, DVD-players, CD-burners, microscopes, MIDI keyboards and notation software (music), loudspeakers, microphones, USB-flash memory sticks, etc. for technology integration.	Ongoing	Director of Technology, Supervisor of Instructional Technology, Technology Coordinator	continual
• Strategy 5: Upgrade computer hardware on a 4-year cycle.	Ongoing	Director of Technology, Technology Coordinator	change from 3-year; 4-year cycle established
• Strategy 6: Provide hardware and software for specialized classrooms (preschool, K-1, special education, music, art, media center, Title 1).	Ongoing	Director of Technology, Technology Coordinator, Director of Special Education, Teams of Teachers, SPED Advisory Committee	Need to hold regular meetings with all parties to assess needs for software and specialized hardware.
• Strategy 7: Implement a migration plan for a switchover to Mac OS X operating system.	2003-04+	Director of Technology, Supervisor of Instructional Technology	completed
• Strategy 8: Upgrade OS software on each computer to current, up-to-date standards from Apple.	2003-04+	Technology Coordinator	Planned upgrade to Mac OS X 10.5 Leopard for SY 2008-09
• Strategy 9: Provide a video streaming solution (DVR) to record and distribute cable TV programming to all schools over the school network.	2005-06 SY	Principals, Director of Technology, Media Specialists	Planned for SY 2008-09 completion
▼ Target 2: Appropriate technology--based instructional strategies			

are used for students with unique needs.		
• Strategy 1: Provide adaptive and instructional technology for special needs populations.	Ongoing	Director of Special Education, SPED Faculty continual
• Strategy 2: Training for SPED faculty in specialized software, including IEP online.		Director of Special Education continual
• Strategy 3: Offer training and certification for SPED faculty in NETS*T Standards.		Director of Special Education, Supervisor of Instructional Technology progress for SY 2007-08; meet with director of special education
▼ Target 3: Educators and Technology Support Specialists will meet periodically throughout the year to evaluate emerging software and hardware.		
• Strategy 1: Establish regular meetings throughout the year with technology team and educators.	Ongoing	Director of Technology, Technology Team/Committee, Teachers continual
▼ Target 4: Provide appropriate funds for continuing technology acquisitions and maintenance.		
• Strategy 1: Earmark funds for online services (BigChalk, Alexandria, United Streaming, Grolier Online, IEP Online, Proquest).	Ongoing	Director of Technology continual
• Strategy 2: Earmark funds for repairs and maintenance of technology acquisitions.	Ongoing	Director of Technology continual

▼ Professional Development and Technical Support

▼ Goal 1: Identify and deliver effective technology training to assist educators as they help students achieve high academic standards.

▼ Target 1: Educator programs reflect coursework and experiences that include effective approaches to integrating technology into K-12 education.

- Strategy 1: Pre-school technology development courses offered for new teachers to GCPS. Ongoing

Director of Technology,
Supervisor of Instructional Technology continual

- Strategy 2: Partner with individuals/institutions who can provide practical experiences for teachers in effective technology integration (Dr. Bob Hanney, Dr. Talliver, William & Mary, VCU, Karen Richardson, Chris O'Neal, etc.) Ongoing

Director of Technology,
Supervisor of Instructional Technology continual; some partnerships have been free.

▼ Target 2: A variety of classes, training, and resources pertaining to integrating technology continue to be offered for staff development.

- Strategy 1: Maintain classes offered through the *Technology Times* Ongoing

Supervisor of Instructional Technology continual; have migrated to a web- and email-based system for communication

newsletters.

technology

system for communication.

- Strategy 2: Encourage attendance at VSTE conference. SY 2004-05+

Director of Technology,
Supervisor of
Instructional
Technology

continual

- Strategy 3: Provide a framework for teachers to attend EdTech in Ashland, VA for staff development workshops and professional networking opportunities.

SY 2004-05+

Leadership Team,
Principals

continue, use school-based
funding

- Strategy 4: Offer training opportunities specifically designed for support staff (maintenance, secretaries, cafeteria managers, nurses, counselors).

SY 2003-04+

Leadership Team,
technology staff, media provided during work-day
specialists, ITRT,

- Strategy 5: Provide a framework for teachers to participate in peer observations, peer to peer tutoring, county mini-conference days, and mentoring opportunities.

SY 2004-
2005+, SY
2007-08 use
new
schedules

CVC Mentor,
Principals, Teachers,
Assistant
Superintendent

Use new elementary
schedules for informal
sharing/tutoring/technology
observations.

▼ **Goal 2: Administer grant programs and financial assistance initiatives that support implementation of educational technology integration.**

- ▼ Target 1: Grant programs and alternative sources of funding that support educational technology are administered.

- Strategy 1: Participate

Director of Curriculum

fully in the web-based SOL technology initiative funding.	SY 2004-05+	Director of Secondary Education	continual
• Strategy 2: Submit proposals for technology grants.	Ongoing	Director of Secondary Education	have participated in the CVC consortium mini-grants;
• Strategy 3: Participate in the CVC; share training resources, obtain projectors, SmartBoards, and software.	Ongoing	Director of Secondary Education	continual
• Strategy 4: Maintain membership with the local instructional television.	Ongoing	Director of Secondary Education	continual
• Strategy 5: Participate in the e-Rate program.	Ongoing	Director of Secondary Education	continual
• Strategy 6: Utilize lease purchase agreements with vendors for training, hardware and software.	Ongoing	Director of Secondary Education	continual
▼ Target 2: Teacher education institutions, businesses, organizations, and private entities become a partner in the implementation of technology-related grants, focusing on technology integration.			
• Strategy 1: Maintain membership with the local instructional television RSCPS.	Ongoing	Supervisor of Instructional Technology	continual
• Strategy 2: Career/Technical-Advisory Committee	Ongoing	Director of Secondary Education/Technology	continual
• Strategy 3: Participate in training opportunities sponsored by the VA	Ongoing	Director of Secondary Education, ITRT	continual

DOE.

- Strategy 4: Participate in the GRAETC for the exchange of ideas regarding technology integration.

Ongoing

Supervisor of Instructional Technology, Director of continual Technology

▼ **Goal 3: Establish and maintain instructional technologists in our county, including site-based technology resource teachers.**

▼ Target 1: Increase the number of instructional technologists available to all schools.

- Strategy 1: Increase the number of ITRTs at the elementary level.

2006-2007 SY; additional for 2007-08

Superintendent, School Board

pushed-back to SY 2008-09

- Strategy 2: Increase the number of instructional technologists at the secondary level.

2006-2007 SY; additional for 2007-08

Superintendent, School Board

hired ITRT SY 2006-07 for high school

- Strategy 3: Increase the role of computer lab managers to assist in the technology integration process.

2004-05 SY

Leadership Team

ongoing; technical training in SY 2007-08+

- Strategy 4: Establish a technology-mentor program, develop peer-coaching program; adopt local guidelines for site-based instructional technologists.

2004-05 SY+

Principals, Director of Technology, Supervisor of Instructional Technology

poor; reformulate

- Strategy 5: Provide support for education-administration endorsement for

county-wide supervisor 2009-10 SY to facilitate management of school-

Superintendent, Director of Technology

explored SY 2009-10 SY begin

based technology
resource teachers.

- ▼ Target 2: Staff development models and activities (NETS*T) that are specifically designed for site-based instructional technologists are available for all K-12 schools.

- Strategy 1: Establish a CVC-mentor through our middle school to train others on technology integration based on NETS*T standards.

2004-05SY

Middle School
Principal, Supervisor
of Instructional
Technology

completed

- Strategy 2: Coordinate training among school-based technology resource teachers (ITRT) for consistency and quality across the division, under the leadership of the instructional technology supervisor to meet the needs of individual technology goals for teachers.

2007-08 SY

Principals, Director of
Technology

Begun 2007-08 SY,
continue

▼ Connectivity and Infrastructure

- ▼ Goal 1: Continue to provide and upgrade access to integrated instructional and administrative services across interoperable high-speed networks.

- ▼ Target 1: Every instructional and administrative area in every school has

sufficient access to a network to support the high bandwidth requirements of current and future instructional and administrative applications.	Ongoing	Technical Services Department	
• Strategy 1: Participate in Web-based SOL testing program.	GHS, ongoing; GMS 2004-05SY; GES, BES, RES 2007-08SY	Director of Technology, Assistant Superintendent, Director of Elementary continual Ed., Technical Services Department, Principals	
• Strategy 2: Upgrade and/or replace network computers on a three year cycle.	2004-05SY	Technical Services Department, School Board	change to 4-year in SY 07-8+
• Strategy 3: Provide adequate storage space on school-based servers for students and staff for file sharing and storage.	ongoing; upgrades 2004-05 SY	Technical Services Department	continual, upgrade in SY 2009-10
• Strategy 4: Provide adequate access to reliable printers to ensure privacy and convenience.	ongoing	Technical Services Department	continual
• Strategy 5: Provide adequate reliable copiers.	ongoing	Principals	continual
▼ Target 2: Continue to increase the bandwidth to accommodate instructional and administrative applications throughout the school division.			
• Strategy 1: Upgrade network hardware to maximize bandwidth to each school.	ongoing	Technology Coordinator	continual
▼ Goal 2: Ensure sufficient support for			

ongoing, reliable network operations.

- ▼ Target 1: Adequate support personnel are in place to operate and support K-12 school technology infrastructure.

- Strategy 1: Augment current staff with a dedicated hardware support specialist with the goal of meeting repair and support needs. 2005-2006SY Director of Technology, School Board completed

- Strategy 2: Augment current staff with a dedicated hardware/network support specialist with the goal of meeting repair and support needs. 2009-10 SY Director of Technology, School Board

- ▼ Target 2: Support personnel for K-12 school infrastructure have appropriate technical skills.

- Strategy 1: Continue to send technical support specialists to training opportunities for emerging technologies. Ongoing Director of Technology continual

- Strategy 2: Implement a school-based technical mentorship program for qualified high school seniors. 2005-06 SY+ Supervisor of Instructional Technology, Technology Coordinator delayed; implement SY 2006-07+

- ▼ Target 3: A support system is in place to address technical problems in a timely and efficient manner.

– Strategy 1: Implement

• Strategy 1: implement the WebHelpDesk software	Fall 2003	Technology Coordinator	replaced with other means of organization
• Strategy 2: Technical support specialists move between schools to address issues reported at each school.	2004-05SY+	Specialists	continual
▼ Target 4: Plan for the total cost of operation associated with K-12 technology.			
• Strategy 1: Educate our school board and community regarding the costs of Hardware, Software, Support, and Training in order to incorporate technology into instruction.	ongoing	Superintendent, Leadership Team	ongoing, visits to school board meetings in SY 2007-08+
• Strategy 2: Technology Planning Committee will assist the central office administrators in ongoing developing plans for technology expenditures.		Director of Technology, Central Office Administration	ongoing
▼ Target 5: Maintain and upgrade backup systems for servers countywide.			
• Strategy 1: Maintain and upgrade as necessary battery backup units.	ongoing	Technology Coordinator	continual
• Strategy 2: Consider the use of district-wide power management system to control servers.	2004-2005	Technology Coordinator	re-visit
• Strategy 3: Establish a hard disk-based backup system.	2003-2004+	Technology Coordinator	migrated to hard-disk-based backup system
▼ Target 6: Expand wireless access points in			

each school to cover the entire campus.

- Strategy 1: Implement more wireless base stations in each school for network accessibility. Begin 2004-2005 Technology Coordinator completed in SY 2007-08 start
- Strategy 2: Implement a RADIUS-based security mechanism for wireless access points. Begin SY 2008-09 Technology Coordinator SY 2008-09

▼ **Goal 3: Provide leadership and resources to promote efficient procurement of infrastructure including the identification and procurement of emerging technologies.**

▼ Target 1: K-12 school technology procurement process is efficient and cost effective.

- Strategy 1: Renew the Apple loan and maintain the debt service line item. 2004-05 SY Director of Technology completed
- Strategy 2: Maintain a one-platform (Macintosh) environment to maintain a low cost of ownership for computers throughout the school division. ongoing Director of Technology, Technology Coordinator completed
- Strategy 3: Upgrade to Mac OS X which provides Universal Access, delivering speech and visual accommodation for users with disabilities. 2004-05 SY Director of Technology, Technology Coordinator, Supervisor of Instructional Technology completed
- Strategy 4: Attend Director of Technology,

conferences and workshops to assess the needs and costs of emerging technologies.	ongoing	Technology Coordinator, Supervisor of Instructional Technology	continual
Strategy 5: Continue and increase in participation in regional, state- and nation-wide consortia and organizations focused on instructional technology.	ongoing	Director of Technology, Supervisor of Instructional Technology, ITRTs	continual
▼ Goal 4: Maintain network security, filtering, and disaster recovery plans.			
▼ Target 1: Policies, procedures, and technologies are in place to ensure that computing resources are secure and recoverable.			
Strategy 1: Maintain an effective network filter that complies with CIPA.	current and ongoing	Technology Coordinator	continual
Strategy 2: Create a procedure document outlining disaster plans.	2003-2004	Technology Coordinator	re-visit for SY 2009-10
▼ Target 2: Maintain an up to date Acceptable Use Policy and effectively use networking filtering solutions.			
Strategy 1: Review AUP biannually with library media specialists and other leadership stakeholders.	ongoing	Director of Technology, Technology Coordinator, Library Media Specialists; School Board	completed
Strategy 2: Review network filtering	ongoing	Technology Coordinator, Library Media Specialists	continual

procedures with all staff.

ongoing

Coordinator, Library
Media Specialists

continual

- ▼ Target 3: Maintain network security through the use of passcodes and a centralized password server.

- Strategy 1: Mac OS X Workgroup management / OS X Server.

2004-05SY

Technology
Coordinator

continual

▼ Educational Applications & Administrative Services

- ▼ Goal 1: Improve teaching and learning through the appropriate use of network-accessible educational applications.

- ▼ Target 1: Teaching and learning resources that effectively support the Virginia SOL have been identified, communicated, and developed.

- Strategy 1: Maintain an electronic curriculum guide (FileMaker DB) that ties instructional media materials to the SOL and local curriculum.
- Strategy 2: TSIP certification, technology use surveys, and classroom

ongoing

Lead Teachers,
Directors of Secondary and Elementary Education emerging with wiki in place of FileMaker Pro.

Director of Technology,
Principals, Supervisors

observations to assess that teaching and learning resources have been identified and utilized.	2004-05 SY+	Principals, Supervisor of Instructional Technology	continual
Strategy 3: Provide access to a full range of digital content to supplement printed textbook, and other analog learning resources.	2006-07 SY	Directors of Secondary and Elementary Education	continual
Strategy 4: Build core course content online.	2005-06 SY begun	Supervisor of Instructional Technology, teachers	in progress, SY 2006-07+
Strategy 5: Maintain an Educators Resource page on the county website with relevant hyperlinks to SOL-related websites.	ongoing	Supervisor of Instructional Technology/Webmaster	continual
Strategy 6: Continue to subscribe to web-based applications for student and faculty research opportunities to support curriculum goals (United Streaming, Gale Databases, Grolier Online, BoxerMath, NovaNET, Levings PassPlan, BigChalk eLibrary, SiRS).	ongoing	Library Media Specialists	continual, some titles have changed
▼ Goal 2: Promote and develop Web-based applications, services, and resources.			
Target 1: All schools will participate successfully in the Virginia web-based SOL initiative.		Director of Technology, Assistant Superintendent, Technology Coordinator	
Strategy 1: Utilize the eSOL assessments as	ongoing	Directors of Secondary and Elementary	continual

they become available.		Education	
• Strategy 2: Ensure that each of our schools are certified for participation in the eSOL initiative.	2003-04 SY+	System Engineer, Director of Technology	continual
▼ Target 2: Continue to use web-based applications for state data collection, warehousing, and reporting.	Ongoing	Superintendent, Directors, Principals, Teachers	
• Strategy 1: Provide training to administrators to maximize utilization of web-based data.	Ongoing	Directors of Secondary and Elementary Education	continual
▼ Target 3: Use a common set of data definitions to allow standard communication and interpretation of student information.	2004-05 SY	Technical Services Department	
• Strategy 1: Implement a SIS that use standard data formats.	2004-05 SY	Technology Coordinator	completed
▼ Target 4: Every school has an efficient automated library media center connected to the Internet and networked to appropriate learning areas.	1997-ongoing	Library Media Specialists	
• Strategy 1: Continue use and updates of the Alexandria library management system in each school library.	ongoing	Technology Coordinator	continual
• Strategy 2: Provide staff development training to library media specialists in the use of Alexandria.	ongoing	Library Media Specialists	Continual
▼ Target 5: A Student Information System			

(SIS) is maintained, replaced, or upgraded, to include a web-based interface and secure interactivity for parents.	2004-05 SY	Technology Coordinator	Completed with acquisition to PowerSchool.
Strategy 1: Select and purchase a new student information system with web-based functionality.	2004-05 SY	Technology Coordinator, Director of Technology	completed
▼ Target 6: Continue and expand use of web-based instructional applications for grades 2-12.	2003-04+	Director of Technology, Supervisor of Instructional Technology, Principals, Teachers, ITRT	
Strategy 1: Continue to subscribe to web-based applications for student research opportunities to support curriculum goals (United Streaming, Gale Databases, Grolier Online, BoxerMath, NovaNET, Levings PassPlan, BigChalk eLibrary, SiRS).	ongoing	Library Media Specialists	continual; some titles have changed
▼ Target 7: Provide a framework and train teachers for maintenance of individual teacher web pages for communication of assignments, activities, and links to Web-based resources.	2004-05 SY+	Supervisor of Instructional Technology, ITRT	
Strategy 1: Offer classes after school using the Plone Content Management System for publication of teacher web pages.	ongoing	Supervisor of Instructional Technology	change: Starting in SY 2005-06 we have instituted a teacher weblog initiative for all teachers with training.
▼ Goal 3: Include community stakeholders in			

opportunities to increase technology skills.

- Target 1: Invite community members to participate in selected technology training opportunities. 2004-05 SY Director of Technology Starting in SY 2006-07, Goochland Family Fellowship assumed this role.
- Target 2: Expand access to our library media catalogs to the Internet. 2006-07 SY Technology Coordinator, Library Media Specialists Fiscally prohibitive

▼ Accountability

▼ Goal 1: Assess information technology (IT) literacy.

- ▼ Target 1: All students are technology literate and meet expectations for technology utilization pertaining to their subject or grade level correlated with the Virginia Computer/Technology SOL.
 - Strategy 1: By the end of eighth grade students will exceed SOL Technology standards through our course, Computers & Multimedia 8. ongoing Teacher, principal SY 2006-07 administered a CVC-sponsored exam; have identified problem areas, will re-assess in SY 2007-08+
 - Strategy 2: Beginning in the 3rd grade, students will engage in keyboard training each year through seventh grade. ongoing teachers, lab assistants re-assess through SY 2007-08
 - Strategy 3: Adopt the ISTE NETS standards for students for guiding integration throughout the curriculum. SY 2005-06+ teachers, Director of Technology, Supervisor of Instructional Technology continual
- ▼ Target 2: All

instructional personnel (teachers and administrators) are technology literate.

- Strategy 1: Use the NETS*T Standards as the basis for staff development training for teachers in technology.

2005-06 SY

Supervisor of Instructional Technology, ITRT

continual

- Strategy 2: Target a number of tech mentors for NETS*T certification.

2004-05 SY+;
Begins with our CVC Technology Mentors

Supervisor of Instructional Technology, ITRT

re-visit beginning SY 2008-09.

- Strategy 3: Each teacher will develop a yearly technology plan that targets goals for the year in technology integration.

2003-04 SY+

Supervisor of Instructional Technology, Principal, ITRT

continual

▼ Target 3: All support staff members are technology literate.

- Strategy 1: Support staff are invited and encouraged to attend after school technology staff development courses.

ongoing

Supervisor of Instructional Technology, Maintenance Supervisor, principals

ongoing

▼ **Goal 2: Continue to maintain a technology plan aligned with the state technology plan.**

▼ Target 1: Each school will incorporate elements of this technology plan within their school improvement plans.

- Strategy 1: Each SIP team will evaluate the TAGLIT survey and conduct a technology audit to determine areas to be included in

2004-05 SY+

SIP Committees

completed in 2004-05.

the SIP.

- ▼ Target 2: The schools and division will annually evaluate the progress and effectiveness of their technology plans.

- Strategy 1: the Technology Planning committee will conduct a technology audit yearly and re-evaluate the progress of this very plan.

2004-05 SY+

Technology Planning Team

reviewed in SY 2006-07, 2007-08.

▼ **Goal 3: Assess technology access and needs from our community stakeholders.**

- ▼ Target 1: Survey families concerning access to technology.

- Strategy 1: Schools will administer a TAGLIT survey to families.

2004-05 SY+

Principals and Teachers

In SY 2007-08, have created a division-wide survey that includes technology. Previously, we only used the TAGLIT.

- Strategy 2: Each school population will be given the opportunity to complete a written or electronic survey of school performance, facilities, and technology.

2003-04 SY+

Superintendent, Survey Committee, School Board

In SY 2007-08, have created a division-wide survey that includes technology.

- ▼ Target 2: Survey business and community partners regarding expectations of the real-world technology capabilities of our graduates.

- Strategy 1: Survey

community and
business stake-holders ongoing
in the Chamber of
Commerce

- Strategy 2: Meet with
Career and Technical
Advisory/Business-
Industry members ongoing
about real-world
technology needs and
practices.

Superintendent, Conducted in SY 2005-06,
Director of Technology will revisit SY 2009-10

Superintendent, continual
Director of Technology