

Infrastructure. Jennings County Schools' current infrastructure provides a local area network within each building that supports instructional and administrative applications, as well as local and long distance phone service which facilitates communication not only among Jennings County Schools but to those organizations that are relied upon on a day to day basis. Each building is connected via a wide area network utilizing 56k frame relay technology. The WAN provides Internet access to students and staff and e-mail service for all staff members. The corporation provides appropriate virus protection and Internet content filtering throughout the WAN. A staff of three technicians provides technical support for both hardware and software corporation-wide.

Through the efforts of the Jennings County Schools Technology Committee and its subcommittees and staff, the corporation's progress is measured annually and goals for the coming three years are established. The Technology Committee will explore new and expanded uses for television as an instructional and learning tool, and expand its use of distance learning resources. Emphasis will be placed on developing appropriate methods to acquaint teachers with new and existing technologies.

Infrastructure Goals. Over the next three years, the corporation plans to complete the switched infrastructure in each building and explore and implement appropriate technologies to increase speed of the WAN and Internet at outlying elementary schools. Jennings County Schools is currently researching alternatives to its current frame relay implementation. Jennings County Schools plans to implement T1 tail circuits to all schools currently operating on the frame relay service. This solution would present many new opportunities to students and staff, such as access to enhanced Internet content, IP video conferencing, phone system consolidation, increased electronic collaboration, and many other services.

Professional Development. Over the next three years, Jennings County Schools will work to implement a technology based professional development program. This program will be based on technology standards developed by the technology professional development subcommittee. These standards will outline expectations of the staff when addressing technology in the classroom. Once established, these Technology Standards will serve as guidelines when developing professional development material. This will include, but is not limited to, instructor led training sessions, references guides, and online resources made available by Jennings County Schools.

Jennings County Schools will continue to support a core group of teachers who serve as trainers. This group is made up of teachers and staff from each building within the corporation, who are trained in specific areas and who in-turn train others. Training will be conducted by corporation personnel, outside resources, and even local students when appropriate. Training using both hardware and software will be provided as teachers indicate the need. Teachers who are comfortable with technology integrate it more fully into the instructional program.

Support of Teaching and Learning. Telephones, television, LCD Projectors, digital cameras and electronic white boards are in every building to mention a few of the available resources. Teachers are trained through the professional development program to use these resources, and they are encouraged to integrate technology use in their instructional program by providing opportunities for students to learn to use these resources in individual and group

presentations. The use of Microsoft Word, Microsoft Excel and Power Point as tools to explore statistics and develop critical thinking and writing skills are some of the resources that are being utilized corporation wide. Teachers use the Internet as a source for lesson plan ideas and by students as a resource for gathering and analyzing information. Students are encouraged to develop the skill of judging the accuracy, value, and appropriateness of the information they retrieve over the Internet. Filtering tools are in place to help prevent accidental access to inappropriate content on the Internet.

Professional development activities including those presented by local resources and consultants brought in for a special subject areas provide the help teachers need in becoming familiar with employing these and other instructional resources to the best advantage of their students.

Summary. Jennings County Schools' technology plan is a dynamic document that changes and adapts as educational needs change. The plan is aligned with the corporation's PL-221 goals and objectives to improve and enhance student learning and with the CLSR plan for school improvement.

Budget. Jennings County Schools' Capital Projects budget for technology support district wide for the upcoming three years is as follows:

YEAR	Computer Repair Salaries	Technology Connectivity	Tech Service Agreements	Professional Development
2006	\$165,000	\$80,000	\$95,000	\$9,000
2007	175,000	85,000	100,000	9,000
2008	180,000	85,000	150,000	9,000

BRUSH CREEK ELEMENTARY SCHOOL TECHNOLOGY PLAN

Who We Are. Brush Creek Elementary is located in eastern Jennings County and serves 314 students in grades K-6 with a staff of 45 certified and classified personnel.

Brush Creek Elementary has a 30 station computer lab that is used for group instruction and computers in each classroom. The school has at least one networked computer in each classroom that is used for both administration and instruction. Goals to be achieved within the next three years are as follows:

1. To provide the school-wide network backbone of fiber and copper to allow communications between classrooms and offices.
2. To provide appropriate professional development activities that will assist teachers in utilizing technology and the Internet as instructional tools.
3. To provide students with grade appropriate equipment and experiences to encourage them to become computer users for the coming century.

Technology Integration. Brush Creek integrates computers and the Internet into its curriculum by providing appropriate hardware and software to support instructional needs. A thirty-station computer lab is available to provide instruction to entire classrooms. This instruction includes but is not limited to, Internet research on topics currently being discussed in the classroom, networked based software, such as Accelerated Math and Reading, which focus on math and english, and other instruction such as basic computer skills and the use of applications such as Microsoft Word and Power Point for creating reports and presentations. Internet access is available in every classroom on at least one computer. Satellite programming is made available in all classrooms and is used to provide supplemental instruction when appropriate. Additionally, Internet sites are incorporated into the instructional program to enrich student learning. Internet sites are utilized frequently for student learning, for individual and group instruction, and by teachers who access educational sites to gain information for lesson plans, student enjoyment, and the Indiana Academic Standards. Appropriate safeguards are in place to block inappropriate Internet sites.

Professional Development. Brush Creek, like many of the other schools, utilizes the teacher-teaching-teachers approach as a part of its professional development activities. Brush Creek has one teacher that serves as the building's technology resource when determining and planning the startup of new technology. Four to six in-service activities are offered yearly for certified staff members that address subjects such as the Indiana Academic Standards, mathematic problem solving strategies, student academic progress data, developing rubrics, word processing, and educational/instructional learning sites.

Staff is provided one-half day professional days for training. All training is directly related to the school's improvement plan. In-service programs will offer strategic ways to utilize technology to improve instruction, management, and problem solving opportunities.

Technology Needs Assessment. Needs assessment is a continual process at Brush Creek Elementary. Needs are evaluated by the school's PL-221 Committee and by the district's technology committee which meets quarterly at a minimum. Constant interaction with staff, students, and parents is used to determine needs for improvement and the development of ways to improve instructional methods. This process allows on going assessment throughout the year and provides a means to assess the current status of goals and make adjustments to those goals if necessary.

Continual Assessment. As with needs assessment, evaluation of the program is an ongoing process. Program evaluation will be conducted by the school's PL-221 school improvement committee and the district technology committee in quarterly meetings. Prior goals will be reviewed and analyzed to discover if set goals were met, and if not, what was the reason for failure and how can we ensure success in the future. Annually, meetings will be held to review all prior year goals and their status. Once completed, goals and strategies for the upcoming year will be discussed, prioritized, and developed for the upcoming year.

Budget. Capital Projects Funds and other budget items include the following:

YEAR	COMPUTER EQUIPMENT	SOFTWARE	PROFESSIONAL DEVELOPMENT
2006	\$20,000	\$3,900	\$3,600
2007	20,000	4,000	3,600
2008	20,000	4,700	3,600

EARLY LEARNING CENTER TECHNOLOGY PLAN

Who We Are. Jennings County Early Learning Center houses approximately 160 Pre-K and Kindergarten students in alternating day and extended day sessions. We have a staff of 10 teachers.

Integration of Technology. Instruction is offered on computers in the mini lab and on individual work stations in the classroom. Each classroom is equipped with a stand alone computer and a workstation that is linked to the Internet and the JCSC network. Web site instruction and virtual fieldtrips are a part of routine instruction with each classroom having a television and VCR that is interfaced with a networked computer. Students participate in two twenty minute sessions weekly in the mini lab for foundational computer instruction and to re-enforce basic phonics and reading skills. Through instruction and class projects a variety of technology is implement including: using the digital cameras, scanners, LCD projectors, video cameras, overhead projectors and the ELMO projector. Each kindergarten student at the ELC participates in the Star Early Literacy computerized assessment that is conducted in September, January and May.

Weekly newsletters are created by using Microsoft Publisher. Power-Point presentations are used in the classroom and to support professional development. Morning messages are often written in Word and are emailed to parents or friends of the classroom.

Professional Development. The PL 221 plan of the Early Learning Center contains goals to further develop technology skills. Much of the professional development in technology will be utilizing the teacher teaching teacher approach and the support of the technology assistant. The staff of the ELC will begin training on the STI Classroom Teacher Module. Campus Communication through Quick Mail and preparation for electronic report cards will be a major emphasis during the next three year.

Needs Assessment. The review of technology resources, assessment of technology procedures and skills, and future planning for technology needs are incorporated into the ELC PL-221 evaluation procedures. Along with the PL-221 school improvement committee, ongoing assessment is performed at the district level with district technology committee. Quarterly meeting are held to review and analyze the status of current goals and make adjustments to these goals as necessary. Discussions with staff, parents and students and assessment of student work are used to determine areas of improvement. Suggestions are reviewed by the PL221 committee and the district technology committee and recommendations are made to administration.

Continuing Assessment. Ongoing evaluation is performed by the school's PL-221 school improvement committee and the district technology committee. Feedback from staff, students, and parents is reviewed and is used to determine areas of needed improvement. Based on this information, current goals are modified to best suite current needs and future goals are developed to address upcoming instructional requirements. Annual meetings are conducted to review goals set for the prior year and determine the success of those goals. If goal were not met, what was the reasoning and what steps can be taken to ensure success for current and future goals. This is the

time when goals for the upcoming year are set. Current and anticipated needs are reviewed and prioritized and goals developed to address those needs.

Budget. The Early Learning Center's Capital Projects budget for technology support for the upcoming three years is as follows:

YEAR	COMPUTER EQUIPMENT	SOFTWARE	PROFESSIONAL DEVELOPMENT
2006	\$7,000	\$1,400	\$3,400
2007	7,000	1,400	3,400
2008	7,000	1,400	3,400

GRAHAM CREEK ELEMENTARY SCHOOL TECHNOLOGY PLAN

Who We Are. Graham Creek Elementary School is located in the southeastern corner of Jennings County and serves approximately 322 students with a staff of 50. Graham Creek is located the greatest distance from the center of the corporation, North Vernon. While small and somewhat isolated, Graham Creek has made significant efforts to provide its staff and students with appropriate technologies. Every classroom in the building has a telephone, television with VCR and satellite connections, and at least one networked computer station. There is also a 30 station computer lab with Internet access. Every classroom has Internet access and the school's LAN allows the sharing of information among staff and provides the use of a school management program to report grades, to record discipline, and to track attendance. WGCE, the school's student run television production program, produces daily announcements that are played for the school and on the local educational channel, Channel 14. A technology club made up of a group of "tech-wise" students assists other students and teachers alike in dealing with day to day problems.

Integration of Technology. Graham Creek Elementary has an on-going plan for integrating technology into the curriculum. The plan has been in place for several years and includes the infrastructure program that is a part of the corporation's overall technology plan. At Graham Creek students use technology when preparing reports (Microsoft Word), creating Power Point projects, and accessing the Internet and local sources for researching various topics. Accelerated Math and Reading are also a part of our instructional program which utilizes computer technology to assist students in these two areas. Graham Creek's goal is to take our student from pencil and paper tasks to more advanced assignments that involve technology. To meet this goal a television production program, digital cameras, video cameras, VCRs, and electronic video editing are all integrated at various, appropriate levels in the instructional program. The Internet provides resources for teachers in planning and sharing lessons and for students by giving access to a wide variety of information resources that would not otherwise be available. Appropriate safeguards are in place to filter inappropriate content access by students.

Professional Development. Like other schools in the corporation Graham Creek relies mainly on the teacher-teaching-teachers model for much of its professional development activities. However, during the 2005-2006 school year plans are set to bring in an outside trainer to assist our teachers in learning Power Point, Publisher and the Internet as instructional tools. Teachers will then be expected to transfer the skills they have learned to the students in the classroom. Additionally, teachers who attend technology oriented conferences are expected to share their experience with others in small group presentations. One teacher in particular plans and presents short workshop sessions that help teachers learn to cope with the daily "technology gremlins." LCD projectors, Smart Boards, digital cameras and a Casablanca television editing system are just a few of the technologies available to the Graham Creek school family. Every year through the PL-221 and CLSR process, a complete assessment of the technology needs of the school is conducted and five days of training are planned to address these needs each year.

Needs Assessment. The evaluation and future planning for technology is integrated into our PL221 evaluation process. The PL-221 process evaluates student work, student comments, parent input, and staff input to determine goals for the future. This on-going re-evaluation of our technology accomplishments and shortfalls provides the necessary feedback to the administration

for determining what hardware, software, and programs are needed and in what order. Graham Creek has been very successful in acquiring support from local sources and grants which allowed the school to implement its television production and editing program in advance of its original time frame. The bottom line of needs assessment is the reality that our students must be comfortable with technology and with its rapid changes to be successful Twenty-First Century citizens.

Program Evaluation. Student product, standardized evaluation instruments, and parental feedback are three of the ways Graham Creek will continue to evaluate its technology program. These and other input are evaluated by the PL-221 Committee and the building's technology team which meets monthly to consider suggestions from teachers, students, and other sources in developing an annual plan that is approved by the entire staff in May of each year. The technology committee works closely with the administration, the CLSR group, and the PL-221 planning team to review the success of technology and Graham Creek.

Budget. Graham Creek's technology budget from Capital Project and other funds includes the following:

YEAR	COMPUTER EQUIPMENT	SOFTWARE	PROFESSIONAL DEVELOPMENT
2006	\$20,000	\$3,760	\$500
2007	20,000	3,760	500
2008	20,000	3,900	500

HAYDEN ELEMENTARY SCHOOL TECHNOLOGY PLAN

Who We Are. Hayden is located on the western edge of the county and serves approximately 344 students and 50 staff members.

Integration of Technology and the Internet. Hayden will integrate technology and the Internet into the classroom by utilizing it as a tool for students in creating quality work. This will be accomplished by a three-step process. First, students will participate in a class where they will learn the mechanics and application of technology available in this school. This happens during the second semester of each school year. Second, students will have the use of the Internet as a part of their organization of knowledge. They will be instructed in the mechanics, application, and appropriate use of the Internet in their technology class each year. Students will have the Internet available as a research tool in the classroom, the library and the DEN. Third, through written exemplar lesson plans, teachers will purposely create and implement engaging work for students in which the use of technology is embedded. Exemplars will be kept for evidence of this success.

Computer based assessments in reading will be used in grades two through six to identify students who need assistance and to provide some of the skill building activities to aid these students.

Professional Development. Workshops are planned and presented as a direct result of teacher input. Professional development involving technology is designed to facilitate integrating technology into the curricula and instruction. Our three year plan includes in year one having teachers, working in collaborative pairs, attend sessions over a week long period on a technology related subject. After this intensive study, on-going support will be provided during the year by our Resource Center Coordinator. Topics will include Excel, Publisher, Power Point, navigating the Internet, using the Internet as a research tool and other student oriented software programs that are available. Additionally, teachers will be authoring exemplar lessons that embed the use of technology. These exemplars will be kept as evidence.

During year two, teachers will again work in small groups on topics selected from our Staff Technology Suggestion Box that is housed in the computer lab. Four staff members will attend a workshop on digital story telling and will pilot that addition to our curricula. Teachers will continue to author exemplar lesson plans that embed the use of technology. Year three will offer more staff members a chance to attend the digital story telling workshop and implement that addition to their writing program. Authoring exemplar lesson plans that embed technology will continue.

Determining Technology Needs. The need for Internet access is clearly stated in the exemplar lessons that teachers are designing and archiving. These lessons are constructed so that the use of technology as a tool is necessary for success. Technology addresses the lesson design quality of "Organization of Knowledge."

The school's technology team has specific tasks and goals, which included surveying the school's stakeholders concerning technology needs and use. The team keeps a log in the lab that identifies the amount and kinds of use. They poll teachers concerning what technologies are needed to support the school's core business, which is designing engaging work for students.

They make recommendations concerning purchases, future use, the implementation of current and new technology, teacher training and student technology classes based on responses to data gathered through the surveys and polls mentioned above. The tech committee has yearly goals which begin each August and end each May.

Evaluation Plan of Technology. The school's improvement team oversees all committees and plans. Each March they author an end of the year progress report which includes a report on technology training and integration into the school's curricula. In May the committee amends the school plan, including technology, for the coming year as well as sets a framework for the following two years. The school's technology team forwards their monthly meeting notes with all findings and suggestions to the school improvement team. These are archived and reviewed throughout the year. From March to May, the school improvement team works collaboratively with the technology committee in evaluating each year's program as well as planning for the future. The focus of the evaluation centers on two questions: How to use technology to support engaging, quality work for students? How to view technology as a resource to be used in new and different ways to increase student achievement?

Budget. Hayden's three year Capital Projects Fund budget includes the following:

YEAR	COMPUTER EQUIPMENT	SOFTWARE	PROFESSIONAL DEVELOPMENT
2006	\$20,000	\$3,480	\$1,000
2007	20,000	3,500	1,000
2008	20,000	3,700	1,000

JENNINGS COUNTY EDUCATION CENTER TECHNOLOGY PLAN

Who We Are. The Jennings County Education Center houses the alternative education programs for Jennings County Schools which include the RESTART project and the ACEP program. Project ACEP is for students of school age who cannot succeed in the traditional classroom. The Restart program is for students who have been expelled from school and serves as a way for those students to continue their educational experience. The adult education program is also housed in this building and serves the community group of age 16 or older by providing programs that can lead to a high school diploma or GED. Approximately 40% of a student's instructional time is spent working on computer based instruction programs that are tutorial based and independent research relying heavily on Internet resources.

Integration of Technology. Technology is as integral part of our instructional program. Internet access provides the resources that would normally be found in a school library collection. Students spend more than 40% of their instructional time using computer based instructional packages which are both remedial and advanced in nature. Much of the instruction is done in a one-on-one situation with teacher. This type of instruction provides students with assignments that need the support of the Internet or other technology.

Technology Goals. JCEC has identified goals that it would like to reach within the next three years. One goal is cable television programming access for educational use in each classroom. A second goal is distance learning capabilities to meet the needs of the adult learners.

Professional Development. Teachers at the center participate in professional development activities that are provided throughout the corporation. Individual teacher training in computer use and specific software is offered several times a year and is designed to meet the needs of the individual instructor as much as possible. On-going programs in Plato, Microsoft Office, and computer based testing are provided to enhance teacher skills that are passed on to students in the classroom.

Needs Determination. Program needs are determined by a group made up of teachers, students, and community members. This group requests information from current students, staff, and former students from which it develops recommendations that are prioritized and submitted to the school's administration for adoption and purchase. Since one of the major jobs of the center is to prepare students for the work world, input from local employers is used in determining needs. The skills they expect help determine courses and resources that are made available. As the number of people utilizing the center grows, additional computer lab space and a faster, more dependable connection to the Internet will be needed. Telephones for communication between teachers and students and television access in the classrooms are the next technologies needed to offer a wider choice of instructional methods. Continuing evaluation and restructuring of the program is based on input from former students and present employers.

Continuing Evaluation. Many of the same groups and individuals that help determine current needs and buying patterns also have input into the on-going evaluation process. Jennings County Education Center's students all have unique learning needs. Success in meeting the

student's needs is determined from surveys of former students and from input from local business sources. Information such as the number of students completing a program as compared to the number starting, GED success, and graduation rates will also be used in evaluating the ongoing program. This data is reviewed annually and reported to the administration for review and action.

Budget. The Jennings County Education Center's budget for the coming three years in Capital Projects is \$1,000 per year in software. Staff development funding is \$1,200 in each of the three years. Funding for equipment is provided as needed.

JENNINGS COUNTY HIGH SCHOOL TECHNOLOGY PLAN

Who We Are. Jennings County High School is located in North Vernon, Indiana and serves a student population of approximately 1,400 and a staff of approximately 100. Jennings County High School is the single high school in the county.

Jennings County High School's Technology Plan is a dynamic statement that changes to reflect the school's accomplishments, needs, and instructional goals. The plan builds on a five-year plan, of which this is the fourth year, and the three-year School Improvement Plan developed as an outgrowth of PL 221.

Jennings County High School's goals for technology strive:

1. To provide teachers with the technology tools needed to enhance their teaching.
2. To provide professional development opportunities for teachers and administrators to encourage their becoming proficient users of technology for instruction, educational management, and personal use.
3. To provide students the opportunities to acquire skills they will need to be successful "technology savvy" citizens of the 21st Century.

Technology Integration. Jennings County High School has in place a copper and fiber backbone that supports a local area network which brings the Internet and other resources to every classroom, two 25 station computer labs, one 20 station computer lab, and two specialized CAD/CAM labs, offices, and media center. Computer technology and the Internet are integrated into the school-wide instructional program. Specialized programs in language arts, foreign language, math, consumer science, social studies, and science were selected and implemented by the various departments. Specifically, students rely on the computer labs and classroom computer as a research tool for many subject areas. Students utilize computers and the Internet as a resource tool across all curriculums. English students use computer labs and the Internet as a source for research when working on assigned reports and essays. Social studies students use the Internet to keep up to date on current events discussed in class as well as a research tool for reports and projects. Foreign Language students use the Internet as a path to learn more about the countries whose language they are studying as. Science students use computers and the Internet as a research tool and a means to add multimedia and interactivity to their lessons. Student enroll in technical curriculum, such as AutoCAD, Digital systems, manufacturing systems, etc, use computers on a daily basis whether if be modeling 3D parts in AutoCAD, designing electrical circuits, or learning about pneumatics and hydraulics at computer controlled stations. A telephone system with phones in each classroom and voice mail provides more opportunities for teachers and parents to communicate about student progress and concerns. The phone system also is a part of the schools safety program. Video distance learning is also made available to staff, students, and outside users. JCHS has secured a channel from the local cable company,

and that channel is seen in three counties and available to 35,000 homes. Programming includes sports, live graduation, and political debates.

During the next three years, pending anticipated continuation of state funding, Jennings County High School's technology plan calls for the completion of the television and media distribution system outlined in the original five-year plan. A program for "Writing Across the Curriculum" began the 2003-2004 school year and will rely heavily on word processing by computer to assist students with their writing. "Reading Across the Curriculum" will be implemented in year two of the plan and will utilize technology to log what students are accomplishing. Year two and three will incorporate a "Mathematics Across the Curriculum" program that will rely heavily on the use of computers, graphing calculators, and the Internet.

During the 2005-2006 school year, exemplar lesson plans will be published on the school's website. This will allow the school to make these exemplar plans available to students, staff, and parents.

Technology purchase decisions are based on input from teachers, students, and parents. Suggestions are made to department heads or to the school technology specialist who refers them to the Faculty Advisory Committee. Suggestions are then sent to the School Improvement Committee and the Design Team who review the requests for inclusion in their recommendations to the administration.

Professional Development. Strategies for providing in-service to teachers and staff grow out of the school's PL-221 program. The most recent sessions included instruction in using the new telephone system, the new electronic grade book, attendance, and e-mail packages. Additional programs are planned in Internet integration into the instructional program, spreadsheet use and development, database management, HTML, and computer/program maintenance skills. A special in-service program for new faculty members acquaints these individuals with the school's instructional program. Continuing programs to assist teachers in incorporating the components of Microsoft Office, particularly Word and Power Point, as presentation tools and Excel as a tool for analysis are planned. These programs will be designed to meet the various levels of staff comfort with these programs. Jennings County High School will also continue in each year of the program to introduce teachers to various resources that may be found on the Internet. Outside presenters and consultants are utilized for these programs as well as the teachers-teaching-teachers strategy where our staff shares its knowledge with other staff members. In-service programs are developed to meet the needs of the staff as curriculum and resources change.

Needs Assessment. Jennings County High School has an on-going assessment program in all areas of the school. Feedback from parents, staff, students, and community is reviewed by the schools PL-221 committee and the district technology committee. These recommendations are assessed for integration into the overall technology plan. With the committee's approval the recommendations move on to the administration and when approved back to the technology staff for implementation. This on-going review and implementation process provides for continuous re-evaluation of our strengths, areas of concerns, and progress toward meeting the school's goals. Jennings County High School, along with the district technology committee, will continue to review its technology offerings to determine the outcomes and future needs.

Continuous Assessment and Evaluation. Jennings County High School has developed the "I two I" design team format as a part of its on-going PL-221 and CLSR development strategy. A team of professionals continuously evaluates, review, plan, and assess the implementation of technology in the school. Input is also sought from our "Sister School" and professional list-serves that utilize input from a number of schools. As part of the evaluation process, quarterly district technology meetings are held to discuss previous year goals and determine the level of success for meeting those goals. If goals were not successful, what was the reasoning and what can be done to ensure success in the future. Current and upcoming needs are also addressed and prioritized for the development of goal for the upcoming year. Communication is considered key to identifying and assessing program outcomes. Student success will be evaluated based on student product and the results of standardized testing instruments.

Budget. Jennings County High Schools' programmed budgets for the next three years reflect the following proposed expenditures:

YEAR	Computer Equipment	Software	Professional Development
2006	\$120,000	\$14,200	\$6,000
2007	120,000	14,500	6,000
2008	120,000	15,000	6,000

JENNINGS COUNTY MIDDLE SCHOOL TECHNOLOGY PLAN

Who We Are. Jennings County Middle School serves 965 students and 75 teachers and staff for grades 7 and 8 in Jennings County. Jennings County Middle School is the only middle school in the system with students transported from throughout the county.

Technology Plan. Jennings County Middle School continues to build on its original five-year plan and the five-year plan developed by Technology Dynamics of Indianapolis for Jennings County Schools. The results of the schools PL-221 Action Plan are now an integral part of the revision.

Technology and Internet Integration. The middle school's plan calls for technology to become a key ingredient in its program to strengthen student skills and basic knowledge tested in the I-STEP evaluation process. Every room has Internet access on one or more computers as well as access to several programs for remediation through the local LAN.

Technology and the Internet are integrated into the curriculum in every subject area. Teachers are currently utilizing the vast information-gathering potential of the Internet for research across the curriculum. Students then analyze and apply that data for PowerPoint presentation as well as oral and written reports and other projects. Our newspaper and television production classes use electronic editing software, digital cameras, and other media in producing their work.

Professional Development. Professional development centers on a program of teachers-teaching-teachers. Over the course of the next three years workshops, in Power Point, Excel, Word, Publisher, and the grade book program that is a part of the administrative package are scheduled on both a formal and informal basis. Outside presenters from other schools and the corporation will be utilized when needed. The professional development program will concentrate on enhancing computer skills in part, but more importantly, it will stress the use of the computer as an instructional tool for the student. Curriculum integration of the computer as a resource and a presentation tool will be emphasized.

A good deal of the technology professional development activities center around the efforts to expand the teachers level of "confidence" with other technological devices such as digital cameras, smart boards, and LCD projectors. Jennings County Middle School's PL-221 plan calls for development activities that will enhance the staff's ability to use pre/post-testing in core areas utilizing the EdVision Skills Connection software. As teachers attend workshops and training sessions on Internet integration into the curriculum, they are sharing their new skills in formal and informal workshop experiences that are designed to create a technology literate staff.

Integration of Technology. The process for determining the need for technology starts at the building level. As teachers develop their instructional programs to incorporate the Indiana State Academic Standards, they will choose methods and strategies that will engage students. Frequently, they will discover a software program or Internet site that will enhance learning. For example, this year, several teachers requested a site license for edHelper.com to assist them in designing quality work for students. Other times, teachers will find that a particular piece of technology, such as a projection device that allows them to enlarge and project their computer

screen for the entire class to see, will make learning more meaningful. The request is brought to the principal and the building technology committee first. If the request correlates with the school's PL-221 School Improvement Plan and the Corporation Plan, it is approved, pending budgetary feasibility. Corporation technology personnel are consulted for recommendations and pricing. If the scope is larger than the building budget, the request is brought to the Corporation Technology Team at monthly meetings.

Evaluation and Assessment. The need for and the success of integrating technology into the school's educational program is assessed as a part of the ongoing PL-221 assessment plan. Since the PL-221 Action Plan evaluates and outlines the future integration of all resources in the instructional program, this group of teachers, students, parents, and administrators evaluates and recommends support for existing and new technology. In conjunction with the school's PL-221 school improvement committee, JCMS relies on the experience and expertise of the district technology committee. With quarterly meetings, the technology committee reviews the status of goals set. This includes long term goals set in prior years as well as short term goals set in previous meetings. Along with the review of current goals, development of new ideas and goals happen at most meetings. With this ongoing assessment and evaluation process, JCMS feels it has the ability to set realistic goal and also allow for adjustments to be made with little turn around time. Each year, the technology purchases are analyzed and assessed at the building level and by the corporation Technology Team. The school staff is given an inventory of current technology each year so they are aware of what is available in the building regarding software and equipment.

Budget. Jennings County Middle School's technology will continue to be supported financially from the corporation's budget and utilized as recommended in this plan and the school's PL-221 Improvement Committee. Actual physical support will come from the corporation's staff of computer technicians and trainers and from outside sources as needed.

Jennings County Middle School anticipates Capital Project Funds to be budgeted as follows for the next three years for technology hardware and software:

YEAR	Computer Hardware	Software	Professional Development
2006	\$40,000	\$12,000	\$8,600
2007	50,000	12,000	8,600
2008	60,000	12,000	8,600

NORTH VERNON ELEMENTARY SCHOOL TECHNOLOGY PLAN

Who We Are. North Vernon Elementary School is Jennings County Schools' largest elementary school serving approximately 800 students and a staff of 100. The use of technology and the Internet continue to be an important part of the school's instructional program.

Integration of Technology. Instruction is offered on computers in a lab situation and on individual workstations using instruction that is designed to develop a student's academic and research skills. Instruction on keyboarding skills is used by all grade levels. Individual classes and a Technology Club create Web pages that are shared in grade levels. Students also receive instruction in the use of digital cameras and preparing multimedia presentations. Students use Inspiration, Kidspiration, Kid Pix, and PowerPoint as multimedia tools for classroom presentations. Two-way video/audio is used for virtual field trips. Thirty-two inch television sets with VCRs are in every classroom and students produce a daily news program that airs over the school's network.

Students in grades 4-6 use Accelerated Math, an individualized mathematics program, for part of their classroom instruction in mathematics. Many classrooms use Accelerated Reader as a supplement to the Four Blocks curriculum. Students at all grade levels have access to *Math Facts in a Flash*, a software program that drills basic math facts, as well as software programs relating to the current math textbook adoption. Special education classes utilize the *Read Now!* program for their language arts instruction.

Student assessment using technology is utilized and reported in the annual School Improvement Plan. Assessments in reading and math are conducted three times a year, and this information is used to develop remedial and enrichment programs for students. The assessment tools used are STAR Reading, Early Literacy, and STAR Math.

Newsletters are created by students and staff using Microsoft Publisher. Teachers participate in discussion boards on books being read by the entire school and in discussions with other teachers in the county. Teachers communicate with other staff members through email and with our new voice mail capabilities with the addition of classroom telephones. Teachers also utilize the student management package to record lunch counts, attendance, grades, and discipline. Access to this information is then shared with the administration.

Professional Development. North Vernon Elementary's School Improvement Plan contains the goal of providing teachers with the knowledge and skills needed to use programs such as Accelerated Math, *Read Now!*, Academy of Reading, Accelerated Reader, keyboarding, IASEP, classroom presentation devices, creating web pages, and the student management software. Training on the use of skills based report cards will be conducted in the coming year.

Like the other schools in the corporation, North Vernon Elementary utilizes the teacher-training-teachers approach for much of its professional development activities. Mini-sessions are utilized to introduce basic skills. Sessions are also used to introduce advanced program functions that will help the teacher fully integrate these and other software into their instructional program.

Needs Assessment. On-going needs assessment at North Vernon Elementary consists of integrating the data developed for the School Improvement Plan with the findings and suggestions of the school's technology committee which meets at least quarterly. Surveys and discussions with parents, students, and staff are used to determine the need for the Internet and other technology applications instruction and purchasing. The School Improvement committee discusses technology as a part of its yearly review. The yearly plan for determining technology needs includes our technology committee's discussions with other staff regarding the specific needs of our school. This information is then brought to the technology committee and a list of needed items is developed. From this list, items are prioritized for possible purchase in the next budget year. This list is kept for future use if additional monies become available. Parents and community members are included in this process through our School Improvement committee. Students are involved in this process through our Technology club. The technology committee makes recommendations concerning hardware and software for use in the instructional and two of its members serve on the District Technology Committee.

Continuing Assessment. Evaluation of our Technology Plan is conducted annually by our technology committee. These members determine what parts of our plan are appropriate and address those parts that need to be adapted or changed for the following year. When this committee approves the Technology Plan, it is then shared with all school personnel at a staff meeting. Yearly this plan is also shared with our School Improvement committee for their input. Final approval of our plan is received from a majority vote of all staff members.

Budget. North Vernon Elementary's three year Capital Projects Fund budget plan for technology is as follows:

YEAR	HARDWARE	SOFTWARE	PROFESSIONAL DEVELOPMENT
2005	\$20,000	\$8,200	\$7,500
2006	\$20,000	\$8,200	\$7,500
2007	\$20,000	\$8,200	\$7,500

SAND CREEK ELEMENTARY SCHOOL TECHNOLOGY PLAN

Who We Are. Sand Creek Elementary School is the newest school in the corporation. It is now in its sixth year of operation and was planned with technology integration in mind. The copper network with fiber from closet to closet connects a teacher and five student stations together in a school wide network which in turn is connected by 56K frame relay circuits to the Jennings County School WAN network for Internet and E-mail support. Provisions for telephones and televisions supported by satellite reception complete the initial technology package. Building level media retrieval is planned. Sand Creek has approximately 675 students and staff.

Technology Integration. School personnel provide engaging opportunities for student to create work with technology. Teachers use a variety of technology opportunities such as PowerPoint and video presentations. The students are given opportunities to use the Internet for research and communication. The teachers ensure that the state standards are addressed in the technology projects.

To accomplish the instructional integration, there are five computers plus a teacher station in each classroom. Teachers have a designated time each week to work in the school's 25 station lab for group projects. Internet connection is available throughout the building with appropriate content filtering installed to eliminate inappropriate material. The lab is also equipped with grade level appropriate software for learning math, reading, writing, and typing.

Professional Development. As a part of the schools PL-221 improvement plan, Sand Creek teachers participated in several technology in-services provided by Mantzenberger Technology Services. These trainings were provided within the school day to ensure program success. The trainer was to assess the staff's degree of comfort with the technology in the building and to provide data for addressing the future needs of staff development in the area of technology.

At the building level, Sand Creek will utilize staff members who are "tech savvy" to conduct mini-workshops throughout the school year. Two staff members who have computer endorsements on their teaching licenses are working to facilitate this training. An in-service on using the technology equipment currently in the building will be a starting point. This will include training on using the digital cameras, the Elmo presenter projector, the electronic poster maker, and the Smart Board.

Professional development is linked to technology as one of the areas identified in the school's PL-221 improvement plan. The focus will be on utilizing corporation adopted software such as Microsoft Office Suite, Kid Pix, Inspiration, Academy of Reading, Waterford, Accelerated Reader, Star Reader and Accelerated Math. Outside resources, such as teachers from other schools in the corporation, state consultants, and the corporation's technology support service will

be utilized for most of the training.

Needs Assessment. The need for Internet and other technology is determined by a team of staff including tech support, principal, assistant principal, secretary, and certified staff members. We work as a team to discuss the needs of the school and purchases are made accordingly. Staff members are welcome to submit ideas for new technology, and the team then evaluates and tries to meet the need if appropriate.

Program Evaluation. The program is evaluated by the success of our student products. Do they have the right materials for the products? Teachers and administrators work together to decide how well the technology plan is working and make revisions annually as a part of the PL-221 process. If there are concerns about hardware, software, or in-service needs the staff reports these concerns to the administration who then take appropriate action.

Budget. Sand Creek's technology budget for Capital Projects and other funds for 2006 to 2008 are as follows:

YEAR	COMPUTER EQUIPMENT	SOFTWARE	PROFESSIONAL DEVELOPMENT
2006	\$20,000	\$6,200	\$1,000
2007	20,000	6,200	1,000
2008	20,000	6,200	1,000

Scipio Elementary School Technology Plan

Who We Are. Scipio Elementary School is located in the northwest corner of Jennings County and serves 415 students with a staff of 50. Scipio has four computers in each classroom and a twelve-station lab computer setup within the library. This creates a climate for the daily integration of technology into each student's learning experience. This implementation of technology contributes to the improvement of educational opportunities and resources, which allow students to improve their skills, competence, and knowledge. Technology's capacity to rapidly process information enhances the methods by which students learn, work with information, and communicate.

Integration of Technology. As a tool for learning, technology empowers students to be actively, engaged learners. Software such as word processors, databases, spreadsheets, and graphing programs enable students to collect, retrieve, organize, analyze, and communicate data. Internet access allows students to investigate and research ideas, academic topics, and a variety of concepts. Internet access also expands the resources available to students to perform information searches. Word processing is the writing tool that encourages students to fully participate in the writing process of drafting, enhancing, and editing a paper. Spreadsheets and graphing programs encourage students and teachers to analyze data and ask the "what if " and "what happens" questions. The production capabilities of computers, LCD projectors, Smart Boards, digital cameras, and video cameras enable students to present their ideas and research in a variety of formats. All of these tools allow students to be more successful by matching resources to learning styles.

At Scipio Elementary, our goal is to ensure that our students and staff are competent in the use of modern methods of gathering and analyzing information and adaptable to the increasing use of technology in their daily lives. Technology has evolved from a classroom accessory to an important educational tool that can be utilized in the development and implementation of quality, engaging work.

Professional Development. Scipio teachers train as needed with someone from the corporation's technology committee team or an in-house teacher/trainer to introduce new software, introduce WEB sites, and assist in developing techniques for using the computer as a tool in their classroom. Scipio's staff is expected to be familiar with the basics of Microsoft Office Suite, STI Classroom, Kid Pix, Kidspiration/Inspiration, Accelerated and Star Reader, Star Math, Harcourt Math, and grade level appropriate software. In addition, the school's tech leader assists in finding appropriate sites to integrate the Internet and WEB software into the classroom. Appropriate safeguards are in place to filter inappropriate content access by students.

Needs Assessment. Scipio has a building technology committee that receives input from members of the staff, students, and parents concerning technology needs. Staff is encouraged to make their needs known. The technology committee coordinates the requests and evaluates them based on the school's PL 221, CLSR, and the current technology plan. The technology committee then prioritizes the requests and submits them to the principal for further action. Teachers are kept aware of the committee's actions and annually approve a technology plan for the school. Presently, a 30-station self-contained computer lab with Internet access is needed.

Program Evaluation. Evaluating the technology program is an on-going process at Scipio that is built into the PL 221 and CLSR processes. Faculty, staff, students, and parents determine the program's success through writing, by one-on-one discussion, evaluation of the student work, and coordination with the PL 221 plan. Staff participation at training sessions is used as a part of the professional development evaluation. Student's knowledge of computer software and skills are evaluated. The overall effect of technology on the learning process is evaluated by reviewing student progress using appropriate evaluation tools. The Technology Committee annually reviews the outcomes of the previous technology plan and determines needs according to the information gathered from the sources indicated above. The committee then makes recommendations to the administration concerning equipment to be purchased, workshops to be held, and instructional techniques that may be enhanced through the use of technology.

Budget. Scipio's three year Capital Projects Fund budget includes the following:

YEAR	HARDWARE	SOFTWARE	PROFESSIONAL DEVELOPMENT
2005	\$20,000	\$5,000	\$3,700
2006	20,000	5,000	3,700
2007	20,000	5,000	3,700

JENNINGS COUNTY SCHOOLS
TECHNOLOGY PLAN
CONCLUSION

Jennings County Schools continues to be driven by its original five-year technology plan which provided for hardware and software needs as well as professional development. Although the current conditions of funding has delayed the completion of the original goals as scheduled, these goals are still considered important enough to be what will lead us for the next few years. PL-221 and CLSR programs provide a framework for the on-going processes of determining needs and evaluating programs.

Integrating technology with PL221 in planning and improvement for student learning will be an important part of utilizing staff development and technology funding to bring each school in the system to an appropriate level of technology utilization.

Additional time and funding are planned for professional development that will assist teachers in understanding what technology can do for them and what their students must know about technology to be successful in the future. Much of this is being structured as a part of the on-going PL-221 and CLSR improvement initiatives.

Jennings County Schools is, as this document reveals, working to be one of the leaders in technology use across the curriculum. Technology has been and will continue to be planned and implemented based on a careful and thoughtful analysis of the needs of our students utilizing CLSR and PL-221 as guides to what our students need to be successful in the changing 21st Century.

For additional information concerning this plan contact:

Dr. Michael Bushong
Superintendent
Jennings County Schools
34 Main Street
North Vernon, IN 47265

Phone – 812-346-4483
Fax - 812-346-4490
E-Mail - mbushong@jcsc.org

or

Aaron Kovacich
Director of Technology
Jennings County Schools
34 Main Street
North Vernon, IN 47265

Phone – 812-346-4666
Fax – 812-352-1942
E-Mail – akovacich@jcsc.org

12/20/2005

TO: EARL BADERSCHNEIDER

FROM: GREGG SINDERS

SUBJECT: JENNINGS CO. SCHOOLS
SELECTIVE REVIEW 130575

* * * * *

TRANSACTION REPORT

JUN-13-2006 01:00 PM

* * * * *

FOR: JCS MAIN. and. TECH

812 352 1942

* * * * *

SEND

* * * * *

DATE	START	RECEIVER	PAGES	TIME	NOTE
------	-------	----------	-------	------	------

* * * * *

JUN-13	12:53 PM	919735996515	21	7'05"	OK
--------	----------	--------------	----	-------	----

* * * * *



Recycled Paper

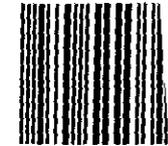
PLEASE PRESS FIRMLY

PLEASE PRESS FIRMLY

PLEASE PRESS FIRMLY

PRIORITY MAIL

7005 0390 00 7 3304 6727



0000

20743

Route

Tina

Delivery Point

TW-B204

01/12/07
14:07:27

OMD

PO#

Sdr SOUTH DEARBORN SCHOO

70050390000033046727



W102004ZBP

Y

www.usps.

From:

GREGG SWOZES
SOUTH DEARBORN SCHOOL
211 S. Paine St
Hamlet, IN 47243



RETURN RECEIPT
REQUESTED

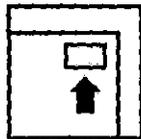
To: Federal Communications Commission
Office of the Secretary
236 East Hampton Drive
CAPITAL HEIGHTS, MD
20743



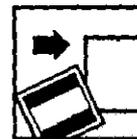
HOW TO USE:



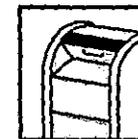
1. COMPLETE ADDRESS AREA
Type or print return address and addressee information in designated area or on label.



2. PAYMENT METHOD
Affix postage or meter strip to area indicated in upper right hand corner.



3. ATTACH LABEL (Optional)
Remove label backing and affix in designated location.



4. Bring your Priority Mail package to a post office, present it to your letter carrier or call 1-800-222-1811 for pick up see Stamped mail may be deposited in a collection box ONLY if it weighs less than 16 ounces.

We Deliver

Any amount of mailable material may be enclosed, as long as the envelope is not modified, and the contents are entirely confined within the envelope with the adhesive provided as the means of closure.