

Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester
Commissioner

MEMORANDUM

TO: Margery Mayo-Brown, Superintendent

FROM: Mitchell D. Chester, Ed.D. *Mitch D. Chester*
Commissioner of Elementary and Secondary Education

SUBJECT: Approval of Fall River Tech Plan

DATE: May 2011

FALL RIVER SCHOOLS
SUPPORTS OFFICE
2011 JUN -1 PM 1:11

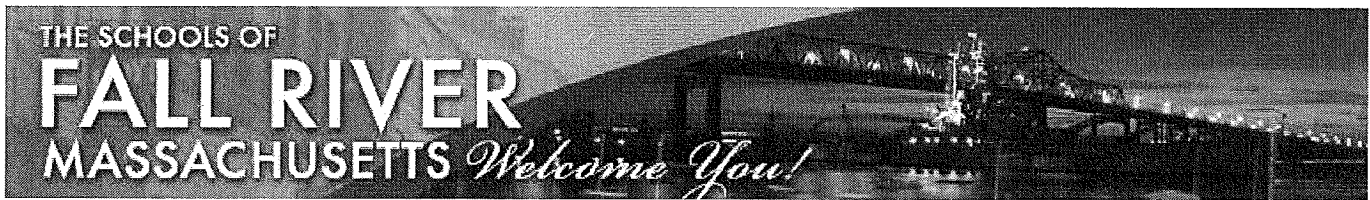
We have reviewed the data you have submitted for the implementation of your technology plan and have determined that this data aligns with your long-range technology plan. I am pleased to inform you that the Fall River Technology Plan has been approved through June 30, 2012.

We will continue to work with you on the annual submission of your online data forms so that your technology plan will remain valid for E-Rate discounts and state and federal technology grants.

If you have questions about your technology plan, Baiba Ozols, Instructional Technology Specialist, will be pleased to assist you. You can contact her at 781-338-6831 or bozols@doe.mass.edu.

Copy: Brian Milolazyk, Technology Director/Coordinator

2010-2013
TECHNOLOGY PLAN



FALL RIVER PUBLIC SCHOOLS
FALL RIVER, MASSACHUSETTS

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Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Elements of a Successful Technology Plan

Establish clear goals and realistic strategies for using telecommunications and information technology to improve education services.

Include an assessment of telecommunication services, hardware, software, and other services needed to improve education services.

Allocate sufficient funds to acquire and support elements of the plan , including telecommunications, hardware, software, professional development, and other support needed to implement the strategies.

Provide professional development strategies to ensure the staff knows how to use new technologies to improve education services

include an evaluation process to monitor progress toward the goals and a process that allows for mid course correction in response to new developments and opportunities as they arise.

**The Massachusetts Department of Elementary & Secondary Education provides resources to districts on creating and sustaining technology plans for school districts. Information can be found at:
<http://www.doe.mass.edu/edtech/planning.html>**

OVERVIEW

Our technology plan, will guide the design, attainment, and changes of the infrastructure, hardware, software, and instructional support system that will enable us to achieve these goals. Our schools will further leverage their technology to make progress on many levels. We will be better able to utilize appropriate resources, gather reliable assessment data, and fulfill management responsibilities. Additionally, our staff will be better able to individualize and integrate instruction and address different learning styles. Finally, we will be able to expand our ability to communicate with students, parents, business partners, and the community.

As advances in technology move forward, schools must sustain flexible, vigorous plans to meet the challenge these developments present. This new Technology Plan not only confirms our commitment to the districts mission, but also expands upon it to insure that technology also enhances learning, instruction, communication, professional development, and information management.

OUR SCHOOLS

Thanks to a long-term effort on the part of the city, school department and the Commonwealth of Massachusetts, the Fall River Public Schools has been involved in a consolidation effort, bringing the total number of elementary schools down from twenty-eight as recently as the 1990s to nine today: Spencer Borden Elementary in the southern Highlands, John J. Doran Elementary in the downtown area, Mary L. Fonseca Elementary in the Flint, William S. Greene Elementary near the city's center, Alfred S. Letourneau in the Maplewood neighborhood, Frank M. Silvia Elementary in the far North End, James Tansey Elementary in the middle Highlands, Carlton M. Viveiros Elementary in the South End, and James Watson Elementary in the lower Flint. Of the old twenty-eight, only Watson and Tansey remain in their original buildings; Silvia was relocated from its old location downtown to a new building in the northern part of the city, and the other five were rebuilt on the sites of their original schools. Also, most of the closed school names (except for Wiley and Dubuque) live on in the schools they were consolidated into.

There are four middle schools: Matthew J. Kuss Middle School (which was relocated to the west side of the city), Henry Lord Middle School (serving the South End), James Morton Middle School (serving the North End), and Edmond P. Talbot Middle School (serving the east side of the city). The school department has recently added the Stone Day School to handle special needs students that would normally be placed out of the school district.

There are approximately 10,000 students and 1,500 staff who work in our building each day. Over the past several years the population of school age students in the city has resulted in a drop of 2,000 students over the past decade.

MISSION STATEMENT

The Fall River Public Schools are committed to the belief that all students will be successful learners and will be prepared to function as citizens, workers and consumers in a technological society.

We believe...

- technology enhances the quality and scope of teaching and learning
- all stakeholders will receive equitable access to technology
- technology should be integrated across the curricula to maximize effective and meaningful instruction
- Through the expanded use of digital media, assistive technologies, and universally designed instruction, diverse learners have access to the curriculum, including those with learning and communication disabilities, cognitive impairments, visual and auditory impairments, and physical challenges.
- administrators, staff, and students must be provided with the appropriate tools, instruction and methodology to fully integrate technology in the education process
- technology resources must continually be evaluated, assessed, and upgraded to ensure maximum opportunity for all learners to be competitive in a technological world
- all learners will have the opportunity, through technology, to reach their full potential and lead lives as participants in the political and social life of the Commonwealth and as contributors to its' economy.

CURRENT STAFFING (2011-2012 SCHOOL YEAR)

TITLE	LOCATION
School Information Coordinator 1 FTE	District
Tech Support Center Technician 1.8 FTE	District
District Technology Facilitator 3.0 FTE	District
Webmaster / Network Services 1 FTE	District
Data Specialist / Tech Support Center Manager 1 FTE	District
Data Technicians 4 FTE	District
Educational Television Studio/Audio Visual Staff – 5 FTE	High School
Science/Engineering/Technology Education Teachers – 8 FTE	High School

Instructional Media Specialists 3 FTE	High School
Media Center Specialist- 1 FTE	High School
Technology Resource/Media Specialists - 3 FTE	Middle Schools
Technology Education Teachers - 6 FTE	Middle School
Instructional Technology Specialists – 6 FTE	Elementary Schools
Tech Support Center Support Services - .50 FTE	Contracted Services
Network Engineer Services - .5 FTE	Contracted Services
Active Directory Services - .25 FTE	Contracted Services

BENCHMARK 1

Commitment to a Clear Vision and Implementation Strategies

A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2012-2013.

VISION

1. Technology will be incorporated into the daily management and operation of classrooms, schools, and the Central Office. It will also serve as an essential element of School Improvement Plans and The District Improvement Plan.
2. All classrooms, libraries, and school offices will be sufficiently equipped and configured to provide all members of the learning community, including students, staff, and parents, with easy and equitable access to emerging and expanding information technologies.
3. Provide training opportunities to ensure our staff has the appropriate competencies and support needed to use educational technology to deliver instruction. To deliver online professional development.
4. Educational technology will be integrated into the curriculum and used in an equitable manner by all students as an essential element of student success.
5. Facilitate inclusive schooling using print-based text combined with the most current universally designed materials and assistive technologies including digital text, digital media, and computer technologies.
6. Both students and staff will achieve a level of proficiency in using information technologies.
7. Ensure that students with disabilities receive appropriate assistive technology materials in order to access the curriculum and participate in state and district assessment protocols.

B. The district has a technology team with representatives from a variety of stakeholder groups, including school committee members, administrators, and teachers. The technology team has the support of the district leadership team.

Team Member	Role
Meg Mayo-Brown	Superintendent of Schools
Thomas Coogan	Chief Operating Officer
Fran Roy	Assistant Superintendent
Brian Mikolazyk	School Information Coordinator
Frank Farias	Webmaster / Technical Services
Tim McCoy	Fall River School Committee , Technology Sub-Committee
Ron Almeida	Tech Support Center Technician
Nicole Medeiros	District Technology Facilitator – Middle Schools
Brad Silva	District Technology Facilitator – High School
Rene Kochman	Fall River Educational Television
Fatima Silva	Director of Assessment

Christie Connell	District Technology Facilitator – Elementary Schools
Joyce Landry	Tech Support Center Manager / Data Specialist

NEEDS ASSESSMENT

The district assesses the technology products and services that will be needed to improve teaching and learning.

CURRENT STATUS	<ol style="list-style-type: none"> 1. New services and products are reviewed by technology department and/or district technology team for compatibility and worthiness before getting feedback from administrators and teachers for final recommendations. 2. Follow existing procurement and approval policies established by City of Fall River and Fall River School Committee. 3. Comply with all E-Rate guidelines for review and selection of services and products.
OUR GOALS	<ol style="list-style-type: none"> 1. Continue to follow the existing practices to stay in compliance 2. Develop formal procedure for software recommendations so selections can be standardized for a school level. 3. Explore new eligible services under the E-Rate program to enhance teaching and learning.
EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals. Have brought software inquiries from individual schools to a review process and then pick the one that best meets the needs of our schools. Dreambox and Faststone Capture are two examples.</p>

The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Instructional staff are asked to complete an on-line survey that allows them to provide feedback on hardware, software and equipment being used in schools. 2. New products and services are reviewed internally first before making recommendations to the district and school administration.
OUR GOALS	<ol style="list-style-type: none"> 1. Create and use a more detailed survey that can collect more data on the effectiveness of technology products and services. 2. Encourage feedback from instructional staff through dedicated email address and use of Tech Support Center.
EVIDENCE OF SUCCESS	<p>Currently meeting our goals.</p> <ol style="list-style-type: none"> 1. Staff are surveyed by Tech Support Center for periodic review. Issues are brought up for discussion with Principals Committee and the District Leadership Team. 2. Tech Team created and used online evaluation survey to be completed by staff attending trainings. 3. Tech team conducted online survey to gather the workshop needs of all staff. 4. Instructional Tech has emailed "how to" directions promoting Ticketing System and the availability of Tech Support to staff

The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.

CURRENT STATUS	<p>The Fall River School Committee approved our Acceptable Use Policy, that adheres to CIPA regulations in December 2006. There are 5 versions of the AUP for our school community. Schools work in conjunction with the Instructional Technology Facilitators to insure that CIPA and our AUP are covered with students each year Our full Acceptable Use Policy and the following AUP signature pages are posted at www.fallriverschools.org/technology.cfm</p> <ol style="list-style-type: none"> a. Grade K-2 b. Grade 3-5 c. Grade 6-8 d. Grade 9-12 e. Staff <p>Staff are required to sign and follow the AUP when hired or when the AUP is modified. Students must sign the appropriate AUP policy each school year with school's maintaining records in the building.</p>
OUR GOALS	<ol style="list-style-type: none"> 1. Review AUP policy and signature pages in Summer of 2010 and make recommendations of changes. 2. Develop an on-line method of capturing the electronic acceptance of the AUP by a student or staff member to replace the current paper form method. 3. Insure our AUP stays in up to date with all CIPA and E-RATE changes. 4. Continue to post our AUP policies in schools and on our website. 5. Increase opportunities to educate our families on the AUP and expectations of our school community.

EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals.</p> <ol style="list-style-type: none"> 1. Will implement a new electronic signature form with X2 Aspen to have staff sign off on AUP and provide evidence. 2. Continue to promote i-Safe training for all staff and regularly meet/communicate with teachers about best practices. 3. After becoming certified the Title I Parent/Community Coordinator began promoting iSAFE during meetings with parents
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Budget

The district has a budget for its local technology plan with line items for technology in its operational budget.

CURRENT STATUS	<ol style="list-style-type: none"> 1. The Fall River Public Schools through the operating budget and Title grants commits funding to implement the goals of the district technology plan. 2. At the district level, lines items are clearly identified for technology staff leadership, support staff, instructional technology teachers, technology contractual services and maintenance and supplies. 3. Each school also budget lines that provide resources for technology purchases, staffing and professional development.
OUR GOALS	<ol style="list-style-type: none"> 1. Merge school level technology lines into the district level budget lines to allow for better district wide decision making. 2. Develop a district technology life cycle replacement plan that is supported in the budget process.
EVIDENCE OF SUCCESS	Currently NOT meeting our stated goals.

The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).

CURRENT STATUS	<ol style="list-style-type: none"> 1. At the district level, lines items are clearly identified in MUNIS for technology staff leadership, support staff, instructional technology teachers, technology contractual services and maintenance and supplies. Our current and draft budget (including line items) are posted online for review at: http://www.fallriverschools.org/cfo.cfm 2. Each school also budget lines that provide resources for technology purchases, staffing and professional development.
OUR GOALS	<ol style="list-style-type: none"> 1. Provide for more school level professional development by reinstating the technology coach program in which stipends would be provided to assist with PD and technology support. 2. Fully utilize the online ticketing process and the Tech Support Center to create a standard method of handling all technology hardware and end user issues. 3. Increase the number support staff by identifying funds for an additional technician. 4. Make annual commitment to replace/add network hardware based on review of inventory. 5. Work with other departments and the city to develop an asset management program and policy for all school department assets. Ideally would like to implement the MUNIS Asset Management Model which would require a commitment from the city. 6. Continue to expand the use of VOIP in our schools.
EVIDENCE OF SUCCESS	All goals are active works in progress and are increase in funding. The new Morton Middle School has been planned with a VOIP system in it and over 6,000 IT tickets were entered for the school year.

The district leverages the use of federal, state, and private resources.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Currently apply for telephones, basic maintenance, internet access and internal connection projects annually under the E-Rate program. In 2009-2010 school year, over \$2 million in services and upgrades were provided to the FRPS at an 80-90% E-RATE discount level. 2. District annual applies for private, federal and state grant opportunities to enhance technology, teaching and learning. 3. Savings gained from E-RATE awards allows the district to direct resources to providing/upgrading end-user equipment.
OUR GOALS	<ol style="list-style-type: none"> 1. Keep Technology Plan up to date which is a requirement for most grant and E-Rate opportunities. 2. Seek out beneficial grant opportunities for the district and/or schools. 3. Become proactive in working with area businesses who may be a resource for financial or in-kind donations to the enhance technology.

EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals.</p> <ol style="list-style-type: none"> 1. Tech Plan has been approved by the DESE through June 2012 2. High School has again been approved for substantial II-D grants for on-line learning opportunities. 3. Level 3 & 4 schools have written their grants to include support for technology. 4. Gained donation commitments from several community groups and business in the 2010-2011 school year for computers and A-V materials.
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For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for the services procured through E-rate.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Each year, the FRPS operating budget has contributes the necessary funds to pay for the all Priority 1 and Priority 2 services and products under the E-Rate program. 2. All E-Rate filings are presented to the administration and the FR School Committee for review and to gain their commitment to support of E-Rate plans.
OUR GOALS	<ol style="list-style-type: none"> 1. Continue to work with the Business Office to insure all E-Rate items and correctly marked in MUNIS. 2. Annually review the changes made to the E-Rate program to determine what new services we can apply for and which ones are no longer eligible. 3. Review with principals and district administration the status of each school building to make decisions on which services and projects may be needed each year. 4. Keep Technology Plan up to date which is a requirement for most grant and E-Rate opportunities. A
EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals.</p> <ol style="list-style-type: none"> 1. Line items in contractual services budget dedicated to E-Rate expenses. 2. Waiting for approval of Henry Lord project and new Morton Middle School project.

Evaluation

The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Feedback from school staff and district staff are sought each year on how the current technology is meeting their needs and the goals of the District & School Improvement Plans. 2. Annually review all products and services to insure they are meeting the needs of our school community.
OUR GOALS	<ol style="list-style-type: none"> 1. Work with district and school staff to make sure the goals, products and services of technology plan are aligned with the District and School Improvement Plans 2. Make adjustments as need, based on the feedback of internal or DESE audits be conducted that note items to address.
EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals.</p> <p>100% of the Henry Lord staff has an FRPS webpage aligned with their Improvement Plan. Creating online lesson Plan templates? Online grading, conduct, 504s and IEPs?</p>

BENCHMARK 2

Technology Integration and Literacy

Technology Integration¹

Outside Teaching Time - At least 85% of teachers use technology every day, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Fall River is currently exceeding this goal as all teachers are required: <ol style="list-style-type: none"> a. internet access in all classrooms and offices. b. submit grades electronically at grade 6-12. c. are encourage to communicate through email and use resources of Moodle. d. have access to classroom computers and/or school labs. e. post attendance daily.
OUR GOALS	<ol style="list-style-type: none"> 1. fully change to electronic grading at the elementary level. 2. increase the use of teacher webpages using our content manager 3. Continue to maintain and expand our Moodle intranet site. 4. Rollout the use of Gmail and Google Apps and support the use of the collaboration tools they offers. 5. Fully implement the minimum classroom technology resources outlined in the next goal.
EVIDENCE OF SUCCESS	<p>Currently meeting our stated goals.</p> <ol style="list-style-type: none"> 1. Daily online Gradebook usage in middle schools and high schools increased _____% 2. Currently 400+ staff members are using our CMS system. 3. Moodle LMS users are up from to 1600 to 2015. We actively offer 120+ courses online. 4. The use of Google mail has increased 300% in the last 6 months, Collaboration has increased 100%. 5.

For Teaching and Learning - At least 85% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data interpretation, communications, and collaboration (See the Massachusetts Recommended K-12 Instructional Technology Standards²).

CURRENT STATUS	<ol style="list-style-type: none"> 1. Evidence of this goal varies by school since many of the new schools were equipment with current technology that allows them to meet this goal.
OUR GOALS	<ol style="list-style-type: none"> 1. At a minimum, provide each classroom in the district with: <ol style="list-style-type: none"> a. an A-level PC computer with internet connection b. document camera, projector and speakers c. access for teachers to create their own web pages 2. Increase the use of interactive boards 3. Phase in the use of email (Gmail) accounts for secondary level students and the collaboration tools of Google Apps for use between students and teachers. 4. Provide additional research and lesson planning tools to all schools such as Discovery Education and Thinkfinity. This will also allow for more standardization of professional development between subjects and schools. 5. Develop online courses that can be offered to students through Moodle. 6. Appropriately use on line teaching programs such as Plato and Read 180 in our schools. Continue to look for other beneficial programs that can serve our schools across the district.

¹ The Massachusetts Department of Education defines technology integration as the daily use of technology in classrooms, libraries, and labs to improve student learning.

² The Massachusetts Recommended K-12 Instructional Technology Standards are available on the Department's web site (<http://www.doe.mass.edu/edtech/standards.html>).

EVIDENCE OF SUCCESS	2. A total of 94 Eno boards have been installed in the district by PROAV to date 3 Google Apps accounts have been rolled out across the district grades 1-12. Grade 6-12 also have an email account within their Google Apps account. Collaboration between staff and students has increased _____% 6. The following programs have been added in multiple locations across grade levels in the district. Achieve 3000, Study Island, Lexia, Glogster, Dream Box
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Technology Literacy

At least 85% of eighth grade students show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for grade 8.

CURRENT STATUS	1. A survey of grade 8 teachers shows that we are currently not meeting the expectation 85% of students showing proficiency in the grade 8 technology standards. 2. Currently the technology standards have been embedded into the Science classes at each middle school.
OUR GOALS	1. Instructional Technology Facilitators will work with grade 8 classes on identifying areas of concern and develop training materials to increase the proficiency level of students. 2. Work with academic coaches to embed technology into the curriculum.
EVIDENCE OF SUCCESS	1. Instructional Facilitator Jeanne Heroux has created an online Grade 8 Technology Proficiency Survey and a Teacher Technology Survey using Survey Monkey 2. Instructional Facilitators plan with principals and coaches to use Team and Planning Meetings to train staff to add to technology being used in the classroom

100% of teachers are working to meet the proficiency level in technology, and by the school year 2012-2013, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT)³.

CURRENT STATUS	1. All teachers should be working on improving their technology proficiency level as part of their ongoing professional development plans. 2. The district currently offer a full catalog of summer technology offerings and uses Moodle to host training resources on technology topics.
OUR GOALS	1. Survey teachers annually starting with 2010, using the TSAT. 2. Create multiple types of professional development opportunities in the areas of concern through the TSAT survey results. 3. Develop online courses that can be taken by teachers in Moodle.
EVIDENCE OF SUCCESS	3. Currently created in Moodle: Teacher CIPA Compliance, X2 Aspen Online Conduct, X2 Aspen Online Attendance, X2 Aspen Online 504 Plans, X2 Aspen Online Gradebook and X2 Aspen New Staff

Staffing

The district has a district-level technology director/coordinator.

CURRENT STATUS	1. A district reorganization took place in 2008 due to budget cuts that eliminated the position of Chief Information Officer who served as the technology director. In this reorganization the School Information Coordinator assumed most of the day to day duties of the CIO and works with the Chief Operating Officer on all long term technology planning and oversight.
OUR GOALS	1. Make provisions to support an Instructional Technology Coordinator position that can organize and support the activities and planning at the school levels and remove these duties from the School Information Coordinator.
EVIDENCE OF SUCCESS	

The district provides one FTE instructional technology teacher per 60-120 instructional staff.

CURRENT STATUS	1. The district does not currently meet the state guidelines for instructional technology teachers. 2. Currently there is an one FTE dedicated to each school level and several on site teachers at various schools.
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³ The Technology Self-Assessment Tool is available as an interactive tool on MassONE, as well as a printable PDF checklist (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

OUR GOALS	<ol style="list-style-type: none"> 1. Add 3 additional fulltime district instructional technology teacher facilitators at the elementary and middle school level. 2. Reinststitute the Technology Coach program to allow for part time support at the school level. This program would provide more timely support to each school. 3. Continue to develop online resources in Moodle that can support staff with their technology assistance.
EVIDENCE OF SUCCESS	<ol style="list-style-type: none"> 1. District instructional technology facilitators have been added at the elementary, middle and high school levels. A school based facilitator has also been added at the middle school level. 2. 3. The Technology Dept has added 12 new courses to Moodle assisting staff with technology used in the district

The district has staff dedicated to data management and assessment.

CURRENT STATUS	<ol style="list-style-type: none"> 1. There is currently a full time Director of Assessment who has part time help throughout the year. 2. Each school has academic coaches that are responsible for working with principals for overseeing the data management and assessment goals at each school and working with teachers. 3. The School Information Coordinator and the Data Specialist oversee all SIMS, EPIMS and school data collection and reporting for the district with the assistance of Data Technicians in the Tech Support Center.
OUR GOALS	<ol style="list-style-type: none"> 1. Hire a Data Warehouse Manager and 2 support staff to fully implement and utilize the DESE Data Warehouse through state and federal grant opportunities. 2. Continue to support the existing staff already hired. 3. Commit resources to train school administrators and academic coaches to pull out and use data to make data driven decisions to improve teaching and learning. 4. Continue to support the use of TestWiz as a backup for data.
EVIDENCE OF SUCCESS	

BENCHMARK 3

Technology Professional Development

At the end of three years, at least 85% of district staff will have participated in 45 hours of high-quality professional development⁴ that includes technology skills and the integration of technology into instruction.

CURRENT	1. Due to budget constraints, we have not developed the internal capacity to offer this amount of professional development as the norm so that it applies to all district staff.
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⁴ High quality professional development is described in the Massachusetts 2001 State Plan for Professional Development (<http://www.doe.mass.edu/pd/stateplan/>).

STATUS	
OUR GOALS	<ol style="list-style-type: none"> 1. Identify funding sources to pay teachers to take PD outside the school day and year. This will increase the exposure and allow the district to mandate activities instead of the current voluntary signups. 2. Standardize the course catalog so it is offered consistently to staff and allow for cohorts to move through different part of each course. 3. Develop on-line courses and resources targeted to different groups of staff. Courses can be self-paced and monitored.
EVIDENCE OF SUCCESS	

Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development. The professional development includes concepts of universal design and scientifically based, researched models.

CURRENT STATUS	<ol style="list-style-type: none"> 1. Each summer a Technology Professional Development catalog is published featuring the PD opportunities for different groups of staff. 2. The district has recently enhanced its use of Moodle as a means of communicating with staff and offering a one-stop place for professional development. 3. Technology staff works with the Director of Professional Development to insure that offerings are aligned with district goals.
OUR GOALS	<ol style="list-style-type: none"> 1. Develop an online catalog of courses within Moodle for staff to take at self-directed pace. 2. Partner with other districts to collaborate on on-site and on-line technology professional development offerings. 3. Commit to funding additional instructional technology facilitators who can then provide on-site support to teachers and classrooms. 4. Use the Technology Coach program to provide more opportunities for staff to learn. 5. Continue the use of FAQ area for basic support in any technology area.
EVIDENCE OF SUCCESS	

Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.⁵

CURRENT STATUS	<ol style="list-style-type: none"> 1. Designing approach to fully administer the TSAT to all instructional staff during 2010.
OUR GOALS	<ol style="list-style-type: none"> 1. Administer a web-based version of the TSAT to all instructional staff. 2. Analyze results of TSAT to identify strengths and areas of concern to provide professional development opportunities.
EVIDENCE OF SUCCESS	

Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the Massachusetts Department of Education or similar tools.⁶

CURRENT STATUS	<ol style="list-style-type: none"> 1. District publishes a voluntary staff technology assessment survey annually. 2. High School level has created its own in-depth tech survey to identify areas of concern and to strategies to help staff.
OUR GOALS	<ol style="list-style-type: none"> 1. Use staff surveys and feedback to provided live training and on-line self-paced resources for staff on technology and instructional technology topics.
EVIDENCE OF SUCCESS	<p>Surveys done by Instructional Technology Facilitators:</p> <ul style="list-style-type: none"> • "Technology in the Classroom" Middle School- Survey looking for areas of Technology staff would like training • Technology Professional Development Survey: Feedback from teachers who have attended trainings • "Technology in Your Classroom" Elementary School-Survey looking for areas of Technology staff would like training

⁵ Details are available on the Department's web site (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

⁶ A sample administrator technology self assessment tool is available on the Department's web site (http://www.doe.mass.edu/edtech/standards/tsat_sampadmin.html). The Technology Self-Assessment Tool (TSAT) for teachers is also available as a printable document and as an interactive tool on MassONE (http://www.doe.mass.edu/edtech/standards/sa_tool.html).

BENCHMARK 4

Accessibility of Technology

Hardware Access

The district has an average ratio of fewer than five students per high-capacity⁷, Internet-connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)

CURRENT STATUS	Through June 2009, the district had a 10:1 ratio of Type A computers, 5.2:1 ratio of Type B computers and 4.9:1 of all types.
OUR GOALS	<ol style="list-style-type: none"> 1. In the 09-10 year, school leadership and ARRA money have helped to add on an estimated 800 Type A computers in various schools. 2. Remove all Type C computers from the district. 3. Identify funding sources to upgrade Type B computers to extend the useful life cycle. 4. Continue to explore all funding sources to allow for at least 1 Type A computer per classroom in all schools.
EVIDENCE OF SUCCESS	

The district provides students with' access to portable and/or handheld electronic devices appropriate to their grade level.

CURRENT STATUS	1. Currently there is limited use of handheld devices in our schools. There are several laptop carts in use in schools, but it is the exception, not the norm.
OUR GOALS	<ol style="list-style-type: none"> 1. Implement a trial program of netbook-type labs at the each school level and 1:1 laptop programs. 2. Explore the feasibility of replacing paper textbooks with a hand-held electronic version at the high school level. 3. Continue to expand the on-line course options for students and staff.
EVIDENCE OF SUCCESS	<ol style="list-style-type: none"> 1. 1:1 Laptop program piloted at middle school level in 3 classes; Grade 7. Pilot widened to include all Grade 7 students this year at the same school. A academic teachers in Morton are using laptops for grading, attendance and instruction 2. 30 Nooks are being used to replace trade books in ELA as a pilot program at Kuss

⁷ The Department defines a high-capacity computer as a computer that has at least 256 RAM and either a Pentium 4 processor or a Macintosh G4 processor (or equivalent). The Department also refers to these as Type A computers.

The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.

CURRENT STATUS	1. The district Special Needs Office has staff that works with school level staff to insure that assistive technology needs are being met for students with disabilities.
OUR GOALS	1. Work with schools and Special Needs Office to insure that equipment is maintained and available in the appropriate locations. 2. Seek out new technology hardware and software that will benefit students.
EVIDENCE OF SUCCESS	

The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.

CURRENT STATUS	1. All technology purchases are vetted and approved by the district technology department to insure that purchases are usable on our network and hardware.
OUR GOALS	1. Continue to work with schools to standardize equipment types (ie. interactive boards). 2. Work toward a well funded district technology budget and plan that supports a "life-cycle" for all technology equipment.
EVIDENCE OF SUCCESS	

The district provides classroom access to devices such as digital projectors and electronic whiteboards.

CURRENT STATUS	1. Each school currently provides most of the funding for its own technology needs. 2. Each school has a digital projectors but not for every classroom. 3. Currently 1 middle school and 3 elementary schools have interactive boards for most classrooms. The science department at the high school is also installing them during 09-10.
OUR GOALS	1. Commit resources so each classroom has a projector and document camera to use daily. 2. Continue to work with the high school to saturate departments with interactive white boards for daily classroom use. 3. Support the use of web-based curriculum tools and V-Brick type video distribution to insure the district has resources available for use on these types of devices.
EVIDENCE OF SUCCESS	

The district has established a computer replacement cycle of five years or less.

CURRENT STATUS	1. The district does not have an established computer replacement policy in effect and does not currently have the budget to support one.
OUR GOALS	1. Work with administration to have a 5 year life cycle for all computers. 2. Commit to having a Type A computer in every classroom and upgrade budget for Type B computers to be placed in secondary locations. 3. Continue to explore leasing opportunities for technology purchases as a method of making large purchases.
EVIDENCE OF SUCCESS	

Internet Access

The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible.

CURRENT STATUS	1. All 15 schools currently have internet access in each building with all but 1 having full classroom and common area internet access. The other school has partial coverage with a new building project slated to start. 2. All schools currently have wireless access in varying degrees. 3. 7 of the 15 buildings have full wireless coverage due in part to aggressive pursuing of E-Rate funding in recent years.
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OUR GOALS	1. Continue to apply for E-Rate funding to allow for improved fiber access at each school and to maintain/upgrade/add internet access within each school. 2. Phase in the use of VOIP telephony and V-Brick type video distribution at schools with each school network upgrades 4. Increase the amount of network administrator support for the district.
EVIDENCE OF SUCCESS	

The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.

CURRENT STATUS	1. The vast majority of the classroom connections and network cards provide a 100 mbps back to the classroom equipment, with several new schools at the 1 Gb speed.
OUR GOALS	1. Seek out E-Rate upgrade projects that allows us to add in new network equipment and wiring that will increase the amount of 1 Gb connections there are in the district.
EVIDENCE OF SUCCESS	

Networking (LAN/WAN)

The district provides a minimum 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network.

CURRENT STATUS	1. The district is currently meeting these requirements in providing the minimum requirements for our LAN/WAN. 2. District WAN is provided through a SES fiber network.
OUR GOALS	1. Continue to apply for E-Rate funding and support for our SES hard wired fiber WAN network and make appropriate changes at each site based on analyzing the use patterns each year.
EVIDENCE OF SUCCESS	

The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

CURRENT STATUS	1. Web publishing, email services and other web-based applications used by the district are currently maintained by our vendors providing the service. 2. District has partially implemented file sharing and backup of files for its staff.
OUR GOALS	1. Promote the use of Google Apps and Moodle as the preferred method of file storage for students and staff. 2. Purchase server to house all backups that will not be maintained by vendors. 3. Implement a redundant backup plan in all schools.
EVIDENCE OF SUCCESS	

Access to the Internet Outside the School Day

The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.

CURRENT STATUS	1. Many schools offer afterschool programs and summer programs to allows for internet access outside of the traditional school day.
OUR GOALS	1. Pilot a project of turning Type C computers into Linux based "net-computers" and provide them to housing complexes and community centers for off-hours use.
EVIDENCE OF SUCCESS	

The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.

CURRENT	A list of public places where students and staff can access the internet outside of the school day can be found at:
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STATUS	www.fallriverschools.org/technology.cfm
OUR GOALS	1. Identify additional locations within the city where computer access by the community is available. 2. Research a Laptop Loaner program for students to take home laptops. 3. Pilot a Linux based computer program and provide them to community centers.
EVIDENCE OF SUCCESS	

Staffing

The district provides a network administrator.

CURRENT STATUS	1. District no longer has a fulltime staff person dedicated to being network manager. 2. Contracted services has allowed us to hire part-time support for maintaining our network along with basic maintenance services for several schools under E-Rate program.
OUR GOALS	1. Apply for E-Rate funding to continue to access basic maintenance services for network equipment. 2. Hire a dedicated staff to be a .5 FTE network manager by 2011.
EVIDENCE OF SUCCESS	

The district provides timely in-classroom technical support with clear information about how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.

CURRENT STATUS	1. There is only one on-staff technician to support our schools but we do have 2 part-time interns who assist with on-site support. Other tech staff also assist with basic support issues in addition to their regular duties. 2. District has a resource library of support topics on Moodle and an active FAQ area for technology needs. 3. A one-stop TECH SUPPORT CENTER, staffed by 4 data technicians is in place where staff can call in any tech ticket or initiate their own on-line ticket so it is directed to the correct staff member or handled instantly through phone support or remote access.
OUR GOALS	1. Continue to maintain all current services and procedures. 2. Increase the amount of on-line, self-help resources. 3. Investigate a commercial remote access program to increase the amount of remote problem solving done by tech staff.
EVIDENCE OF SUCCESS	

The district provides at least one FTE person to support 200 computers. Technical support can be provided by dedicated staff or contracted services.

CURRENT STATUS	1. District is not meeting this goal and currently has 1 full time technician, 4 tech support center staff and 2 part time interns.
OUR GOALS	1. Hire an additional full time support technician, tech support center staff member and .5 network manager. 2. Institute a tech coach program at several schools as a pilot to getting basic issues solved more timely. 3. Maintain use of interns or contracted support services.
EVIDENCE OF SUCCESS	

OVERVIEW OF E-RATE FOR 2011-2012

The Fall River Public Schools has applied for all Priority I and Priority II goods and services and has looked to improve our school district's ability to achieve the goals of this technology plan by keeping current with the benefits of the E-Rate program for our school district.

SERVICES APPLIED FOR

Internet Access and Webhosting Services

Basic Maintenance Services for our 90% and 80% schools

Discounts on Phone Service (POTS, Long Distance, Wireless, Internet Data)

Internal Connections Project at Henry Lord Middle School to upgrade wiring and network equipment.

Internal Connections Project at Morton Middle School as part of new construction of the school building.

A full overview of services applied for can be found on the USAC / SLD website at:
http://www.sl.universalservice.org/FY3_form471/ExtDisplay471_StartSearch.asp

**How the Fall River Public Schools Has Benefited from the
E-RATE Program**

Based on October 1, 2010	MASS SCHOOL CODE	E-RATE Entity #	K-12 STUDENTS	TOTAL LOW INCOME	LOW INCOME %%%	E-RATE DISCOUNT	K-12 STUDENTS	E-RATE TOTAL	# of PK kids removed already from totals
ACESES	950055	230340	17	17	100.0	0.9	17	15.30	
Letourneau	950013	16035970	589	470	79.80	0.9	589	530.10	
Viveiros	950009	16050385	760	669	88.10	0.9	760	684.00	
Doran	950045	2563	431	418	96.90	0.9	431	387.00	16
Durfee	950505	2560	2258	1585	70.20	0.8	2258	1,806.40	
Greene	950085	2574	688	553	77.50	0.9	688	619.20	53
Henry Lord	950310	2566	469	395	84.20	0.9	469	422.10	
Kuss	950320	2546	645	533	82.60	0.9	645	580.50	
Fonseca	950011	16050386	704	633	89.90	0.9	704	633.60	
Morton	950315	2549	559	350	62.60	0.8	559	447.20	
Resiliency Prep	950325	16050387	163	135	82.80	0.9	163	146.70	
Silvia	950005	2569	603	403	66.80	0.8	603	482.40	86
Spencer Borden	950130	2558	530	310	58.50	0.8	530	424.00	30
Stone Day School	950326	2561	21	20	95.00	0.9	21	18.90	
Talbot	950305	2585	611	511	83.60	0.9	611	549.90	
Tansey	950140	2557	320	149	46.50	0.6	320	192.00	
Watson	950145	2581	320	282	88.10	0.9	320	288.00	
NO PRE-K or OOD STUDENTS							9688	8227.3	
10/1/2010							DISTRICT DISCOUNT	84.93 85%	