



**CLIPPERS EQUIPPED  
FOR THE FUTURE!**

**CLEARVIEW LOCAL SCHOOLS  
TECHNOLOGY PLAN**

# Outline

## **Committee Members:**

Paul Kish	Adam Hyla	Danielle Long	Wendy Golski
Bob Painter	Doug Benzel	Hillary Rios	Jacob Watkin
Joel Gleason	Sean Hogan	Jacob Ward	

## **Plan Components:**

1. Mission
2. Inventory and Infrastructure
3. Instructional Applications
4. Student Use and Skill Development
5. Professional Development
6. Goals and Action Plans
7. Evaluation

## **Timeline:**

A goal will be set for a three-year implementation starting in the 2021-2022 school year with continual evaluation and review. The plan will serve as a working document that is subject to revision; however, the overall goal of a three-year implementation cycle will remain.

## **Budget Components:**

Budget aspects of the plan will work within the district's general budget and state and federal program grant budget with a commitment to spending as it pertains to technology hardware, software, application resources, and professional development.

# Mission

The mission of Clearview Local Schools Technology Committee is to assist the district in technology integration. Our goal is to integrate technology into the educational environment so that technology:

- Serves as a tool for problem solving, exploration, analysis, decisions making, and learning in the classroom;
- Encourages student-centered learning;
- Restructures the learning environment;
- Encourages communication;
- Develops life-long learners;
- Improves productivity;
- Increases student achievement

The committee seeks to provide access to appropriate technology for all students and staff. It is also the mission of the committee to provide training for all teachers, administrators, and staff; to provide the necessary resources to sustain enhanced student learning; and to provide technical and financial support to maintain technology within the district. Technology shall be implemented to enhance, improve, engage and stimulate the learning environment for all students to advance their educational experience and skills in order to prepare them to live and work in a global community.

# Inventory and Infrastructure

## Clearview Technology Inventory

Entire inventory on link below:

[Clearview Inventory](#)

Chromebook inventory:

[https://docs.google.com/spreadsheets/d/12iSCoYGLfQXYFByfPdt0cBYZBxMEKzg2jQweS94P\\_0/edit#gid=369614004](https://docs.google.com/spreadsheets/d/12iSCoYGLfQXYFByfPdt0cBYZBxMEKzg2jQweS94P_0/edit#gid=369614004)

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Clearview High	3:1	1:1	1:1
Durling Middle	4:1	1:1	1:1
Vincent Elem	5:1	1:1	1:1

Due to grant allocations and district tech commitments, Clearview is able to expedite their goal of a K-12 one-to-one (1:1) model for student to computer inventory. This will be in place for the 2021-2022 school year.

EOL date:

2027/2028 - 343

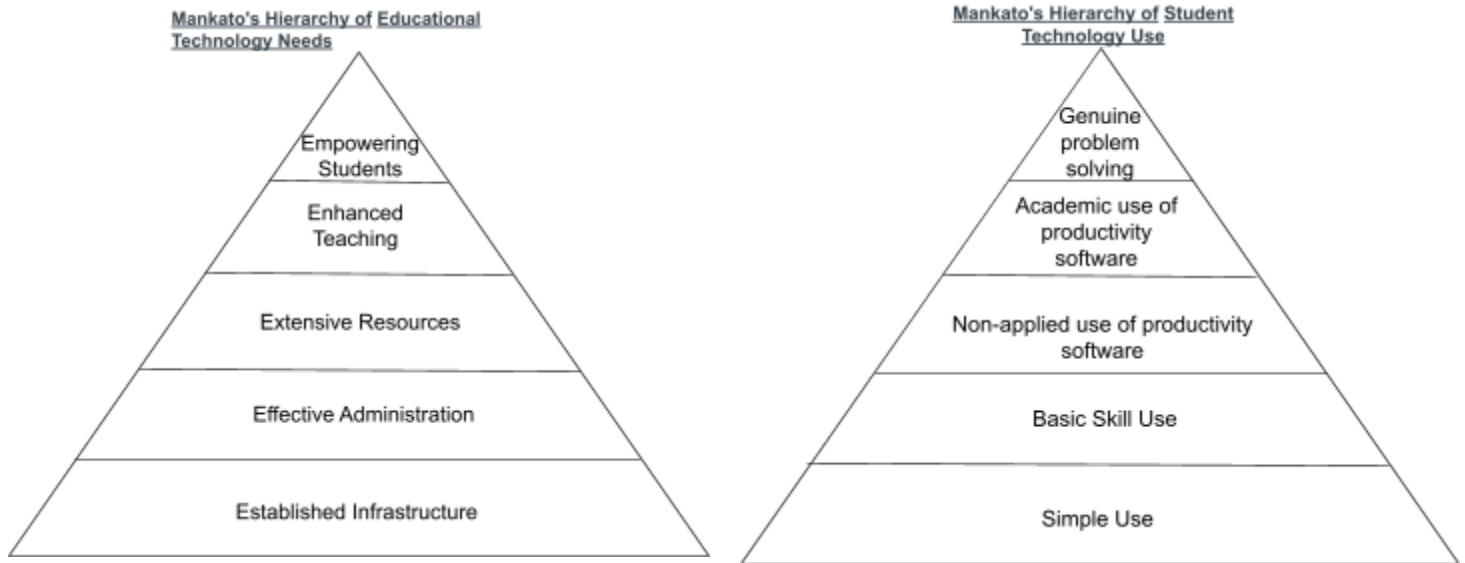
2026 - 1577

2025 - 7

2024 - 52

Discussion for life cycle replacements are in the works so that we aren't replacing 1500 devices in one year. Purchasing around 400 each year through 2026 should allow us to get on a good schedule.

# Instructional Applications



Source: [Maslow and Motherboards: A Hierarchical View of Technology Planning](#)

## Teachers

The following list identifies the three major instructional tech skills and resources that are to be consistently utilized and applicable by teachers in the district K-12. Clearview will seek to provide professional development and support so that these key skills and applications are fluent for instructional technology. \_\_\_\_\_

1. Google Suite for Education
2. Textbook series online components
3. Screencastify

# Student Use and Skill Development

## Skills Currently Taught K-12 for Clearview Local School Students

### Kindergarten

- Mouse skills
- Mouse maneuverability
- Finding letters on the keyboard
- Typing first name and last name
- Basic Internet Safety and Media Balance

### Grade 1

- Typing first name and last name
- Logging on by clicking on Google logo (maybe need Clever)
- Typing username, password and email
- Basic word processing skills with Docs (user)
- Basic Google Slides skills (user)
- Basic Internet Safety and Media Balance

### Grade 2

- Basic placement of hands on home row - absolute beginner typing skills
- Basic word processing skills with Docs
- Basic Google Slides skills
- Internet safety and security, media balance, online relationships and copyright and sources

### Grade 3

- Typing with hands on home row
- Basic word processing skills with Docs
- Basic Google Slides skills
- Basic Gmail use
- Basic Google Drive
- Internet safety and security, media balance, online relationships and copyright and sources

### Grade 4

- Typing with hands on home row
- Improve word processing skills with Docs

- Improve Google Slides skills
- Improve Gmail use
- Organizing Google Drive
- Internet safety and security, media balance, online relationships and copyright and sources

Grade 5 - proposal to add

- TBD

Grade 6 - proposal to add

- TBD

Grade 7 (Only student NOT in Band or Choir get this class)

- Keyboarding - working on fluency and accurate fingering
- Internet Safety Basics
- Scams on the Internet
- Cyberbullying
- Digital Footprint
- Copyright and Fair Share
- Digital Media Addiction
- Email Etiquette and Basics
- Searching - advanced techniques
- Organizing Google Drive
- Google Docs - more advanced things than the basics

Grade 8 (Only student NOT in Band or Choir get this class)

- Keyboarding - working on fluency and accurate fingering
- Being Safe Online
- Dangers of the Internet
- Online Grooming by Predators
- Advanced Organization of Google Drive
  - Searching
  - Uploading
  - Downloading in different formats
  - Changing view
  - Using the Google Drive File Stream app
  - Deleting and Recovering Files
- More advanced Google Docs
  - Editing History

- Sharing, collaborating and privileges with sharing
- Templates
- Adding new fonts
- Explore tool
- Columns
- Working with Images
- Chrome Apps and Extensions

Grade 9 or 10 (Not all students take technology classes!)

- Should be able to type with home row and not look at fingers- work on fluidity and accuracy by this level
- Word Processing Basics
- Editing and Saving and Double-checking
  - Turning in “best work” (double/triple check)/ Developing that habit for high school level work
- Formatting
  - Document Level Formatting
  - Paragraph Level Formatting
  - Character Level Formatting
- Drawing tools of MS Word/Google Drawings
- Keyboard shortcuts (efficiency of working)
- Advanced Find and Replace

Grade 11 or 12 (Very few of this grade level are exposed)

- Graphic Design Skills
- Need video editing skills



# Professional Development

Create master technology teacher positions (supplemental) for our current tech gurus instead of spending thousands on outside professional development.

Individualized needs based technology professional development (Schifter). Ask the question: what do you want to learn that you don't already know? Not all teachers need the same Google training every year. Almost give a menu of development opportunities available.

Allow opt-out for teachers with proven tech abilities.

## Training for New Hires:

- Google basics--Classroom, docs, sheets, etc.
- Screencastify
- Renaissance-STAR
- PowerSchool
- GoGuardian/Clever
- Content Specific online subscriptions training

Training for new hires can be conducted through a series of micro-learning videos that are made available. New staff would therefore be directed to watch the videos as a support for use and application of the district expectations for instructional tech.

## Training Parents on Online Resources:

The district will look to provide an annual parent training event to extend knowledge of student tech responsibilities and applications. In addition, the district will seek to create a video that also outlines this information so that there is a shared knowledge connecting school to home as it pertains to student technology use. This training would involve information on Google Classroom and other specific grade level tech tools and resources that are routinely to be accessed by students for their academic support.

## References:

*Schifter, C. C. (2016). Personalizing professional development for teachers. In M. Murphy, S. Redding, & J. Twyman (Eds.), Handbook on personalized learning for states, districts, and schools (pp. 221–235). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from [www.centeril.org](http://www.centeril.org)*

# Goals and Action Plans

## **1. To increase the availability and usage of technology in our instructional practice.**

This goal seeks to increase the number of machines, including laptops and PC's, that are available to the students and staff in Clearview. With the increase of the number of machines an increase of their use for instructional practice must also take place. This three-year plan has established the following ratios of student to machine for implementation:

	<u>2020-2021</u>	<u>2021-2022*</u>	<u>2022-2023</u>
Clearview High	3:1	1:1	1:1
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\*Due to grant allocations and district tech commitments, Clearview is able to expedite their goal of a K-12 one-to-one (1:1) model for student to computer inventory. This will be in place for the 2021-2022 school year.

### **Action Plan:**

- Current Inventory Identification (Appendix B)
- Budgetary Allocations Identified
- Switching out or not replacing old, inefficient inventory
- Chromebook replacement
- Replace classroom projectors as needed and as budget allows with updated machines.

## **2. To increase the educational opportunities and learning efficiency of students through the use of technology instructional applications.**

This goal seeks to increase the application of instructional technology usage. Applications such as Google Classroom will be utilized by teachers in an effort to increase digital communication and instructional strategy. Instructional resources will be identified for best practice with the

increase of student machines available and various online digital textbook resources will also be researched and identified for use.

**Action Plan:**

- Inventory all current digital curricular resources being used. Assess usage.
- Increase use of teacher Google Classroom usage. Set goal of 100% participation.
- Curricular departments identify digital resources as older resources are in need of replacement. i.e. – curricular purchases reflect digital applications when purchase availability and opportunity allows.
- Continually identify instructional strategies that reflect digital application and encourage participation. Ex – SOLE; Breakout EDU; Desmos; etc...

**3. To create a continuum of professional development that supports teachers in efforts to effectively incorporate technology in their classrooms.**

This goal seeks to identify the professional development needed to effectively utilize the hardware, software, and other technology applications for the purpose of instructional best practice. Staff will engage in a series of professional development opportunities in order to build capacity throughout each school building. Professional development will also be identified as it pertains to resources for tech application companies. As an example, Renaissance, Edmentum, etc... offer professional development as part of purchased packages.

**Action Plan:**

- Professional development for Google Classroom. Google's Classroom certification may also be explored as part of the process.
- Teachers advanced in Google Classroom will be identified and serve as building level point people accordingly. Time will be allotted to provide training and support to fellow staff and new staff that enter the district.
- Various professional development opportunities as it pertains to instructional technology will be researched by the Technology Committee for potential implementation.
- Planning period mini-PD sessions will be scheduled to provide training once a quarter as it pertains to instructional technology. These mini-PD sessions will be held for the length of a class

period as it pertains to effective use of hardware, software, and instructional technology. Staff can even take part in surveys to identify content of these sessions.

# **Evaluation**

The Clearview Technology Plan Committee will meet annually to review, assess, and monitor goals outlined in the plan. Subgroups of committee members exist with the purpose of dividing responsibilities of plan components; these subgroups will serve as the district point people for plan updates, improvements, edits, and alterations needed to make the plan viable for all stakeholders. Support for staff and students as outlined in the plan will be an ongoing process; the Clearview Technology Plan serves as a working document that will continually be reviewed and updated accordingly.

## Appendix A

### Evaluation Rubric

Assign the following marks to each item in the checklist to see where our technology plan meets goal criteria or where the plan needs improvement.

X = Meets criteria

O = Needs improvement

A technology inventory is created, updated, and communicated to proper stakeholders.

Goals and strategies for technology use to improve instructional practice are established, communicated, and supported.

Professional development is planned and provided to staff to support technology plan goals.

An assessment of the hardware, software, and other technology services is conducted to support the plan.

Budget provisions are reviewed and assessed in order to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the technology plan.

An evaluation process that enables staff to communicate progress and provide feedback is conducted and reviewed.

## Appendix B

### Clearview Technology Inventory

Entire inventory on link below:

[http://docs.google.com/spreadsheets/d/15\\_7qdrbnpeT32AP1ercEGAOAQ91lhIxbQTVn5qzoPKc/edit?usp=sharing\\_eip&ts=5b76f192](http://docs.google.com/spreadsheets/d/15_7qdrbnpeT32AP1ercEGAOAQ91lhIxbQTVn5qzoPKc/edit?usp=sharing_eip&ts=5b76f192)