It is the responsibility of the Calvert County Public School System to produce technologically skilled lifelong learners who are prepared to successfully thrive in our highly competitive global technological society.

Our society continues to be affected significantly by technology and its application in every aspect of our lives. Calvert County Public Schools’ graduates must be prepared to apply knowledge and skills through the use of various forms of technology in order to be successful in higher education and the workplace. Regardless of the career aspirations of our students, technology will be a dominant part of their work.

Every CCPS learner will interact with technology such as computers, digital content, and communication systems and consider them to be familiar tools used in learning, working and living. These same tools will be used by professional staff to enhance instruction, engage in professional development, track student progress, and communicate with families about their children’s education. In addition to having the requisite skills necessary to successfully learn new technologies, students will enter the workforce or higher education prepared to use the technology commonly available in those settings. Calvert County Public Schools is committed to integrating technology into all aspects of the instructional program in order to provide the highest caliber education for each and every student.

Vision for the Calvert County Public Schools

A statement of aspirations for the county’s schools and the children, families, and community they serve.

People
1. We have a school environment and culture that creates enthusiasm for learning, where all students embrace the value of learning for its own sake.
2. We reach out to ensure that our families and community have access and open communication at every level of the educational system.
3. We have teachers and staff who are empowered to:
   - adapt to students' individual needs;
   - create improved and innovative learning environments;
   - require the highest standards of work and discipline.
4. We have students, teachers and staff who are:
   - recognized for their dedication and excellence;
   - respected and valued for their input and creativity;
   - tolerant and sensitive to ethnic, cultural and individual differences.
5. We have safe and orderly schools where we share accountability among students, parents, teachers, support staff, administrators and board members for academic excellence and consistently enforced standards of conduct.
6. We have partnerships with families, government, businesses, churches and community organizations to promote superior academic and extra-curricular activities placing children first.
7. We have mechanisms for honest and effective communication among students, families, teachers, support staff, administrators and board members.

**Systems**
1. We have learning systems that integrate technology to achieve better instruction.
2. We fully and creatively utilize facilities to support education, recreation and community activities.
3. We have an objective employment process that is aware of the need to hire highly qualified people of diverse backgrounds.
4. We provide creative and effective use of funding that is appropriate to accommodate student growth, quality standards and equitable educational opportunities.
5. We have effective methods of ongoing evaluation of all aspects of the school system.
6. We have schools that reflect the highest standards of work, discipline and values.

**Standards, Practices, and Outcomes**
1. We have educational opportunities that are diverse, rigorous, challenging and fair.
2. We aspire to standards of our students' educational achievement that are second to none.
3. We graduate responsible and productive citizens.

**Basic Tenets of the Calvert County Public Schools Technology Plan**

These tenets are the foundation upon which the goals and recommendations in this technology plan are built:

- Technology is a tool to enhance learning. In order for students to be successful in post-secondary education and the workplace, students need to use technology tools throughout their elementary, middle, and high school programs. Students need to be comfortable using current technology as a tool for learning.
- Change in technology is rapid. Equipment and operation systems purchased now will quickly become obsolete. Proper and farsighted selection and purchases coupled with annual strategic planning can improve the effectiveness and extend the productive life of the equipment placed in the educational environment. Such progress can be achieved only with a focused approach to the integration of technology and life cycle management throughout the school system.
- Our school system must provide an appropriate vision and have strong in-house technical knowledge so that good decisions can be made in the procurement and application of new technologies. The proposal, research, design, selection, acquisition, and implementation of new technical systems and training methodologies must be well thought out by knowledgeable groups of people. Good choices can then be carefully implemented and monitored without waste and redundancy.
- Technology that does not work cannot be used for learning. It is vital that adequate technical support is available to keep hardware up and running and that appropriate staff members are trained in the use, troubleshooting, and repair of software.
- Diverse and varied forms of training that enables faculty and staff to develop competence in the professional and personal use of technology is essential.
- Technology needs must be funded locally and through additional resources (i.e. grants).
- The need for sufficient support infrastructure is one key to the implementation of a technology plan. This infrastructure includes not only strategically placed video, voice, and data access points, but also adequate electrical services and facility modification where necessary. It includes an environment that accommodates short-term needs and provides possibilities for long-term demands.
- Assistive technology must be available as required to support students’ functional capabilities and academic achievement.
- Technology must be integrated into the PreK-12 curriculum as a component in achieving Maryland State and Calvert County Standards in content and program areas.

**Key Elements of the Plan**

**Professional Development**
Calvert County Public Schools believes that technology is a valuable tool, one which can enhance student learning and expand the scope of the curriculum in many innovative ways and improve efficiency in all operational areas of the school system. We believe that staff should demonstrate a sound understanding of technology and its application as outlined in the teacher and administrator technology standards published by the MSDE. Such an understanding will provide increased and enhanced opportunities for students to benefit from technology in the classrooms of our schools. Technical support staff as well as instructional staff must be involved in ongoing training. A key element in our staff development plan is that teachers and administrators must have the skills that students are expected to acquire and apply. A variety of training opportunities reflective of the Maryland State Technology Standards (MTSS) must be available regularly to all staff. In order to accomplish this endeavor, high quality staff development aligned with the *Maryland Teacher Professional Development Standards*, the *Maryland Instructional Leadership Framework* and local needs will be offered to all staff members on a year round basis through both credit and non-credit opportunities. Professional development in technology will be clearly aligned to the above referenced standards and this alignment will be communicated to all participants.

**Technology Plan Evaluation**
The Calvert County Public School System recognizes the importance of on-going monitoring of performance, assessment of growth, and refinement of our technology plan for the effective and efficient integration of technology into instructional and administrative programs. Evaluations are essential components of our technology plan. The person(s) responsible for carrying out the monitoring of each strategy is/are identified in the Action Plan. In addition, our Technology Advisory Board (TAB), made up of a broad cross-section of teachers and administrators, will assess the progress toward our technology goals at least three times during each school year during its regular meetings and receive updates from individuals and departments responsible for the implementation of each strategy.

The TAB will:
- Review performance measures identified in our technology plan.
- Review key technology success factors identified by the Maryland State Department of Education.
- Make sure that the reported measures are directly related to the needs of students, teachers, parents, and the community.
- Make sure that the reported measures are aligned with State required measures of technology success.
- Identify partners within the community to participate in the evaluation of strategies in the technology plan.
- Monitor progress and data regarding the use of technology such as new software or hardware implementations, support issues, training needs, and student achievement data in areas affected by technology implementation.

**Maintenance, Repair, and Technical Support**

Maintenance repair and technical support are a primary concern for all stakeholders. Through the phases of this technology plan, we will:
- Work to ensure that end-users are provided with an easy to use interface to technology that allows for effective implementation in a way that maximizes productive time for staff and students.
- Maintain the appropriate centralized and remote technology support staff along with software and hardware to support enhanced levels of support to schools.
- Develop and publish technical support documents related to implementation of new software and/or hardware, as well as increase production of documentation for aspects of the technology infrastructure that generate the highest level of support requests.
- Continue to train school-based staff to provide a basic level of assistance at schools for day-to-day troubleshooting problems.
- Maintain a help-desk system to track service requests and the time needed to resolve such requests.

**Funding for New Replacement Equipment and Maintenance**

Nearly all of the funding for new equipment and infrastructure has come from the Calvert County Public Schools' operating budget, state grants, e-rate funds, and federal grants. Efforts must be directed at seeking additional grant funds, on collaborating with local government to partner where possible on hardware and software implementation, and at maintaining a continuing budgetary priority for technology infrastructure. Continued support for the CCPS computer donation program has resulted in significant enhancements to our computer inventory and life-cycle replacement programs.

**Cost Reduction Strategies**

External funds such as grants have decreased significantly over the past 5-10 years while costs of doing business in all areas of the school system have increased. Technology should be pursued that will mitigate cost increases in areas such as fuel and electricity. To that end, Calvert County Public Schools must be proactive in finding financial resources to fund and support these cost-saving technology initiatives.

**Policies**
Policies that affect the use of technology range from official policies of the Board of Education to formally developed guidelines that originate with instructional or technology department leadership.

**Current policies**
- Acceptable Use of Computer Systems (includes e-mail, computers, software, content filtering, etc.)
- Copyright policy (includes software copyright and licensing)
- Disposal of surplus or obsolete property
- Ethics

**Possible policies for consideration:**
- Regarding the use of students to provide technical assistance
- Computer donations
- Technology Work Group process – research, acquisition, and implementation of hardware and software

**Community Input**
Calvert County Public Schools recognizes the value of including recommendations from our community. Input from interested citizens, teachers, support staff, MSDE staff, and students is solicited regularly through committees, requests for public comment, and public forums such as Board of Education meetings.

**Implementation Plan**
In constructing this implementation plan, the Technology Advisory Board presents a three year timeline for completion of the strategies in the plan. Detail is provided in the specifics under each objective to support accomplishment of each strategy.

**Calvert County Public Schools Master Plan**
School system actions and initiatives are directed toward accomplishing three major goals over the life of the Master Plan and beyond:

**Goal 1 (Learning)**  Achievement will increase for all students and gaps in achievement will close

**Goal 2 (Teaching)**  All teachers will be “highly qualified,” highly skilled, and highly effective

**Goal 3 (Support)**  Policy, procedure, processes and budget will be aligned to support teaching and learning

The Calvert County Public Schools Technology Plan is one component in the accomplishment of these goals and the objectives outlined in this plan are directly connected to the goals of the CCPS Master Plan.
The Technology Plan

Goal:
Improved student learning will be achieved in all content areas and in the technology knowledge and skills critical to students’ abilities to contribute and function in today’s information technology society.

Learning
Objective 1: To improve student learning through technology

Teaching
Objective 2: Improve staff’s knowledge and skills to integrate technology into instruction

Support
Objective 3: Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology

Objective 4: Improve equitable access to appropriate technologies among all stakeholders

Objective 5: Improve the instructional uses of technology through research and evaluation
Objective 1: To improve student learning through technology.

Targets:

- Digital content will be available before, during, and after school.
- Digital content will be integrated into all instruction as appropriate.
- Students and staff will have expanded access to curricula and support related to local and state standards.
- All students will have access to instructional resources that incorporate universal design.
- Calvert County Public Schools’ website will provide coordinated access to information and resources.
- All students will demonstrate mastery of technology literacy.
# Objective 1: To improve student learning through technology

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<th>2011 Targets</th>
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<th>Sources</th>
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| 1.1 Digital content will be available before, during, and after school to support teaching and learning. | • Acquire digital content/applications that are accessible to both students and teachers.  
• Incorporate digital content into instruction to decrease the dependency on print materials. | • Discovery Education streaming  
• Ebooks  
• Electronic databases | Department of Instruction Staff (DIS); Department of Instructional and Informational Technology (DIIT) |
| 1.2 Digital content will be integrated into all instruction, as appropriate, to support teaching and learning. | • Work with teachers to design instruction which includes digital content and supports the VSC.  
• Ensure appropriate inclusion of strategies for providing instruction across all content areas regarding cybersecurity, cybersafety and cyberethics (C3). | • Curriculum Development  
• Professional Development  
• Instructional Design | DIS; DIIT |
| 1.3 Students and staff will have expanded access to curricula and support related to local and state standards through online courses, content, collaboration, and support. | • Explore online opportunities for professional development.  
• Provide access to MSDE online courses for additional content support.  
• Explore online course opportunities for students for courses not offered in the CCPS program of study.  
• Explore before and after school course options. | • PD 360  
• HSA online courses  
• Electronic databases  
• Maryland Virtual Schools Program | DIS; DIIT |
| 1.4 All students will have access to instructional resources that incorporate universal design. | • Identify and utilize effective practices in implementing digital content that accommodate the diverse learning needs of all students.  
• Provide assistive technology to students whose Individualized Education Programs and 504 plans recommend or require these devices. | • Assistive Technology Conferences that are identified to support this action  
• Kurzweil and other assistive technologies | Assistive Technology Specialist |
| 1.5 The Calvertnet website will provide coordinated access to a wealth of information and resources. | • Continue to work with departments, staff, students, and the community to define need and adjust the website as necessary. | • Feedback from web site visitors  
• Technology Advisory Board  
• Public Affairs Officer | DIIT |
| 1.6 All students will demonstrate proficiency in technology literacy. | • Create a Technology Literacy Workgroup to explore necessary steps forward to ensure all students are technologically literate at the benchmark grades of 4, 7, and 11.  
• Increase opportunities for library media specialists to collaborate with classroom teachers, other educators, and public libraries to provide authentic learning experiences that develop proficiency in information literacy, communication, and technology literacy skills. | • Technology Literacy Consortium – One Consistent Measurement Grant  
• TL8 Toolkit | DIIT; Media Supervisor; DIS |
Objective 2: Improve staff's knowledge and skills to integrate technology into instruction.

Targets:
- All teachers and library media specialists will meet state-established technology standards.
- All administrators at the school and district levels will meet state-established technology standards.
- Instructional technology integration specialists will be available to assist with technology support in classrooms.
### Objective 2: Improve staff's knowledge and skills to integrate technology into instruction

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| All teachers and library media specialists will meet State-established standards for technology-related knowledge and skills. | • Increase professional development opportunities for teachers and staff in the use of technology.  
• Integrate the Maryland Teacher Technology Standards (MTTSS) and Maryland Technology Literacy Standards for Students (MTLSS) into professional development programs at the district and school level by following the Maryland Teacher Professional Development Standards.  
• Professional development courses and workshops for teachers and library media specialists will use the Maryland Teacher Professional Development Standards. When possible incorporate content that addresses the MTTSS and MTLSS.  
• Seek funding and other strategic partnerships to provide opportunities for local professional development programs.  
• Consider ways to recognize teachers that have achieved proficiency on meeting the Standards.  
• Consider the incorporation of teacher technology standards into observation forms to evaluate an instructional staff member’s competency related to the Standards.  
• Develop a technology needs assessment for new teacher hires | • Local School System Professional Development Plans  
• Local School System Technology Plans  
• Grant proposals  
• PD360 | DIS; DIIT; Department of System Performance (DSP); Department of Finance (DF); Technology Work Group (TWG) |
| All administrators at the school and district levels will meet State-established standards for technology-related knowledge and skills. | • Adopt and implement the Maryland Technology Standards for School Administrators and use the Maryland Instructional Leadership Framework in all professional development activities for leaders in the school system.  
• During monthly A&S technology trainings, use the Maryland Technology Standards for School Administrators as a key component in the planning.  
• Develop high-quality professional development hybrid and online courses to provide anytime, anywhere course opportunities for administrators.  
• Use the online technology toolkit for administrators to assess the knowledge and skills of administrators and assist them in creating professional development plans for meeting the Standards.  
• Provide professional development opportunities for administrators and administrator candidates to understand the MTTS and the MTLSS during A&S meetings.  
• Consider the development of evaluation criteria and standards-based tools that can be used by central office staff to evaluate administrators’ competency related to the Standards. | • Maryland Administrator and Teacher Technology Standards Assessment  
• Local School System Professional Development Plans  
• Local School System Technology Plans  
• PD360 | DIS; DIIT; DSP; DF; Administration |
| One Technology Integration Specialist will be available at least part time in each school to assist with professional development and curriculum integration. | • Explore funding models to move toward meeting the instructional technology support target.  
• Develop a job description for Technology Integration Specialists.  
• Evaluate the effectiveness of instructional technology support. | • Local School System Technology Plans  
• Locally developed teacher surveys  
• Online Tech. Inv. | DIS; DIIT; DSP; DF |
Objective 3: Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology

Targets:

- All staff will use electronic information and communication tools to improve management and operational efficiency.
- CCPS will provide leadership and support in access to and use of technologies for administrative and operational purposes.
- CCPS will develop processes and strategies to provide access to digital resources, data, and information after school hours.
- CCPS will develop processes and strategies to provide electronic communication with educators, students, parents, and the community.
### Objective 3: Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology

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<th>2011 Targets</th>
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| All staff will use electronic information and communication tools to improve management and operational efficiency. | • Include technology integration into professional development plans and curricula.  
• Hire Technology Integration Specialists to work in schools and provide high quality professional development for staff to acquire and expand technology related skills (see 2.3).  
• Provide electronic documents in place of hard copies, where appropriate. | • Student Assessment System  
• School-Based Gradebook Coordinator  
• Curriculum development process  
• School-Based Technology Coordinator | DIS; DIIT |
| CCPS will provide leadership and support in access to and use of technologies for administrative and operational purposes. | • Configure DIIT to oversee the implementation of new technologies.  
• Use Technology Advisory Board (TAB) to research and discuss new technologies. | • School Improvement Team  
• Superintendent’s Cabinet Meetings  
• Monthly TAB Meetings | DIS; DIIT; Cabinet; Technology Advisory Board (TAB) |
| CCPS will develop processes and strategies to provide access to digital resources, data, and information before and after school hours. | • Enhance Online Resource Center to incorporate more forms and documents.  
• Increase resources through E-Curriculum.  
• Increase awareness of Angel Learning Management System (LMS) as an instructional and collaboration tool.  
• Evaluate effectiveness of Angel LMS and explore alternatives to ensure that we have the most useful, cost-effective solution.  
• Ensure that existing and future software applications and databases are accessible remotely. | • Online forms needs assessment  
• Criterion-based LMS evaluation tool. | DIIT; DIS |
| CCPS will develop processes and strategies to enhance electronic communication between educators, students, parents, and the community. | • Explore providing Gradebook access to enable parent and student view, being sure to evaluate the technical and policy aspects of this change.  
• Explore the implementation of a voice mail communication system.  
• Explore the implementation of an automated substitute teacher system | • Needs assessment  
• Vendors | DIIT; Human Resources (HR); Cabinet |
Objective 4: Improve equitable access to appropriate technologies among all stakeholders

Targets:
- All schools will provide:
  - An increased ratio of high performance computers to students at all levels.
  - Access to a variety of other technology devices.
  - An increased ratio of computer projection devices per classroom and other instructional areas.
  - A secure computing environment to ensure safe access.
- CCPS will have policies and procedures in place to address accessibility of resources that meet the needs of all students.
- CCPS will provide access to technology before and after school hours.
- CCPS will provide:
  - Technical support using an established response system.
  - Support staff appropriate to the needs of the system and technological infrastructure.
### Objective 4: Improve equitable access to appropriate technologies among all stakeholders

<table>
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<tr>
<th>2011 Targets</th>
<th>Actions</th>
<th>Sources</th>
<th>Implementing/Monitoring</th>
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</thead>
<tbody>
<tr>
<td>Provide:</td>
<td>Address strategies for procurement, refreshment, maintenance, adequate technical support, and upgrading of hardware and software.</td>
<td>Computer Donation Program</td>
<td>DIIT; Administration; Facilities</td>
</tr>
<tr>
<td>• An increased ratio of high performance computers to students at all levels;</td>
<td>• Ensure adequate facilities are available for increased technology.</td>
<td>Emerging technology documents</td>
<td></td>
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<tr>
<td>• Access to a variety of other technology devices to maximize student learning;</td>
<td>• Continue the computer donation program.</td>
<td>Calvertnet website</td>
<td></td>
</tr>
<tr>
<td>• An increased ratio of computer projection devices per classroom and other instructional areas;</td>
<td>• Review effective practices that use new and emerging technologies and devices to extend the flexibility, accessibility, usefulness, and cost-effectiveness of infrastructure.</td>
<td></td>
<td></td>
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<tr>
<td>• A secure computing environment to ensure safe access and information integrity.</td>
<td>• Develop guidelines for installing equipment and configuring networks for maximum efficiency and effectiveness.</td>
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<td></td>
<td>• Assess long-term connectivity and bandwidth needs and develop strategies for meeting them.</td>
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<td></td>
<td>• Review the Acceptable Use of Computer Systems policy each year and revise as appropriate to reflect the current online environment.</td>
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<td></td>
<td>• Ensure compliance with the federal Children’s Internet Protection Act (CIPA).</td>
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<tr>
<td>Explore ways to provide access to technology after school hours for all learners.</td>
<td>• Explore the development of plans and funding opportunities for after school access to computers and other technologies.</td>
<td>Public libraries</td>
<td>DIIT; Media Specialists</td>
</tr>
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<td></td>
<td>• Collaborate with public libraries, community centers, and institutions of higher education to provide anytime, anywhere access to technologies and digital content.</td>
<td>Community Centers</td>
<td></td>
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<tr>
<td>Provide technical support using an established response system.</td>
<td>• Provide ongoing training to School-Based Technology Coordinators to assist as appropriate with Help Desk requests.</td>
<td>Professional Development</td>
<td>DIIT</td>
</tr>
<tr>
<td>Ensure that students have equal access to technology resources.</td>
<td>• Provide staff development to school-based staff on accessibility requirements as defined by Education Article §7-910 of the Public Schools – Technology for Education Act.</td>
<td>Staff Development</td>
<td>Special Education</td>
</tr>
<tr>
<td>Ensure that appropriate policies and procedures are in place to address equivalent accessibility to technology-based products for students, as defined by Education Article §7-910 of the Public Schools – Technology for Education Act.</td>
<td>• Review and revise existing policy and procedures as necessary to ensure fulfillment of this requirement.</td>
<td>Calvert County Public Schools Policy Manual</td>
<td>DIIT; Administration; Special Education</td>
</tr>
</tbody>
</table>
Objective 5: Improve the Instructional Uses of Technology through Research and Evaluation

Targets:
- Needs identified from an analysis of data from the Online Technology Inventory Report and other sources will be addressed through the CCPS Master Plan/Update and Technology Plan.
- CCPS will monitor adjustments and revisions to The Maryland Educational Technology Plan for the New Millennium.
- CCPS will build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning.
### Objective 5: Improve the instructional uses of technology through research and evaluation

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</table>
| 5.1 Our district's Bridge to Excellence Master Plans/Updates and Technology Plans will address needs identified from an analysis of data from the Online Technology Inventory Report and other sources. | • Review planning documents for the inclusion of strategies to address technology needs based on an analysis of data from the Online Technology Inventory Report and other sources.  
• Conduct on-site visits and engage in ongoing dialogue with schools to monitor progress toward goals and objectives of State and Local Technology Plans, to collect promising practices, and to ascertain need for technical assistance.  
• Seek funding and strategic partnerships to leverage resources. | • Local Master Plan  
• Local School System Technology Plan  
• Maryland Technology Inventory  
• CCPS's needs and assessments and data collection results | DIS; DIIT; DSP; TAB |
| 5.2 Monitor the Maryland Educational Technology Plan for the New Millennium. | • Maintain ongoing communication with stakeholders to provide information and build awareness of the strengths and challenges related to educational technology.  
• Develop strategies to demonstrate the need for funding sources to address educational technology requirements.  
• Review the annual Online Technology Inventory and the School Library Media Annual Report and reporting process to reflect targets in both the revised State Technology Plan and the School Library Media Standards. | • Maryland Technology Inventory  
• Maryland School Library Media Annual Report  
• CCPS's needs and assessments and data collection results | DIS; DIIT; DSP; TAB |
| 5.3 To build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning, our district will:  
• Be informed about existing research on the effective use of technologies for teaching and learning and  
• Conduct research studies linked to national and state standards to assess the impact of technology on teaching and learning. | • Establish a process that allows for the involvement of appropriate instructional staff to collaborate to ensure that technology-related decisions are based on sound educational practice and system needs.  
• Provide technical assistance and high quality professional development to CCPS personnel in understanding scientifically based research and in designing and conducting effective research. Extend these opportunities to staff development programs within the system.  
• Research and pursue grant opportunities from a variety of sources to provide information about the impact of instructional technology on teaching and learning.  
• Disseminate evaluation models and results of research to provide information about conducting quality research, to provide models of effective practice, and to improve the use of instructional technology in education.  
• Ensure appropriate inclusion of strategies for providing instruction across all content areas regarding cybersecurity, cybersafety and cyberethics (C3). | • Results of local evaluation studies  
• State Evaluation Clearinghouse on MSDE website  
• Enhancing Education through Technology Applications | DIS; DIIT; DSP |
Calvert County Public Schools
Technology Plan
Addendum

The CCPS technology plan addresses a variety of items that are of priority to our district, but does not provide specifics in some areas that are listed on the checklist. The following information provides more detail about technology use and planning in regards to technology in CCPS.

1. Software and hardware to be purchased over the next three years will be selected and used based on work that our technology and instructional departments will collaborate on over coming months. One of our primary areas of focus is on integrating technology into the curriculum and our classrooms. Selection and use of software and hardware will grow from this partnership. A continuing effort to maintain $100,000 in the technology budget along with funds for curriculum and classroom projects submitted by the Department of Instruction will be made.

2. Although at some point we may venture into the world of VOIP, at present, we plan to continue using our existing voice, video, and data connections that we have had in the past. No plans are underway to enhance this over the next three years.

3. We currently have one high performance computer available to each educator. Therefore, this item does not need to be addressed in our plan.

4. We will be working to improve our high performance computer to student ratio over the next three years. However, due to budget constraints, we will not reach a one to one computing environment in the secondary schools.

5. We will be working to improve our high performance computer to student ratio over the next three years in an attempt to reach at least 3:1 in the elementary schools.

6. We will be working to improve our computer projection device to classroom ratio over the next three years. However, due to budget constraints, we will not reach a one to one projection device to classroom ratio in the next three years.

7. We currently have access to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to adequately support the use of high-quality digital learning resources so this is not addressed in our plan.

8. We will maintain our current technical support staff and LAN/WAN administrators with focus going to the technology integration specialists in school buildings over the next three years. As funds become available, additional technical employees will be considered.

9. Acceptable use of computer systems policy is reviewed every 3 years. Procedures are reviewed annually by staff or earlier if needed. This policy and procedure are reviewed with staff at the time of hiring and distributed to students and staff in schools annually. A copy is attached.

10. We will continue to work with a budget of approximately $250,000 for replacement equipment and supplies.

11. Professional development funds total approximately $165,000 in the FY 2009 budget.

12. Accurate projections for implementing the Maryland Technology Plan for the New Millennium are unknown at this time. Costs associated with software and hardware needed to successfully integrate technology into the curriculum will depend on the selection and implementation process. Based on a per computer cost of $800, to move to a 1:1 computing environment at the secondary level would cost Calvert County Public Schools approximately $5.6 million. Given that other devices may be substituted for a high performance computer, that cost might be cut in half. Again however, the total cost would depend more on the instructional needs than on a desire to put a computer or device in every student’s hand.