

2016-18 Technology Plan

Hutchinson Public Schools

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Technology Needs Assessment

Describe the processes(s) used to determine the technology needs for the LEA for 2016-2018 and briefly summarize the needs that have been determined. Make sure to include any technology needs that will be supported through E-rate discounts, such as telephone, telecommunications access, Internet, and other E-rate eligible services:

Teacher Technology Survey

All certified staff were surveyed on technology elements as identified by Doug Johnson of Burnsville-Eagan-Savage schools, and based on Domain 1 of Charlotte Danielson's framework for teacher evaluation instrument. Of our existing teaching staff, 69 individuals returned the survey document. Seven key questions were included, with four possible responses organized by the Danielson framework.

The rubric we utilized to create the questions can be found here: [Rubric for Effective Teacher Technology Use](#)

The survey that was given can be found here: [District Technology Plan: Teacher Survey #1](#)

The results of the survey can be found here: [Summary of Results from Teacher Survey #1](#)

The results of the survey indicate that the vast majority of our teachers find themselves in the "developing" stage when working with classroom technologies.

Google Proficiency Self-Assessment

The district is also going through a change from Microsoft Outlook to Google Apps for Education regarding email and calendar services. Due to this change, a list of Google proficiencies have been developed. All certified staff will be asked to complete a self-evaluation of their skills pertaining to a number of Google Applications including Docs, Drive, Sheets, Sites, Forms, Slides, YouTube and Classroom. This assessment will also examine comfort levels with the Chromebook. The evaluation and badge system will not be utilized for evaluation of teacher skills, but rather for the formation of relevant professional development opportunities that help teachers to advance their skills in areas where a need has been determined in each building.

[District List of Google Proficiencies](#)

The assessment will be distributed to staff through Google Classroom platform on Friday, March 4 to be completed by staff during allotted professional development time on Monday, March 7th.

- Badge system that will allow for teacher self-assessment skills in Google Apps for Education (GAPE)
 - This will help show areas we'd like to grow and train on as we all learn together.
- Google proficiency self-assessments based on 3 grade level groupings:
 - [Pre K-Grade 3](#)
 - Drive Management, Gmail, Google Calendar, Docs, Forms, Sheets and Slides
 - [Grades 4-8](#)
 - Drive Management, Gmail, Google Calendar, Docs, Forms, Sheets, Slides, Google Classroom, YouTube, Chromebooks, Google Sites

- Grades 9-12

- Drive Management, Gmail, Google Calendar, Docs, Forms, Sheets, Slides, Google Classroom, YouTube, Chromebooks, Google Sites
- Data will be compiled and sorted to indicate training needs for different buildings in the district.
- System also allows for individual on demand professional development as needed
- We will ask staff members to update their badge list as their proficiencies expand, with reminders going out after fall inservice training and again before 3rd Trimester in order to keep our data up to date and to adequately track the results of our efforts.

Timeline:

1. January 2016: Creation and Refinement of Badge System
2. February 2016: Planning for Implementation
3. March 2016: Initial Google Proficiency Self-Assessment distributed and collected through Google Classroom with data collected and compiled by building. An initial focus will be placed on Gmail and Calendar proficiencies ahead of the Gmail migration from Outlook occurring between March 21-25, 2016.
4. April-June 2016: Data collected will be utilized to inform planning decisions and trainings offered through the end of the school year and into next year.
5. August 2016: Inservice trainings will be offered based on data from Google Proficiency Self-Assessment.
6. September 2016: Staff asked to update their proficiency badge list in order to help us continue to plan and offer relevant training opportunities. The proficiency list will continue to be reexamined and utilized to develop trainings to meet the needs of staff.

E-Rate

Hutchinson Public Schools seeks E-rate discounts for both Category I and Category II items. As a member of Little Crow Telemedia Network (LCTN), the consortium files for Internet Service on behalf of member districts. Underneath Category I, Hutchinson Schools files for its own voice services, including cell phone (current Verizon), long distance (current Rochester Telecom) and fiber (current Nu-Telecom). Considering voice services are being phased out at 20% per year over five years, Category II items will be filed for during the time period this Technology Plan references. As the district expands its BYOD initiative to ensure students are real world ready, network routers, network switches, and WiFi access points and controllers will undergo the competitive bidding process as the district builds out its technology infrastructure to support an increased numbers of personal devices. The competitive bidding process will ensure both efficient use of the district's resources and eligibility for E-rate funding up to the limit of \$150 per student over a five year period beginning with Funding Year 2015.

Goals and Strategies

List the specific goals and strategies for 2016-2018 that address how your LEA will use technology to deliver education and assist with school administration:

4 Core Values

ISD 423 Core Values	21st Century Educator Goals
Relationships are essential for student success	We will teach through relationships. Teachers who have knowledge about their students are better able to teach them and engage them in deeper levels of learning. Teachers will be enabled to facilitate collaboration and teamwork among students.
All students learn	We will utilize technology in a way that is both meaningful and purposeful, where technology acts as a partner in learning. Formative assessment will guide and inform our instruction.
A culture of high expectation is critical	We will work to create responsible digital citizens who are creative, able to work collaboratively with others, communicate effectively and think critically.
A meaningful and challenging curriculum is vital	We will enhance student engagement and learning by streamlining classroom content delivery with digital tools.

Our Vision for Technology Integration

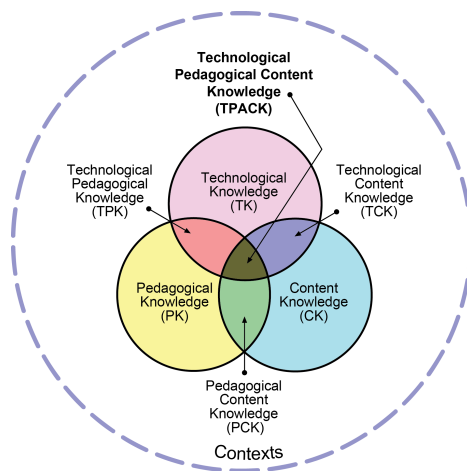
Our goal is to prepare students for lifelong learning and success in an ever-changing society. We will apply instructional methods that are enriched with purposeful technology use, which will help our students to be real-world ready.

Technology Leadership Teams

We will create up to an 8-member team in each building, consisting of early adopters with technology and others who would like to receive early training on initiatives. These individuals will receive a half day of training this summer, and 1 hour per month. In exchange, they will help to move their building forward with technology integration. This group will also be involved in creating the technology matrix for their building.

TPACK Model

The basis of Digital Learning in Hutchinson Public Schools is the TPACK Model. Essentially, the model combines a teacher's technological knowledge, pedagogical knowledge and content knowledge in a way that enhances student achievement through the powerful use of technology.



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We will ask teachers to consider lessons delivered in the past and how technology might be used to enhance the lesson. By viewing technology in this way, teachers will ensure that learning objectives and quality teaching come first, and technology acts as a partner rather than the driving force behind a lesson. Ideally, the focus will be on the purposeful use of technology in the classroom, rather than using technology just for the sake of using technology.

2016-2018 Technology Professional Development Plan by Building 2015-2016

<u>West</u>	<u>Park</u>	<u>Middle School</u>	<u>High School</u>
Google 101--Google Mail/Google Calendar	Google 101--Google Mail/Google Calendar	Google 101--Google Mail/Google Calendar	Google 101--Google Mail/Google Calendar
SMART Board Review and Research	SMART Board Review and Research	Google Docs and Drive	Google Docs and Drive
Fall: Pilot Group 1: Splashtop	Quia: Digital Review and Assessment	6th Grade Staff: Preparation for BYOD	Quia: Digital Review and Assessment
Spring: Pilot Group 2: Splashtop	Grade 2: Splashtop Grade 2: Tablets	Quia: Digital Review and Assessment	BYOD: 9th Grade
TouchCast Demo	Technology PLC: Grade 2-5 Technology Skills Matrix	Technology PLC: Grade 6-8 Technology Skills Matrix	- Expectations and Management - Google Classroom 21st Century Lesson Planning - Pilot Group on Digital Device Management
Grade K-1 Technology Skills Matrix	Grade 5 Social Studies: Chromebooks	Google Classroom Training/Implementation by 3rd Trimester	

2016-2017

<u>West</u>	<u>Park</u>	<u>Middle School</u>	<u>High School</u>
Google Docs and Drive Management 21st Century Lesson Planning SMART Board Pilot Advisory Team: Technology Skills Matrix Technology Learning Team Development and Training	Google Docs and Drive Management 21st Century Lesson Planning SMART Board Pilot Advisory Team: Technology Skills Matrix Technology Learning Team Development and Training	Google Apps Advisory Team: Technology Skills Matrix BYOD: 6th Grade • Expectations and Management • Google Classroom • 21st Century Lesson Planning Technology Learning Team Development and Training	Google Apps Advisory Team: Technology Skills Matrix BYOD: 9-10th Grade • Expectations and Management • Google Classroom • 21st Century Lesson Planning Technology Learning Team Development and Training

2017-2018

<u>West</u>	<u>Park</u>	<u>Middle School</u>	<u>High School</u>
Google Apps Technology Matrix Implementation Interactive Display Replacement Schedule Technology Learning Team Development and Training	Google Apps Google Classroom Technology Matrix Implementation Interactive Display Replacement Schedule Technology Learning Team Development and Training	Google Apps Technology Matrix Implementation BYOD: 6-7th Grade • Expectations and Management • Google Classroom • 21st Century Lesson Planning Technology Learning Team Development and Training	Google Apps Technology Matrix Implementation BYOD: 9-11th Grade • Expectations and Management • Google Classroom • 21st Century Lesson Planning Technology Learning Team Development and Training

District Technology Skills Matrix

Teachers will work collaboratively in year two of the plan to identify the key set of learning targets regarding technology use by grade level. We will discuss how these targets can be integrated into what teachers already do with devices and in

computer labs, as well as how these will be measured and what it looks like when students have met the learning targets for each area. Teachers will also work to identify how we can get students to the appropriate level of proficiency by the end of the school year. Age appropriate digital citizenship topics are also part of the matrix.

Professional Development Plan

Describe the professional development strategies you have in place for 2016-2018 to ensure LEA staff are prepared to use the technology infrastructure, software programs, and online resources provided:

Technology Professional Development Learning Targets for 2015-18

Key:	1= Year 1 Learning Targets	2= Year 2 Learning Targets			3= Year 3 Learning Targets
Building	West	Park	MS	HS	PD*
A. Gmail Proficiency Learning Targets					
1. I can send and receive an email.	1	1	1	1	Google 101 Website: Self-Paced Training
2. I can delete or archive emails I no longer need.	1	1	1	1	Google 101 Website: Self-Paced Training
3. I can find my messages in the search bar or by utilizing the advanced search option.	1	1	1	1	Google 101 Website: Self-Paced Training
4. I DO NOT ever leave email unread. I can organize my mail by filtering, labeling, or categorizing.	1	1	1	1	Google 101 Website: Self-Paced Training
5. I can save an attached document to my drive from an email window.	1	1	1	1	Google 201 Website: Self-Paced Training
6. I can create a signature and attach a photo to my Gmail account.	1	1	1	1	Google 201 Website: Self-Paced Training
7. I can create new tasks and assign them a due date.	1	1	1	1	Google 201 Website: Self-Paced Training
B. Google Calendar Proficiency Learning Targets					
1. I can create a calendar event.	1	1	1	1	Google 101 Website: Self-Paced Training
2. I can send a calendar invite.	1	1	1	1	Google 101 Website: Self-Paced Training
3. I can reply (RSVP) to an invite.	1	1	1	1	Google 101 Website: Self-Paced Training

4. I can create a calendar.	1	1	1	1	Google 201 Website: Self-Paced Training
5. I know how to color code my events.	1	1	1	1	Google 201 Website: Self-Paced Training
6. I can add a calendar to my list from the isd423.org collection.	1	1	1	1	Google 201 Website: Self-Paced Training
7. I can access and add an event to a shared calendar.	1	1	1	1	Google 201 Website: Self-Paced Training
C. Google Drive Proficiency Learning Targets					
1. I can create and share a doc, sheet, drawing, etc. from Drive.	2	2	1	1	Google Drive Basics
2. I can find a doc in my “shared with me” or Drive by using the search bar.	2	2	1	1	Google Drive Basics
3. I can upload files to my Drive.	2	2	1	1	Google Drive Basics
4. I can organize my Drive by moving files into folders.	2	2	1	1	Google Drive Basics
D. Google Docs Proficiency Learning Targets					
1. I can create a Google Doc.	2	2	1	1	Google Docs Basics
2. I can share a Google Doc.	2	2	1	1	Google Docs Basics
3. I know how to use the Comments, and Chat features for collaboration.	2	2	1	1	Google Docs Basics
4. I know how to use the Editing, Suggesting, and Viewing features for editing and reviewing docs.	2	2	1	1	Google Docs Basics
E. BYOD Learning Targets					
1. I can identify common classroom management problems that are associated with a 1:1 initiative.					Basics of BYOD: Expectations and Classroom Management
2. I can identify several techniques for dealing with classroom management issues associated with a 1:1 initiative.					Basics of BYOD: Expectations and Classroom Management
3. I can identify several ways use technology in meaningful ways through digital bell ringers, discussion starters, exit tickets, or formative assessment.	-	-	3	1-2	Basics of BYOD: Expectations and Classroom Management
4. I can identify the standard suggested usage for a teacher in a 1:1 environment.	-	-	3	1-2	Basics of BYOD: Expectations and Classroom Management

5. Set up one Google Classroom per course per trimester	-	-	3	1-2	Getting Started with Google Classroom
5. Make resources available to students via Google Classroom	-	-	3	1-2	Getting Started with Google Classroom
6. Input Assignments and Due Dates in Google Classroom	-	-	3	1-2	Getting Started with Google Classroom
7. I can design 21st Century lessons that are built by utilizing the TPACK model to ensure that lesson targets and pedagogy drive instruction.	-	-	3	1-2	Lesson Planning for the 21st Century Classroom Using the TPACK Model
F. Google Classroom Learning Targets					
I know how to create a class in Google Classroom	-	2	2	1	Getting Started with Google Classroom
I know how to invite students to my class either through an invitation or by sharing the join code.	-	2	2	1	Getting Started with Google Classroom
I know how to create an assignment.	-	2	2	1	Getting Started with Google Classroom
I can create an announcement.	-	2	2	1	Getting Started with Google Classroom
I can attach a Drive file to an assignment or announcement.	-	2	2	1	Getting Started with Google Classroom
I can use the "Ask a Question" feature.	-	2	2	1	Getting Started with Google Classroom
I can grade and return an assignment.	-	2	2	1	Getting Started with Google Classroom
G. TPACK Lesson Model Implementation for 21st Century Lesson Design Learning Targets					
1. I can identify the T, P and CK in TPACK.	2	2	2	1-2	Lesson Planning for the 21st Century Classroom Using the TPACK Model
2. I can design a lesson that identifies the content and pedagogy to be taught, while choosing an appropriate form of technology to act as a partner in learning.	2	2	2	1-2	Lesson Planning for the 21st Century Classroom Using the TPACK Model
H. Technology Matrix					
1. I can identify learning targets for technology in the grade level I teach.	3	3	3	-	Hutchinson Public Schools: Technology Matrix
2. I can integrate these learning targets into my daily practice.	3	3	3	-	Hutchinson Public Schools: Technology Matrix -To standing technology committee

3. I can evaluate my students to determine if they have met the appropriate proficiency level for each learning target, and can support students who struggle to perform at grade level in each skill.	3	3	3	-	Hutchinson Public Schools: Technology Matrix
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Training Offerings

These trainings are designed to cover each learning target defined in the technology plan. Trainings will be offered multiple times and at different times of the day to accommodate for varying schedules and teacher availability.

Google 101- Getting Started with Google

This training is a brief introduction to the 4 most important features of Gmail and the 3 most important features of Google Calendar. It shows how the two tools work in tandem to increase productivity and allow for greater organization. These are the most important things that staff members will need to do after migrating from Outlook in order to remain productive.

This training covers the following learning targets:

A. Gmail	B. Google Calendar
1. I can send and receive an email.	1. I can create a calendar event.
2. I can delete or archive emails I no longer need.	2. I can send a calendar invite.
3. I can find my messages in the search bar or by utilizing the advanced search option.	3. I can reply (RSVP) to an invite.
4. I DO NOT ever leave email unread. I can organize my mail by filtering, labeling, or categorizing.	

Google 201

This training goes a little bit deeper into the features of Gmail and Google Calendar. Attendees will learn 3 features of Gmail that help to customize and organize their account, as well as save to Google Drive and add events to Google Calendar from their Gmail window. We will also cover how to create new calendars, how to apply color coding to organize events, and how to locate and subscribe to district calendars and add events to these shared calendars.

This training covers the following learning targets:

A. Gmail	B. Google Calendar
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5. I can save an attached document to my drive from an email window.	4. I can create a calendar.
6. I can create a signature and attach a photo to my Gmail account.	5. I know how to color code my events.
7. I can create new tasks and assign them a due date.	6. I can add a calendar to my list from the isd423.org collection.
	7. I can access and add an event to a shared calendar.

Google Drive Basics

This training will provide a brief overview of the basic functions of Google Drive. We will cover how to create documents of varying file types according to need and function, as well as how to locate and share these files with others. A focus will be placed on how to add existing Microsoft Office files to your Google Drive and how to convert them to Google format should you wish to utilize them for collaboration. We will also discuss how you can keep the files in their existing format and utilize Drive as cloud storage. Finally, we will go over some key organization techniques for Drive folders and files.

This training covers the following learning targets:

C. Google Drive
1. I can create and share a doc, sheet, drawing, etc. from Drive.
2. I can find a doc in my “shared with me” or Drive by using the search bar.
3. I can upload files to my Drive.
4. I can organize my Drive by moving files into folders.

Google Docs Basics

This training covers the following learning targets:

D. Google Docs
1. I can create a Google Doc.

2. I can share a Google Doc.
3. I know how to use the Comments, and Chat features for collaboration.
4. I know how to use the Editing, Suggesting, and Viewing features for editing and reviewing docs.

Google Apps Basics

This training will be offered for individuals who would like to extend their learning of Google Apps to include Google Slides, Forms and Sheets. We will discuss the basics of each app and how they can be used both in and outside of the classroom.

This training covers the following learning targets:

Google Slides	Google Forms	Google Sheets
I can create a Google Slides Presentation.	I know how to create a Google Form.	I can create a Google Sheet.
I can share a Google Slides Presentation.	I know how to adjust the theme of a Google Form.	I can share a Google Sheet.
I know how to use the Comments, and Chat features for collaboration.	I know how to send out a Google Form.	I know how to use the Comments, and Chat features for collaboration.
I know how to change the background, theme and template of a Google Slides Presentation.	I know how to access the Google Form results.	I know how to sort and calculate data on a Google Sheets. (very similar to Excel).
I know how to embed a YouTube video in a Google Slides Presentation.	I know how to organize the results of a Google Form (tools>show summary of results)	I know how to color cells in Google Sheets.

I know how to present a Google Slides Presentation.	I know how to use Google Forms for formative assessments.	I can create a rule to automatically format cells when viewing data.
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BYOD Trainings

1. **Basics of BYOD: Expectations and Classroom Management Techniques**: This training will detail the finer points of the BYOD initiative. We will discuss the expectations for teacher use of technology in a BYOD environment. We will also identify some key classroom management challenges that can be posed by a 1:1 classroom, including how to ensure that students are not distracted by devices and remain on task. Consequences of device misuse and how to handle behavior issues will be discussed so that all teachers are on the same page. Finally, we will go through some quick ways to get started in teaching with devices in a BYOD environment including ideas for digital bell ringers, lesson starters and exit tickets. We will also discuss the focus of our BYOD initiative, which is on formative assessment and student engagement, and how this initiative will assist with both of them.

Goals
1. Attend Training on Google Classroom and 21st Century Lesson Design
2. Suggested Usage: 50 cumulative minutes of focused technology use each week per class
3. Suggested Usage: One technology-based project per trimester per class

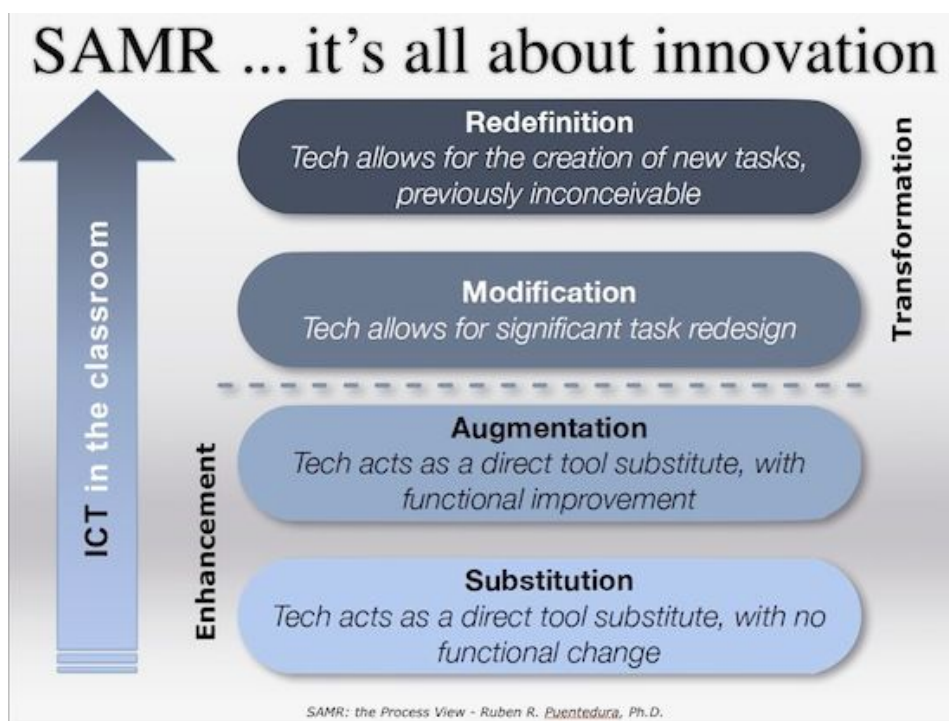
2. **Google Classroom**: Learn how Google Classroom can be utilized to distribute, collect, organize, and grade assignments. You will also learn how to upload files, add web links and other resources, and work with files in your Google Drive to develop 21st century lessons that feature innovation, collaboration and creation in your classroom.
3. **Lesson Planning for the 21st Century Classroom Using the TPACK Model**: This session will be devoted to showing you how GAFE tools may be utilized to align your lessons with 21st century teaching and learning practices as outlined by the TPACK Model and the ISTE standards. You will receive a lesson creation model that emphasizes pedagogy before technology, while at the same time using technology to enhance learning. We will also be modeling a lesson that demonstrates the use of Google tools to facilitate deeper discussion of a topic through collaboration.

Evaluation

Explain the evaluation process for your technology plan for 2016-2018, including timeline, roles and responsibilities, and information gathered to assess how the technology plan goals and strategies are being met:

SAMR Model

The SAMR Model, created by Dr. Ruben Puentedura, will be utilized to evaluate the effectiveness of a lesson involving technology. The model has been integrated into Domain 1 and Domain 3 of our current teacher evaluation system based on the Danielson framework.



2016-2017 Technology Components to be utilized in Principal Observations

Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction				
Element	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Technology in Lesson Design ISTE Standards 2a, 2c, 4b	Teacher does not utilize technology when creating learning activities or use devices in the classroom.	Teacher creates learning activities with technology that focus on lower-order thinking skills, where devices are used in the same manner as traditional instruction.	Teacher creates learning activities with technology that enable students to learn independently, where devices are used efficiently to enhance common classroom tasks.	Teacher creates learning activities that enable students to learn independently and think critically. Devices allow for extensions and enhancements that

<i>SAMR Model</i>		<i>(Substitution)</i>	<i>(Augmentation)</i>	promote student learning and creativity. <i>(Modification and Redefinition)</i>
Domain 3: Instruction Component 3c: Engaging Students in Learning				
Technology in Lesson Delivery ISTE Standards 1a, 1b, 2c, 4b <i>SAMR Model</i>	Teacher does not use technology to disseminate information, ask questions, or practice skills.	Teacher uses technologies to passively disseminate information, ask low-level questions, or practice low-level skills. Technology is used in the same manner as traditional instruction. <i>(Substitution)</i>	Teacher engages students through the use of an interactive whiteboard, gaming applications, actions based on student responses, and polling. Technology is used to enhance common classroom tasks. <i>(Augmentation)</i>	Teacher uses a range of technologies to engage students by asking for student responses. Technology allows for differentiation of activities to promote, support, and model creative and innovative thinking. <i>(Modification and Redefinition)</i>
SAMR Model Alignment	No Technology Present	Substitution: Technology acts as a direct tool substitute with no functional changes.	Augmentation: Technology acts as a direct tool substitute with functional improvement.	Modification: Technology allows for significant task redesign. Redefinition: Technology allows for the creation of new tasks previously inconceivable.

ISTE Standards that are addressed by each element:

1a: Promote, support, and model creative and innovative thinking and inventiveness.

1b: Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

2a: Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

2c: Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

4b: Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

Google Proficiency Self-Assessment Results

We will accumulate scores on these technology elements by building and withhold teacher names from the scores. We will utilize this raw data to determine training needs and to identify areas of concern for technology integration. These can be used to inform planning in the following year.

We will also utilize the Self-Evaluation Badge System to gauge our effectiveness in moving the district forward in Google Proficiencies.

[List of Google Proficiencies](#)

[Sample Teacher Self-Evaluation Badge System](#)

Optional Links

Provide links to district strategic planning documents, survey instruments, policies, or other resources that were used to provide data and help prepare the technology plan:

Provide additional links to support your technology plan; document will expand to fit.

Link to Current Technology Plan. Provide the link on the LEA website where the technology plan will be posted and updated throughout the planning period:

Children's Internet Protection Act (CIPA)

This LEA has an Internet Safety/Acceptable Use Policy in place.

X Yes ☐ No

If yes, please provide a link to access the policy at the LEA website: *Provide the link to your policy.*

This school district deploys an Internet filter to protect minors from material that is pornographic or otherwise harmful to them.

X Yes ☐ No

Submit the cover sheet and template in PDF or Word (not a scan) by e-mail to:

mde.schooltechplan@state.mn.us.