

New Bloomfield R-III School District

Technology Plan

Updated August, 2025

Mission

The Mission of New Bloomfield R-III School District is “Leading Lifelong Learners.” In cooperation with families, teachers and community, we aim to prepare all students to be lifelong learners and responsible citizens of the world, with individual accountability and respect for others.

At New Bloomfield we strive to cultivate a lifelong love of learning and encourage our children to become caring, respectful and ethical citizens. Our curriculum seeks to differentiate in an effort to engage each learner in rich, meaningful work. Our school works to provide our students with a physically and emotionally safe environment so children have the confidence to take on new challenges and responsibilities.

Vision

To enhance Wildcat Pride in our community, New Bloomfield R-III provides a safe, positive, and innovative learning environment for every student.

General Technology Goals

Improvements have been made in the following areas:

1. **Access to Technology:** 1,381 Chromebooks for students and teachers, 141 hardwired computers, and 75 Ipads (in Elementary). The district is one-to-one saturated (enough chromebooks for every student, but they are not personally assigned).
2. **Data-Driven Decision Making & Curriculum:** Using technology to improve recordkeeping and promote data-driven decision-making utilizing G-Suite for Education.
3. Utilizing technology to meet the educational needs of all students.

Efforts are continually being made to align the technology program with the state standards. Technology was used to complement and extend the standards-based curriculum in each classroom. Grade-appropriate instruction in keyboarding, basic operations, word processing,

desktop publishing, multimedia, electronic presentations, research, and the Internet were taught opportunities explored for meaningful learning. Students were taught legal and ethical practices related to technology use and safety.

A. Technology Goals:

Goal 1 : Professional Development

Provide high quality professional development to all staff regarding technologies that support classroom and professional learning by:

- Identifying staff needs.
- Designing professional development to meet the needs of staff.
- Evaluating workshops and knowledge gained.

Goal 2: Curriculum

Continue aligning the technology program with the recommended state standards and explore new ways for integrating technology into the curriculum.

- Research and expand technology resources to make learning more accessible for all students.

Goal 3: Communication

Utilize technology to foster and maintain school/community partnerships through access via:

- The district website
- Email
- Social Media (Facebook & Twitter)
- School App
- School Messenger
- Lumen

B. Technology Team

The technology team consists of teacher input, administration and our service provider, and each will be an integral part in evaluating the plan on a yearly basis.

C. Needs Assessment

Each year the Superintendent, Principals, Technology Coordinator, and Technology Committees will evaluate the progress the school has made in implementing its

technology plan in an effort to learn from past lessons, review our progress in meeting state and local technology benchmarks, and consider revisions in relation to changes in local curriculum, technology, policy (local, state, and national level), financial circumstances and any other relevant developments. We consult with classroom and SPED teachers on an ongoing basis to determine both curriculum and instructional technology needs. The technology coordinator and QNS technician keep an updated inventory of school hardware and software, ensure that all maintenance agreements with vendors are renewed and/or updated and stay alert to infrastructure needs.

Elementary Building Needs			
Goal	Additional Information	Projected Cost	Timeline
Purchase replacement document cameras	Look to replace devices as they become outdated	\$100-\$350 each.	As needed
Purchase interactive televisions	Replace projectors as they become unusable	\$500-700 each	Ongoing
Purchase additional Chromebooks		Chromebook: ~\$300 ea.	On going

JH/HS Building Needs			
Goal	Additional Information	Projected Cost	Timeline
Purchase Chromebooks		Chromebook: ~\$325 ea. (Lenovo 100e) Carts: ~\$600 ea.	Ongoing
Maintain technology curriculum rotation		Chromebook: ~\$325 ea. Cart: ~\$600 ea.	Ongoing

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District Needs			
Goal	Additional Information	Projected Cost	Timeline
Upgrade Switches	e-Rate		Completed Summer 2023
Upgrade Wireless Access Points	e-Rate funding	\$30,000	Completed Summer 2023
Add additional computers to replace older devices		~\$300 for refurbished ~\$650 for brand new ~\$120 for monitors	Ongoing

D. Technology Usage Agreement

The School has a Staff and Student Contract for Internet Use that is included within the Board-Approved Technology Agreement. This is reviewed and updated as needed.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes. Teachers:

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

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

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

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community

building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Over the next four years, New Bloomfield School's goals for Technology Integration and Literacy will be to:

1. Maintain 85% of teachers using technology daily in some of the following areas:

- lesson planning
- administrative tasks
- communications
- collaboration
- share technology uses with colleagues

2. Maintain 85% of teachers using technology daily to improve student learning. Activities could include:

- research
- multimedia
- simulations
- data interpretation
- communications
- collaboration

E. Technology Professional Development

Technology professional development in New Bloomfield is sustained and ongoing. Professional development includes coaching, modeling best practices, and online professional development. Having a technology coordinator who works in partnership with our staff is the key for success. We believe that technology professional

development must be relevant, timely, authentic and usable. It must be relevant to the task of teaching and beneficial to student learning. We believe in designing staff professional development around curriculum projects.

The New Bloomfield R-III School District believes educators should be prepared to meet the following technology standards and performance indicators:

- Demonstrate a sound understanding of technology operations and concepts
- Plan and design effective learning environments and experiences supported by technology
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- Apply technology to facilitate a variety of effective assessment and evaluation strategies
- Use technology to enhance productivity and professional practice
- Understand the social, ethical, legal and human issues surrounding the use of technology in PK-6 schools and apply that understanding in practice
- Professional development planning includes an assessment of district and teachers' needs.

F. Accessibility of Technology

A. Hardware Access

- Students per Instructional Computer. New Bloomfield's goal is to maintain access and improve the student-computer ratio by continuing to add/replace equipment as technology changes.
- New Bloomfield maximizes access to the general education curriculum for all students, including students with disabilities.
- Software is procured for classroom use such as ...
- Hardware is procured with universal design principles and assistive technology principles such as laptops for individual use, interactive whiteboards, student response systems
- A mobile workstation with a laptop computer and digital projector is available for classroom teachers to use.
- The technology coordinator keeps an updated inventory of school hardware and software, ensures that all maintenance agreements with technology vendors are renewed and/or updated and that infrastructure needs are met.
- Computer repairs can be costly. Whenever we purchase new equipment, we purchase extended warranty on parts and labor (if available) to safeguard our technology investment.

- In order to maintain an acceptable level of computing power, maximize limited funds, and eliminate costly repairs, New Bloomfield Schools will replace its technology as needed; however, the specifics of the school technology replacement goals will change as we perceive new needs and refine our views of technological literacy.

The priorities for replacement are as follows:

1. Mission critical application status

- Primary network servers and equipment related to infrastructure
- Upgrade to latest operating system
- Upgrade wiring for wireless connectivity

2. Instructional objectives

- Individual Education Program requirements
- Student computer access ratio (lab and classrooms)
- Software requirements driven by instructional goals including web based instructional learning programs
- Interactive projects in every classroom
- Laptops for teachers
- Online textbooks and books

3. Administrative processing requirements, such as:

- Data reporting/assessment systems

The computer replacement cycle will begin by evaluating equipment older than five years and the district will replace machines in order of priorities.

B. Internet Access

1. New Bloomfield provides connectivity to the Internet in all classrooms including wireless connectivity.
2. The district provides a bandwidth of 250 Mbps.

G. Staffing

1. Technical support is contracted with Quality Network Solutions (QNS).
2. The district maintains an up-to-date website for parents and community members. The website can be viewed at: <http://www.nb.k12.mo.us>