

Educational Technology Plan for Logan Elm Local SD - 049080

School Years:

2009-10

2010-11

2011-12

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**created using the eTech Ohio online Technology Planning Tool version 3.0 (TPTv3)*

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Pre-Planning

1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator
 Curriculum Coordinator
 Library/Media Specialist
 Parent
 Principal
 Superintendent
 Teacher
 Technology Coordinator
 Treasurer
 Other

Approvers:

John Rundag (Technology Coordinator/Director)
 Stephen McAfee (Treasurer)
 Wyvonna J Broughton (Superintendent)

1.1 Overview of TPT Planning Framework

eTech Ohio's Technology Planning Tool, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

The technology planning framework addresses 5 questions adapted from "Asking the Right Questions: Techniques for Collaboration and School Change" by Edie Holcomb. In each phase of the plan, narrative responses describe the educational organization's technology planning in the following manner:

"Where are we now?" addresses ASSESSMENT of current status within the educational organization

"Where do we want to go?" addresses GOALS for growth in various areas

"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals

"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.

"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

As Ohio endeavors to build more agile and effective school improvement plans, this technology plan will be an instrumental tool in fostering quality planning and managing technological changes that will impact the communities where we live.

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?

Are any of these goals no longer relevant?

What goals and strategies were met, and to what degree of success?

The technology committee invested a lot of time reflecting on the leading questions provided through the technology planning tool. Reading the document three years later, it is clear that the team's investment is reflected in the final plan.

The technology plan includes a balance of goals, strategies to improve current conditions, and future goals with long-term implications. It was a realistic plan when it was written.

Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?

Which goals and strategies still need to be addressed? How will the technology committee address them?

The plan assumed that there would be consistent funding for technology, and that the funding would increase steadily over the life of the plan. Unfortunately, this did not occur. Technology funding was cut significantly during the plan. Additionally, technology staffing was reduced in the second year of the plan, leaving little time to focus on new initiatives.

While the plan's goals are realistic, funding is not. It is clear that any new technology plan must not assume any increase in the availability of technology resources.

1.3 Vision/Mission

A. Vision

The vision of the Logan Elm Schools is to be a leader in providing a superior education and the necessary technology skills that improve the quality of life for the school community.

B. Mission

The mission of the Logan Elm Schools is to provide the students, staff and community with the necessary technology skills that will encourage a lifetime of learning.

Curriculum Alignment & Instructional Integration

2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?

This section is a prerequisite for Sections 2.2 through 2.8 and should be considered as a separate task with a different goal. The goal of this section is to describe how your district is including Ohio Technology Standards into the district's curriculum. Regardless whether your district calls it a "Graded Course of Study," "Curriculum Map," or something else – all districts have some form of documentation that spells out what is expected to be taught. The content standards for technology should be written into these documents so they are interwoven with the content standards for math, science etc. For Educational Service Centers (ESCs), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

The academic content standards, known as curriculum, describe what to teach. Technology standards should be embedded within the content from other disciplines in order to deliver the curriculum in a highly effective and motivational way.

- Using the grid below, please indicate the status of your district's efforts to embed Ohio's Technology Standards into the content standards for each curricular area. In the left column, "Where Are We Now?," please select "Not Started," "In Progress," or "Complete" for each curriculum area listed. In the right column, "Where Do We Want To Go?" please select the school year you completed or plan to complete this process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	In Progress	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	Not Started	2011-12

- In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all of your curriculum areas. How are you measuring progress toward that goal, and how will you sustain a culture of technology integration into the future?

How will we get there?

How will we know we're getting there?

How will we sustain focus and momentum?

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade English/Language Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the English/Language Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.

2.0 Adoption - Use new technology to support traditional instruction.

3.0 Adaptation - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.

5.0 Invention - Discover new uses for technology tools. Develop spreadsheet macros for teaching algebra for example, or design projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	1.0	3.0
K-2	2.0	4.0
3-4	2.0	4.0
5-7	3.0	4.0
8-10	1.5	4.0
11-12	2.0	4.0

How will we get there?

At the elementary level, student use of the computers will increase as we work towards increasing the number of computers throughout the district. We will replace older workstations, as well as purchasing newer computers, laptops and thin clients using district funds, permanent improvement funds and grant funds. In a few classrooms, we have a 1:1 ratio which has significantly increased use of the computer and access to technology. With this increased access to technology, students will have access to all of the tools used to increase student achievement, such as blogs, wikis, Accelerated Reader, Star Reader, CCC, Lexia, Study Island, Microsoft Office and Open Office.

At the junior high level, students will use the computers in the labs and libraries to create standards-based activities focused on the state content standards and incorporating the use of technology, such as presentations, blogs, wikis and podcasts. Software such as Microsoft Office, Open Office, Star Reader, Lexia, Accelerated Reader and Study Island will be used to increase student achievement on standardized testing.

At the high school level, students will use the computers in the labs and libraries to complete project-based activities which include presentations, podcasts, blogs, wikis and video. Software such as Microsoft Office, Open Office, Accelerated Reader and Google Docs will be used to increase student achievement and prepare our students for higher learning opportunities or the workplace.

Professional Development opportunities for all staff will be offered 1) before and after school 2) Waiver Days 3) Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems and mp3 players. Software resources have been

mentioned above. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Due to the fact that a lot of our teaching tools, software and resources are online, a high-bandwidth data circuit is crucial to providing access to these resources. Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies.

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments and state OAT scores. We will know that we are getting there by seeing improved student performance. Teachers will archive student writing samples and document their progress using curriculum maps. Data from software packages will be analyzed and will identify areas for improvement. The curriculum director, technology administrator, special education coordinator and gifted coordinator will work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

The key is to identify which technologies make the best use of available resources to improve student learning. Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Fine Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Fine Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Fine Arts

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	3.0	4.0
9-12	2.0	2.5

How will we get there?

At the elementary level, we do not offer any Fine Arts offerings.

At the junior high level, we offer art, general music, choir and band. Use of technology in these offerings is limited, due to the current facilities and course offering content. Students will be able to use computers in the art room, lab and library for project-based assignments, such as photo editing, presentations, computer aided design and music composition.

At the high school level, we will continue with students producing project-based assignments that will be more in-depth and will incorporate skills they have learned. The assignments will include photo editing, website design, presentations, computer aided design, video editing, multimedia presentations and music composition.

Professional Development opportunities for all staff will be offered 1) before and after school 2) Waiver Days 3) Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds, photo editing, video editing, music composition and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems and mp3 players. Software resources have been mentioned above. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Due to the fact that a lot of our teaching tools, software and resources are online, a high-bandwidth data circuit is crucial to providing access to these resources. Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies.

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments and short cycle assessments. We will know that we are getting there by seeing improved student performance. Data from software packages will be analyzed and will identify areas for improvement. The curriculum director, technology administrator, special education coordinator and gifted coordinator will work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

Technological advances will need to be addressed in the fine arts program to make the best use of available resources. It is important to identify when and when not to use technology. As new methods are adopted, they become the standard method for teaching the arts and skills of this content area, and become sustainable.

2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

The goal of section 2.4 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Foreign Language at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Foreign Language teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Foreign Language instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Foreign Language

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
9-12	3.0	4.0

How will we get there?

We do not offer foreign language at the elementary and junior high levels.

At the high school level, students will use technology to create project-based assignments using technologies such as presentations, videos, podcasts and multimedia. Currently, students are using the computers for research and SMART Boards are utilized for presentations and demonstrations.

One area we would like to see improvement is in the area of podcasting. We purchased 2 podcasting kits and will purchase additional units once teachers are trained on the use of the equipment. Some of our teachers have taken podcasting classes and we will be offering a podcasting class during our professional development training.

Professional Development opportunities for all staff will be offered 1) before and after school 2) Waiver Days 3) Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds, photo editing, video editing and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems, podcasting kits and mp3 players. Software resources include Microsoft Office, Open Office, Google Docs, Audacity and iTunes. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Due to the fact that a lot of our teaching tools, software and resources are online, a high-bandwidth data circuit

is crucial to providing access to these resources. Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies.

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments and short cycle assessments. We will know that we are getting there by seeing improved student performance. The curriculum director, technology administrator, special education coordinator and gifted coordinator will work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

Implemented technology projects must become a part of our teaching and learning process. If the technology is seen as a separate piece to the core teaching and learning, we will lose focus and stop using it. If it actually changes the way out teachers teach and our learners learn, it will be easy to sustain. The key is to identify which technologies make the best use of available resources to improve student learning.

Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

The goal of section 2.5 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Mathematics at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Mathematics teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Mathematics instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Mathematics

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	3.0	4.0
K-2	3.0	4.0
3-4	3.0	4.0
5-7	2.5	4.0
8-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

The strategies of integrating technology into the math curriculum were creation of mini-lessons, projects, more time available in the lab and more resources (i.e. research and content based software, hardware (projectors and Smartboards).

Some methods that can be used to ensure that the technology can be properly implemented is for the teachers to be comfortable with software and integration concepts. This can be done in several ways. One way being in-service days to instruct the whole staff or to use in-service time to educate individual staff members fluent with current technology that can relay what was learned to the rest of the staff. Another method is for teachers to observe other teachers that are proficient with integrating technology into their curriculum. Another method is with the use of waiver days.

At the elementary level, student use of the computers will increase as we work towards increasing the number of computers throughout the district. We will replace older workstations, as well as purchasing newer computers, laptops and thin clients using district funds, permanent improvement funds and grant funds. In a few classrooms, we have a 1:1 ratio which has significantly increased use of the computer and access to technology. With this increased access to technology, students will have access to all of the tools used to increase student achievement, such as blogs, wikis, Accelerated Math, CCC, Lexia, Study Island, Microsoft Office and Open Office.

At the junior high level, students will use the computers in the labs and libraries to create standards-based activities focused on the state content standards and incorporating the use of technology, such as presentations, blogs, wikis and podcasts. Software such as Microsoft Office, Open Office, Accelerated Math, Lexia and Study Island will be used to increase student achievement on standardized testing.

At the high school level, students will use the computers in the labs and libraries to complete project-based activities which include presentations, podcasts, blogs, wikis and video. Software such as Microsoft Office, Open Office, Math and Google Docs will be used to increase student achievement and prepare our students for higher learning opportunities or the workplace.

Professional Development opportunities for all staff will be offered 1) before and after school 2) Waiver Days 3) Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems and mp3 players. Software resources have been mentioned above. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies.

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments, Practice Buckle Down Tests, OAT practice tests and state OAT scores. We will know that we are getting there by seeing improved student performance. Teachers will archive student writing samples and document their progress using curriculum maps. Data from software packages will be analyzed and will identify areas for improvement. The curriculum director, technology administrator, special education coordinator and gifted coordinator will

work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

Implemented technology projects must become a part of our teaching and learning process. If the technology is seen as a separate piece to the core teaching and learning, we will lose focus and stop using it. If it actually changes the way out teachers teach and our learners learn, it will be easy to sustain. The key is to identify which technologies make the best use of available resources to improve student learning.

Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?

The goal of section 2.6 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Science at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Science teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
- 4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
- 5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	3.0	4.0
K-2	4.0	4.0
3-5	1.5	4.0
6-8	2.5	5.0
9-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

At the elementary level, student use of the computers will increase as we work towards increasing the number of computers throughout the district. With increased access to technology, students will have access to all of the tools used to increase student achievement, such as blogs, wikis, CCC, Lexia, Study Island, Microsoft Office and Open Office. Teachers will use websites that are geared towards the academic content standards in the area of science. Examples of such websites include TeacherTube, YouTube, United Streaming and science podcasts on iTunes.

At the junior high level, students will use the computers in the labs and libraries to create standards-based activities focused on the state content standards and incorporating the use of technology, such as presentations, blogs, wikis and podcasts. Software such as Microsoft Office, Open Office, Lexia and Study Island will be used to increase student achievement on standardized testing. Teachers will identify areas where we need to purchase technology instruments that the students can use in experiments. These instruments will be purchased with technology funds, building funds and grant funds.

At the high school level, students will use the computers in the labs and libraries to complete project-based activities which include presentations, podcasts, blogs, wikis and video. Software such as Microsoft Office, Open Office and Google Docs will be used to increase student achievement and prepare our students for higher learning opportunities or the workplace. Teachers will identify areas where we need to purchase technology instruments that the students can use in experiments. These instruments will be purchased with technology funds, building funds and grant funds. Due to the lack of classroom and teacher space at the high school, we are investigating the possibility of creating online courses which our students will need in the workplace or higher learning opportunities.

Professional Development opportunities for all staff will be offered 1) before and after school 2) Waiver Days 3) Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems and mp3 players. Software resources have been mentioned above. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Due to the fact that a lot of our teaching tools, software and resources are online, a high-bandwidth data circuit is crucial to providing access to these resources. Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments, short cycle assessments and state OAT scores. We will know that we are getting there by seeing improved student performance. Teachers will archive student writing samples and document their progress using curriculum maps. Data from software packages will be analyzed and will identify areas for improvement. The curriculum director, technology administrator, special education coordinator and gifted coordinator will work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

Implemented technology projects must become a part of our teaching and learning process. If the technology is seen as a separate piece to the core teaching and learning, we will lose focus and stop using it. If it actually changes the way our teachers teach and our learners learn, it will be easy to sustain. The key is to identify which technologies make the best use of available resources to improve student learning.

Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Social Studies teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Social Studies instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Social Studies

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
- 4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
- 5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	3.0	4.0
K-2	3.0	4.0
3-5	2.5	3.5
6-8	3.0	3.5
9-10	2.5	3.0
11-12	2.5	3.0

How will we get there?

Using tools such as blogs, podcasts, e-learning platforms, and message platforms, students can truly interact in a global society. Web 2.0 technologies are making it possible for people with very little technological expertise to publish information on the Internet, and participate in dialogs with other people from all over the world.

To foster participation in these types of environments, the district will begin by focusing on closed and controlled communities. E-learning tools can be controlled so students can only interact with one another, and non-participants cannot access course materials, contact students, or read student discussions and postings. This platform allows students to become comfortable in an online environment while still being protected. As students participate in these forums, discussion and instruction on the appropriate boundaries between public and private information can take place.

At the high school level, students will use the Moodle online courseware system to augment traditional classroom instruction. At the junior high school level, teams can participate in cross-curricular activities using the same tool. At the elementary level, a book discussion project is planned, where the media specialist facilitates online discussions of age-appropriate books in a blog format.

Professional Development opportunities for all staff will be offered 1) before and after school 2)Waiver Days 3)

Summer sessions and 4) Online through the use of web conferencing and a course management system. Topics include email, Office programs, blogs, wikis, podcasting, Google Docs, Google Sites, Moodle, social bookmarking, RSS feeds and Progress Book/DASL.

Professional Development training will be provided in-house by the technology administrator and teachers that have been identified as proficient in specified areas. If there is an area where we do not have anyone who is proficient, we will seek an outside trainer with ITSCO, COSSERC or another organization. The technology administrator will work closely with the curriculum coordinator in maintaining a program that follows the district CIP, the district curriculum and meets the needs of the teachers.

Professional Development will be documented through the use of a database. This database will be shared with the district LPDC. Staff members will sign up for PD opportunities using our district website. All professional development opportunities will be publicized on the district website.

Hardware resources that will be used to achieve the goals we have set forth include desktop and laptop computers, SMART Boards, student response systems and mp3 players. Software resources have been mentioned above. Websites that are new and emerging will be identified and will be publicized through email and a district social bookmark repository.

Due to the fact that a lot of our teaching tools, software and resources are online, a high-bandwidth data circuit is crucial to providing access to these resources. Without access to the Internet, our staff would have to change their teaching methodologies and students would not have access to 21st century technologies.

How will we know we're getting there?

Progress toward goals will be monitored/measured through common classroom assessments, short cycle assessments and state OAT scores. We will know that we are getting there by seeing improved student performance. Teachers will archive student writing samples and document their progress using curriculum maps. Data from software packages will be analyzed and will identify areas for improvement. The curriculum director, technology administrator, special education coordinator and gifted coordinator will work together with the district leadership committee in providing the necessary data and areas for improvement. This data will be incorporated into the district CIP, which is updated regularly and is the document that drives our curriculum.

How will we sustain focus and momentum?

Implemented technology projects must become a part of our teaching and learning process. If the technology is seen as a separate piece to the core teaching and learning, we will lose focus and stop using it. If it actually changes the way out teachers teach and our learners learn, it will be easy to sustain. The key is to identify which technologies make the best use of available resources to improve student learning.

Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

2.8 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.

Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
- 4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
- 5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	2.0	4.0
K-2	3.0	4.0
3-5	2.0	2.0
6-8	2.5	4.0
9-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

Technology use is driven by the technology academic content standards. If you are using technology to teach teachers, they will learn to use the technology.

The technology academic content standards do not typically map to specific courses in technology at each grade level like the academic subjects. Since eTech Ohio has focused on integrating technology into the curriculum for years, the focus must be on providing technology skills to support the technology use in the classroom.

Our junior high and high schools are the only schools that teach separate technology classes. At the junior high, every eighth grade student takes a computer class. Currently, we are teaching typing, word processing, spreadsheets and presentations. We are working to align our curriculum and provide more content to be covered. We have assessed our needs at the junior high level and we are exploring the possibility of increasing access to computers.

We are purchasing LCD projectors to be installed in classrooms for teachers who will use the equipment on a daily basis.

At the high school level, we offer Introduction to computers, beginning web site design, advanced web site design, and tech team. The tech team class helps the tech department by providing support for high school teachers and equipment. We are exploring the possibility of adding additional technology course offerings, such as programming and multimedia.

How will we know we're getting there?

Because technology supports other subject areas and due to the fact there is no achievement test in technology, there is no direct assessment of the use of technology.

One way to determine the use of technology is through classroom observations and by surveys. Principals must perform observations on their teachers, so the technology administrator will work with the administrators in assessing the technology skills of their staff. The use of district-developed surveys will be implemented and BETA surveys will be analyzed by the CIP team.

How will we sustain focus and momentum?

Implemented technology projects must become a part of our teaching and learning process. If the technology is seen as a separate piece to the core teaching and learning, we will lose focus and stop using it. If it actually changes the way our teachers teach and our learners learn, it will be easy to sustain. The key is to identify which technologies make the best use of available resources to improve student learning.

Staff development will be needed to maintain the quality instruction taking place. We must continue to emphasize, value, and support the technology-related instruction taking place in our schools.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy

Adoption - Traditional policies are in place; lack of consistent use

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Awareness	Adoption
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Awareness	Adoption
C. Technology-related facilities design, equipment and software	Awareness	Adoption
D. Technology acquisition and standards	Adoption	Exploration
E. Research and evaluation of educational technology initiatives	Awareness	Adoption
F. Development and dissemination of educational technology devices, applications and approaches	Adoption	Exploration
G. District funding for educational technology	Adoption	Exploration
H. Equity and access to technology	Awareness	Adoption

How do we get there?

How do we know we are getting there?

How do we sustain the focus and momentum?

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.

Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.

Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

	Where are we now?	Where do we want to go?
A. Instructional leadership, assessment and curriculum	Adoption	Exploration
B. Competencies/Standards (e.g. ISTE NETS-A)	Awareness	Adoption
C. Advocacy for technology	Awareness	Adoption
D. Measures and accountability for effective use	Awareness	Adoption
E. Role model in the use of technology	Awareness	Adoption
F. Professional development	Awareness	Adoption
G. Support for educational technology	Awareness	Adoption
H. Professional practice	Adoption	Exploration

How do we get there?

How do we know we are getting there?

How do we sustain the focus and momentum?

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	1%	4%
Acquisitions/Procurement	4%	5%
Deployment/Implementation of Technology	5%	8%
Maintenance & Repair	75%	40%
End-user Technical Support & Training	5%	14%
Curriculum Alignment & Instructional Integration	1%	13%
Fiscal Management/Grant Applications	2%	2%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	2%	4%
Policy Development, Monitoring & Enforcement	1%	2%
Evaluating New/Emerging Technologies	3%	7%
Other	%	%
Total	100%	100%

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce. Use the following scale in answering "Where are we now?"

- **None** - This technology does not currently reside on the network.
- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.
- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go"

- **Decrease** - We plan to decrease this technology on the network.
- **No Change** - We plan to maintain the level of technology on the network.
- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.
- **Increase** - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	Some	Researching
File and Print Sharing	Many	No Change
Internet Traffic	Many	No Change
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	None	Increase
Video Streaming (Internet)	None	Increase
Voice Communications - Voice over IP	None	Increase
Voice Communications - Centrex/PBX	Some	Increase
Remote Access (Dial-up/VPN) to School Resources	Some	Researching
Wireless	Some	Increase
Email	Many	Increase
Enterprise/Shared Applications (e.g., online grade book)	Some	Increase

ACTIVITY 2:

Discuss the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN and Internet connection. Record the impact on bandwidth below.

	What is the current impact?
LAN Bandwidth	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

How will we get there?

The Logan Elm School District has focused on a technology infrastructure that supports the teaching and learning occurring in our district. Because these infrastructure improvements are an ongoing activity, there are not many major initiatives for improvements in this area. Primarily, the focus will be on researching new technologies for potential use (thin clients). Some technological resources are needed, but most of the work will involve staff development.

It is important to note the role of Erate funding in the technology infrastructure. The district receives Erate funding to alleviate the high cost of Internet access and telephone service. These essential communications tools would be purchased with or without Erate funding, but the funding does allow the district to maintain higher Internet bandwidth. These resources make it easier for teachers and other school personnel to effectively communicate with parents, community members, and other district stakeholders.

We are researching the use of thin clients to cut down on maintenance and ongoing costs, such as labor and utilities. Our video conferencing program was cut back in 2005. We are addressing this technology to see if it can be reinstated. Video On-Demand could be offered in the event we receive new buildings. Some teachers are using free video streaming services and we are going to expand this service. Some of our buildings have a PBX system. If funding is available, we would like to install systems in the remaining buildings. Currently, we do not offer VPN/Remote Access for our staff. We are exploring the option of offering this service, as long as we have the funds and expertise. Currently, we have wireless access in 3 of our 6 buildings. We will expand to all 6 buildings by the end of this technology plan. Currently, we only offer email accounts to our staff. We would like to expand this service to include students by the end of this technology plan. Currently, our staff uses an offline gradebook or free online gradebook services. We have addressed the need with our board of education and hope to have Progress Book implemented within the first two years of this plan.

How will we know we are getting there?

Success in video-on-demand and wireless applications can be observed and measured. These services need to be deployed where teachers can take advantage of them. Wireless networking should be deployed at an enterprise level at three of our elementary buildings. We will notify the staff when this has been completed and will share the password with them at that time.

The other technologies, thin clients and video conferencing, will be evaluated to see if they are feasible technologies for our application. A previous examination of thin client technology, in 2005, determined that it did not provide sufficient cost savings to justify the technological complexity of the solution. Since the technology has changed significantly since then, a re-evaluation is warranted.

How will we sustain focus and momentum?

The district will maintain focus and momentum by handling these technologies one at a time. They will be prioritized, and each will have the focus of new technology implementation for a short period of time. As we reach implementation for each of these technologies, it will become a part of the technology infrastructure and will be maintained with that infrastructure. At that point, the next item will be assessed and implemented. In this way, the projects don't drag out for years without significant progress.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.

Some - This technology is in the building(s) and district, but there are only a few in each location.

Pervasive - This technology is an integral part of the building(s) and/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student Ratio (1:n)	1:5	1:1
Peripherals (e.g. scanner, digital camera)	Pervasive	Pervasive
Emerging Technologies	Late adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

The current technology infrastructure is adequate. Currently, we purchase equipment whenever there is a failure and we are proactive when it comes to security and new technologies. Our current technology budget is sufficient in supporting our technology infrastructure and we participate in the Erate program to receive discounts on internet access, telephone access and other areas where applicable.

Our technology staffing has increased this year and will increase again for the 2009-2010 school year. At the beginning of the 2008-2009 school year, we had a 205 day technology coordinator and a technician that was assigned to the district 2 days per week. In January of 2009, we canceled the contract and hired a part-time technician that works 22 hours per week. For the 2009-2010 school year, the technology coordinator will move from 205 days to 260 days. His title will change to Technology Administrator as well, since his contract will change from a teacher contract to an administrative contract. The part-time technician will continue to work for 22 hours per week.

The technology budget is sufficient for the upkeep of the computers in the district. Currently, we are assessing our needs and will replace/add computers on an as-needed basis.

How will we know we are getting there?

How will we sustain focus and momentum?

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	Where are we now?	Where do we want to go?
Student Information Services	2 - Minimal	3 - Adequate
Instructional Applications	2 - Minimal	3 - Adequate
Data Analysis & Reporting	2 - Minimal	3 - Adequate
Grade Book	2 - Minimal	3 - Adequate
Library Automation	3 - Adequate	3 - Adequate
Facilities Management	1- None	3 - Adequate
Voice Telephony	2 - Minimal	3 - Adequate
Human Resources & Financial Management	2 - Minimal	3 - Adequate
Network Account Management	3 - Adequate	3 - Adequate
Transportation	2 - Minimal	3 - Adequate
Food Services	2 - Minimal	3 - Adequate

How will we get there?

How will we know we are getting there?

How will we sustain the focus and momentum?

4.4 Educational Software

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Rarely	Always
Professional development planning for end users and support personnel	Rarely	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Never	Sometimes
Evaluation of demo copies	Sometimes	Always
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Rarely	Sometimes
System requirements / technical and operational support	Sometimes	Always

How will we get there?

The district technology committee will work with teachers in determining the appropriate software to be utilized in the classrooms. Teachers can make recommendations, however, the ultimate decision will rest with the committee.

The Logan Elm Schools has set aside funds for purchasing software and some principals purchase software for their teachers using their building funds. We would like to move to a central purchasing program, pooling our resources and hopefully saving money that can be used for other areas. If the software that is chosen falls into an area that is eligible for Erate funding, we will pursue that opportunity.

How will we know we are getting there?

How will we sustain focus and momentum?

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	3 - Adequate
Security zones	1- None	3 - Adequate
Wireless network security policies	2 - Minimal	3 - Adequate
Central log mechanism and review policy	2 - Minimal	3 - Adequate
Incident response procedures	1- None	3 - Adequate
Network security	2 - Minimal	3 - Adequate
Host Security	1- None	3 - Adequate
Data security / integrity	1- None	3 - Adequate
Anti-virus software	3 - Adequate	3 - Adequate
Spyware	2 - Minimal	3 - Adequate
Firewall	2 - Minimal	3 - Adequate
Filtering	3 - Adequate	3 - Adequate

How will we get there?

How will we know we are getting there?

How will we sustain the focus and momentum?

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1533	1200
Support Staff to Teachers	100	75
Support Staff to Computers	500	375
Support Staff to Buildings	4	3

	Where are we now?	Where do we want to go?
Average Response Time (Days)	2	2
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

How will we get there?

There is never enough technology support. While our goals are not significantly higher than our current levels, we do want to free up our technology coordinator to focus on staff development and integration issues. This will require the addition of a support person to both handle the current load and to meet increasing needs as we expand our technology offerings.

This will not enhance or expand our current network or telecommunication services. Therefore, Erate funding will not be sought for this area.

How will we know we are getting there?

How will we sustain focus and momentum?

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	None	Some
Procurement Plan	Some	More
Specifications/Requirements/Fits Analysis	Some	Extensive
Integration of donated time, materials or services	Some	More
Deployment/Installation plan	Some	Extensive
Initial Training and Professional Development	Some	Extensive
Evaluation of current external support costs versus new purchase	Some	More
Loss of institutional knowledge for replaced systems	Some	More
Phase Out/Replacement cycle	More	Extensive
Disposal costs	Some	More

How will we get there?

How will we know we are getting there?

How will we sustain focus and momentum?

Budget and Planning

5.0 Budget

Sound budgeting is important for your technology plan; not only to project future spending and funding, but also to meet requirements for various private, state and federal funding opportunities. It is recommended that a representative from your treasurer's office be involved in completing this phase.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	91,986.4	92,336.4	92,693.4	93,057.54	278,087.34
Hardware	63,000	63,000	63,000	64,890	190,890
Student Data Administrative Systems	37,237.5	47,302.25	48,248.3	49,213.26	144,763.81
Software	10,000	10,000	10,000	5,000	25,000
Security	3,540	3,540	3,540	3,646.2	10,726.2
Technology Staffing/Support	107,745	112,054.8	116,537	121,198.5	349,790.3
Professional Development	5,300	5,300	5,300	5,459	16,059
Consumables	12,500	12,500	12,500	7,875	32,875
Additional	8,960	8,960	8,960	9,228.8	27,148.8
Total	340,268.9	354,993.45	360,778.7	359,568.3	

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

The treasurer of the Logan Elm Schools is responsible for creating the technology budget and he works with the superintendent and board of education through the budget process. Our treasurer is on the technology committee and he provided the budget information for the committee. The spending amounts listed above include all future technology hardware, software, professional development and other services as required.

How will we get there?

Funding for technology expenses comes from the local general fund, state funding, federal funding, grants, Erate, eTech Ohio and other donations and funding sources. The funding status through Erate allows our district to receive funding for Local and Long Distance Telephone Service and Internet Access. Currently, we are not able to receive funding for Internal Connections.