Educational Technology Plan for Mount Gilead Ex Vill SD - 045534

School Years:
2009-10
2010-11
2011-12

eTech Ohio Certified on Dec 04, 2008
Certification Period: July 1, 2009 - Jun 30, 2012

**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
Superintendent
Teacher
Technology Coordinator
Technology Support
Treasurer

Approvers:
Jill Weidner (Treasurer)
Robert Alexander (Superintendent)
Ryan Curtis (Technology Coordinator/Director)

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?

As a committee we feel that our current technology plan was realistic at the time it was written. A majority of the goals, strategies and action steps were accomplished and those that weren't are still being addressed in the new plan.

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?

Because so many objectives have already been met, it is time to expand upon the current technology plan and continue to move forward. Those components from the current plan that have not been accomplished, for instance, the K-12 technology standards curriculum alignment, are still realistic to address in the new plan.

1.3 Vision/Mission

A. Vision

We envision an environment where students, parents, educators, and members of the Mount Gilead community engage in a variety of learning programs and activities. We envision these programs and activities will be built on a foundation of expert educators tailoring activities to meet individual learner needs, relationships of mutual respect, facilities designed to meet learning needs and interaction with the greater Mount Gilead community.

B. Mission

The mission of the Mount Gilead schools is to develop a learning environment that fosters individual growth, positive self-worth and a desire for life-long 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 distict'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.

1. 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	2010-11
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	In Progress	2010-11

2. 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?

It will be difficult to do any integration until our current construction project in complete. This is due to the fact that the classroom technology is changing as the project continues. Teachers will have projectors, sound enhancements and other additional technology in their rooms which they did not have before. We believe it to be most prudent and all-emcompassing to address these integration issues at the end of the project.

How will we know we're getting there?

August 2011 - completion of the initial technology content standards review.

August 2011 - May 2012 - beginning of the curriculum alignment process.

June 2012 - Technology classes aligned with standards.

August 2012 - May 2013 - continue curriculum alignment process in all areas; evaluation of technology class alignment.

June 2013 - Core academic areas aligned with technology standards.

August 2013 - May 2014 - evaluation of core academic content alignment; continue alignment of non-core areas.

June 2014 - All academic areas aligned with technology standards.

How will we sustain focus and momentum?

Teachers will conduct self-evaluations of their technology integration into the contact area as a part of their annual evaluation and professional development process.

Additional skills-based professional development offerings will be developed to maintain momentum among the staff with regard to technology use.

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	2.0
K-2	2.0	3.5
3-4	2.0	3.0
5-7	2.0	3.0
8-10	3.5	4.0
11-12	3.0	4.0

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Other implementation components: FastForward software and Reading Counts software have been installed and implemented in grades K-5 to improve reading skills at the earliest grades. We are investigating an upgrade to reading counts that will be web based and therefore give the students access to the reading program from home or anywhere else off site.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to

begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

We are going to partner with Allin to upgrade the previously mentioned Sharepoint environment. We will be using them as well as MOESC for professional development and training on how to most effectively utilize Sharepoint. In setting up class websites we will be able better show parents what is going on in the classroom on a day to day basis.

We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	2.0	3.0
K-4	2.0	3.0
5-8	2.5	3.0
9-12	3.5	4.0

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in fine arts.

Other implementation components:

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive repository of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

We are going to partner with Allin to upgrade the previously mentioned Sharepoint environment. We will be using them as well as MOESC for professional development and training on how to most effectively utilize Sharepoint. In setting up class websites we will be able better show parents what is going on in the classroom on a day to day basis.

We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	2.0	2.5

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in foreign language.

Other implementation components: We are investigating online foreign language classes and componenets

that could used to expand the foreign language offerings.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

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We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	1.0	1.5
K-2	2.0	3.0
3-4	2.0	3.0
5-7	2.0	3.0
8-10	2.5	3.0
11-12	3.0	3.5

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in math.

We are investigating programs similar to our Reading Counts where students at the elementary (K-5) will work on math skills on both computers at school and will also have access to this program from home or any other internet connected off site computer.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

We are going to partner with Allin to upgrade the previously mentioned Sharepoint environment. We will be using them as well as MOESC for professional development and training on how to most effectively utilize Sharepoint. In setting up class websites we will be able better show parents what is going on in the classroom on a day to day basis.

We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum

coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	1.0	1.5
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.0	3.0
9-10	3.5	4.0
11-12	3.5	4.0

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in science.

Other implementation components: Vernier data collection probes have been in use at the high school level in science investigations.

We will continue to place Interactive whote boards in the classroom with the concentration being in the science classrooms. There are interactive tools, such as frogguts.com, in the science curriculum will allow the students a better hands on grasp of the material.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

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How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These

can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	1.0	1.5
K-2	2.0	3.0
3-5	2.0	3.0
6-8	4.0	5.0
9-10	3.5	4.0
11-12	4.0	4.5

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in social studies.

One of our teachers at the middle school is using a lot of technology in his classroom (wikispace, webzine and edublog for example). I am investigating a time when he may be able to conduct professional development to interested staff of how some of the free online sites can improve student involvement in the coursework.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

We are going to partner with Allin to upgrade the previously mentioned Sharepoint environment. We will be using them as well as MOESC for professional development and training on how to most effectively utilize Sharepoint. In setting up class websites we will be able better show parents what is going on in the classroom on a day to day basis.

We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	1.0	2.0
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.5	3.5
9-10	3.5	4.5
11-12	3.5	4.5

How will we get there?

CCIP Student Learning Goals: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in technology.

Other implementation components: Aligning the technology academic content standards to the other content areas will be the beginning of a systematic approach to the teaching of technology skills within the other content areas.

Professional development: Mount Gilead Schools now have sufficient access to technology equipment in all grades K-12 and teachers have received systematic instruction on using the equipment. The next step is to begin intensive professional development in basic and advanced technology integration and project-based learning to continue over the next three years. This intensive training will combine with continued technology proficiency training in order to get the maximum impact of our extensive reposit of technology equipment.

As we are looking to upgrade our sharepoint environment, this will make it easier for our teachers to share the students' projects and achievements with our stakeholders. We will conduct Professional Development with our staff so that they have the tools to accomplish this task.

We are going to partner with Allin to upgrade the previously mentioned Sharepoint environment. We will be using them as well as MOESC for professional development and training on how to most effectively utilize Sharepoint. In setting up class websites we will be able better show parents what is going on in the classroom on a day to day basis.

We are also encouraging our staff to take advantage of Professional Development opportunities at TRECA. TRECA has an extensive offering of courses on software applications and classroom practices. Many of these are conveniently offered online and are all free of charge. The staff receives e-mails with the course schedule and the schedule if also posted in every building.

How will we know we're getting there?

Annual student, staff and parent surveys will gather data on the level of technology integration into the curriculum. I would like to meet with the technology committee, the building principals, our curriculum coordinator and possibly the superintendent to discuss what the survey data tells us and the best manner to proceed with it's implementation.

We will provide teachers with the K-12 Ohio Department of Education Academic Content Standards Checklists from the Institute for Library and Information Literacy Education. Teachers will be responsible for completing the checklist and reviewing it with their grade level teams. Teachers will submit their checklists to the building administrator at the end of the year. This data will be combined with recorded lesson plans, which are aligned to state indicators, to assess the level of technology integration in the content areas.

How will we sustain focus and momentum?

Additional skills-based professional development offerings will be developed to maintain momentum among all K-12 staff with regard to technology use.

Members of the Technology Committee will attend the e-tech conference. I will have the teachers attend different sessions so that we get a well rounded experience. After the conference we will meet to discuss the different sessions and their potential impact in the buildings. We will investigate members of the committee conducting in house training with the staff in their respective buildings.

I am also investigating the possibility of conducting after school workshops on topics of staff interest. These can be conducted by me, members of the Technology Committee,other qualified staff members or guest volunteers. We can help determine topics through the data yielded by the staff and stakeholders' surveys. Teachers will conduct self-evaluations of their technology integration into the content area as a part of their annual evaluation and professional development process.

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	Adoption	Exploration
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Adoption	Exploration
C.Technology-related facilities design, equipment and software	Exploration	Transformation
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	Exploration	Exploration
H.Equity and access to technology	Transformation	Transformation

How do we get there?

Tech committee needs to craft, evaluate, and refine strategies and policies to prepare them for Board consideration.

Currently working with other districts to share information regarding technology policies.

Teacher committees in each building should be created to discuss and offer ideas on technology policy.

How do we know we are getting there?

Regular use of technology committee meetings to evaluate steps toward acheivement of goals.

Preliminary policy crafted by the end November 2008.

Final draft of policy by May 2009.

Professional development and implementation of new policies in August 2009.

Evaluation of policies during April and May 2010.

Revision, update, addendums to policy by August 2010.

Evaluation of policies during April and May 2011.

How do we sustain the focus and momentum?

Creation of teacher technology committees in each building to advise and assist in policy implementation and evaluation.

Creation of and implementation of evaluative tools to measure adherence to policies.

Increased training and post-training evaluation of new techologies and procedures.

Budgeting of monies for teachers to participate in technology committee activities and evaluation.

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	Exploration	Transformation
D.Measures and accountability for effective use	Adoption	Exploration
E.Role model in the use of technology	Adoption	Exploration
F.Professional development	Exploration	Transformation
G.Support for educational technology	Adoption	Exploration
H.Professional practice	Adoption	Exploration

How do we get there?

The State of Ohio has adopted Academic Content Standards in Technology outlining the instruction that every student should be receiving. To effectively educate children in the technology skills listed in the standards, teachers need a minimum level of technology proficiency. Administrators need to serve as role models, advisors, and evaluators of those teachers.

Our goal is to use the ISTE standards as a yardstick to measure administrators' technology proficiency and leadership skills, and then create individual professional development plans (IPDP) for each administrator to work toward meeting the ISTE standards.

Professional development for administrators will be designed and implemented based on the administrators' IPDP. The administrators will also participate in a district-wide professional development workshop on the Ohio Academic Content Standards for K-12 Technology that will include curriculum alignment to the other content standards. By being knowledgeable about the Technology Standards and how they will be taught in the district, the administrators can help their staff to infuse the technology into lesson plans, and evaluate each teacher's use of technology within the individual buildings.

How do we know we are getting there?

Each administrator’s advancement towards meeting the ISTE standards for school administrators is key to evaluating the progress of this goal. At the end of each year, the administrators’ IPDP plans will be reviewed to ensure that each yearly goal has been met.

Teacher use of technology in classrooms is a direct reflection of the leadership and administration of the building. We will review teachers’ lesson plans to measure the percentage of lessons which include technology integration. While we have seen improvement it is not at the level we projected on the previous plan. We expect a 10% increase in each administrator’s building each year.

How do we sustain the focus and momentum?

During our two-day in-service in August 2009, administrators will receive training on the ISTE standards and begin the development of their IPDP goals.

Superintendent will use IPDP and ISTE standards as part of the administrators’ evaluation process.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	7%
Acquisitions/Procurement	2%	3%
Deployment/Implementation of Technology	11%	15%
Maintenance & Repair	50%	20%
End-user Technical Support & Training	20%	14%
Curriculum Alignment & Instructional Integration	1%	5%
Fiscal Management/Grant Applications	1%	5%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	1%	10%
Policy Development, Monitoring & Enforcement	7%	10%
Evaluating New/Emerging Technologies	1%	10%
Other	0%	0%
Total	**100%**	**100%**

How will we get there?

By centralizing the management of workstations and network components, the time spent on maintenance and repair can be more efficient, reducing the percentage of time spent from 50% to 20%. Products such as HiShare, Remote Desktop and Thin Clients help to centralize the administration of remote machines.

We will be replacing traditional desktops in more locations with Thin Clients. These require less time at the desktop for repairs.

How will we know we are getting there?

On an annual basis, the technology coordinator will re-evaluate the time spent on each category of duties. One-third of the planned percentage increases should be evident each year.

Growth in technology integration will indicate that the technology coordinator is spending more time on curriculum integration and professional development. We will review teachers' lesson plans to measure the percentage of lessons which include technology integration.

Staff members' IPDP-aligned professional development submissions will be analyzed to see what percentage of technology-related professional development has been provided by the district.

How will we sustain focus and momentum?

The organization will commit to the continued employment of an hourly technician to free the technology coordinator from mainenance and repair duties.

Professional development activities of the technology staff will be supported by the district. Activities will be accessed through the Etech conference, the Etech Summer Summit, TRECA, MOESC, and district contracted services with MCPC.

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	Many	Increase
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)	Some	Increase
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	None	No Change
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	Some	Increase
Email	Many	Researching
Enterprise/Shared Applications (e.g., online grade book)	Many	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	No Changes
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

How will we get there?

Video Conferencing (IP) In an ongoing effort to maintain and improve our educational service to the students and community of Mount Gilead, we are researching to utilize IP video conferencing to make learning environments available to students that would not be because of financial or logistical reasons.

Video Streaming (Internet) Our elementary school currently uses United Streaming video to support content area instruction. We intend to expand the use of this service to our middle school and high school by contracting with Delaware JVS or Discovery Channel. Additional professional development at all levels will increase and improve the use of the service.

Remote Access to School Resources Our Sharepoint server will become out public internet server during the summer of 2009. This will make access to our internal Sharepoint portal server much easier for staff and students. It will also provide a safe and controlled environment for students to communicate electronically with their teachers. We will also investigate our staff members setting up and maintaining a class website that parents will be able to view class projects and schedules.

Wireless - A complete Cisco wireless network will be setup by the end of the OSFC construction project. This will not only support a district-wide wireless network for data but also wireless voice for some of out administrative personnel.

Enterprise/Shared Applications - Microsoft SharePoint services will be graded in August 2009. We also implemented a district wide Cafeteria Point of Sale system (Lunchbox). This will centralize some of the reporting requirements for our food service director. It will also allow students to keep an account where they are carrying less cash, give us a truer reading on our free and reduced lunch population and allow parent involvement in their children's diet through a web interface to the lunch account.

How will we know we are getting there?

We will inform and communicate with your stakeholders on our progress through:

- Quarterly articles in the district-wide newsletter
- Bi-monthly two-hour delay professional development opportunities
- Quarterly technology committee reports
- Monthly School Board meetings

The technology coordinator will test each system in conjunction with the vendors and technology partners to ensure the systems are functioning as intended so that full implementation can proceed.

How will we sustain focus and momentum?

10 MB fiber pipe to DA site will replace the current T-1's

Technology Coordinator/TRECA Systems manager monitors our internet usage and bandwidth with live data provided by the DA site

With a gigabit backbone throughout the district, segmenting our network with multiple VLANs, and a 10 MB fiber connection to our DA site, we do not anticipate any bandwidth limitations. In the event that unforeseen network problems arise, we will contract with our DA site and MCPc to evaluate and correct any potential problems.

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	same
Computer to Student Ratio (1:n)	1:3	same
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Early adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

We feel that our current teacher/student to computer ratios are adequate to meet our goals and objectives while keeping within our budget.

We are constantly evaluating the educational objectives of the district and assessing the ways that technology can help to meet those objectives. Most of the goals listed in the budget work to leverage our current technology in new ways to meet those educational objectives. Should emerging technologies arise that show potential to improve the proficiency and efficiency of our educational program, we will use the following steps to evaluate those technologies:

1. Identify the technology through professional publications, networking with colleagues, vendor presentations, and technology conferences.

2. Work with vendors to procure demonstration models to pilot the technology on a small scale (one class or teacher).

3. Communicate with organizations who are successfully using the technology to get opinions, advice, and best practices.

4. Review the results of the pilot with the technology committee to determine if we should move forward with continued evaluation or implementation.

How will we know we are getting there?

In our data-driven educational culture, vendors provide research studies before the point of sale to substantiate the results that can be obtained by using the product. Our technology committee will carefully review all vendor-provided data before selecting new technologies to pilot.

An example of a previous pilot is with Thin Clients. We installed a few at the Middle School to make sure they would accomplish everything that traditional desktops were doing. They proved successful in the pilot and they are now in full use at the Middle School.

How will we sustain focus and momentum?

The technology committee will meet quarterly to review the district's progress in meeting all tech plan goals and to evaluate the district's current technology. At those meetings, new technologies and technological advancements will be discussed in order to keep current. Strategies within the tech plan can be revised accordingly in order to continue to build capacity for technology needs in the future.

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	4 - Advanced	4 - Advanced
Instructional Applications	3 - Adequate	3 - Adequate
Data Analysis & Reporting	3 - Adequate	3 - Adequate
Grade Book	4 - Advanced	4 - Advanced
Library Automation	3 - Adequate	3 - Adequate
Facilities Management	2 - Minimal	2 - Minimal
Voice Telephony	3 - Adequate	4 - Advanced
Human Resources & Financial Management	3 - Adequate	3 - Adequate
Network Account Management	3 - Adequate	4 - Advanced
Transportation	2 - Minimal	3 - Adequate
Food Services	4 - Advanced	4 - Advanced

How will we get there?

Network Account Management - We will implement a wireless high school campus. This will be completed by August of 2010. Once the netwrk in completed we wil investigate a radius server to allow district wide authentication to the wireless network using Active Directory accounts.

As previously stated, we have implemented a Cafeteria POS System. It will increase the efficiencyy and reliability of the cafeterias in all buildings. It will also provide parents with additional involvement in the student's diet.

Voice Telephony We will use the XML capabilities of our CISCO IP telephones in conjunction with our IPcelerate server running IPsession and IPstudio. The IPCelerate server adds functionality to our IP Telephony with features such as: alerting, paging, video surveillance, and various XML applications. Student achievement will be supported by increased security from 911 alerting, panic buttons, various sensors, and video surveillance. Teachers will be able to take attendance over the phone and have access to an alert system when out of the building. Room to room paging will also be available. Teachers can access online documentation and video tutorials, and/or attend a training session at the beginning of the school year.

Transportation By subscribing to DynaCal, we will enhance our communication with the transportation department concerning all scheduled transportation events. Buses will be a designated resource to be scheduled by individuals planning trips. The transportation supervisor will have an account with DynaCal so that he can receive bus requests via this system. This will increase communication among staff, students, and parents.

How will we know we are getting there?

Network Account Management - Teacher surveys to determine the impact of greater network availability will be administered. The number of students taking advantage of online courses and their success in those courses. Building administrators will be able to use wireless Cisco IP phones so that they can be immediately contacted in the event of an emergency.

Voice Telephony - The number of system alerts and response time will indicate the level of success. The success of a security system like this one should not only be measured quantitatively. If the system provides emergency support faster and more efficiently for even one system, then it can be declared a success.

Transportation - The staff, parent, and student surveys will solicit input regarding the impact of DynaCal on the communication within the district. The transportation director's time should be affected by a reduction in the number of calls regarding the schedule.

Food Service - An increased number of students who apply for, and are eligible for, free and reduced lunch will be an indicator of success.

How will we sustain the focus and momentum?

The technology committee will meet quarterly to review the district’s progress in meeting all tech plan goals and to evaluate the district's current technology. At those meetings, new technologies and technological advancements will be discussed in order to keep current. Strategies within the tech plan can be revised accordingly in order to continue to build capacity for technology needs in the future.

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	Sometimes	Always
Professional development planning for end users and support personnel	Sometimes	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Never	Sometimes
Evaluation of demo copies	Sometimes	Sometimes
Implementation pilots	Sometimes	Sometimes
Replacement cycle (upgrade, retire, new)	Rarely	Sometimes
System requirements / technical and operational support	Always	Always

How will we get there?

Requirements gathering, feature/fit analysis to goal – If a teacher requests a software package, they will be asked the questions: “How are you going to use it?” and “How does it benefit the students in their pursuit of the ACS?” The technology director will provide ILILE checklists to the teacher to determine the extent of ACS alignment with the software. If the technology director determines that the software acquisition should be considered (at least 50% aligned), he will then present the software to the technology committee for consideration. A demo will be requested to review for alignment with ACS and appropriateness for solving the curricular and classroom needs.

Professional development planning for end users and support personnel – All software packages that are used by school personnel are reviewed by the technology team. Either the team will develop and deliver professional development to school staff, or, if it is available, third-party professional development will be contracted.

Criteria for evaluation developed - including alignment to ACS and curriculum – The technology director will use ILILE checklists to determine the extent of ACS alignment with the software. At least 50% of the software’s content must be aligned to the ACS in order to be considered for adoption. The technology committee will develop a software adoption checklist that includes: ACS alignment, ease of use, technical requirements, targeted audience, and curricular benefit.

Replacement cycle (upgrade, retire, new) – All software will be reviewed by the technology committee yearly to determine if it is still meeting the needs of the students and benefiting the educational process. Upgrades and new products will be researched to see if there is a benefit to making a change. Decisions about upgrading and retiring will be made annually.

How will we know we are getting there?

The point of an evaluation process before selecting software is to prevent poor use of resources by purchasing software that doesn’t meet the needs, and therefore won’t be used. The purchase of software that is underused could indicate a problem with the evaluation process, or with the professional development. Nine weeks after the point of implementation, a SharePoint survey will be administered to the teachers about their use of and satisfaction with the software. If the software is being underused, the survey will help to determine where the problem lies. If the evaluation process is at fault, it will be modified to rectify the issue.

How will we sustain focus and momentum?

We will work to choose software that can be widely used across discipline areas and ages in order to minimize the learning curve in both staff and students, reducing the cost and time spent in professional development and support.

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	3 - Adequate	3 - Adequate
Wireless network security policies	2 - Minimal	4 - Advanced
Central log mechanism and review policy	2 - Minimal	2 - Minimal
Incident response procedures	2 - Minimal	3 - Adequate
Network security	3 - Adequate	3 - Adequate
Host Security	3 - Adequate	3 - Adequate
Data security / integrity	3 - Adequate	3 - Adequate
Anti-virus software	4 - Advanced	4 - Advanced
Spyware	4 - Advanced	4 - Advanced
Firewall	3 - Adequate	3 - Adequate
Filtering	3 - Adequate	4 - Advanced

How will we get there?

Wireless Network Security Policies – In order to move from “Minimal” to “Avanced” level in wireless security, we will replace our WEP encryption with WPA on our Cisco access points with Cisco access points. This will allow for quicker configuration of new clients to the wireless network as well as a better security policy on said network.

Central Log Mechanism and Review Policy – Although this area is listed at “Minimal,” the amount of human resources needed to implement an “Adequate” level is unrealistic within our current budget. We are looking at third-party solutions such as SentrySafe, but without funds to implement, we will remain at the “Minimal” level.

Incident Response Procedures – We currently have a web-based reporting device in place, but it has limitations in terms of managing the tickets and communicating progress and results to staff. In conjunction with our DA site, we will implement Unicenter in July 2006 for our web-based reporting system. This system allows for automatic and follow-up emails, classification of tickets into different categories, automatic escalation of unresolved tickets, and maintaining an historical database of issues. By tracking the prevalence of issues, we can determine patterns and prevent future problems.

How will we know we are getting there?

Wireless Network Security Policies – Wireless access should be more readily available because policies and access are centrally managed. The number of problem tickets regarding wireless access should diminish. We will test to make sure that unauthorized access to our wireless network is thwarted.

Incident Response Procedures – Response time to incidents should be improved according to the BETA survey and district teacher surveys.

How will we sustain the focus and momentum?

Every year at our two-day inservice before school starts, the technology director reviews all changes made to the network, security, computers, and accounts as well as program or procedural changes. Depending on the level of change, we will schedule more in-depth professional development to address new procedures, etc.

There are also four two-hour delay professional development sessions scheduled throughout the year where technology issues can be addressed if needed.

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	1:690	1:690
Support Staff to Teachers	1:63	1:63
Support Staff to Computers	1:200	1:200
Support Staff to Buildings	1:3	1:3

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

How will we get there?

Since the change in Technology Coordinators the workload for the Mount Gilead and Tomorrow Center has lessened because the previous Technology Coordinator kept the supplemental contract and responsibilities for the Gilead Online Academy of Learning (GOAL). The responsibility represented a large chunk of the previous Tech Coordinator's time.

Ways to improve response time include centralizing management of resources such as: Remote Desktop Troubleshoot remote clients, Citrix Server Centralized Application Management, applications, and patch management, Hi-Share Consolidate workstations (manage 1 computer for every 3 users), Clonezilla Centralized Image Repository, VPN Concentrator 24/7 access for off-site repairs, Help-Desk Phone support, SharePoint Services Teacher/Student Site access and management, IP telephony - centralized call management, and procurement of hardware with on-site warranties.

How will we know we are getting there?

BETA surveys and annual district teacher surveys will measure teacher satisfaction with response time to trouble tickets and support for technology integration.

How will we sustain focus and momentum?

Results from the BETA survey and annual district teacher surveys will be reviewed yearly by the technology committee and revisions will be made as needed.

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	Extensive	Extensive
Procurement Plan	Extensive	Extensive
Specifications/Requirements/Fits Analysis	Extensive	Extensive
Integration of donated time, materials or services	Some	More
Deployment/Installation plan	More	More
Initial Training and Professional Development	More	More
Evaluation of current external support costs versus new purchase	Extensive	Extensive
Loss of institutional knowledge for replaced systems	More	More
Phase Out/Replacement cycle	More	More
Disposal costs	Some	Some

How will we get there?

The method that we currently use to determine total cost of ownership is adequate at this time. The primary decision drivers are the cost of new technology, the procurement plan in place, the fit analysis for the technology, and the vendor relationships that we have established.

Because our budget is becoming more limited over time, the integration of donated time, materials and services are becoming a necessity. We will concentrate on making donations a higher priority in determining the TCO.

We have also investigate implementing open source solutions in place of other pre-packaged (software) solutions in an effort to save money.

How will we know we are getting there?

The budget has either been the same of taken a bottom line hit over the past two years. We have been operating on a budget that has been reduced over 75% from the past. The current five-year forecast does not include any increases in this budget. We have been able to maintain improvements within that limited budget because every effort has been made to maximize our purchases with our available resources. Our current formula for determining TCO has served us well.

How will we sustain focus and momentum?

Our technology committee reviews our TCO formula along with all other technology data (BETA and annual district surveys) on an annual basis. Should shortcomings in the formula be brought to light, that committee will meet to revise the way that TCO is calculated.

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	3,600	3,600	3,600	3,600	**10,800**
Hardware	16,000	16,000	16,000	16,000	**48,000**
Student Data Administrative Systems	1,200	1,200	1,200	1,200	**3,600**
Software	7,500	7,500	7,500	7,500	**22,500**
Security	2,000	2,000	2,000	2,000	**6,000**
Technology Staffing/Support	4,150	4,150	4,150	4,150	**12,450**
Professional Development	2,400	2,400	2,400	2,400	**7,200**
Consumables	2,000	2,000	2,000	2,000	**6,000**
Additional	0	0	0	0	**0**
Total	**38,850**	**38,850**	**38,850**	**38,850**	

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?

This budget assumes similar funding levels over the next three years for current funding sources. Although additional funding sources from foundations, government entities, and private corporations will be sought out, those funds are not included in this budget.

Network/Telecommunications – We will continue to purchase SmartNet contracts for CISCO CallManager and critical switches throughout the network yearly. Cisco wireless solution will be implemented in phases for security, network access, and communication needs.

Access to Technology – The Goal is to update computers by building and phase in each building (student or teacher computers). Each spring an assessment will be made as to which sector is in the most need for machine replacement.

Shareholder Access to Educational Information Applications –ProgressBook yearly licenses with Parent Access will be purchased. The purchase of multi-use student identification systems is planned to improve library, food, and security services. We will implement SQL Server to be used with SharePoint Services for improved Intranet and Internet communication. We will migrate from our current web server to using our Sharepoint as out public facing web site as well as our intranet server.

Educational Software – In the previous fiscal years, we used grant monies to purchase FastForward and Reading Counts to supplement and enhance our elementary reading program. In the three years of this budget, educational software purchases will round out our Microsoft licensing profile and in 2011-2012, we will renew our antivirus and spyware licenses.

Security – Security systems were put in place under the previous Technology Plan and are is use today. With our current construction project many security system improvements are being done through the OSFC project.

Technology Staffing/Support – Hourly technician wages are budgeted for each year to provide help with maintenance, repairs and end user support.

Professional Development – We will continue to use the Etech PD grant monies to send staff members to the eTech conference.

Consumables – Each building is responsible for the purchase of toner cartridges for its network printers.

How will we get there?

Funding Sources:

1. Technology Budget - $37850 annually
2. Etech Professional Development Grant - $2400 annually
4. Tomorrow Center Security Budget - varies for security
5. Permanent Improvement Budget - as needed for security
6. School Buidings' Budgets - varies for consumables
7. PTO Contributions for hardware and software - varies