

Educational Technology Plan for New Richmond Ex Vill SD - 045559

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)*

TABLE OF CONTENTS

Pre-Planning

- 1.0 Establish Technology Planning Committee
- 1.1 Overview of TPT Planning Framework
- 1.2 Review Current Technology Plan
- 1.3 Vision/Mission

Curriculum Alignment & Instructional Integration

- 2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?
- 2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?
- 2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?
- 2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?
- 2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?
- 2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?
- 2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?
- 2.8 How Are You Teaching Students About Technology Itself?

Technology Policy, Leadership and Administration

- 3.1 Analyzing District Education Technology Policies
- 3.2 Analyzing District Leadership
- 3.3 Technology Leader/Coordinator Time Commitments

Technology Infrastructure, Management and Support

- 4.1 Networking, Internet & Telecommunications
- 4.2 Access to Technology
- 4.3 Stakeholder Access to Educational Information & Applications
- 4.4 Educational Software
- 4.5 Security
- 4.6 Technology Support and Management
- 4.7 Total Cost of Ownership

Budget and Planning

- 5.0 Budget

Pre-Planning

1.0 Establish Technology Planning Committee

Parent
Principal
Teacher
Technology Coordinator
Technology Support

Approvers:

Matthew Prichard (Technology Coordinator/Director)
Thomas Durbin (Superintendent)
Teresa Napier (Treasurer)

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?

Goals would include an effort to provide further professional development opportunities for teachers, accessibility to emerging technology solutions that benefit overall classroom use, and teacher surveys to determine classroom technology use.

These goals continue to be relevant to the teachers and students in our district.

We met several goals from our current technology plan including additional professional development sessions, increasing Interactive Whiteboards in the classroom, improvement of technical support times to staff, and integrating emerging technologies into the classroom such as Video Conferencing and Video Delivery Services (United Streaming) at all schools in the district.

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?

There were new needs that emerged, we discovered that Interactive Whiteboards in the classroom were excellent tools for teachers to integrate technology into the classroom and the students. The district has made an

effort to provide these tools into every classroom in the future.

Goals that need to be addressed include professional development and emerging technology goals. The committee will address these goals by attempting to secure the funding necessary for technology purchases and professional development by meeting with the Board of Education in person with budget requirements and planning initiatives for the next five years.

1.3 Vision/Mission

A. Vision

In educating our children for the future, the district believes it is not enough that schools be equipped with computers, rather, the district must equip all students, teachers, and stakeholders with the necessary technology skills to function efficiently and productively in a digital society.

B. Mission

Our district's mission is to ensure the effective use of technology to guarantee high performance of all students through academic rigor and best instructional practices in a safe environment in collaboration with all of the stakeholders.

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	2010-11
Fine Arts	In Progress	2010-11
Foreign Language	In Progress	2010-11
Mathematics	In Progress	2009-10
Science	In Progress	2009-10
Social Studies	In Progress	2010-11
Technology (specific course)	In Progress	2009-10
Other Content Areas	In Progress	2010-11

- 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?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

How will we know we're getting there?

All online staff development courses, monthly inservice training courses, and district training courses will employ participant surveys to gauge success of training topic and assess further needs. These surveys will be managed by the District Technology Director. Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee. The group will serve as a steering committee for future professional development offerings.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

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	N/A	N/A
K-2	1.5	2.5
3-4	2.0	3.0
5-7	2.5	4.0
8-10	3.5	5.0
11-12	3.5	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels. Updating of critical programs as needed.

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	3.0	5.0
5-8	3.0	5.0
9-12	3.0	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as

interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	2.0	4.0
9-12	4.0	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	N/A	N/A
K-2	1.0	3.0
3-4	1.5	3.0
5-7	2.5	4.0
8-10	2.5	5.0
11-12	2.5	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data..

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	N/A	N/A
K-2	1.5	3.0
3-5	1.5	3.0
6-8	3.0	5.0
9-10	3.5	5.0
11-12	3.5	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will

employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	N/A	N/A
K-2	1.0	3.0
3-5	1.0	3.0
6-8	2.5	5.0
9-10	3.5	5.0
11-12	3.5	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	N/A	N/A
K-2	4.0	5.0
3-5	4.0	5.0
6-8	4.0	5.0
9-10	4.5	5.0
11-12	4.5	5.0

How will we get there?

We plan to further implement online staff development courses, monthly building inservice training courses, one-on-one training sessions, teacher interviews, and promote the sharing of material and information such as content standards and strategies to improve the implementation district-wide to support the alignment of content areas.

This includes the use of state approved lesson plans and the creation of lesson plans from the ODE IMS web site. In addition to sharing the various software programs such as Inspiration or online activities such as United Streaming. The district also plans to continue to introduce new technology tools into the classroom such as interactive white boards and other remote-based programs so teachers can fully interact with students in the classroom. Tools used for tracking progress of using such technology would remain the same i.e GradeQuick and/or Edline.

How will we know we're getting there?

As an indication that we are reaching the goals in place, we will implement surveys and sign-in sheets to document and measure professional development opportunities.

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys and sign-in sheets to gauge success of training topic, confirm participation, and to assess further needs.

These surveys will be managed by the District Technology Director. The group responsible for evaluation of the surveys and sign-in sheets will be the District Technology Committee.

Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee.

The group will serve as a steering committee for future professional development offerings. Periodic check of software programs i.e. GradeQuick, Edline, to ensure efficiency with collecting and reporting student data.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

Updating of critical programs as needed.

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	Exploration	Transformation
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Exploration	Transformation
C. Technology-related facilities design, equipment and software	Transformation	Transformation
D. Technology acquisition and standards	Exploration	Transformation
E. Research and evaluation of educational technology initiatives	Exploration	Transformation
F. Development and dissemination of educational technology devices, applications and approaches	Transformation	Transformation
G. District funding for educational technology	Awareness	Transformation
H. Equity and access to technology	Transformation	Transformation

How do we get there?

Our current staff development program aligns with current research by consisting of both short and long term goals. These goals are designed to prepare the staff to teach the state standards for technology within their classrooms.

The goals guide the types of staff development programs offered and required within the district. We recognized that the district could not be successful in the implementation of the standards if the staff did not have the proper training to feel comfortable. Along with the training, we needed to ensure that the tools, supplies, follow-up training, classroom assistance and mentoring were available.

The first short-term goal was for every teacher in the district to be novice and practitioner trained. This goal was completed, with the knowledge that each new staff member would need to be trained.

The long-term goal effecting professional development is to continue to train the staff in the emerging technologies to keep the staff literate in these areas.

Our staff development programs meet the needs of adult learning in many ways. The training that has been provided is diverse. It includes training the trainer, in which the core groups of teachers are trained on software that is implemented at each respective building, complete training for the staff members within each building, monthly in-services, summer in-services, on-line training, and individualized, self-passed training.

The staff at New Richmond feels that they are receiving progressive training. They are improving their technology skills, which allows them to be trained in more intense computer activities to implement into the classroom. The administration has received the novice and practitioner training, as well as training in electronic templates for the study of student records and reports.

The staff needs to continue to be trained in the necessary skills to successfully implement the technology standards within the classroom. Therefore, we need to meet the needs of the individual teacher. We hope to do this by providing more individualized, self-passed training.

How do we know we are getting there?

Bi-annual assessment of curriculum to ensure alignment with state technology standards.

All 6th grades students will possess novice level skills in all technologies included in district adopted course of study.
All 12th grade students will possess mastery level skills in all technologies.

How do we sustain the focus and momentum?

Revise High School and Middle School Technology Curriculum to reflect newly adopted State Technology Standards.
All students will receive instruction from a curriculum that is aligned with State Technology Standards.

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	Exploration	Transformation
B. Competencies/Standards (e.g. ISTE NETS-A)	Adoption	Transformation
C. Advocacy for technology	Transformation	Transformation
D. Measures and accountability for effective use	Exploration	Transformation
E. Role model in the use of technology	Transformation	Transformation
F. Professional development	Adoption	Transformation
G. Support for educational technology	Exploration	Transformation
H. Professional practice	Exploration	Transformation

How do we get there?

The District Technology Department will allocate resources and personnel necessary to maintain a stable district network, provide technology training, and sustain the ongoing replacement plan of all district-owned hardware, software, peripherals, and emerging technologies.

Such measures will provide reliable access to technology tools necessary to support district goals for all stakeholders. 100% of teachers will be provided with high quality professional development to ensure improved student performance in 21st Century skills.

How do we know we are getting there?

90% of students will perform at a novice level by 6th grade and mastery level by 12th grade in all 21st Century skills.

Technology integration will positively impact student achievement in all academic areas.

How do we sustain the focus and momentum?

Provide ongoing training to teachers to ensure proficiency in all district wide supplemental software initiatives such as Accelerated Reader, Star Reader, Harcourt, McGraw Hill Math, TLC Math, Stories and More, Inspiration/Kidspirator as well as future additions.

Implement a teacher learner program to include

mentoring for all newly hired teachers, training for personnel on video conferencing equipment usage and content opportunities, training on district supported technology initiatives, etc.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	5%
Acquisitions/Procurement	0%	0%
Deployment/Implementation of Technology	10%	10%
Maintenance & Repair	40%	5%
End-user Technical Support & Training	10%	10%
Curriculum Alignment & Instructional Integration	5%	50%
Fiscal Management/Grant Applications	5%	5%
Superintendent Cabinet/Executive/Board Meetings	5%	0%
Tech Staff Development & Management	10%	10%
Policy Development, Monitoring & Enforcement	0%	0%
Evaluating New/Emerging Technologies	10%	5%
Other	0%	0%
Total	100%	100%

How will we get there?

Technology leaders (assistants) in each building who were once designated to be full-time technology support have had their duties reassigned to non-technology related job functions for the large percentage of their day.

Due to these changes there has been an enormous strain on the support personnel within the district including the Technology coordinator. The majority of the day of the Technology coordinator is spent supporting technology break/fix and networking issues instead of technology integration and professional development.

The district recent supplied another full-time position for support district-wide to supplement the loss of 5 full-time technology support positions in each school. This will continue to reduce the time the technology coordinator spends on support and will allow that time to be better utilized for technology integration and professional development.

How will we know we are getting there?

Now that a full-time support position is in place, the technology coordinator can personally interact with teachers and principals on a regular basis. More interaction and ideas will lead to more integration into the classroom district-wide. The results will be seen from students in the district using current technology methods more for researching, assignments, and viewing technology as a critical tool for education.

Progress can be measured by utilizing surveys through Edline offered to our Certified staff members. The data gathered in these surveys will include performance, needs in the classroom, and professional development needs for staff members.

How will we sustain focus and momentum?

Professional development opportunities will continue to be utilized by the Technology coordinator. Technology integration workshops, technology conferences, and professional development sessions will also be attended by the Technology coordinator.

Annual and/or bi-annual evaluations by the Superintendent will gauge the level of progress for the Technology coordinator position and which actions can be improved on.

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

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	Decrease

How will we get there?

The district network infrastructure is sound. There is 100 Mbps fiber line to our main campus (High School, Middle School, and New Richmond Elementary) with a 1GB line between the campus buildings and 100 Mbps fiber line to our remote Elementary Schools carrying data and voice. There are fiber 100 Mbps lines between wiring closets in buildings. We are looking to upgrade to 1 GB fiber. All employees have and utilize email. We have various listserv directories and mail groups. In addition, all employees have access to the online district newspaper, Edline, online daily bulletins, and district webpage

How will we know we are getting there?

Expand online services to improve the line of communication with stakeholders. Will utilize technology programs that provide access to online grades, attendance, school newspaper, district forms, and stakeholder surveys, etc.

How will we sustain focus and momentum?

We are looking to upgrade to 1 GB fiber.

The District Technology Department will allocate resources and personnel necessary to maintain a stable district network, provide technology training, and sustain the ongoing replacement plan of all district-owned hardware, software, peripherals, and emerging technologies.

Such measures will provide reliable access to technology tools necessary to support district goals for all stakeholders.

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)	1:0	1:1
Computer to Student Ratio (1:n)	1:5	1:5
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

Currently additional digital peripherals will be required to employ this strategy. Such digital peripherals as updated Interactive White Boards in every 4-12 grade level classroom in 2010 and K-3 in 2011, digital cameras and camcorders accessible to all students, and a laptop loan program implemented for teachers to be utilized on the classroom.

Resources will be allocated and training provided for District Technology Department personnel to ensure up-to-date licensure in current and emerging software/hardware technologies and planned district initiatives.

How will we know we are getting there?

All teachers will include a technology component in weekly lesson plans that supports the state adopted technology standards.

All teachers will submit a web-based survey using Edline that will gather data from utilizing new software and hardware, as well as the needs for additional technology in the classroom.

These survey results will provide the data necessary to evaluate our progress towards the goals and assist with the planning of adding additional technology in the classroom.

How will we sustain focus and momentum?

Software and hardware will be upgraded annually to support these strategies. The District Technology Department will also implement and support all district initiatives targeting online courses and resources for stakeholders.

Once Edline survey results are in place, a district planning committee consisting of Principals, Teachers and the Technology Coordinator will meet at least annually to discuss the needs of the district in its current state and plan accordingly for future technology endeavors.

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	3 - Adequate	3 - Adequate
Instructional Applications	3 - Adequate	4 - Advanced
Data Analysis & Reporting	3 - Adequate	3 - Adequate
Grade Book	3 - Adequate	3 - Adequate
Library Automation	3 - Adequate	3 - Adequate
Facilities Management	3 - Adequate	4 - Advanced
Voice Telephony	1- None	4 - Advanced
Human Resources & Financial Management	3 - Adequate	4 - Advanced
Network Account Management	3 - Adequate	4 - Advanced
Transportation	2 - Minimal	3 - Adequate
Food Services	3 - Adequate	3 - Adequate

How will we get there?

The District Technology Department will implement and support all district initiatives targeting online courses and resources for stakeholders.

How will we know we are getting there?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels. committee for future professional development offerings.

How will we sustain the focus and momentum?

All online staff development courses, biweekly inservice training courses, district training courses will employ participant surveys to gauge success of training topic and assess further needs. These surveys will be managed by the District Technology Director. Surveys will be presented to the District Technology Committee. All district stakeholders are represented in the committee. The group will serve as a steering committee for future professional development offerings.

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	Sometimes	Always
Evaluation of demo copies	Rarely	Sometimes
Implementation pilots	Rarely	Sometimes
Replacement cycle (upgrade, retire, new)	Sometimes	Sometimes
System requirements / technical and operational support	Always	Always

How will we get there?

Inservice training will be provided to teachers, staff, and administrators that support all district technology initiatives.

How will we know we are getting there?

Each Building Technology Assistant will be responsible for collecting building-level data from key personnel in the respective buildings. The Technology Director will be responsible for collecting data for all district, state and regional initiatives. This data will be compared to action plan expectations by the District Technology Committee and will be communicated to the appropriate stakeholders for modification strategies.

How will we sustain focus and momentum?

The outcomes of the strategies will be evaluated by student progress on state proficiency tests, technology benchmarks, stakeholder surveys, stakeholder proficiency. The instruments were selected based upon their relevance of the standards. The assessment plans will be monitored and communicated by the responsible stakeholders at the appropriate levels.

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

How will we get there?

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

How will we know we are getting there?

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

How will we sustain the focus and momentum?

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

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	1:800	1:500
Support Staff to Teachers	1:75	1:50
Support Staff to Computers	1:300	1:100
Support Staff to Buildings	1:2	1:1

	Where are we now?	Where do we want to go?
Average Response Time (Days)	2	1
Service Level Agreement (SLA)	Yes	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

The District Technology Department will allocate resources and personnel necessary to maintain a stable district network, provide technology training, and sustain the ongoing replacement plan of all district-owned hardware, software, peripherals, and emerging technologies.

Such measures will provide reliable access to technology tools necessary to support district goals for all stakeholders.

How will we know we are getting there?

100% of teachers, staff and administrators will be provided with the tools necessary to utilize technology to improve the quality of education, foster data-driven decision making, improve teacher preparation, and enhance community involvement

How will we sustain focus and momentum?

Offer district, state, and regional professional development opportunities for individual training.

Offer online tutorials, skill checks and modular based technology courses to all teachers, staff, and administrators.

Develop and implement bi-weekly in-service plan for technology training that includes hands-on workshops for teachers.

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

How will we get there?

Training will be provided for all software implemented as a district-wide initiative to support core academic areas.

Inservice training will be provided to teachers, staff, and administrators that support all district technology initiatives.

A professional development plan will be implemented to provide technical training for all technical staff

How will we know we are getting there?

The District Technology Department will allocate resources and personnel necessary to maintain a stable district network, provide technology training, and sustain the ongoing replacement plan of all district-owned hardware, software, peripherals, and emerging technologies.

Such measures will provide reliable access to technology tools necessary to support district goals for all stakeholders.

How will we sustain focus and momentum?

100% of teachers, staff and administrators will be provided with the tools necessary to utilize technology to improve the quality of education, foster data-driven decision making, improve teacher preparation, and enhance community involvement

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.

(NOTE: This budget information is suppressed to protect sensitive information about the education organization.)

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Hardware	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Student Data Administrative Systems	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Software	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Security	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Technology Staffing/Support	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Professional Development	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Consumables	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Additional	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Total	xx,xxx	xx,xxx	xx,xxx	xx,xxx	

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?

Most budget figures are consistent with the anticipated budget cuts visioned over the next three years. A commitment to professional development, access to technology, and educational software is a primary goal for this department.

Technology staffing/support is exclusively full-time district employees who are compensated from the general fund within the district.

How will we get there?

The New Richmond Exempted Village School District, as most districts, is moving towards more financial responsibility. Departmental cuts are expected and the technology department is no exception in this matter.