

Educational Technology Plan for Fremont City SD - 044016

School Years:

2009-10

2010-11

2011-12

eTech Ohio Certified on May 20, 2009

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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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	xx,xxx

Additional Items

AlertNow notification system.

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?

Yearly state / federal grant applications and additional paperwork are completed to receive a some of the funds. Committees such as Operations specify funding allocations including permanent improvement money for the purchase of new technology equipment each year. Recycling projects, like Funding Factory, provide additional funds for other equipment purchases, etc... Annual initiatives like local business sponsors/funders for yearly projects. Also, seeking grant opportunities to support technology integration and new initiatives.

How will we get there?

Funding sources:

K12 Networking (T1 lines for internet access - E-Rate eligible)

eTech Professional Development

Career Tech

21st Century

Title

ERate

Funding Factory

Permanent Improvement

General Fund (Telecommunications - E-Rate eligible)

Grant Opportunities

Annual Initiatives

Curriculum Alignment & Instructional Integration

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

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

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

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

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	In Progress	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	In Progress	2011-12

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

How will we get there?

The district curriculum committee will begin discussions regarding changes that need to be made to each curriculum area to include technology standards based on the Technology Academic Content Standards book received from the ODE Office of Curriculum and Instruction.

Once a direction for each academic content area has been reached by the committee, an outline will be sent to department heads for each of the academic content areas. Departmental discussions will then take place to allow the teachers within the respective departments to fine tune the details of implementing the new technology standards. The discussion of professional development needed will take place at these meetings.

After the departmental discussions are complete, a representative from each department will report the details back to the district curriculum committee, during monthly meetings, for final approval and documentation. The committee, with suggestions from the department representatives, will then explore professional development opportunities required to meet their needs including any funding required to provide the professional development.

The Director of Curriculum Assessment and Staff Development has the responsibility for building, implementing, and monitoring the professional development to support this tech plan.

How will we know we're getting there?

During monthly district curriculum committee and department meetings progress will be noted and discussed. Once the implementation strategy has been developed and put into place, students will be assessed on the technology skills for each area / grade level.

How will we sustain focus and momentum?

As new technology emerges and technology curriculum requirements change, the district curriculum committee will monitor these changes with the assistance of the technology department and discuss future changes and requirements to facilitate those changes such as ongoing professional development.

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	1.0	3.0
3-4	2.0	4.0
5-7	2.0	4.0
8-10	2.0	4.0
11-12	2.0	4.0

How will we get there?

The technology integration for the Language Arts department will include:

- Communication between students from our district and other students from various backgrounds collaborating about learning activities as well as communication between teachers and parents using a variety of techniques including: podcasts, blogs, emails and videoconferencing.
- Teachers will use software to make plans, create student activities with differentiated instruction and various learning styles using materials such as StoryTown Think Central, Holt, Fast Forward, portable audiotext system, Ohio Online Reporting System and Ohio Department of Education IMS.
- Students will use technology to enhance presentations and gather knowledge using photo essays, Powerpoints, e-portfolios, research modules, online writing workshops, webquests and interactive whiteboards.

The professional development activities needed to accomplish these goals:

- Professional development in using podcasts, blogs, photo essays, research modules, webquests, interactive whiteboards and videoconferencing.
- Student workshops on using technology safely and responsibly.

Existing and /or new resources needed to support technology goals:

- Updated computer software to allow for podcasts, blogs, photo essays, research modules, webquests, interactive whiteboards, portable audiotext systems and videoconferencing and clearance for easy internet access.
- Purchasing computers (wireless mobile carts) for students to have easy access.
- Laptops for teacher use.

How will we know we're getting there?

- Student completed work using technology.
- Teachers and students take online surveys about comfort level and expertise using technology.

How will we sustain focus and momentum?

- Continue to offer professional development workshops.
- Support teachers by offering teacher "techies" within every building to offer quick assistance and offer training sessions on a regular basis.
- Create enthusiasm about technology by displaying student work city wide and online/website.

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	1.0	2.0
5-8	2.0	4.0
9-12	2.0	4.0

How will we get there?

How will we get there?

The technology integration for the Fine Arts department includes:

- Interactive whiteboards for each art room accompanied with digital visual presenters
- Laptops (available to each art room stored in mobile cart)
- Digital Cameras for each student in Photo Classes
- Updated Software such as Photoshop and Adobe Illustrator
- Negative and Slide Scanners
- Laser Jet printers capable for large format and fabrics
- Projection systems
- Access to Art Websites
- Professional Development for Art Department Staff including conferences, tuition reimbursement

The professional development activities needed to accomplish these goals include: familiarity with the different aspects of graphic computer capability through professional development and time to “imagine” how those tools become student art projects. Using a train-the trainer model our district can begin using these tools at the high school level, then using the department chair at the high school provide additional PD at the middle and elementary expanding technology into the arts as equipment is purchased.

How will we know we're getting there?

There will be an increase in the following:

- Teachers will present art concepts and skills through the use of technology.
- Teachers will model art concepts and skill through the use of technology.
- Lesson plans and art projects will require students to utilize technology.
- Student art that is displayed will reflect the use of technology in its creation.

How will we sustain focus and momentum?

We will support the use of technology to achieve student-learning goals by keeping updated with new developments and uses of technology. Staff will share technology ideas with other staff members. A yearly review of technology use in this department will be established.

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	4.0

How will we get there?

The technology integration for the Foreign Language department will include:

- Teachers will use the Discovery Education (DEUS) website which includes such items as: video clips, explorations, lesson plans, and assessments to support the diverse needs of learners.
- Teachers will help increase communication between students within their school building, district and throughout the world using a variety of techniques including: podcasts, blogs, and videoconferencing.
- Teachers will use interactive whiteboards to teach students in a more active and meaningful way.

These technology integration strategies will require the following:

- Additional professional development with a focus on podcasts, blogs, videoconferencing, and interactive whiteboards.
- Allowing additional access to websites and controls on the computers
- Updated computer software to allow for podcasts, blogs and videoconferencing (wireless).
- Purchase of interactive whiteboards and corresponding equipment.

How will we know we're getting there?

- Increased use of project samples/portfolios to demonstrate progress to other students, staff, administrators, and parents.
- Surveys of students and teachers about the types and frequency of use of technology to support learning.
- Evaluations from professional development sessions and follow-up surveys with how teachers are incorporating their new learning into instruction.

How will we sustain focus and momentum?

- Continue to offer professional development workshops on a regular basis.
- Have teachers visit other schools using technology successfully.

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	4.0
3-4	2.0	4.0
5-7	2.0	4.0
8-10	2.0	4.0
11-12	2.0	4.0

How will we get there?

The technology integration for the Math department will include:

- Integrate the use of appropriate calculators at all grade levels (basic, scientific, and graphing) and graphing software use with interactive whiteboards.
- Strengthen the Mathematical Process standards of Representation and Communication through the use of digital visual presenters, interactive whiteboards and other projection devices.
- Create lessons and assignments which allow for differentiated instruction that use a variety of interactive and online technology resources for practice, assessment and data tracking, such as Discovery Education (DEUS) videos, podcasts, Virtual Learning Environments such as Our ClassSpace or Moodle, blogs/forum-based postings, Study Island, textbook series multimedia and the Success/Online Reporting Websites.

These technology integration strategies will require the following:

- Professional development in using podcasts, Virtual Learning Environments, blogs/forum-based postings, Discovery Education (DEUS), textbook series multimedia, interactive whiteboards and the Success/Online Reporting Websites. This professional development needs to align with best practices supported by research on adult learning theories.
- Updated computer software and clearance to allow for podcasts, blogs/forum-based posting, graphing with interactive whiteboards, and Virtual Learning Environments.
- Professional Development on the Mathematical Processes and ways to use technology to increase representation and communication of mathematical thinking.
- More class sets of graphing calculators at the middle school.

How will we know we're getting there?

- Increased scores on constructed response items of the OAT and OGT reflecting increased abilities of students to represent and communicate their mathematical thinking.
- Surveys of students and teachers about the types and frequency of use of technology to support learning.
- Create a bank of projects and activities utilizing technology that have been used by teachers and post this bank of ideas on our district intranet/website to be accessed by all Math teachers.
- Evaluations from professional development sessions and follow-up surveys with how teachers are incorporating their new learning into instruction.

How will we sustain focus and momentum?

- Continue to offer professional development workshops on a regular basis.
- Have teachers visit other schools using technology successfully.

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	1.0	3.0
3-5	2.0	4.0
6-8	2.0	4.0
9-10	2.0	4.0
11-12	2.0	4.0

How will we get there?

The technology integration for the Science department will include:

- Students having portable access to computers through the use of computers on wheels (wireless mobile carts) in order to do instant research, write lab reports, complete virtual labs, and collaborate on research projects.
- interactive whiteboard access to allow for interactive collaboration among students and easier access to web-based tools, such as Discovery Education (DEUS), podcasts, textbook software, distance learning, itunesuohio, and internet2.
- Classroom data tracking system to trace student responses with the use of hand-held student assessment devices for immediate access of data.
- Technological science devices for middle school and high school for analysis of experimental data such as, electronic balances, LED illumination portable microscopes, digital thermometers, graphing calculators, probes, interface hardware and lab analysis software, which students will utilize in college and the work force.

The professional development activities needed to accomplish these goals:

- Professional development on web-based tools such as interactive whiteboards, podcasts, blogs and software.
- Student workshops on how to use technology.

Existing and/or new resources needed to support technology goals:

- Update computer software to allow for podcasts, blogs and videoconferencing.
- Purchase interactive whiteboards.

How will we know we're getting there?

- Gather information from on-line surveys given to teachers and students about technology.
- An active learning environment is seen during walk-throughs and principal observations and motivation and interaction would be seen by students at a deeper level.
- Improvement of state test scores from a deeper exposure of the content material provided by teachers.
- Hand-held tracking devices would allow for instant data results of students understanding of GLIs. Target individual student's weaknesses and offer one-on-one guidance. Teachers will be better able to pace GLIs

based on individual student knowledge.

- Correspondence and collaboration will be seen and displayed across the district through school/district newsletters, website, and TV channel. Evidence of students creating and sharing presentations will be seen throughout the district.

How will we sustain focus and momentum?

- Make revisions based on the results of teachers and student on-line surveys.
- On-going continued professional development guiding teachers through the implementation of new technology, hold work in progress workshops, and advanced levels with pay to increase efficiency.
- Support, encourage, and show enthusiasm for teachers to visit other buildings and share lessons and activities that incorporate technology in their classroom.

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	1.5	3.0
3-5	2.0	4.0
6-8	2.0	4.0
9-10	2.0	4.0
11-12	2.0	4.0

How will we get there?

The technology integration for the Social Studies department will include:

- Teachers will use the Discovery Education (DEUS) website along with other websites that include such items as: video clips, explorations, lesson plans, web quests and assessments to support the diverse needs of learners.
- Teachers will help increase communication between students within their school building, district and throughout the world using a variety of techniques including: pod casts, blogs, and videoconferencing.
- Teachers will use and have daily access to technology items such as interactive whiteboards, televisions,

DVD players, and projectors to teach students in a more active and meaningful way.

- Teachers will use a variety of technology in their daily instruction such as: textbook software and power point presentations.
- Teachers will use Progress Book to communicate with students and parents and to import class information such as class notes, power point presentations and worksheets.
- Students and teachers will have daily access to laptops to complete school work.

These technology integration strategies will require the following:

- Professional development in using a variety of communication techniques including: pod casts, blogs and videoconferencing.
- Professional development in using new technology such as textbook software and interactive whiteboards.
- Purchasing and/or updating computer software and access to allow for increased communication including: pod casts, blogs and videoconferencing.
- Purchasing interactive whiteboards, televisions, DVD players, projectors and laptops.

How will we know we're getting there?

- Classrooms will be active learning environments where students and teachers are involved in using technology (interactive whiteboards, computers, videos, etc.).
- Students will be creating and sharing presentations with others using technology.
- Student work will be displayed in the classroom and in the hallways.
- Teachers will be updating their personal Progress Book webpages.
- Classrooms will be equipped to provide daily use of televisions, DVD players, projectors, laptops and interactive whiteboards.

How will we sustain focus and momentum?

- Support and encourage teachers to use updated technology by continuing to offer professional development workshops on a regular basis.
- Help foster teacher creativity by having teachers visit other schools using technology successfully and bring back new ideas to share with others.
- Create enthusiasm in the community by displaying student created work on the Fremont Focus, district website and in the district newsletter.

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	1.0	2.0
3-5	1.0	3.0
6-8	2.0	4.0
9-10	2.5	5.0
11-12	2.5	5.0

How will we get there?

During the elementary years students will use technology as another instrument or strategy for learning-not set apart from other content areas.

- They will learn to access online interactive student textbooks and leveled readers with enhanced vocabulary.
- They will use Internet to access information for reporting.
- They will utilize interactive whiteboards to manipulate graphic organizers and record daily work.
- They will learn to organize ideas for writing using Kidspiration or Inspiration.
- They will use PowerPoint as a class project to write books.
- They will utilize digital photography to record personal history and tell stories.
- They will learn Internet safety and begin, as a class together, to build class web pages to express class/school identities.

During secondary school 7-12 students will learn technology skills:

- The use of Google and other search engines for research and learning how to discriminate primary and other sources,
- Learn to access multimedia such as podcasts online to individualize their own learning environment.
- Students will learn to use productivity tools such as PowerPoint, Word Processing, and Spreadsheet software, podcasting, digital photography/movie making, electronic career portfolios to apply technology skills to demonstrate and share what they have learned in all curricular areas.
- Students will learn the safe use of the Internet including social networking skills, wikis, Elluminate, Web2 etc. as power tools of the workforce.

These technology strategies will require:

- Core teachers will need to learn new ideas in technology, understand how it works, and see the value in making the changes in their teaching strategies.
- Teachers will be given the opportunity to attend etech conferences, bring back new fresh approaches to the use of technologies in their classrooms and become the critical mass that teaches their colleagues.
- The district will provide the opportunity for this professional development as a driving force to increase student achievement. As a district focus on the CCIP technology will become available as teachers are ready to embed it in daily instruction.
- It will build over time in regular classrooms so teachers are ready to adapt traditional vehicle of sharing knowledge to the application of enhanced skills taught by Technology class teachers.

Documentation of activities:

- All professional development is tracked in the district through the office of Curriculum, Assessment and Staff development for assurance of high-quality professional development. Teachers track their own PD following the guidelines provided by our local LPDC.

Describe existing and/or new resources needed to support your technology goals and strategies:

- Software: eg: Inspiration, Kidspiration, digital cameras, iTunes for iTunes U, podcasting devices, portable interactive tablets
- Hardware: interactive whiteboards: eg SMARTBoards, Mimio, digital visual presenters/document cameras, wireless mobile carts, laptops, netbooks and/or tablets

How will we know we're getting there?

- Requests from teachers to provide them with additional hardware/software to implement what they have learned during professional development
- Increased visibility of technology generated displays of student work observed through administrative walk-throughs
- Increased student achievement

How will we sustain focus and momentum?

- Continue to build the critical mass of tech-savvy-strategizing teachers who will provide district PD and raise the awareness level of what it looks like when technology is in practice--through attendance at eTech conference and classroom visitation colleague to colleague
- Continue to offer professional development and fulfill teacher requests for hardware software as they are tech-ready.

Pre-Planning

1.0 Establish Technology Planning Committee

Curriculum Coordinator
 Library/Media Specialist
 Student
 Teacher
 Technology Coordinator
 Technology Support
 Other

Approvers:

Rhonda Schmidt (Technology Coordinator/Director)
 David Chambers (Treasurer)
 Traci McCaudy (Superintendent)

1.1 Overview of TPT Planning Framework

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

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

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

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

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

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

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

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

1.2 Review Current Technology Plan

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

Are any of these goals no longer relevant?

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

The current plan was realistic as long as funding was available. All the goals continue to be relevant. The new plan will concentrate on finding more ways of funding new technology initiatives as stated in our new plan curriculum goals and strategies. It was surprising that we were able to accomplish as much as we did in the last three years with funding being unpredictable, etc.. New goals and strategies have been established with teaching and learning, however, updating technology and ongoing professional development continue to be part of our yearly tech plan. One huge goal that we set in the last 3yr plan was our replacement cycle of PC's. We went from having our oldest PC's at 8-12 years old to having our oldest, after this summer, being 5 years old. That's huge considering the size of our district and quantity of PC's. As the committee reviewed the district goals and action steps in the strategic plan it was apparent that the newest innovations in technology tools and the training to effectively implement them are critical to our success.

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? Goals and strategies in the previous/current tech plan in the curriculum area were thwarted by lack of follow-up and leadership. New initiatives are based on the development of technology that will increase both academic achievement and productivity. Monitoring steps are now in place with our district three-year strategic plan with the assistance of the curriculum and technology department and committees.

1.3 Vision/Mission

A. Vision

Fremont City School District is a school community that supports technology and learning to produce graduates who possess a high level of technology skills.

B. Mission

The Fremont City School District will provide technology opportunities to enhance student performance for the purpose of achieving a higher level of thinking, learning, and proficiency through the improvement of teacher knowledge and skills.

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	Exploration	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	Exploration	Transformation
G. District funding for educational technology	Exploration	Transformation
H. Equity and access to technology	Exploration	Transformation

How do we get there?

The district will perform an annual review of all technology related policies. The technology and curriculum departments will research new policies based on new technology and technology integration into curriculum.

How do we know we are getting there?

Monitoring the progress and changes to technology policies will be accomplished through policy committee meetings and board approval.

How do we sustain the focus and momentum?

The district technology and curriculum department will research new technology policies with assistance from ITC specialists, technology committee members, select staff members, treasurer, and superintendent as technology and curriculum requirements change. Discussion of necessary updates and additions with other professionals through professional development, online collaboration, and internet based research will be conducted.

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

How do we get there?

By supporting continuous technology information and/or opportunities via email, website, intranet, internet, video distance education and collaboration. By doing that we move forward with technology and become a paperless environment. This will cause technology to be used on a daily basis. Yearly technology training will provide more skill sets and move technology comprehension forward. Henceforth this will cause a domino affect: Administrators to the teachers, and the teachers to the students, with the outcome of "Technology Skilled Graduates".

How do we know we are getting there?

With the evaluation of yearly surveys/feedback from professional development; increase of daily use of technology; curriculum updates/realignment that reflect more technology use.

How do we sustain the focus and momentum?

With continuous research by the district technology and curriculum departments in finding new and improved ways of implementing technology. Also, to update professional development topics to support those findings. "New Toys, New Knowledge, New Skills" equals "Increase in Teaching and Learning, Increase in Student Achievement, Increase in number of 21st Century skilled Graduates".

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	10%	10%
Acquisitions/Procurement	10%	10%
Deployment/Implementation of Technology	10%	10%
Maintenance & Repair	5%	2%
End-user Technical Support & Training	7%	7%
Curriculum Alignment & Instructional Integration	1%	1%
Fiscal Management/Grant Applications	10%	10%
Superintendent Cabinet/Executive/Board Meetings	15%	15%
Tech Staff Development & Management	10%	13%
Policy Development, Monitoring & Enforcement	5%	7%
Evaluating New/Emerging Technologies	7%	10%
Other	10%	5%
Total	100%	100%

Other (please describe):

Many other technology related incidentals such as: disposing of out-dated equipment (recycling), maintenance and repair of non-technology specific equipment (A/V, telephone, PA systems, copiers, etc.), facility construction (building wire closets, mounting cabinets and projectors, installing raceway systems, building wall mounts for smartboards, etc.), etc...

How will we get there?

By educating and working with the curriculum committee and other staff to be technology aware, the curriculum committee and other specialty staff will be better suited to handle the technology integration component of curriculum development. This will release time spent by the technology staff on Curriculum Alignment & Instructional Integration to the curriculum committee and other staff, allowing the technology staff to spend more time on Tech Staff Development, Policy Development, Monitoring & Enforcement and Evaluating New/Emerging Technologies.

By working with the Facilities director to coordinator maintenance projects to be done by maintenance staff, allowing the tech staff to spend more time on evaluation, implementation and installation of New/Emerging Technologies.

How will we know we are getting there?

By a noticed decrease in time spent by the technology staff on curriculum alignment and instructional integration, and a noticed increase in time spent by technology staff in the areas of Tech Staff Development, Policy Development, Monitoring & Enforcement and Evaluating New/Emerging Technologies. By increasing time for tech staff in these areas, it will in turn enhance the curriculum needs by informing and training instructional staff on new technologies for technology integration.

How will we sustain focus and momentum?

By continuing to educate the curriculum committee and other staff in the area of technology, the technology staff can stay focused on Tech Staff Development, Policy Development, Monitoring & Enforcement and Evaluating New/Emerging Technologies

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	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	Some	Increase
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	None	Researching
Video Streaming (Internet)	Some	Researching
Voice Communications - Voice over IP	None	Researching
Voice Communications - Centrex/PBX	Many	No Change
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	None	Increase
Email	Many	Increase
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	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

How will we get there?

By changing the technology departments time commitments in Phase 3, reducing the amount of time spent on curriculum integration, for instance, and allow technology instructional support specialists to be responsible in this area, will in turn, allow for an increase in time for research. With this shift in time allocation, time may be available for areas requiring an increase or research level.

The purchase of new technology equipment to increase access to technology will require funding. Available funding will continue to be sought after.

To increase internet traffic, an increase in WAN / Internet bandwidth will be necessary. Alternatives to traditional T1's will continue to be researched to see if there are higher bandwidth connections for equal or lesser cost.

To increase the use of shared applications / network applications an increase in LAN bandwidth will also be necessary. Replacing old 10/100 core network switches and hubs with gigabit managed network switches will help accomplish this goal. Updated building network servers with gigabit network controllers and upgraded performance options such as 64-bit hyperthreaded processors, larger memory capacities (at least 4 gigabytes), and larger hard drive arrays to support newer network applications. A new disaster recovery / backup system will need to be established to secure and protect the data on the network servers as this data becomes more essential to everyday teaching and learning.

How will we know we are getting there?

The addition of new equipment, bandwidth, software and overall progress of the tech plan will be communicated to stakeholders through quarterly reports and board meetings.

How will we sustain focus and momentum?

By regular network monitoring and review of bandwidth usage statistics future service upgrades can be forecasted and a plan to increase capacity can be developed as needed to accommodate new technology related educational objectives.

4.2 Access to Technology

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

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

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

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student Ratio (1:n)	5:1	3:1
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

The current and expected level of Emerging Technologies in our district is the same. With new initiatives, goals and strategies to be implemented with our new plan and with the size of our district, technology is moving and changing so quickly that we will remain a middle adopter to ensure efficient and adequate technology initiatives.

How will we know we are getting there?

With more funding becoming available and the purchase of additional technology, such as interactive whiteboards for every classroom, wireless mobile carts to bring technology to the student's desk or workspace and portable tools/research devices, we will see an increase in the access to technology and we will be able to

monitor and evaluate the inventory, utilization and feedback from the district staff and students.

How will we sustain focus and momentum?

By reviewing the district feedback, inventory and utilization, future upgrades can be forecasted and a plan to increase capacity can be developed as needed to accommodate additional technology needs.

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

How will we get there?

Collaborate and encourage our ITC and our district tech department to upgrade the services related to making these applications run faster and more efficient, such as increase in bandwidth and faster servers. An increase in bandwidth and upgrading network resources on our internal LAN will ensure faster delivery of these services right to the PC. Provide any training or professional development necessary for updates to these services. Faster access to these applications will allow more time for teaching and learning.

How will we know we are getting there?

Faster access, less wait time on application processing, equals more time spent with the students, more coverage of content areas, increase in student achievement and test scores.

How will we sustain the focus and momentum?

By continuing to monitor the ITC's and the district's progress through evaluations, surveys, utilization and bandwidth logs, network monitoring utilities, etc. Also by suggesting other new emerging technologies as they become available.

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

How will we get there?

Involve the curriculum committee and staff that will be using the software in the decision making process of new software purchases.

As the need for new or replacement software is decided, continue to search for funding needed to purchase new or establish a replacement cycle.

How will we know we are getting there?

Discussion, feedback, evaluation, and reporting the usage and impact to the curriculum committee during monthly meetings.

How will we sustain focus and momentum?

Establishing an annual funding initiative will allow for regular software upgrade purchases to be completed, budgeted, and roll-outs planned on a regular schedule.

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	4 - Advanced
Security zones	3 - Adequate	4 - Advanced
Wireless network security policies	1- None	4 - Advanced
Central log mechanism and review policy	3 - Adequate	4 - Advanced
Incident response procedures	3 - Adequate	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	3 - Adequate	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	1:1400	1:1050
Support Staff to Teachers	1:130	1:100
Support Staff to Computers	1:400	1:300
Support Staff to Buildings	1:4	1:3

	Where are we now?	Where do we want to go?
Average Response Time (Days)	1	1
Service Level Agreement (SLA)	No	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Currently staff efficiency is excellent. In order to maintain this level of efficiency and to accomplish our new technology initiatives we will need additional staff.

Funding will be needed to add at least one staff member to the technology department in order to meet the desired support levels. While the support level of the district is currently adequate, to move forward with introducing new features and keep security at an acceptable level, additional staff will eventually be required.

How will we know we are getting there?

Technology support survey will be completed by district employees to determine how well support issues are being handled.

How will we sustain focus and momentum?

By reviewing survey results and realigning support priorities accordingly, efficiency will be maintained.

With the addition of one or more technology staff, service / support areas can be more efficiently delegated to decrease downtime and increase new features and better security.

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	Extensive	Extensive
Deployment/Installation plan	Extensive	Extensive
Initial Training and Professional Development	Extensive	Extensive
Evaluation of current external support costs versus new purchase	Extensive	Extensive
Loss of institutional knowledge for replaced systems	Extensive	Extensive
Phase Out/Replacement cycle	Extensive	Extensive
Disposal costs	Extensive	Extensive

How will we get there?

Our technology department will continue to research every aspect of TCO as a normal everyday process.

How will we know we are getting there?

Less repairs, newer technology, more time for teaching and learning for advanced technology integration into the classroom.

How will we sustain focus and momentum?

By continuing to exert every effort to maintain an extensive TCO on set to technology.