

# **Educational Technology Plan for Fort Recovery Local SD - 048595**

**School Years:**

**2009-10**

**2010-11**

**2011-12**

**Status: Treasurer Unapproved**

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

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## Pre-Planning

### 1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator  
 Board Member  
 Instructional Integrationist  
 Library/Media Specialist  
 Parent  
 Superintendent  
 Student  
 Teacher  
 Technology Coordinator  
 Technology Support  
 Treasurer

Approvers:

David Riel (Superintendent)  
 Lori Koch (Treasurer)  
 John Jutte (Technology Coordinator/Director)

### 1.1 Overview of TPT Planning Framework

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

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

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

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

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

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

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

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

### 1.2 Review Current Technology Plan

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

Are any of these goals no longer relevant?

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

Our old technology plan followed practical guidelines that focused on the needs in the district. The plan looked ahead at technology that would serve a meaningful purpose at Fort Recovery. The technology plan documented the following:

- The ways we had been doing things
- What things we do well and want to improve upon
- Our weaknesses that need more attention
- Possibilities that may help us improve

Since our technology integration goals focused on classroom integration, self evaluation and professional

development our technology plan is still relevant today. Following the simple guideline listed below we're able to have a comprehensive technology plan year in and year out:

1. Continue to do what has worked well for us
2. Stay on top of the latest educational technologies
3. Collect relevant input before making decisions
4. Implement new technologies along with a lot of professional development
5. Follow up on our technology and it's usage through the district in multiple ways
6. Adjust to improve our technology and continue mixing in new things

Overall, Fort Recovery met most of the goals and strategies set forth with a high degree of success. Reviewing our current plan it was obvious that the planning that was done three years ago really paid off. The practices and policies are in place today and relied upon heavily to maintain our high level of technology.

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?

Our current technology plan was very well put together, and the strategies and goals still cover our needs.

However, some new needs have emerged over the past three years. Changes in technology have made "interactive classrooms" (SMARTBoard, mimio, etc.) more available to us. As our district is looking into the future we want to incorporate this technology. Also, changes in the economy have caused us to tighten our budget which makes it difficult to continue some of our current technology practices.

Our new plan will still need to address the same goals and strategies as we have in the past. Goal wise, our new plan will be open to changes, but overall it will continue to follow the guidelines we have in place. Strategically, we will need to readdress our budget and our processes for getting new technologies. Fort Recovery will not stop finding new technologies, but we will have to find ways to cut cost on standard technologies. A few options we intend to look into are:

1. PC Virtualization
2. PC Refurbishing
3. Grants
4. Old PC trade-in

We are encouraged to look into new policies for our needs because after review of our latest technology plan the usefulness is very apparent. Policies and standards set forth then are in place now.

## 1.3 Vision/Mission

### A. Vision

The Board of Education at Fort Recovery Schools along with its administration strongly believes in a whole school and community effort to strive for a common vision and mission. The vision that Fort Recovery has for technology is derived directly from the board adopted vision for the district. The vision of the district states:

"Fort Recovery Local Schools: An exemplary school district adding value for all students."

The technology committee believes our vision is designed to develop strategies and goals for the use of technology to achieve the common vision set for the district. The following goals were developed as the best ways for technology to work towards and meet the common vision of the district.

1. The Fort Recovery Local School District will integrate the planning effort in technology and curriculum
2. The Fort Recovery Local School District will develop an evaluation, maintenance, and replacement system for district technology needs
3. The Fort Recovery Local School District will provide additional modes of improving communication between parents, staff, administrators, and students
4. The Fort Recovery Local School District will provide quick access to information from a variety of sources to

enable students to become critical thinkers

5. The Fort Recovery Local School District will provide staff and student training to facilitate ongoing technology leadership

#### **B. Mission**

The technology committee of Fort Recovery Schools will continue to use the mission statement of the district to guide our decision making. The board of education has adopted the following mission statement and goals for all committees and groups to use district wide for planning and evaluation:

Our Mission:

"The mission of the Fort Recovery Local School District is to create a culture of collective responsibility to add value for all students through academic rigor and best instructional practices in a safe, caring, learning environment."

Our Goals:

1. All students will learn through curriculum and instruction that is rich in academic rigor.
2. All students will learn in a safe, supportive, caring environment.
3. All stakeholders (students, staff, parents, and community) will be highly involved and feel a sense of accountability that value is added for all students.

## 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 Fort Recovery Local Schools district technology committee consists of members representing multiple grade levels, content areas, and every building in the district. Our committee also has representatives from the administrative team and the technology staff.

Each year our district technology committee takes time to review the Ohio technology standards and identify and document the standards that are already covered by our schools. By Looking for natural connections in the already existing curriculum for standards not being covered our committee makes new curriculum transitions easy for the teachers. Last, the technology committee forms action plans that are designed to help integrate the technology standards into current curriculum. The action plans address the following:

- 1) Professional Development Needed
- 2) Equipment Needed (Software and Hardware)
- 3) Staffing Needed

Our decisions on the content and design of professional development are guided by these action plans. This professional development comes primarily in the form of our summer inservice week, but also includes conferences, workshops, and online classes that are offered to teachers, administrators, and support staff.

Administratively, we will use these action plans to guide the decisions for the purchasing of technology as well as staffing decisions in the area of technology support.

The technology committee then shares the action plans with their constituents and assists with them with the

implementation process.

### **How will we know we're getting there?**

To ensure the alignment of technology standards into the curriculum we will use a lot different techniques. The techniques include, but are not limited to:

- 1) Student Surveys
- 2) Teacher Evaluations/Walkthroughs
- 3) Various District assessments (D3A2, CIP, OIP)
- 4) Student Testing (MAP test, Battel programs)
- 5) Professional Development Evaluations
- 6) Student Achievement
- 7) Examples of Student Work
- 8) District Comparisons

We currently use and plan to continue the use of student surveys to help gauge our progress towards integrating the technology standards into the curriculum. The district technology committee will use the results of those surveys to identify areas of strength and areas for improvement with the planning process and action plans we have created.

All district administrators have been and will continue to be asked to make note of technology use as part of the informal and formal evaluation process of the teaching staff. As part of the technology committee, the administrators will be able to provide valuable data on what technology is being used in the classrooms.

Our teachers use multiple methods to monitor our districts progress with technology integration in the classroom. D3A2, CIP, and OIP are all programs that put our state results, curriculum and staff on display for review and comparisons year to year. We also take advantage Measures of Academic Progress (MAP) testing from the NWEA. This program tests student progress over a time window. At Fort Recovery we apply the results to teaching strategies, but our technology committee also uses them to assess technology changes in our district.

After every professional development session offered at Fort Recovery Schools, a survey is used to collect input from the teachers and staff attending those training sessions. The feedback from these surveys is shared with the district technology committee to evaluate whether the professional development that we are offering is helping teachers integrate technology standards into their curriculum.

We will look at student achievement and examples of their work as an indication of whether we are making progress towards integrating the technology standards into the curriculum. It is our belief that the result of integrating the technology standards into the existing curriculum will be an increase in student achievement as well as higher quality projects and work in the classroom.

Finally, our administration and technology staff currently spends time working with other local school districts. This time is spent sharing ideas on curriculum, technology integration, and professional development strategies. This allows our district to gain insight on new or different methods that can be worked into Fort Recovery Schools.

### **How will we sustain focus and momentum?**

To sustain focus and momentum our district technology committee will devote at least one meeting each year for the purpose of evaluating and planning for the integration of technology standards into the curriculum.

In addition, we will continue to offer technology classes as part of our district summer in-service week. To help maintain the strong attendance that we have had in the past, we will continue to look for grants and funding to help provide our staff with stipends and in-service hours for their participation. Also, by using current teachers to lead these technology classes we will promote teacher cooperation on learning new technologies.

Technology integration will be added as an agenda item for each meeting that our administrative team has. At each of those meetings, the building principals will be asked to provide input on the evidence of technology integration that they are seeing in the classrooms.

Finally, at each district technology committee meeting a classroom integration report will be given to update the

committee on the progress as well as to stress the importance that integration has in the larger picture of our district's plan for technology.

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

### How will we get there?

English/Language Arts is taught a little differently in each building here at Fort Recovery and in the same way each building uses different technologies to teach the subject. Elementary teachers use SMARTBoards to help teach their lessons. While the middle school staff uses computers for research and writing projects throughout the school year. Finally, the high school teachers use technologies like audio players and presentations for projects in the classroom.

At every level our English department uses word processing and the internet to supplement their lessons. Our district has setup intranet pages by grade level or teacher that provide educational websites for students to use. Updates are made throughout the school year when better sites are found.

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on the curriculum teachers create. Technology skills will be learned and developed as a direct result of the well integrated curriculum. It is the English department's goal to use technology to provide students with more resources and choices on all activities/projects by increasing available software, internet resources and

interactive lessons.

The Fort Recovery School district stakeholders have identified four main areas that will help the English department meet these goals:

#### 1. Classroom Implementation:

Look for new software and evaluate what is needed for implementation. Because software can quickly be outdated, we will also make use of up to date Web resources and use our intranet to provide quick access to them.

Modeling of teachers that excel in instruction as well as technology for other staff will be done by having these teachers visit other classrooms, by presentations at faculty meetings and by teaching technology classes at our summer in-service week. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

The technology staff will provide classroom support that is necessary to integrate technology into the learning goals. The use of the staff in the Media Center and the Computer Lab, along with the use of the Technology Integration Specialist will be made available to the teachers.

The technology staff with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration. When planning for the technology classes to be offered for our summer in-service week, a survey of the district will be used to identify areas of need for course offerings to ensure we provide PD that teachers are interested in.

#### 4. Technology Equipment:

The proper maintenance and support of the district's technical equipment is essential and will ensure that technology integration will continually happen at Fort Recovery. Teachers will be more willing to integrate advanced technologies into their curriculum if they are confident they will work for them. Our equipment is designed to handle our needs well into the future and our administrative team, technology staff, and board of education are used to help ensure that.

Increases in equipment to provide more interactive classrooms are being pursued through the STEM grant. Also, an increase in district bandwidth is in place for next school year

#### **How will we know we're getting there?**

Measuring the progress of meeting the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests
- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey

results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn and be creative with.

We will also know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). Another way to know we are getting there is when students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise with them to our district.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric items on candidate rating sheets.

5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

## 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	3.0	3.5
K-4	3.0	3.5
5-8	3.5	4.0
9-12	3.5	4.0

### How will we get there?

In last few years the Fine Arts department has really evolved in how technology is used. In computer application classes elementary students are learning to edit digital pictures with specialized software. Middle school students are using laser engraving machines and vinyl cutting tools to create specialized projects in an Introduction to Engineering class. At the high school level two specialized classes (CNC Machining and PLTW) students are using CAD programs to design signs, plaques, and other types of projects. One class uses a plasma CNC machine for design while another uses Edgcam software to mill out wooden projects.

All levels of Fine Arts use computers and internet for projects in our Art Classes. Computer applications are used for design creation and digital image editing. The internet is used for research of famous artists and their artwork.

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on

curriculum teachers create. Technology skills will be learned and developed as a direct result of the well integrated curriculum. The Fine Arts staff has set a goal to use technology to provide more resources and more choices on all activities for students by increasing professional development and more cross curriculum integration.

The Fort Recovery School district stakeholders have identified four main areas that will help the Fine Arts staff meet these goals:

#### 1. Classroom Implementation:

Look for new software and evaluate what is needed for it's for implementation while working with Project Lead the Way (PLTW) for input and support.

Committees like Continuous Improvement Plans, District Input Team, etc. will be influenced to share curriculum ideas between separate subjects. The administration team will lead this drive to inter weave lessons between different subject areas.

Modeling of teachers that excel in instruction as well as technology for other staff by having teachers visit other classrooms, by presentations at faculty meetings and by teaching technology classes at our summer in-service week. The ideas, lessons and activities that they use will be examples to help other teachers . Our summer in-service time is documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

We will use the technology staff to provide classroom support that is necessary to integrate technology into the learning goals. The technology coordinator will increase the amount of professional development for any specialized software including support for all PLTW applications.

The technology staff with the help of the administration will guide teachers to PD activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration. With increased participation from the technology coordinator in specialized projects any extra PD available will be relayed to the staff.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide PD that the teachers need or want.

#### 4. Technology Equipment:

Maintenance and support of the district's technical equipment is essential and will ensure that technology integration. Teachers will be more willing to integrate advanced technologies if they are confident they will work. Our equipment is designed to handle our needs into the future.

#### **How will we know we're getting there?**

Measuring the progress of meetings the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests

- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to our assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as new technology is available for our students to learn with.

We will also know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

- 1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

- 2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

- 3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

- 4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise to our district.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric items on candidate rating sheets.

- 5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

- 6) Make sure the board of education understands the value of technology and the importance of our school

being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

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

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

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

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

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

### Current Levels of Technology Integration in Foreign Language

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
9-12	3.5	4.0

### How will we get there?

Foreign Language teachers use as much technology as possible to supplement their lessons. Most teachers use computers for research and processing of projects (internet, Word, PowerPoint, etc.). Audio presentations and videos are also used to help students hear and understand the languages. Some specialized software is available, but needs to be updated to be more useful.

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on the

curriculum teachers create. Technology skills will be learned and developed as a direct result of well integrated curriculum. The Foreign Language department has set goals to use technology to give the students more resources and choices on all activities by pursuing new software and attending more professional development.

The Fort Recovery School district stakeholders have identified four main areas that will help the Foreign Languages department meet their goals:

#### 1. Classroom Implementation:

Look for new software and evaluate what is needed for it's for implementation. Because of how quickly software can become outdated, we will also make use of up to date Web resources and our intranet to provide quick access to them.

Modeling of teachers that excel in instruction as well as technology for other staff by having these teachers visit other classrooms, by presentations at faculty meetings and by teaching technology classes at our summer in-service week. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

We will use the technology staff to provide the in-classroom support that is necessary to integrate technology into the learning goals. The use of the staff in the Media Center and the Computer Lab, along with the use of the Technology Integration Specialist will be made available to the classroom teachers. Our "technology assistants" (student assistants) will also be made available to provide support or demonstrations for classroom teachers.

The technology staff with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide Professional Development that the teachers need or want.

#### 4. Technology Equipment:

The proper maintenance and support of the district's technical equipment is essential and will ensure that technology integration will continually happen at Fort Recovery. Teachers will be more willing to integration advanced technologies into their curriculum if they are confident they will work for them. Our equipment is designed to handle our needs well into the future and our administrative team, technology committee, and board of education are determined to keep our technology up to speed.

#### **How will we know we're getting there?**

Measuring the progress of meeting the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests
- Student involvement and interest

- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to assessing our situation. Another way to gauge our progress is to monitor their technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn with.

We will know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

- 1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

- 2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

- 3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

- 4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise to our district.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric items on candidate rating sheets.

- 5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

- 6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

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

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

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

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

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

### Current Levels of Technology Integration in Mathematics

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	3.0	3.5
K-2	3.5	4.0
3-4	3.5	4.0
5-7	3.5	4.0
8-10	3.5	4.0
11-12	3.5	4.0

### How will we get there?

Mathematics is a very important subject for all students to accelerate in and one of the best places to use technology to assist in the classroom. Most all of our teachers use web-based programs to help students better understand traditional math topics.

The majority of our elementary staff use SMARTBoards to supplement their lessons and other teachers have educational CDs to assist student learning. Middle school and high school teachers use Elmos as visual aides

in their daily lessons as well as specialized software.

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on the curriculum teachers create. Technology skills will be learned and developed as a direct result of well integrated curriculum. Our Math department has set a goal to use technology to give the students more resources and choices on all activities. Acquiring more SMARTBoards/Elmos and continually implementing technology based projects/presentations will help meet that goal.

The Fort Recovery School district stakeholders have identified four main areas that will help the Math department reach their goals:

#### 1. Classroom Implementation:

Look for new software and evaluate what is needed for implementation. But because software can quickly become outdated, we will also make use of up to date Web resources and our intranet to provide quick access to them.

STEM grants have provided our district with funds to support Elmo, mimio, and SMARTBoard purchasing for our math staff. As we get more of these tools in our classrooms we will model teachers who excel in instruction as well as technology for other staff. This modeling will be done by having these teachers visit other classrooms, by presentations at faculty meetings and by teaching technology classes at our summer in-service week. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

We will use the technology staff to provide classroom support that is necessary to integrate technology into the learning goals. The use of the staff in the Media Center and the Computer Lab, along with the use of the Technology Integration Specialist will be made available to the classroom teachers. Our "technology assistants" (student assistants) will also be made available to provide support or demonstrations for teachers.

The technology staff, with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide Professional Development that the teachers need or want.

#### 4. Technology Equipment:

The proper maintenance and support of our technical equipment is essential and will ensure that technology integration will continually happen at Fort Recovery. Teachers will be more willing to integration advanced technologies into their curriculum if they are confident they will work for them. Our equipment is designed to handle our needs well into the future and our administrative team, technology committee, and board of education are determined to keep our technology up to speed.

#### **How will we know we're getting there?**

Measuring the progress of meetings the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys

- Student projects
- Improvement on State Achievement tests
- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn with.

We will know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

- 1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

- 2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

- 3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

- 4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise to their new positions.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric items on candidate rating sheets.

- 5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

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

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

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

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

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

### Current Levels of Technology Integration in Science

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	3.5	4.0
K-2	3.5	4.0
3-5	3.5	4.0
6-8	4.0	4.5
9-10	4.0	4.5
11-12	4.0	4.5

### How will we get there?

In science we work very hard to bring new technology to our students. Interactive classrooms and computer applications help all of our teachers reach students in the classrooms.

The elementary teachers use DVD/CD programs for visual and supplemental aides for their science lessons. In the middle school, teachers have other resources of technology like interactive web pages or teacher created activities with Quia and Notebook software. Our high school teachers use technologies such as video conferencing and podcasting in their classrooms.

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on the curriculum teachers create. Technology skills will be learned and developed as a direct result of the well integrated curriculum. The science department has set a goal to use technology to give the students more resources and more choices on all activities by continuing to adopt new ideas and acquiring more equipment for their classrooms.

The Fort Recovery School district stakeholders have identified four main areas that will help the science department meet their goal:

#### 1. Classroom Implementation:

Look for new software and evaluate what is needed for implementation. Since software can quickly become outdated, we will also make use of up to date Web resources and use our intranet to provide quick access to them. Also, increased technical equipment will allow the teachers to utilize new experiments in their rooms.

Teachers that excel in instruction and technology will be modeled for other staff. This modeling will be done by having these teachers visit other classrooms, by presentations at faculty meetings and by teaching technology classes at our summer in-service. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

The technology staff will provide the classroom support that is necessary to integrate technology into the learning goals as well as train "technology assistants" (student helpers) for quick problem solving. The staff in the Media Center, computer labs, and the Technology Integration Specialist will be made available to teachers. The technology coordinator will also be responsible to work science teachers to find the best possible tools for the classroom. These tools should last into the future and be essential to student learning.

The technology staff with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide PD that the teachers want.

#### 4. Technology Equipment:

The proper maintenance and support of the district's technical equipment is essential and will ensure that technology integration will continually happen at Fort Recovery. Teachers will be more willing to integration advanced technologies if they are confident they will work. Our equipment is designed to handle our needs well into the future and our administrative team, technology committee, and board of education are determined to keep our technology up to speed.

#### **How will we know we're getting there?**

Measuring the progress of meeting the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests
- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn with.

We will also know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

- 1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

- 2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

- 3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

- 4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise to the district.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric items on candidate rating sheets.

- 5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology

integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

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

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

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

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

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

### Current Levels of Technology Integration in Social Studies

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

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

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

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

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

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

### How will we get there?

Our district has found multiple ways to bring technology into Social Studies classrooms. Elementary classrooms use SMARTBoards and visual/audio aides in their lesson planning. Some middle school classrooms incorporate TurningPoint while others use online resources like Study Island. Our high school teachers use technology in research projects as well as student presentations.

Universally, our social studies classes use online research found by teachers or students to assist in lessons. Also, these classrooms require students to do a project with common computer processing (Word, Excel, PowerPoint, etc.)

Technology will be used to meet standards, benchmarks, and learning goals of each content area based on the curriculum teachers create. Technology skills will be learned and developed as a direct result of the well integrated curriculum.

The goal of our Social Studies department is to use technology to give the students more resources and choices on all activities by introducing advanced methods of research and acquiring more technical equipment.

The Fort Recovery School district stakeholders have identified four main areas that help them meet their goals:

#### 1. Classroom Implementation:

Look for new software based on database research of current and past events (online or local). Provide easy access to such applications and teach students to use them for finding important facts and data. Bring more technical equipment into the district, so students can use more advanced methods of presenting data.

Model teachers who excel in instruction and technology for other staff by having these teachers visit other classrooms, presentations at faculty meetings and teaching technology classes at our summer in-service. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

We will use the technology staff to provide classroom support that is necessary to integrate technology into the learning goals. The use of the staff in the Media Center, computer labs, as well as the Technology Integration Specialist will be made available to teachers. Our "technology assistants" (student helpers) will also be made available to provide support or demonstrations for classroom teachers.

The technology staff with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide Professional Development that the teachers need or want.

#### 4. Technology Equipment:

New equipment will be provided through our technology budget and any available grants to support the technical needs of these classrooms.

Maintenance and support of the district's technical equipment is essential and will ensure that technology integration will continually happen. Teachers will be more willing to integrate technology into curriculum if they are confident it will work. Our equipment is designed to handle our needs well into the future and our administrative team, technology committee, and board of education are determined to keep our technology up

to speed.

### **How will we know we're getting there?**

Measuring the progress of meeting the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests
- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluate all technology surveys to ensure they are updated and relevant to assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn with.

We will know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations, the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

- 1) Ascertain that sufficient money/personnel resources are provided:

Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

- 2) Create high expectations for teacher usage of technology in daily lessons:

Through modeling and teacher evaluations, building administrators will create high expectations for technology use in the classroom.

- 3) Continue to make technology the focus of summer in-service time:

As planning is done each year for our summer in-service week, technology will be included as the focus for a portion of the class sessions each year.

- 4) Make technology expertise a critical factor in the interview process, so the teachers/adm brought on board bring interest as well as expertise to their new positions.

Through the interviewing process, we will insure that new teachers, staff and administrators have a background and an understanding of the importance of technology. This will be accomplished through establishing technology related questions for interviews as well as including technology understanding as one of the rubric

items on candidate rating sheets.

5) Make sure administrators are leaders in technology and support the effort and goals.

Building level administrators are key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

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

### How will we get there?

In today's society it is important to make sure students understand the usefulness of technology in the real world. By using technological tools for projects, reports, presentations, etc. our students will be presented with the true functionality of technology. This understanding will help our students be ready for life after their educational experience at Fort Recovery Schools.

Our classes and the building(s) they offered in:

1. Keyboarding - Elem./Middle School
2. Computer Applications - Elem./Middle School
3. CAD/CNC Designs - Middle School/High School
4. Project Lead the Way - Middle School/High School
5. Co-Lab - Middle School/High School
6. Web Design - Middle School/High School
7. Advanced Web Design - Middle School/High School
8. Technology Support- Middle School/High School
9. Library Media - High School
10. Tri-Star Learning Programs - High School

Also, the integration of wireless technologies, interactive classrooms, shared folders, network printers and other technology throughout our district makes it possible for students to use technology daily without evening realizing its impact.

For Fort Recovery Schools to successfully integrate technology into the learning goals and strategies, our stakeholders have identified four main areas that require conscience effort and focus while working on our planning and implementation processes.

#### 1. Classroom Implementation:

Continue to look for new software/tools and evaluate what is needed for implementation. Find ways to sample new technologies in classrooms and gauge their impact for the future.

Model teachers who excel in instruction and technology for other staff by having these teachers visit other classrooms, presentations at faculty meetings and teaching technology classes at our summer in-service. The ideas, lessons and activities that they use will be used as examples to help other teachers with technology integration. Our summer in-service time is well documented with databases explaining which staff member attended or taught all technology sessions provided.

#### 2. Technology Staff:

We will use the technology staff to provide student/teacher support that is necessary to integrate technology into the district. The staff in the Media Center, computer labs, along with the Technology Integration Specialist will be made available to teachers. Our "technology assistants" (student helpers) will also be made available to provide support or demonstrations for teachers with training and guidance.

The technology staff with the help of the administration will help guide the teachers to Professional Development activities and technologies that support our curriculum goals. This is possible because our administration is actively involved in numerous school committees where these goals are reviewed.

#### 3. Professional Development:

Opportunities for professional development and technology conferences and workshops will be published to the staff through newsletters, emails, and meetings. Teachers, administrators, and support staff will be encouraged to attend professional development that is connected to technology integration.

When planning for the technology classes that will be offered for the summer in-service week, a survey of our staff will be used to identify areas of need for course offerings to ensure we provide PD that the teachers need or want.

#### 4. Technology Equipment:

The proper maintenance and support of the district's technical equipment is essential and will ensure that technology integration will continue to happen. Teachers will be willing to integrate technology into curriculum if they are confident it will work. Our equipment is designed to handle our needs well into the future and our administrative team, technology committee, and board of education are designed to keep our technology up to speed.

Please see 2.8Reference.doc in the attached documents for specific examples of strategies.

### **How will we know we're getting there?**

Measuring the progress of meeting the implementation goals and strategies are evaluated using the following methods:

- Student surveys
- Teacher surveys
- Student projects
- Improvement on State Achievement tests
- Student involvement and interest
- Business Advisory Council feedback
- Teacher Evaluations

Students will play a very important role in order to know how we are progressing. We will look into survey results based on student feedback on technology in our district. Every year the technology committee will take time to evaluating all technology surveys to ensure they are updated and relevant to our assessing our situation. Another way to gauge our progress is to monitor our students' technological response to new problems and situations. Technology allows them to be creative and we will see this increase in projects as technology is available for our students to learn with.

We will know we are getting there when we see the improvement in student writing and research (projects, compositions, etc.). We will also know we are getting there when the students prefer to use the new technology versus the "old" way.

In addition, through formal and informal teacher evaluations, the quantity and quality of technology use in the classroom can be observed. For this process to work effectively, building administrators must be continuously up to date on the latest technology and how it is being used in classrooms.

It will be the responsibility of numerous parties to identify when goals are met, needed, no longer needed, or leading to an unwanted outcome. The members of the tech committee will review these goals regularly. Also, the technology coordinator will review technology related topics in administration meetings and board meetings (if needed) to gain and share information on our technology goals.

### **How will we sustain focus and momentum?**

To maintain focus and momentum, we will need to build a culture of continuous learning among teachers and students alike. To develop this culture we will continue to focus on the areas listed below:

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Each year the district technology committee will evaluate the technology needs for the district. Based on those needs, the district technology coordinator will draft a budget to present to the board of education. The district technology coordinator will express and justify the technology needs to the board each year.

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Building level administrators are the key to the continued focus and momentum in the work of technology integration. To assure that they are leaders in technology and support the efforts and goals of the district, time will be devoted to technology issues at each administrator's meeting.

6) Make sure the board of education understands the value of technology and the importance of our school being on the cutting edge.

To help the board of education understand the value of technology and its importance, a presentation will be made to the board at least one time each year to refocus their attention.

7) Make certain the technology goal is emphasized, measured through the district CIP.

As our District's Continuous Improvement Plan is updated a member of the technology staff will serve on the committee to insure that technology integration is included in the plan. In addition, each of the goals on the CIP that are related to technology will be measured through the use of surveys, the State Report Card, and other methods. The results will be reported to the staff, students, and community. The results will also be analyzed by the district technology committee to identify areas for revision and improvement.

Please see 2.8Reference.doc in the attached documents for specific examples of strategies outlined by teacher leaders and district technology committee members.

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

#### How do we get there?

While planning for technology policy development it takes a lot of steps to make sure the policies are effective and successful. It is very important to identify needs for policy. Our technology committee will play a critical role in identifying our need for policy. A review of relevant survey results as well as thoughts and concerns from their colleagues will help the committee determine the needs for policy. The district technology coordinator will also influence the technology committee's identification process by attending local/regional/state meetings and conferences while maintaining contact with eTech Ohio's field representative and other technology leaders. Fort Recovery administrative team and board of education will be relied upon for input on the needed policy.

Once a need has been established, the district technology committee will work together and contemplate many options to get a draft of the policies needed. Then the draft will be given to the administration for review. Any necessary revision will be made by the technology committee, and then the district superintendent will deliver the policies to the board of education for approval.

The policy proposal that is given to the administrative team and board of education will also include any financial and funding considerations that may arise. Funds and staffing issues will be taken into consideration well before any technology policies are approved and/or implemented.

The district technology committee will place any policy issues on the agenda for each meeting to ensure discussion of any concerns. Policy issues will be discussed with the administrative team monthly while the board of education specifically focuses on the review of policies at one board work session per year. However, policies that are more time critical will be reviewed on an as needed basis, depending on the situation.

#### How do we know we are getting there?

It is the responsibility of the district technology coordinator to make sure that the district technology committee, the administrative team, and the board of education are all working cohesively to meet the technology policy needs for the Fort Recovery Schools.

Review of any policy additions/revisions made throughout the school year will be a good indicator of the progress that is being made. Asking the question, "Does the policy meet the need that it originally identified?", during the technology review will guide our sessions. If the technology committee confirms that the policies are meeting the requirements set forth, then we will know we're making progress in the right direction of our goals. Also, the

survey results will be an honest judge of the progress made by our policies. To ensure the technology policies are effective the technology committee will use communication. The results of the policy review and survey results will be shared with all stake holders involved with or affected by the policies.

### How do we sustain the focus and momentum?

In order to sustain the focus and momentum, all stakeholders will be informed of any policy changes that may have taken place. The technology coordinator will have to communicate the policy changes to the administration and staff. From there the building administrators will have to see that any policy changes that affect their students and the parents of their students are communicated via email, newsletters, meetings, or any other method that they see appropriate.

The district technology committee and administrative team will continue to monitor the technology needs of the district and suggest additions or revisions of policies as they become needed and relevant to the district.

To make sure all stakeholders have an opportunity to present and voice any needs or revisions in policy, the administrative team and the technology committee will be encouraged to get relevant technology feedback/issues at building, grade level, or subject area meetings. Also, the administrative team will be asked to include technology needs as part of the agenda for parent and community advisory committees/meetings.

In order for this process to function effectively and to gain the stakeholders trust in our process, strong communication between the district technology committee, administrative team, and the board of education is very essential.

While these policies are implemented and enforced, the district technology coordinator will be responsible to assist the building administrators in any interpretation that is required. Also, it will be the technology coordinator's job to provide any support and details necessary to make the implementation of policies a success.

## 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	Transformation	Transformation
B. Competencies/Standards (e.g. ISTE NETS-A)	Exploration	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	Transformation	Transformation
G. Support for educational technology	Transformation	Transformation
H. Professional practice	Transformation	Transformation

### How do we get there?

In an effort to make Fort Recovery Local Schools administrators leaders in technology the following areas will be addressed:

- 1) Provide administrators with the tools they need- Yearly before the completion of district technology purchasing, the administrative team will be questioned about what equipment they need for themselves and their staff in order to continually grow with the use of technology in the classroom.

- 2) Research and new ideas- To keep all district administrators involved with new technology they will have a seat on the district technology committee. Giving them an opportunity to share new ideas, successes, and challenges for incorporating technology in our district.
- 3) Encourage the administrators to take technology risks themselves and with their staff- Administrators will be provided with the support they need so that they are comfortable trying new ideas with technology. The support that is provided will be done in a manner that is non-threatening and encouraging to the administrators.
- 4) Give administrators updates on new classroom technology via demonstrations, email correspondence, conferences, etc. - Through a variety of methods, Fort Recovery Local Schools administrators will stay updated on the latest and greatest technologies in the classroom. The district technology coordinator will see that administrators get all the information and demonstrations they need to stay on top of technology as well as include them on purchases being made.
- 5) Continuous dialogue between technology coordinator and administrators- The district technology coordinator will provide a technology update at each administrative team meeting as well as bring up any technology related issues that need addressed. In addition, the technology coordinator will maintain a close relationship with administrators on an individual level. Giving them an opportunity to work one-on-one with the coordinator in regards to their building needs.
- 6) Make sure administrators and their secretaries receive the appropriate professional development- All administrators and their secretaries will be given opportunities to attend professional development sessions at local colleges, the local Information Technology Center, at our summer inservice week, as well as workshops and conferences that become available.
- 7) Make sure administrators are role models in the support and use of technology- Administrators will be given the support, training, and equipment to use new technology in staff meetings and presentations. In addition, administrators will encourage and support the use of technology by teachers and support staff for classroom activities as well as administrative functions.

#### **How do we know we are getting there?**

We will know our administration is setting a good example for district leadership with technology with the following methods:

- 1) Formal Evaluations- Evaluations of administrators will include an area for technology use and leadership.
- 2) Informal Feedback- The district technology coordinator will be able to monitor the progress of the administrators serving as technology leaders by looking at:

Correspondence via email

Use Word, Excel, Powerpoint, etc.

Technology requests for their day to day tasks and for classrooms

Do they encourage teachers to integrate technology in the curriculum?

Do they participate in local technology professional development?

Do they participate in the District Technology Committee as needed?

Do they attend technology conferences / presentations as needed?

Using technology in ways that we ask every teacher / staff to use technology?

Can they articulate the technology goals and vision to parents and other stakeholders?

#### **How do we sustain the focus and momentum?**

To maintain focus and momentum in the area of technology leadership of district administrators, we will first make sure that the administrators we hire have an understanding and strong respect for technology. We will do this by making technology usage and modeling one of the top criteria when hiring new administrators. In addition we will make sure that an adequate portion of the technology budget is devoted to giving administrators (and all staff) the right technology tools. And finally, we will support the technology tools by giving the administrators time and funding to pursue the appropriate professional development, go to the appropriate conferences, and seminars, as well as make sure that the summer in-service week continues to include technology course offerings each year.

Looking at the success the Fort Recovery Local Schools have experienced with leadership and technology we will confidently continue to set high standards for our district and our leaders. The path we have paved to this point gives our staff the ability to grow and change right along with the growth and change of technology. Integration of technology into all of our classrooms is not optional in our district, but a standard set forth by our administrative leaders and followed by our successful staff. Our past success has brought us here and we intend to build on that and move forward into the future with the same success.

### 3.3 Technology Leader/Coordinator Time Commitments

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

#### Other (please describe):

It is very important to share resources and ideas with other leaders in education and technology around the state. A portion of the technology coordinator position at Fort Recovery has been and will continue to be to participate in local/regional/state committees as well as give presentations to other administrators and education leaders.

#### How will we get there?

The district technology coordinator has a lot of time is spent on maintenance, repair, and end user technical support while trying to find time for strategic planning and curriculum alignment. The goals for time allocation will be to shift more focus over to planning and alignment by reducing the amount of support needed from technology coordinator.

In order for these goals to happen our district will need to utilize internal resources, more funding and technical support. Our student technology assistant program will continue to provide a support service as well as grow into a more efficient organization. Giving more exposure to younger students will provide them time to gain needed knowledge for a strong support team. Overtime, higher level students can monitor and train new technology assistants. This will allow the technology coordinator to focus on the bigger picture while the assistants handle the day-to-day support needs.

Budget funding from the board of education will help to hire part-time student workers throughout the school year and summer vacation to assist with maintenance needs. The technology integration specialist will be utilized by handling some end user support needs with software and equipment frequently used in the classrooms.

The purchasing process can also be used to help us meet this goal. By ordering equipment with warranties and service packages included in the pricing will help reduce the time needed to order, find, or repair parts of technology. Using funds allocated from the board of education along with eTech Ohio and any grants that may become available, extended warranties with on-site repair options will be utilized when possible.

With the reduced time requirements for maintenance, repair, and end-user support, the district technology coordinator will dedicate more time to strategic planning, professional development planning, and curriculum alignment. The additional time will be spent attending district leadership team meetings, administrative team

meetings, local/regional/state conferences, as well as meeting with curriculum and special education leaders both in our district and at the Mercer County Educational Service Center.

**How will we know we are getting there?**

A variety of indicators will be used to gauge how well we're moving towards our goal of reducing the time the district technology coordinator spends on maintenance, repair, and end-user support.

The most influential indicator will come from a yearly review of the maintenance and repair logs kept by the coordinator. A reduction in the instances that the technology coordinator is involved with maintenance and repair will show that we are moving towards our goal.

Next, a log of the technology integration specialist's time will be an indicator of the time spent on end-user support of technology being used in the classroom.

When evaluating if the increased time the district technology coordinator spends on strategic planning, professional development, and curriculum alignment is effective several measures will also be used. Surveys of professional development as well as teacher, student, and parent surveys will all indicate progress. In addition, teacher evaluations and classroom observations along with technology benchmark surveys will indicate our progress in the area of curriculum alignment.

**How will we sustain focus and momentum?**

To keep the focus and momentum is it important that our technology remains a determining factor in the strategic planning process of the district. In order for this to happen, the technology coordinator will be part of the administrative team by participating as the liaison between the district technology committee and the district administration. This process will make sure the district technology coordinator can continue to present technology as one of the main factors that is considered in all decisions in the districts.

The technology coordinator will support the continuation of technology sessions at the summer in-service week as well as in-service days during the school year. Also, the technology coordinator will be an active part of the staffing meetings that take place each year. While at these meetings the needs of technology and allocation of the technology coordinator's time will be discussed, so funding and personnel decisions will be made accordingly.

In addition, the board of education will be updated on a monthly basis of the activities and personnel involved in technology. The board of education will also receive an annual review of the technology budget that indicates how their funds, as well as grants and other funding is planned to be allocated.

## Technology Infrastructure, Management and Support

### 4.1 Networking, Internet & Telecommunications

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

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

#### ACTIVITY 1:

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

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

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

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

	Where are we now?	Where do we want to go?
Thin/Network Clients	Some	Increase
File and Print Sharing	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	Some	Researching
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	Researching
Voice Communications - Centrex/PBX	Many	Increase
Remote Access (Dial-up/VPN) to School Resources	Some	Researching
Wireless	Many	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	Increase

### How will we get there?

To provide the proper network/telecommunications infrastructure that will support the technology that is and will be implemented by the district, for educational needs, we will have to address several areas.

The first step will be to keep our servers and network devices up to date to keep up with increasing demands. We will continue to replace these items on a regular basis according to the district approved rotation cycle. We're also working to consolidate our current systems and integrate 2 more servers. The machines will provide increased functionality within our network as well as better performance overall.

The second step we will take is to continue the "next day service" warranty on our main Cisco switches. Many of the software programs and network files used in our district, that have been outlined in this technology plan, require a reliable network that is functional. The warranty on the Cisco switches provides a degree of insurance to help reduce the amount of down time if a problem requiring repair or replacement would occur.

The third step will be to evaluate our current telephone and internet services. This year we've noticed a trend in our internet bandwidth being maxed out almost daily, so for next school year we will be increasing our overall bandwidth from 4MBps to 10MBps. Our phone systems and telecommunication provider are both in working order, but our phones and telephone network will need to be evaluated again in the future.

To help us meet the needs of increased audio/visual media use in the district, we will continue purchasing additional DVD/VCR players for our media distribution system and classrooms. In addition, we will also incorporate more Projectors to replace TV's in the classroom.

Looking into the future we will monitor the need to add a fiber optic Internet connection as telecom companies have started incorporating fiber into the local area. To help us evaluate our needs, our Internet Service Provider's audit and recommendations will be used as a guideline for our needs in this area. We will also continue to attend state and national technology conferences to review the options available with new infrastructure. The use of Ohio K-12 Network funds will help us provide the infrastructure necessary to keep up with increasing demands on our network.

One of the goals that was established as part of our district's vision statement is to provide quick access to a variety of sources through the use of technology. To insure that the stakeholders of Fort Recovery Schools have quick and reliable access to information, a maintenance schedule will be put in place for the network infrastructure. As part of that maintenance plan, any planned down time will be clearly communicated and down time will be scheduled during "off peak" times when possible.

Please see 4-1.doc in the attached documents section for additional ideas and details.

### How will we know we are getting there?

To know that we are meeting the need of the district with our infrastructure we will look at complaints or requests regarding the network. We will also estimate the use of applications that require a quick and reliable network/telecommunications infrastructure and compare results to see where we are.

Network downtime frequency and length will be monitored closely to make sure we are meeting the needs of the district. An annual review of all complaints about the speed of the internet, network downtime, telephone system, etc. will be also be used to gauge our service.

In addition, results from staff, student, and parent surveys will be used to monitor our progress in the area of providing adequate infrastructure.

We will use normal communication methods (email, newsletters, website, etc.) to explain to our stakeholders any network/telecommunications infrastructure issues. In the same manner we will use these methods to

inform them of any upcoming changes. Stakeholders are encouraged to contact the technology coordinator if they want specific details.

Please see 4-1.doc in the attached documents section for additional ideas and details.

#### **How will we sustain focus and momentum?**

To maintain focus and momentum, frequent monitoring and evaluations will be necessary. Being proactive with the technology infrastructure needs of the district will help us achieve the goals for technology in our district.

The district technology coordinator will monitor the bandwidth usage, disk space usage, the back-up system, and system down time to help identify areas of need before they become visible to other stakeholders.

In addition, a proactive plan is being put into place for the purchasing and sizing of the servers need for the district. The plan will transition our district to more dedicated servers for different network demands (email server, file server, print server, web app server). This will improve our network services for all users.

A rotation of server replacement will be in place under the advisement of our ISP. As part of the replacement plan, the size of the servers purchased will be determined by the projected speed and space requirements three years into the future. This planning will help insure a quick and reliable network even at the end of the rotation cycle. We will also use the older servers for less critical applications to help keep adequate space available for the applications and programs that teachers, students, and administrators use on a daily basis.

Please see 4-1.doc in the attached documents section for additional ideas and details.

## **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.

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

#### **How will we get there?**

To meet the hardware and support goals that have been established for the Fort Recovery district, consideration must be given to our technology staffing and purchasing.

In order to stay an early adopter of emerging technology, we will need to look at staffing options to provide the support needed for staff and students to be successful with the latest technologies. Our administrative team evaluates our staffing needs and the technology integration specialist and PC technician positions are always discussed.

More student technology assistants will be used to help get technology into our classrooms. The plan to grow this program is under way. Training and computer skills will be taught to a set of students and then they will be responsible to support specific areas in which they were trained.

To achieve our district's goal of providing quick access to information, we will need to maintain the ratio of teachers and students to computers. Our five year rotation of computers will help ensure reliable machines for them to use. Virtualization will also be implemented to keep cost down while still providing quality computers to our staff and students. This process also allows for more computers/workstations to be available in the district.

When we pilot, evaluate, and/or adopt a new or emerging technology the pressure and support system will be used. A core group of teachers, administrators, and technology staff will be trained and they will serve as the

leaders and advocates to other staff in the district. This core group will be selected based on their willingness to serve, technology skills, and leadership abilities.

Please see 4-2.doc in the attached documents section for additional ideas and details.

#### **How will we know we are getting there?**

Meeting our needs and achieving our goals for access to technology will be monitored by focusing on the feedback of surveys that we present to our students, staff, parents, and the business advisory council. General observations of the use of technologies as well as the surveys will lead our district in the right direction for assessing how we're doing.

The processes that we use in adopting technology early will also be evaluated to determine if we are meeting our district goals through their use. Professional development, end user support, and functionality of the programs and equipment that we are piloting and adopting are key elements to their quality of use in the district. The input of the administrative team along with staff and student surveys will also provide input as to the effectiveness of new and emerging technologies. The effectiveness of the new and emerging technologies will also be evaluated by weighing the benefits of the increased functionality that wasn't available before against the challenges that come with piloting or evaluating programs in their early stages.

Attending conferences and visiting other schools we will be able to compare what we are doing with hardware, network access, and new technologies to other schools and the uses they have found for similar technologies. The district technology committee will evaluate the potential effectiveness in Fort Recovery Schools for technologies that are being used elsewhere that we currently don't have.

Please see 4-2.doc in the attached documents section for additional ideas and details.

#### **How will we sustain focus and momentum?**

To sustain focus and momentum for our goals for accessing technology our district will continue to focus on technology while strategically planning the district. The district budget review and improvement plans will always give consideration to technology. The district technology coordinator will continue to develop and present a technology budget as well as a yearly plan to the technology committee, administrative team, and board of education.

Technology will also be a factor during the hiring process of any prospective staff for the district. This will help ensure that new teachers, support staff and administrators will be supportive and willing to accept new technologies.

Through participation and attendance at conferences and workshops, members of the technology committee as well as other teachers and staff will stay educated and informed with new technology at the classroom level for specific grade levels and subject areas. Outside training for select staff will help implement a train the trainer process for new technologies in our district.

Communication between staff and stakeholders will be promoted through a newly designed website that is currently being built. This site will make it easier for everyone to find and use valuable information about our district. Feedback and opinions are requested and stored for evaluation of our processes, so they will drive our district to meet the needs of all stakeholders.

Please see 4-2.doc in the attached documents section for additional ideas and details.

### **4.3 Stakeholder Access to Educational Information & Applications**

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

#### **Tool**

	Where are we now?	Where do we want to go?
Student Information Services	4 - Advanced	4 - Advanced
Instructional Applications	3 - Adequate	4 - Advanced
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	4 - Advanced	4 - Advanced
Library Automation	3 - Adequate	4 - Advanced
Facilities Management	4 - Advanced	4 - Advanced
Voice Telephony	3 - Adequate	4 - Advanced
Human Resources & Financial Management	2 - Minimal	4 - Advanced
Network Account Management	4 - Advanced	4 - Advanced
Transportation	3 - Adequate	4 - Advanced
Food Services	3 - Adequate	4 - Advanced

### How will we get there?

The Fort Recovery School district defines its stakeholders as students, staff, parents, and community members. In our Continuous Improvement Plan, we are working towards providing our stakeholders with quick and easy access to information.

The internet has become a very powerful tool for our students. We, as a district, have made an online catalog available to our students as well as advances in our intranet to help our students develop. Also, we're in the process of adding a server dedicated to web applications that can be offered for our students. The main application on this server will be Moodle as a way to help reach students through their computers outside of the classroom. Support for the new web applications will be presented to staff at PD events and computer lab training sessions. Students will also have time allotted to learn the new tools available to them. We've also finalized our cafeteria point of sale system project, so parents and students can now check their account information online.

Our staff at Fort Recovery Schools has access to a wide variety of information. We will work to insure that the information that is currently available remains accurate and up to date. Teachers use Data Analysis for Student Learning (DASL) on a daily basis. We will continue our support of the DASL program and look for new ways to use it to improve student learning. Progress Book has been implemented for our Teachers to as use an electronic grade book to record and submit grades. We will continue to update the Progress Book software when new versions become available through the ISP. As a district we are working with the Battelle for Kids Website to access and analyze value added reports and predictions for each school, classroom, and student. MAP testing is also used to evaluate student progression.

We have completed our transition from Novell to Windows successfully and with that transition we've also been able to add more servers for advances in our network organization.

Please see 4-3.doc in the attached documents section for additional ideas and details.

### How will we know we are getting there?

The primary purpose of providing stakeholders with information at Fort Recovery Schools is to increase student achievement. The effectiveness of our systems will be measured through the achievement and growth of our students. Increases in efficiency, easier access to information and increased productivity for all stakeholders will be good indicators that our district is moving towards advanced levels. Training, scalability and communication should all become easier as we work towards our goals, so they will also be key aspects to watch as we add and improve our overall access to technology.

Please see 4-3.doc in the attached documents section for additional ideas and details.

### How will we sustain the focus and momentum?

Starting with the board of education, the leadership of the school district must support the continued focus on technology as a valuable tool to increase student achievement and provide efficiency to many of the daily operations within the district. The board of education will be encouraged by the superintendent, principals, and district technology coordinator to include a focus on technology as part of the goals in the Continuous Improvement Plan. With support, the implementation and management of new systems becomes less difficult with a better buy-in from the staff.

As new systems are implemented and existing systems are updated, we will work to make sure that adequate training and support is provided to all end users. We will use the natural leaders within our staff to promote and encourage other staff members to use and support the systems that are in place to increase student achievement and learning.

As technology is continuously changing, the district technology coordinator and other key leadership staff (mainly principals) will use conferences such as eTech Ohio and SOITA as well as education magazines and journals to stay current with what technology is available and what it can do for our district. In addition, the district technology coordinator will visit other schools in the area to look for ideas to implement in our district.

Please see 4-3.doc in the attached documents section for additional ideas and details.

## 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	Always	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Sometimes	Always
Evaluation of demo copies	Always	Always
Implementation pilots	Sometimes	Sometimes
Replacement cycle (upgrade, retire, new)	Sometimes	Always
System requirements / technical and operational support	Always	Always

### How will we get there?

Any new educational software requests are designed to come through the district technology committee. The committee follows these guidelines when evaluating an educational software request:

1. Identify the need the software will satisfy
2. Look at the total educational value of the software
  - A. How does it meet Ohio's Grade Level Standards
  - B. How does it meet Ohio's Benchmarks
3. How many students will be served with the software

If the education software meets those needs and goals according to the technology committee's evaluation then the technology staff (district technology coordinator and technology integration specialist) will look into the following:

1. Licensing information
2. Network and computer Compatibility
3. Administration requirements
4. Staff training
5. Other technical needs for the software

Demo versions of the proposed software or a single copy of the software will be used to properly evaluate the requested product. The district technology committee will then have the ability to see the software working and use it with our existing programs for a better picture of how well the new educational software will actually work. This process should expose any limitations or drawbacks to the software.

The expense of the requested software will also be a factor when the technology committee and coordinator look at the software, but Fort Recovery has and will continue to participate in pilot programs for software that meet our

district goals. Of course, these pilot programs are evaluated by our technology committee and school leaders to make sure they will help our district achieve the goals we have set.

Our Elementary uses software/software packages like:

Math Traveler, Franklin Activities, Franklin Read, Pilgram Quest, Microsoft Office, Discovery Education, Quia, etc.

Our Middle School uses software/software packages like:

Microsoft Office, Quia, Weebles, Discovery Education, National Geographic, Study Island, Corel Draw, etc.

Our High Schools uses software/software packages like:

Geometer's Sketch Pad, CAD, Corel Draw, Photoshop, Microsoft Office, PageMaker, StarReading, Kurzweil, etc.

Most of our current software is delivered through client-server applications or directly installed on our PCs. Some of the applications listed are also web-based, and we're striving to add more web-based solutions.

Please see 4-4.doc in the attached documents section for additional ideas and details.

#### **How will we know we are getting there?**

The evaluation done by the technology committee, technology staff and district leaders will be measurable through the effectiveness of the software in many different areas.

The main goal for the use of any software in the district is to increase student achievement either directly or indirectly, so comparing student achievement before and after the software purchase or pilot program will be a strong indicator for the district.

End user feedback will help evaluate the effectiveness of our software evaluation process with use of software evaluation forms from our students and staff. The form asks participants to look at software both new and old to give us an idea of where we stand. This process should also help anticipate future needs related to educational software.

The staff's ability to understand the usefulness of any new software and how it can meet their needs will be another indicator that our software evaluation process is effective. Our entire evaluation process is based on providing them the best possible solutions, so if we're doing it right we should see students and staff alike finding the best software to fit the needs of their classes or projects.

Please see 4-4.doc in the attached documents section for additional ideas and details.

#### **How will we sustain focus and momentum?**

Focus and momentum will be sustained by continuing to use the district technology committee as the main evaluation source for any new software that has yet to be adopted or implemented in the district. Staff and student software feedback as well as training and support (already in place) will also be used to maintain focus and momentum.

Our technology staff will play a key role in sustaining focus and momentum with software in the district, too. The technology coordinator and technology integration specialist will attend technology conferences sponsored by organizations like eTech and SOITA to learn about new software as well as advanced uses or tools for existing software in our district. These new products will be presented to the technology committee while new uses and features of existing software will be presented to teachers and other staff through classes during our in-service training sessions as well as faculty and staff meetings. Also, sessions during our technology professional development time will be set up for teachers to share projects and ideas they have used with our staff members.

The district technology coordinator, technology integration specialist, and principals will stay up to date with the latest developments in software by attending conferences, reading trade magazines and journals, as well as subscribing to newsletters sponsored by software companies.

Please see 4-4.doc in the attached documents section for additional ideas and details.

## **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	3 - Adequate	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	3 - Adequate	4 - Advanced
Data security / integrity	3 - Adequate	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	4 - Advanced	4 - Advanced
Firewall	4 - Advanced	4 - Advanced
Filtering	4 - Advanced	4 - Advanced

#### How will we get there?

Network security is a high priority for the Fort Recovery Schools and we work hard to provide the highest levels of security possible without significantly interfering with quick access of data that is outlined in the technology plan as well as our continuous improvement plan.

The district technology coordinator and technology committee will work with the administrative team as well as our ISP to evaluate and update the acceptable use policy for both students and staff. The review and update process will be done regularly to include new security and procedures as technology continues to change. Appropriate disciplinary procedures will be worked out between the technology coordinator and building principals in the event of a violation of the acceptable use policy by a student or staff member.

For data protection the Fort Recovery Schools will implement the remote backup process offered by our ISP. All of our data will be sent from our server to our ISP's servers via our secure network connection. We will also do weekly local backups of our data with a rotation between two external hard drives and the unused hard drive will be stored in the safe. These backups will be scheduled to run automatically, so this process provides our district safe and secure remote as well as local backups for all of our data.

As viruses are a growing concern for our district, we've implemented a variety of software protection in our district. Vexira anti-virus was purchased and is used for real-time virus protection but we supplement Vexira with Ad-aware and Malware Bytes by periodically scanning PCs with them. Vexira is updated regularly and has a server database for the latest protection, while Ad-aware and Malware Bytes are updated on the machine before scanning.

Our ISP is used to ensure that our firewall, Internet filter, and e-mail protection are up to date and serving our needs properly.

Our technology coordinator is responsible for assigning rights, monitoring use and keeping logs of security changes on the network. Since our goal of network security is to ensure all users have adequate access to all systems to meet the educational needs of our students, our district has to walk a fine line. The technology coordinator will review each request for additional access and evaluate the appropriate levels of security for the requesting user.

Please see 4-5.doc in the attached documents section for additional ideas and details.

**How will we know we are getting there?**

District technology coordinator is in charge of monitoring all systems in our district. The logs and documentation kept on our systems will be reviewed to let us know if our security is at the level we want it to be according to our set goals.

A review of system down times, security breaches, virus acquisitions, as well as user access problems will be used by the district technology coordinator to evaluate our progress on system security.

We will also be in close communication with our ISP to see how our security and procedures to enforce the security compare to other similar districts in the area.

Please see 4-5.doc in the attached documents section for additional ideas and details.

**How will we sustain the focus and momentum?**

Our main goal for the security of our systems here at Fort Recovery Schools is be up to date on new threats and challenges to our network and system. Conferences and workshops as well as our ISP and other districts will be used to help ensure that we are adequately prepared for possible system threats.

In addition to having the proper systems and protections in place the district technology coordinator will monitor any information on possible virus/security threats. This information will be used to warn all stakeholders in the Fort Recovery district about these threats. The technology coordinator will attempt to raise awareness, so these threats are avoided by users in the district.

The district technology coordinator will continue to work with building principals to ensure that our acceptable use policy is understood by students and staff. During new staff and student orientations, the acceptable use policy will be discussed in detail. In addition, each year the building principals will remind students and staff to review the acceptable use policy as well as point out the main components.

Please see 4-5.doc in the attached documents section for additional ideas and details.

**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	1:450	1:200
Support Staff to Teachers	1:40	1:20
Support Staff to Computers	1:300	1:100
Support Staff to Buildings	2:3	3:3

	Where are we now?	Where do we want to go?
Average Response Time (Days)	.25	.25
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

**How will we get there?**

Our required support levels for the district are currently being met by the staffing in place at Fort Recovery Schools. However, the district is attempting to find ways way for the technology coordinator to have more time to work on strategic planning and professional development planning. In order to do this we will take a few of these concepts into considerations:

1. Part time technical support for after schools hours
2. Increased training and service levels of our student technology assistants
3. Increased technology integration specialist role during the day
4. Hire computer repair technician with end user support duties

Other options to help out with support and management will include using our computer manufacturers, software companies and our ISP. When purchasing equipment we will utilize warranties that include on-site repair, various replacement options, and next day service. Also, we will look for companies that offer help desk support for their

products. These steps should help reduce time spent on repairs and support of our technology.

Please see 4-6.doc in the attached documents section for additional ideas and details.

#### **How will we know we are getting there?**

To monitor our end user support services by looking into the following areas: response time for help and support request, technology use in the classroom, and request for new technologies. Tracking our support response times will indicate if we are maintaining or improving on our help request response time for the district. By monitoring the use of technology and requests for new technologies we can assure that teachers are confident in the current technology and attempt to move onto new technologies.

Our district surveys will be very useful for monitoring our technology support and management as well. The immediate feedback of these surveys is critical for finding out how well our technology staff is doing in the eyes on our technology end-users. The technology staff can use the honesty and opinions from these surveys to find ways to improve their support.

Please see 4-6.doc in the attached documents section for additional ideas and details.

#### **How will we sustain focus and momentum?**

Annually the overall effectiveness of our service support system will be evaluated and during the evaluation we will look for ways to improve our current processes.

During professional development sessions we will take time to present and share survey results (including the BETA survey) with staff to keep a continued focus on the response time and quality of service and support that is offered to them.

Through the administrative team and the board of education we will work to maintain the support and focus on technology. The board of education and the administrative team play key roles in allocating funds and supporting our technology. The funds and support they provide allow of technology staff to implement technical equipment rotation schedules as well as annual purchasing of new or updated technology. Having current and up to date equipment is vital in reducing the amount of problems experienced throughout the course of a school year.

In addition, our summer in-service week is designed to help teachers and staff members troubleshoot minor problems to reduce overall downtime and the workload of the support staff. This is done by offering technology classes where teachers get to work on and through problems they may see in the classroom or computer lab.

Please see 4-6.doc in the attached documents section for additional ideas and details.

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

### How will we get there?

Finding total cost of ownership isn't an exact science and it involves many factors for our district to consider. Our technology planning, budgeting and purchasing processes carefully consider the projected total cost of all systems including their entire life cycle in our district. We are fairly accurate with this process because we implement regular rotation cycles on equipment like computers, laptops, projectors, and servers. The technology committee and administrative team will consider implementing a rotation cycle for SMARTBoard equipment as we're currently purchasing them for a majority of our class rooms.

It is important to ensure that our district is fiscally responsible with the funds allocated by the board of education for technology when purchasing new equipment and systems for our schools. In order to be fiscally responsible we will need to work on establishing strong vendor relations, increase warranty life, utilize in-house repair skills, and other techniques to get the best pricing as well as long lasting products.

Extra considerations will also be taken when purchasing large quantities of technology devices. For example, when making larger purchases we will attempt to get similar models for the following reasons:

1. Better pricing for large quantities.
2. Similar equipment will have interchangeable parts
  - A. Reduces repair and maintenance cost
  - B. Reduces time spent on repairs
3. Spare parts for out of warranty products

In addition, we will also negotiate a buy back program with our computer vendor. As computers come off of rotation, the vendor will buy back the older computers for a pre-determined price. This process will help offset the cost of purchasing new computers as well as eliminate the need to pay for disposal of older equipment.

As part of the laptop rotation, we will continue to look for the most durable brand as well as the best warranty. Because of the risk involved with using laptops in a classroom setting, we will look for companies that offer "no fault" warranties to cover accidental damage. We will also consider extended warranties and insurance coverage for other portable equipment that is susceptible to accidental damage.

Please see 4-7.doc in the attached documents section for additional ideas discussed by the district technology committee.

### How will we know we are getting there?

The main focus that our board of education, administrative team and technology committee has when looking into our district's TCO is the cost burden of technology compared to the overall return provided by that technology.

They are still two key returns everyone is looking for from our investment in technology:

1. Increased student achievement
2. Increased efficiency of procedures and operations

Our progression towards increased student achievement and increased efficiency will let the district know that our process for incorporating TCO is working. The board of education, administrative team and technology committee

will judge our progress as we work towards these goals.

However, other key information like survey results, system down time and maintenance logs will also be indicators of the return of our technology investments.

Please see 4-7.doc in the attached documents section for additional ideas discussed by the district technology committee.

#### **How will we sustain focus and momentum?**

All key stakeholders will be kept informed throughout the processes of planning, budgeting, and purchasing of all technology. This communication will help maintain focus and momentum on getting the best return possible in the terms of student achievement and efficiency of processes and operations for our investment in technology.

The district technology committee will be involved in the planning stage. They will look at products and services and make recommendations to the technology staff and administration. The technology staff will then draft a budget that includes projections of the total cost of items throughout their lifetime. That budget will then be presented to and reviewed by the board of education.

Through this process the district technology coordinator will reinforce to the technology committee and board of education that we are looking for increased student achievement and increased efficiency of processes and operations as the return of the investment in technology. Each year, as the planning and budgeting process is carried out, the previous year's return on investment will be presented. Achievement test scores, survey results, and time spent by employees on processes will be presented to the technology committee and board of education.

Please see 4-7.doc in the attached documents section for additional ideas discussed by the district technology committee.

## Budget and Planning

### 5.0 Budget

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

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	10,000	10,000	10,000	10,000	30,000
Hardware	80,000	70,000	70,000	70,000	210,000
Student Data Administrative Systems	2,000	1,500	1,500	1,500	4,500
Software	10,000	7,000	7,000	7,000	21,000
Security	5,000	4,000	4,000	4,000	12,000
Technology Staffing/Support	75,000	70,000	70,000	70,000	210,000
Professional Development	3,000	2,500	2,500	2,500	7,500
Consumables	1,000	1,000	1,000	1,000	3,000
Additional					0
<b>Total</b>	<b>186,000</b>	<b>166,000</b>	<b>166,000</b>	<b>166,000</b>	

*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?*

Many stakeholders play an important role in the budget process for technology at Fort Recovery. The technology coordinator determines the available funds according to the amount of money from the board of education allocation, eTech Ohio funds, and any grants available to the district.

From there the district technology coordinator looks at the needs the district technology committee and administrative team have identified. Those needs along with equipment replacement needs that are determined by the district's computer replacement policy are used to estimate the expenses.

If the expenses exceed the resources available, the district technology committee and the administrative team will be asked to prioritize the needs. Once a solution is agreed upon a budget is presented to the board of education. The budget includes the needs that will be funded and what needs that will still exist. The board of education can then decide if funds from the district's general fund are available to allocate to technology.

#### How will we get there?

Working to continually fund technology expenses, the technology coordinator, district technology committee, administrative team, and board of education all work together to find as many resources as possible to cover all the needs of our district. The board of education allocates a generous amount of money from the general fund each year for technology expenses. Grants from eTech Ohio as well as other state and national organizations are also looked into yearly for more options to gain funds.

E-Rate continues to help with the following eligible services: Internet service, VOIP, POTS, PRI, Long Distance, and web hosting. Cell phones have become a non-issue as we have gone to everyone using their personal cell phones instead of having district owned cell phones.

Economically, our technology team is always looking for ways to free up funds for new technology or for the district's general fund. Working through suppliers to reduce the cost of technology related consumables as well as performing preventive maintenance on technology equipment all help cut costs. In addition, we always consider leasing as an option to reduce costs when considering large purchases. Free web-based applications that meet our needs reduce cost in software, while virtual workstations cut cost on computer purchasing and district energy costs.

## Appendix A - Additional Documents

<b>Description</b>	<b>Name</b>	<b>Date Submitted</b>
<u>2.8 Reference</u>	2.8Reference.doc	February 25, 2009
<u>4.1 doc</u>	4.1.doc	April 16, 2009
<u>4.2 doc</u>	4.2.doc	April 16, 2009
<u>4.3 doc</u>	4.3.doc	April 16, 2009
<u>4.4 doc</u>	4.4.doc	April 21, 2009
<u>4.5 doc</u>	4.5.doc	April 21, 2009
<u>4.6 doc</u>	4.6.doc	April 21, 2009
<u>4.7 doc</u>	4.7.doc	April 21, 2009
<u>Technology Benchmarks</u>	TechBenchmarks.xls	May 29, 2009