

Educational Technology Plan for Montpelier Ex Vill SD - 045526

School Years:

2009-10

2010-11

2011-12

eTech Ohio Certified on May 08, 2009

Certification Period: July 1, 2009 - Jun 30, 2012

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

TABLE OF CONTENTS

Pre-Planning

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

Curriculum Alignment & Instructional Integration

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

Technology Policy, Leadership and Administration

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

Technology Infrastructure, Management and Support

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

Budget and Planning

- 5.0 Budget

Appendix A - Additional Documents

Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
Community/Business Leader
Library/Media Specialist
Parent
Principal
Superintendent
Teacher
Technology Coordinator
Technology Support
Treasurer

Approvers:

Jim Lee (Technology Coordinator/Director)
Homer Hendricks (Treasurer)
Jamie Grime (Superintendent)

1.1 Overview of TPT Planning Framework

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

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

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

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

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

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

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

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

1.2 Review Current Technology Plan

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

Are any of these goals no longer relevant?

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

It is difficult to reflect and say that our current plan was not realistic. We spent many hours researching, writing, and analyzing data to construct the current technology plan. Some technology has fallen by the wayside and has been replaced with newer technologies such as various interactive devices, web based video on demand, web based applications, and updated computer software. At the time, our goals and intentions were realistic.

In 2006 we moved into a new preK-12 school building, but the impact of the technology in the new facility was unknown. Also it was difficult to perceive the magnitude of technological change over a three year period and the impact of this change on the technology in our new building. The building of the preK-12 building has provided a sufficient infrastructure to address our current needs and most of our future goals.

We have made significant progress toward meeting many of our goals. We have implemented many web based applications and improved the use of web bases applications to communicate with parents and make information more available to all users. Although specific items in our goals may be obsolete, the general goals of our plan

are still very relevant.

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?

Much of the current technology plan is still relevant. Even though staff development is addressed, this component continues to be one of the weakest aspects of our plan and needs to be strengthened. Currently, many training resources are made available for staff members; but whether from lack of time or motivation, they are not being used to their full potential. Accommodations for the training in our new preK-12 building will have to be added to insure that the technology included in the new building are utilized properly.

Another component of the plan that needs to be addressed is in the acquisition and updating of technology. Even though our plan addressed this, the technology available is continually changing. For example, our plan did not discuss the utilization of energy efficient devices and presentation based technologies.

1.3 Vision/Mission

A. Vision

Technology incorporated into the preK-12 school building will continue to have a positive impact on student learning and community relations. Students, staff, and community will all benefit from the various technologies available.

Technology will enable instructors to better meet the needs of individual students by engaging students in a number of learning styles. Teachers will also promote the active use of technology by students. Students will use technology as a tool to acquire, develop, and reinforce a variety skills. Electronic resources will serve as a tool to manipulate information. Learners will use technology to acquire, evaluate, and apply information to solve problems. A variety of technologies will be used by learners to present their information. Learning will become the constant and time the variable as teachers and students utilize appropriate technologies in the learning process. Through educational experiences in the educational process, the school will provide a more technologically skilled work force. Effective career education will be enhanced by a positive working relationship between the community and the schools.

Various web based technologies will enhance the collaboration and communication between the community and the school. The community will have access to various electronic resources on the internet as a source of communication and information.

A final consideration is a realization is that this vision is not focused on the present but the future. Continual evaluation and adaptations to the plan will be required to keep pace with the rapid developments in technology. Technology should reflect the changes in technology being used in Post Secondary Education, Business, and Society.

B. Mission

The Montpelier Exempted Village School System is determined to provide students and other members of the learning community with opportunities and tools to master skills needed in the twenty-first century. The use of technology in everyday learning shall be one of those opportunities. Learning and utilizing the appropriate use of technology is one of the tools needed in the new millennium.

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.

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

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2010-11
Fine Arts	In Progress	2011-12
Foreign Language	In Progress	2011-12
Mathematics	In Progress	2010-11
Science	In Progress	2010-11
Social Studies	In Progress	2010-11
Technology (specific course)	Complete	2008-09
Other Content Areas	In Progress	2011-12

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

How will we get there?

Teachers in the content areas such as Language Arts, Math, Science, and Social Studies will incorporate technology standards into their curriculum. Technology specific courses will continue to be providing students with skills reflected in Ohio's Technology Standards. To assist teachers in this process, technology standards for each grade level will be summarized and a list of skills will be made available for reference. A scope and sequence for each grade level will be provided to assist staff in the implementation process. Professional development will be provided to make teachers more aware of the standards required at each grade level and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction. Tracking progress of teacher staff development will be determined in a variety of methods. One method would be the monitoring Moodle Online Workshops provided by the district. LPDC records will also assist in monitoring attendance to workshops outside of the district.

A key goal is to incorporate technology across the curriculum in all content areas. Interdisciplinary projects are encouraged at all grade levels.

How will we know we're getting there?

Lesson plans developed by teachers should not only include standards from the core academic areas such as Language Arts, Math, Science, and Social Studies, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can reference throughout the school year. This checklist will help teachers determine what technology skills are required at each grade level and allow them to verify completed standards as they are covered. By teaching the appropriate standards, students will demonstrate the technological skills and attitudes which align with the appropriate technology standards.

How will we sustain focus and momentum?

In order to sustain our focus we will annually evaluate our technology plan and the professional development program that supports the plan. Instructing teachers is key to the successful integration of technology. The current negotiated contract provides for 2 hours of release time each semester for staff development in the area of technology. In the past, this staff development has been voluntary, however making staff development mandatory may become necessary if requirements are to be met.

The district will continue to use Professional Development Funds to help support ongoing staff development in the summer and after school hours. We will also continue to work with The University of Findlay to offer graduate credit for these staff development offerings.

The district will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs that supply staff to provide on-site training for teachers as well as model the integration of technology in the classroom.

The type of staff development offered by the district both during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development program current and relevant?
- 3) Is the staff development program meeting the needs of the staff and district?

If the answer to any of the above questions is negative then the necessary steps need to be considered to evaluate and change what staff development are offered.

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	2.0	2.5
K-2	3.0	3.5
3-4	3.0	3.5
5-7	3.0	3.5
8-10	3.5	4.5
11-12	3.5	4.5

How will we get there?

Students k-12 will use computers for more than just "glorified" typewriter services. Students will use technology to acquire information, process information, and enhance presentation of learned material. The technology scope and sequence will assist teachers in the incorporation of technology into the English/Language Arts curriculum.

Students will use various technologies to acquire information. These technologies may include, the internet, the use of electronic devices for acquiring data. Students will use a variety of applications to analyze and process this information and/or data. These may include the use of applications such as Microsoft Excel or other applications specific to the hardware being used. After the processing of data and information, students will use various applications and technologies to present and share their results. These may include, creating DVD-ROM videos, presentations with the use of projectors, etc...

To reach these goals, staff development will be vital. The school district will continue to offer summer staff development in the use of various technologies and look for ways to develop staff development opportunities during the school year. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration.

To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 3 or more Computers will be placed in each classroom
- Fixed and mobile labs will be provided for student use
- Appropriate computer software and web based applications will be made available to teachers and students such as Turnitin.com, Accelerate Reader, and Turning Point
- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

In order to make sure that state technology standards are met a check list of grade level standards will be used to determine if appropriate skill are being taught at the various grade levels. This checklist will be posted on the school's web page and used for the duration of the current technology plan. Various survey tools will also be used to determine if goals are being attained. Additionally to be sure we are achieving these goals, teachers will be encouraged to teach using the State Technology Standards. Further, the district will be encouraged to implement computer-training skills and courses at a level below the 8th grade. Teachers should collaborate in teaching teams to be sure students are receiving necessary and proper technology instruction for their grade level. Further over site will be informally tracked by the Technology Committee and technical staff.

How will we sustain focus and momentum?

Refresher courses each year using available technologies including SMART boards, SMART ideas software, Turnitin.com, etc. will be provided to encourage teachers to incorporate or continue incorporating these tools into their lesson plans.

Technology will be available and teachers should be encouraged to use it, not discouraged through stringent and unnecessary usage rules. However, training will be provided, encouraged, and required to use available technologies. The technical staff will continue to encourage students and staff in using various technologies.

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	1.0	1.5
K-4	1.0	1.5
5-8	1.5	2.5
9-12	1.5	3.5

How will we get there?

Teachers in the fine arts areas will incorporate technology standards into their curriculum. Technologies already available will be used provide students the opportunity to learn skills in the use of technology in the Fine Arts. Examples may include:

- Graphic Art courses use of photo editing applications such as Adobe Photoshop or Adobe Illustrator.

- Drama courses use of video editing applications to produce video using iMovie, Movie Maker, or Adobe Premiere.

- Music courses use of midi keyboard and software to create and produce works of music.

To assist teachers in this process, the appropriate technology standards will be summarized and a list of skills will be available for teacher reference. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration.

To meet these goals:

- Classrooms are currently equipped with a SMART Board

- Music Courses are currently provided a mini lab equipped with midi keyboards and computers with applicable software.

- Teachers will be provided a notebook computer connected to the internet and a projector

- Appropriate computer software and web based applications will be made available to teachers and students

- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

Lesson plans developed by the fine arts teachers should not only include academic standards from their area, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. A scope and sequence for each grade level will also provide teachers with a tool to assist them in this process. This checklist / scope and sequence will be posted on the school's web page and used for the duration of the current technology plan. Teachers will learn to integrate appropriate technology into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate technology standards.

How will we sustain focus and momentum?

Proper instruction of the teachers is key to the successful integration of technology. All teachers in the fine arts areas will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn how to integrate technology into their curriculum.

The district will continue to use various Professional Development Funds to provide the fine arts staff with opportunities to gain new skills such as using interactive whiteboards and multimedia.

The fine arts staff will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they will supply staff for on-site, one-on-one training of teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs.

The type of staff development offered to foreign language teachers both during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development current and relevant?
- 3) Is the staff development meeting the needs of the staff and district?

If the answer to any of the above questions is negative, then we need to evaluate and change the staff development program.

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

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

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

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

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

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

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

How will we get there?

Teachers in foreign language will incorporate technology standards into their curriculum. To assist teachers in this process, the appropriate technology standards will be summarized and a list of skills will be available for teacher reference. A scope and sequence by grade level will also be provided to guide teachers in the implementation of technology into their curriculum. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration.

To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 3 or more Computers will be placed in each classroom
- Fixed and mobile labs will be provided for student use
- Appropriate computer software and web based applications will be made available to teachers and students
- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

Lesson plans and targeted goals developed by foreign language teachers should not only include academic standards from their area, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. This checklist will help teachers to determine what technology skills are required and allow them to check standards off of the list as they cover them. This checklist will be posted on the school's web page and used for the duration of the current technology plan. Various surveys will also be used to gather information about the integration of technology into the curriculum. By integrating appropriate technology into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate technology standards.

How will we sustain focus and momentum?

Teaching teachers is key to the successful integration of technology. The foreign Language staff will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn how to integrate technology into their curriculum.

The district will continue to use various Profession Development Funds to provide the Foreign Language Staff with opportunities to gain new skills such as using interactive whiteboards and multimedia. These programs will not only teach skills in using the technology, but they will also assist teachers in incorporating the technology into the curriculum.

The foreign language staff will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they will supply staff to provide on-site, one-on-one training for teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs.

The type of staff development offered to foreign language teachers both during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development current and relevant?
- 3) Is the staff development meeting the needs of the staff and district?

If the answer to any of the above questions is negative then further evaluation will be required to meet the expectations of the staff development program.

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

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

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Mathematics teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would

qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

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

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

Current Levels of Technology Integration in Mathematics

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	2.0	2.5
3-4	3.0	4.0
5-7	2.0	4.0
8-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

Math teachers will incorporate technology standards into their curriculum in various ways. To assist teachers in this process, the appropriate technology standards will be summarized and a list of skills will be available for teacher reference. A scope and sequence by grade level will also assist teachers in the implementation of technology into the Math curriculum. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction.

Professional development in the various technologies will be essential for integration. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration. To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 3 or more Computers will be placed in each classroom
- Fixed and mobile labs will be provided for student use
- Appropriate computer software and web based applications will be made available to teachers and students
- A 1gb network will provide connectivity to network resources and the internet.
- Updated calculators
- Various types of math software such as Accelerated Math, and Turning Point.

How will we know we're getting there?

Lesson plans developed by math teachers should not only include academic standards from their area, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. This checklist will help teachers to determine what technology skills are required and allow them to check standards off of the list as they cover them. This checklist will be posted on the school's web page and used for the duration of the current technology plan. Various surveys will also be used to determine needs and successes of the integration of technology into the Math curriculum. By integrating appropriate technology into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate technology standards.

Other methods of monitoring progress may include:

- 1) Student goal-setting charts
- 2) Teacher assessment of student learning
- 3) Administration observation of teaching practices
- 4) Progress toward meeting technology standards
- 5) Analyzing the results of standardized test scores

How will we sustain focus and momentum?

Staff development is key to the successful integration of technology. Math teachers will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn how to integrate technology into their curriculum.

The district will continue to use various Profession Development Funds to provide the math teachers with opportunities to gain new skills such as using interactive whiteboards and multimedia. These programs will not only teach skills in using the technology, but they will also assist teachers in incorporating the technology into the curriculum.

Math teachers will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they will supply staff to provide on-site, one-on-one training for teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs. The type of staff development offered to math teachers both during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development current and relevant?
- 3) Is the staff development meeting the needs of the staff and district?

If the answer to any of the above questions is negative, then we need to evaluate and change the staff development program.

Teachers will be encouraged to collaborate and share ideas regarding the integration of technology into the curriculum.

It will also be essential to address budgetary needs to increase the availability of technology and to maintain the working status of current technology. Open communication is needed between staff members to make sure the budget is being utilized effectively.

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

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

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

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

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

Current Levels of Technology Integration in Science

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	2.0	2.5
3-5	1.5	2.5
6-8	2.0	3.5
9-10	2.0	3.5
11-12	2.0	3.5

How will we get there?

Teachers in science will incorporate technology standards into their curriculum. To assist teachers in this process, appropriate technology standards will be summarized and a list of skills will be available for teacher reference. A scope and sequence by grade level will also be provided to assist staff in this implementation process. This scope and sequence will be posted on the school's web page and used for the duration of the current technology plan. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration. To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 3 or more Computers will be placed in each classroom
- Fixed and mobile labs will be provided for student use
- Appropriate computer software and web based applications will be made available to teachers and students
- Scientific tools such as digital microscopes and measuring devices have been provided.
- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

Lesson plans developed by science teachers should not only include academic standards from their area, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. Surveys will also be used to measure progress in the implementation process. This checklist will help teachers to determine what technology skills are required and allow them to check standards off of the list as they cover them. By integrating appropriate technology into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate technology standards.

How will we sustain focus and momentum?

Proper instruction of teachers is key to the successful integration of technology. The science staff will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn how to integrate technology into their curriculum.

The district will continue to use various Profession Development Funds to provide the science staff with opportunities to gain new skills such as using interactive whiteboards and multimedia. These programs will not only teach skills in using the technology, but they will also assist teachers in incorporating the technology into the curriculum.

Science teachers will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they will supply staff to provide on-site, one-on-one training for teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs.

The district will continue to use Professional Development Funds to help support ongoing staff development in

the summer and after school hours. We will also continue to work with The University of Findlay to offer graduate credit for these staff development offerings.

The district will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs that supply staff to provide on-site training for teachers as well as model the integration of technology in the classroom.

The type of staff development offered to science teachers during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development program current and relevant?
- 3) Is the staff development program meeting the needs of the staff and district?

If the answer to any of the above questions is negative then additional steps need to be considered to evaluate and change the staff development program.

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

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

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

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

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

Current Levels of Technology Integration in Social Studies

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

2.0 Adoption - Use new technology to support traditional instruction.

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	1.5
K-2	2.0	2.5
3-5	2.0	2.5
6-8	3.0	4.5
9-10	3.0	4.5
11-12	3.0	4.5

How will we get there?

Social Studies teachers will incorporate technology standards into their curriculum. To assist teachers in this process, the appropriate technology standards will be summarized and a list of skills will be available for teacher reference. A technology scope and sequence will also provide teachers with a tool to assist them in implementing technology into their curriculum. This scope and sequence will be posted on the school's web page and used for the duration of the current technology plan. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards and skills into their instruction. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration.

To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 3 or more Computers will be placed in each classroom
- Fixed and mobile labs will be provided for student use
- Appropriate computer software and web based applications will be made available to teachers and students
- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

Lesson plans developed by social Studies teachers should not only include academic standards from their area, but technology standards as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. This checklist will help teachers to determine what technology skills are required and allow them to check standards off of the list as they cover them. Various surveys will also be used to measure the success of implementing technology into the Social Studies curriculum. By integrating appropriate technology into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate technology standards

How will we sustain focus and momentum?

Teaching teachers is key to the successful integration of technology. Social Studies teachers will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn how to integrate technology into their curriculum.

The district will continue to use various Professional Development Funds to provide Social Studies teachers with opportunities to gain new skills such as using interactive whiteboards and multimedia. These programs will not only teach skills in using the technology, but they will also assist teachers in incorporating the technology into the curriculum.

Teachers will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they will supply staff to provide on-site, one-on-one training for teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs.

The type of staff development offered to Social Studies teachers during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development program current and relevant?
- 3) Is the staff development program meeting the needs of the staff and district?

If the answer to any of the above questions is negative then additional steps need to be considered to evaluate and change the staff development program.

Students and teachers should be encouraged to use the available technology through appropriate training and refresher courses.

2.8 How Are You Teaching Students About Technology Itself?

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

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

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

administration, etc.

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

Activity

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

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	3.0	3.5
3-5	2.5	3.5
6-8	3.0	4.0
9-10	2.5	4.0
11-12	2.5	4.0

How will we get there?

Teachers in technology classes such as keyboarding and applications will not only incorporate technology standards into their curriculum but standards from other content areas as well. To assist teachers in this process, appropriate technology standards will be summarized and a list of skills will be available for teacher reference. A scope and sequence by grade level will also assist teachers and staff in implementing technology into the educational process. Professional development will be provided to make teachers aware of the standards and the skills needed by students to reach those standards. Teachers will also be presented with strategies and examples on how to incorporate standards from other content areas into their instruction. Coordination of staff development will be the responsibility of the Technology Coordinator, Media Director, and the Administration.

To meet these goals:

- Classrooms are currently equipped with a SMART Board
- Teachers will be provided a notebook computer connected to the internet and a projector
- 1 instructional lab and a Multimedia lab are available for instructional use
- 2 computers labs are available for teachers to use with their students
- 4 notebook carts are available for teachers to use with their students
- Appropriate computer software and web based applications will be made available to teachers and students
- A 1gb network will provide connectivity to network resources and the internet.

How will we know we're getting there?

Lesson plans developed by technology teachers should not only include technology standards, but standards from other content areas as well. Technology staff will create a checklist of technology standards that teachers and administrators can refer to throughout the school year. This checklist will help teachers to determine what technology skills are required and allow them to check standards off of the list as they cover them. This checklist will be posted on the school's web page and used for the duration of the current technology plan. A technology scope and sequence will also be provided to assist staff in working with students to learn skills set forth by the Ohio Technology Standards. By technology teachers integrating appropriate technology and integrating standards from other content areas into the curriculum, students will demonstrate technological skills and attitudes which align with the appropriate standards from various content areas.

The technology and media staff will work with administrators and the technology committee to evaluate outcomes by using various methods. These evaluations may include surveys and other observations.

How will we sustain focus and momentum?

Teaching teachers is key to the successful integration of technology. The teachers of technology will use the current negotiated contract which provides for 2 hours of release time each semester for staff development to learn new available technologies and how to incorporate standards from other content areas into their curriculum.

The district will continue to use various Profession Development Funds to provide the technology teachers and staff with opportunities to gain new skills such as using interactive whiteboards and multimedia. These programs will not only teach skills in using the technology, but they will also assist teachers in incorporating the technology into the curriculum.

The technology teachers and staff will also take advantage of staff development programs offered by NWOCA and NWOET. Both organizations have programs where they supply staff to provide on-site, one-on-one training for teachers. These offerings will allow staff development to be customized to meet teacher and curriculum needs.

The type of staff development offered to technology educators during the contracted times and after school hours will reflect the changing needs of the staff and the district. Evaluation will be ongoing and ask the following questions:

- 1) Does the staff development scheme appropriately implement technology into the curriculum and offer the staff the critical technical skills to teach the necessary standards?
- 2) Is the staff development program current and relevant?
- 3) Is the staff development program meeting the needs of the staff and district?

If the answer to any of the above questions is negative then additional steps need to be considered to evaluate and change the staff development program.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

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

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

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

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

How do we get there?

What are the steps for policy development?

The implementation of new technology into the district is often informal but still follows simple guidelines which have been developed. Questions to be asked before implementation takes place:

- 1) Does the technology fit into the overall goals of the school district?,
- 2) Does the technology fit into the overall goals of the district's technology plan,
- 3) Does the technology fit into the existing infrastructure of the building,
- 4) Does the technology address the educational need of students, staff and community?

If the answer to two or more of the above is yes, the technology is then explored and further researched and considered by the administration and technology/media staff. Once the technology has been researched and it has been decided that it be a valuable tool the technology is implemented using the following plan:

- 1) Teachers/staff are selected to pilot the implementation of the technology
- 2) Teachers/staff piloting the technology are provided with training in the use of the technology
- 3) Teachers/staff piloting the technology use the technology for a period of time to determine if the technology is worth the cost of implementation
- 4) If the technology is deemed to be worth the cost of implementation then the remaining staff is trained accordingly. NOTE: This may be the most vital step in successful implementation of technology.

Depending on the technology, this process may take place over a period of 2-3 years or longer. Examples of extremes in this process may include:

- 1) Implementation of the phone system and security system was part of the new building and was implemented over a period of just a few months
- 2) Implementation of SMART Boards and TurningPoint has take place over a 3 year period and will continue to take place over the 3 years.
- 3) Implementation of Online Course Management such as Moodle may take several years.

Ultimately the Technology Coordinator and the Media Director are responsible for developing and maintaining the policies regarding the process involved in the implementation of new technologies. The Technology Coordinator and Media Director then work with the District Treasurer and administration in funding this implementation. This process is to be discussed each time the district's technology plan is reviewed and revised to determine its effectiveness and to determine if the process should be revised.

How do we know we are getting there?

Who will be responsible for monitoring the process?

Monitoring the process of policy development will be a cooperative effort between the technology staff, the media staff, the administration, and the technology committee. Progress will be monitored through formal surveys such as the BETA and other local surveys. It will also be monitored through informal observations. Key questions in the informal observation process may include:

- 1) Is the technology getting used? Why or why not?
- 2) Does the technology impact student learning? Why or why not?
- 3) Does the technology impact the everyday operations of the school? Why or why not?

Various measurements will be used to determine the effectiveness of policies. These may include both milestones and benchmarks that can be directly measured and those that are more subjective. Objective measurements may include student achievement, financial considerations, and actual usage of technology. Subjective observations may include informal discussions with stakeholders or general observations of those individuals responsible for implementation.

Information regarding policy implementation will be shared with stakeholder by both staff development and electronic resources such as e-Mail or web pages.

How do we sustain the focus and momentum?

A description of supporting policy development may include answers to the following questions:

Information regarding policy implementation and change will be shared with stakeholder by both staff development and electronic resources such as e-Mail or web pages. It is important to consider the needs and concerns of all stakeholders in the development and maintenance of policies regarding the implementation of technology. Attention to maintaining policy needs will be the responsibility of the technology coordinator and the media director. They shall work together and continually ask the question: Is this process working? Indicators that may show that it is not working may include:

- 1) the implementation of new technology is not occurring
- 2) there is conflict between staff or students and those responsible for implementing technology.

If there are indications that current policies are not working and need to be revised, the technology coordinator and the media director will work with the Technology Committee and administration to attempt to resolve conflicts and make policy revisions if necessary.

It is vital that the technology plan and various policies within the plan are evaluated and revised more often than the 3 year interval mandated by various agencies. Even though the plan may not be rewritten and resubmitted, minor changes should be addressed and made to the plan annually.

3.2 Analyzing District Leadership

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

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

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

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

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

H. Professional practice	Exploration	Transformation
--------------------------	-------------	----------------

How do we get there?

The district administrators use email as a primary form of communication with each other. District administrators are expected to be competent in the use of educational technology. Administration has provided the access to professional development for teachers in various aspects of the integration of technology into the curriculum.

Administrators will continue to emphasize technology use with their teachers through group discussions and one-on-one meetings. They will take an active role in the implementation and provide staff with examples of how technology can be used in education. Administrators will continue to use email as their primary method of written communication with teachers and staff members.

The administrators will require ongoing professional development to assist them in becoming technology role models. They need to stay current with available programs and software, as well as the usage of innovative technologies such as smart boards and Online Learning using software such as Moodle. To help them stay current with technology, administrators will be provided with the opportunity to attend various conferences such as eTech, administrative conferences, local technology workshops, and workshops provided by other agencies such as NWOCA or NWOET.

How do we know we are getting there?

Administration uses various observations and registration for professional development as monitoring tools to measure the progress of the implementation of technology integration into the curriculum. Teacher requests for additional technology are also used to monitor the progress of implementing technology into our curriculum. The feedback gathered shows an increase of usage of technology implementation as teachers integrate technology into the curriculum.

During the annual evaluation of administrators, they will be evaluated in terms of their support and usage of technology and the integration of technology into our curriculum.

How do we sustain the focus and momentum?

Administration supports the use of technology by the administrators and the teachers through ongoing professional development. Increased options for professional development offer teachers and administrators a wider array of technology innovations to use in the integration of technology into the curriculum.

The technology coordinator will assist in designing professional development and securing instructors to facilitate the sessions. The professional development program will include after hours classes and summer sessions to assist in the propagation of technology into the curriculum.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	5%
Acquisitions/Procurement	1%	1%
Deployment/Implementation of Technology	10%	10%
Maintenance & Repair	50%	30%
End-user Technical Support & Training	15%	20%
Curriculum Alignment & Instructional Integration	5%	15%
Fiscal Management/Grant Applications	1%	3%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	3%	6%
Policy Development, Monitoring & Enforcement	1%	1%
Evaluating New/Emerging Technologies	3%	3%
Other	5%	5%
Total	100%	100%

Other (please describe):

The technology and media staff will strive to spend more time working with teachers and students in the classroom. This time will be used to act as a resource for assisting in the incorporation of technology into the curriculum and showing ways that technology can be used as a tool to make both students and staff more productive.

How will we get there?

The district will support the technology coordinator by maintaining adequate staffing for the various technologies. This will include a full time Technology Assistant position and providing media aides to assist in implementing various media technologies. The school shall continue to use student assistants to help in the maintenance of hardware and to assist teachers whenever possible. By doing so, the technology staff should have more time to work directly with staff in the implementation of technology.

Professional development for the technology positions and media director will include:

- 1) Providing funding and release time for attendance to the state technology conference,
- 2) release time for attendance to local technology coordinator meetings and media director meetings, and
- 3) review literature which applies to technology.

How will we know we are getting there?

School Dude's IT direct software will be vital to measuring the effectiveness of the time spent by the technology staff in supporting technology. The software has the ability to monitor IT requests for all types of support. The software will be able to report to stakeholders the person who resolves technical issues such as repairs or simply assisting a teacher on learning a new skill. Ideally, reports should indicate that the technology coordinator and technology assistant are spending less time fixing and more time assisting. Additionally the Internet application will provide feedback and accountability to the technical staff.

How will we sustain focus and momentum?

The district will support the Technology Ccoordinator by maintaining adequate staffing for the various technologies. This will include a full time Technology Assistant position and providing media aides to assist in implementing various media technologies. The district will continue to support ongoing professional development of the technology coordinator, the technology assistant, and the media director.

It is vital that the time commitments of the technology staff be evaluated and revised more often than the 3 year interval of revising the technology plan. Even though the plan may not be formally rewritten and resubmitted, evaluating time commitments should be ongoing and adjusted accordingly.

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

ACTIVITY 2:

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

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

How will we get there?

The infrastructure is in place for the increases indicated. This infrastructure is the result of the cooperation of the community, the OSFC, the ITC, and district staff. This network provides access to data, video, and telecommunications. The network includes the following:

- 1) Data and internet speeds up to 1 gigabit
- 2) Secure wireless connection throughout the building
- 3) Voice over IP
- 4) IP video conferencing
- 5) Connection to the ITC/ISP via fiber
- 6) Fiber to Superior Building to support security and telephone systems as well as extend the LAN to this remote facility.
- 7) Future upgrades may include extending connectivity to the current Fieldhouse/Football stadium by either fiber or wireless.

Professional development is needed to create awareness and also to educate staff in the implementation of these various technologies.

How will we know we are getting there?

The district's technology staff and the ITC staff will continue to monitor and maintain the district's network. The district's stakeholders will be continually informed via e-Mail, Web Pages, and staff development about various concerns, upgrades, and down times to networking and telecommunications.

Indicators of progress will be used to monitor and measure the return of investment into networking and telecommunications. By reducing downtime, increasing connectivity speeds, and increased usage by stakeholders, the Montpelier Technology Committee believes it possible to measure its success in these areas.

Key indicators of progress include:

- 1) fewer support calls - locally this is tracked by an Internet application called SchoolDude, which provides reports and accountability of the support staff
- 2) increased usage of technologies such as United Streaming and distance learning activities
- 3) fewer and shorter network down times

How will we sustain focus and momentum?

The construction of the new preK-12 building addressed many of the concerns in regards to the reliance and capacity of the converged network. Technologies include

- 1) Voice over IP - 3Com, NBX
- 2) 1 gigabit switches in all wiring closets
- 3) fiber connecting all IDF to the MDF
- 4) extra fiber has been run from the MDF to all IDFs to address future needs
- 5) VLANs have been setup on switches to separate network traffic

Monitoring the networks reliability and capability will be a shared responsibility between (ITC/ISP) and the local technology staff.

4.2 Access to Technology

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

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

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

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student Ratio (1:n)	1:2	1:2
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

In order to facilitate the implementation of new and emerging technologies, we will first identify these technologies by attending eTech conferences, reading professional journals, researching online sites, and previewing promotional literature. We will select staff members that would be potential users of the technology to pilot the programs. The users would evaluate the potential technologies based on the effectiveness of the tool with regard to alignment to curriculum and usability in the classroom.

Currently existing technology ranges from 15 year old monitors to state of art SMART Tables.

The Montpelier Technology Planning Committee has decided to put computer technology on a replacement plan.

-Servers - Replace every 5 to 6 years

-Laptops - Replace staff laptops every 3 years and make replaced laptops available for student use.

-Desktops - Replace office and lab computers every three years and place old computers in classrooms and other locations as needed.

-Peripherals - Replace/Upgrade as needed.

As replacements/upgrades are done we feel that it is important to replace old equipment with equipment that is more energy efficient and environmentally friendly.

We feel it is more important to replace and keep current the number of workstations than to expand their number.

We feel that the budget is at or near the limit of what it can effectively support. These factors led to the decision to maintain the number of computers in the district near 500 computers or a 2:1 student:computer ratio.

How will we know we are getting there?

Evaluation of existing technology will be accomplished through informal observations and discussions and through formal surveys and formal Technology Committee reviews.

More importantly, it shall be ongoing with no start date and no end date. Although the technology plan is required every three years, planning will not take place every three years. Planning will be ongoing. Technology changes rapidly and therefore the Technology Committee needs to be able to respond quickly and effectively. A three year budget shall be established, but will be addressed yearly to keep it current and timely.

Procurement and upgrading technology shall be the responsibility of the Technology Coordinator and the Media Director. They will ensure that purchases are within the established budget and that purchases meet the needs established by the technology plan. Guidelines will be established to determine if hardware should be upgraded or replaced and updated annually.

For example, an existing desktop computer should meet the following requirements before being repaired:

1) CPU of 1.1GHz or better. If the computer does meet this specification, it should be replaced in most circumstances.

The following considerations should be addressed during repairs:

a) If the processor is greater than or equal to 1 GHz then it shall have Windows XP Professional installed

b) 20 gigabyte Hard Drive

c) 512 MB RAM for Windows XP, 3 GB RAM for Windows Vista

Similar considerations shall be put in place for all existing technologies.

Each summer the technology staff will replace/upgrade older technology as needed. Technology will not be replaced on age determination only. The following questions should be answered before disposing of technology?

-Does it still meet user needs?

-Can it be upgraded or repaired cost effectively?

If the answer to both of the above questions is yes, then the item will not be replaced.

Currently the existing technology is meeting the needs of most students and staff.

How will we sustain focus and momentum?

It is vital that we do a complete evaluation of this technology plan every three years as required. More importantly, this plan should be evaluated continuously. Because technology changes rapidly, the planning process should be continuous to keep pace with the changes. In order to do this:

- 1) The technology and media staff shall meet monthly to evaluate, review, and revise the technology plan as necessary.
- 2) The Technology Committee shall meet 2 times a year to evaluate, review, and revise the technology plan as necessary.
- 3) The technology and media staff shall meet with the administration annually to evaluate, review, and revise the technology plan as necessary.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

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

How will we get there?

Implementation of eSIS by the State of Ohio, NWOCA, and the local district will integrate many of the common educational applications established by The Schools Interoperability Framework. Software packages for Student Information, Data Analysis/Reporting, and Gradebook will be integrated into one software application with a broad based support system. Other applications will integrate with this software for data sharing. These applications will include Library Automation, Instruction Applications, Facility Maintenance, Transportation, and Food Service. The integrity of data such as student demographics will be enhanced by the sharing of data. This will also reduce the amount of time by staff dedicated to data entry into these systems.

An emphasis of applications being web based will allow for greater access by stakeholders. Examples may include:

- 1) eSIS, Teachers will be able to enter student grades from not only their classroom, but from home as well. In turn, parents and students will be able to monitor any progress via the internet
 - 2) IS-USA Dining System, parents will be able to monitor and/or control a child's use of cafeteria services
 - 3) School Dude's IT Direct, TripDirect, Maintenance Direct, and Facilities Management software will allow staff to report problems with technology and building facilities in a centralized management system. This software allows for the tracking of reported issues by both users and support staff.
 - 4) Educational applications such as Renaissance Place (Accelerated Math and Accelerated Reader) allow for parents to monitor student progress in these applications. Also the implementation of Moodle will allow teachers and students to access online curriculum applications anywhere and anytime via the internet.
- Key considerations for all software implementation are availability of the software by the end user, support to the end user when needed, and centralized management.

How will we know we are getting there?

Many of the indicators for the above system implementations will be difficult to formally measure. One indicator of the effectiveness may be the reduced stress and frustration on the part of staff. This can be best measured through surveys and informal discussions. Monitoring support incidents through the use of help desk software will also assist in this process and provide some accountability to staff when goals are not met. The local

district will use SchoolDude's IT direct for local support issues and NWOCA will use similar software for the support of eSIS.

How will we sustain the focus and momentum?

It is vital that we evaluate the various systems continually. Because technology changes rapidly and the needs of the end users change as well, the planning process should be continuous to keep pace with the changes. In order to do this:

- 1) The various management staff, technology staff and media staff shall meet monthly to evaluate and review the various systems and revise as necessary
- 2) The various management staff, technology staff and media staff shall meet with the administration annually to evaluate, review, and revise the implementation as necessary

Staff development and communication with community members will be vital to the ongoing support and success of these systems. Staff will be offered ongoing professional development opportunities in all of these systems. New user training will be provided to new employees to the district to ensure that all users have a basic understanding of the systems available to them. Communications and publications of various types will be made available to parents giving instruction on the use of applications available to them. Evening programs will also be provided to instruct parents in the use of software applications that will aid in the communication with parents or legal guardians and students.

4.4 Educational Software

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

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

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

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

Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Sometimes	Always
Professional development planning for end users and support personnel	Sometimes	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Sometimes	Always
Evaluation of demo copies	Rarely	Sometimes
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Sometimes	Always
System requirements / technical and operational support	Sometimes	Always

How will we get there?

Teachers should apply for technology grants available outside of the school system (such as SMART technologies)

Professional Development should continue being offered during the Summer and after school with the incentives of placing available technologies within a classroom once proper training has been taken as well as offering graduate credit hours as has been done in the past.

To minimize support time and costs, software should be web based or networked whenever possible.

Evaluation forms/criteria should be established concerning demo copies. Currently, feedback is given directly to the technology coordinators who are entrusted to make decisions. Perhaps a more formal evaluation form could be drafted which would include alignment to state standards.

How will we know we are getting there?

Currently, Montpelier Schools pilots a technology program before making a decision to purchase it. Also a team is in effect for technology grant requests. Teachers are required to justify the request of the technology by explaining how this will help meet state standards and improve their classrooms. The team evaluates each request and then makes grant decisions accordingly.

The Technology Director and Assistant Technology Director will evaluate effectiveness of their current replacement plan and software upgrades, making changes that are necessary to make their job/time most effectively used. Teachers using technology in their classroom must be patient and realize the costs of upgrading and or replacing machines and technology must be considered.

How will we sustain focus and momentum?

With decreased school funding and limited budget money we will seek available monies through grants. Additionally, we will prioritize our spending to purchase products, software, and other items or services that would most benefit the students and district. By first placing purchases in a trial period or pilot program, the district will be able to evaluate the overall effectiveness of software programs, new technology, hardware or services before the district makes a commitment to purchase these emerging technologies.

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

How will we get there?

The security and integrity of the district's technology will be a cooperative between the technology staff, the district's teaching and administrative staff, and ITC. The Acceptable Use Policy (AUP) of both the district and the D-ASite will overlap and support each other. The driving force behind the AUP will focus on compliance with CIPA and data security on the local network.

Stakeholders should expect their data and personal information to be secure and available to them when needed. In return, the district and ITC should expect users not to tie up resources with personal or non-educational activities. The AUP shall describe appropriate use of technological resources and the penalties for violating established policies.

How will we know we are getting there?

Resource management, monitoring, and availability will be measured in a variety of ways. Network software applications such as Backup Exec, PCounter, and Windows 2003 Advanced Server will be used to monitor the use of network resources and provide secure access to various resources. Other reporting tools provided by the ITC will assist in the monitoring of network traffic and the use of internet resources. Software such as Sophos Antivirus and SpySweeper will assist in maintaining data security and network integrity. The key indicator of the effectiveness of resource security and integrity will be that appropriate network resources are available to stakeholders when needed without delay.

How will we sustain the focus and momentum?

Ongoing staff development and electronic communication will be essential to building and maintaining an understanding of various security policies. The district will continue to require new user training to new staff and

make this training optional to existing staff. This staff development will cover current policies and procedures. It is the responsibility of the staff to share this information with students and make these policies part of the educational process. All policies should be part of an ongoing evaluation process and revised as necessary. All policies regarding the use of technology shall be made available on the district's web page.

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	1:400	1:400
Support Staff to Teachers	1:25	1:25
Support Staff to Computers	1:250	1:250
Support Staff to Buildings	3:1	3:1

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

How will we get there?

Understanding that the district cannot control student enrollment, the district needs to address factors that are controllable in ensuring the functionality of technology when and how it is needed.

One way to do this is look at the number and type of computers and other types of hardware. When considering if we should add more computers or replace older ones, it is more effective to have 5 newer computers that work all of the time rather than 3 that work all of the time and 5 that work part of the time. Therefore, the plan of the district is to maintain the current computer to student/staff ratio such that the computers that are being used are properly maintained by the staff. Another consideration is using students to assist in the support and maintenance of hardware. SchoolDude's IT direct is a web based application that is used by staff to report problems involving technology and it allows the technology staff to appropriately respond to problems, communicate ongoing difficulties and properly allocate resources to solve these problems. Another way to address staffing demands is to consider appropriate service agreements, which can sometimes reduce cost as well as provide better staffing needs.

How will we know we are getting there?

It is an absolute understanding by the technology staff that technology that does not work will not get used.

Surveys such as the BETA and other electronic correspondence shall be used as indicators that support needs are being met and that end users' support needs are being addressed. The administration meets with a faculty advisory committee on a monthly basis and provides an opportunity for staff to report issues directly to the administration instead of having to go through the technology staff. This provides a good opportunity for "checks and balances" and removes the possible direct confrontation between end users and technical staff.

How will we sustain focus and momentum?

The district will commit to the use of helpdesk software such as SchoolDude's IT direct and attempt to maintain a 24 hour response to technological issues. The district will use appropriate service agreements to assist in the maintenance of technology. An example of this would be to place the printers and copiers in the building under a service agreement which provides maintenance of the printers and copiers in the building.

The technology staff will continuously search for ways to improve support and continue to train selected students to assist in the support of all types of hardware.

4.7 Total Cost of Ownership

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

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

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

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

Process

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

How will we get there?

Total cost of ownership (TCO) involves many factors. Addressing these factors is vital to the effective use of funds available for technology. When looking at the purchase of any technology, the appropriate staff shall research applicable resources to determine feasibility and develop the proper implementation of procedures. Once appropriate specifications have been established, the technology staff shall see quotes on specified hardware and work with vendors to ensure that the specified equipment will meet the needs of the district. The district will accept the overall best quote and not necessarily the lowest quote. Experience shows that the lowest bids and quotes do not necessarily reflect lower TCO. Considerations for the best quote may include quality of product, delivery price, delivery time, service after delivery, and warranty.

When implementing any new technology, a gradual implementation plan will be followed. The implementation of new technology will go through a process where selected staff will use the technology on a trial basis. The trial will address the following:

- 1) Is the technology effective in addressing the need?
- 2) Should the technology be made a priority?
- 3) What modifications or hardware specifications need to be made?
- 4) What is a reasonable and effective timeline for widespread deployment?
- 5) What staff development is needed for effective implementation?
- 6) Allows the technology staff to work with a limited number of end users until problem issues have been identified and resolved.
- 7) Allows the district to use a "train the trainer" model for staff development and further implementation of the technology.

As technology is acquired, the district must also consider the lifecycle of the technology. Considerations, such as the expected life span of the technology, phase out, and disposal costs must also be considered as part of the TCO. As technology becomes outdated, the technology staff shall look for ways to redeploy hardware before disposing. An example of this would be moving a computer from a computer lab to a classroom that needs web only access.

How will we know we are getting there?

The technology staff will continually maintain a 3 year budget which shows the following:

- 1) Previous year's expenses
 - 2) Current year's expenses
 - 3) A forecasted budget for the next three years
- By doing this, the district can analyze past expenses and better predict future TCO.

Due to declining revenues, the district must "do more with less". The technology staff needs to expect to acquire new technology and maintain the current technology with a declining budget. Maintaining or improving efficiency while battling a declining budget should indicate a measure of success.

How will we sustain focus and momentum?

In order to facilitate continued measurement of TCO, the technology staff will maintain a spreadsheet which shows the following:

- 1) Previous year's technology expenses
- 2) Current year's technology expenses

and

3) A forecasted technology budget for the next three years.

This spreadsheet shall be kept current at all times and the budget for the next three years revised on or before May 1st of each year.

The annual updating of the spreadsheet will enable the district to analyze TCO using current data and adjust various budgets accordingly. During this process, priorities should be established to address budgetary issues if funding becomes limited.

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	60,540	61,000	61,000	61,000	183,000
Hardware	76,710	68,300	68,300	68,400	205,000
Student Data Administrative Systems	7,500	8,000	8,000	8,000	24,000
Software	32,000	35,000	35,000	35,000	105,000
Security	2,826	5,000	2,500	2,500	10,000
Technology Staffing/Support	132,124	135,000	136,000	137,000	408,000
Professional Development	4,500	5,000	5,000	5,000	15,000
Consumables	2,400	2,500	2,500	2,500	7,500
Additional	0	0	0	0	0
Total	318,600	319,800	318,300	319,400	

Additional Items

Refer to Detailed Budget in provided supplemental documents.

*Note - Some software totals may not match eTech Budget and Local spreadsheet. Some items in eTech Budget overlap software budget in local spreadsheet.

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?

Setting up the budget involved many considerations. First and foremost, it is important that we do not allow ourselves to fall behind in the implementation of technology. It is important to students that we use relevant and worthwhile technology to properly prepare them for the future. Secondly, it is felt that if we allow ourselves to fall behind, it will become extremely difficult to catch up.

Data was collected for past expenditures by working with the school treasurer. Future budgeting was done by using online resources of vendors that we typically use and projecting the cost of hardware based upon the current costs of hardware and software.

The Montpelier Technology Planning Committee has decided to put computer technology on a replacement plan.

-Servers - Replace every 5 to 6 years

-Laptops - Replace staff laptops every 3 years and make replaced laptops available for student use.

-Desktops - Replace office and lab computers every three years and place old computers in classrooms and other locations as needed.

-Peripherals - Replace/Upgrade as needed.

As replacements/upgrades are done we feel that it is important to replace old equipment with equipment that is more energy efficient and environmentally friendly.

We feel it is more important to replace and keep current the number of workstations than to expand their number. We feel that the budget is at or near the limit of what it can effectively support. These factors led to the decision to maintain the number of computers in the district near 500 computers or a 2:1 student:computer ratio.

It is also important that any hardware or software purchased address the needs of as many students as possible. For example, a SMART Board in a classroom addresses the needs of all the students in that class at once. The same money will provide 3 workstations which address the needs of only 3 students at a time. Another example is the use of interactive response tools such as Turning Point which is designed to address the needs of all students in a classroom and encourage greater feedback.

Software examples would be applications that address the needs of many students. Examples of this would include online video such as United Streaming or test preparation software such as ProOhio. When available, we believe applications should be web based because support costs will be reduced and students, faculty and parents will have greater access to the technology and tools needed to help students achieve success.

How will we get there?

The Montpelier Exempted Village School district is fortunate to now be housed in a new preK-12 facility has just been completed with the assistance of the OSFC. Because of this, data networking, video, and telecommunications are new and up-to-date. Thus, little budgeting is required for these items. Funding for technology will come from a variety of sources:

1) Shifting of funds from the district's general fund.

By attempting to eliminate waste and setting priorities, funds may be shifted from traditional sources such as textbooks to the purchase of technologies that more efficiently deliver educational materials.

2) State and Federal Funds

The district will continue to use State and Federal funds such as eTech and Title monies to fund technology.

3) e-Rate

The district will continue to apply for e-Rate funding to help offset the costs of telecommunications.

-POTS

-ISDN/DID

-Long Distance Telephone service

-Internet Connection with email and web hosting

4) Private Grants

The district will continue to encourage teachers to apply for grants and assist them in the writing process.

Appendix A - Additional Documents

Description	Name	Date Submitted
<u>2009 - 2012 Budget</u>	Budget 09-12.pdf	April 29, 2009
<u>Technology Planning Survey</u>	TechPlan Survey.pdf	April 29, 2009
<u>Staff Development Survey</u>	Staff Development Survey.pdf	April 29, 2009