Educational Technology Plan for South-Western City Schools - 044800

School Years:
2011-12
2012-13
2013-14

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

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Pre-Planning

1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator
Community/Business Leader
Curriculum Coordinator
Instructional Integrationist
Parent
Principal
Teacher
Technology Coordinator
Technology Support
Other

Approvers:
dave hitchcock (Technology Coordinator/Director)
Hugh Garside (Treasurer)
Bill Wise (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?

Yes, it was. We were still establishing the technical framework. We did a lot despite declining resources. We still struggle with reaching the critical mass for technology integration. Curriculum technology people were cut 50%, and everyone is doing more to help fill those gaps. There was little support for all/diverse learners (i.e. no assistive tech), but we are working to correct that. Funding was less certain then. We have since been able to allocate permanent improvement funds toward implementing our technology replacement plan.

Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?
Which goals and strategies still need to be addressed? How will the technology committee address them?

No. Many of the tasks in the old plan have been achieved. We need more focus on technology as an important tool to support and enhance student learning. The plan should support our current district CCIP. We need to

improve our communication/articulation between departments(ex. Special Ed., ESL, CTA,technical,and curriculum).We envision more embedded use of technology…using technology as a tool in support of student learning, teacher professional practice, and other staff job performance. We will strive to rekindle the instructional role that Building Technology Coordinators (BTCs) were to play originally and continue to work toward a codified position, not just a supplemental one. We want to emphasize the use of technology to differentiate instruction, and use technology to teach those hard to teach concepts.

1.3 Vision/Mission

A. Vision

We envision a learning community that seamlessly integrates state-of-the-art technology to support and enhance student achievement and staff productivity and learning

B. Mission

Our mission is to empower learners and improve student achievement through the integration of technology.

BELIEF STATEMENTS

- Technology adds to the excitement and challenge of learning
- Technology allows for learning beyond the classroom
- Technology allows learners to engage in meaningful activities at their ability levels
- Technology must be efficiently managed and supported in order to enhance teaching and learning
- Teacher preparation and staff development must keep up with technology
- The process of teaching and learning should reflect advancements in technology
- Technology creates barrier-free learning opportunities.

Curriculum Alignment & Instructional Integration

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

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

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

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

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2012-13
Fine Arts	In Progress	2012-13
Foreign Language	In Progress	2012-13
Mathematics	In Progress	2012-13
Science	In Progress	2012-13
Social Studies	In Progress	2012-13
Technology (specific course)	In Progress	2012-13
Other Content Areas	In Progress	2012-13

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?

The Curriculum Adoption Committee is revising its schedule to incorporate Ohio Core & National Common Core Standards. As the Ohio Core Curriculum is made available for Science & Social Studies and National Common Core Standards for Math and English/Language Arts, integration of the Ohio Technology Standards as part of the Core will be included. Using the Ohio Technology Academic Content Standards website authored by Eric Curts of North Canton City Schools (http://www.northcanton.sparcc.org/~technology/standards/), teachers will be provided resources that connect the technology standards with the academic content standards. Professional development classes focused on exploring this integration will be offered through our SWCS Academy training programs during this tech plan's time frame.

How will we know we're getting there?

It is the understanding of the SWCS Tech Committee that the Ohio Core Curriculum will include this alignment. As the Ohio Core is adopted for each subject, the technology standards will be integrated with the Academic Content Standards. The Curriculum/Professional Development department will fund teachers in each Academic Content Area as they develop integrated standards & model lessons and post them to a Learning Management System (LMS) being chosen by the end of the 2010-11 school year. As more content is posted to the LMS for each academic content area, the Curriculum/PD department of SWCS will be able to track the increased use of integrated tech/academic standards. Tracking the number of participants in the Academy classes will also provide data about the increased use of these blended curriculums.

How will we sustain focus and momentum?

Once the National Common Core & Ohio Core Standards have been adopted, teachers will have a clear understanding of what is expected. Professional development needed to address the new technology-infused

Core Curriculum will include time with teachers new to the district at the beginning of each school year, courses for inservice/experienced teachers offered in SWCS PD Academy throughout the school year and summer & time spent with entire staffs during early release inservices and staff meetings.
Evaluation will be monitored with attendance records for professional development classes, the BETA data and bi-monthly Building Technology Coordinator meetings & increased resources available in the LMS. With all the teachers in the district contributing to this bank of resources, evaluation and revision will be ongoing.

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	3.5
K-2	2.0	3.5
3-4	2.0	4.0
5-7	2.5	4.0
8-10	3.0	4.5
11-12	3.5	5.0

How will we get there?

District-wide
The South-Western City Schools (SWCS) Curriculum/Professional Development department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:
1. creating meaningful technology plans/committees in each building
2. giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3. emphasize the embedded technological design within the National Common Core State Standards for English/Language Arts (E/LA)

4. training teachers to use their FirstClass teacher website for information & instruction
5. providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6. building banks of resources within the Learning Management System (LMS) for Core curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4
The PreK-4 E/LA classes are working to embrace technology use outlined in the National Common Core State Standards. Each building is working to fund digital data projectors (ddps) & document cameras in each classroom. No specific E/LA technology usage is planned district-wide at this grade level. Many of the elementary buildings do not currently have a computer lab, so whole-group instruction using technology is often not an option. The Curriculum Director for this grade band will work to identify minimum classroom technology standards for each grade level & encourage daily website use. Efforts will be made to encourage all classroom teachers to consider these embedded technology standards as an integral part of their curriculum.

Grades 5-8
The E/LA classes are working to embrace the technology use outlined in the National Common Core State Standards. In 2 MS, E/LA classes are incorporating READ 180, an intervention program that combines whole & small group instruction, instructional software & independent reading. Teachers will reflect this blended curriculum on their websites.
All of the classrooms in the 5 intermediate schools & 95% of the MS classrooms will have ddps installed by Fall 2011. This addition to the basic classroom allows teachers to share information from the one teacher computer in the classroom with all of their students & greatly increases its productivity. In 2 MS, ARRA grants have provided 8 teachers with extensive PD to blend technology & curriculum. While there are computer labs available in each school, they are shared by the entire staff. Teachers generally have access to the lab 1 hour per week. As 1-1 computing devices are introduced, the frustration of waiting for computer lab time will no longer be an issue.

Grades 9-12
The 9-12 E/LA classes are working to embrace the technology use outlined in the National Common Core State Standards. The E/LA instruction at this level varies widely from teacher to teacher. There are teachers using production software, wikis and/or blogs, Web 2.0 resources & flexible tasks to provide rich E/LA experiences for their students & traditional teachers instructing from a textbook. All teachers will use websites for information & instruction. Read 180 is being used at 2 HS to provide students with a variety of instructional strategies. Nearly 80% of the HS E/LA classrooms will be equipped with ddps before this tech plan is put into place. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate and middle schools, there is never enough time to satisfy all the needs.

How will we know we're getting there?

District-wide
The curriculum superintendent will work with building principals as they construct Continuous Improvement Plans (CIPs) to include tech integration. (Goal 1)
Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction. (Goal 2)
As the E/LA staff is familiarized with the National Common Core Standards, the embedded technology components will help teachers discover ways to blend Technology Standards & Common Core State Standards for E/LA. Increased awareness & use of new Core Curriculum will ultimately result in expanded use of 21st Century teaching/learning tools. Students will be confident in using technology tools to research, communicate, collaborate & problem solve. (Goal 3)
Building principals will encourage teachers to create & maintain teacher websites using FirstClass. Only 50% of teachers currently support active websites (80% in the HS, 60% in MS, 40% in IS & only 20% in ES). The goal is 100% of teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)
Using several staff survey tools, the PD department determined an enormous need for PD in the area of tech integration. The number of courses offered & participants attending will be tracked through the PD department. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing

& demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD & subsequent New Teacher training will include this PD. (Goal 5)
Grade levels & departments will work together within a single portal of the LMS for all collaboration related to finding and/or creating electronic resources for standards in the Core Curriculum, developing model lessons & common assessments that will be accessible to all. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4
The K-4 E/LA teachers will continue to explore the technology standards embedded into their Core Curriculum. As they update classrooms with ddps, document cameras & other 21st Century technology, the ability to utilize technology connections will increase. The collaboration opportunity provided by the LMS will give teachers access to the Core Curriculum Standards, model lessons & common assessments at a pace & comfort level for each individual. Teacher website use will increase at each building.

Grades 5-8
Intermediate teachers have 2 student computers in each classroom & a single lab shared by all classrooms. The MS have only the teacher computer in each classroom, but have access to 2 labs shared by the entire school. As schools at this level gain wireless access, 1-1 student devices (possibly student-owned) will permit teachers to include more technology standards blended with their Core Curriculum Standards. The information in the LMS & on teacher websites will monitor use & track additional alignment in E/LA.

Grades 9-12
The high schools are installing ddps in their classrooms each summer and will have 95% equipped by 2014. Staff meetings, district sponsored early release PD and Academy PD will identify teachers currently blending tech & academic standards and utilize them to deliver PD that encourages others to do the same. Information & instruction will be delivered on teacher websites.

How will we sustain focus and momentum?

The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present National & Ohio Core Model Curriculum instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4
PreK-4 E/LA will continue to pursue grants to fund the technology needed for teachers to effectively blend tech & curriculum standards. When the rooms have ddps and document cameras, teachers can utilize Web 2.0 tools with their students. The addition of wireless access will then expand the use of Web 2.0 tools to individual/groups of students. Teacher website use will deliver both information and instruction to parents and students.

Grades 5-8
The intermediate and middles schools will sustain focus & momentum by using the LMS to house resources for integrated technology & Core Curriculum, create and archive lessons, collaborate, and develop short cycle & summative assessments. Wireless access and 1-1 computing pilots will allow interested teachers to create model lessons to share with peers. PD opportunities will continue to focus on blended tech/E/LA curriculum. Information & instruction will continue to be delivered via teacher websites.

Grades 9-12
Many E/LA teachers in 9-12 already incorporate the tech standards with the Core Curriculum. Momentum will grow as teachers provide PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Fine Arts

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

	Where are we now?	Where do we want to go?
Pre-K	3.0	4.0
K-4	3.5	5.0
5-8	3.5	5.0
9-12	4.0	5.0

How will we get there?

District-wide
South-Western City Schools (SWCS) Curriculum department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:
1. creating meaningful technology plans/committees in each building
2. giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3. emphasize the embedded technological design within the Ohio Standards Fine Arts.
4. training teachers to use their FirstClass teacher website for information & instruction
5. providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6. building banks of resources within the Learning Management System (LMS) for Core Curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4
The Fine Arts classes are working to embrace technology integrated with their curriculum. The Fine Arts department funded digital data projectors (ddps), interactive white boards, document cameras and digital cameras in each classroom. Fine Arts technology usage is planned district-wide at this grade level. Many of the elementary buildings do not currently have a computer lab, so whole-group instruction using technology is often not an option.

Grades 5-8
The 5-8 Fine Arts classes embrace technology use in their curriculum. All of the classrooms in the Intermediate & MS classrooms have ddps installed, interactive slates, and digital cameras. These additions to the basic

classroom allow teachers to share information from the one teacher computer in the classroom with all of their students & greatly increases its productivity. While there are computer labs available in each school, they are shared by the entire staff. Teachers generally have access to the lab 1 hour per week. As 1-1 computing devices are introduced, the frustration of waiting for computer lab time will no longer be an issue.

Grades 9-12
The 9-12 Fine Arts classes are working to embrace the technology use outlined in their State Standards. The Fine Arts instruction at this level varies widely from teacher to teacher. Most HS Art classrooms have interactive white boards. There are teachers using production software, wikis and/or blogs, Web 2.0 resources & flexible tasks to provide rich Fine Arts experiences for their students. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate and middle schools, there is never enough time to satisfy all the needs.

How will we know we're getting there?

District-wide
The Curriculum superintendent will work with building principals as they construct Continuous Improvement Plans to include technology integration (Goal 1).
Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As more teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction (Goal 2).
The Fine Arts staff embeds technology standards into their curriculums. Increased awareness & use of this blended curriculum results in 21st Century teaching/learning tools being more widely used. Students will be confident in using technology tools to research, communicate, collaborate & problem solve. (Goal 3)
Building principals are encouraging their Fine Arts teachers to create & maintain teacher websites using FirstClass. The goal is to have 100% of Fine Arts teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)
Using several staff survey tools, the PD department determined an enormous need for PD in the area of tech integration. The number of courses offered & participants attending will be tracked through the PD department. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing & demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD specific to their Fine Arts curriculum. (Goal 5)
The Fine Arts department will work together within a single portal of the LMS for all communication related to finding and/or creating electronic resources for each standard in the Core Curriculums, developing model lessons & common assessments that will be accessible to all from any location with internet access. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4
The K-4 Fine Arts teachers will continue to embed technology standards into their Core Curriculum. Updated classrooms with ddps, document cameras & other 21st Century technology encourage technology connections to increase. The collaboration opportunity provided by the LMS will give teachers access to the Core Curriculum Standards, model lessons & common assessments at a pace & comfort level for each individual. Teacher website use will increase at each building.

Grades 5-8
Intermediate teachers have 2 student computers in each classroom & a single lab shared by all classrooms. The MS have only the teacher computer in each classroom, but have access to 2 labs shared by the entire school. As schools at this level gain wireless access, 1-1 student devices (possibly student-owned) will permit teachers to include more technology standards blended with their Core Curriculum Standards. The information in the LMS & on teacher websites will monitor use & track additional alignment in E/LA.

Grades 9-12
The high schools are installing ddps in their classrooms each summer and will have 95% equipped by 2014. Staff meetings, district sponsored early release PD and Academy PD will identify teachers currently blending tech & academic standards and utilize them to deliver PD that encourages others to do the same. Information & instruction will be delivered on teacher websites.

How will we sustain focus and momentum?

District-wide

The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present National & Ohio Core Model Curriculum instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4

PreK-4 Fine Arts department will continue to pursue grants to fund the technology needed for teachers to effectively blend tech & curriculum standards. Teachers can utilize Web 2.0 tools with their students using the ddps & document cameras. The addition of wireless access will then expand the use of Web 2.0 tools to individual/groups of students. Teacher website use will deliver both information and instruction to parents and students.

Grades 5-8

The intermediate and middles schools will sustain focus & momentum by using the LMS to house resources for integrated technology & Core Curriculum, create and archive lessons, collaborate, and develop short cycle & summative assessments. Wireless access and 1-1 computing pilots will allow interested teachers to create model lessons to share with peers. PD opportunities will continue to focus on blended tech/Fine Arts curriculum. Information & instruction will continue to be delivered via teacher websites.

Grades 9-12

Fine Arts teachers in 9-12 already incorporate the tech standards with their curriculum. Momentum will grow as teachers provide PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

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

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
9-12	3.0	5.0

How will we get there?

District-wide

South-Western City Schools (SWCS) Curriculum department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:

1. creating meaningful technology plans/committees in each building
2. giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3. emphasize the embedded technological design within the Ohio Standards Foreign Language.
4. training teachers to use their FirstClass teacher website for information & instruction
5. providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6. building banks of resources within the Learning Management System (LMS) for Core Curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4

SWCS does not have a Foreign Language program in PreK-4.

Grades 5-8

SWCS does not have a Foreign Language program in grades 5-8.

Grades 9-12

The 9-12 Foreign Language classes are working to embrace the technology use outlined in their State Standards. The Foreign Language instruction at this level varies widely from teacher to teacher. There are teachers using production software, wikis and/or blogs, Web 2.0 resources & flexible tasks to provide rich Foreign Language experiences for their students and other teachers with a textbook oriented approach. All of the FL classrooms have a ddp installed. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate and middle schools, there is never enough time to satisfy all the needs.

How will we know we're getting there?

District-wide

The Curriculum superintendent will work with building principals as they construct Continuous Improvement Plans to include technology integration (Goal 1).

Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As more teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction (Goal 2).

The Foreign Language staff embeds technology standards into their curriculums. Increased awareness & use of this blended curriculum results in 21st Century teaching/learning tools being more widely used. Students will be confident in using technology tools to research, communicate & collaborate in their chose language. (Goal 3)

Building principals are encouraging their Foreign Language teachers to create & maintain teacher websites using FirstClass. The goal is to have 100% of Foreign Language teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)

Using several staff survey tools, the PD department determined an enormous need for PD in the area of tech integration. The number of courses offered & participants attending will be tracked through the PD department. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing & demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD specific to their Foreign Language curriculum. (Goal 5)

The Foreign Language department will work together within a single portal of the LMS for all communication related to finding and/or creating electronic resources for each standard in the Core Curriculums, developing model lessons & common assessments that will be accessible to all from any location with internet access. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4
SWCS does not have a Foreign Language program in PreK-4.

Grades 5-8
SWCS does not have a Foreign Language program in grades 5-8.

Grades 9-12
The high schools foreign language teachers have ddps in their classrooms. Staff meetings, district sponsored early release PD and Academy PD will identify teachers currently blending tech & academic standards and utilize them to deliver PD that encourages others to do the same. Information & instruction will be delivered on teacher websites.

How will we sustain focus and momentum?

District-wide
The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present National & Ohio Core Model Curriculum instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4
SWCS does not have a Foreign Language program in PreK-4.

Grades 5-8
SWCS does not have a Foreign Language program in grades 5-8.

Grades 9-12
Foreign Language teachers in 9-12 already incorporate the tech standards with their curriculum using online programs to gain audio exposure to languages & record their speaking for self/teacher critique. Momentum will grow as teachers provide PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

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	3.0
K-2	1.5	3.5
3-4	1.5	3.5
5-7	2.0	4.0
8-10	2.5	4.5
11-12	3.0	4.5

How will we get there?

District-wide
South-Western City Schools (SWCS) Curriculum department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:
1.creating meaningful technology plans/committees in each building
2.giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3.emphasize the embedded technological design within the National Common Core State Standards for Mathematics
4.training teachers to use their FirstClass teacher website for information & instruction
5.providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6.building banks of resources within the Learning Management System (LMS) for Core Curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4
The PreK-4 Math classes are working to embrace technology use outlined in the National Common Core State Standards. Each building is working to fund digital data projectors (ddps) & document cameras in each classroom. No specific Math technology usage is planned district-wide at this grade level. Many of the elementary buildings do not currently have a computer lab, so whole-group instruction using technology is often not an option. The Curriculum Director for this grade band will work to identify minimum classroom technology standards for each grade level & encourage daily website use. Efforts will be made to encourage all classroom teachers to consider these embedded technology standards as an integral part of their curriculum.

Grades 5-8
The Math classes are working to embrace the technology use outlined in the National Common Core State Standards. In 2 MS, ARRA grants 8 teachers have had extensive PD to blend technology & curriculum. Teachers reflect this blended curriculum on their websites.
All of the classrooms in the 5 intermediate schools & 95% of the MS classrooms will have ddps installed by Fall 2011. This addition to the basic classroom allows teachers to share information from the one teacher computer in the classroom with all of their students & greatly increases its productivity. Graphing calculators are available in 50% of Math classes at MS and 20% at the Int level. PD can be provided by the HS teachers as more calculators are incorporated at these levels. While there are computer labs available in each school, they are shared by the entire staff. Teachers generally have access to the lab 1 hour per week. As 1-1 computing devices are introduced, the frustration of waiting for computer lab time will no longer be an issue.

Grades 9-12
The 9-12 Math classes are working to embrace the technology use outlined in the National Common Core State Standards. The Math instruction at this level varies widely from teacher to teacher. There are teachers using Texas Instruments graphing calculators with Navigator systems to provide interactive math experiences for their students & traditional teachers instructing from a textbook. The Algebra 1 classes are building a resource bank on Sakai, a free LMS used by many colleges and universities around the country.
All teachers will use websites for information & instruction. Nearly 90% of the HS Math classrooms will be equipped with ddps before this tech plan is put into place. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate and middle schools, there is never enough time to satisfy all the needs.

How will we know we're getting there?

District-wide
The curriculum superintendent will work with building principals as they construct Continuous Improvement Plans (CIPs) to include tech integration. (Goal 1)
Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction. (Goal 2)
As the Math staff becomes more familiar with the National Common Core Standards, embedded technology components will help teachers find ways to blend Technology Standards & Common Core State Standards for Math. Increased awareness & use of this new Core Curriculum will ultimately result in expanded use of 21st Century teaching/learning tools. Students will be confident in using technology tools to research, communicate, collaborate & problem solve. (Goal 3)
Building principals will encourage teachers to create & maintain teacher websites using FirstClass. Only 50% of teachers currently support active websites (80% in the HS, 60% in MS, 40% in IS & only 20% in ES). The goal is 100% of teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)
Using several survey tools, the PD department determined an enormous need for PD for tech integration. The number of courses offered & participants attending will be tracked through the PD dept. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing & demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD & subsequent New Teacher training will include this PD. (Goal 5)
Grade levels & departments will work together within a single portal of the LMS for all communication related to finding and/or creating electronic resources for each standard in the Core Curriculums, developing model lessons & common assessments that will be accessible to all. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4
The K-4 Math teachers will continue to explore the technology standards embedded into their Core Curriculum with their math coaches. As they update classrooms with ddps, document cameras & other 21st Century technology, the ability to utilize technology connections will increase. The collaboration opportunity provided by the LMS will give teachers access to the Core Curriculum Standards, model lessons & common assessments at a pace & comfort level for each individual. Teacher website use will increase at each building.

Grades 5-8
Intermediate teachers have 2 student computers in each classroom & a single lab shared by all classrooms. The MS have only the teacher computer in each classroom, but have access to 2 labs shared by the entire school. As schools at this level gain wireless access, 1-1 student devices (possibly student-owned) will permit teachers to include more technology standards blended with their Core Curriculum Standards. Information in the LMS & on teacher websites will allow math coaches to monitor use & track additional alignment in Math.

Grades 9-12
The high schools are installing ddps in their classrooms each summer and will have 95% equipped by 2014. Staff meetings, district sponsored early release PD and Academy PD will identify teachers currently blending tech & academic standards and utilize them to deliver PD that encourages others to do the same. Information

& instruction will be delivered on teacher websites.

How will we sustain focus and momentum?

District-wide

The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present National & Ohio Core Model Curriculum instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4

PreK-4 Math will continue to pursue grants to fund the technology needed for teachers to effectively blend tech & curriculum standards. When the rooms have ddps and document cameras, teachers can utilize Web 2.0 tools with their students. The addition of wireless access will then expand the use of Web 2.0 tools to individual/groups of students. Teacher website use will deliver both information and instruction to parents and students.

Grades 5-8

The intermediate and middles schools will sustain focus & momentum by using the LMS to house resources for integrated technology & Core Curriculum, create and archive lessons, collaborate, and develop short cycle & summative assessments. Wireless access and 1-1 computing pilots will allow interested teachers to create model lessons to share with peers. PD opportunities will continue to focus on blended tech/Math curriculum. Information & instruction will continue to be delivered via teacher websites.

Grades 9-12

Many Math teachers in 9-12 already incorporate the tech standards with the Core Curriculum. Momentum will grow as teachers provide PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

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	3.0
K-2	1.5	3.0
3-5	2.0	4.0
6-8	2.5	4.0
9-10	3.0	5.0
11-12	3.5	5.0

How will we get there?

District-wide

South-Western City Schools (SWCS) Curriculum department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:

1. creating meaningful technology plans/committees in each building
2. giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3. emphasize the embedded technological design within the National Common Core State Standards for Mathematics
4. training teachers to use their FirstClass teacher website for information & instruction
5. providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6. building banks of resources within the Learning Management System (LMS) for Core Curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4

The PreK-4 Science classes are working to embrace technology use outlined in the Ohio Academic Content Standards (OACS). Each building is working to fund digital data projectors (ddps) & document cameras in each classroom. No specific Science technology usage is planned district-wide at this grade level. Many of the elementary buildings do not currently have a computer lab, so whole-group instruction using technology is often not an option. The Curriculum Director for this grade band will work to identify minimum classroom technology standards for each grade level & encourage daily website use. Efforts will be made to encourage all classroom teachers to consider these embedded technology standards as an integral part of their curriculum.

Grades 5-8

The Science classes are working to embrace the technology use outlined in the OACS. In 2 MS, ARRA grants 8 teachers have had extensive PD to blend technology & curriculum. Teachers reflect this blended curriculum on their websites.

All of the classrooms in the 5 intermediate schools & 95% of the MS classrooms will have ddps installed by Fall 2011. This addition to the basic classroom allows teachers to share information from the one teacher computer in the classroom with all of their students & greatly increases its productivity. Texas Instruments graphing calculators and data collection devices are available to 20% of science teachers at this level. Digital web resources such as video streaming are frequently embedded into science lessons. While there are computer labs available in each school, they are shared by the entire staff. Teachers generally have access to the lab 1 hour per week. As 1-1 computing devices are introduced, the frustration of waiting for computer lab time will no longer be an issue.

Grades 9-12

The 9-12 Science classes are working to embrace the technology use outlined in the National Common Core State Standards. Science instruction at this level varies widely from teacher to teacher. There are teachers using Texas Instruments graphing calculators with Navigator systems and Vernier Data Collection probes to provide interactive science experiences for their students & traditional teachers instructing from a textbook. Digital web resources such as video streaming are frequently embedded into science lessons.

All teachers will use websites for information & instruction. Nearly 90% of the HS Science classrooms will be equipped with ddps before this tech plan is put into place. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate & middle schools, there is never enough time to satisfy all the

needs.

How will we know we're getting there?

District-wide

The curriculum superintendent will work with building principals as they construct Continuous Improvement Plans (CIPs) to include tech integration. (Goal 1)

Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction. (Goal 2)

As the Science staff becomes more familiar with the OACS, the embedded technology components will help teachers find ways to blend Technology Standards & OACS for math. Increased awareness & use of this new Core Curriculum will ultimately result in expanded use of 21st Century teaching/learning tools. Students will be confident in using technology tools to research, communicate, collaborate & problem solve. (Goal 3)

Building principals will encourage teachers to create & maintain teacher websites using FirstClass. Only 50% of teachers currently support active websites (80% in the HS, 60% in MS, 40% in IS & only 20% in ES). The goal is 100% of teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)

Using several staff survey tools, the PD department determined an enormous need for PD in the area of tech integration. The number of courses offered & participants attending will be tracked through the PD department. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing & demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD & subsequent New Teacher training will include this PD. (Goal 5)

Grade levels & departments will work together within a single portal of the LMS for all communication related to finding and/or creating electronic resources for each standard in the Core Curriculums, developing model lessons & common assessments that will be accessible to all from any location with internet access. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4

The K-4 Science teachers will continue to explore the technology standards embedded into their Core Curriculum during staff meetings and Academy classes. As they update classrooms with ddps, document cameras & other 21st Century technology, the ability to utilize technology connections will increase. The collaboration opportunity provided by the LMS will give teachers access to the OACS, model lessons & common assessments at a pace & comfort level for each individual. Teacher website use will increase at each building.

Grades 5-8

Intermediate teachers have 2 student computers in each classroom & a single lab shared by all classrooms. The MS have only the teacher computer in each classroom, but have access to 2 labs shared by the entire school. As schools at this level gain wireless access, 1-1 student devices (possibly student-owned) will permit teachers to include more technology standards blended with their OACS. Information in the LMS & on teacher websites will allow science coaches to monitor use & track additional alignment in science. Use of graphing calculators and data collection devices will increase as high schools pass older calculators to middle & Int schools.

Grades 9-12

The high schools are installing ddps in their classrooms each summer and will have 95% equipped by 2014. Expanded use of graphing calculators and data collection devices will be accomplished with collaboration between math & science departmen

How will we sustain focus and momentum?

District-wide

The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present OACS instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4
PreK-4 Science will continue to pursue grants to fund the technology needed for teachers to effectively blend tech & curriculum standards. When the rooms have ddps and document cameras, teachers can utilize Web 2.0 tools with their students. The addition of wireless access will then expand the use of Web 2.0 tools to individual/groups of students. Teacher website use will deliver both information and instruction to parents and students.

Grades 5-8
The intermediate and middles schools will sustain focus & momentum by using the LMS to house resources for integrated technology & Core Curriculum, create and archive lessons, collaborate, and develop short cycle & summative assessments. Wireless access and 1-1 computing pilots will allow interested teachers to create model lessons to share with peers. PD opportunities will continue to focus on blended tech/Science curriculum. Information & instruction will continue to be delivered via teacher websites.

Grades 9-12
Many Science teachers in 9-12 already incorporate the tech standards with the Core Curriculum. Momentum will grow as teachers share PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

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	3.0
K-2	1.5	3.0
3-5	2.0	3.5
6-8	2.5	4.5
9-10	3.0	4.5
11-12	3.0	5.0

How will we get there?

District-wide

South-Western City Schools (SWCS) Curriculum department is working to embed the Ohio Technology Standards with National & Ohio Core Curriculum Standards.

The Curriculum/Staff Development department goals include:

1. creating meaningful technology plans/committees in each building
2. giving staff & students opportunities to evaluate their level of technology integration/comfort using the ARRA Teacher/Student Tech Integration Rubric
3. emphasize the embedded technological design within the Ohio Academic Content Standards (OACS) for Social Studies.
4. training teachers to use their FirstClass teacher website for information & instruction
5. providing PD that encourages the use of diverse technologies to support teaching & learning, including the new SIS.
6. building banks of resources within the Learning Management System (LMS) for Core Curriculum, model lessons, web resources, collaboration tools & assessments.

Grades PreK-4

The PreK-4 Social Studies classes are working to embrace technology use outlined in the OACS. Each building is working to fund digital data projectors (ddps) & document cameras in each classroom. No specific Social Studies technology usage is planned district-wide at this grade level. Many of the elementary buildings do not currently have a computer lab, so whole-group instruction using technology is often not an option. The Curriculum Director for this grade band will work to identify minimum classroom technology standards for each grade level & encourage daily website use. Efforts will be made to encourage all classroom teachers to consider these embedded technology standards as an integral part of their curriculum.

Grades 5-8

The Social Studies classes are working to embrace the technology use outlined in the OACS. In 2 MS, ARRA grants 8 teachers have had extensive PD to blend technology & curriculum. Teachers reflect this blended curriculum on their websites.

All of the classrooms in the 5 intermediate schools & 95% of the MS classrooms will have ddps installed by Fall 2011. This addition to the basic classroom allows teachers to share information from the one teacher computer in the classroom with all of their students & greatly increases its productivity. While there are computer labs available in each school, they are shared by the entire staff. Teachers generally have access to the lab 1 hour per week. As 1-1 computing devices are introduced, the frustration of waiting for computer lab time will no longer be an issue.

Grades 9-12

The 9-12 Social Studies classes are working to embrace the technology use outlined in the OACS. Social Studies instruction at this level varies widely from teacher to teacher. There are teachers using streaming video, wikis, blogs & online content resources, and others teaching more traditionally from a textbook. All teachers will use websites for information & instruction. Nearly 75% of the HS Social Studies classrooms will be equipped with ddps before this tech plan is put into place. This allows teachers to greatly increase the usefulness of the single computer in their classrooms. SWCS teachers at this level have access to several computer labs, but just as in the intermediate and middle schools, there is never enough time to satisfy all the needs.

How will we know we're getting there?

District-wide

The curriculum superintendent will work with building principals as they construct Continuous Improvement Plans (CIPs) to include tech integration. (Goal 1)

Each teacher (& their students) will get the opportunity to evaluate their ability to effectively embed the use of technology into their instruction using the Teacher/Student Technology Integration Rubric at the beginning & end of each school year. As teachers move to the Transformation section & the students rate themselves doing career-related, authentic work, the district will know it is moving in the right direction. (Goal 2)

As the Social Studies staff becomes more familiar with revised OACS, the embedded technology components will help teachers blend Technology Standards & OACS for Social Studies. Increased awareness & use of this new Core Curriculum will ultimately result in expanded use of 21st Century teaching/learning tools. Students will be confident in using technology tools to research, communicate, collaborate & problem solve. (Goal 3)

Building principals will encourage teachers to create & maintain teacher websites using FirstClass. Only 50% of teachers currently support active websites (80% in the HS, 60% in MS, 40% in IS & only 20% in ES). The goal is 100% of teachers hosting websites - for instruction as well as information & communication. Academy & school specific classes are offered throughout the year. (Goal 4)
Using several survey tools, the PD department determined an enormous need for PD in the area of tech integration. The number of courses offered & participants attending will be tracked through the PD department. PD for the new SIS will instruct teachers in the use of Grade book, attendance, reports, communication, testing & demographics. This will enable a meaningful Parent/Student communication module. All teachers will attend PD & subsequent New Teacher training will include this PD. (Goal 5)
Grade levels & departments will work together within a single portal of the LMS for all communication related to finding and/or creating electronic resources for each standard in the Core Curriculums, developing model lessons & common assessments that will be accessible to all from any location with internet access. Content in these banks of resources will grow as the SWCS staff contribute to their curriculum area(s). Intervention resources for all types of students, challenging their specific needs, developmental levels & learning styles will be an integral part of the LMS. (Goal 6)

Grades PreK-4
The K-4 Soc St teachers will continue to explore the technology standards embedded into their Core Curriculum. As they update classrooms with ddps, document cameras & other 21st Century technology, the ability to utilize technology connections will increase. The collaboration opportunity provided by the LMS will give teachers access to the Core Curriculum Standards, model lessons & common assessments at a pace & comfort level for each individual. Teacher website use will increase at each building.

Grades 5-8
Intermediate teachers have 2 student computers in each classroom & a single lab shared by all classrooms. The MS have only the teacher computer in each classroom, but have access to 2 labs shared by the entire school. As schools at this level gain wireless access, 1-1 student devices (possibly student-owned) will permit teachers to include more technology standards blended with their Core Curriculum Standards. Information in the LMS & on teacher websites will allow math coaches to monitor use & track additional alignment in Social Studies.

Grades 9-12
The high schools are installing ddps in their classrooms each summer and will have 95% equipped by 2014. Staff meetings, district sponsored early release PD and Academy PD will identify teachers currently blending tech & academic standards and utilize them to deliver PD that encourages others to do the same. Information & instruction will be delivered on t

How will we sustain focus and momentum?

District-wide
The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes. Principals will be instructed to present National & Ohio Core Model Curriculum instructional strategies & resources to their staffs whenever possible. New Teacher training will include a customized technology integration component found on the LMS for personalized training.

Grades PreK-4
PreK-4 Soc St will continue to pursue grants to fund the technology needed for teachers to effectively blend tech & curriculum standards. When the rooms have ddps and document cameras, teachers can utilize Web 2.0 tools with their students. The addition of wireless access will then expand the use of Web 2.0 tools to individual/groups of students. Teacher website use will deliver both information and instruction to parents and students.

Grades 5-8
The intermediate and middles schools will sustain focus & momentum by using the LMS to house resources for integrated technology & Core Curriculum, create and archive lessons, collaborate, and develop short cycle & summative assessments. Wireless access and 1-1 computing pilots will allow interested teachers to create model lessons to share with peers. PD opportunities will continue to focus on blended tech/Soc St curriculum. Information & instruction will continue to be delivered via teacher websites.

Grades 9-12
Many Soc St teachers in 9-12 already incorporate the tech standards with the Core Curriculum. Momentum will grow as teachers provide PD and resources with each other, not only in their building, but across the district using the LMS. We will maintain focus on technology/Core Curriculum embedded standards and share the instruction in the classroom, during PD & on the teacher websites.

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	1.5	2.5
3-5	2.0	3.0
6-8	2.0	3.0
9-10	3.0	4.5
11-12	3.5	5.0

How will we get there?

District-wide
South-Western City Schools (SWCS) curriculum department has an abbreviated set of standards for technology courses within the 7-12 grade bands.

Grades PreK-4
SWCS does not have a formal Technology program in PreK-4.

Grades 5-8
SWCS does not have a formal Technology program in grades 5-6. There is a keyboarding class offered as part of the Unified Arts rotation in grades 7-8. Some students receive 6 weeks of keyboarding in both 7th and 8th grade.

Grades 9-12
SWCS offers formal programs in grades 9-12 of:

Industrial and Engineering Foundations courses use teams to problem-solve, design, and create prototypes of products. Lab activities include experiences with pneumatics, CNC milling machines, alternative energy, digital photography, robotics, electricity, and mechanical systems.
Drafting courses I to IV offer technology based drafting techniques, equipment, styles and precision measuring instruments. Students learn new techniques and methods of graphic representation, including CAD (Computer Aided Drafting), architectural drawing, and advanced orthographic projection.
Office Technologies courses develop and refine their word processing, database, desktop publishing and spreadsheet skills using the Microsoft Office Suite to prepare for employment in the general office field.
Technical Foundations courses are computer based; the students develop keyboarding skills and gain a basic knowledge of Microsoft Word, Excel, and PowerPoint.
Interactive Media Design is a two-year program designed to prepare students for entry into an associate/bachelor degree program in graphic arts design, multi-media technologies, or computer-aided drafting and design and/or entry into computer related careers.
Pre-Engineering courses introduce students to the scope and rigor of engineering and engineering technology. The curriculum includes, but is not limited to, introduction of engineering design, principles of engineering, digital electronics, computer integrated manufacturing, engineering design and development, and futuring technology.

How will we know we're getting there?

District-wide
The curriculum superintendent will work with building principals to reorganize the technology courses offered in SWCS, starting formal instruction in grades 5 & 6.

Grades PreK-4
SWCS does not have a formal Technology program in PreK-4.

Grades 5-8
SWCS does not have a formal Technology program in grades 5-6. There is a keyboarding class offered as part of the Unified Arts rotation in grades 7-8. Technology information & productivity tools will be incorporated into lower grade levels.

Grades 9-12
Industrial and Engineering Foundations, World of Manufacturing, Drafting classes, Technical Foundations, Office Technologies and the career technical programs are in a constant need of upgrading hardware and software to maintain their classrooms. As the demand in the workforce increases in technology machinery and engineering, students completing these courses will be better prepared for the real world. We will know we are getting there by the need to increase and maintain technology.

How will we sustain focus and momentum?

District-wide
The Curriculum/PD department will sustain focus & momentum with offerings through SWCS PD Academy, staff/grade level/department meetings & early release time. They will also employ a Train-the-Trainer model to conduct these classes.

Grades PreK-4
SWCS does not have a formal Technology program in PreK-4.

Grades 5-8
Once the technology literacy skills are incorporated at lower levels, students in grades 5-6 will be more productive in their writing and composing. Grades 7-8 will be able to focus more effort on the techniques needed to produce documents using multiple formats. By the time students get to high school, they will have much more experience with word processing, spreadsheets, publishing and presentation software.

Grades 9-12
Training for teachers is imperative as the program software updates and advances beyond the knowledge of the teachers prior training.
Schools visits to the Career Tech schools will help encourage and display the resources offered by our school district. Students will be able to see programs in action and plan for their high school schedule through these visits. Recruiting students is imperative to keeping these programs active.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy
Adoption - Traditional policies are in place; lack of consistent use
Exploration - New/updated policies are being researched
Transformation - Policies support high performing learning environments

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

How do we get there?

The District will continue participation/collaboration with entities outside SWCS. Some of those entities are SIFA, eSMOC, D3A2, and MEC. Staff will attend conferences and training sessions that align with district goals and objectives. We will continue to research technology related tools to deliver content in ways that could not be achieved without the technology. The District is currently working to identify district-wide technology standards with the goal of adopting them once funding becomes available. We will continue to build collaboration between curricular groups and other departments for joint funding of future technology initiatives. District standards and TCO must be considered when making all technology purchases. We want to explore relationships with institutions of higher education in the areas of educational technology and technology integration. We will give schools more options when it comes to replacing outdated technology. We have modified district AUP policies to accommodate the use of personal web enabled devices and outside resources. Professional development will be an integral part of all technology projects.

How do we know we are getting there?

Some indicators of success will include implementation of district-wide technology standards based on OSFC meetings, implementation of the D3A2 initiative, and the migration to SIF-enabled applications. We will see departments working together to leverage funds to address technology needs. Schools will have more input into how technology replacement funds are spent. The district Network Team will continue to work with schools and departments to develop strategies related to technology projects. We will monitor the Board of Education adoption of policies and curricula, especially the adoption of technology infused Courses of Study. We will see more participation by staff in technology intergration course offerings. BETA survey results will also be used to help evaluate technology use.

How do we sustain the focus and momentum?

The district technology committee and other decision-making bodies will continue to include representation by all stakeholders. Representatives of the district technology committee will work with policy makers to make sure our policies are not counter-productive to technology integration. We will gather input from departments and schools before making decisions on technology spending. Technology funds will be directed toward curricular and administrative goals.

3.2 Analyzing District Leadership

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

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.
Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.
Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

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

How do we get there?

We will encourage administrators to participate in technology decisions affecting their school. The district has no current policy in place to hire administrators who are technology leaders. We will develop district academy courses to assist administrators in developing those skills (possibly NETS related). We need administrators who are able to recognize/foster teacher technology integration in their buildings. As we develop more technology related tools to help administrators do their jobs, the technology will become embedded, and learning how to use it will become the norm.

How do we know we are getting there?

We should see more administrators attending technology related professional development classes. Classes could be tailored to meet administrative needs, such as using email conferences and calendars to communicate with staff, learning to interpret LRC data to assist teachers, and using reports from our SIS more effectively. More administrators will use technology in staff meetings and for community presentations. Principals will model uses of technology for teachers and encourage teachers to share best technology practices. Some examples of how administrators may model technology use:
- Communicate with staff electronically
- Use more technology in staff meetings and presentations (Power Point, Digital Data Projectors, Smartboards)
- Use LRC data to help make curricular decisions
- Use SIS reports to improve the accuracy of student data reporting

We will have principals and other administrators consistently serving on the district technology committee. We may offer new principal technology training similar to what we do with new teachers during orientation. Administrators will include data and technology components in their building CCIPs. We should see more technology related projects initiated by administrators.

How do we sustain the focus and momentum?

We are seeing more administrative involvement in technology decisions. We must make sure there are technology integration components in district staff development plans, and policies in place for professional development for administrators. We will continue to implement new technologies to make administrators more efficient and encourage them to use these new tools. We will ask principals to participate in identifying the types of technology related staff development their staffs need. The technology committee will make BETA survey data available to principals.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	10%	15%
Acquisitions/Procurement	10%	8%
Deployment/Implementation of Technology	7%	6%
Maintenance & Repair	2%	0%
End-user Technical Support & Training	0%	2%
Curriculum Alignment & Instructional Integration	2%	2%
Fiscal Management/Grant Applications	5%	5%
Superintendent Cabinet/Executive/Board Meetings	0%	0%
Tech Staff Development & Management	10%	3%
Policy Development, Monitoring & Enforcement	2%	4%
Evaluating New/Emerging Technologies	2%	5%
Other	50%	50%
Total	**100%**	**100%**

Other (please describe):

The technology coordinator position for SWCS is a 50% position.The other 50% is committed to the EMIS coordinator position. That situation isn't likely to change in our current financial environment

How will we get there?

The current technology coordinator is a 50% position. Responsibilities include technology strategic planning, technical support, and implementation management. . We hope to reinstate the curricular positions responsible for technology integration and staff development that were eliminated in the last round of budget cuts. We must be able to commit resources to technology integration and staff development in order to move to the next level. At the same time we must also be able to plan for new technologies and support the technology we have. We must also learn to work more efficiently with our current resources. We cannot afford to let our financial situation govern our staffs' and students' access to 21st Century technologies and best-practices.

How will we know we are getting there?

Pending appropriate funding we hope to see technology support positions increase over the course of this plan. Curricular positions to support classroom teachers are at the top of that list. We will use surveys (including BETA) to help us assess our progress toward curricular and support goals. We will gather data from our district network team and district technology committee meetings to show progress toward our goal of maintaining access to 21st Century technologies. We will see evidence of various stakeholders' (including administrators) input into technology related projects. We will see more administrators attending technology related workshops as part of their on-going professional development. We will see a TCO (Total Cost of Ownership) component included in all technology related projects. Technology components will become embedded into building CCIPs.

How will we sustain focus and momentum?

To achieve our technology objectives, we will make sure there are technology integration components in district staff development plans for all staff, including administrators. Administrators must be made aware of how technology can be used to make them more effective leaders. They can then begin to model its use for their staffs. We need to have administrative representation (especially building principals) on the district technology committee. The district must find ways to fund both curricular and technical support staff as technology continues to redefine itself every two years (Moore's Law.)

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

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

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

ACTIVITY 1:

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

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

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

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

	Where are we now?	Where do we want to go?
Thin/Network Clients	Some	Researching
File and Print Sharing	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	None	Increase
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	None	Researching
Video Streaming (Internet)	Many	Increase
Voice Communications - Voice over IP	Some	Increase
Voice Communications - Centrex/PBX	Many	Decrease
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	Some	Increase
Email	Many	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	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	Decrease

How will we get there?

During the past year we have reallocated bandwidth between the DSC and schools to accomodate needs. The increased bandwidth will allow us to move forward with the implementation of planned instructional and administrative applications, such as centralizing servers at the DSC site, replicating mission critical data to a remote site, and establishing a disaster recover plan. Our existing PBX voice network will continue to be upgraded to take advantage of voice over IP technologies. With increased bandwidth we will be able to increase outside access to district resources. We plan to research network monitoring/management tools that will allow us to diagnose problems and track trends. We will attend conferences and meet with vendors to maintain knowledge of state-of-the-art technologies. Efforts will be made to engage end-user departments in defining future needs. Even though our district has financial challenges, we plan to maximize current resources to meet these technology goals and objectives. We have leveraged ARRA, CTE, and Permanent Improvement (PI) funds to begin to upgrade our network infrastructure and install building-wide wireless at six locations. Our services may include, but not be limited to, local and long distance phone services, PRI, Centrex, telephone systems, cellular, paging, WAN, voicemail, high bandwidth services from T1s up to 1 Gb, VOIP, internet access, web hosting and e-mail services, portable electronic devices, routers, switches, cabling, firewalls, servers, video conferencing and distance learning, UPS devices, telephone systems, maintenance, and operating system software and miscellaneous components.

How will we know we are getting there?

Our communication paths will include scheduled meetings with the district technology committee and building technology coordinators. Members of our technology committee will keep board and cabinet members informed of progress toward our goals. Progress will be measured by:

- analyzing reports from network monitoring tools
- analyzing logs from our firewall and the wireless controller
- keeping track of hardware/software changes/purchases
- meeting with end-user departments to coordinate technology needs
- tracking conference attendance and vendor meetings
- trending helpdesk service calls

How will we sustain focus and momentum?

It is imperative that the network is capable of handling current and future technologies. That can happen only if we are in constant communication with all schools and departments as to what their needs may be. There are processes in place to ensure all stakeholders have established realistic expectations. Steps to ensure reliable network access include:

- Time Warner Cable provides 7x24x365 monitoring on all our Metro Ethernet circuits
- we monitor network throughput trends and adjust bandwidth accordingly
- we will audit servers and workstations for usage trends
- meet with end-user departments to identify barriers
- leverage funds from different departments to meet common goals and objectives
- focus permanent improvement funds on the greatest needs
- provide end-user training for new technologies/systems
- identify the technical requirements for all new applications

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)	5:1	5:1
Computer to Student Ratio (1:n)	1:.4	1:1
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

While we have committed resources to upgrade our network infrastructure, we may need to live with the existing support personnel for some time. Our district, as are most large school districts, is in a financial crisis. We must find tools to help us work more efficiently from a central location. We continue to work with our vendors to find emerging technologies to address that need. We have applied for ARRA and I3 grants. We also use supplemental funding from grants, Title 1, CTE, eTech Ohio, etc. to help us fund new and emerging technologies. We may use these funds to implement a pilot in a department or school before rolling out the technology district-wide. The technology, data, and curriculum departments each have representatives on the District Network Team. The purpose of this group is to discuss current and future technology projects, identify the appropriate resources to be committed to each, and establish a timeline for implementation. We will continue to encourage the curriculum department to help identify ways we can use technology to meet our curricular goals.

How will we know we are getting there?

We have a procurement process in place for new technologies. We work with vendor partners to ensure we get the best price for hardware and software. The District Technology Committee established a 5 year cycle to evaluate whether a technology component is still within it's "useful" life. If the component is at the end of "useful" life it may be replaced, or it may be relocated for a more appropriate application. Hardware that has been removed from our assets are either offered at public auction or disposed of by an asset recovery company where they are refurbished or recycled. All purchases of technology filter through the technology or data department. No new technology is installed until a Site Prep Development Form is completed (see documents).

The District Network Team, Educational Technology Teachers, and the appropriate department representatives are responsible for pilot planning, implementation, and data collection. Collected data would include:

- what identified administrative or CCIP goal does this technology support?
- what are the requirements for the technology?
- do we have the resources to implement and support it?
- who is responsible for implementation?
- what is the expected timeline?
- what are the expected outcomes?

Large district-wide initiatives use the "Transition Team" model, with wide stakeholder representation and input. The Team would have status meetings to establish goals and expectations as well as monitor progress, address issues, and set timelines.

How will we sustain focus and momentum?

We have already mentioned the 5 year evaluation cycle for existing technologies. To help support technology replacement 2 mils from a previous operating levy were set aside for capital improvements. We have used over two million dollars from that fund to replace outdated technology over the last 4 years.

Technology is becoming embedded in all administrative applications and in many instructional ones. The demand for, access to, and the upgrading of new and existing technologies will come from classroom teachers, students, and parents of students who recognize the value of technology as a critical tool for teaching and learning. We will continue to upgrade infrastructure to encourage the use of personally owned web-enabled devices. A one-to-one environment doesn't have to include just PCs. The use of new smart hand-held devices will increase significantly. Budgets will need to reflect the demand for new technologies.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

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

How will we get there?

The school district plans to participate in state-wide implementation of D3A2 and EMIS redesign projects and eventually take advantage of zone integration servers (ZIS) to effect SIF interaction between various systems that share data today via nightly exports/imports. The D3A2 project will also increase our data analysis and reporting capabilities. We have moved obsolete applications off our HP 3000 system to more state-of-the art server/Web environments. As demand for access to data increases we will be positioned to provide that access. Our scalable fiber network will provide us the flexibility to centralize and virtualize servers as needed to more efficiently utilize our network resources.

The district has made great strides in the migration of critical applications off our outdated legacy system to more state-of-the art systems. Examples include:

- eSIS/PAM - Student Information System/Parent Assist Mod
- Reports Viewer
- Parent access to student info
- Pay Pams (online payments)
- InfOhio - Library automation
- Facility Wizard - Facilities work order system
- HEAT - Call tracking system
- iHEAT - Technology inventory tracking
- USAS/USPS - Financial and personnel management
- Versatrans - Transportation system
- PDexpress - staff development and licensure system
- PCS - Food services system/online payments

How will we know we are getting there?

In the new SIF environment, data entered into one system will become available to all systems immediately (real time) instead of waiting over night. We will see classroom teachers using real time data to analyze the individual needs of each student. Students and parents will be able to use data that allows them to take more ownership of the students' progress. As usage increases we should see more demand for remote access, and more server and bandwidth usage. We are already seeing greater demand for server space as more teachers use their web sites as a teaching tool.

How will we sustain the focus and momentum?

The district network team and other district technology teams will be the primary mechanisms to identify, implement, and re-evaluate new and existing technologies. We will continue to encourage the curriculum and other departments to participate in the process. Resources should be committed to technologies that meet district-wide administrative and curricular goals. We can't afford to spread our limited resources too thin. We must focus on those projects that have the largest impact on 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	Rarely	Always
Evaluation of demo copies	Rarely	Sometimes
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Rarely	Always
System requirements / technical and operational support	Sometimes	Always

How will we get there?

The district is moving to more web based instructional content. We also plan to explore "cloud" applications and educational applications available from the online "app sites". We are evaluating Learning Management systems to see how we can better offer content to students. We will continue to educate our end-users on the importance of their participation in the early selection process for content and how it is offered. While technology resources are limited we will continue to explore ways to better utilize those resources. We must focus on technology initiatives that impact the most students. We must do a better job of building in the staff development pieces (initial and on-going training). We will work with stakeholders to develop realistic expectations based on the requirements needed to implement the initiative.

How will we know we are getting there?

The primary evaluation metrics are an assessment of whether the fully implemented initiative actually meets the expectations established at the beginning of the project. Those criteria need to be identified early in the planning process and re-evaluated periodically. We will know we are getting there when curricular needs drive technology implementation.

How will we sustain focus and momentum?

Continue to engage end-users in the process. Include a "post mortem" step at the end of each project to allow users to reflect on the process, understand the vital role they played in the project's success (or failure), and identify areas for improvement. Continue to leverage curriculum and technology funds to meet the common goal. Curricular goals must drive the technology.

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

How will we get there?

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

How will we know we are getting there?

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

How will we sustain the focus and momentum?

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

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:1250	1:1150
Support Staff to Teachers	1:69	1:65
Support Staff to Computers	1:365	1:345
Support Staff to Buildings	1:2	1:1

	Where are we now?	Where do we want to go?
Average Response Time (Days)	5	2
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	No	Yes

How will we get there?

Adding additional support staff will continue to be a financial challenge for our district. We will continue to research better tools to make our staff more efficient. We will train BTCs so they are better equipped to handle entry level issues. We will continue to use service call reports to identify what problems and/or schools consume the most resources and find ways to improve our level of support. We have identified several positions we would like to add, but for the immediate future we would be satisfied to get back to the staffing level prior to cut backs.

How will we know we are getting there?

We will continue to monitor helpdesk calls semi-annually to establish target levels for various metrics. We should observe more service requests closed remotely. We will gather feed back from BTCs at our regularly scheduled meetings. We will analyze BETA survey data and perhaps distribute a technology support customer survey.

How will we sustain focus and momentum?

We have made a significant investment in a sophisticated helpdesk system that will allow us to generate reports and analyze data in an effort to improve our support. We'll also take into account feedback from BTCs and ETTs

for ways to better serve our users. We will continue to use Permanent Improvement funds to replace technology that becomes prohibitive to support. We must address issues created by increased recurring technology support costs and the continued cuts of technology training staff.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.
Some - This factor has cursory consideration but is not a primary decision driver.
More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.
Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

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

How will we get there?

We negotiate with vendors for better prices while trying to maintain standards. Where possible we try to integrate installation and set-up as part of the agreement. We also try to extend warranties to four years to relieve some of the support burden from local resources. We will negotiate multi-year support contracts (when funds allow) to take advantage of reduced costs. We'll use our five year replacement plan to determine when technology has reached it's end of useful life. For large district initiatives we will include a staff development component as part of the up front costs. We will pursue opportunities to partner with other organizations that might be willing to donate time, materials, or services to the district. We will continue to look for grant opportunities to help offset direct district costs. We will correlate technology projects to district administrative and/or CCIP goals.

How will we know we are getting there?

We will maintain a list of recurring costs associated with technology projects. We will analyze accounting reports for technology related purchases. We will monitor replacement cycle parameters to decide when to replace out dated technology. During the planning process we will ensure TCO includes:
- initial purchase
- planning time
- installation and set up
- staff development
- recurring support fees
- support past the warranty
- on-going assessment

How will we sustain focus and momentum?

We will continue to educate users on TCO concepts so they will consider all funding aspects of a project and not just the initial purchase price. Where possible we will leverage existing hardware and software resources. We will identify what budgets will be used to fund all aspects of TCO. Once TCO is considered some projects could be delayed due to the existing financial constraints.

Budget and Planning

5.0 Budget

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

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

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2011-12	2012-13	2013-14	Total
Network/Telecommunications Services	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Hardware	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Student Data Administrative Systems	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Software	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Security	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Technology Staffing/Support	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Professional Development	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Consumables	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Additional	xx,xxx	xx,xxx	xx,xxx	xx,xxx	**xx,xxx**
Total	**xx,xxx**	**xx,xxx**	**xx,xxx**	**xx,xxx**	

Additional Items

Additional items include parts and general expenses to run the technology department

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?

The three year budget estimates are based on past expenditures and plans for future technology related growth. The district spends roughly 1% of the general fund budget annually to support technology. This includes spending on technology staff support and district technology initiatives. 2 mils from the 9.7 mil operating levy passed in May, 2005 is being used to fund capital improvements. Part of capital improvements includes funding to replace outdated technology per the district five year replacement cycle process. (see documents) Technology is assessed after five years to determine if it has reached the end of useful-life-cycle. Useful-life-cycle is identified by applying the point system described in the replacement parameters list (in the document library). Technology assigned the highest number of points is replaced first. Replacement funding out of the capital improvement line has been $500,000 over the last four years. It is estimated it would cost $1,200,000 per year to replace all current technology on a five year cycle.

Technology to support new Course of Study adoptions will be funded through the adoption process. The District depends on the federal Erate program to help offset telecommunications costs. South-Western is currently reimbursed for 72% of the annual telecommunications expenses from this program. The technology/data departments will continue to identify ways to leverage other funding sources to support the district technology plan. Some examples of "other" funding sources may include CTA, Title, grants, and federal and state initiatives.

How will we get there?

The intent of the school district is to use technology to support current administrative and instructional goals.The district technology plan goals are aligned to the district CCIP goals. Before any department makes a technology purchase a correlation must be made to the specific goal(s) the purchase will address. This process ensures all technology purchases meet district goals and objectives. It also allows the district to leverage funds from all sources to meet the common goals. By funneling all technology purchases through the technology department, we are able to take full advantage of quantity discounts and make sure purchases meet district established hardware and software standards.

Appendix A - Additional Documents

Description	Name	Date Submitted
Fiber Network Drawing	SWCS-Logical WAN 090109.jpg	December 06, 2007
Technology Replacement Process	Replacement Parameters.doc	December 10, 2007
Facilities Site Development Form	Site Development Form.pdf	February 25, 2008