

Educational Technology Plan for Kings Local SD - 050435

School Years:

2009-10

2010-11

2011-12

eTech Ohio Certified on May 20, 2009

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

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

TABLE OF CONTENTS

Pre-Planning

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

Curriculum Alignment & Instructional Integration

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

Technology Policy, Leadership and Administration

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

Technology Infrastructure, Management and Support

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

Budget and Planning

- 5.0 Budget

Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
 Curriculum Coordinator
 Library/Media Specialist
 Parent
 Principal
 Superintendent
 Teacher
 Technology Coordinator
 Technology Support
 Treasurer

Approvers:

Christina Blair (Technology Coordinator/Director)
 Mike Mowery (Treasurer)
 Valerie Browning (Superintendent)

1.1 Overview of TPT Planning Framework

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

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

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

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

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

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

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

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

1.2 Review Current Technology Plan

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

Are any of these goals no longer relevant?

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

The 2009 - 2012 technology plan was written with many realistic goals. The plan took into consideration the changing atmosphere of educational technology as well as the economic forecast for both education and the state funding.

The district used the technology plan as a framework for implementation. The district will review and evaluate the technology plan on an annual basis to insure we are continuing to advance technology in the district as planned and meeting our set expectations and goals. Progress will be monitored by the BETA surveys, intra-district surveys, and online system analysis.

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? In reviewing the district progress, the committee determined that expectations far exceeded the actual plan. This was encouraging considering the financial strains placed on the district's budget. Due to the installation of Promethean boards in all classrooms grades 2 - 12, the continuation of integrating technology standards in the classroom, the emerging need that arose was the need for continued and advanced professional development on the software and hardware. We realize staff members will be at differing levels of comfort and knowledge and we will need to tailor the PD accordingly.

1.3 Vision/Mission

A. Vision

The vision for technology at Kings Local Schools is to continuously improve the quality of teaching, learning, decision-making, and communication processes for students, staff and community through the effective use of technology.

As the district strives to prepare students to meet the academic, social, civic, and employment needs of the future, technology will empower educators, students and the community to efficiently and effectively create and manage productive learning environments.

Opportunities shall be developed for staff, administration, and the Kings Local community to become familiar with the student and teacher technology standards. Infusion of technology into the learning process changes the role that students play. As technology is integrated in the classroom, teaching and learning will evolve such that students will become active, constructive learners. Learning will continue to shift from the assimilation of information to the construction of new knowledge. Technology empowers students to improve problem solving, critical thinking and communication skills. Learning becomes activity based, affording students greater control of their learning environment and honing their investigative skills. Diverse learning styles can be addressed. Technology-rich classrooms also affect the role that teachers play in the learning process. Rather than dispersing knowledge, the teacher will become a facilitator of learning.

A priority will be made to heighten the professional expectations and abilities related to the effective blending of technology within all curricular areas, using various technological processes. It is the vision of the district that the students' development of these processes will stimulate creative, critical and productive thinking and will become the foundation of skills for leisure activities, domestic agendas and future careers.

B. Mission

The Board of Education of the Kings Local School District believes that technology will empower students, faculty and staff to cultivate a productive educational environment.

The district must provide opportunities at every level of the educational experience for our students to use technology as a tool for lifelong learning.

Curriculum Alignment & Instructional Integration

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

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

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

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

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	In Progress	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	Complete	2008-09
Other Content Areas	Not Started	2011-12

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

How will we get there?

Teachers in the Kings Local School District credit technology as a major asset in assisting to improve the quality of education students receive. Access to technology makes learning fun and productive. Students learn by gathering information from varied sources including the Internet and presenting results either by printed copy or multi-media presentations. Often projects cross all academic subject areas. Research results for a science project can incorporate statistics applied as mathematical equations and inserted into a written report turned into a language arts teacher with a PowerPoint presentation to share with classmates. Communication through technology allows teachers, parents and students to share ideas, expectations and concerns. Teacher web sites can be updated often; sharing all information parents and students will need regarding class projects, homework assignments and suggested links to further educational resources. Current explorative initiatives involve the idea of best practices within the classroom. If a teacher is able to generate a lesson plan that covers appropriate areas of the Ohio standards and the results can be measured,

the lesson plan could be published in a manner that can be shared by others in the district.

Staff development is an area that Kings Local School District is continuing to research, develop and initiate through the strategic plan. Staff development and best practices are enhanced by technology in much the same way students benefit from its use. Teachers also learn by doing. Classroom information can be presented in varied media, allowing for active learning as well as traditional handout/book learning. Ease in communication between staff members encourages them to ask each other for assistance and supports collegiality and reflection which supports staff improvement. Areas that are being researched are online classrooms, IVDL courses and shared training opportunities with other districts. The districts goal is to offer on-site training that is available on an as needed basis.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further educational resources. Parent surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Professional development in the district will continue to be presented by a variety of professionals including educational representatives, curriculum leaders, and the office of technology staff. Additional adult learning sessions will be offered from SOITA, WCESC, College/Universities, and other contracted vendors. Building administrators will monitor the progress of teachers through the ACOT stages within his/her building through evaluations created by District Technology specialists.

How will we sustain focus and momentum?

The Kings Local School District will support the alignment process through early release Wednesday professional development opportunities. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. Each year, after a staff survey, the professional development plan will be reviewed and modified to enhance program efficiency. The technology vision will also guide the revision of our curriculum alignment and instructional integration.

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

11-12	4.0	4.5
-------	-----	-----

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. English Language Arts teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other English Language Arts teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. Learning becomes activity based, affording students greater control of their learning environment. Through the implementation of new technologies such as interactive whiteboards, wireless laptop carts and an enhanced sound system, students will experience heightened engagement with the curriculum. This PD will be tracked internally via a database called PDExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further English Language Arts resources. Parent surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district.

Building administrators will monitor the progress of teachers through the ACOT stages within his/her building utilizing evaluations created by District Technology specialists.

How will we sustain focus and momentum?

The Kings Local School District will support the alignment of the English Language Arts content standards and instructional integration process through early release Wednesday professional development opportunities and English Language Arts department meetings. English Language Arts teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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

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

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

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

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

Current Levels of Technology Integration in Fine Arts

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-4	1.5	2.5
5-8	1.5	2.5
9-12	2.0	3.0

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. Fine Arts teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other Fine Arts teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. Fine Arts teachers will research new technology initiatives used within their content area to implement within his/her classroom facilitating diverse learning styles. This PD will be tracked internally via a database called PDExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further resources. Surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Building administrators will monitor the progress of teachers through the ACOT stages within his/her building utilizing evaluations created by District Technology specialists.

How will we sustain focus and momentum?

The alignment of the Fine Arts content standards and instructional integration process will be supported through early release Wednesday professional development opportunities and Fine Arts department meetings. Fine Arts teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	2.0	3.0
9-12	2.5	3.5

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. Foreign languages teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other Foreign languages teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. Foreign languages teachers will research new technology initiatives used within their content area to implement within his/her classroom facilitating diverse learning styles. Through the implementation of new technologies such as interactive whiteboards, wireless laptop carts and an enhanced sound system, students will experience heightened engagement with the foreign language curriculum. This PD will be tracked internally via a database called PDExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further resources. Surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Building administrators will monitor the progress of teachers through the ACOT stages within his/her building through evaluations created by District Technology specialists.

How will we sustain focus and momentum?

The alignment of the Foreign languages content standards and instructional integration process will be supported through early release department meetings. Foreign languages teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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

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

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

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

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

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

Current Levels of Technology Integration in Mathematics

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	1.5	2.5
3-4	2.5	3.5
5-7	2.5	3.5
8-10	3.0	4.0
11-12	3.0	4.0

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. Mathematics teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other Mathematics teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. The Ohio Resource Center website will be utilized by teachers to locate and implement, technology-rich, best practices. Learning becomes activity based, affording students greater control of their learning environment. Through the implementation of new technologies such as interactive whiteboards and wireless laptop carts, students experience an enhanced mathematics curriculum. This PD will be tracked internally via a database called PExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further resources. Surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district.

How will we sustain focus and momentum?

The alignment of the Mathematics content standards and instructional integration process will be supported through early release Wednesday professional development opportunities and Mathematics department meetings. Math teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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

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

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

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

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

Current Levels of Technology Integration in Science

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

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

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. Science teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other Science teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. The Ohio Resource Center website will be utilized by teachers to locate and implement, technology-rich, best practices. Learning becomes activity based, affording students greater control of their learning environment. Through the implementation of new technologies such as interactive whiteboards and wireless laptop carts, students experience an enhanced science curriculum. This PD will be tracked internally via a database called PDExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further resources. Surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Lesson labs, provided by

the High AIMS consortium will be implemented. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district.

How will we sustain focus and momentum?

The alignment of the Science content standards and instructional integration process will be supported through early release Wednesday professional development opportunities and Science department meetings. Science teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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

How will we get there?

Professional development will be planned through the technology and curriculum departments utilizing the districts two curriculum leaders, technology coordinator, director of technology, and building administrators. The professional development will be based on the States standards for Organizing for High Quality Professional Development. Social Studies teacher representatives will attend content specific sessions at a variety of technology conferences and will use early release time to share with other Science teachers best practices. Teachers will align technology standards with Ohio Academic Content Standards to provide direction for student learning goals. Learning becomes activity based, affording students greater control of their learning environment. The Ohio History Teacher's website will help to create technology rich lesson plans.

Through the implementation of new technologies such as interactive whiteboards and wireless laptop carts, students experience an enhanced social studies curriculum. This PD will be tracked internally via a database called PDEExpress which allows individual staff members to document all professional development. The staff will be able to register, confirm and give a synopsis of the PD they attended via the internet to track their attendance in such PD offerings.

How will we know we're getting there?

The Kings Local School District will continue to monitor the use and integration of teacher websites for posting homework assignments, projects, and links to further resources. Surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district.

How will we sustain focus and momentum?

The alignment of the Social Studies content standards and instructional integration process will be supported through early release Wednesday professional development opportunities and Social Studies department meetings. Social Studies teachers who have achieved mastery of the invention stage will lead professional development opportunities within the district. Revisions will occur as new technology initiatives are introduced and integrated. The technology vision will guide the revision of our curriculum alignment and instructional integration.

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	2.5	3.5
3-5	3.5	4.5
6-8	3.5	4.5
9-10	4.0	4.5
11-12	4.0	4.5

How will we get there?

Teachers from all content areas will attend a variety of technology conferences and will use early release time to share with other teachers best practices. Alignment of technology standards with Ohio Academic Content Standards will provide direction for student learning goals. Learning becomes activity based, affording students greater control of their learning environment. Providing integrated, realistic, real world technology experiences that will better prepare students for the business world, enabling students to become productive citizens. DASL will be used to access student data to determine the academic needs of individual students. Teachers will receive training on how to effectively use DASL to increase student achievement. New technologies such as interactive whiteboards and wireless laptop carts will be implemented into classrooms district-wide. In order to optimize student engagement with these technologies, teachers will receive on-going training focusing on best practices.

How will we know we're getting there?

Implementing the Ohio Technology academic content standards will ensure that students have the appropriate technology skills at each grade level. The district will continue to systematically collect and review data through the use of surveys. The results of these surveys will provide information to the staff on the use of data to improve instruction.

How will we sustain focus and momentum?

The Kings Local School district will expand the use of electronic communication within the school community and beyond. Utilizing internet connectivity will promote communication and extend the learning environment beyond the classroom. In response to instructional needs, the district will implement systems for continuously reviewing and enhancing district wide technology. This will facilitate the ability to track student progress that is aligned with specific content standards and target needs for renovations. Increased staff professional development opportunities will enable the effective use of technology in the learning process, impact student achievement gaps, improve student performance, and address individual student needs. The use of technology to focus on student progress will impact the quality, content, and structure of teaching and learning within the district.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

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

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

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

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

How do we get there?

District administrators meet with building level Parent Council members, board members, and other community members to disseminate the use of new strategies for technology integration. The K-6 state technology standards have been correlated with EasyTech online lessons, activities, and quizzes. This ensures that standards are met and students have consistent technology skills at each grade level. Technology teachers and classroom teachers in grades 7-12 implement the state technology standards within their specialized classes. Yearly subscriptions to EasyTech and other technology resources, as well as software licenses, will be renewed based on need. The technology director and curriculum leaders continually review new technology trends.

How do we know we are getting there?

The technology director, with the assistance of building administrators, will be responsible for monitoring the integration and use of technology and instruction. The district administrators will analyze teacher websites for posting homework assignments, projects, and links to further educational resources. Parent surveys will provide feedback on communication through teacher websites, email, and other forms of communication. Professional development opportunities will be focused on project based and interdisciplinary work. Information will be displayed and shared at Parent Council meetings as well as district Board meetings.

How do we sustain the focus and momentum?

Electronic Blackboard News will inform stakeholders of progress made and policy changes implemented to address areas in need of improvement. Maintaining attention to policy needs will be met through the district administrators who will analyze teacher websites for posting homework assignments, projects, and links to further educational resources. The district technology committee will meet at the end of each school year to evaluate the policy. Changes will be made based on survey results, technology rich best practices, and other needs assessed by the committee. The opportunity to pilot cutting edge educational technology within the district will foster a culture of inquiry. The technology committee will communicate the changes to be made and building administrators will be responsible for implementing the changes within his/her building.

3.2 Analyzing District Leadership

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

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

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

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

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

How do we get there?

Building administrators utilize the district website and email as a means of communication with staff and community members. In addition, CallSafe is used by administrators to communicate quickly and efficiently. Administrators use multi-media when presenting staff with new information. Administrators are given the opportunity to attend the Ohio Schoolnet conference, where they experience first-hand innovative educational technology. The district technology office will provide professional development for administrators that will enable them to reach a level of comfort with technology in order to meet the needs of their staff.

How do we know we are getting there?

The technology department will use a survey given to both parents and teachers to assess the use of technology within each school building. These surveys will be evaluated by the technology department. Building participation in pilot programs will also indicate support of current technology initiatives within each school. Increased teacher and student use of technology will demonstrate an impact of technology leadership provided by building administrators.

How do we sustain the focus and momentum?

Input given by technology committee members and technology staff will support the Director of Technology in attaining target time allocations. Aggressive searches for new technology to be used in the classroom will drive the professional development. The Director of Technology will serve as a role model for building administrators through the extensive use of technology resources daily. The district technology office will provide professional development for administrators that will enable them to reach a level of comfort with technology in order to meet the needs of their staff.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	25%	20%
Acquisitions/Procurement	6%	6%
Deployment/Implementation of Technology	6%	5%
Maintenance & Repair	2%	2%
End-user Technical Support & Training	6%	6%
Curriculum Alignment & Instructional Integration	8%	10%
Fiscal Management/Grant Applications	5%	10%
Superintendent Cabinet/Executive/Board Meetings	10%	10%
Tech Staff Development & Management	10%	12%
Policy Development, Monitoring & Enforcement	5%	7%
Evaluating New/Emerging Technologies	10%	10%
Other	7%	2%
Total	100%	100%

Other (please describe):

The Curriculum, EMIS and PR staffs report to the Director of Technology in our district. There is a portion of the directors time that is dedicated to these dept. on a monthly and weekly basis. The Tech Director/Asst. Superintendent is responsible for the budgets in these areas and must meet with each department for planning and implementation. The Tech/EMIS Coord. is responsible for meeting EMIS state requirements as well as assisting the Tech Director in meeting district technology goals.

How will we get there?

The district supports our Director of Technology and believes that she has always been able to plan, manage, and implement the given task of running the department along with managing the other departments that report to her. Through the organizational skills that our director has shown, the department has been able to meet all given time frames on projects and implementing the needed technology for the the district. The director continues to grow in the position through professional development that encompasses not only technology, but curricular developments and management skills. The district supports the growth of technology and will continue to allow the director to manage and develop the department with her skills.

How will we know we are getting there?

A yearly technology survey is given to the staff and key stakeholders. This survey evaluates the leadership skills and technological progress of the department. All professional seminars and trainings that the director or the staff attend are documented and shared with all parties.

The Director of Technology and the key personnel will report implementation status at district Board of Education meetings. Progress is monitored by the Director of Technology/Assistant Superintendent, the Superintendent, and the Technology Coordinator. The district will continue to encourage staff members to report all technology issues via the TrackIt web-based system. This system allows for daily analysis of response time and effectiveness of technical support. The technology department meets weekly to discuss, prioritize and analyze all requested service.

How will we sustain focus and momentum?

The Technology Committee will review the outcomes and impact made through the utilization of the technology strategies. The results will be reported at the district Board of Education meetings. Survey results will also be evaluated regularly in an effort to ascertain the progress made district-wide.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

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

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

ACTIVITY 1:

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

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

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

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

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

ACTIVITY 2:

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

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

How will we get there?

A VPN server has been purchased and has been implemented with access given to administrative and special education staff additional staff will be given the rights to these services. The technology department has updated the wireless wavepoints that will support two of the districts buildings with plans to push out to the remaining buildings on the future. We have added 250 laptop computers to this upgraded wireless network and will be allowing students to bring in personal laptops to be joined to the network which will increase the wireless traffic. Due to new construction at the High School and Junior High additional cable drops and file/print sharing will be added. This will cause us to increase the amount of storage space to our file servers. We will monitor the need for new cable drops in all locations and will also consider the possibility to increase our blades, switches, and routers. Due the installation of projectors in all classrooms in grades 2-12 we expect to see an increase in video on demand and video streaming. We have been utilizing VOIP for over seven years, with telephones on each teachers desk. The maintenance and upgrading of VOIP systems are done on a regular basis keeping us updated at all times. With the addition of so much technology we have had and will continue to have bi-annual audits of our electrical and cooling systems so that we are never in danger of reaching our capacities or over loading our existing systems.

How will we know we are getting there?

The technology department will use a BETA survey given to both teachers and administrators to assess the use of networking and telecommunications services. These surveys will be evaluated by the technology council. Building participation in pilot programs will also indicate support of current technology initiatives within each school. Electronic Blackboard News will inform stakeholders of progress towards network and telecommunication services and the quality of service provided. The district technology committee will meet at the end of each school year to evaluate the progress. Changes will be made to continually improve the quality of service the district provides based on the BETA survey results. The technology committee will communicate the changes to be made and the technology staff will be responsible for implementing the changes.

How will we sustain focus and momentum?

The technology staff will monitor the network through the communication with various vendors keeping up on the latest technology trends. To ensure reliability of the services enabled by our network, the district has implemented UPS, servers with dual power supplies, and a Network Specialist who continuously monitors the network. In response to future needs, the district will purchase hardware and maintain services required to address the potential impacts on the network capacity.

4.2 Access to Technology

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

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

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

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

How will we get there?

The technology department has established a replacement cycle for all technology equipment every 3 to 5 years. This includes staff/student workstations, servers, backbone components and telephone equipment. Equipment is rotated throughout the district to ensure end of life is maximized and new equipment is utilized in critical curriculum driven areas. Daily maintenance and support for hardware, software, asset management,

procurement, planning, and staff development are shared among the technology staff members. The Director of Technology, Technology Coordinator and Network Specialist are responsible for evaluating, purchasing, and managing emerging technologies. They are also responsible for sustaining communication with key stakeholders, in the district and in the community. A Network Specialist maintains the district servers, switches, routers, and other software to ensure continuous uptime. Technical support personnel strive to preserve a functional system throughout the district. The methods used to identify emerging technologies and possible pilot programs are as follows: attending state technology conferences, meeting with other districts to discuss technology initiatives within other school systems, and various professional journals and instructional classes provide knowledge on cutting edge technologies.

How will we know we are getting there?

To ensure state technology standards are being addressed, the district will implement systems for continuously reviewing and enhancing district wide technology. A BETA survey and an end of the year, district-wide technology survey will provide data for the evaluation, planning, procurement and upgrading of technology. This will facilitate the ability to track student progress that is aligned with specific content standards and target needs for renovations. Increased staff professional development opportunities will enable the effective use of technology in the learning process, impact student achievement gaps, improve student performance, and address individual student needs. The use of technology will impact the quality, content, and structure of teaching and learning within the district that is focused on results.

How will we sustain focus and momentum?

Expansion of electronic communication within the school community and beyond and increased utilization of internet connectivity, will promote communication and extend the learning environment beyond the classroom. In response to instructional needs, the district will implement systems for continuously reviewing and enhancing district wide technology. Tracking student progress, to guarantee alignment with specific content standards, will identify areas in need of improvement. To continue to build capacity for future technology needs, increased staff professional development opportunities will facilitate the successful use of technology throughout the district.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

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

How will we get there?

The district will facilitate the development of consistent suites of software, instructional and reference resources available to students by grade level and by content area. The district will sponsor pilot projects that test software or hardware solutions for specific curricular needs. The district will facilitate the integration of student technology standards into curriculum initiatives, and work the teacher technology standards into key documents and practices for professional development, mentoring, and effective teaching.

How will we know we are getting there?

The district will utilize BETA/staff surveys to determine adequacy of current and new system implementations and the effectiveness of user training. Usage of these systems will also be monitored by the technology department. Staff and student surveys will be conducted to assess the effectiveness of this technology as a means to communicate, share information, work collaboratively, and enrich the learning experience. These methods will facilitate many of the curriculum and productivity initiatives in the district.

How will we sustain the focus and momentum?

The district will review the technology plan; identify progress and evaluate changes needed. The district will also assess integration of technology within the curriculum using surveys and assessment tools designed within the curriculum development process. Determine needs for inservicing of teachers in the technology areas and develop appropriate content by reviewing staff input from the in-services, and using assessment tools (self-evaluation, performance assessments, project rubrics) to gather data on student use of technology. The district will provide leadership for professional development and manage the technology grants and budgets to reflect the needs of the students and staff K-12. The technology staff will stay current with developments and innovations in the field and maintain current inventories and adjust as outlined in the plan. Technology support personnel will provide service and repair to maintain equipment and networks.

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

How will we get there?

The desired goals and outcomes of the Kings Local School District have been achieved. Software requirements to maintain this level of accomplishment will be the continued upgrade of currently used programs. This is currently being met with Outlook, network operating software, anti-virus software, web browser, web server software and Active Inspire.

How will we know we are getting there?

The district will utilize BETA/staff surveys to determine adequacy of current and new system implementations and the effectiveness of user training. Usage of these systems will also be monitored by the technology department. Staff and student surveys will be conducted to assess the effectiveness of this technology as a means to communicate, share information, work collaboratively, and enrich the learning experience. These methods will facilitate many of the curriculum and productivity initiatives in the district.

How will we sustain focus and momentum?

The district will evaluate the effectiveness of educational software as it pertains to integration of technology within the curriculum using surveys and assessment tools designed within the curriculum development process. The evaluation process will also ascertain the total cost effectiveness of these software applications. The needs for inservicing of teachers in these software applications will be under constant consideration during the evaluation

process.

Technology support personnel will provide service and repair to maintain equipment and software.

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	4 - Advanced	4 - Advanced
Security zones	4 - Advanced	4 - Advanced
Wireless network security policies	3 - Adequate	3 - Adequate
Central log mechanism and review policy	2 - Minimal	3 - Adequate
Incident response procedures	3 - Adequate	3 - Adequate
Network security	3 - Adequate	3 - Adequate
Host Security	3 - Adequate	3 - Adequate
Data security / integrity	3 - Adequate	3 - Adequate
Anti-virus software	3 - Adequate	3 - Adequate
Spyware	3 - Adequate	3 - Adequate
Firewall	3 - Adequate	3 - Adequate
Filtering	3 - Adequate	3 - Adequate

How will we get there?

All equipment ranging from workstations, peripherals, and network components are secured by district security measures. The electronic communications are covered by the firewall applied by our ITC site and additional district purchased software. All data security is done through Windows 2000/2003 server and our ITC site. Additional security was added for e-mail and web content. All district information is backed up daily on an unattended backup system and logged for a period of 5 weeks on a rotating basis. Network administration and integrity are password protected.

How will we know we are getting there?

The district will continue to implement an information management system for effective instructional decision-making, management of students and staff data, and communication among students, staff, parents, and community members. A variety of actions will be taken to directly attend to this goal. Further implementation of DASL will enhance the district-wide information infrastructure making information available to staff for use in decision making in response to instructional needs. Teacher and staff training will be completed by all users. The technology department will continue to monitor usage by staff members to measure the effectiveness of this application. Through standardization of the acquisition, implementation and support of technology hardware and software, the district will continue to provide staff with the management tools needed for planning, tracking, collecting, sharing, and assessing information. Technology staff will provide timely, adequate district-wide technology support for all aspects in the use of technology. Further evaluation of our guidelines for maintaining, upgrading, repurposing and retiring school/district technology will continue. Continued analysis of the Track-it system for response time will ascertain a need for additional staff and hardware.

How will we sustain the focus and momentum?

The district has a set chain of command by which all district policies must be reviewed for purchase, deployment and implementation. The Acceptable Use Policy is in place and sufficient for our district. Current policy provides for the technology infrastructure to be maintained by a full time network administrator. The technology procedure for this strategy is working with vendors on pilot programs, discussion and evaluation of needs by the technology/Curriculum Council. Maintenance considerations are based on network and workstation scheduled preventative maintenance done by district's network specialist. Service updates are on a regular schedule built into the images put on the workstations and servers. These tactics have proven to be adequate. The district's upgrade policy is to stay as current as possible on both hardware and software. Upgrades of new versions are only added when proven versions are approved for use by the technology department. Hardware and software

purchases are evaluated on a three-year cycle as budgets permit. The district believes that this policy has and will continue to work effectively in the future.

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	1:760	1:633
Support Staff to Teachers	1:56	1:56
Support Staff to Computers	1:583	1:583
Support Staff to Buildings	1:2	1:2

	Where are we now?	Where do we want to go?
Average Response Time (Days)	3	1
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Technology support for our communications and network infrastructure is shared by district staffing and vendor contracts. In general, the telephone system is supported through contracted services while the computer network is supported by district personnel. The district's webpage is completely maintained by building secretaries, Community Relations Coordinator and the Network Specialists. The maintenance of the hardware infrastructure within the district falls within the domain of the Technology Director, Network Specialist, Technology Corrdinator and the ITC site. The district has maintained the equipment to keep the district on the cutting edge of technology. Daily operation, maintenance and support for hardware, software, asset management, procurement, planning, and staff development are shared among the technology staff members. The Director of Technology and the Technology Coordinator are responsible for evaluating, purchasing, and managing emerging technologies. They are also responsible for sustaining communication with key stakeholders, in the district and in the community. A Network Specialist maintains the district servers, switches, routers, and other software to ensure continuous uptime. Technical support personnel strive to preserve a functional system throughout the district. The methods used to identify emerging technologies and possible pilot programs are as follows: attending state technology conferences, meeting with other districts to discuss technology initiatives within other school systems, and various professional journals and instructional classes provide knowledge on cutting edge technologies. The quality of service in these areas is enhanced and improved by the number of positions that fulfill these responsibilities.

How will we know we are getting there?

The district will implement systems for continuously reviewing and enhancing district wide technology to ensure state technology standards are being addressed. A BETA survey and an end of the year, district-wide technology survey will provide data for the evaluation, planning, procurement and upgrading of technical support. Previous survey results indicated that the response time and keeping pace with the needs/demand for the users was sufficient 99.01% of the time. Our goal is to maintain/improve this level of service, striving to attain 100% satisfaction.

How will we sustain focus and momentum?

The district will continue to encourage staff members to report all technology issues via the TrackIt web-based system. This system allows for daily analysis of response time and effectiveness of technical support. The technology department meets weekly to discuss, prioritize and analyze all requested service. Continued use of BETA surveys and end of the year technology surveys will also assist in monitoring technical support. The Director of Technology will report the data collected from surveys and TrackIt to the Technology/Curriculum Council. Council members will assist in assessing if a need exists to increase technology support 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	Extensive	Extensive
Procurement Plan	More	More
Specifications/Requirements/Fits Analysis	Some	More
Integration of donated time, materials or services	None	None
Deployment/Installation plan	Extensive	Extensive
Initial Training and Professional Development	More	More
Evaluation of current external support costs versus new purchase	Some	More
Loss of institutional knowledge for replaced systems	More	More
Phase Out/Replacement cycle	More	More
Disposal costs	More	More

How will we get there?

The Total Cost of Ownership model has been utilized in the Kings District for many years. The development of a relationship with vendors allows the district to share its vision in the area of technology with experts that understand our needs along with the budget restraints that are often placed on schools. Our district utilizes a couple of different procurement plans based on the type of equipment that is needed. Expected life cycle of the equipment is one area that is taken into consideration on every purchase that is made along with the desired outcome expected by the purchase. Initial training and staff development is the next area that we take into consideration when dealing with new technology. Our belief is that all the planning, materials and equipment is not a viable resource without the proper training and support given to the end user. All other areas mentioned above are taken into consideration, but not to the extent as the three top areas mentioned.

How will we know we are getting there?

The planning team spent a large amount of time examining and analyzing the technology budget for the past three years and came to the conclusion that it was a good representation of how the technology funding was utilized and spent to accomplish the goals set for those years.

How will we sustain focus and momentum?

The TCO model quantifies not only the visible costs but makes an assessment of the hidden staff costs where staffs are informally supporting the technology and their peers. In addition to an assessment of the inputs, the model assesses a range of outcomes including user satisfaction, service reliability and appropriateness. It will also enable the district to maintain an overview on broader issues such as sustainability and best value. Insight from TCO will translate into lowered IT costs and improved district performance.

Budget and Planning

5.0 Budget

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

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	200,000	200,000	200,000	200,000	600,000
Hardware	1,375,000	200,000	200,000	200,000	600,000
Student Data Administrative Systems	200,000	250,000	250,000	250,000	750,000
Software	46,000	100,000	50,000	50,000	200,000
Security	165,000	75,000	50,000	50,000	175,000
Technology Staffing/Support	188,000	195,000	210,000	225,000	630,000
Professional Development	19,000	20,000	20,000	20,000	60,000
Consumables	17,000	18,500	18,500	18,500	55,500
Additional	10,000	10,000	10,000	10,000	30,000
Total	2,220,000	1,068,500	1,008,500	1,023,500	

Additional Items

meeting expenses, milage, department postage/telephone bills, and recycling of old equipment

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 budget to support the strategies outlined in this plan are allocated through the general funds, permanent improvement funds, grants and inside/outside sources. The amount of funds to support this plan were predetermined

by percentage allotments from the last operating and permanent improvement levies passed in 2005 and projected out until 2009.

The technology planning team met several times during the development and prior to the technology plan being finalized to discuss and plan for budgetary needs. The planning team consists of administrators, teachers, community members, board of education members and a representative of higher education.

The distribution of funds has been and will continue to be based on equity for all buildings and end users, with the first priority being the district's infrastructure development.

This three year estimated budget will be evaluated on an annual basis based on demands of the PI funds and other district needs.

How will we get there?

The budget to support the strategies outlined in this plan will be allocated through the general funds, permanent

improvement funds, grants and inside/outside sources along with partnerships with our local career center.