

**Technology Plan for**

**Logan Elm Local SD - 049080**

**School Years: 2006-2007, 2007-2008, 2008-2009**

**Status: Ohio SchoolNet Certified**

**Certification Period: Jul 1, 2006 - Jun 30, 2009**

**Printed: May 09, 2006**

## Phase 1 - Initiate Planning

### 1.1 School District Demographics and Facilities

School District Name: Logan Elm Local SD  
District Code (IRN#): 049080  
District Address: 9579 Tarlton Rd  
Circleville, OH 43113  
District Phone #: (740) 474-7501  
Superintendent's Name: Bradbury, Asa

Category	Grade Levels	# Faculty	# Students	# F/R Lunches	# Schools	# Classrooms
Elementary	K-6	80.00	1,200.00	354.00	4.00	85.00
Junior High	7-8	27.00	369.00	92.00	1.00	28.00
High School	9-12	37.00	760.00	110.00	1.00	38.00

### District and Community Demographics

Logan Elm is a rural community located south and east of the city of Circleville which is known worldwide for the annual Pumpkin Show held in mid-October. Recreational facilities abound in the area include the beautiful Hocking Hills which offer Old Man's Cave, Tar Hollow, Ash Cave, Cedar Falls, Conkle's Hollow, Rock House, Cantwell Cliffs and Lake Logan. In Pickaway County are Deer Creek Reservoir, Hargus Lake, Stage's Pond and Ted Lewis Museum. Tecumseh Outdoor Theater is located in nearby Ross County. Recreation leagues offer baseball, softball, football and soccer to the youth. Public and private golf courses are nearby.

### School District Facilities

The Logan Elm School District is a consolidated district in Pickaway and Hocking counties. 2300 students are enrolled in 6 schools. Logan Elm High School houses 678 students in grades 9-12. Seventy-two junior and seniors attend Pickaway-Ross Career and Technology Center. Logan Elm offers a full compliment of college prep classes. A block schedule offers time for extended learning and flexible scheduling. A full range of athletic and musical activities, clubs, academic challenges and social events are offered throughout the year. McDowell houses 370 students in grades 7-8. McDowell instruction focuses on individual student success in learning. Advanced courses in math, language arts, and art are offered. Students are encouraged to participate in extracurricular activities. Four elementary schools house 1200 elementary students in grades K-6. We offer all day, every other day kindergarten. We use a balanced literacy reading/writing program district-wide. A literacy coordinator is assigned to each elementary school to coach staff, help remediate individual children and inform parents. Special programs are available for handicapped and gifted children. The district covers 220 square miles. Political subdivisions include six townships and three villages within Pickaway and Hocking counties. Within the district is a diversified economy. Major industry (DuPont and PPG) and smaller industry (Telesis and Circle Plastics) exist on the west end. The district has large farms in the central portion and the Appalachian timber industry and small farms in the east.

### 1.2 Planning Process Overview

#### Technology Planning Committee

Name: Barney, Steve  
Role/Organization: McDowell Exchange School  
E-mail Address: barneys@le147.logan-elm.k12.oh.us

Name: Barnes, Tracy

Role/Organization: Pickaway Elementary  
, OH  
Daytime Phone: 740-477-6932  
E-mail Address: barnest@le147.logan-elm.k12.oh.us

Name: Rundag, John  
Role/Organization: Logan Elm School District  
Mailing Address: 9579 Tarlton Road  
Circleville, OH 43113  
Daytime Phone: 740-474-7501 x304  
E-mail Address: jrundag\_le@scoca-k12.org

Name: Klein, Pam  
Role/Organization: McDowell Exchange School  
Mailing Address: 9579 Tarlton Rd  
Circleville, Oh 43113  
Daytime Phone: 740-474-7538  
E-mail Address: kleinp@le147.logan-elm.k12.oh.us

Name: Beavers, Judy  
Role/Organization: Logan Elm High School  
Mailing Address: 9575 Tarlton Road  
Circleville, OH 43113  
Daytime Phone: 740-474-7503 x320  
E-mail Address: beaversj@logan-elm.k12.oh.us

Name: McAfee, Steve  
Role/Organization: Logan Elm School District  
Daytime Phone: 740-474-7501  
E-mail Address: smcafee\_le@scoca-k12.org

Name: Tomlinson, Todd  
Role/Organization: Logan Elm High School  
Daytime Phone: 740-474-7503  
E-mail Address: tomlinsont@logan-elm.k12.oh.us

## **Technology Planning Orientation Process**

The Logan Elm Schools Technology Planning team is composed of administrators, teachers and other staff members from all of the school buildings in the district. There is at least one member from each building and at least one member from the community.

## **1.4 Technology Mission Statement and Vision**

### **Mission Statement**

The mission of the Logan Elm Schools is to provide the students, staff and community with the necessary technology skills that will encourage a lifetime of learning.

### **Vision**

The vision of the Logan Elm Schools is to be a leader in providing a superior education and the necessary technology skills that improves the quality of life for learners.

## **1.5 Ongoing Stakeholder Communications**

### **Tactical Communications Plan**

Our tactical plan for communicating with community groups is to invite the community to participate in board meetings, provide information on the district website and invite the public to visit our technology classrooms. The issues we have identified as needing stakeholder input are mission and vision of the potential impact of technology on the teaching and learning process and long-term community benefits of technology. The issues that should be communicated to the community are the current status of technology access in the school district and technology needs and priorities. The intended audience for all key issues is the students and staff members. The methods and resources that will be used are fiscal reports, monthly newsletters and data posted on the district website. The persons responsible for making the communication occur in a timely fashion are the superintendent, treasurer, district secretary and the technology coordinator. The effectiveness of our communication strategy will be determined by a survey of the community and by participation at board meetings.

### **Community Relations Strategy**

The strategies the district will use to build support for technology strategies will be focus groups on technology, email list, distribution list, email discussion, discussion groups on district website and posting relevant data on the district website. The community groups most important for maintaining open communication channels are the PTO, board members, CIP committee and technology committees. The most effective methods of communication are email and posting of data on the district website. The communication channels currently employed by the district are email, website, monthly newsletters and the CIP plan. We have determined that the best method of communication will be through our websites. We are investing some money and a lot of time to disseminate the information to our audience.

## **1.6 Service Agencies, Partnerships, and Community Linkages**

### **Potential Funding Resources**

As reflected in the CIP, providing technology in the learning environment requires many resources. Due to stagnant property tax revenue and projected minimal increases in the State Foundation Program, the already tremendous importance of technology funding outside of our general operating money will grow considerably over the next few years. Fortunately, our district passed a one percent income tax in May of 2005. We started collecting the tax in January of 2006. This increase in funding will allow us to add some services back and explore new technology.

The three most important grants to date have been eTech Ohio grants, the annual OneNet Network Connectivity Subsidy, and the E-Rate program. Ohio SchoolNet Plus grants have enabled us to outfit our K-6 elementary buildings and 7-8 junior high school with appropriate infrastructure and classroom workstations. In addition, eTech Ohio programs have provided assistive technology to specific special needs children and professional development opportunities to teachers and administrators. The OneNet Network Connectivity Subsidy and E-Rate programs help offset the cost of Internet Service. The E-Rate program has also subsidized telecommunications and a few specific technology infrastructure improvement/expansion projects. The District stays abreast of funding opportunities provided by eTech Ohio and the USAC Schools and Libraries Division by continuously monitoring their communiqués and web sites.

Other potential grants are identified by administration and staff by reading appropriate periodicals (e.g., ODE

Bulletins; OSBA Journal, Briefcase, and School Management News; and OASBO's School Business Bulletin), Internet searches, and networking at conferences. Grants that have been used to improve technology in the District are as follows: Martha Holden Jennings, EMIS, IDEA-B (Special Education), Title V (Innovative Programs), LSTA, and Title II-D (Technology).

Business partnerships with financial consequences have been formed primarily with businesses who have sought tax abatements. Typically, in exchange for partial or full property tax abatement, local businesses have been willing to make annual payments in lieu of taxes towards educational programs in which they have an interest. For example, we currently have two such agreements with local manufacturing companies which provide \$5,000 each year to our industrial arts programs and \$10,000 each year to our science programs. Obviously, technology used in these programs will improve as a result of these partnerships. Our superintendent sits on the local tax incentive review committee and is, thus, able to monitor existing agreements and become aware of possibilities for additional partnerships. In addition to these efforts, local business is represented on our CIP monitoring committee. The presence of business leaders allows that community to help shape the direction of the District and be aware of opportunities for partnership.

The District anticipates that eTech Ohio grants, the OneNet Network Connectivity Subsidy, and the E-Rate program will continue over the next three years at current funding levels, allowing 7-12 classrooms to be outfitted with appropriate infrastructure and classroom workstations and Internet use to continue throughout the District. Other public and private grants will be sought as much as possible to fund specific technological improvements.

### **Current District Partnerships**

The district has ongoing partnerships with the PTO groups in the elementary buildings, businesses in our community, Pickaway-Ross Career and Technology Center, Pickaway County ESC, GSN, SCOCA, Dell and the Circleville Rotary. However, none of the organizations has been asked to provide technology-related efforts and initiatives. With the declining funds at the state and federal level, as well as potential cuts at the district level, the district will explore technology-related initiatives with these organizations. The state and federal agencies are providing us with the necessary resources, however, this could be on a much greater scale. We have acquired a lot of equipment through the Department of Defense Computers for Education program. This program has allowed us to replace a lot of the older computer equipment and provide new resources for our students and staff.

### **Potential District Partnerships and Linkages**

The district will expand existing partnerships during the planning and implementation process by linking together the Pickaway County Library, Hocking County Library and the libraries of the three elementary schools, junior high and high schools. This will be accomplished using the InfOhio databases in all schools. Laurelville Elementary uses the Hocking County Library, which is located within walking distance. This partnership has allowed us to utilize the library services and use the space that was previously used as a library for a classroom. Technology-related professional development will be explored through higher education institutions such as The Ohio State University, Ohio University and Ashland University. The PTO groups in the elementary buildings will be asked to provide future funding for technology. Businesses in the community will be asked to provide a leadership role in providing our students with the skills necessary in the business world. Training sessions and classes will be made readily available and publicized with the Pickaway-Ross Career and Technology Center. Currently, there is little communication with the PRCTC. This communication will need to be expanded in order to offer training to the community. The Pickaway County ESC and the Technology Coordinator will need to develop ongoing communication, as well as communicate together on technology goals and objectives. Partnerships with technology vendors and service providers will

need to continue. No additional partnerships have been identified. The existing partnerships we currently have will need to be expanded. The role of these organizations would be to provide ongoing communication, provide a leadership role and possible funding. Additional partnerships could be developed with local technical institutions and colleges such as DeVry, Hocking College, Ohio University and The Bradford School. Partnerships could be developed with these institutions to provide assistance and possible interns. The food service department has a partnership with the MealMagic Corporation which provides us with a point of sale solution for our school lunch program.

## **Phase 2 - Assess Current Status of Educational Technology**

### **2.1 Student and Staff Technology Skills, Knowledge, and Usage**

#### **District Technology Standards**

The planning committee analyzed the technology standards for students, teachers and staff using the Ohio Academic Content Standards in Technology ISTE NETS for Students and ISTE NETS for Teachers. The goals and objectives were reviewed and discussed. The Ohio technology standards were used as a basis for the district standards. The district's technology standards are derived from the state and national standards, so they are aligned directly with the state and national standards.

#### **Student Technology Attitudes**

The motivating factors for elementary students to use technology are that the technology devices currently used in the district provide the student with a positive and enjoyable experience. The students are excited about using the software and using computers and other devices to explore and reinforce their ideas and strategies. The motivating factors for middle school students to use technology are using software and other technological means to express and convey their thoughts and ideas into electronic forms, multimedia applications and electronic billboards. The motivating factors for high school students to use technology are the ease of use in doing research and collaboration with other students using electronic means. Their teachers now maintain their own web sites where students can find instructional video clips and needed information for class projects. Technology continues to change at a rapid pace and the schools must keep up with what is available. Problems occur when the equipment the schools have cannot access new software or web sites because the hardware is too old. All students view the use of technology as a positive experience when the technology works. Nothing can be more frustrating than technology that does not do what they want it to do or simply does not work. All students want more access to technology. However, the district cannot accommodate this because of finances and facility issues. The students have the greatest access to technology resources at school. Currently, our district meets the ratio of 1 computer to five students. Only 75 percent of the student population has access to a computer at home. The percentage of students using computers at school is 90 percent. The primary classrooms use an electronic curriculum package. The upper elementary students are working on Accelerated Math, Study Island, electronic portfolios and multimedia projects. The middle school students are using reading and math curriculum software as well as electronic portfolios and multimedia projects. The high school students are using the internet for research, as well as the computers for electronic portfolios, multimedia projects, CAD drawings, programming and Office technologies. The percentage of students with internet access at home is 85 percent. The percentage of students with internet access at school is 100 percent. Every classroom in the district is connected to the internet. I do not believe the students are satisfied with the level of access to technology resources. The district is in need of additional computers and technological devices as well as facilities to house them. The computer courses which are most popular are Keyboarding, CAD, Web Design, Spreadsheets, Visual Basic, Programming and Independent Study through ElementK.

#### **Student Technology Skills**

Students are receiving some technology skills prior to receiving formal instruction. We find that kindergarten students already have the ability to move the mouse on a computer and show some beginning keyboard skills. As the students develop and continue with the SuccessMaker program, their dexterity with the mouse and keyboard skills improve dramatically. As the students move into the upper elementary grades, they are introduced to using the computers for writing and research over the internet. These skills continue to develop over the middle school years and are honed even more when the students enroll in keyboarding class in the eighth grade. The percentage of students demonstrating a basic mastery of computer operations at the elementary, middle and high school levels is 96 percent. The students must have computer skills in order to

check out books at the library and every student in the primary level must be able to complete the tasks in the SuccessMaker software package. This is consistent across the district. Approximately 77 percent of the students in the district demonstrate a basic mastery of word processing. Approximately 80 percent of the student population demonstrates basic mastery of using the internet and/or email communication. Many high school and junior high students have access to Internet email via free email services. All students must use the internet to locate materials and use the InfOhio databases at the library, so internet skills are a must. The technology skills of the students exceed the technology skills of the staff. The students are often used to help teachers with computer problems, as well as train the teachers to do certain technological tasks. There are no significant variations in skill levels from school to school. The district has an equal amount of computers in the four elementary buildings. The ratio throughout the district remains at one computer for every five students. Students possess technology skills that can be and are shared with other students and staff. Although this is not widespread, an initiative is being developed to provide staff and students with the resources they need.

### **Students Technology Usage**

Students prefer to spend their time at school composing and receiving email (if they have an account), using InfOhio and other internet research tools, typing reports and web browsing. Students are not permitted to play games on the computers unless the game has educational value. The grades which use the computers the most are grades 6 through 12. The junior high students use the computers to access our math and reading curriculum packages and use the internet for research. They enjoy using the programs and master many concepts from the software. High school students frequently use computers to collaborate on multimedia presentations, create resumes, help create our school web site, create our yearbook, and learn specific concepts from educational web sites chosen by the teachers. Because they have more flexible time to spend on access to computers, the students at McDowell Exchange School and Logan Elm High School use the available technology the most. Scientific calculators and other handhelds are used by students on a regular basis. Students must use scientific calculators to take the Ohio Graduate Test. Calculators are provided for the testing. This is consistent throughout the district. Our special education coordinator has made an investment in Lexia software for our special education population. We are obtaining positive results with the software.

### **Staff Technology Attitudes**

If technology can make tasks easier and timelier, our staff is motivated to use it. Most of our staff uses some type of electronic grade book, whether it is a simple spreadsheet, a web-based grade book or an electronic grade book program. Our district provides every teacher in grades five through twelve with a grade program. Also, every teacher has the ability to access the student information system through the DSL interface. Grades 5-12 are using SWAN to enter their grades into the POISE student system, instead of filling out scan sheets with a pencil. We will be begin entering attendance through SWAN this year. Many staff members use their computers to type assignments and as an electronic blackboard with the use of an LCD projector. At the junior high school, 2 SMART boards are being utilized in the classrooms. Additional SMART boards have been ordered for all of our buildings. Special Education teachers are using laptops to enter IEPs. Hopefully, we will move to a web-based system for the 2006-2007 school year. Staff members view computers as a viable teaching tool. They prepare multimedia presentations to reinforce course benchmarks taught in class. They use Internet web sites available online to emphasize problem solving in the learning process. Teachers have the greatest access to technology at school. Every teacher is issued an email account. Every teacher has access to a computer and every staff computer is internet accessible. Ninety-four percent of the teaching staff has access to a computer at home. Ninety percent of the staff has access to the internet from home. Teachers want more access to technology at school. However, facility issues make some teachers share a classroom which does not give some staff the access when they need it. This desire to have more access to technology is not the same for all staff members. Some staff would like to have fewer computers in their rooms and more time for student intervention. This is felt the most in the primary elementary level. Staff members are not

satisfied with the level of access to technology resources. There is more demand for LCD projectors, classroom response systems, electronic whiteboards, DVD players, digital video cameras, digital still cameras to aid the production of multimedia presentations as well as computers with the capability to handle software for digital video editing. Also, teachers are requesting faster computers and laptops which they can take home with them.

### **Staff Technology Skills**

The percentage of staff members that demonstrate a basic mastery of computer operations at the elementary, middle and high school levels is 78 percent. This is not consistent across the district. There are some teachers that do not integrate technology into the curriculum. Sixty eight percent of the staff demonstrates a basic mastery of word processing. Sixty seven percent of the staff demonstrates basic mastery of email communication and internet research. Forty-five percent of the staff demonstrates basic mastery of grade management programs. The technology skills of the staff do not exceed the skills of the students. There are significant variations in the technology skill levels of staff from school to school. Research shows that the primary staff shows less skill with technology than the upper grades. There are some staff members which possesses technology skills that could be shared with other students. Some of this collaboration is taking place.

### **Staff Technology Usage**

The staff members prefer to use technology resources for email communication, internet research, preparing lesson plans and materials, presenting information through multimedia presentations and for personal reasons such as shopping and banking. Examples of effective curriculum and technology integration exist in the district. These examples are available on the district website and in the buildings. There are technology personnel in each building that volunteer their time for the integration and collaboration in the individual buildings. This is being lead mostly by veteran staff members. There is no pattern for leadership. Each building is taking on the role of integrating technology and moving forward. No trends can be identified at this time. Some examples of this are using SWAN to enter grades at the high school junior high and grades 5 and 6. DSL is being used to view student information. Accelerated Reader and Math reports, CCC reports and Study Island reports are being maintained. Use of public storage areas on the file servers for collaboration is evident.

### **Options for Closing the Student Technology Gap**

The current trend in student achievement is that as students are exposed to technology on a daily basis, their skills increase. As the students mature and grow, their abilities and skills increase. The district has adopted the SuccessMaker curriculum package which teaches the students the necessary computer skills. As the students mature and complete the curriculum package, their skills are used in other genres, including word processing, multimedia projects and collaboration through email and discussion groups. There are no specific interventions which can be identified which have had an impact on technology, other than as the students use of technology increases, so do their skills and ability levels. The district is increasing the use of curriculum software in the areas of reading and math. There is an ongoing analysis of the high school technology class offerings and some changes will be made for the 2006-2007 school year. The district is attempting to close the gap by providing more access to technology, updating the current technology offerings and publicizing the current and projected technology offerings to the students, staff and community. We are actively seeking free AP courses, intervention, more content areas of Study Island, increased use of InfOhio databases. We are looking at the possibility of using ODE Access grants to achieve our goals.

### **Option for Closing the Staff Technology Gap**

The current trend in staff usage of technology is that as exposure to technology increases, the skills increase.

The staff is gradually being exposed to more technology and more online resources are being introduced to help in the organization and presentation of our staff members. The district is attempting to increase the staff technology skills by utilizing the hour delay each month to expose the staff to current technology trends. Also, the district technology coordinator will be meeting with staff members on an individual basis to help expand the skills relating to technology. Currently, there are no collaborations with the curriculum director to provide workshops in integrating technology into the curriculum.

## 2.2 Technology Inventory

### Category: "Elementary" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	38	11	8	100
Aging	189	57	0	0
Legacy	105	32	0	0
Total	332	100	8	100

### Category: "Junior High" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	37	26	11	92
Aging	71	50	1	8
Legacy	34	24	0	0
Total	142	100	12	100

### Category: "High School" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	40	27	8	100
Aging	97	66	0	0
Legacy	11	7	0	0
Total	148	100	8	100

## Quality of Technology Resources

The hardware with the highest functionality is located in the junior high and high school. The students need newer computers for internet research, word processing, spreadsheets, multimedia projects, CAD, email and electronic portfolios. The hardware with the lowest functionality is located in the elementary buildings. The demands of the software are not as great; therefore, the older hardware is capable of completing the necessary tasks. The software functionality is standard across the district. Each computer in the district has an Office package that is current. We are desperately seeking funding opportunities to update technology throughout the district. Currently there are no school or district policies that influence the quality of computers and software. When the district researches and implements a new technology tool, the district purchases the appropriate hardware and software to meet the needs. The quality of technology resources used for administrative purposes is very high. The district uses all state and federal funding which is directed towards administrative purposes. The technology coordinator and treasurer have developed a plan to keep the administrative technology current.

## Quantity of Technology Resources

The student to computer ratio among all grade levels meets or exceeds the one computer for every five students. At the high school level, many of the students attend the Pickaway-Ross Career and Technology Center and their inventory is not included in this plan. If you would subtract those students from the high school student population, the ratio would be under the one to five. The quantity of computer equipment is the same across the district, except for one elementary building. Due to the Title status of one elementary building, additional state funds are used to purchase technology. The types of software packages used at all grade levels are web browsers, word processing, spreadsheets, multimedia production software and curriculum instructional software. The high school adds CAD and web publishing software to the current offerings. The school district does not have any policies regarding the quantity of hardware and software available. When a demand for newer or additional technology offerings is made, a decision and implementation process occurs. The district has adopted the SuccessMaker software package as a standard for grades K-6. Currently, the district administrators are using Reflections software to upload student data to the Data Acquisition site. This software meets their needs; however, DASL (a web-based solution) is being evaluated. Students in grades 3-12 are using Study Island, a web-based Achievement Test prep tool. We are seeking faster bandwidth and hope to be a part of the Third Frontier Network.

### **Distribution of Technology Resources**

The pattern of distribution of equipment among grade levels follows the Ohio SchoolNet Rounds of computer distribution. The grades with the newer technology are grades 5-7. However, our district has a strong belief in sharing and collaboration. Therefore, there is some sharing of technology throughout the district. The most computerized classrooms in the district are the elementary grades. This is due to the computers being accessible in the classroom. In order for the computers to be accessible at the junior high and high school level, the students must use the computer labs, which are not always available. The least computerized classes are the junior high and high school. Due to facility issues, the technology is not readily available. There are no district policies that influence the distribution of software. There are no district or state policies which influence the acquisition and distribution of technology resources to administrative offices. The treasurer and technology coordinator have come up with a plan utilizing state and federal funds to keep the administrative technology current. The district is currently obtaining donated equipment from the State of Ohio and the Department of Defense Computers for Learning program and other donations.

## **2.3 District Infrastructure and Connectivity Status**

### **Building Level Networking**

There are six LANs located in the district. Two of the LANs are connected via gigabit fiber. The other four LANs are spread throughout the district with the closest LAN within 3 miles and the farthest at 10 miles. Every LAN is operating at 100MB to the desktop. The servers are connecting at 1000MBps. The facilities in the district are aging and need replacement. It is difficult to make changes to the existing infrastructure due to the building ages, limited space, inadequate supply of electricity and air conditioning. Currently, the LAN backbone equipment is located in old closets and basements where water and heat are an issue. The network components are located in places where safety and security are a major concern. The high school and junior high schools are experiencing bandwidth issues. We are seeking higher bandwidth, such as fiber through the Third Frontier Network.

### **District Level Networking**

The district currently employs six LANs which are connected via T1 circuits to SCOCA. With all of the circuits going to the same location, a WAN is available using the SCOCA T1 circuits. Currently, all students, teachers and administrators have access to the WAN, although it is not widely used. There are bandwidth limitations at the junior high and high schools. The T1 circuits are being maximized and saturated. There is an initiative to

explore higher bandwidth options using fiber through the Third Frontier Network. The district buildings connect to the local DA site via T1 circuits. Our DA site provides us with internet access, content filtering and student and fiscal services. Our DA site is connected to the state network via a fiber connection through the Third Frontier Network. The geographical constraints created by the location of the school buildings are that fiber in rural areas is much more expensive than fiber in urban areas. Therefore, connecting our schools via fiber would be a very expensive task. We are exploring a possibility of sharing the costs with surrounding school districts.

### **Internet and Telecommunications**

Every classroom in the district has internet access. This is an initiative of the district technology coordinator. When new classrooms are added, the maintenance supervisor and technology coordinator coordinate the necessary wiring issues. Every student, teacher and administrator has access to the Internet. The district uses SCOCA, the local DA site, to provide content filtering. Some uses of the Internet in the district include using research tools (InfOhio, Ask Jeeves, Google), online learning (Study Island, ElementK) and for personal use (banking, shopping). The bandwidth limitations occur when a major event takes place. An example of this would be 9/11. On that day, our circuit was saturated with requests to news websites. The existing network links are 100mb connection from the desktop to the switch and 1.544mbps from the building to the DA site. The geographical constraints created by the location of the school buildings are that fiber in rural areas is much more expensive than fiber in urban areas. Therefore, connecting our schools via fiber would be a very expensive task. We are exploring a possibility of sharing the costs with surrounding school districts.

### **Telephone Services Distribution**

The digital phone system at the high school and junior high are directly connected. Therefore, there is a lot communication between the schools. Two elementary buildings installed digital phone systems. The other two schools are scheduled for digital systems in the upcoming future. The telecommunications capacity of the district is adequate. All staff members at the junior high and high school have voice mailboxes. Currently, the phone systems in the elementary buildings do not have voice mailboxes. There is no initiative to install voice mail systems in the elementary buildings. There are no classrooms with phone access and four of the five district libraries have phone access. The factors that determine the distribution of telephones and voice mail are financial, facility limitations and need. Currently, the district does not have the financial resources to acquire telephones and there is no initiative to look at this issue. The existing telephone service providers are First Communications and Nextel. The quality of service for First Communications is excellent. The quality of service for Nextel is poor.

### **Video Distribution**

One elementary building has a DirectTV satellite dish for local programming. Another elementary connects by means of Time Warner Cable. The remaining elementary buildings have a cable connection provided by Adelphia. The high school and the junior high have cable connections through Adelphia, and Channel One Broadcasts come daily through satellite distribution. Since all of the school buildings in the district are 1961 vintage or older, none of them has central video distribution to the classrooms.

### **Distance Learning Facilities**

Because of a lack of funding, none of the schools has access to distance learning.

### **District Infrastructure Partnerships**

The district has existing partnerships with SCOCA and Micro Consultants. SCOCA provides the district with routers and T1 circuits. Micro Consultants has completed many wiring projects using category 5 Ethernet

wiring and fiber optic cabling. The benefits of using these partners are that the district gets a quality product at a competitive price. The partners benefit from the continued support. Currently, there are no additional infrastructure services desired. The district could form wireless partnerships to gain more support for wireless technologies. The partnerships could be expanded to provide the district with fiber between the buildings or to the DA site. The geographical constraints created by the location of the school buildings are that fiber in rural areas is much more expensive than fiber in urban areas. Therefore, connecting our schools via fiber would be a very expensive task. We are exploring a possibility of sharing the costs with surrounding school districts.

### **District Network Architecture**

ONEnet WAN diagram imported Apr 6, 2006, 10:36 AM

Network Architecture file uploaded Dec 1, 2005, 8:17 AM

### **Network Architecture**

The junior high and high school buildings are connected via 1000MB fiber link with the router located in the junior high building. The connection between the junior high and the DA site is a T1 circuit. All elementary buildings are connected to the DA site via T1 circuits. The geographical constraints created by the location of the school buildings are that fiber in rural areas is much more expensive than fiber in urban areas. Therefore, connecting our schools via fiber would be a very expensive task. We are exploring a possibility of sharing the costs with surrounding school districts.

The junior high and high school buildings are connected via 1000MB fiber link with the router located in the junior high building. The connection between the junior high and the DA site is a T1 circuit. All elementary buildings are connected to the DA site via T1 circuits. The geographical constraints created by the location of the school buildings are that fiber in rural areas is much more expensive than fiber in urban areas. Therefore, connecting our schools via fiber would be a very expensive task. We are exploring a possibility of sharing the costs with surrounding school districts.

## **2.4 Curriculum/Technology Integration**

### **Existing Technology Initiatives**

The district has collected data showing that integration of technology resources and strategies is increasing student achievement initiatives. Reports have been collected from the curriculum software packages which show increasing knowledge of concepts. Increasing proficiency results can be attributed to the integration of technology as well. Three examples of technology initiatives currently implemented that appear to enhance student achievement are using SuccessMaker software in grades K-6, using Study Island in grades 3-12, using Accelerated Reader in grades K-12 and Office software available in grades K-12. The resources that influenced successful implementation are professional development and software. Technology motivates students by providing them with a positive learning experience that is fun, educational and motivating. The initiatives that have worked are the SuccessMaker curriculum software and Accelerated Reader software. Teachers are using the technology readily available to analyze proficiency test scores and identify students who need assistance, providing online materials and sources of information for student achievement and using the current technology tools to enhance the delivery of information to the students to enhance their education. We are urging every staff member to use email as a primary method of communication.

### **Technology Initiatives to Enhance Student Achievement**

Technology initiatives expected to enhance student achievement include:

SuccessMaker – continued use of this curriculum software package in grades K-6.

Study Island - continued use of this Achievement test preparation tool in grades 3-12.

Accelerated Reader – continued use of this reading software package in grades K-12.

Accelerated Math – this math curriculum software should generate better results on Ohio Proficiency Tests and other testing applications in grades 6-8.

Foundations Math: this math curriculum software should generate better results on Ohio Proficiency Tests and other testing applications in grades in grades 7-12.

Blackboard – online course creation by high school teachers.

Moodle – another online course creation tool.

e-mail – collaboration between staff and between buildings will continue to develop.

INFOhio provides databases for student research. The libraries have moved from MultiLis to Sirsi for automation software.

Inspiration – used in grades 5 and 6 to promote critical thinking and thought processes.

Office applications – used in grades K-12 for word processing, spreadsheet and database development and multimedia presentations.

Wordpress – a blog server provided for our students.

Professional Development will need to continue in order for these initiatives to continue. Funding for additional hardware and software will need to be discovered as the demands of the software grow.

Weblogs have not been discussed as a possible alternative to email communication. However, due to the popularity and accessibility of weblogs, this technology tool is being considered as a possible communication tool.

## **2.5 Staff Development**

### **Current Technology-Related Staff Development Programs**

Current staff development programs align directly with the current state and national standards. The district has spent a lot of time, effort and finances into staff development using the Baldrige System. The district's staff development strategies for technology are still in development and include strategies from the current state and national standards. The staff members are not receiving adequate training in how to use technology and how to integrate technology tools into the classroom. The technology is working on ways to promote this and implement this task. Issues that need to be addressed are funding for professional development and qualified teachers and mentors to provide the necessary training. The library staff works with the teachers to provide software and technology to help students master the national benchmarks for learning. They provide individualized staff development in locating sources of information, techniques for using existing software effectively in their classrooms, and introduction to new technologies as they become available. The Technology Coordinator has instructed staff in how to use the student management information on Data for

Student Learning (DSL) through SCOCA as well as the First Class e-mail through Great Seal Network. As new technologies emerge, teachers will need staff development to be able to use them effectively in their classrooms.

### **Sources For Technology-Related Professional Development**

Logan Elm utilizes the funds provided by eTech Ohio to provide professional development for all staff members. Some of the professional development opportunities include:

Technology Training sessions are available from eTech Ohio, Great Seal Network, CompuMaster, ITSCO and SCOCA.

eTech Ohio Conference – every teacher and staff member is given the opportunity to attend this annual technology conference.

OELMA Conference includes a technology strand. Any staff member may attend.

Other technology conferences are available for staff to attend.

### **Role of Technology in Staff Development**

The current technology-based staff development systems include:

Technology Training sessions are available from Ohio SchoolNet, Great Seal Network, CompuMaster, ITSCO and SCOCA.

Ohio SchoolNet Conference – every teacher and staff member is given the opportunity to attend this annual technology conference.

The most widely used opportunities are the eTech Ohio Conference, Great Seal Network offerings and CompuMaster classes. While these systems are being utilized, the attendance rate could increase. Currently, technology skills are not required by staff to use technology as a vehicle for identifying staff development. This process is being developed for future introduction. The resources are in place for the staff to take advantage of these professional development opportunities. Incentives need to be developed to encourage the staff to attend the professional development offerings.

## **2.6 Technology Support**

### **Components of an End User Support System**

The Logan Elm Schools currently employs a full-time Technology Coordinator to support learning resources and instructional technology, information management, communications and network infrastructure, maintenance and other support. Due to financial concerns, the district does not have the resources to expand technology support services or end-user support services.

## **Phase 3 - Review Goals & Identify Strategies**

## **Phase 4 - Develop Action Plans & Identify Support and Staffing**

### **Goals & Strategies**

**Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals**

#### **Strategies:**

Strategy #1: Increasing the awareness of the district and building websites for more usage by community.

Strategy #2: Increasing the technology capacity (through improved equipment, updated systems, Third Frontier Network) in all of our schools (some of which are older facilities with limited electrical support).

Strategy #3: Integrate technology into the curriculum.

Strategy #4: To create a systematic method of evaluating the status of current technology

Strategy #5: To provide information for parents, students, and teachers on district-website.

Strategy #6: To provide technology in the learning environment.

**Goal #2: Goal #2 – Increased graduation rate/decreased dropout rate to meet state accountability standards – aligns with curricular/learning goals, communications and information access goals, and administration/management goals**

#### **Strategies:**

Strategy #1: Increasing the awareness of the district and building websites for more usage by community.

Strategy #2: Increasing the technology capacity (through improved equipment, updated systems, Third Frontier Network) in all of our schools (some of which are older facilities with limited electrical support).

**Goal #3: Goal #3 – Improvement of facilities – aligns with communications and information access goals; and administration and management goals**

#### **Strategies:**

Strategy #1: Increasing the awareness of the district and building websites for more usage by community.

Strategy #2: Increasing the technology capacity (through improved equipment, updated systems, Third Frontier Network) in all of our schools (some of which are older facilities with limited electrical support).

**Goal #4: Goal #4 - Investigate and implement increased bandwidth with fiber optic 100mb access through the Third Frontier Network.**

#### **Strategies:**

Strategy #2: Increasing the technology capacity (through improved equipment, updated systems, Third Frontier Network) in all of our schools (some of which are older facilities with limited electrical support).

### **Strategy Components**

**Strategy #1: Increasing the awareness of the district and building websites for more usage by community.**

#### **Relevant Goals**

Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals

Goal #2: Goal #2 – Increased graduation rate/decreased dropout rate to meet state accountability standards – aligns with curricular/learning goals, communications and information access goals, and administration/management goals

Goal #3: Goal #3 – Improvement of facilities – aligns with communications and information access goals; and administration and management goals

**Resources and Costs**

<b>Workstation &amp; Peripherals</b>	<b>Estimated Cost</b>
Existing district workstations can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district peripherals can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Software &amp; Supplies</b>	<b>Estimated Cost</b>
Existing district resources can be repositioned to employ this strategy. Open Source software will be tested and deployed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Network &amp; Infrastructure</b>	<b>Estimated Cost</b>
Existing network capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Security</b>	<b>Estimated Cost</b>
Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Policy &amp; Procedures</b>	<b>Estimated Cost</b>
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Maintenance &amp; Upgrades</b>	<b>Estimated Cost</b>

Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

**Relevant State Technology Indicators**

- Classroom Technology
- Electronic Resources (Administrative)
- Electronic Resources (Instructional)
- Planning and Coordination
- Professional Development

**Performance Indicators**

Website will be setup and maintained by the district technology coordinator and webpage staff. Teachers will be trained to maintain their class pages.

**Action Steps**

Action Step	Benchmark	Start	End
Train webpage staff on the use of webpage building software. Training of staff will take place inhouse with no cost to the district. Usage of Open Source content management system will increase.	Training on webpage development completed. Web development software loaded on webpage staff computers.	07-2006	06-2009
Publicize the website in the district newsletter, technology newsletter and local newspaper.	Website publicized through internet search engines, television stations in Columbus, OH, banner at football stadium and district newsletters.	07-2006	06-2009

**Leadership**

**Key Personnel**

**Strategy #2: Increasing the technology capacity (through improved equipment, updated systems, Third Frontier Network) in all of our schools (some of which are older facilities with limited electrical support).**

**Relevant Goals**

- Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals
- Goal #2: Goal #2 – Increased graduation rate/decreased dropout rate to meet state accountability standards – aligns with curricular/learning goals, communications and information access goals, and

administration/management goals

Goal #3: Goal #3 – Improvement of facilities – aligns with communications and information access goals; and administration and management goals

Goal #4: Goal #4 - Investigate and implement increased bandwidth with fiber optic 100mb access through the Third Frontier Network.

**Resources and Costs**

<b>Workstation &amp; Peripherals</b>	<b>Estimated Cost</b>
Additional new workstations are required	2006: \$12,000.00 2007: \$12,000.00 2008: \$12,000.00
Additional peripherals are required.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Software &amp; Supplies</b>	<b>Estimated Cost</b>
Additional new applications and additional licenses are needed. Open Source solutions will be tested and deployed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
New applications and licenses are needed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Network &amp; Infrastructure</b>	<b>Estimated Cost</b>
Additional capacity is needed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Security</b>	<b>Estimated Cost</b>
Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Policy &amp; Procedures</b>	<b>Estimated Cost</b>
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Maintenance &amp; Upgrades</b>	<b>Estimated Cost</b>
Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00

Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

**Relevant State Technology Indicators**

- Classroom Technology
- Connectivity
- Electronic Resources (Administrative)
- Electronic Resources (Instructional)
- Planning and Coordination

**Performance Indicators**

- Decrease the student to computer ratio.
- Replace obsolete equipment.

**Action Steps**

Action Step	Benchmark	Start	End
Using District funds and funds from eTech Ohio, computers will be replaced in grades K-6 and 9-12. Computers will be added in grades 7 and 8.	Current hardware and software available for student use in grades K-4 and 7-12.	07-2006	06-2009
Using District funds and funds from eTech Ohio, peripherals will be added in grades K-12.	Updated peripherals will add to the ability to manage printing and scanning in grades K-8. SMART Boards will be purchased in grades K-12.	07-2006	06-2009
Software licenses will be purchased for computers in grades K-8. Open Source software will be tested and deployed.	Inventory of computer software will be analyzed and aligned with current technologies.	07-2006	06-2009

**Leadership**

- Technology Coordinator
- Superintendent
- Treasurer

**Key Personnel**

- Technology Personnel
- Maintenance Personnel

**Strategy #3: Integrate technology into the curriculum.**

**Relevant Goals**

Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals

**Resources and Costs**

<b>Workstation &amp; Peripherals</b>	<b>Estimated Cost</b>
Existing district workstations can be repositioned to employ this strategy. Some new workstations will be purchased.	2006: \$12,000.00 2007: \$12,000.00 2008: \$12,000.00
Existing district peripherals can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Software &amp; Supplies</b>	<b>Estimated Cost</b>
Existing district resources can be repositioned to employ this strategy. Open Source solutions will be tested and deployed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Network &amp; Infrastructure</b>	<b>Estimated Cost</b>
Existing network capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Security</b>	<b>Estimated Cost</b>
Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Policy &amp; Procedures</b>	<b>Estimated Cost</b>
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Maintenance &amp; Upgrades</b>	<b>Estimated Cost</b>
Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

**Relevant State Technology Indicators**

- Electronic Resources (Instructional)
- Professional Development

Technical Training

**Performance Indicators**

Each year of the plan, use of technology will be seen in project-based learning. By the end of the plan, 85% of the student work will show evidence of the use of technology.

**Action Steps**

Action Step	Benchmark	Start	End
Project-based learning with evidence of technology use will be available in all buildings.	There will be an increase in the amount of student project-based learning.	07-2006	06-2009
Evidence of project-based learning will be archived on the file servers. Files of graduating seniors will be archived on cd-rom or DVD.	Access to project-based learning projects will be available in all buildings. The student work will be readily available in a public folder on the file server.	07-2006	06-2009
Examples of project-based learning will be distributed on CD-ROM or posted on the district website.	CD-ROMs will be produced and distributed to all staff. Additionally, the material will be posted on the district website with the link published in staff newsletters and other communication. Website statistics will be archived.	07-2006	06-2009

**Leadership**

- Technology Coordinator
- Media Specialists
- Administrators
- Curriculum Director

**Key Personnel**

- Teachers
- Students

**Strategy #4: To create a systematic method of evaluating the status of current technology**

**Relevant Goals**

Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals

**Resources and Costs**

Workstation & Peripherals	Estimated Cost
Existing district workstations can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district peripherals can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Software & Supplies	Estimated Cost

Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Network &amp; Infrastructure</b>	<b>Estimated Cost</b>
Existing network capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Security</b>	<b>Estimated Cost</b>
Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Policy &amp; Procedures</b>	<b>Estimated Cost</b>
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Maintenance &amp; Upgrades</b>	<b>Estimated Cost</b>
Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

**Relevant State Technology Indicators**

- Classroom Technology
- Connectivity
- Electronic Resources (Administrative)
- Electronic Resources (Instructional)
- Planning and Coordination
- Technology Support

**Performance Indicators**

A current inventory will be posted online and in each building.

**Action Steps**

Action Step	Benchmark	Start	End
Records of current available technology will be available in each building.	Current records will be maintained and available online and in the offices at all buildings.	07-2006	06-2009
Obsolete technology will be removed from the inventory and disposed of in an environmentally-friendly manner.	Removal of obsolete technology will take place on a need basis.	07-2006	06-2009

**Leadership**

Technology Coordinator  
 Treasurer

**Key Personnel**

Teachers  
 Media Specialists  
 Administrators

**Strategy #5: To provide information for parents, students, and teachers on district-website.**

**Relevant Goals**

Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals

**Resources and Costs**

<b>Workstation &amp; Peripherals</b>	<b>Estimated Cost</b>
Existing district workstations can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
No peripherals are required.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Software &amp; Supplies</b>	<b>Estimated Cost</b>
Existing district resources can be repositioned to employ this strategy. Open Source solutions will be tested and deployed.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Network &amp; Infrastructure</b>	<b>Estimated Cost</b>
Existing network capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Security</b>	<b>Estimated Cost</b>

Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Policy &amp; Procedures</b>	<b>Estimated Cost</b>
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
<b>Maintenance &amp; Upgrades</b>	<b>Estimated Cost</b>
Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

**Relevant State Technology Indicators**

- Electronic Resources (Administrative)
- Electronic Resources (Instructional)
- Planning and Coordination

**Performance Indicators**

Relevant information will be posted on the district website for parents, staff and community.

**Action Steps**

Action Step	Benchmark	Start	End
Information for the community will be posted on the website. This includes calendars, board of education information, curriculum, food service, transportation and building information.	Information posted on the website will be updated on a regular basis. Access logs will be maintained and archived.	09-2006	06-2009
Information for students will be posted on the website consisting of homework assignments, guidance information, academic resources, academic events, extra-curricular events and building information.	Information will be updated on a regular basis. Access logs will be maintained and archived.	09-2006	06-2009
A teacher resource area will be maintained with links to all relevant educational websites.	Resource area will be maintained and updated by the technology staff. Access logs will be maintained and archived. Teachers will be able to submit links through the district website.	09-2006	07-2009

**Leadership**

Technology Coordinator  
 Teachers  
 Building Technology Coordinators

**Key Personnel**

Food Service Coordinator  
 Maintenance Coordinator  
 District Secretary  
 Building Secretaries  
 Administrators  
 Curriculum Director

**Strategy #6: To provide technology in the learning environment.**

**Relevant Goals**

Goal #1: Goal #1 – Increased student performance to meet accountability standards – aligns with curricular and learning goals; communications and information access goals; and administration and management goals

**Resources and Costs**

Workstation & Peripherals	Estimated Cost
Existing district workstations can be repositioned to employ this strategy and additional workstations are required.	2006: \$12,000.00 2007: \$12,000.00 2008: \$12,000.00
Existing district peripherals can be repositioned to employ this strategy and additional peripherals are required.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Software & Supplies	Estimated Cost
Existing district resources can be repositioned to employ this strategy and additional licenses and maintenance agreements are required.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district resources can be repositioned to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Network & Infrastructure	Estimated Cost
Existing network capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing infrastructure capacity is sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Security	Estimated Cost
Existing equipment security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing information/data security tactics are sufficient to employ this strategy.	2006: \$0.00 2007: \$0.00 2008: \$0.00

Policy & Procedures	Estimated Cost
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing district policies are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Maintenance & Upgrades	Estimated Cost
Existing maintenance tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
Existing upgrade tactics are sufficient.	2006: \$0.00 2007: \$0.00 2008: \$0.00
none	2006: \$0.00 2007: \$0.00 2008: \$0.00

### Relevant State Technology Indicators

- Classroom Technology
- Electronic Resources (Instructional)
- Planning and Coordination

### Performance Indicators

Access to technology in the learning environment will be maintained; needs assessments/surveys will be completed by participants.

### Action Steps

Action Step	Benchmark	Start	End
Participation in school technology sites will be documented.	Registration logs will be maintained.	09-2006	06-2009
Records of current available technology will be available in each building and on the district website.	Records of current technology will be posted online and in the offices of each building. Access logs will be maintained.	09-2006	06-2009

### Leadership

- Technology Coordinator
- Administrators

### Key Personnel

- Media Specialists
- Teachers
- Curriculum Director

## 4.2 Technology Related Staff Development

Staff Development Activity	Start	End	Cost
----------------------------	-------	-----	------

eTech Conference will be more publicized to staff throughout the district and attendance will be encouraged.	07-2006	06-2009	2006: \$3,000.00 2007: \$3,000.00 2008: \$3,000.00
Technology offerings by ITSCO will be offered to all staff.	07-2006	01-2009	2006: \$0.00 2007: \$0.00 2008: \$0.00
DASL training will occur in all buildings on an individual basis. Training will be provided by the technology coordinator at no cost to the district. Training will take place on delayed start days and during teacher preparation hours.	07-2006	06-2009	2006: \$0.00 2007: \$0.00 2008: \$0.00
Blackboard and Moodle Training will occur in all buildings on an individual basis. Training will be provided by the technology coordinator at no cost to the district. Training will take place on delayed start days and during teacher preparation hours.	07-2006	06-2009	2006: \$0.00 2007: \$0.00 2008: \$0.00
Internet and Email training will occur in all buildings on an individual basis. Training will be provided by the technology coordinator at no cost to the district. Training will take place on delayed start days and during teacher preparation hours.	07-2006	06-2009	2006: \$0.00 2007: \$0.00 2008: \$0.00
Creating teacher webpages training will occur in all buildings on an individual basis. Training will be provided by the technology coordinator at no cost to the district. Training will take place on delayed start days and during teacher preparation hours.	07-2006	06-2009	2006: \$0.00 2007: \$0.00 2008: \$0.00

## Phase 5 - Determine Budget & Identify Funding Sources

### 5.1 Previous Technology Expenditures

1. The General Fund pays the salaries and benefits of the technology coordinator. In addition, \$50,000 is appropriated each fiscal year under the direction of the technology coordinator to maintain and/or upgrade hardware, software and infrastructure. The only other contribution by the General Fund is the balance of Internet service not covered by the OneNet Network Connectivity Subsidy and the E-Rate program.

2. The following is an approximate breakdown of how the \$50,000 is spent based on review of most recently completed fiscal year:

Hardware – 48%

Software – 20%

Infrastructure – 20%

Staff Development – 2% (note: does not reflect SN Professional Development funds)

Support Services – 10%

3. Currently, this seems to be an acceptable distribution. The bigger issue is whether the total amount will remain sufficient. For instance, many of the computers throughout the district were purchased through SchoolNet Plus grants. The level of funding from this source has decreased in recent years. As computers purchased with these funds become obsolete, the amount of money needed for hardware replacement will rise significantly.

4. Yes, the years for which budget information was collected are representative of technology spending over time. There were no new facilities opened or substantial one-time projects that would have skewed the funding levels and distribution discussed above.

5. The biggest challenge as discussed above will be the increasing burden of hardware replacement and the impact that will have on the District's budget as a whole. Unfortunately, this may come at a time when the District is struggling to operate in the black and as a result must cut all discretionary spending.

### 5.3 Three Year Budget

Category	2006-2007	2007-2008	2008-2009	Category Totals
Workstations	\$12,000.00	\$12,000.00	\$12,000.00	\$36,000.00
Peripherals	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00
Software	\$8,000.00	\$8,000.00	\$8,000.00	\$24,000.00
Supplies	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Network	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Infrastructure	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Security-Equipment	\$0.00	\$0.00	\$0.00	\$0.00
Security-Information	\$0.00	\$0.00	\$0.00	\$0.00
Policies	\$0.00	\$0.00	\$0.00	\$0.00
Procedures	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance	\$7,000.00	\$7,000.00	\$7,000.00	\$21,000.00
Upgrades	\$0.00	\$0.00	\$0.00	\$0.00
Additional Items	\$0.00	\$0.00	\$0.00	\$0.00
Professional Development	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Technology-Related Staffing	\$0.00	\$0.00	\$0.00	\$0.00
End-User Support	\$0.00	\$0.00	\$0.00	\$0.00

Telecommunications	\$0.00	\$0.00	\$0.00	\$0.00
<b>Budget Totals</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$150,000.00</b>

**Budget Process**

The General Fund pays the salaries and benefits of the technology coordinator. In addition, \$50,000 is appropriated each fiscal year under the direction of the technology coordinator to maintain and/or upgrade hardware, software and infrastructure. The only other contribution by the General Fund is the balance of Internet service not covered by the OneNet Network Connectivity Subsidy and the E-Rate program.

This level of support from the General Fund has been steady for the last four years. Due to an unfavorable financial forecast, growth has been prohibited. In fact, if a new operating levy is not obtained in the second half of fiscal year 2004, General Fund support to technology could be decreased substantially.

2. The following is an approximate breakdown of how the \$100,000 is spent based on review of most recently completed fiscal year:

- Hardware – 48%
- Software – 20%
- Infrastructure – 20%
- Staff Development – 2% (note: does not reflect SN Professional Development funds)
- Support Services – 10%

3. Currently, this seems to be an acceptable distribution. The bigger issue is whether the total amount will remain sufficient. For instance, many of the computers throughout the district were purchased through SchoolNet Plus grants. The level of funding from this source has decreased in recent years. As computers purchased with these funds become obsolete, the amount of money needed for hardware replacement will rise significantly.

**5.4 Potential Funding Resources**

Funding Source	2006-2007	2007-2008	2008-2009	Category Totals
E-Rate program	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
Local General Fund	\$50,000.00	\$50,000.00	\$50,000.00	\$150,000.00
OECN Network Connectivity Subsidy	\$18,000.00	\$18,000.00	\$18,000.00	\$54,000.00
Ohio SchoolNet	\$15,000.00	\$0.00	\$15,000.00	\$30,000.00
Ohio SchoolNet Professional Development	\$3,300.00	\$3,300.00	\$3,300.00	\$9,900.00
<b>Funding Source Totals</b>	<b>\$106,300.00</b>	<b>\$91,300.00</b>	<b>\$106,300.00</b>	<b>\$303,900.00</b>
<b>Budget Totals</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$150,000.00</b>

**Proposed funding sources**

The General Fund pays the salaries and benefits of the technology coordinator. In addition, \$50,000 is appropriated each fiscal year under the direction of the technology coordinator to maintain and/or upgrade hardware, software and infrastructure. The only other contribution by the General Fund is the balance of Internet service not covered by the OneNet Network Connectivity Subsidy and the E-Rate program.

The following is an approximate breakdown of how the \$50,000 is spent based on review of most recently

completed fiscal year:

Hardware – 48%

Software – 20%

Infrastructure – 20%

Staff Development – 2% (note: does not reflect SN Professional Development funds)

Support Services – 10%

Currently, this seems to be an acceptable distribution. The bigger issue is whether the total amount will remain sufficient. For instance, many of the computers throughout the district were purchased through SchoolNet Plus grants. The level of funding from this source has decreased in recent years. As computers purchased with these funds become obsolete, the amount of money needed for hardware replacement will rise significantly.

The District anticipates that Ohio SchoolNet grants, the OECN Network Connectivity Subsidy, and the E-Rate program will continue on over the next four years at current funding levels, allowing 7-12 classrooms to be outfitted with appropriate infrastructure and classroom workstations and Internet use to continue throughout the District. Other public and private grants will be sought as much as possible to fund specific technological improvements.

The three most important grants to date have been Ohio SchoolNet grants, the annual OECN Network Connectivity Subsidy, and the E-Rate program. Ohio SchoolNet Plus grants have enabled us to outfit our K-6 elementary buildings with appropriate infrastructure and classroom workstations. In addition, eTech Ohio programs have provided assistive technology to specific special needs children and professional development opportunities to teachers and administrators. The OECN Network Connectivity Subsidy and E-Rate program help offset the cost of Internet Service. The E-Rate program has also subsidized telecommunications and a few specific technology infrastructure improvement/expansion projects. The District stays abreast of funding opportunities provided by eTech Ohio and the USAC Schools and Libraries Division by continuously monitoring their communiqués and web sites. Title II-D funds have been utilized to purchase technology for use in special needs classrooms.

## **Phase 6 - Identify Monitoring, Evaluation & Revision Processes**

### **6.1 Action Plan Monitoring Strategy**

BETA and other surveys will be analyzed to determine hardware and software needs and professional development. Newsletters and website updates will inform the students, staff and community of the technology plan and updates. The technology inventory will be evaluated to determine replacement cycles and upgrades.

### **6.2 Plan Impact Evaluation**

#### **Evaluating the Outcomes and Impact of Technology Strategies**

Results from BETA and other surveys will be used to determine future offerings. This task will be completed by the technology coordinator and administrators.

Surveys from Professional Development offerings will be analyzed for the effectiveness of the training. This task will be completed by the technology coordinator and administrators.

Service Requests are compiled and trends in requests are documented to prevent future requests. An online helpdesk will be deployed and maintained by the technology coordinator.

The CIP committee will monitor the status of the technology standards in the plan and recommend revisions and updates. The LPDC committee will evaluate and recommend technology training to teachers who are in need of additional training. The LPDC committee has adopted technology training opportunities and includes them with the IPDP forms and information.

### **6.3 End-User Support Monitoring**

#### **Monitoring Technology-Related Staff Development**

The CIP committee and technology committee will monitor the progress of the CIP plan and technology plan. The CIP committee will meet quarterly to discuss revisions and the progress to the CIP plan. The technology committee will meet on a need basis to discuss revisions and the progress to the technology plan. Feedback from these meetings will be compiled and distributed to all staff and the community through newsletters and website updates. An elementary principal is the chair of the CIP committee.

### **6.4 Plan Update Process**

The CIP plan and technology plan will be reviewed at the CIP meetings and Technology Committee meetings. Status reports will be generated quarterly and will be communicated to the public via newsletters and website updates. Technology offerings will be evaluated on a quarterly basis and recommendations will be evaluated and implemented in a timely manner. Updates and revisions will be implemented into the tech plan when the technology committee recommends the plan be updated or revised.

### **6.5 Appendix**

#### **Date of board approved Acceptable Use Policy (AUP)**

Oct 12 1999

#### **Board approved Children's Internet Protection Act (CIPA) Compliance Statement**

Yes

#### **Date of board approved Children's Internet Protection Act (CIPA) Compliance Statement**

May 14 2001