Technology Plan for

Logan Elm Local SD - 049080

School Years: 2003 - 2006

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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: Edgar, John

Category	Grade Levels	# Faculty	# Students	# F/R Lunches	# Schools	# Classrooms
Elementary	K-6	95.00	1279.00	354.00	4.00	0.00
High School	9-12	43.00	720.00	98.00	1.00	0.00
Junior High	7-8	28.00	364.00	71.00	1.00	0.00

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. 2385 students are enrolled in 6 schools. Logan Elm High School houses 676 students in grades 9-12. 59 junior and seniors attend Pickaway-Ross Career and Technology Center. Logan Elm offers a full compliment of college prep, tech prep and school to work programs. A block schedule offers time for extended learning and flexible scheduling. Career advisors help students plan for the world of work. A full range of athletic and musical activities, clubs, academic challenges and social events are offered throughout the year. McDowell houses 400 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. Field trips are an integral part of the instructional program. An annual all school trip is offered each spring. Four elementary schools house 1300 elementary students in grades K-6. We offer 1/2 day, everyday kindergarten. We use a balanced literacy reading/writing program districtwide. A literacy coordinator is assigned fulltime go 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: Kleon, Sally

Role/Organization: Salt Creek Elementary

Name: Tootle, Toni
Role/Organization: Washington Elementary

Name: McGuire, Jim
Role/Organization: Laurelville Elementary

Name: Whited, Cindy
Role/Organization: Salt Creek Elementary

Name: Barney, Steve
Role/Organization: McDowell Exchange School

Name: Guthrie, Jerry
Role/Organization: Laurelville Elementary

Name: McKibben, Shannon
Role/Organization: Pickaway Elementary

Name: Edgar, John
Role/Organization: Logan Elm School District

Name: Ebert, Nick
Role/Organization: Logan Elm School District

Name: Klein, Pam
Role/Organization: McDowell Exchange School

Name: Weller, Brian
Role/Organization: Laurelville Elementary

Name: Rundag, John
Role/Organization: Logan Elm School District

Name: Beavers, Judy
Role/Organization: Logan Elm High School

Name: Tomlinson, Todd
Role/Organization: Logan Elm High School

Name: McAfee, Steve
Role/Organization: Logan Elm School District

Name: Wolfe, Leslie
Role/Organization: Pickaway Elementary

Name: Miller, Chris
Role/Organization: Logan Elm High School

Name: Wilson, Traci
Role/Organization: Washington Elementary

Name: Lane, Keitha
Role/Organization: Laurelville Elementary

Name: Wolfe, Jim
Role/Organization: Pickaway Elementary

Name: Davis, Sandy
Role/Organization: Washington Elementary

Name: Wolfe, Kyle
Role/Organization: Logan Elm High School

Name: Brobst, Rod
Role/Organization: McDowell Exchange School

Name: Close, Tony
Role/Organization: Pickaway Elementary

Name: Elsea, Sandy
Role/Organization: Washington Elementary

Name: Barnes, Tracy
Role/Organization: Pickaway Elementary

Technology Planning Orientation Process

The Logan Elm Schools Technology Planning team is composed of principals, 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. The team is composed of the building technology teams which meet monthly.

1.3 Technology and Education Reform

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 are the parents 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, assistant 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 discussion, discussion groups on district website and posting relevant data on the district website. The community groups most impportant 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.

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.

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, Ohio SchoolNet 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 Ohio SchoolNet 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. Perhaps the District's biggest success in obtaining a competitive grant for technology was a $100,000 School-to-Work (STW) grant that provided our high school with a career technology lab. The award of STW funds also led to the creation of our STW Coordinator position. Part of this individual's responsibilities is to seek grants that can improve the educational programs at our high school. Other 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), 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 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.

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, Metropolitan Educational Council, Dell, Tangent 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 current partnerships with Dell and Tangent offer us technology support. We have a four year onsite lease for all of our Dell servers. Tangent is supporting our Active Directory and workstation management. The state and federal angencies are providing us with the necessary resources, however, this could be on a much greater scale.

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. 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, Ohio University and The Bradford School. Partnerships could be developed with these institutions to provide assistance and possible interns.

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 ISTE NETS for Students and ISTE NETS for Teachers. The goals and objectives were reviewed and discussed. Currently, the district is in the development stage for adopting technology standards for students and staff. The ISTE NETS standards were used as a basis for the district standards. The district's technology standards are derived from the national standards, so they are aligned directly with the 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. 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 65 percent of the student population has access to a computer at home. The percentage of students using computers at school is 88 percent. The primary classrooms use an electronic curriculum package. The upper elementary students are working on 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 72 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 SuccessMaker, Keyboarding, CAD, Spreadsheets, Visual Basic, Programming, Independent Study through ElementK and Business Career Technologies

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 95 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 72 percent of the students in the district demonstrate a basic mastery of word processing. Approximately 78 percent of the student population demonstrates basic mastery of using the internet and/or email communication. All high school students are issued email accounts by the district. Many high school and junior high students have access to email via free email services. All students must use the internet to check out books 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 promotes educational value. The grades which use the computers the most are grades 7 through 12. The junior high students use the computers to access our math and reading curriculum packages. They enjoy using the program and learn many tasks and techniques from the software. The schools that use the technology the most are McDowell Exchange School and Logan Elm High School. Graphing calculators and other handhelds are used by students on a regular basis. Students must use graphing calculators to take the Ohio Graduate Test. Calculators are provided for the testing. This is consistent throughout the district.

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 or an electronic grade book program. Our district provides every teacher in grades seven through twelve with a grade program. Also, every teacher has the ability to access the student information system through the DASL interface. The high school teachers are using SWAN to enter their grades into the POISE student system, instead of filling out scan sheets with a pencil. Many staff members use their computers to type assignments and as an electronic blackboard with the use of an LCD projector. Staff members view computers as a viable teaching tool. 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 percent of the teaching staff has access to a computer at home. Eighty seven 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 and electronic whiteboards which the district cannot meet. 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 73 percent. This is not consistent across the district. There

are some teachers that do not integrate technology into the curriculum. Sixty six percent of the staff demonstrates a basic mastery of word processing. Sixty four percent of the staff demonstrates basic mastery of email communication and internet research. Forty 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 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 responsible 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. The grade levels which use technology the most are grades 7-12. Some examples of this are using SWAN to enter grades at the high school level, using DASL to view student information, viewing Accelerated Reader and Math reports and using the public storage areas on the file servers for collaboration. This is consistent across the district, due to only having one junior high and one high school.

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 2004-2005 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.

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. Now that our curriculum coordinator is onsite and a greater working relationship has been established, workshops and other training will be available in the future.

2.2 Technology Inventory

Category: "Elementary" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	72	21	3	38
Aging	81	24	5	63
Legacy	184	55	0	0
Total	337	100	8	100

Category: "High School" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	49	43	6	75
Aging	40	35	2	25
Legacy	26	23	0	0
Total	115	100	8	100

Category: "Junior High" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	30	39	1	25
Aging	32	42	3	75
Legacy	14	18	0	0
Total	76	100	4	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. Currently, there are no hardware or software limitations which no longer meet the district instructional needs. While we would grasp the opportunity to acquire newer technologies, our current offerings are completing our goals. 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 Resource

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, a newer web-based solution is being evaluated.

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 5-8. 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. Each classroom has the most current software. This was an initiative of the district technology coordinator. 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.

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.

District Level Networking

The district currently employs six LANs which are connected via T1 circuits to MEC. With all of the circuits going to the same location, a WAN is available using the MEC T1 circuits. Currently, all students, teachers and administrators have access to the WAN, although it is not widely used. Currently, there are no bandwidth limitations. The T1 circuits are being maximized, but not overloaded or saturated. There is an initiative to explore higher bandwidth options underway. 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 an OC3 circuit. There is a study to change this to a 100mb fiber connection. 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.

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 MEC, the local DA site, to provide content filtering. The DA site uses BESS and there is a filtering committee that decides what sites are blocked or unblocked. 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

Telephone Services Distribution

The digital phone system at the high school and junior high are directly connected. Therefore, there is much communication between the schools. Two elementary buildings recently 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 Verizon, Verizon Wireless and Nextel. The quality of service for Verizon is excellent. The quality of service for Verizon Wireless is good. The quality of service for Nextel is poor.

Video Distribution

One elementary building and the junior high and high school are connected via satellite dish and provide television programming to all classrooms in those buildings.

Distance Learning Facilities

Currently, the district has one distance learning lab located at the high school. This lab is utilized by providing classes for students which we cannot offer and for electronic field trips. The capabilities of the video distribution equipment are sending and receiving audio and video over ATM. The existing video service provider is SCOCA. The district belongs to a consortium of 2 counties which are all connected via distance learning equipment.

District Infrastructure Partnerships

The district has existing partnerships with MEC and Micro Consultants. MEC 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.

District Network Architecture

ONEnet WAN diagram imported 2003-10-22 10:33:11.060

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.

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 Accelerated Reader in grades K-12 and Microsoft 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 exciting. 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.

Technology Initiatives to Enhance Student Achievement

Technology initiatives expected to enhance student achievement include:

Distance Learning Lab at the Logan Elm High School – Our IVDL lab is joined by a consortium of Pickaway and Ross counties which offers classes, virtual field trips and possible connections with higher education institutions.

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

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

Accelerated Math – while in the first full year of use, this math curriculum software should generate better results on Ohio Proficiency Tests and other testing applications.

Blackboard – online course creation by high school teachers and distance learning teachers.

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

InfOhio – used by students in grades K-12 to check out books from our libraries.

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.

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 Baldridge 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.

Sources For Technology-Related Professional Development

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

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

Accounts to ElementK are available for staff and students on a needs basis.

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

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, MEC and SCOCA.
Accounts to ElementK are available for staff and students on a needs basis.

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 Ohio SchoolNet Conference, Great Seal Network offerings, and ElementK 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 and a full-time Technology Technician 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) in all of our schools (some of which are older facilities with limited electrical support).

Strategy #3: Integrate technology into current technologies and 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) 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) 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

Workstation & Peripherals
Existing district workstations can be repositioned to employ this strategy.
Existing district peripherals can be repositioned to employ this strategy.
Software & Supplies
Existing district resources can be repositioned to employ this strategy.
Existing district resources can be repositioned to employ this strategy.
Network & Infrastructure
Existing network capacity is sufficient to employ this strategy.
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy.
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.
none

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, building technology coordinators and webpage staff.

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.	Training on webpage development completed. Web development software loaded on webpage staff computers.	08-2003	06-2006
Publicize the website in the district newsletter, technology newsletter and local newspaper.	Website publicized through internet search engines, banner at football stadium and district newsletters.	08-2003	06-2006

Leadership

Key Personnel

Strategy #2: Increasing the technology capacity (through improved equipment, updated systems) 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

Resources and Costs

Workstation & Peripherals
Additional new workstations are required
Additional peripherals are required.
Software & Supplies
Additional new applications and additional licenses are needed
New applications and licenses are needed
Network & Infrastructure
additional capacity is needed
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.
none

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

Software licenses will be purchased for computers in grades K-8.	Inventory of computer software will be analyzed and aligned with current technologies.	06-2003	06-2006
Additional network switches will be purchased.	Records of network confiuration and management will be recorded. Network traffic will be monitored and archived.	06-2003	06-2006
Using District funds and funds from Ohio SchoolNet, computers will be replaced in grades K-4 and computers will be added in grades 7 and 8.	Current hardware and software available for student use in grades K-4 and 7-8	07-2003	06-2006
Using District funds and funds from Ohio SchoolNet, peripherals will be added in grades K-8.	Updated peripherals will add to the ability to manage printing and scanning in grades K-8.	09-2003	06-2006

Leadership

Technology Coordinator
Superintendent
Treasurer

Key Personnel

Technology Personnel
Maintenance Personnel

Strategy #3: Integrate technology into current technologies and 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

Workstation & Peripherals
Existing district workstations can be repositioned to employ this strategy.
Existing district peripherals can be repositioned to employ this strategy.
Software & Supplies
Existing district resources can be repositioned to employ this strategy.
Existing district resources can be repositioned to employ this strategy.
Network & Infrastructure
Existing network capacity is sufficient to employ this strategy.
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy.
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.

none

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, 75% 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.	06-2003	06-2006
Evidence of project-based learning will be archived on the file servers.	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.	09-2003	06-2006
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.	09-2003	06-2006

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
Existing district workstations can be repositioned to employ this strategy.
Existing district peripherals can be repositioned to employ this strategy.
Software & Supplies

Existing district resources can be repositioned to employ this strategy
Existing district resources can be repositioned to employ this strategy
Network & Infrastructure
Existing network capacity is sufficient to employ this strategy.
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy.
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.
none

Relevant State Technology Indicators

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

Performance Indicators

Twice during each year of the plan, inventories of technology status will be completed.

Action Steps

Action Step	Benchmark	Start	End
Obsolete technology will be removed from the inventory and disposed of in an environmentally-friendly manner.	Removal of obsolete technology will take place on an a need basis.	06-2003	06-2006
Records of current available technology will be available in each building.	Current records will be maintained and available in the offices at all buildings. An access log will be maintained.	09-2003	06-2006

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

Workstation & Peripherals
Existing district workstations can be repositioned to employ this strategy.
No peripherals are required
Software & Supplies
Existing district resources can be repositioned to employ this strategy.
Existing district resources can be repositioned to employ this strategy.
Network & Infrastructure
Existing network capacity is sufficient to employ this strategy.
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy.
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.
none

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
A teacher resource area will be created with links to all relevant educational websites.	Resource area will be created, maintained and updated by the technology staff. Access logs will be maintained and archived.	09-2003	06-2006
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.	09-2003	06-2006
Information for students will be posted on the website consisting of homework assignments, academic events, extra-curricular events and building information.	Information will be updated on a regular basis. Access logs will be maintained and archived.	09-2003	06-2006

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
Existing district workstations can be repositioned to employ this strategy and additional workstations are required.
Existing district peripherals can be repositioned to employ this strategy and additional peripherals are required.
Software & Supplies
Existing district resources can be repositioned to employ this strategy and additional licenses and maintenance agreements are required.
Existing district resources can be repositioned to employ this strategy.
Network & Infrastructure
Existing network capacity is sufficient to employ this strategy.
Existing infrastructure capacity is sufficient to employ this strategy.
Security
Existing equipment security tactics are sufficient to employ this strategy.
Existing information/data security tactics are sufficient to employ this strategy.
Policy & Procedures
Existing district policies are sufficient.
Existing district policies are sufficient.
Maintenance & Upgrades
Existing maintenance tactics are sufficient.
Existing upgrade tactics are sufficient.
none

Relevant State Technology Indicators

Classroom Technology
Electronic Resources (Instructional)
Planning and Coordination

Performance Indicators

Aceess to technology in the learning environment will be established; 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.	09-2003	06-2006
Records of current available technology will be available in each building.	Records of current technology will be posted in the offices of each building. Access logs will be maintained.	09-2003	06-2006

Leadership

Technology Coordinator
Administrators

Key Personnel

Media Specialists
Teachers
Curriculum Director

4.2 Technology Related Staff Development

Staff Development Activity	Start	End
Technology offerings by ITSCO will be offered to all staff.	11-2003	01-2006
Ohio SchoolNet Conference will be more publicized to staff throughout the district and attendance will be encouraged.	11-2003	06-2006
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.	11-2003	06-2006
Blackboard 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.	11-2003	06-2006
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.	11-2003	06-2006

4.3 Technology-Related End-User Support Services

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, curriculum director and administrators.
Service Requests will be compiled and trends in requests will be documented to prevent future requests. This task will be completed by the technology coordinator, technology coordinator and technology technician.
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, technology committee and curriculum director 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 monthly 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. The curriculum director is the chair of the CIP committee. Currently, the curriculum director is not part of the technology committee, however, this will change in the near future.

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. The tech plan will be evaluated quarterly by the technology committee.

6.5 Appendix

Date of board approved Acceptable Use Policy (AUP)

Oct 12 1999

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

May 14 2001