

Educational Technology Plan for Olmsted Falls City SD - 046573

School Years:

2006-07

2007-08

2008-09

eTech Ohio Certified on Jun 02, 2006

Certification Period: July 1, 2006 - Jun 30, 2009

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

TABLE OF CONTENTS

Pre-Planning

- 1.0 Establish Technology Planning Committee
- 1.1 Overview of TPT v3 Planning Framework
- 1.2 Review Current Technology Plan
- 1.3 Vision/Mission

Curriculum Alignment & Instructional Integration

- 2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)
- 2.2 English Language Arts Academic Content Standards
- 2.3 Fine Arts Academic Content Standards
- 2.4 Foreign Language Academic Content Standards
- 2.5 Mathematics Academic Content Standards
- 2.6 Science Academic Content Standards
- 2.7 Social Studies Academic Content Standards
- 2.8 Technology Academic Content Standards

Technology Policy, Leadership and Administration

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

Technology Infrastructure, Management and Support

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

Budget and Planning

- 5.0 Budget

Appendix A - Additional Documents

Pre-Planning

1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator
 Curriculum Coordinator
 Principal
 Superintendent
 Teacher
 Technology Coordinator
 Technology Support
 Treasurer
 Other

Approvers:

Joe Magrey (Technology Coordinator/Director)
 Todd Hoadley Ph. D. (Superintendent)
 Dale Weber (Treasurer)

1.1 Overview of TPT v3 Planning Framework

eTech Ohio's Technology Planning Tool version v 3.0, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

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

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

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

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

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

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

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

1.2 Review Current Technology Plan

"Was the plan realistic then?"

Yes, overall the plan was realistic. We had a good view of the growth of our school district and the increasing needs of technology to meet that growth. As expected, we made additions to our original TPT.

Our plan realistically showed yearly monetary increases for hardware, peripherals, software, maintenance, service and supplies. Some expenses, however, were lower than expected such as workstations during the past year. This was primarily due to the competitive nature of the computer market.

We had to plan for newer technologies that would emerge. Some were not viable products at the time that our 2003 Technology Plan was written. We needed to budget in these new plans even though we wouldn't have a firm, specific concept in mind.

Other areas were based on economics. How much money did we allocate for new technologies? We had to keep on target with our goals while controlling spending. Other factors like technology changes caused us to rethink

our purchases.

We purchased new technology that had a direct connection to classroom performance. One good example is the purchase of Smart Boards for each of our school buildings. We saw a direct link between this technology and improved student performance in the classroom. Students could use this blackboard-like presentation to interface with a computer. Touching the screen provided a more direct dialogue than using a keyboard. The student's focus was changed from the computer and shifted the emphasis on a particular content.

We found the need for a new student testing assessment program called Classroom Manager. This uses curriculum structures we develop that combine assessment and instructional materials. Teachers create tests that reflect objectives specific to the district and classroom needs. Teachers decide which learning outcomes to assess, what type of assessments to create, and the number of items to use.

Another newer technology was the need for a secure, remote VPN connection for teachers writing their IEP's. We developed this plan after our Technology Plan was submitted. Having a secure, remote VPN connection greatly benefited the teachers. They could connect to our servers after hours to prepare, update and submit their IEP's.

Overall, our TPT was realistic because we created room for flexibility in our plan.

"Is the plan realistic now?"

Looking at our current plan in review, we understood that our 2003 approved plan had to change to meet the changing needs of our students. We set in place our 2003 Tech Plan with that in mind.

Nothing was cast in stone. We knew we needed to be flexible:

1) As our needs changed, we adapted the proper technology to fit that need. 2) As newer technologies came out, we re-thought our plans. 3) As new applications were written, we decided which ones could be used that would directly impact student performance.

Olmsted Falls City Schools accomplished this a number of ways: The district met several times a year in groups to review our needs in curriculum, staff development, instructional technology and student performance. We reviewed our goals and we discussed our strategies. We monitored technology needs to make adjustments for current needs. The actual financial costs associated with the plan were very close to our expected costs. Additional purchases were made as newer technologies emerged. By having periodic meetings with those involved with curriculum, development and technology, we saw that our plan had to be flexible to be realistic. We consider our technology plan to be dynamic in order to meet the needs of our students, faculty and administration.

1.3 Vision/Mission

A. Vision

Olmsted Falls School District commits to preparing students to become lifelong learners in our ever-changing, global society that is increasingly technologically oriented.

Towards this end, the district pledges to:

- Utilize technology to enable students and staff to become effective communicators and collaborators with their peers, their community, their nation and their world.
- Provide students equitable opportunities to enhance their skills, creative thinking, and problem solving ability by means of technology.
- Empower students and staff to utilize technology to become lifelong learners within our ever-changing global society.
- Integrate technological tools judiciously into the present and foreseeable future curriculum.
- Make an ongoing commitment to utilize technology in providing interactive, cooperative and contemporary learning/teaching/sharing experiences.
- Provide continual, appropriate district inservice opportunities.
- Commit to providing the appropriate technological tools and support at the points where teaching and learning occur.
- Develop and implement an ongoing procedure that is flexible and current to review, evaluate, and update the district's use of technology.
- Provide sufficient funding to acquire and maintain hardware, software, professional development, and staff.

B. Mission

Olmsted Falls City School District's Mission Statement:

To ensure each enrolled student is provided with the chance to experience a broad range of educational and extracurricular opportunities through appropriate use of technology in order to foster learning, collaboration, and communication among students, staff, parents and the global community.

Curriculum Alignment & Instructional Integration

2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)

Discuss the level of effective technology integration into the instructional process of each academic content standard. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

	Where are we now?	Where do we want to go?
English Language Arts	Complete	2005-06
Fine Arts	Complete	2005-06
Foreign Language	Complete	2005-06
Mathematics	Complete	2005-06
Science	Complete	2005-06
Social Studies	In Progress	2005-06
Technology (specific course)	Complete	2005-06
Other Content Areas	Complete	2005-06

How will we get there?

A K-12 committee was formed and studied the Ohio Technology Academic Content Standards. The K-5 members matched the technology indicators to the content areas and the 6-12 members did the matching for their content areas and had the other departments match the indicators to their areas. The committee shared the document with their colleagues. The completed document (Technology Course of Study) is based on the content standards and has a column for integration of content/subject areas and a column for integration of projects.

How will we know we're getting there?

The mapping of our content areas includes the integration of the technology. Our new Technology Course of Study also shows the integration of technology with all the subject areas. The course of study at the elementary level even shows what month from the curriculum map the technology is integrated into the subject areas. The one milestone was to get our technology course of study to align with all the content areas and monitoring through the curriculum maps and lessons will let us know if we are getting there.

How will we sustain focus and momentum?

The Committee will be sharing the Technology Course of Study at all grade level meetings and department meetings.

All of our in-house professional development (Tech Tuesdays and Tech Thursdays) will be focusing on helping staff understand the standards and making sure everyone is on the same page with the integration of technology in the content areas. Lesson plans and ideas from IMS will be shared. We will also look at TIPs for help. All outside resource technology professional development will be to get our staff trained in the skills they need to teach the standards.

2.2 English Language Arts Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	3.0	4.0
3-4	3.0	4.0
5-7	3.5	4.5
8-10	4.0	5.0
11-12	4.0	5.0

How will we get there?

The integration of technology with language arts is used to achieve many learning goals which include but are not limited to writing compositions, doing research, making power-point presentations, communication using email or the internet. Our organization's strategy for integrating technology has been to develop a course of study in both language arts and technology that integrates the two areas (see document library). Our organization also supports the classroom teacher with software to use in the language arts classroom. The reading series and textbooks purchased came with software for students to read stories using the computer, prompts for various types of writing, and guide lines for power-point presentations. The representatives from these companies came out and in-serviced our teachers on how to use the software. The classroom teacher will take the students into the computer lab to do many of these activities or have them complete them in the classroom using the classroom computers. Many of the classrooms have Smart Boards and the students are actively interacting with the language arts skills and concepts presented using the Smart Board. After school in-services, our district in-service day, sending people to workshops and bringing in outside professional development people are the ways we have trained our staff to implement these strategies.

How will we know we're getting there?

The ways progress is being monitored include: lesson plans, projects produced, classroom walkthroughs, student work, looking at data when monitored electronically, targets on staff evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by adding equipment, when possible, such as Smart boards and software. There is on-going technology professional development each year.

2.3 Fine Arts Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	2.0
K-4	2.0	4.0
5-8	2.0	4.0
9-12	2.0	4.0

How will we get there?

The Technology academic content standards were integrated into some of the fine arts learning goals using the development of the K-12 Technology Course of Study as the vehicle (see document library). High School Art, Band, and Choir use technology in many ways. Band and Choir discuss various music using software programs, Art uses it for students' portfolio preparation; just to name a few. All of the materials purchased for Art and music for all grade levels include technology. The representatives from the publishing companies come out and train the staff to use the technology that goes with the materials.

How will we know we're getting there?

Progress is monitored in many ways: lesson plans, student work, projects, classroom walkthroughs, and targets on teacher evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by providing hardware and software for fine arts. On-going professional development is provided every year.

2.4 Foreign Language Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	2.0	3.0
9-12	3.0	4.0

How will we get there?

The development of the K-12 Technology Course of Study, based on the Technology Academic Content Standards, was used for integrating technology to achieve some of the foreign language student learning goals (see document library). Many of the goals include but are not limited to research, power-point presentations, multi-media and on-line experiences and tutorials. The textbooks and supporting materials purchased have technology components such as the textbooks on line, CDs with conversations, tutorial help, and a teacher planner CD. The organization brings in the representatives for the publishers to train the staff on using the technology.

How will we know we're getting there?

Progress is monitored by: lesson plans, student use of the on-line textbook and tutorial, student work and electronic presentations, and teacher targets on evaluations.

How will we sustain focus and momentum?

Our organization supports technology to achieve student learning goals by adding equipment, when possible, such as Smart Boards and software. There is on-going technology professional development each year.

2.5 Mathematics Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	3.0	4.0
3-4	3.5	4.5
5-7	3.5	4.5
8-10	4.0	4.5

11-12	4.0	5.0
-------	-----	-----

How will we get there?

The new K-12 Technology Course of Study shows the integration of technology with mathematics (see document library). The textbooks and materials purchased support the integration of technology with mathematics at all levels. Calculators and graphing software are used at the elementary level along with graphing calculators at the middle and secondary levels to allow students to easily produce multiple graphs for a set of data, and determine appropriate ways to display and interpret the data. The use of spread sheets and algebra and geometry software (Carnegie) help extend the range of problems and develop understanding of key mathematical relationships. Many of the classrooms have Smart Boards and the students are actively engaged in learning the math skills and concepts using that technology. Professional development is provided for training that goes with the technology and math materials, the graphing calculators, the Carnegie Software and the Smart Boards.

How will we know we're getting there?

Progress is monitored in many ways: lesson plans, student work, student projects, classroom walkthroughs, looking at data monitored electronically (Study Island), targets on staff evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by adding equipment, when possible, such as Smart Boards and software. On-going technology professional development is offered every year.

2.6 Science Academic Content Standards**Instructional Integration**

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	3.0	4.0
3-5	3.5	4.5
6-8	3.5	4.0
9-10	4.0	5.0
11-12	4.0	5.0

How will we get there?

The integration of technology with science is used to achieve many student learning goals. The vehicle used to implement this integration is the new K-12 Technology Course of Study (see document library). In general there are three areas of particular importance in K-12 science and related technology: Tehnology design and improvement (e.g., processes for meeting changing human needs, improving on development and uses of resources, improving systems, creating new materials); Technology in our lives (e.g., communicaton, transportation, medical uses, personal care household uses, entertainment); Technology for learning (e.g., informantion retrieval, asking questions/finding answers, computing, experimenting, data gathering/analysis/storage, networking, assessment, problem-solving, communicating). As the students move through the grades they engage in increasingly sophisticated hands-on, inquiry-based activities where they investigate, research, measure, compile and analyze information using technology to reach conclusions to solve problems and make predicatons. All of the materials and textbooks purchased come with technology such as textbooks on-line, research links, quiz questions, tutorials, teacher resources on-line (just to name a few) to support this integration. Many classrooms have Smart Boards that keep students engaged in the the science skills and concepts. The staff is trained to use the technology and materials and the Smart Boards and software.

How will we know we're getting there?

Progress is being monitored by: lesson plans, student work, student projects, classroom walkthroughs, looking at data monitored electronically (including Study Island), targets on staff evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by adding equipment, when possible, such as Smart Boards and software. On-going technology professional development is offered each year.

2.7 Social Studies Academic Content Standards**Instructional Integration**

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	3.0	4.0
3-5	3.5	4.5
6-8	3.5	4.5
9-10	4.0	5.0
11-12	4.0	5.0

How will we get there?

The integration of technology with social studies to achieve student learning goals will put students in contact with the world beyond their classroom walls so they will have the information and skills that they will need to be participating citizens. The K-12 Technology Course of Study has integrated technology and social studies (see document library). Much of the integration involves the People in Societies and History Standards. Through the use of technology online collections can be accessed that include - drawings and photos of earlier times, letters, documents, patent applications, newspaper accounts and other first-hand information about historical events. Virtual tours of museums where artifacts of the past can be seen can be taken. Students can communicate with their peers in other countries via email or other distance education technologies can gain insights into daily life and culture. Online databases such as the U.S. Census Bureaus' Web site provide data that can help students understand demographic changes. Economic data is also readily available and can be used to practice reading charts, graphs, and tables. Data on topics related to financial literacy can help students make informed decisions in the future. The internet offers opportunities to get involved with the concepts of government and citizenship by staking a stand on current issues. Students can analyze local, national or global issues by finding information with online newspapers, legal documents, archives or government records. With the Geography standard, the students can use maps, aerial photographs, and satellite images which are available on the internet to study geographic patterns and processes. Elementary students design their own maps using software that goes along with their classroom materials. Technology is also used in social studies to gather information and do research. In the lower grades, students use multi-media CDs and websites selected by the teacher or provided by the materials from the textbook company. Older students define their information needs and identify search strategies to locate and evaluate relevant information. Technology is also used to make graphic organizers, such as timelines and flow charts. Constructing databases or spreadsheets with information collected on a particular topic allows students to use the information to answer questions and solve problems. The textbooks and materials purchased come with technology support and many of the classrooms have Smart Boards. The staff is trained to use all the technology.

How will we know we're getting there?

Progress is being monitored by: lesson plans, student work, student projects, classroom walkthroughs, looking at data that is electronically monitored (study island), targets on staff evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by adding equipment, when possible, such as Smart Boards and software. On-going technology professional development is offered each year.

2.8 Technology Academic Content Standards

Instructional Integration

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

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

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

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

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

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

How will we get there?

Our district's goal is to fully utilize technology, including assistive and adaptive equipment for meeting the needs of special education students, in order to help all students achieve their full potential. The new K-12 Technology Course of Study reflects the integration of technology for achieving our student learning goals. Materials and high and low tech assistive devices which will be necessary to help students access the regular curriculum are identified through the IEP process. Prior to any new devices being purchased for individual students, a variety of devices are first utilized by the student for a trial period. This allows for selections to be made based on individual needs and "fit" for the student. Professional development is always a part of the implementation of new devices. Teachers, as well as students and parents, are provided the initial and ongoing support and training in order to ensure the smooth integration of the assistive devices into teaching of their classes. Many of the classrooms also have Smart Boards and the students are actively engaged in learning.

How will we know we're getting there?

Progress is being monitored by: the implementation of the IEP, progress toward individual goals, increased access for special needs students to the regular curriculum, lesson plans, student work, student projects, classroom walkthroughs, looking at data that is electronically monitored (study island), and targets on staff evaluations.

How will we sustain focus and momentum?

Our organization supports the use of technology to achieve student learning goals by purchasing the needed resources and assistive devices and equipment. On-going technology professional development is offered each year, and also special emphasis regarding the specific devices for individual students.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

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

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

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

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

How do we get there?

Our district has developed a plan to enhance educational technology use through policy development and goals we have set. This is a broad plan that is both generated and supported through the cooperation of our administrators and teaching staff.

Our District Technology Planning Committee regularly reviews staff skills against the National Education Technology Standards for Teachers (NET*T).

The following are some policies we have implemented:

Continue to provide staff development regarding the innovative uses of technology and software

Establish district-wide and building-level core technology standards for staff

Integrate core technology standards into the district's K-12 curriculum

Standardize the school district's software

Develop building level expertise for curriculum-related technology

Incorporate Universal Design for Learning to maximize student learning

Identify and utilize appropriate assistive technology for special education population

Encourage the use of technology for increasing the district's communications with parents and community.

Olmsted Falls School District will align the standards within the technology plan with ISTE standards for students and staff. We have a goal of creating a partnership with the business community to enhance educational technology in our district.

How do we know we are getting there?

Our district has several processes in place to monitor policy development. We formed a K-12 committee and reviewed the Ohio Technology Academic Content Standards. We had our members match the technology indicators to the content areas for each department. Our Technology Course of Study (see attached) is linked to content standards. We show an integration of content/subject areas with the integration of specific projects.

We periodically assess and update support programs to ensure faculty and student performance is sustained at all grade levels.

Measures of Success:

- More Effective Use of In Service time
- Expand Gifted Services at Primary Level
- Implement new procedure for Children with Disabilities

- Falls-Lenox completes North Central Compliance and Endorsement activities
- Continue to Expand DIBELS Literacy Assessment Program @ Falls Lenox
- HS, MS and Fitch complete North Central compliance and endorsement activities
- Develop program to recruit and retain staff
- Continue Mentoring program
- Continue to use and enhance in service and late start day programming.
- Identify needs and implement training and professional development programs needed to ensure all core teachers and paraprofessionals in Title 1 programs meet "highly qualified" status for all teachers.
- Evaluate instructional technology needs and implement changes as needed
- Comply with IDEA.

How do we sustain the focus and momentum?

The role of technology in staff development is a major focus area for the school district. Every district building has allocated time and money in their budgets for technology in-service education. In addition, the District has also allocated funds for the purpose of staff development. Our current program has been based on district needs, employee interest levels, student needs and self-identified needs. The in-service opportunities mainly focus on developing new skills and the refinement of current knowledge to support our various programs.

3.2 Analyzing District Leadership

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

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

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

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

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

How do we get there?

Administrators at Olmsted Falls City Schools play a key role in being technology leaders and role models for their staff. They encourage teacher's integration of technology into the classroom. We have created several mechanisms to achieve these goals. We have a coordinated technology support team which gathers information, identifies user's needs, and evaluates changing technology trends. We have given administrators specific goals. Hardware and software selections are based upon a number of factors including the needs of both students and staff. We provide training for professional staff development related to technology skill development. Administrators provide application training needed for their specific job functions. We encourage the daily use of technology in the classroom. As new changes are implemented, the administrators are the first to incorporate these changes. Administrators encourage teachers to embrace technology and apply it to their lesson plans. The use of technology is re-inforced at each level, encompassing all aspects of educational technology. By giving the administrators a leadership role, we solidify and promote the importance of integrating technology to the classroom level.

How do we know we are getting there?

Our district uses several methods to monitor our progress. Administrators use teacher surveys, community surveys, web site data and classroom observations to monitor progress. The teacher survey showed the district the technology proficiency level of our staff and helped to drive our professional development. The community survey enabled the district to plan for future technology purchases and determine where our curriculum should go. The web site data assists us learning how useful the website is in providing information to the community. We also use informal and formal classroom observations to monitor teachers at the classroom level. We use all these to measure how well we are meeting our goals.

How do we sustain the focus and momentum?

A major focus of our professional development is to raise the proficiency level of our staff. Until they feel comfortable with the technology, they will not utilize it in the classroom. The district will continue to conduct formal and informal in-service throughout the school year. The formal in-service will be provided by Polaris, our Career Center. Following each in-service, feedback is collected and summarized in order to improve future workshops. We encourage staff to attend building level technology meetings to broaden their awareness and participation in technology.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	14%	13%
Acquisitions/Procurement	12%	12%
Deployment/Implementation of Technology	12%	12%
Maintenance & Repair	10%	8%
End-user Technical Support & Training	8%	9%
Curriculum Alignment & Instructional Integration	3%	4%
Fiscal Management/Grant Applications	10%	9%
Superintendent Cabinet/Executive/Board Meetings	8%	9%
Tech Staff Development & Management	10%	10%
Policy Development, Monitoring & Enforcement	2%	2%
Evaluating New/Emerging Technologies	10%	10%
Other	1%	2%
Total	100%	100%

Other (please describe):

Other = This includes the following meetings: ITC Site, Vendors, and Technology Conferences. All of these would aid in the understanding of newer technology and the direction the district should be going with technology purchases.

How will we get there?

There are several key factors in helping the technology coordinator attain target time allocations. A technology agenda is developed by establishing a plan that contains a specific priority of tasks and objectives. Once this is developed, a time line can be created to meet these goals. Training is planned for professional development in new, emerging technologies. To assist the technology coordinator, tasks are delegated by the technology coordinator to the Technology Staff. This assures that less time is spent on repair/fix and more time is spent on training, planning and implementation. Professional development is centered on the needs for supporting future technology demands and evaluating the implementation needs of new technologies.

How will we know we are getting there?

Technology progress is also monitored by the assistant superintendent and the superintendent through the feedback they get from administrative meetings, building meetings and the technology meetings they attend. This feedback information is shared with the technology coordinator as needed.

The technology coordinator reports directly to the assistant superintendent. Monitoring the progress of our technology plan coupled with district feedback ensures the success of our technology program. The feedback we

get from every level is the district ensures we are on task.

How will we sustain focus and momentum?

Our district provides professional development for the technology coordinator every year. Grants are used to attend the eTech Ohio Technology Conference. On a regular basis, classes are taken from vendors. Technology meetings are attended at our ITC Site. When new courses are available, these are planned and approved by the assistant superintendent on a case by case basis. The technology coordinator's work performance is officially reviewed once a year.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

"Where are we now?"

None - This technology does not currently reside on the network.

Some - There are pieces of this technology residing on the network. It does not exist in all buildings or only in places.

Many - This technology is pervasive throughout the district and/or building.

"Where do we want to go?"

Decrease - We plan to decrease this technology on the network.

No Change - We plan to maintain the level of technology on the network.

Researching - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.

Increase - We plan to increase this technology on the network.

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

	What is the current impact?
LAN Bandwidth	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	Increase

How will we get there?

Our district will undergo a major change in internet bandwidth over the next few months. We will go from a 3MB pipe to a 100MB pipe with a purchased upgrade from our ITC Site consortium. This is being paid by the districts in our consortium. The state is NOT providing funding for this upgrade. This upgrade is a five year lease that also upgrades network hardware at our ITC Site.

This will enable us to have much faster internet access. We will finally be able to afford to encourage users to use video streaming. On our present network, our consortium has severe bandwidth issues which do not permit us to video stream.

Also, when the state provides additional funding, we would to upgrade our Video Conferencing from the old ATM to newer IP

How will we know we are getting there?

Our users will see an immediate improvement in bandwidth.

They will no longer see slow daily internet performance during peak periods. Over the past several months, we

have informed our users to expect this improvement when they return in August of 2006.

How will we sustain focus and momentum?

Data is monitored from our firewall which enables us to see how our bandwidth is being used. We have a dedicated server that records this information. We are able to see specific areas of bandwidth and can monitor this use.

Daily and weekly reports are run at the district and A-Site level that displays network activity and bandwidth usage.

4.2 Access to Technology

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

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

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

Late Adopter - Waiting until the technology is quite established in the field and fully tested.

Middle Adopter - Waiting until the first wave has been introduced into the school setting.

Early Adopter - One of the first settings to pilot and test the technology.

	Where are we now?	Where do we want to go?
Teacher to Computer Ratio (1:n)	1:2	1:1
Student to Computer Ratio (1:n)	5:1	4:1
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	None	Some

How will we get there?

Technology staffing is based on several factors. The obvious one is budgeting: whether we afford to have another person. Next we must determine if we need more staffing. We get feedback from each of our Building Technology Meetings, Administrative, Personnel and District Technology Meetings. The feedback we get helps us to understand how we are doing. Our District Network Staff meet on a weekly basis to determine our course of action for the week.

We evaluate how affective are we at responding to the needs and demands of the students and teachers. We structure our technology staff on the skills needed to support our hardware.

We review current & emerging technologies by several criteria: Do we use them currently? Does the district have an immediate need for them? Would students and teachers benefit by having this technology? Is there a specific application that requires this new technology? If the needs are there and we can justify the costs, we go through the determination phase of when and if we can purchase the technology.

How will we know we are getting there?

Typically, we use a combination of methods to gauge where we stand from a technological point of view.

Each year, we try to budget in several "pet projects" that embrace newer technologies. Each technology purchase is given a weight which assigns a value of importance. This is done at our yearly budget meeting in July.

During the school year, we evaluate these needs at several levels: Administrative Meetings, District Technology Planning Meetings, Building Level Technology Meetings and Technology Meetings at the ITC Site level

One example is the implementation of wireless networks in our buildings. We have had several initial reasons to explore this technology and have made some initial low cost purchases. As more demand occurs and newer security features become standard, we will slowly start to use this technology, one building at a time, depending on need.

Specifically, we had a request to have a mobile cash register available for students for morning breakfast. The cost would have been paid for by Food Service since they were the ones requesting the access. Costs were a little too high and the project was put on the back burner.

How will we sustain focus and momentum?

Our district has taken a major step in upgrading services over the past three years:

Each of our servers is capable of expanded growth. We upgraded from an old Novell network to a newer Windows 2003 Server network in the past two years.

Our network can grow as demands increase due to the implementation of a gigabit network several years ago. All old hubs were replaced by new Cisco switches.

All printer purchases are closely monitored: Only networked laser printers are used. They are easily managed over the network. The cost per page is relatively low compared to inkjet printers.

Overall, we can easily deploy newer, faster technology in our district without a considerable expense, due to the proper planning over the past four years.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

	Where are we now?	Where do we want to go?
Student Information Services	4 - Advanced	4 - Advanced
Instructional Applications	3 - Adequate	4 - Advanced
Data Analysis & Reporting	2 - Minimal	4 - Advanced
Grade Book	3 - Adequate	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	3 - Adequate	4 - Advanced
Voice Telephony	1- None	1- None
Human Resources & Financial Management	4 - Advanced	4 - Advanced
Network Account Management	4 - Advanced	4 - Advanced
Transportation	4 - Advanced	4 - Advanced
Food Services	4 - Advanced	4 - Advanced

How will we get there?

One immediate improvement would be the use of Help Desk software. This would aid in viewing the actual call load and responsiveness of our Tech Staff. This could also be used to provide better inventory control. Another benefit would be the ability to draft repair reports for specific vendor problems: Repeat calls and component failures could be traced easier. Overall, this new help desk software will increase the productivity of students by giving them computers that can repaired quicker, follow trends of failures resulting in higher availability and less downtime.

How will we know we are getting there?

Several school districts in our area have been using Help Desk software to assist them with service calls. The feedback from them will be very important. We will find out if their helpdesk software rollout was successful, how well it was received and any concerns they may have encountered.

We will use this information in determining whether our district should use this service. As we roll out the test program, we will get initial feedback from our administrators, secretaries and staff. During this testing stage, we will make the necessary adjustments to the help desk software to meet our district's needs.

How will we sustain the focus and momentum?

Feedback from our Building Technology Meetings will be an important part of using Help Desk software. It is expected that initially, users would be apprehensive to log on to the computer to report a failure. Over time, this would be the best method to replace paperwork that provides the tracking of service call orders. Users will be able to report service calls for computers, printers, telephone, e-mail, and software issues.

4.4 Educational Software

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

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

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

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

Selection Processes

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

How will we get there?

In evaluating what the instructional needs of our learners may be, the district/buildings develop an action plan which is aligned with our mission statement. A part of this is the development of our Comprehensive Continuous Improvement Plan (CCIP). Through this process we identify the needs and then the specific goals and steps involved. Increasingly, more and more of these needs can be met through technology. Prior to making selections regarding educational software supports that can address these needs, we evaluate the various features of software to determine what can assist us more so in reaching our goals. Software content/features is evaluated against our Content Standards /curriculum. As our content standards have become more defined and rigorous, we need to continue to use those standards by which to evaluate our needs. Demos are reviewed prior to selection, but may not always be by the individuals who may be using the software. This is an area that we can address through various curriculum or grade level meetings. In order for any learning tool to be effectively used, we understand that on-going high quality professional development is very much needed. Our goal is to ensure the opportunity for on-going support rather than just the initial training. Regular sessions may need to be made available to staff to provide more support, as well as individual consulting opportunities with tech support. Staff helping each other also can be emphasized and facilitated through these types of meetings. We have and will continue to look at the system requirements of programs, as well as appropriately include tech staff members in the initial training on a piece of software, so that they can also serve as consultants in assisting the staff. With the help of the tech staff, a plan regarding the replacement needs of software needs to take place on a continual basis. Part of the commitment to renew, replace, upgrade, etc. has to be determined by the current needs of the district/building. For the most part, educational software has been implemented by groups for a year or so before a commitment is made to expanding its use.

How will we know we are getting there?

Ultimately our goal is to be able to address the needs of all learners, as evidenced by students' engagement and academic successes. Teacher feedback, direct observations and the frequency of the utilization of the computer programs will be reviewed, as well as the academic growth/impact for students. Individuals with expertise will be available to trouble shoot with teachers, and there will be a request for increasing the availability of the software.

How will we sustain focus and momentum?

On-going staff input is required to explore the total cost of ownership. Staff has to have an understanding of the total cost of ownership in order to evaluate the effectiveness of the process. Through this understanding of the components of the process, our district can continue to explore options which enable students to be more engaged and successful. Regular opportunities need to be incorporated into team/building/staff meetings to facilitate this understanding and to gain the needed input.

4.5 Security

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

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

How will we get there?

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

How will we know we are getting there?

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

How will we sustain the focus and momentum?

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

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1/588	1/500
Support Staff to Teachers	1/36	1/30
Support Staff to Computers	1/167	1/150
Support Staff to Buildings	1.2/1	1/1

	Where are we now?	Where do we want to go?
Average Response Time (Days)	1	0
Service Level Agreement (SLA)	Yes	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Our technology staffing requirements are reviewed and adjusted as needed. Over the past few years we have seen technology needs increase along with the level of demand.

The expected immediate response time puts additional strain on any support staff. Our staff has taken many steps to improve both response times and call completion times. We are using ghost to replace data images on PC's.

Lab configuration changes can be more easily handled when ghosting a classroom. We have been using VNC software to remotely work on PC's. This provides immediate access to their desktop, eliminating the need to visit

a machine on the other side of a building. We replaced older printers with newer, more reliable network printers. This reduces the number of repair calls taken by our staff. When general computer problems occur, we broadcast e-mails to notify users of the unexpected outages as a way to communicate this to the user. This reduces the number of repeat calls for the same service issue. Basically, we try to work smarter and faster with the same amount of people.

How will we know we are getting there?

Each of our buildings have regular scheduled Technology Meetings where user-end satisfaction is discussed. Issues may be building specific or general, district-wide issues.

Building surveys are reviewed to ensure users get the assistance they require. Any support issues are analyzed and adjustments are made to ensure user's needs are met.

We communicate these changes to users through our administrative, district and building level meetings. Technology e-mails are sent out on a regular basis to share news with our users. This correspondence has been an effective tool in explaining changes to our support offerings to our users.

When we phased in a conversion from an old Novel server to a Windows based solution, we kept the log-in process similar to avoid user confusion. By keeping our solutions more user-friendly, we encourage the use of technology for their daily needs.

When problems affect a large group of users, our Technology Staff comes up with an action plan to rectify the problem. One recent example is how we reacted to a problem that affected an entire lab at our Middle School. While logging in, they saw a long waiting period before desktop icons had finally populated. We effectively attacked the problem by pulling our technology staff together to analyze the problem. We were able to brainstorm the problem. This saved time in the problem-determination phase and resulted in finding a solution in a smaller time period.

How will we sustain focus and momentum?

Communication between our staff and our technology department plays a vital role in our support offerings.

Starting next year, our district will implement a new, on-line help desk. Users will be able to ask for service while sitting at their desk. This will dramatically improve our technology supports. Users will no longer have to complete a repair sheet and submit it to a centralized location. Calls will be instantly logged, saving time for both the user and the technician. Users will be sent an e-mail notification that a new call was generated. As part of this process, the technician will immediately be notified by e-mail about the new service request. As the problem is resolved, users will get an e-mail notifying them about the repair. We can generate reports that indicate service history a number of ways: district-wide, by a specific building, for a user, by machine and by time periods. Overall, feedback from this help desk software will improve the effectiveness of technology support.

4.7 Total Cost of Ownership

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

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

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

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

Process

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

How will we get there?

Our district spends a lot of time in the pre-planning stages of technology purchases. We try to evaluate the total cost of ownership during the life of the purchase. This is done when purchasing every type of hardware: servers, network equipment, printers and student's computers.

For example, when we purchase laptops, we evaluate each part of the product. Most laptops have two memory slots.

It is more cost effective over the life of the product to initially purchase one, larger memory card than two smaller memory cards. Even though the cost is higher initially, when it comes time for an upgrade, we save money. When we need to add more memory, we are not taking out one small module and placing it on the shelf, forever to be unused. Rather, we purchase one new memory card a few years later and place it in the open slot. Our total cost of ownership goes down while doubling the memory of the laptop.

We use our vendor relationships to the fullest extent: We will price compare between vendors, trying to use established relationships to get reduced pricing. Our districts tries to "share the wealth" make making purchases with several vendors. This assures that one vendor doesn't get too comfortable and become complacent in their pricing.

We establish a plan where we make purchases that have an upgrade path. Servers that can be upgraded increase the life of the product.

We will purchase network printers rather than inkjet printers because the price per page is dramatically lower. We will buy a more expensive heavy duty printer whose duty cycle is expected to be several years over a low cost, low end printer which must be scrapped in two years.

We develop a procurement plan and follow a realistic deployment plan to ensure a timely product rollout. This assures our district gets immediate benefits from the purchase.

We do evaluate external support costs from outside vendors. We compare these costs to the purchasing of new products. Another consideration is whether we should support these products in-house. Each of these is done on a case by case basis.

We look at the costs of running obsolete equipment and consider their life cycle. Sometimes, because of higher repair costs, it is more cost effective to replace a product than it is to maintain it. Another factor is the performance of antiquated equipment compare to the efficiencies of using new technology. One example was our use of an old Xyplex Terminal Server that constantly failed. It ran our payroll printer at our Board Office. After several failures, we found it was wiser to replace it with a newer, more dependable Print Server.

Our Technology Staff saves money reducing disposal costs to virtually nothing. Each year we use our county's recycling center for a computer drop off. At the end of each year, we announce a computer round up for each building. Our district works with our city to pick up each building's obsolete, broken computers which are recycled at the county's center.

Another source is a large local company in our downtown area. We can load one of our box trucks with pallets of old computers. This company will take the old computers and use the parts for needy programs.

How will we know we are getting there?

We use several parameters to measure the burdened cost to our district.

They include loss of productivity, increased repairs, down time and increased costs for replacement parts.

We look at the costs of running obsolete equipment and consider their life cycle. Sometimes, because of higher repair costs, it is more cost effective to replace a product than it is to maintain it.

Another factor is the performance of antiquated equipment compared to the efficiencies of using new technology. One example was our use of an old Xyplex Terminal Server that constantly failed. It ran our payroll printer at our Board Office. After several failures, we found it was wiser to replace it with a newer, more dependable Print Server.

Our district Tech Staff gets feedback on a regular basis on how well things are running. We address our concerns in Building Tech Meetings, Tech Staff Meetings, District Tech Meetings and Administrative Meetings.

Through this feedback, we can gauge how well things are running. We provide an "Action Plan" for a "Problem Resolution Plan". This is a pro-active step in correcting problems before they get worse.

Another tool we use is the feedback from our Service Logs. We keep track of repairs and monitor problems for patterns. We are able to see problems with specific models. For example, we found a problem caused by motherboards for a specific IBM computer. Through this feedback, we were able to work with the vendor and received free replacement motherboards. This saved us many hours of additional down time for our users and repair time for Tech Staff in each of our buildings.

How will we sustain focus and momentum?

We will continue to look at TCO when making purchases. We evaluate products based on their upgrade plan. This is done for every type of hardware: servers, network equipment, printers and student's computers.

Next school year, our Technology Staff will be using a web-based Help Desk. Users will be able to log on over the internet and place a help desk call. Repair requests will be logged, fulfilled and tracked. We can use this to see trends in failures, monitor excessive repairs in the district, by building or down to the model and/or user level. We can evaluate and monitor repair times and provide feedback to our buildings, our district and to our Board Office. This will be an important part in the measurement of TCO.

Budget and Planning

5.0 Budget

Budgeting is an essential component of any planning process. In Phases 1-4 of your tech plan, you have identified technology strategies that will help you 1) align with academic content standards, 2) administer your technology plan, and 3) implement your technology plan. Review Phases 1-4 and determine the costs associated with these technology strategies. In trying to effectively budget these technology costs, the planning team will need to eliminate redundancies and overlaps in the identification of technology components and phase in expenditures over the plan life-cycle.

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

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2006-2007	2007-2008	2008-2009	Total
Network/Telecommunications	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Access to Technology	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Shareholder Access to Educational Informational Applications	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Educational Software	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Security	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Technology Staffing/Support	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Professional Development	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Consumables	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Additional	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Total	xx,xxx	xx,xxx	xx,xxx	xx,xxx	

Additional Items

During the next five years, our district will be paying for a new High Speed Project for internet connectivity through our consortium and ITC Site, LEECA. These transportation & one time hardware costs will be paid for through our General Fund.

Budget process details

Our District's Technology Budget is based on the coding process per the State of Ohio's Uniformed School Accounting System for both Instructional Technology (Function 1190) and Non-Instructional Technology (Function 2967). The budget is matched to specific Function Codes and are divided into these categories: Data Processing Services, Repair & Maintenance Services, Meeting Expense, Supplies, Software and Hardware.

Each year, our district's Technology Committee meets to review our Technology Budget. We produce a weighting scale used to determine the importance of each item. Our committee meets several times during the year to evaluate the needs and to manage the costs within the district's budget guidelines. During the year, we have several budgetary meetings with our treasurer to ensure that our goals are realistically in line with our budget. We create a list of planned purchases over the year which is presented at our technology meetings. By spring, we have a final list of our expected purchases for the next year.

Our primary concern is to fulfill the student's educational needs in each building. We actively match the goals we set to these standards.

Our district has a five year plan where, each year, a specific building purchases new computer hardware to upgrade the students computers to newer technology. We negotiate a four year warranty to cover most of the expenses during the life of the PC's. This reduces our repair costs over the life of the student computers. Our goal is to purchase student computers to a five to one ratio. The Technology Coordinator has a policy where hardware quotes are taken from several vendors. State minimum pricing is always used as a starting point in pricing. Once all quotes are received, the Technology Coordinator negotiates a final bid from the vendors. This ensures the lowest possible price for the district.

We have a final budgetary meeting at the end of the year with key administrators before presenting our final technology plans to our superintendent for approval.

How will we get there?

Olmsted Falls City School's Technology Budget will be paid for with money from our Capital Funds and our General Funds. We get federal E-rate money for internet costs and state funding for Professional Development. During the year the Technology Coordinator submits all required E-Rate forms before the deadlines. The federal government uses E-Rate funding to reimburse our school district for telecommunication, pager and cell phone expenses. The Universal Administrative Service Company (USAC) was chosen by the federal government to manage E-Rate funding. Our district must report their service providers to the USAC each year.

Just like all districts in the state, our district generates moneys from bond issues, operating levies and PI.

Our Technology Staff created a minimum acceptable level of computer hardware. From time to time, we will accept donations of computers as long as the minimal acceptable level is met. This assures we do not accept obsolete equipment that may be too costly to maintain or upgrade.

During the year, teachers can submit grants to help with technology purchases. For example, we continue to use a grant written for the purchase of Smart Boards for our district. We get reduced pricing on Smart Boards, hardware and projectors.

Our Technology Budget meetings focus spending based on a priority-based weighing system. We make sure that our goals set in our mission statement and vision statement are met. Here are some of the items we consider when we evaluate technology purchases:

Safety of children

Security of data

Developing efficient technologies

Providing technology that students can use in the real world.

Purchases are priced out competitively to ensure the lowest cost to the district. All hardware and software purchases are at state minimum pricing or less. We negotiate lower pricing from this point to reduce our final costs.

We try to limit spending several ways. Starting in 2006/2007, our Technology Budget will be streamlined. All technology purchases will be approved by the Technology Coordinator which is then passed to the Assistant Superintendent. This will help control the costs for all technology purchases in the district down to the building level.

Our district focuses on providing supporting technology from within, whenever it is possible. However, when necessary, we evaluate out-sourced purchases. We look at cost efficiencies of out-sourcing and compare it to the cost of performing the same task in house. Each is determined on a case by case basis. Sometimes it is more cost efficient to do the work in-house. Other times, it makes more economic sense to have the work out-sourced.

To reduce costs, we plan our purchases of computers around an upgrade plan. This assures that the computers we buy today can be easily upgraded years later to accommodate later demands. This reduces total cost of ownership for the district.

Appendix A - Additional Documents

Description	Name	Date Submitted
Olmsted Falls Course of Study	Technology Course of Study Rami.doc	May 30, 2006
Olmsted Falls Network Map	Olmsted Falls Network-5-5-2005 No IP Add.jpg	May 30, 2006