Educational Technology Plan for Nelsonville-York City SD - 044446

School Years:
2009-10
2010-11
2011-12

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

TABLE OF CONTENTS

Pre-Planning

1.0 Establish Technology Planning Committee

Assistive Technology/Special Needs Coordinator
Board Member
Community/Business Leader
Curriculum Coordinator
Library/Media Specialist
Parent
Principal
Superintendent
Student
Teacher
Technology Coordinator
Technology Support
Treasurer

Approvers:
Sandi Hurd (Treasurer)
Jay Saner (Technology Coordinator/Director)
Mick McClelland (Superintendent)

1.1 Overview of TPT Planning Framework

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

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

"Where are we now?" addresses ASSESSMENT of current status within the educational organization
"Where do we want to go?" addresses GOALS for growth in various areas
"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals
"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.
"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

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

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?
Are any of these goals no longer relevant?
What goals and strategies were met, and to what degree of success?

The previous technology plan was accurate and credible for the time frame in which it was written. Nelsonville-York City School District has committed to getting all aspects of technology and education in the appropriation stage. In many aspects we have reached our goal stage and in many we are still working towards our goal.

The District is very happy with a few programs that have been implemented into our curriculum. At this time, we are not planning on getting rid of any of the new programs, we are only looking to update them as needed to keep up with technology.

The students and staff at Nelsonville-York City Schools have become more comfortable with the use of technology in the classroom. New resources, hardware, and software have allowed us, as a district, to move from a from an adoption level to an adaptation level overall as a district.
Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?

Which goals and strategies still need to be addressed? How will the technology committee address them?
Due to the ever changing world of technology, a good portion of the plan is now out of date. The computers and other technology have changed drastically since the time that the previous plan was written. Web based software programs are very popular (ex. Accelerated Reader) and website research (videostreaming) have increased the importance of connection speed.

The equipment that is listed on the previous plan is almost phased out. Three years ago the district was strictly a Macintosh school district. The district is now in the process of converting to all PC type machines. The Macintosh machines that are left in the district are machines that were purchased after the last plan was written. The timeline on computers is usually about three years and that is stretched in the education world. The machines that were around at the time the previous technology plan was written are now almost out of date.

Some of the programs that were in place during the time of the previous plan are still in place and still used daily. The programs were kept up with all of the manufacturer's updates which allows for a long life of the software.

Over the next three years emerging technologies will become even more of an asset to education. More and more educational information will be available online and via multimedia than today. We have the hardware in place to take advantage of streaming media, web based instruction, web casts, and etc. We plan to offer the necessary professional development to get teachers and students excited and stimulated to use whatever existing or new practices to achieve the highest level of education.

1.3 Vision/Mission

A. Vision

Students, teachers, and staff will use technology to enhance teaching and learning. We believe that the basic philosophy of education has not changed, but the way that it can be presented has and will continue to change. Nelsonville-York City Schools has the responsibility to keep up with these changes. Technology has an impact on students and teachers alike, we as a district must keep ahead of curve, so that they will be proficient users of existing and emerging technologies.

B. Mission

Nelsonville York City Schools Department of Technology will provide the districts Administrators, Teachers, and Students with the tools required to succeed in this ever-changing world of technology.

Curriculum Alignment & Instructional Integration

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

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

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

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

	Where are we now?	Where do we want to go?
English Language Arts	Complete	2009-10
Fine Arts	Complete	2009-10
Foreign Language	Complete	2009-10
Mathematics	Complete	2009-10
Science	Complete	2009-10
Social Studies	Complete	2009-10
Technology (specific course)	Complete	2009-10
Other Content Areas	Complete	2009-10

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

How will we get there?

The Nelsonville-York City School District continues to integrate technology into the instructional process of all content areas. Along with researching best practices from across the state, instructors sharing their discoveries and students making us aware of new uses for technology; the growth within our school district is evident. Technology is no longer a "new-fangled" extra treat for kids, it has become a way of doing business within the Nelsonville-York City Schools.

Content area instructors all have developed curriculum maps. Along with specific content area indicators, they have also included technology goals within their content, indicators, essential questions and assessments. The use of technology certainly streamlines part of the teachers daily work life (i.e. housekeeping: attendance, grade book, grade cards, interim reports, scheduling, etc.). Teachers have certainly realized the value of technology in education.

Our teachers are teaching various technology standards in their lessons.
By aligning subject area academic content standards with the technology standards,
teachers are creating very innovative lessons and using technology on a daily basis. The use of technology in instructional areas is motivational and instrumental in helping all students achieve their learning goals. The Nelsonville-York City Schools also offer state assessment intervention and enrichment through web-based programs like Study Island and Accelerated Reader, among others.

For our special needs students, technology has certainly made available resources and assistance not available in the past. Students with Individualized Education Plans (IEP) that prescribe assistive technologies are now able to succeed beyond expectations because of the available technology resources.

We are able to implement the use of Kurzweil systems, laptops, voice enhancement, and multi-media in each classroom to allow teaching to various modalities.

The technology staff is also working hard to make sure that all equipment is suitable for staff and student use. The technology staff keeps all equipment up to date and replaces equipment when necessary/possible.

How will we know we're getting there?

The district staff will work together with teachers to assure technology standards are being met. If there is a gap in instruction or services, the technology staff, and school administration will work with and guide teachers to help accomplish this goal. Professional development is an ongoing process and is scheduled when necessary. Classroom observation happens on a daily basis by both technology staff and building administration; it becomes clear during an informal walk through if an instructor is comfortable using technology, if there are technical issues, and if there is a need for updated hardware.

Lesson plans are turned in weekly to building administrators. The administrators examine the plans to insure academic content standards are being met and also that instructors are meeting various technology standards throughout the week.

How will we sustain focus and momentum?

The technology staff and building administration will continue to support teachers in their effort to meet the state technology standards. The technology staff will continue to support hardware and software and make sure that it remains current. The technology staff will also continue to hold professional development trainings so that the teachers will be adequately trained in all new and current technology and in the integration of the technology academic content standards into daily lessons.

The building administrators will monitor lesson plans and help teachers adjust their plans to meet these standards. The building administrators will also serve as a liaison between the teachers and the technology staff. The building administrator will work with teachers and the technology staff to assure that teacher and student needs are met.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.
2.0 Adoption - Use new technology to support traditional instruction.
3.0 Adaptation - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.

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

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

How will we get there?

The Nelsonville-York City School District will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we believe will be useful and successful in our district. Teachers will implement new software and programs that will enhance student interaction with the computer and in finishing classroom assignments. Since technology is now a thriving part of society, we want students to be excited about using computers in the classroom and to become proficient in the use of technology.

Our English/Language Arts teachers have readily integrated technology into their classrooms and instructional delivery. Computer and DVD networked projectors allow for teachers to easily share additional resources for lessons or enhance a student's presentation to the class. With mobile laptop computer labs, teachers may direct student research or allow students to become published authors. We subscribe to web based programs our students can access at home or school, i.e. Study Island to practice for state high stakes testing for all levels and Accelerated Reader to stretch students reading skills at the elementary level. Short cycle assessments are also built by instructors on the web, scored by scanning, and results monitored online to track students' progress and find areas for intervention.

Realizing the need for continuing professional development, especially when a new program is introduced; the Nelsonville-York Technology staff will continue to provide in-house professional development and look for outside resources for help with training. These workshops will be held with the premise that teachers will implement the new technology skills in their classroom.

Students will also work with teachers to set individual technology learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Finally, we will continually make it a priority to ensure all hardware is up to date. We want our faculty, staff and students to work with current and working hardware. Updated machines allow for students and teachers to have access to just about any application that is offered as a resource.

How will we know we're getting there?

The technology department will survey teachers and students to see how they feel about the use of technology in their classroom. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information to evaluate and make changes as we deem necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

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

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

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle

and secondary levels. For example, if all or most of your fifth through seventh grade Fine Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

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

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

Current Levels of Technology Integration in Fine Arts

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

	Where are we now?	Where do we want to go?
Pre-K	3.5	4.5
K-4	3.5	4.5
5-8	4.0	5.0
9-12	4.0	5.0

How will we get there?

The Nelsonville-York City School District will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we feel will be successful in our district. We will implement new software and programs that will enhance student interaction with the computer. We want students to be excited about using computers in the classroom.

Our Fine Arts teachers (music and visual arts) are able to enhance their classrooms and activities using technology. Marching band is able to use a program (Pyware) to plot contest and halftime marching patterns. They also write and compose their own music using Finale 2009. Practice for Piano class is assisted by technology programs that guide the students' practice. Music is recorded during rehearsals and used for playback for students to create teachable moments. Our visual arts classes may tour museum or view rare artwork thanks to technology. Creating art using the computer is another skill our students can learn.

We realize the need for continuing professional development; especially when a new program is introduced. We will continue to provide in-house professional development and look for outside resources for help with technology training. These professional developments will help ensure an easy transition for teachers to implement new skills within their classrooms.

Students will also work with teachers to set individual technology learning goals. These goals will be challenging and realistic and will be set only after discussion with the teacher.

Finally, every measure will be taken to make sure all hardware is up to date. Students are more excited about using an up to date machine that is capable of handling the applications that they run. If the machine is not capable it will more than likely sit and collect dust.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom along with what tools they are currently using. We examine look at student grades and analyze test scores to see the impact technology has had since implementation. We will use this information to make changes as we

determine necessary. The use of technology will be constantly be monitored on an informal basis to be sure faculty, students and staff have the best experience possible. These changes will be noted and included in future technology plans.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

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

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

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

How will we get there?

We will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we feel will be successful in our district. We will implement new software and programs that will enhance student interaction with the computer. We want students to be excited about using computers in the classroom.

Foreign Language classes within the Nelsonville-York City School District can explore and enhance their language studies thanks to technology. The study of foreign cultures becomes more real and interesting when using technology to view or research information about a foreign country. Mobile labs are used for oral practice or writing research papers about foreign cultures or book reviews on assigned foreign literature.

We realize the need for continuing professional development, especially when a new program is introduced. We will continue to provide in-house professional development and look for outside sources for help with professional development. These professional developments will be held with the idea that teachers will use the information learned in their classroom.

Students will also work with teachers to set individual learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Lastly, we will make sure that all hardware is up to date. Students are more excited about using an up to date machine that is capable of handling the applications that they run. If the machine is not capable it will more than likely sit and collect dust.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information and make changes as we determine necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

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

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

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

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

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

Current Levels of Technology Integration in Mathematics

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

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

How will we get there?

We will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we feel will be successful in our district. We will implement new software and programs that will enhance student interaction with the computer. We want students to be excited about using computers in the classroom.

Mathematics classes are able to use mobile labs and classroom integrated technology to access real world problems to make a connection between curriculum and the real world. This enhances the students' learning and understanding of mathematical concepts. Students may also create projects for mathematics by conducting research for reports or building products/structures based on assignments for math class. Short cycle assessments are also built by instructors on the web, scored by scanning, and results monitored online to track students' progress and find areas for intervention. Study Island may also be used by students at school or home to practice for high stakes state assessments.

We realize the need for continuing professional development, especially when a new program is introduced. We will continue to provide in-house professional development and look for outside sources for help with professional development. These professional developments will be held with the idea that teachers will use the information learned in their classroom.

Students will also work with teachers to set individual learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Lastly, we will make sure that all hardware and software is up to date. Students are more excited about using an up to date machine that is capable of handling applications and its software is updated to be compatible with the latest websites available.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information and make changes as we determine necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

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

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

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

Please feel free to include information about significant technology integration practices which are, by nature, not

broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

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

Current Levels of Technology Integration in Science

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

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

How will we get there?

We will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we feel will be successful in our district. We will implement new software and programs that will enhance student interaction with the computer. We want students to be excited about using computers in the classroom.

Science instruction is enhanced by technology by allowing teachers to demonstrate science theories and natural occurrences by accessing online resources like the National Geographic website. Lectures are illustrated using power points to bring to life information from textbooks/standards. Experiments may be safely viewed by students online to test hypothesis and record results. Teachers can access 3-D Science on the internet to further students' understanding of content. Mobile labs are used for student research about important scientific theories or inventions. Short cycle assessments are also built by instructors on the web, scored by scanning, and results monitored online to track students' progress and find areas for intervention. Study Island may also be used by students at school or home to practice for high stakes state assessments.

We realize the need for continuing professional development, especially when a new program is introduced. We will continue to provide in-house professional development and look for outside sources for help with professional development. These professional developments will be held with the idea that teachers will use the information learned in their classroom.

Students will also work with teachers to set individual learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Lastly, we will make sure that all hardware is up to date. Students are more excited about using an up to date machine that is capable of handling the applications that they run. If the machine is not capable it will more than likely sit and collect dust.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information and make changes as we determine necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Social Studies

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

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

How will we get there?

We will continue to research the practices that have proven successful in other districts throughout the state. We will adjust and implement strategies that we feel will be successful in our district. We will implement new software and programs that will enhance student interaction with the computer. We want students to be excited about using computers in the classroom.

Social Studies curriculum and instruction is enhanced by integration of technology into lectures, assignments and assessments. Information in a textbook can be brought to life by using resources available on the internet; historical occurrences, interviews, places, etc. can all be brought to the students to make text real and applicable to their lives. Mobile labs are used for individual research for assignments, papers and presentations by students. Short cycle assessments are also built by instructors on the web, scored by scanning, and results monitored online to track students' progress and find areas for intervention. Study Island may also be used by students at school or home to practice for high stakes state assessments.

We realize the need for continuing professional development, especially when a new program is introduced. We will continue to provide in-house professional development and look for outside sources for help with professional development. These professional developments will be held with the idea that teachers will use the information learned in their classroom.

Students will also work with teachers to set individual learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Lastly, we will make sure that all hardware is up to date. Students are more excited about using an up to date machine that is capable of handling the applications that they run. If the machine is not capable it will more than likely sit and collect dust.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information and make changes as we determine necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

2.8 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.
Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

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

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

How will we get there?

The Nelsonville-York City School District will continue to research the practices that have proven successful in other districts throughout the state. Currently, all teachers have access to computer labs (mobile and stationary) for students to use. The actual type of utilization of these labs varies with the skill level of the students in each grade level. Other classroom technology available in our district includes projectors, smart boards, etc. It is our plan that through teacher training, we can increase the comfort level and expertise of our instructors, so the available technology is integrated into their curriculum delivery as a common practice; thus the expertise of the students' level also raises. We will adjust and implement strategies that we believe will be useful and successful in our district. Teachers will implement new software and programs that will enhance student interaction with the computer and in finishing classroom assignments. Since technology is now a thriving part of society, we want students to be excited about using computers in the classroom and to become proficient in the use of technology.

The elementary school has stationary computer labs available in the school's media center and an upstairs classroom. Depending on the grade level these labs are utilized for keyboarding, word processing, research, and technology projects. As faculty members become more knowledgeable in regard to the new technology available on site, the students' experiences will also increase.

The middle school has a mobile lab, a stationary lab in the media center, and in the Business Technology classroom. The use of technology (word processing, research, and power point projects) has been integrated well into the students' work. The Business Technology class offers a varied curriculum, depending on the grade level of the students taught (6ht, 7th, or 8th grade). Classroom material covers basic keyboarding, web research, power points, and web pages.

The high school has the use of two mobile computer labs and a stationary lab in the media center. Students are required to use technology in most of their classrooms. There is also a Business Technology class offered in which common business practices within technology is taught, along with research, power points, and web page design.

Realizing the need for continuing professional development, especially when a new program is introduced; the Nelsonville-York Technology staff will continue to provide in-house professional development and look for outside resources for help with training. A survey will be administered on Teacher Orientation Day in September. The results will guide the technology department as to the training needs for each grade level/department. The district has agreed to cover the cost of substitute teachers, so that technology issues can be addressed on site and at the teachers' expertise levels. These quarterly workshops will be held with the premise that teachers will implement the new technology skills in their classroom.
Students will also work with teachers to set individual technology learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Students will also work with teachers to set individual technology learning goals. These goals will be challenging and realistic and will be set after the teacher and student discuss them.

Finally, we will make sure that all hardware is up to date. Students are more excited about using an up to date machine that is capable of handling the applications that they run.

How will we know we're getting there?

We will survey teachers and students to see how they feel about the use of technology in their classroom. Simply implementing mobile labs, smartboards, and new software doesn't prove students are learning. We will look at student grades and analyze test scores to see if their has been a change since the technology was implemented. We will use this gathered information and make changes as we determine necessary.

How will we sustain focus and momentum?

We will continue to research and implement new programs and new technology. Nelsonville-York technology department will work with teachers to pilot programs that may be purchased for the district. We will also continue professional development training and offered (ETSEO) courses to insure that teachers are adequately trained.

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	Awareness	Exploration
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Exploration	Exploration
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	Adoption	Exploration
G.District funding for educational technology	Exploration	Transformation
H.Equity and access to technology	Exploration	Transformation

How do we get there?

Nelsonville York City School district is always looking for ways to better our policies regarding enhancing educational technology use. Most of the policies that are currently being created are created by a collaboration of district administrators.

The technology coordinator and technology staff analyze any situation that may occur and decide if the policy needs to be changed or if the current policy covers the situation. If a policy needs to be changed then it must be discussed with the superintendent and any other staff that a new policy may affect. The policy is then made aware to all users who could possibly be affected by the change.

How do we know we are getting there?

The new policies will be monitored by the affected users' supervisors. For example, if the policy affects the students then the policy will be monitored by the teachers, the building administrators, the technology staff. If the policy affects the teachers then the policy will be monitored by the building administrator and the technology staff. Monitoring a new policy is important to make sure that it is implemented correctly.

Sometimes new policies are questioned by the end users and the staff must make sure that the policy is enforced. The staff will continually evaluate the new policies to see if they are working correctly. If the new policy becomes a problem or is not working as intended, then the policy will be reconsidered, with input from the end user, and discussed by the district staff.

How do we sustain the focus and momentum?

The new policies will be supported by the district staff as they are discussed and planned before they are created. As previously mentioned, if the policy is causing problems or if it is not working as it was intended to work, the policy will be reconsidered and possibly changed in order to make it work correctly.

A policy change will be announced to possible affected users only. If the policy affects all users district-wide, then the policy will be brought to their attention accordingly.

3.2 Analyzing District Leadership

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

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

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

How do we get there?

The administrators at Nelsonville York City Schools are all currently using technology on a daily basis. Our superintendent and building administrators are all skilled at using their personal computer and this carries over and trickles down to their staff. Everyday functions such as attendance, grades, communication, and discipline are completed on a computer by staff and administrators. Professional development is usually scheduled on an as needed basis. Most of the time this happens when a new administrator comes on board or when a new software program or hardware device (classroom projector, scanner, smartboard, etc.) is purchased and the staff needs trained in the use of that program or device.

How do we know we are getting there?

One of the main methods to evaluate the administrators is to observe their skill level in the use of the technology that they are required to use. The administrator must be very fluent in the application in order for them to use it comfortably or teach another staff member how to use it. Most of our evaluation is by observation, evaluation, and or meeting with staff members. It is important to hear the staff concerns in order to effectively evaluate them.

How do we sustain the focus and momentum?

Nelsonville York City Schools fully supports the technology staff and upper technology management. The coordinator and or staff is able to attend professional development opportunities whenever necessary and is able to bring back and share the knowledge that was gained. The technology coordinator also participates in the planning and implementation of hardware and software. These processes are all discussed with the superintendent and/or building administrators before any plan is put into action; however, they are always very supportive the technology staff's ideas.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	8%	10%
Acquisitions/Procurement	8%	8%
Deployment/Implementation of Technology	15%	13%
Maintenance & Repair	18%	10%
End-user Technical Support & Training	15%	10%
Curriculum Alignment & Instructional Integration	8%	10%
Fiscal Management/Grant Applications	4%	10%
Superintendent Cabinet/Executive/Board Meetings	5%	4%
Tech Staff Development & Management	5%	7%
Policy Development, Monitoring & Enforcement	5%	7%
Evaluating New/Emerging Technologies	9%	10%
Other	0%	0%
Total	**100%**	**99%**

How will we get there?

Decreasing the time that the technology coordinator spends troubleshooting can greatly increase time spent in all other areas. Decreasing this time can be achieved by educating the staff. The everyday computer user should be able to troubleshoot his/her own computer to an extent. Basic troubleshooting can be taught through an in service or by over-the-phone support. Most problems can be handled with basic troubleshooting and this would greatly reduce the amount of time that the technology coordinator is out of the office.

How will we know we are getting there?

The technology coordinator keeps a record of all troubleshooting calls made and notes if the problem was a one that could have been fixed by the end user. The technology staff will know if progress in staff education is being made if the number of these records decreases. These numbers will be compared with the numbers from the previous months/years. This method has been extremely effective over the last few years.

How will we sustain focus and momentum?

The superintendent will evaluate the technology coordinator's position on a monthly basis. Together they will discuss new plans and revise any area they find needs adjustment.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

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

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

ACTIVITY 1:

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

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

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

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

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

ACTIVITY 2:

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

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

How will we get there?

Nelsonville-York City School District is currently under construction in a renovation project. The network and telecommunications systems are brand new, state of the art, hardware and software as well. Our 3COM VOIP phone system is being upgraded to their latest version and 3COM is providing new data networking racks which can push 1 GB of Data. Network cables will be brand new throughout the complex CAT6 cables will be replacing what we currently have. (CAT5) Most of the building is up and running with the upgraded equipment. The construction is done in phases over several years and requires extensive planning to keep the entire network up and running. The technology department has been very successful in this aspect, recording very little "down time" of the network do to the construction project.

We recently upgraded our internet bandwidth at the Elementary and High School Complex from two T1 lines to fiber. The fiber is currently pushing 10mgs, a significant upgrade from the 3mgs we were getting from both T1 lines. However, now that the fiber is in place, we can request more band width as needed in the future as more and more educational videos are being streamed from the web. The fiber backbone within our district is being constructed to handle any amount of traffic we can push at the moment or in the near future.

How will we know we are getting there?

The technology department creates a district newsletter every other month that is available at regularly scheduled board meetings. The newsletter is also available online through a link from our district website. This newsletter gives information on what is happening with the district's technology. It usually states equipment purchases and any big plans/changes that are scheduled regarding computers/technology in the school system. The technology department gets great feedback and suggestions from those who review the reports.

How will we sustain focus and momentum?

Nelsonville York City School's current network is very adequate with plenty of room to expand and will be. Currently the district has plenty of bandwidth to support all of the users. The construction project is providing new network equipment which will be above and beyond what our network can push at this time. The district servers also have plenty of room for data storage. In the future, extra hard drives can be added to the servers for more storage space. Multimedia files and student web pages, with pictures and etc., are becoming more popular and require more space than documents.

The network is monitored daily. Not only is the network monitored by the district technology staff but it is monitored by our internet service provider SEOVEC. Problems are picked up on immediately and they are taken care of in a timely fashion.

At this time, with the number of users, our network has more than enough capacity to support users. We are well aware that maxing out the capacity of a network is not uncommon with the resources of today. However, with our new network being built to OSFC (Ohio Schools Funding Commission) Standards, the technology department is confident our network bandwidth will readily handle the traffic our users will require for years into the future.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.
Some - This technology is in the building(s) and district, but there are only a few in each location.
Pervasive - This technology is an integral part of the building(s) and/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student Ratio (1:n)	1:2.5	1: 1.5
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

Nelsonville York City school district has about one computer for every 2.5 students. This number shows a steady increase compared to the number in the previous plan. Ideally, we would want a 1:1 student/computer ratio and we are making steady strides towards this goal. The school district has added over two hundred computers in the past three years and also phased out many machines due to outdated hardware and incompatibility issues. We understand that buying/phasing out is an ongoing cycle and continue to look for ways to add new computers and essential equipment. These steps will allow us to ensure our students and staff have access to quality equipment in this ever-changing world of technology.

New computers and equipment are always a good thing but they must be implemented properly in order to have a positive impact. The district currently has 3 mobile laptop carts which are used throughout the district. These labs have been found to be utilized much more than a permanent lab. These machines can travel from classroom to classroom and the students can work and print in the room from his/her own desk. Mobile labs effectively enhance the instructional environment by giving the classroom a 1:1 student/computer ratio. The district is looking into purchasing a fourth lab because of the success, interest, and enthusiastic approach staff, teachers, and students have shown toward the mobile labs.

The new district renovation project has added much needed technology to each individual classroom. Each room has a voice enhancement system for the teacher, digital projector connected to the teacher computer, and a DVD/VHS that also plays through the projector. We feel the district is making great improvements in classroom technology and classroom atmosphere with these additions.

E-rate funding is vital to our district. The money we save on internet access and telephone connectivity through E-rate allows us to purchase new computers and equipment (ex. printers). The funding from E-rate covers the majority of these expensive bills. We are very fortunate to receive this money each year. These discounts allow us to spend more of our budget on new machines and essential technologies.

How will we know we are getting there?

Many companies and corporations have a 2 or 3 years policy with there computers and other technologies. That meaning every 2 to 3 years they phase out the technology for brand new equipment. This is the same process that we use here at Nelsonville-York. But, because of funding issues in education we act on a 4 year policy of upgrading equipment, mostly adding memory to older machines.

Computers and equipment are analyzed each summer by the technology department. During this time, the machines are evaluated by their overall performance. Each machine is updated with Java platforms, Abobe Players (Flash, Shockwave, etc.), and Windows updates of course. This allows access websites that use pictures and video streams, which are essential in today's classroom technology. Some older machines are given added memory, this usually gives each machine an additional year or two of service.

How will we sustain focus and momentum?

Nelsonville-York City Schools Technology Department continues to support our current technology as well as new technology from the district renovation project. Our department consists of a Technology Coordinator and a Computer Technician for the district. The department takes repair calls or trouble tickets from administrators or teachers and immediately discuss the issue. Most of the issues are computer maintenance or classroom technology (projector, voice enhancement, classroom audio, etc.) problems that are resolved in minutes.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.

2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

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

How will we get there?

Nelsonville-York City School District is always looking for ways to upgrade to more simple means of completing tasks. Right now, we have adequate systems in place in all almost all of the above categories.

The district currently uses ESIS (student information system) for teachers to post grades, attendance, comments, referrals, etc. We have decided to introduce the Parent Assist module available in ESIS. The parents will be able to login and view updated information (grades, attendance, teacher comments, referrals, etc.) pertaining to their child(ren). This application will benefit parents, students, as well as teachers. It will promote communication and make it much easier for parents to get updates on how their children are doing at school.

How will we know we are getting there?

Any new programs that are introduced will be evaluated by the staff throughout the year. The easiest indicator is to listen to what the teachers/parents are saying about the new program(s). This is usually a good indicator if they like it, if it is easy to use, and/or if it is as effective as the staff had hoped. An online survey will be posted on the district website for parents to give their opinions about the new program.

How will we sustain the focus and momentum?

These systems will continually need to be upgraded with the manufacturer's upgrades. If these upgrades do not solve a particular problem or need then the situation will need assessed to see what further actions need to take place. The district staff then looks for a solution that will correct the problem and enhance the program to make it fit the needs of the district.

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

How will we get there?

The technology department understands the need and supports the use of various types of educational software. The staff is also aware that software implementation requires teacher training, student training, and additional support following installation.

The district takes many steps before actually purchasing educational software. The software has to first be researched, to get a basic understanding of what the program offers. Funding is always a concern, so we have to decide, if this is a district wide software program in which every student will have access. (Study Island) Is this particular software only going to be used in the high school business lab? (Alice) Will this software be used in just the elementary? (Accelerated Reader) The software should be used in alignment with the Ohio Academic Content Standards. The technology department works closely with the curriculum coordinator making sure the software is capable but, most software is able to be incorporated into a lesson that aligns with these standards. Once the software is researched and purchased, the staff has to be adequately trained in the use of the software. This is either done by the technology staff or the software company staff at a location within the district or through a web cast. The software is then evaluated to see if it has impacted student achievement.

How will we know we are getting there?

The software applications that are implemented within the district will be evaluated by staff and users to make sure that it is being utilized properly. The teachers who are using the software will evaluate students each time that they use the application. The teachers will then report their findings to the technology staff. If there are issues with the implementation and or use, the software will be re-evaluated accordingly to solve the issues.

How will we sustain focus and momentum?

We will continue to focus on our current software and evaluate new software when it becomes available. We will continue to search for software that aligns with the Ohio Academic Content Standards.

4.5 Security

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

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

How will we get there?

The district technology staff feels that it currently has adequate security procedures but understand that this changes on a daily basis. The staff wants to make sure that they are ready for anything that may happen regarding security.

Starting at the top, the technology staff needs to make sure that our servers are the most secure. This will be done by backing up the servers on a daily basis and keeping up to date with all security software.

Every student account is also monitored every to make sure that they are not in violation of any security procedures. These accounts are a privilege and students need to treat them as such. If a student is found to be in violation of any of the security policies, they will be dealt with according to the AUP.

Internet filtering is also very important to us. All of our filtering will be handled by our internet service provider; SEOVEC. SEOVEC handles the main filters and uses a default set of keywords to filter. They currently use Smartfilter by Bess, but are currently in the process of switching to Web Washer. The district has the ability to unblock or block sites that we feel may be labeled incorrectly. We are also looking into "walk-in" security, which will require any foreign computers (machines not recognized by the network) will have be required to meet certain standards or have a virus scan program before they will be allowed to connect to our network.

How will we know we are getting there?

Most of the security issues are from students doing what they are not supposed to be doing on the computers. The internet can be a major problem because of the vast amount of information available and the amount of new websites that are created daily. Fortunately most of these issues are found before they become major problems. Usually the students are caught by a teacher or other students mention it to someone and then the situation is dealt with according to district policy.

How will we sustain the focus and momentum?

Security policies may occasionally change with wording but the base values remain the same.

Students have these policies listed in their student handbook. Students must sign and agree to abide by the district approved acceptable use policy. If students are found to be in violation of any of these policies, the handbook is referred to and they are dealt with in a reasonable manner.

Staff needs to be reminded of these policies as well. Each staff member is responsible for signing an acceptable use policy and following the guidelines of that policy.

Security is allows a major concern. Viruses, internet predators, hackers, and etc., these days expect the worst. We understand that if we make sure to keep everything updated (virus scan, filter, policies) we are minimizing our chances of having a security breech in the future.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:714	1:476
Support Staff to Teachers	1:46	1:31
Support Staff to Computers	1:253	1:168
Support Staff to Buildings	1:1.5	1:1

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

How will we get there?

The Nelsonville York Technology Staff consists of one district technology coordinator and one full time technician. The coordinator and technician work as a team handling office calls and monitoring the network for potential problems. Most calls we receive are from fellow staff and teachers who have a minor computer, network, or phone issue. We ensure each issue is handled effectively and in a timely manner. The issues are usually dealt with within the hour. Most issues are taken care of before the work day has ended.

How will we know we are getting there?

The district technology support staff deals with all issues regarding computers, telephones, HVAC units (heating and air conditioning), access control (automated door locks), video surveillance systems, and pretty much anything else that has to do with technology. The staff also handles all professional developments, web development, hardware/software support, wiring, and administering the network. The technology staff feels very confident about their ability to handle all of these roles and still maintain the response time that they do.

The technology department is very satisfied with the district's current technology. The machines are very reliable for day to day use and students and staff can feel confident that the machines will operate normally.

The technology department has also noticed a rapid decrease in the number of trouble calls to the department. The tech staff feels that this has to do with the configuration of the machines, the quality of the machines, and the staff knowledge of how their computers work. The staff has become more knowledgeable on trouble issues and how to repair minor malfunctions.

How will we sustain focus and momentum?

The technology staff at Nelsonville York is committed to keeping current with their knowledge about new equipment and new issues. The staff will continue to research more efficient ways to solve problems. The staff will also continue to attend professional development conferences and workshops in order to have working knowledge of current and emerging technology.

Additional professional development opportunities will be available for staff. These shall include everything from integrating technology into the curriculum to basic operations of hardware/software.

4.7 Total Cost of Ownership

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

Process

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

How will we get there?

The total cost of ownership is something that is looked at for each purchase that the technology department makes. The department is currently in the process of phasing out our Macintosh machines and replacing them with PC, Windows based computers. The new machines are installed by the technology staff and the old machines are phased out. If they are still usable, they are placed throughout the district where needed. If they are unusable they are disposed of according to the district's disposal agreement.

The TCO is very important when making new purchases. Sometime the cost to upkeep equipment costs more than the initial purchase. We always take this into consideration and it is the reason that software and hardware equipment is thoroughly researched before purchasing.

How will we know we are getting there?

The main goal of the technology department is to purchase reliable cost effective equipment. Not only cost effective up front but cost effective in the long run.

One of the ways that the technology staff takes care of this is to make sure that all computers have a full warranty with an extended warranty period. Almost all of the district computers come with a three year warranty that will cover any failures and any replacement cost.

It is also important that the computers and technology equipment can be worked on in house. Software problems are taken care of immediately in house which saves the district in the long run.

How will we sustain focus and momentum?

The technology department will continue to learn and grow and become more aware of the total cost of ownership of equipment that is purchased. The district technology staff has strong working relationships with vendors who enjoy doing business with Nelsonville York. These relationships allow for issues to be handled in a more timely fashion.

If we purchase from a company and an issue arises that is not handled properly then we will re-evaluate our relationship with that company. If we find that the product that we purchased from the company is not what we expected then our relationship with that company will be re-evaluated.

Budget and Planning

5.0 Budget

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

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	12,000	12,000	12,000	12,000	**36,000**
Hardware	17,000	18,000	18,500	19,000	**55,500**
Student Data Administrative Systems	12,000	12,000	13,000	13,000	**38,000**
Software	5,000	5,500	6,000	7,000	**18,500**
Security	3,500	4,000	4,500	5,000	**13,500**
Technology Staffing/Support	30,340	31,840	33,340	34,840	**100,020**
Professional Development	3,000	3,500	4,000	4,500	**12,000**
Consumables	2,000	2,500	3,000	3,500	**9,000**
Additional					**0**
Total	**84,840**	**89,340**	**94,340**	**98,840**	

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

Our network and telecommunications budget is based off of our E-Rate discount. We have been receiving about a 76% discount on these services. We will budget for over that amount to make sure that our budget can cover the necessary amount.

We also like for our budget to be flexible from category to category. If we need more here and less there, we are able to do so. The committee took into consideration many aspects of technology. New technologies, such as classroom projectors and Smartboards, were taken into account when considering software purchases for the future.

The entire complex will soon be on one main campus. This will cut out our need for any T1 connections for internet use. The district will save money in this aspect, but will be upgrading our fiber connection as needed with emerging technologies such as video conferencing, video streaming, interactive lessons, and so on.

How will we get there?

Being a small rural school district we rely on outside funding for our technology. We do have adequate funding that allows us to be operational but to get where we want to be we have to use funding from grants and other outside alternatives.

E-Rate helps us out greatly when it comes to network and telecommunications. This allows us to have very advanced speeds and an advanced telephone system. We also receive help from eTech with professional development. This allows for us to offer additional professional development opportunities.

The following are the eligible services our district uses, Internet, VOIP, Long Distance, Cellular, POTS/Centrex, and ISDM phone circuit T1, some people refer to it as a PRI line.