Educational Technology Plan for Tiffin City SD - 044891

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)*

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Pre-Planning

1.0 Establish Technology Planning Committee

Curriculum Coordinator
Instructional Integrationist
Library/Media Specialist
Parent
Principal
Teacher
Technology Coordinator

Approvers:
Jon Hampshire (Technology Coordinator/Director)
Don Coletta (Superintendent)
Patricia Penny (Treasurer)

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?

Tiffin City Schools like all school systems across the nation is facing a bleak financial future. Therefore, the main consideration of this plan is to determine how to use the technology we already have, regardless of functionality, to advance the use of technology in our district.

During the course of the last Technology Plan, Tiffin City Schools had a Permanent Improvement levy fail three times. A major portion of the levy was dedicated to purchasing technology hardware. Many of the goals in the previous plan were realistic at the time depending on the PI levy.
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?

Part of the last technology plan was to find a dedicated funding stream for technology hardware purchases. In 2007, Tiffin City Schools put a 1mil permanent improvement levy on the ballot with the majority of the funds dedicated to Technology. This permanent Improvement Levy was defeated by the voters on three separate

occasions. Tiffin City Schools is back on the ballot this year with a five mil emergency levy renewal. This emergency levy renewal is needed just to stay solvent for the next five years. Funding for technology is going to be virtually nothing for some time. Many of the local Parent Teacher Organizations are stepping forward with fund raisers to help purchase interactive whiteboards and projectors for classrooms. Also teachers are more involved in grant writing to help fund technology. However fund raisers and grants are only pockets of money awarded periodically and not a dedicated funding steam.

1.3 Vision/Mission

A. Vision

The vision of technology in the Tiffin City Schools is to:

1. Enhance communication
2. Facilitate rote tasks
3. Promote literacy and life-long learning
4. Enable instructional practices allowing for individual student differences
5. Prepare students as responsible and productive citizens
6. Maintain current technology levels through targeted replacement

It is the ultimate decision of the district to keep the vision simple so that a greater understanding exists for all stakeholders. As we begin to talk with those outside of the educational community, the belief is that we need to speak simply and directly.

B. Mission

The mission of technology in Tiffin City Schools is to create greater student achievement.

Once again, we believe that the mission must encapsulate the very essence of our technology and educational activities while remaining direct and simple. We hold dear the belief that all stakeholders wish to increase academic achievement regardless the form or format.

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	In Progress	2010-11
Fine Arts	In Progress	2010-11
Foreign Language	In Progress	2010-11
Mathematics	In Progress	2010-11
Science	In Progress	2010-11
Social Studies	In Progress	2010-11
Technology (specific course)	In Progress	2010-11
Other Content Areas	In Progress	2010-11

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 district will utilize department meetings to determine ways to align the technology content standards to the current courses of study. Once curricular changes are determined and made, the courses of study will be reviewed by the Board's Program Committee followed by formal Board approval. The Program committee is comprised of teachers, administrators, parents, and business partners. The alignment will detail the use of technology with numerous indicators and a coherency and articulation among and between grade levels. The initial department meetings will begin with the middle school and high school staff.

In August of each school year, committee members from the district Professional Development Committee will determine the professional development needs for the district based on the implementation of the curriculum with respect to technology. The professional development activities will be advertised and teachers will be able to receive Continuing Education Units or potentially Graduate Credit from area Universities. Ongoing Professional Development opportunities utilizing existing staff who are proficient with technology will occur. The Local Professional Development Committee will recognize and highly value all professional development activities with reference to technology integration.

Teachers will collaborate with each other by making relevant lesson plans available for other staff members to utilize. These lesson plans will be thoroughly discussed at the day-long grade level release days held each spring.

How will we know we're getting there?

Staff evaluations will be reviewed to determine the satisfactory or unsatisfactory integration of technology. Particular examples will be sited by evaluators as to the general use of how the technology is being integrated into the courses of study. For staff scoring unsatisfactory in this area, a goal setting session will be set

between the teacher, the administrator, and the technology coordinator. The session will be used to determine a professional development plan for the teacher. The plan will last for one school year.

Department meetings will focus on teacher lesson plans as a way to review the extent at which technology is being used. The lesson plans will be evaluated using a rubric that is expressly tailored to identifying how well integration is taking place. Lesson plans will be anonymous and will only be identified by grade level.

All staff hired into our district must also demonstrate a level of expertise in the use of technology integration. Additionally as a part of their orientation to the district, each new hire will attend professional development sessions in the area of technology integration.

Pre- and post- surveys will be used with each professional development session to determine the level of new information gleaned from the session. The surveys will be used over time to determine growth and expansion of technology expertise in our district.

How will we sustain focus and momentum?

Department meetings will be held during school time to discuss the direction of technology in our district. Release time will be provided as a way to facilitate high attendance at the meetings. The meetings will focus on the integration of technology specifically related to our district approved courses of study.

Professional development needs will be addressed through the district Professional Development Committee. This committee is comprised of building principals, special education teachers, technology coordinator, school psychologists, and teachers from all core departments.

The Technology Coordinator will attend building staff meetings when needed to address any issues with technology in the buildings.

At the end of each year, the Director and the Technology Coordinator will meet to evaluate the level of curriculum alignment at all levels.

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	N/A	N/A
K-2	2.0	3.0
3-4	2.0	3.0
5-7	3.0	4.0
8-10	4.5	5.0
11-12	4.5	5.0

How will we get there?

The K-4 language arts teachers will extend student learning through teacher use of technology. Teachers will use technology to develop lessons and materials that will allow more time for student interaction. An example of a site to help develop lesson plans is from 4teachers Toolbox. http://www.4teachers.org/intech/lessons/index.jsp?subject=1&theme=5&topic=19 Another site teachers may use is from the Ohio Department of Education. http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1

The K-4 teachers have a severe gap in the amount of equipment needed for technology implementation. The upper grades have more equipment but the demand is even higher. Most elementary teachers feel their needs are not being met with the current technology. Specifically, the mobile labs need updating and an interactive whiteboard should be in each classroom. The classroom units are outdated in both hard and software. Therefore, the elementary school language arts teachers feel they are still in the 2.0 adoptive range but would like to be in the adaptation and appropriation stages. There is no official tech person working at each building, though each has a "go to" person who is proficient in technology to assist with simple questions.

In house professional development will occur. Teachers are encouraged to attend the eTech and NWOET conference as well to get professional development. PD will be documented through individual teachers IPDP. While some elementary teachers feel they have had adequate PD, they are not able to implement some of the techniques for integrating technology because of the equipment gap.

The middle school teachers will extend their students learning through teacher use of technology. Teachers will use technology to develop lessons and materials that will allow for more time for student interaction. An example of a site to help develop lesson plans is from 4teachers Toolbox. http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1 Another site teachers may use is from the Ohio Department of education. http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1
Additionally, students will begin using technology for their own learning and creative processes. Students will use productivity tools such as word processing. Students will use online databases such as those provided by INFOhio to complete research and other information literacy assignments.

In house professional development will occur. Teachers are encouraged to attend the eTech conference as well to get professional development. PD will be documented through individual teachers IPDP.

Teachers will have daily access to a computer with internet access. Projectors and presentation devices such as Smartboards are fixed in each classroom. Students will make use of the computer labs when necessary. Assistive and adaptive technologies serving special needs populations need to be purchased.

The high school English department continues to use various forms of technology to advance teaching, learning and student achievement. While the actual hardware needs are not adequately met, the implementation is developing. The high school has many pioneering teachers who are definitely in the appropriation and invention levels. Teachers have working web pages or work groups that are online classrooms using tools such as Weebly.com or our FirstClass workgroups. Assignments are posted, compiled or taught using these tools. Students are engaging with the teachers and other students on projects that require collaboration. While the department is meeting to finalize its alignment, we have informally aligned and scaffolded the skills the skills and processes according to the following chart

How will we know we're getting there?

Teachers progress K-12 will be measured by teacher lesson plans. Administrators currently assess these plans on a weekly basis and will observe the integration of technology in Language Arts. Teachers are responsible for creating their lessons and will self assess their progress. Data from the biennial eTech survey will also be reviewed. Additionally teachers in grades 5-12 will evaluate student achievement using technology.

Teachers 8-12 will also use Tools such as Trails from ILILE to monitor student's efficacy in research and information literacy skills. The high school staff will discuss an informal evaluation of student technology skills being used in other areas of the curriculum. Two English teachers have visited a number of other schools to see how they meet these challenges. Stipends and CEU's are given for formal PD training.

How will we sustain focus and momentum?

The Language Arts teachers will continue to work with the tech department to sustain focus. Ongoing professional development is seen as the key to maintaining focus and momentum. Professional development initiatives must be tailored to differing ability levels within the staff so that staff are excited about the opportunity to learn something new. Excitement about something new is an important factor in sustaining focus and momentum. Also important in sustaining focus and momentum is the provision for technology services at each building. Having a person available with a high degree of technology skills will empower teachers to try new teaching possibilities using technology. If there is a problem or question about how to do something, it is important that teachers have a skilled mentor to guide them as they experience new teaching and learning opportunities.

In summary, the integration of technology into the language arts department is, and can be, a huge link to student achievement. Maybe this link will be in the form of simplifying, or clarifying research for students. Maybe it will provide differentiated instruction for students and another way to help them understand material. Maybe it will motivate the hands-on learner who does not learn well in a lecture and note taking setting. If nothing else, it may make learning more enjoyable. When students enjoy what they are doing, they will learn better and achieve more.

The district is committed to providing up-to-date courses of study, increased communication at all levels, the posting of great ideas for all to see, and to evaluate the use of technology as it relates to increased student achievement.

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	N/A	N/A
K-4	2.0	4.0
5-8	2.5	4.0
9-12	2.5	4.0

How will we get there?

The K-7 fine arts teachers will extend their students learning through teacher use of technology. Teachers will use technology to develop lessons and materials that will allow for more time for student interaction. An example of a site to help develop lesson plans is 4teachers Toolbox. http://www.4teachers.org/intech/lessons/index.jsp?subject=1&theme=5&topic=19. Another site teachers may use is the Ohio Department of Education. http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1. Resources such an Beautiful Dorena and KidPix will be used by students.

Teachers will have daily access to a computer with internet access. Projectors for teaching with one computer may also be available. Students will make use of the computer labs when necessary. Purchasing assistive and adaptive technologies to serve special needs populations needs is a priority.

The emphasis for integrating technology for grades 8-12 is on integrating student technology skills into the curriculum though teachers will still use resources for developing lessons and resources for students. Secondary students will use technology to develop their art. More advanced programs such as Adobe Photoshop and Gimp will be used. Teachers and students will make use of online tutorials to gain experience with these programs.

The high school implementation program has suffered because of lack of hardware resources. More computer labs and classroom computers are needed. These computers need significant memory capabilities to handle the large files that will be created. If the mobile labs are used, higher capacity airports need to be in place. Pen tablets should also be purchased to bridge paper and pencil skills with computer art skills. Assistive and adaptive technologies serving special needs populations need to be purchased.

Local professional development opportunities will occur through our district Professional Development committee. All K-12 teachers will be encouraged to attend in-district professional development opportunities as well as the eTech and NWOET sponsored conferences to extend learning opportunities. PD will be documented through individual teachers IPDP.

How will we know we're getting there?

Teachers progress K-12 will be measured by teacher lesson plans. Administrators currently assess these plans on a weekly basis and will observe the integration of technology in the Fine Arts. Teachers are responsible for creating their lessons and will self assess their progress. Data from the biennial eTech survey will also be reviewed. Additionally teachers in grades 5-12 will evaluate student achievement using technology. The high school staff will discuss an informal evaluation of student technology skills being used in other areas of the curriculum. Also at the high school level the number of student projects which incorporate higher levels of technology will be evaluated on an annual basis.

How will we sustain focus and momentum?

The Fine Arts teachers will continue to work with the tech department to sustain focus. Ongoing professional development is seen as the key to maintaining focus and momentum. Professional development initiatives must be tailored to differing ability levels within the staff so that staff are excited about the opportunity to learn something new. Excitement about something new is an important factor in sustaining focus and momentum. Also important in sustaining focus and momentum is the provision for technology services at each building. Having a person available with a high degree of technology skills will empower teachers to try new teaching possibilities using technology. If there is a problem or question about how to do something, it is important that teachers have a skilled mentor to guide them as they experience new teaching and learning opportunities.

In summary, the integration of technology into the Fine Arts department is, and can be, a huge link to student achievement. Maybe this link will spark student creativity. Maybe it will motivate the hands-on learner who does

not learn well in a lecture and note taking setting. If nothing else, it may make learning more enjoyable. When students enjoy what they are doing, they learn better and achieve more.

The district is committed to providing up-to-date courses of study, increased communication at all levels, the posting of great ideas for all to see, and to evaluate the use of technology as it relates to increased student achievement.

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

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	2.0	4.0
9-12	4.5	5.0

How will we get there?

There are no foreign language studies in grades K-6.

We hold the belief that our department is currently using technology in a very effective manner. The high school foreign language department is currently using technology in the following ways: electronic presentations, word processing, guided web activities, pen pal exchanges via e-mail, use of Voice Thread, use of video discs, use of the digital still and digital video camera, use of sound systems which also have PA capabilities, use of CD's and DVD's, use of interactive white boards and projection systems, use of United Streaming, and on-line radio/music sources. Electronic presentations are both student produced and teacher produced. Examples of guided Web activities include purchasing a home in Mexico, looking for restaurants and hotels in France, and making general travel arrangements. Digital cameras are used to insert pictures into word processing documents and PowerPoint presentations. The video camera is used to produce iMovies, for example of home tours. Teachers also make use of United Streaming. This resource may be replaced with

Learn 360.

However, with professional development we feel we can discover new uses for technology tools. We would like to continue to remain on the cutting edge by visiting other model districts where technology is being highly integrated into the learning process. The district is committed to identifying and sending teachers on these visits. In-district professional development will be provide by our district Professional Development Committee. Teachers are encouraged to attend the eTech, NWOET and other conferences each year. PD will be documented through individual teachers, IPDP.

The high school implementation process would benefit from more computer labs and classroom computers instead of the mobile computers we currently use, which are not intended for use with large video and sound files. iPods could also be purchased to facilitate learning outside of the four classroom walls. Special needs students could be better serviced though the purchase of assistive and adaptive technology components.

How will we know we're getting there?

Teachers progress K-12 will be measured by teacher lesson plans. Administrators currently assess these plans on a weekly basis and will observe the integration of technology in the Foreign Language. Teachers are responsible for creating their lessons and will self assess their progress. Data from the biennial eTech survey will also be reviewed. Additionally teachers in grades 7-12 will evaluate student achievement using technology. The high school staff will discuss an informal evaluation of student technology skills being used in other areas of the curriculum. Also at the high school level the number of student projects which incorporate higher levels of technology will be evaluated on an annual basis.

How will we sustain focus and momentum?

For technology to become accessible and available, ongoing professional development is critical. To stay current with the technological advances and trends in education, our staff must proactively seek new ways of teaching using our current technology. We must provide a continuum from the freshmen year to the senior year on new uses of technology for our students. Technology does, and will continue to impact the study of foreign language. As a department, we are committed to it's continued use and the expansion of it's use.

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	N/A	N/A
K-2	1.5	2.5
3-4	2.5	3.5
5-7	3.0	3.5
8-10	2.0	4.5
11-12	2.5	4.5

How will we get there?

Because of the extensive use of manipulatives at the primary level technology use will be focused on interactive lessons to sharpen skills and extend student learning. Through the use of the existing mobile carts and interactive white boards, teachers are being encouraged to move technology into the classrooms rather than using the lab setting. Over the course of the next three years we will determine ways that we can replace legacy equipment.

In math 3-4 teachers will search out and implement technology that is compatible with the current math series and TCS Mathematics courses of study. They believe their students need to interact with technology using the same vocabulary and format as their textbooks and Ohio Math Achievement tests. Technology will provide a means to student remediation, extend student learning as well as provide much needed differentiated instruction.

Teachers at all grade levels that have access to adequate technology will be extending their use in their classrooms. Teachers who do not have what they believe to be adequate access will look for ways to share what is available. Increased use of grants to provide more interactive whiteboards and software will be utilized.

Teachers feel that PD is crucial to greater implementation of technology. Teachers have requested professional development that will enhance their understanding of and applications for interactive white board use. Visits to schools who are successful in math and technology use will help develop local expertise. Workshops that present already developed lessons, units student projects as well as relevant websites will further develop staff members technology usage.

Our district Professional Development Committee will select Professional Development sessions and presenters based on the requests of Tiffin City Schools employees. Professional Development will be recorded through each teacher's IPDP.

How will we know we're getting there?

Teachers progress K-12 will be measured by teacher lesson plans. Administrators currently assess these plans on a weekly basis and will observe the integration of technology. Teachers are responsible for creating their lessons and will self assess their progress. Data from the biennial eTech survey will also be reviewed. Additionally teachers in grades K-12 will evaluate student achievement using technology. The high school staff will discuss an informal evaluation of student technology skills being used in other areas of the curriculum. Also at the high school level the number of student projects which incorporate higher levels of technology will be evaluated on an annual basis.

How will we sustain focus and momentum?

Professional development must be continuous if the integration of technology is to be successful. Maintaining and upgrading hardware and software is essential. Providing support and recognition for staff members' efforts regarding the integration and implementation of technology are vital. All staff members will collaborate in grade level, building level, and departmental level meetings, and by celebrating successes and addressing areas of concern. Through the on-going evaluation and revision of our district technology plan and CCIP we will be able to maintain our momentum.

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	N/A	N/A
K-2	2.0	2.5
3-5	1.5	3.5
6-8	3.5	4.5
9-10	3.5	4.5
11-12	3.5	4.5

How will we get there?

The goals for technology integration within the area of science instruction focus on several main components.

The first component is to increase the utilization of technology in the area of research by both teachers and students. Utilizing technology to find valid and reliable web sites through internet-based research will an integral piece of this goal. Additionally, teachers and students should be able to navigate the internet to effectively search and determine the accuracy and reliability of each web site.

The second goal is to increase implementation of technology in everyday instruction. The implementation will support traditional and nontraditional instruction, and also integrate technology into classroom practice. Support will entail the usage of technology to research, design, and/or plan instruction for the classroom, and also support evaluation and reflection afterwards. The support aspect will fall on the classroom teacher. Integration of technology into classroom practice would involve utilizing technology during instruction. At the elementary and middle school level, this integration may include utilizing Ibooks, SmartBoards, programs such as Accelerated Math/Reader, virtual labs, and distance-learning opportunities, etc. At the middle school level, the acquisition of data-collection sensors and graphical software for experiments in motion, temperature, energy production, etc. that can be tabulated and share within the school and internet is what will help offer greater academic opportunities. There is a need to acquire the accompanying software including, building licenses for PowerPoint and Microsoft office along with newer versions of Smart-Notebook and upgrading our graphical software i.e.. Excel. Access to these materials would also enable a more frequent and better use of technology. Funding streams for these items would be secured through grants, community and/or district resources.

At the high school level teachers may utilize technology with assorted lab equipment such as digital scales, and hotplates. They may use programs such as Graphical Analysis and Microsoft Excel to graph data. The use of

TI-83+ calculators in conjunction with Calculator Based Laboratory Systems (CBL) to assist in laboratory experiments will be an important component of technology usage at the high school level. Students may also utilize INFOHIO as a pertinent resource. At the high school level, the acquisition of the latest technologies: interactive whiteboard, projectors, and access to on-line download materials (i.e.. Chalkboard) will help our staff and students utilize the power of technology for scientific research and instruction. Funding streams for these items would be secured through grants, community and/or district resources.

The third goal is to target funding streams such as community resources or educational grants to provide teachers and students the necessary equipment and training to utilize technology.

The final goal will target professional development. Professional development will be dependent on finances, grade level and technology available. Additionally, a support person will need to be in place (staff and/or student) to assist teachers in skill development and implementation within their instructional area/practices. Within each building, the support person will be able to provide assistance to staff and students to help integrate and facilitate the implementation of technology into classroom practice the professional development (PD) activities

How will we know we're getting there?

The methods and measurements to monitor the progress toward achieving these goals will be from a variety of approaches. From a staff/teaching perspective, teachers and administration will develop and implement a tracking method for teachers and students with regards to using focused lesson planning that incorporates activities in which students may produce portfolios of their work which may contain video productions, electronic presentations, etc. Teachers should plan, implement and evaluate lessons that incorporate technology into instruction practices . These lessons should allow students to implement and utilize the skills that are presented within the daily lessons and activities. Data and feedback will be provided through several methods. A pre-and post assessment tool will be developed to assess the teachers current skill level and this assessment will help drive the professional development plan. Teachers can set their own goals toward mastery and implementation of the these skills. Progress can either be self-monitored or cooperatively with administration and/or technology personnel to assist teachers in meeting their goals. Students may be assessed through traditional and nontraditional evaluations such as rubrics, portfolios, etc.

How will we sustain focus and momentum?

The Science teachers will continue to work with the Tech Department to sustain focus. Ongoing professional development is seen as the key to maintaining focus and momentum. Professional development initiatives must be tailored to differing ability levels within the staff so that staff are excited about the opportunity to learn something new. Excitement about something new is an important factor in sustaining focus and momentum. Also important in sustaining focus and momentum is the provision for technology services at each building. Having a person available with a high degree of technology skills will empower teachers to try new teaching possibilities using technology. If there is a problem or question about how to do something, it is important that teachers have a skilled mentor to guide them as they experience new teaching and learning opportunities.

In summary, the integration of technology into the Science Department is, and can be, a huge link to student achievement. Maybe this link will be in the form of simplifying, or clarifying research for students. Maybe it will provide differentiated instruction for students and another way to help them understand material. Maybe it will motivate the hands-on learner who does not learn well in a lecture and note taking setting. If nothing else, it may make learning more enjoyable. When students enjoy what they are doing, they will learn better and achieve more.

The district is committed to providing up-to-date courses of study, increased communication at all levels, the posting of great ideas for all to see, and to evaluate the use of technology as it relates to increased student achievement.

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	N/A	N/A
K-2	2.0	3.0
3-5	2.5	4.0
6-8	3.5	4.5
9-10	3.0	4.0
11-12	2.0	2.5

How will we get there?

The implementation of technology into the Social Studies curriculum can be broken down into 3 main goals.

The first goal would be to increase the incorporation of internet resources into research-based projects. Providing all students with the opportunities to utilize internet resources for research-based activities is vital to meeting this goal. Students need to understand how to incorporate available technology resources into their research. In addition, students need to possess an understanding of the differences between reliable and bogus websites. This will be accomplished by teacher demonstration at all grade levels. To supplement this, students in the secondary grades will be required to research various historical topics, and provide ample, reliable websites used to enhance their projects.

The second goal is to continue to encourage teachers to utilize existing available technology for everyday classroom practices. Technology must be incorporated into everyday teaching practices in order to provide the highest opportunities for student success. This may include the use of technology for delivery of instruction as well as assessment and evaluation of students. At the elementary levels teachers should continue to use and incorporate, if available to them, such resources as email, ibooks, Promethean Boards, Accelerated Math, Accelerated Reader, SmartBoards, any head sets or audio equipment, and any software that may be installed on their computers. The the middle and high school level teachers are expected to utilize technological resources available to them that include email, mobile computers, Accelerated Math, Accelerated Reader, Notebook, Keynote, SmartBoards, testing software, mobile labs, typing class, and any other software that is made available to them.

The final goal will center around offering opportunities for professional development targeted specifically towards the integrating of technology into the Social Studies curriculum. This is dependent upon funds and available technology at each grade level. At the elementary level this type of professional development would include refresherer? classes in any available software that the teachers deem worthwhile, such as SmartBoard training, web-page design (weebly.com), and ways to incorporate the use of technology in a Social Studies

setting. Finally, support personnel need to be provided to assist staff and students in troubleshooting.

How will we know we're getting there?

The methods and measurements to monitor the progress toward achieving these goals will be from a variety of approaches. From a staff/teaching perspective, teachers and administration will develop and implement a tracking method for teachers and students with regards to using focused lesson planning that incorporates activities in which students may produce portfolios of their work which may contain video productions, electronic presentations, etc. Teachers should plan, implement and evaluate lessons that incorporate technology into instruction practices. These lessons should allow students to implement and utilize the skills that are presented within the daily lessons and activities. Data and feedback will be provided through several methods. A pre-and post assessment tool will be developed to assess the teachers current skill level and this assessment will help drive the professional development plan. Teachers can set their own goals toward mastery and implementation of the these skills. Progress can either be self-monitored or cooperatively with administration and/or technology personnel to assist teachers in meeting their goals. Students may be assessed through traditional and nontraditional evaluations such as rubrics, portfolios, etc.

How will we sustain focus and momentum?

The responsibility for achieving and maintaining focus and momentum will ultimately fall upon the teacher. The Administration will help the teachers achieve their learning goals by constantly monitoring their lesson planning and assuring ample opportunities are given to teachers to use the districts technological resources. The district Professional Development committee will provide professional development opportunities to the staff that is centered around the idea of using the technology available at that particular grade level appropriately. Each teacher will discuss their progress with technology, and what they want to achieve at department meetings.

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	N/A	N/A
K-2	2.0	3.0
3-5	3.0	4.0
6-8	3.0	4.5
9-10	3.5	5.0

11-12	4.0	5.0

How will we get there?

The state technology standards are sporadically integrated at the elementary level by individual teachers who have the technology to support their use. Hardware and software in many cases do not support teachers' ability to incorporate these standards.

At the middle school keyboarding is introduced to all students in grade six as a nine week course. Students are expected to utilize the skills learned in this class during the remainder of grades six, seven and eight. Formal student research papers are expected to be completed using word processing software in conjunction with presentation skills using presentation software. Much of this work is completed using mobile computer labs. Whenever possible students are exposed to the use of SMARTBoards during instruction and are encouraged to use the functionalities of these boards. Additionally the seventh grade Industrial Technology class utilizes CAD software for student projects every quarter.

The high school incorporates technology at varying levels in grades nine through twelve. Examples include Wikispaces Spaces, Googledocs, and Mindmeister for Language Arts classes. iMovie, FinalCut Pro and Adobe Photoshop are utilized extensively in our Fine Arts Department. Foreign Language Department uses VoiceThread, and PowerPoint presentations. Our Math Department is starting to use interactive white boards and accompanying software to emphasize daily math concepts. Our Special Education Department uses Web Cam technology for remote lectures with the inclusion classes.

The district supports a Professional Development Committee comprised of teachers, administrators, technology personnel, and school psychologists. The purpose of the this committee is to address professional development needs K-12 and all departments relative to all educational learning needs. It works in conjunction with the LPDC to provide CEU's for licensure renewal and other certification issues. The committee conducts a needs assessment on a yearly basis to determine professional development needs of staff and creates a budget to address those needs. Individual Professional Development Plans, activity sign-in sheets, and CEU certificates are all ways that professional development is documented.

Currently there is a disparity between technology within Tiffin City Schools. Our elementary buildings are still using as their main source of technology the equipment purchased with SchoolNet dollars almost ten years ago. The middle school was completely furnished with state of the art technology when it was built in 2005. However that equipment is now considered "legacy". The high school which is our most technology rich building still does not have adequate technology to meet their educational needs. The Parent Teacher Organizations through-out the district have recognized the need for technology in education and have been raising funds to purchase small amounts of technology equipment for their buildings.

How will we know we're getting there?

Tiffin City Schools will measure progress towards our goals in a variety of ways. First, will be collaboration/discussion at department/grade level meetings. These meetings will allow for the exchange of rich information among and between staff members at various levels. Each year notes will be taken at each meeting outlining the issues, concerns, gains, and shortcomings of the curricular implementation of technology. The notes will be shared with the Board Program Committee as well as the Professional Development Committee. Individual teachers will be asked to share their individual gains in technology and ways that technology was implemented in their classrooms.

Lesson Plans will be evaluated by principals and supervisors on a weekly basis. Teachers new to the profession will be asked to demonstrate competencies in various technological areas as a part of the teacher mentoring program, and must reflect the competencies in their lesson plans on a weekly basis. Individual teachers must be the responsible party to identify skill levels and verbalize areas of improvement. The District leadership has the role of providing as much support as is necessary to create growth with individual teachers struggling to understand the value of technology and student achievement.

The Professional Development Committee will be ultimately responsible for creating opportunities for teacher growth and allocating dollars wisely for technology in-servicing.

As with many districts, we are struggling to find a permanent funding source to move technology forward. We have been able to budget $25,000 per year for five years for the replacement of existing technology. The district is still very reliant on alternative resources for individual pieces of equipment that are new. Many goals

from the last Technology Plan were not met, but not because staff weren't willing to embrace them. It had more to do with an inability for us to pass a new levy for technology in our district.

How will we sustain focus and momentum?

Tiffin City Schools will support the use of technology by setting aside sufficient resources to fulfill our professional development plan. This includes meeting time at the building level to raise awareness and generate enthusiasm for the use of technology in ways which enhance student learning. The support includes release time for Tiffin City Schools staff to work collaboratively with expert practitioners from outside the district and release time for Tiffin City Schools expert practitioners to share their own expertise in consultation and collaboration with their colleagues. Support for the use of technology includes providing staff opportunities to receive training outside of the district and to attend the state technology conference.

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	Adoption	Exploration
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Adoption	Exploration
C.Technology-related facilities design, equipment and software	Exploration	Exploration
D.Technology acquisition and standards	Adoption	Exploration
E.Research and evaluation of educational technology initiatives	Adoption	Adoption
F.Development and dissemination of educational technology devices, applications and approaches	Adoption	Adoption
G.District funding for educational technology	Adoption	Adoption
H.Equity and access to technology	Adoption	Exploration

How do we get there?

Tiffin City Schools strategy for policy development to enhance educational technology use consists of a collaborative effort between district and community members. Opportunities for staff and administration to express concerns regarding technology will be provided through multiple methods such as individual conversations, staff meetings, Board of Education committee meetings, and Leadership Team meetings. After the information is gathered and investigated, a decision will be made whether certain policies need to be developed/modified. These decisions will be made by the Central Office staff and the Technology Coordinator. After these policies have been developed/modified, policies will be reviewed by the Board Program committee which consists of administration, board members, staff, and community members. This committee provides additional feedback regarding the proposed policies prior to presenting the recommended policies to the Board of Education.

A Professional Development committee has been formed which determines all professional development opportunities district wide. This committee comprises representatives from the Elementary, Middle School, High School, Special Education department, Technology Coordinator and district Psychologists. Part of the district Professional Development budget includes $3000 of Title IID money which has been allocated strictly for technology Professional Development.

How do we know we are getting there?

The monitoring of policy development is very important to the overall development of technology integration. We want technology integration to be part of the instructional process in the same way that other tools are integrated. Therefore, monitoring of teacher activity is critical to the success of the integration process. As an example, policies which dictate the purchase of textbooks should also be used to dictate the purchase of technology.

Principals will be the key leaders responsible for monitoring if our key strategies are being implemented. They will be responsible for monitoring lesson plans, using an evaluation form to identify the strengths and weaknesses relative to technology integration, identify the professional development plans for those needing additional help integrating technology, and tracking the data relative to other indicators leading to increased integration. Each principal is viewed as the instructional leader and as such he/she is critical to the development of all policies guiding the use of technology.

Policies will also be written into the continuous improvement planning of each building. Given the fact that our

mission with technology is to increase student achievement, each principal needs to research and determine how technology will increase their student achievement levels.

How do we sustain the focus and momentum?

All policy changes will be communicated to stakeholders through our normal district policy development procedures. Policies are reviewed by administrators, presented to our Board Program Committee, and then adopted by the Board of Education. The Board Program Committee is comprised of teachers, administrators, Board members, business leaders, the Technology Coordinator and parents. Additionally, all policies are reviewed by the Ohio School Board Association for legal consideration. It is our district's commitment to create a technology plan that becomes a living, breathing document. Therefore, all technology policy development will be derived from this document.

Attention to policy needs will be maintained through close communication with staff. By the Directors attending staff meetings on a regular basis, each one can get a feel for the policies which need to be developed for better integration of technology. Additionally, the principals and other leaders from all departments in the district meet monthly to discuss district needs.

Policy changes will be managed through the Board Program committee, our normal procedure for maintaining policy development. It is hoped that expansion of this committee will occur to include a very active subcommittee of technology members.

A culture of inquiry will be developed and encouraged through numerous avenues. First and foremost will be the Director attending monthly building meetings to determine what the issues are. This data will be analyzed and surveys created to determine the scope of the concerns and issues.

Additionally, our district will investigate other local districts at countywide meetings the various policy development issues that each has studied. Communication will occur with OSBA to determine what policy issues other districts have been initiating.

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)	Awareness	Adoption
C.Advocacy for technology	Adoption	Exploration
D.Measures and accountability for effective use	Adoption	Exploration
E.Role model in the use of technology	Adoption	Exploration
F.Professional development	Adoption	Exploration
G.Support for educational technology	Adoption	Exploration
H.Professional practice	Adoption	Exploration

How do we get there?

As leaders within the school district, administrators must accept and believe that technology is a vital component to increasing academic achievement. Administrators will be provided with the latest information regarding advances in technology relative to instructional and administrative practices. Once administrators recognize the potential benefits for the students, they will be able to lead their staff in implementing and utilizing

the technology for their instruction.

The Technology Coordinator will utilize the monthly district Leadership Team meeting to instruct the building administrators on any advances in technology and answer any questions the administrators may have on the technology currently in use in the buildings.

Administrators will also have access to the same face to face, or online Professional Development opportunities as the teachers.

Each year, it will be the expectation that a representation of building administrators will attend the statewide technology conference. Each will also be expected to identify and visit another school comparable to theirs that has been identified as on the cutting edge with technology.

How do we know we are getting there?

At the start of each school year, the Leadership Team will be asked to comprise a set of goals relating to technology use in their buildings. These goals will be evaluated at the conclusion of each school year. The building-level administrator will be responsible for developing and assessing their building goals. The extent of technology implemented within the building and classroom instruction can be measured and assessed by building-level administration, individual teachers, and/or collaboratively.

Currently, the teacher evaluation instrument includes a section pertaining to teachers implementation/utilization of technology. Building-level administrators can ask teachers to set goals for incorporating technology into instructional practices at the beginning of each school year. Teachers' lesson plans/lesson plan instrument can specify activities that incorporate technology. Principals and teachers will be able to utilize this information to monitor, track, and evaluate their progress throughout the school year.

How do we sustain the focus and momentum?

The building-level administrators will work cooperatively with the District Technology Coordinator to provide professional development opportunities. Administration will discuss the needs of the building and individual teachers with the Technology Coordinator and together they will develop a plan to achieve their building-level goals.

In the past technology professional development was separate from instructional professional development. This year a Professional Development committee has been formed which determines all professional development opportunities district wide. This committee comprises representatives from the Elementary, Middle School, High School, Special Education department, Technology Coordinator and district Psychologists. In addition to the eTech Professional Development Grant, the district Professional Development budget includes $3000 of Title IID money which has been allocated strictly for technology Professional Development.

The Leadership Team will annually review district technology goals to make sure that a focus exists in technology.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	10%	10%
Acquisitions/Procurement	5%	5%
Deployment/Implementation of Technology	5%	10%
Maintenance & Repair	10%	10%
End-user Technical Support & Training	5%	5%
Curriculum Alignment & Instructional Integration	5%	5%
Fiscal Management/Grant Applications	10%	10%
Superintendent Cabinet/Executive/Board Meetings	20%	15%
Tech Staff Development & Management	15%	15%
Policy Development, Monitoring & Enforcement	10%	5%
Evaluating New/Emerging Technologies	5%	10%
Other	0%	0%
Total	**100%**	**100%**

How will we get there?

The school district will support the Technology Coordinator in attaining these target time allocations in a couple of ways. One way will be to provide a majority of the professional development through the knowledge and expertise of trained certified personnel.

The Technology Coordinator's role will be to work closely with the curriculum director to determine the necessary technology skills where professional development is needed. The Technology Coordinator will then work with the district Professional Development Committee to address these needs.

After the initial training of teachers and administrators, the goal is to have teachers provide the instruction to other staff. Staff and administration will instruct and assist other teachers in utilizing the skills within their lesson plans and instruction. The process could include observing a skill, demonstrating the skill, and teaching the skill. Teachers and administrators will participate in the bulk of professional development as it should come from certified personnel, and curriculum directors. In coordinating our efforts in this area, we will identify those that are the most knowledgeable and continue to train them as "trainers". By utilizing Tiffin City staff as trainers costs of professional development are kept down.

Often professional development wanes because we pair the less knowledgable with those that are extremely advanced. Our district needs to rate the abilities of staff with respect to technology expertise and pair staff together with those that have an ability just slightly above their existing ability.

Our district will also utilize online instruction when appropriate and advertise those opportunities when they become available. The LPDC will make mention of these as well so that staff might consider writing them into their professional development plans.

Currently our district employs 5 support staff to aid the Technology Coordinator. It is the intent of Tiffin City Schools to maintain these support personnel so that the Technology Coordinator may concentrate on professional development activities and curricular integration.

How will we know we are getting there?

Our progress will be measured through the use of teacher surveys both at the beginning and ending of each year as well as at the conclusion of each professional development activity. By measuring the long term impact of professional development each year and the incremental steps with each professional development activity, we should be able to determine the scope and direction of professional development over a period of time. The surveys will also be critical components in making valuable decisions regarding the professional development needs of the Technology Coordinator and the Director of Instruction. The surveys will be studied by the district Professional Development committee to also make recommendations for improving professional development.

Dialogue between the Technology Coordinator and the Leadership Team at monthly meetings will provide anecdotal evidence of how the instructional programming is being impacted by technology development. Through round table discussions with our principals, the Director will have the opportunity to explore how our district achievement is progressing through greater use of technology. The weaknesses will be addressed and the strengths will be shared and spread from one building to another.

How will we sustain focus and momentum?

The Technology Coordinator is valuable to our technology efforts. The district will provide dollars for ongoing professional development so that this employee remains aware of all new technology initiatives and ways that each impacts the educational setting. The Technology Coordinator is evaluated by the Director of Operations on a yearly basis. Goals are determined at the beginning of each year, and then criteria are established to measure whether or not these goals are being met. Additionally, the Technology Coordinator is placed on several Board Committees so that an awareness is developed of finances, support service, curriculum etc.

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	Some	Increase
File and Print Sharing	Many	No Change
Internet Traffic	Many	No Change
Video Conferencing (IP)	Some	No Change
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	Some	No Change
Video Streaming (Internet)	Some	No Change
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	Some	No Change
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Some	No Change

ACTIVITY 2:

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

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

How will we get there?

Tiffin City Schools does not plan to upgrade any infrastructure during the course of this technology plan. Due to the age of the technology in the elementary buildings and no dedicated funding source to replace the aging equipment the current T-1 connections from the elementary buildings to the High School will be sufficient. Also the 100Mb fiber connection from the High School to our ITC is sufficient for our current and future needs. Periodically we do have to install new cabling to offices, and classrooms as our student population changes and classroom space is rearranged to best serve the needs of the buildings.

How will we know we are getting there?

Tiffin City Schools will inform our stake holders on our progress through several venues. Our district Technology Coordinator will give a monthly report at district Leadership Team meetings. The Leadership Team consists of directors and district administrators. The directors and administrators will communicate the progress to the departments and building staffs at their regularly scheduled meetings. Monthly progress reports will be given by our district Technology Coordinator at the various board committees. The board committees consist of board members, administrators, teachers, parents, business leaders, and community members.

Within the monthly reports, the district Technology Coordinator will provide information, data, and assessments of the progress, quality, and satisfaction regarding the completion of the various goals outlined within the technology plan.

The district Technology Coordinator will continue to work with our local Information Technology Center to diagnose and resolve any network issues.

How will we sustain focus and momentum?

The district Technology Coordinator and current staff will continue to work in cooperation with our Information Technology Center to monitor and resolve any network problems.

The districts current infrastructure has sufficient bandwidth within each building to adequately handle the educational objectives outlined within this technology plan.

To ensure that our intended users have reliable and capable services from our network, the district's Technology Coordinator and staff will continue to partner with our Information Technology Center to monitor our system and troubleshoot problems. Bi-monthly meetings are held with the Information Technology Center and the area technology coordinators to address any issues, updates, and concerns.

Within the duration of this technology plan, our district Technology Coordinator will address potential impacts on the network capacity as the need arises. The district Technology Coordinator will be in contact with the central office administration when the need exists to outline a plan to address issues, develop a plan, and secure additional funding sources if necessary.

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)	1:5	1:5
Computer to Student Ratio (1:n)	5:1	1:1
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

The current staffing levels within the technology department are adequate to help move our district forward with our plan. With one Technology Coordinator and five support personnel, we feel that this covers our needs for network technicians and installers as well as leadership within the department itself. Additionally our staff are Apple Certified Technicians and Tiffin City Schools is a self servicing provider. Most of our network support is furnished through a maintenance contract with our Information Technology Center which helps free our district technicians for other duties.

Our infrastructure in terms of hardware, wiring and connectivity is adequate to make the necessary changes for growth defined in our Technology Plan.

Emerging technologies will be introduced within one building or department as a pilot project. The project goals will be evaluated to determine their effectiveness at the end of the pilot year. If in fact, the goals have been met, then the project will be phased into the other buildings as funds become available. Staff of the original pilot school will help train the staff of the other buildings in which the emerging technology will be introduced.

Action research will be used to determine effectiveness of other emerging technologies. The research will be planned before the emerging technology component is introduced so that the goals and strategies to measured are identified prior to its implementation.

How will we know we are getting there?

Regular committee meetings with technology personnel, administration, parents, and teachers will be used to determine what purchases, planning, and evaluation will occur as a result of technology upgrades. The general direction for technology will always funnel through this committee. The committee members will be well trained on the latest available technology and how it impacts student achievement.

The District Finance Committee will be used to determine the allocated dollars for technology. This committee is comprised of administrators, teachers, community members and staff. It continually determines allocated dollars on a need basis. The priorities are determined and then the dollars follow. This committee also makes decisions such as leasing versus buying, etc.

Teachers wishing to pilot an emerging technology will be expected to maintain a portfolio that will be used in teaching others the project highlights and strategies. The portfolio will included pre-and post data on any increased student performance as well as all lesson plans used in the pilot program.

How will we sustain focus and momentum?

To make technology successful in any district a guaranteed funding mechanism needs to be implemented to cover hardware and software purchases yearly. With the defeat of the Permanent Improvement Levy last year Tiffin City Schools does not have that dedicated funding stream to systematically upgrade or replace aging technology. However staff members have been proactive in writing grants to help offset technology purchases. Our local Parent Teacher Organizations have also been very active in raising funds for technology. While grants and fund raisers help, they only provide enough funds for small pockets of technology within the buildings which creates a technology disparity between classes in the buildings. Tiffin City Schools also relies heavily on state funding in the form of e-Rate dollars to cover the cost of telecommunications between the buildings, Ohio K12 Network dollars to help offset cost of infrastructure, and eTech Ohio grant dollars to assist in professional development.

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	3 - Adequate	3 - Adequate
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	3 - Adequate	3 - Adequate
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	3 - Adequate	3 - Adequate
Voice Telephony	3 - Adequate	3 - Adequate
Human Resources & Financial Management	3 - Adequate	3 - Adequate
Network Account Management	3 - Adequate	3 - Adequate
Transportation	3 - Adequate	3 - Adequate
Food Services	3 - Adequate	3 - Adequate

How will we get there?

Even with budget constraints Tiffin City Schools is planning necessary enhancements to the systems listed above. These improvements include:

Food Services/Student Services:
Online pay system for school lunches, and student fees

Facilities Management:
Instant Alert system for mass parental communication in such events as inclement weather, district announcements, and safety related issues

Data Analysis & Reporting:
Value Added, Success website, and Decision Framework through the CCIP

Instructional Applications:
Plato Learning for credit recovery at the high school
research feasibility of Renaissance Place for continuity among buildings using Accelerated Math and Accelerated Reading

How will we know we are getting there?

Food Services/Student Services:
Online pay system for school lunches, and student fees
INDICATORS-Reduction in the amount of uncollected student fees and school lunch charges at the end of each year

Facilities Management:
Instant Alert system for mass parental communication in such events as inclement weather, district announcements, and safety related issues
INDICATORS-Parent survey at the end of the year as well as an increase in the number of participants of the system.

Data Analysis & Reporting:
Value Added, Success website, and Decision Framework through the CCIP
INDICATORS-Number of logins to Value-Added and Success website. Approval by the State on the CCIP

Instructional Applications:
Plato Learning for credit recovery at the high school

Renaissance Place for continuity among buildings with Accelerated Math and Accelerated Reading INDICATORS-Number of credits recovered on a yearly basis. Increased Accelerated Reader points and Accelerated Math levels

How will we sustain the focus and momentum?

Emerging needs can be monitored with communication between various entities. Such entities include ITC's, different hardware and software vendors, local area Technology Coordinator meetings, and our district Support Services committee. Once these needs are identified we can study and align these various systems by validating how our current systems interface with new technologies. Continued support and understanding comes from various district constituent groups who are stakeholders in the implementation of the new systems.

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	Sometimes	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	Always	Always
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Sometimes	Always
System requirements / technical and operational support	Always	Always

How will we get there?

The selection of software is critical to the ownership of technology within each classroom. We intend to use a process which is mimicked after our textbook selection process. Our district attempts to determine three to five companies which offer a particular software piece that meets a goal we have identified. We secure the software from each company and create rubrics based on predetermined goals that we hope each will accomplish. Teacher teams are formed from various grade levels and buildings.

The teacher representatives preview each software component and apply the rubrics. The next step in the process is to narrow down the search to the top two pieces of software. Both companies are then invited to present to the teacher teams to demonstrate the various uses of the software component. The teacher team then makes a selection as their top choice. Other demo copies are secured and sent out to all teachers with a request for feedback. If the teachers reach consensus, the software is then reviewed by the District Program Committee for effectiveness.

The upgrade cycle will be determined by the number of upgrades that the company creates. Our district does believe that updating the software is important because it is an investment and must be maintained.

Once the software is chosen the company representative is then asked to present to all teachers after school, complete with a demonstration of all parts of the software. The Technology Coordinator is involved throughout to make sure that all software will be compatible with our computers.

If all works well, staff will feel a greater sense of ownership for the piece that has been chosen.

How will we know we are getting there?

The technology or software selection process will be considered effective when a large portion of our staff are incorporating the components into their lesson plans. If in fact the technology is being used, then we should also see gains in academic achievement as well.

Attendance at Professional Development opportunities will also be very high. If teachers feel that a group of students will have higher academic achievement, then we feel that our staff will want to attend workshops in which the complete power of the technology is being demonstrated.

Survey results will need to be collected to determine how effective our systems and processes are.

How will we sustain focus and momentum?

The effectiveness of the process will be determined by the level of commitment our staff has toward the software purchased. To determine that level, lesson plans will be studied which have an area listing the software used. In this area we should see how often the software was used in the lesson plans.

Anecdotal notes will also be produced as administrators conduct walk-throughs in each classroom combined with the monitoring of teachers lesson plans. Evidence should clearly point to greater usage of the products.

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	3 - Adequate
Security zones	3 - Adequate	3 - Adequate
Wireless network security policies	2 - Minimal	2 - Minimal
Central log mechanism and review policy	2 - Minimal	2 - Minimal
Incident response procedures	2 - Minimal	2 - Minimal
Network security	3 - Adequate	3 - Adequate
Host Security	3 - Adequate	3 - Adequate
Data security / integrity	3 - Adequate	3 - Adequate
Anti-virus software	3 - Adequate	3 - Adequate
Spyware	3 - Adequate	3 - Adequate
Firewall	4 - Advanced	4 - Advanced
Filtering	4 - Advanced	4 - Advanced

How will we get there?

Building handbook committees will be used to re-evaluate the Acceptable Use Policy. The bulk of the committee members will be teachers as they report the number and type of security issues relative to technology. The handbook committees will review the language in each handbook to determine if in fact the language covers various types of security problems.

The district currently works closely with an outside vendor on server management issues. This vendor frequently monitors our system and reports any issues promptly and effectively.

The district also works very closely with our Information Technology Center regarding security issues. This partnership has been very effective in remaining current with security problems.

We also believe it is important to form student groups with technology savvy students to open discussion regarding ways in which they believe that the systems may be abused. This would occur mainly at the high school and middle school.

How will we know we are getting there?

A process will be established which will track data relative to all security violations. This data will be collected by each building principal and will be reported to the Technology Coordinator on a quarterly basis. Effectiveness will be determined by the decrease in the number student security violations.

Staff training will also be ongoing so that all staff will be able to spot problems as they occur. This will be a professional development session offered twice throughout the school year.

The effectiveness of any system to monitor security measures must also be inspected by those from the outside that may experience a problem not yet known to our district. Therefore, we need to make sure that we are contacting other districts to determine what if any problems they may be experiencing. Our Information Technology Center is also critical in staying of top of security concerns and filtering those concerns down to the member districts.

The Technology Coordinator will also attend any professional development sessions that address security measures.

How will we sustain the focus and momentum?

District Leadership Team, and Board of Education committee meetings will be used to create a dialogue about various issues with respect to security. This team is critical in proactively spotting any issues that could breach the security of the technology in the buildings, or expose our children to detrimental security issues.

Tiffin City Schools Director of Operations will also be an integral part of studying security related issues within the buildings. Our security policies must be reviewed annually to determine any changes that need to be made. Once our policies are reviewed and found to be adequate, the principals will write in all policies in the Parent/Student Handbooks.

All Board of Education committees comprise, community members, business leaders, parents, and Tiffin City Schools administration and faculty. The Technology Coordinator is a member of all board committees and makes monthly reports to these committees regarding security policies.

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	1:750	1:750
Support Staff to Teachers	1:55	1:55
Support Staff to Computers	1:1250	1:1250
Support Staff to Buildings	1:5	1:5

	Where are we now?	Where do we want to go?
Average Response Time (Days)	2	2
Service Level Agreement (SLA)	No	No
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Currently the district employs one Technology Coordinator full-time. This position has oversight for five employees dedicated to ensuring that technology is implemented in the district. The five employees range from technicians to a secretary to technology aides. What is needed in each building is a dedicated technology integrationist and technology aide. These positions will however, never see reality unless our district receives increased funding for technology.

The other area that we need to bolster is for our building administrators to become more knowledgeable with technology and its integration within the instructional process.

Since our principals are considered educational leaders, each needs to determine how technology might be better implemented in their building.

Response time will be gauged by staff through the e-Tech Ohio Biennial Survey. If the response time to problems is not adequate, we will review our practices and procedures to determine how the response time might be reduced.

How will we know we are getting there?

Leadership Team meetings will be used to focus discussions about how technology might better be implemented for end-users. One district component important to all buildings is equal access. We want to ensure, as an example, that each of the five elementary schools have the same access at each grade level. The meetings will be used to discuss any technology on the horizon and how it could potentially impact the end-users.

Board Committee meetings will also be used to discuss technology satisfaction for end-users.

How will we sustain focus and momentum?

We will support ongoing training for each technology employee, however, we will not be able to add staff such as an integrationist until a permanent funding stream is found.

The support for technology will be analyzed each semester by the Technology Coordinator and recommendations will made after the data is analyzed. Log times will be maintained that indicate the amount of time between when a work order is submitted and when the problem is fixed. Data taken from the BETA survey is used to help determine and resolve service support effectiveness.

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	Some	Some
Specifications/Requirements/Fits Analysis	More	More
Integration of donated time, materials or services	Some	Some
Deployment/Installation plan	More	More
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	Some	Some
Phase Out/Replacement cycle	Some	Some
Disposal costs	Some	Some

How will we get there?

Tiffin City Schools will use the TCO model for evaluating technology purchases and examine specifications, requirements more deliberately and deeper in depth. We will include initial training and professional development, evaluate current external supports costs versus new purchases, and outline a phase out/replacement cycle for new/existing technology. We realize these areas can play vital roles in evaluating the true cost of ownership. However without a dedicated funding stream for technology it is difficult to determine the phase out cycle.

How will we know we are getting there?

Tiffin City Schools will analyze the cost of technology to our organization by the desire of staff to purchase equipment related to improved student achievement. We will continue to search for alternate sources of funding to acquire this technology. Student performance and staff efficiency will be the primary indicator for the purchases of new equipment.

How will we sustain focus and momentum?

Tiffin City Schools plans to remain selective in our choice of vendors, product selection, and effective technology. The Technology Coordinator will continue to consult with selective vendors to make the best equipment, software and technology service purchases to meet the needs of our school district.

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	59,700	62,685	65,819	69,109	**197,613**
Hardware	17,000	15,000	15,000	15,000	**45,000**
Student Data Administrative Systems	108,785	108,785	108,785	108,785	**326,355**
Software	9,900	10,000	10,000	10,000	**30,000**
Security	0	0	0	0	**0**
Technology Staffing/Support	184,000	184,000	184,000	184,000	**552,000**
Professional Development	6,790	6,790	6,790	6,790	**20,370**
Consumables	19,906	20,901	21,946	23,043	**65,890**
Additional	0	0	0	0	**0**
Total	**406,081**	**408,161**	**412,340**	**416,727**	

Additional Items

Security measures are provided by our Information Technology Center through our annual network maintenance support agreement, which is incorporated in the Network/Telecommunications cost listed above.

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?

Currently, Tiffin City Schools uses a variety of funds to support the use of technology throughout the district. The main source of funding comes from the Technology Department budget, which is funded through general fund dollars. Another source of funding for Tiffin City Schools is applying for eRate reimbursements, and eTech Ohio grant dollars. Technology budget allocations remain fairly consistent each year to allow for adequate financial planning, repair, and maintenance of existing technology. These yearly allocations provide the foundation for the implementation of this technology plan. However, the need to secure alternative funding resources is critical for Tiffin City Schools that will allow for additional technologies to be acquired. In 2007 Tiffin City Schools put a Permanent Improvement Levy on the ballot with the majority of the milage dedicated to technology hardware purchases. Since this levy was defeated on three separate occasions any future hardware, software, or services have been tabled until Tiffin City Schools can find a dedicated funding stream. Any money this is received from the E-Rate program is use to offset the Technology Department budget.

How will we get there?

Tiffin City Schools use a variety of funding sources to support technology including eTech grants, eRate, miscellaneous grants and general fund dollars. The main source of funding comes from the Technology Department budget, which is funded through general fund dollars. The Technology Department is currently funded the same amount each year, which allows for repairs of existing equipment, telecommunications costs to connect the elementary buildings to the High School, services from our ITC and consumables such as labels, and toner. The general fund budget will allocate $25,000 per year for the next five years for the replacement of non-repairable equipment. Last year Tiffin City Schools tried to pass a Permanent Improvement Levy with would have provided a dedicated funding stream for Technology hardware. With the defeat of this Levy Tiffin City Schools does not have the resources to expand, or systematically replace technology across the district. Any eRate reimbursements Tiffin City Schools receives are used to offset basic telecommunications charges such as Cellular Service, Long Distance, DSL, and Basic Phone Service.